



Est. 2005

Charter Renewal Petition

July 2024 – June 2029 Charter Term

Submitted to Fulton County Schools on September 15, 2023

CHARTER SCHOOL RENEWAL APPLICATION COVER PAGES

Check One: ☒ Start-up Renewal ☐ Conversion Renewal

When was the original charter term start date? 7/1/2004

How many charter terms has the school been in existence? 4

Name of Charter School: AMANA ACADEMY

Name of the Georgia nonprofit corporation that currently holds the charter:

AMANA ACADEMY, INC.

Local school system in which charter school is physically located: FULTON

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EXECUTIVE SUMMARYName of Charter School: Amana AcademyProposed Charter Term Length: 5 yearsCurrent Grade Range: K-8 Grade range at the end of the charter term: K-8Expected enrollment at the end of the charter term: 862

This application was approved by _____ Local Board of Education on _____, 202____

For each year of the NEW charter term, indicate the number of students the charter school plans to serve.

PLANNED STUDENT ENROLLMENT

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	80	80	84	84	92	92	96	88	80	0	0	0	0	776
Year 2	90	82	88	88	92	92	96	88	84	0	0	0	0	800
Year 3	90	88	88	88	92	92	120	90	84	0	0	0	0	832
Year 4	90	88	88	88	92	92	120	100	90	0	0	0	0	848
Year 5	90	88	88	88	96	96	120	100	96	0	0	0	0	862

***Q7. State the charter school's mission and describe why this initiative is important to the community it serves. Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and how they will continue participating. (350 words or less)**

“Where Students Come First” – Fulton County Schools’ tagline has served as the start to Amana Academy’s charter since its establishment in 2005. Petitioning for our fifth charter term, Amana Academy seeks to build on its successful track record in student achievement and organizational standing. Guided by an ethic of stewardship and responsibility, **Amana Academy’s Mission is to prepare students for**

high academic achievement beyond what they think possible, so they become active contributors to building a better world.

Amana's approach has attracted a multicultural and diverse student body representative of Fulton County's growing diversity. Since the establishment of Amana Academy in 2005, the school has engaged parents at all levels of involvement and decision making. With this latest charter petition renewal, the school has enlisted the help of parents serving on the governance board, working at the school as staff members, and others from the PTO to update the charter petition. This core group's work has been informed by years of experience and feedback from multiple parent surveys conducted since the school's establishment, the Cognia accreditation process, and feedback from community organizations. The parents who contributed to this renewal reflected the breadth of skill-sets and experience of the school's parent community. They included educators, business people, corporate leaders, financial experts, and non-profit leaders.

We will continue to utilize the EL Education model as the framework that guides teaching and learning at Amana. This, coupled with our Expeditionary STEM program fueled by Design Thinking, has proven successful over the course of our 18 years, yielding exceptional academic results and producing citizen scholars who are well prepared for success in high school, college and career.

Over the course of our most recent charter term, Amana was approached by several organizations both locally and nationally asking us to replicate our model in other parts of metro-Atlanta. As such, we've shifted our organization from a single-site charter school to a non-profit Charter Management Organization, and opened our second campus, Amana Academy West Atlanta in Mableton authorized by the State Charter School Commission. We are seeing great results at the campus after only one year, with our 3rd graders outperforming their peers in Cobb County and their zoned schools from surrounding districts on the GMAS EOG test last year.

***Q8. Describe the charter school's academic program, specifically focusing on why it is innovative in your school district(s). Include mention of any waivers of state law and SBOE rule that are needed to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature or features which enhance educational opportunities. (350 words or less)**

Our award-winning school utilizes the Harvard-based EL Education (formerly Expeditionary Learning) model as our framework for teaching and learning; and during our previous charter term we renewed our status as Georgia's first K-8 Certified STEM School by the Department of Education—we call the combination "Expeditionary STEM". Amana Academy is the only school in the Fulton County School system to implement the EL Education whole-school model, and at the time of this petition we are still the only GADOE STEM-certified school in the middle grades band. At Amana, student success is measured across three dimensions – mastery of knowledge and skills, character, and high-quality student work. This multi-dimensional approach empowers all students to do more than they think they can and leads them to become 21st century changemakers—citizen scholars who are lifelong learners that seek solutions to real-world problems with a strong sense of social & environmental responsibility and cultural competency.

Building on the Expeditionary Learning framework, Amana Academy organizers have included research-based programs and structures that position students for greater success. To foster cultural competency, we are also unique in offering Arabic language (one of the six official UN languages and endorsed by the National Security Education program) connections classes at the elementary and middle school levels using the Georgia Elementary School Foreign Languages (ESFL) Model with the additional option of

French in middle school. Another structure that Amana features, where schedules allow, is single gender but equal classroom instruction in middle grades.

Given our academic track record and with anywhere from a third to half of our students qualifying for the free & reduced lunch program, Amana Academy's unique program is clearly producing better outcomes for diverse and underserved populations from across Fulton County.

The following waivers of state law and SBOE rules are needed to implement Amana Academy's academic program.

<p>Action: Amana Academy wishes to allow flexibility in class size in order to achieve its unique goals. Although Amana intends to keep classes within County/State guidelines, there will be instances where instructional formats such as, but not limited to, learning expeditions and service learning where larger class sizes may be more appropriate; or remediation where a smaller class size would make more sense and thereby improve student performance.</p>
<p>Specific Waiver: Class Size – O.C.G.A. Section 20-2-182(i) and SBE Rule 160-5-1-.08 Appendix A</p>
<p>Expected Outcome: Student achievement in specific areas such as project work, fieldwork for learning expeditions (EL), Arabic language, and remediation will be improved through the granting of this Waiver.</p>

<p>Action: Amana Academy's intent is to hire and retain the most highly qualified teachers to achieve the charter's mission. Such flexibility in the hiring of its teachers will improve student performance/achievement in specific areas such as Arabic, project-based learning expeditions (EL) that integrate multiple curricular content areas (literacy, social studies, science, mathematics, etc.), and service learning through the granting of this waiver. Highly qualified teachers in these areas may or may not have been certified. For this reason, Amana requests flexibility in the hiring of non-certified teachers.</p>
<p>Specific Waiver: Certification Requirement of Hired Professionals - O.C.G.A. Section 20-2-200, Professional Standards Commission Rule 505-2-.09 1(a) and Fulton County Schools Policy GBBD for Professional Certification</p>

Expected Outcome: Improved student performance/achievement in specific areas such as Arabic, project-based learning expeditions (EL) that integrate multiple curricular content areas (literacy, social studies, STEM, etc.), and service learning through the granting of this waiver.

Action: All teachers will be required to pursue continuing education courses in order to obtain or retain their certification status in addition to other continuing education training to help achieve Amana Academy's high academic and ethical character achievement goals. However, Amana Academy wishes to waive the State's requirement that this training be provided by local areas of administration and "other appropriate organizations". Amana Academy requests the flexibility to hire skilled professional development consultants to provide services on-site that will provide the teachers and other hired professionals guidance and improvement on their teaching skills. These consultants may not possess the certification requirements of the State but will possess knowledge and skills needed in order to further the staff's skills in educating the students and providing them with the best education possible in alignment with Amana's unique curriculum and vision and thereby improve student performance. Amana Academy will want the opportunity to participate in courses relevant to its EL instructional approach as described in the petition, the Arabic curriculum, and any other courses which facilitate Amana's high academic and ethical standards. Through the granting of this waiver student performance/achievement will be improved in specific areas such as Arabic, EL project-based learning expeditions that integrate multiple curricular content areas (literacy, social studies, science, mathematics), and service learning.

Specific Waiver: Appropriate Organizations to provide In-Service or Continuing Education – O.C.G.A. 20-2-201(c)

Expected Outcome: Through the granting of this waiver student performance/achievement will be improved in specific areas such as Arabic, EL project-based learning expeditions that integrate multiple curricular content areas (literacy, social studies, science, mathematics), and service learning.

Action: Amana Academy wishes to have flexibility to create a schedule which best accommodates the needs of the students and teachers. While Amana Academy intends for teachers to have a duty-free time during the day, it may be necessary for some teachers to be available to assist the students during the lunch hour. This option will afford Amana the flexibility to (a) promote a “we are crew” culture per EL design principles – see Appendix M, and (b) manage expenses associated with substitute teachers and paraprofessionals/instructional assistants.

Specific Waiver: Duty Free Lunch Period – O.C.G.A. Section 20-2-218

Expected Outcome: The granting of this waiver will provide this extra “teacher” time with their students that allows for a closer relationship with students and will lead to improved student performance/achievement in all subject areas and in classroom behavior.

Action: Given its unique educational program elements, such as but not limited to Arabic language, Amana Academy wishes to have flexibility in the selection of textbooks and the electronic copy requirement to improve student performance/achievement. A textbook selection committee intends to choose the best textbooks and curricular resources, which improve Amana’s ability to implement its curriculum.

Specific Waiver: State Board to prescribe textbooks: O.G.C.A. 20-2-1010 and Electronic Format of Textbooks: O.C.G.A. Section 20-2-1015 and SBE Rule 160-4-4-.10(k).

Expected Outcome: The granting of this waiver will improve student achievement in specific areas such as Arabic language and project-based learning expeditions, which will benefit from textbooks that align well with EL’s instructional approach.

Action: Amana Academy requests the flexibility to maintain a school size that optimizes our K-8 model and implementation of our EL Education program. The Governing Board is best suited to determine the appropriate school size that (a) enables operational and financial success, and (b) enables staff and students to work together more efficiently to provide the best learning environment.

Specific Waiver: School Size - School Board Rule 160-5-4-.08
Expected Outcome: For these stated reasons, flexibility in school size will allow us to better serve students across our K-8 model and ensure operational and financial success.

Action: Any student desiring a unique curriculum with high academic expectations and who lives in the Fulton County School District will be able to attend Amana Academy.
Specific Waiver: Limited Public School Choice – SBE Rule 160-5-4-.09
Expected Outcome: The granting of this waiver shall improve overall student achievement and behavior, since Fulton County residents will attend this school by choice and will have a vested interest in the educational programs and approaches the school offers. This vested interest will translate into higher levels of parental involvement in students’ learning, which has been shown to improve student achievement.

***Q9. Describe the charter school’s organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) if any, and the school’s community interest and need. (350 words or less)**

Amana Academy continues its K-8 format in the new charter term with an attendance zone spanning the entire Fulton County Schools district. The school is headed by an Executive Director with direct reports representing five functional areas: academics, finance, operations, fund development, and communications. The school’s autonomy allows it to continue its consulting agreement with EL Education (eleducation.org), a nonprofit leader in educational innovation that partners with 160+ network schools and districts nationwide to provide educational resources for teachers including professional development, curriculum, and best practice sharing. Amana Academy’s autonomy and agility was a key factor in its ability to leverage the EL Education model’s cross-disciplinary learning approach to integrate STEM education.

PAST PROGRESS

***Q10. Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:**

- Address the school’s performance in each year of your current charter term.
- You are urged to include any supporting charts, tables, or graphs that provide quantitative data.
- If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.

The academic goals in our charter contract for this current charter term centered around CCRPI metrics:

- Within each grade band served, increase the CCRPI, Content Mastery, Progress, and/or Closing Gaps scores by at least 5%, 10%, or 20% of the gap between 100 and the respective 2019 score until it reaches 90 and maintain each respective score at 90 or above once it reaches 90. *Or,*
- Within each grade band that “a” was not met, exceed the CCRPI, Content Mastery, Progress, and/or Closing Gaps scores in that grade band at those district schools that at least two-thirds of its students would otherwise attend. *Or,*
- Achieve an overall positive statistically significant Value-Added Impact Score within each grade band that “a” and “b” were not met. *Or,*
- Beat the Odds including each grade band within which “a”, “b”, and “c” were not met.

Our current charter term began in SY20. Because of obvious circumstances related to the COVID-19 pandemic, the College and Career Readiness Performance Index has not been utilized since 2019, nor has the Georgia Student Growth Model. We will provide data from other sources, such as iReady and Georgia Milestones that reflects student achievement and our performance as a school.

Year one, we started the 19-20 school year strong, with plans in place to ensure that we were on track to maintain our CCRPI score of 92. Our EL Work Plan goals were ambitious, pushing us to ensure that our percent of distinguished students on the Milestones EOG would increase by 3% over the previous year, and our percent of proficient students in each cohort and subpopulation would increase by 3% over the previous year. We also posited that 70% of students in grades K-8 would achieve an SGP of >41% as measured by Fastbridge.

In addition, we wanted our students to demonstrate that they are becoming ethical people by showing growth on their High Five Habits report card from the beginning of the year to the end of the year, and by engaging in meaningful acts of service.

Finally, we wanted to see our students demonstrating complexity, craftsmanship and authenticity in their work, meaning that they are using higher order thinking skills to research, analyze, and evaluate texts and data in order to create authentic, industry quality products that solve a question or challenge someone might be facing.

When the lockdown came in March, the leadership team, under the guidance of Ms. Campbell, spent that Friday and the weekend putting a plan for remote learning in place, complete with scenarios for re-entry should we be able to come back after the initial two-week forecasted lockdown was complete. This included building out an internal website where teachers could access digital learning tools, post assignments and syllabi, as well as a parent-facing site that included assignments for each class, a daily schedule, daily virtual crew lessons, virtual field trips, culture & character lessons and STEM activities. We also put a plan in place to get curricular materials into families’ hands and issue devices and hotspots to students who needed them. We staged a timed materials pickup from the loading dock behind the school and made take-home packets of math and ELA books, supplemental readers, manipulatives, etc. that students could use at home for remote learning. We also called every family to check-in, share the instructional plan, and answer questions. We wanted to provide students and their families with as many traditional learning materials and as much academic support as possible to supplement and complement the online learning experience.

We also wanted to create a sense of normalcy, continuity and community despite our distance learning circumstances. We continued with learning expeditions (semester-long cross curricular learning journeys that seek to answer a guiding question and solve a real-world problem) to the extent that we could, we continued to engage in grade-level-band weekly assemblies via Zoom, we kept up with daily Crew

lessons and hosted student-led conferences in the spring. We offered virtual field studies and hosted virtual 8th grade and kindergarten promotion ceremonies. We know that a sense of belonging and community plays a huge role in student engagement and academic success, and we wanted to make sure that our students and their families still felt like they were part of the Amana Crew.

Our efforts were recognized in a report from the National Alliance for Public Charter Schools titled “Learning in Real Time: How Charter Schools Served Students During Covid-19 Closures,” which can be found archived on the Department of Education’s Education Resources Information Center (ERIC): <https://files.eric.ed.gov/fulltext/ED608016.pdf>. Though we don’t have test scores or CCRPI data to tell us how we did, one rising 8th grade student said in the report, “I’m proud of our school for pushing forward. Academically, I definitely rose up from where I was before to where I am now.”

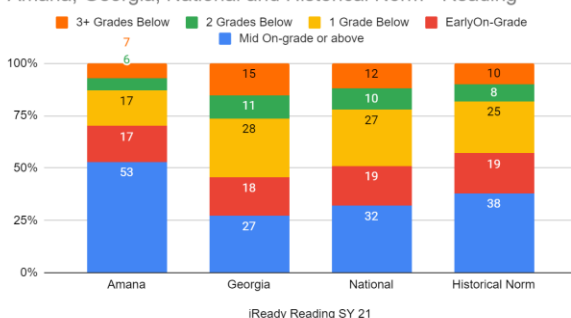
Year two of the current term, SY21, started with a change in leadership, with Ms. Campbell, who had led the school through our previous charter term and the first year of this current charter term, taking a role at the district. Ms. Abdul-Khaliq, who served as Assistant Principal under Ms. Campbell stepped into the Principal role.

We opened the year in universal remote learning and then shifted to a hybrid model mid-year, with about half of our students opting to return to the classroom and the other half choosing to remain remote. This proved challenging for our teachers, who were tasked with ensuring that all students, both those in the classroom and those online, received adequate academic as well as social-emotional support. They continued using digital tools such as Nearpod for interactive lessons and Swivl cameras to track their movement as they moved around the classroom so that their remote students could follow along with instruction, and students in the classroom were able to interact with their remote peers through Zoom.

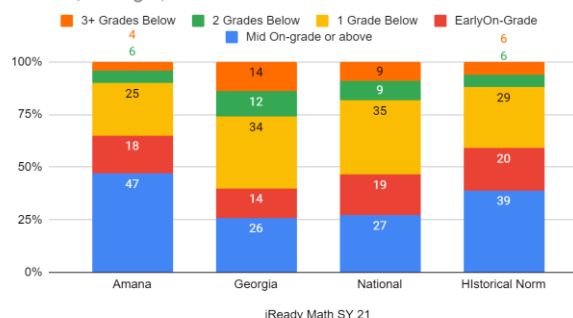
We continued with our EL Education model with as much fidelity as we could, utilizing technology for weekly Community Circles, Student Led Conferences, semester-end Celebrations of Learning and 5th and 8th grade Passages, trying to hold to our model as much as we could, knowing that those structures and supports give students the tools they need to thrive both academically and socially.

And while our GMAS scores are inconclusive since only about ⅓ of our students participated that year, we can see from mid-year iReady data that our students outperformed their peers in Georgia, Nationally, as well as the historical norm in both reading and math (we did not have access to FCS iReady data). In Reading, the percentage of Amana students performing Early On-Grade and Mid On-grade or above was 30 points higher than the state, 24 points higher than the nation, and 18 points higher than the historical norm; in Math, the percentage of Amana students performing Early On-Grade and Mid On-Grade or above was 25 points higher than the state, 19 points higher than the nation, and 6 points higher than the historical norm.

Amana, Georgia, National and Historical Norm - Reading



Amana, Georgia, National and Historical Norm

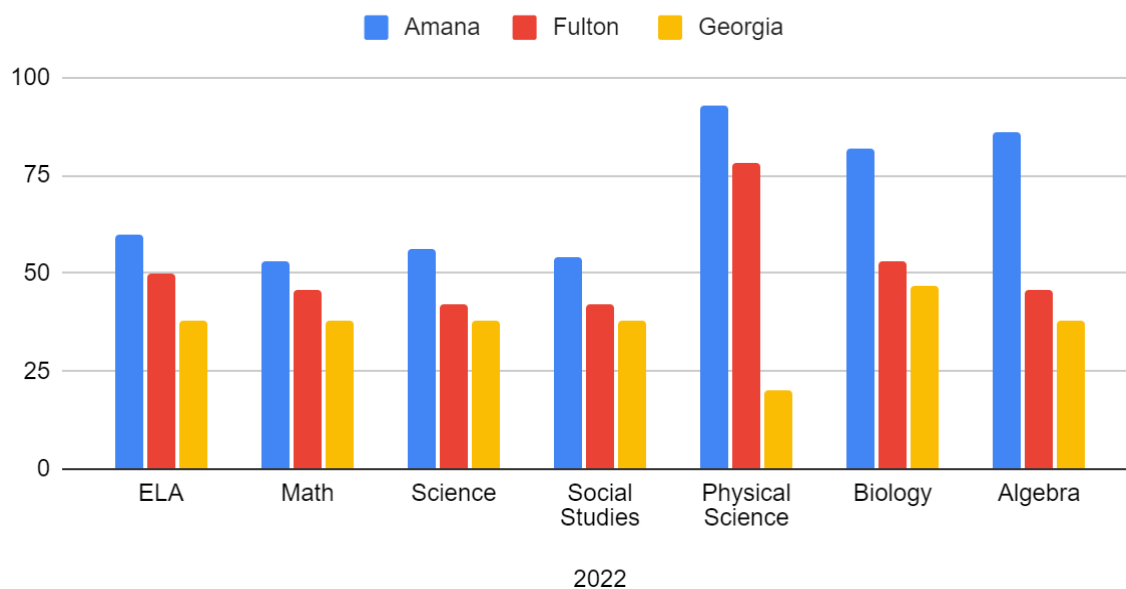


Year three brought us to SY 22, and the first time during the current charter term that everyone was back in the building for the full school year. It became evident pretty early on that many of those students who had remained remote needed practice getting back into the swing of in-person learning. Student behaviors were challenging at times, and teachers still relied heavily on devices and digital tools for classroom instruction. While we had maintained many of our EL Education structures during the course of the pandemic, we had modified them in many ways to adapt to the current circumstances. Things like managing active classrooms and using protocols throughout the class period to check for understanding had to be relearned by both students and teachers. Despite the challenges we faced, we managed to bring back in-person end-of-semester Celebrations of Learning in different, but meaningful ways. In-person field studies began to make a reappearance so that students could once again have that hands-on, real-world connection to the standards they were learning in the classroom. Expedition work became more robust (though not back to the pre-pandemic level), with students once again engaging in hands-on design thinking to solve problems and create solutions.

Our student achievement results in this benchmark year definitely show a level of learning loss that cannot be downplayed, and this is reflected in the content mastery scores below (we outperform the district but are well below our target % as outlined in our charter contract). Despite the lagging content mastery scores, we continued to outperform both the district and the state in all subject areas on the Georgia Milestones End of Grade and End of Course assessments.

Subject	Authorizing School District's CCRPI Content Mastery Scores	Target % (increase by 5% of the gap between 100 and 2019 Content Mastery score)	Actual Score
ELA	ES74.54, MS72.98	ES94.37, MS94.78	ES79.97, MS85.44
Math	ES78.18, MS67.18	ES95.67, MS82.51	ES82.91, MS74.09
Science	ES69.45, M65.72	ES88.44, MS100	ES85.63, MS84.51
Social Studies	MS66.74	ES74.98, MS80.57	MS78.88

Students Scoring Proficient & Above on 2022 Georgia Milestones Assessment



One of the things that we especially pride ourselves on is our ability to narrow the opportunity gap between students of color and white students, and between economically disadvantaged students and their non-economically disadvantaged peers. SY22 was no exception - as you can see from the chart below, compared to the district and the state, the gap for Amana students scoring proficient and above on the Milestones EOG is much narrower in both ELA and Math.

	Students of Color (Black & Hispanic)	White	Opportunity Gap	Economically Disadvantaged	Non-Economically Disadvantaged	Opportunity Gap
Math						
Amana	49	71	22	38	65	27
Fulton	37	74	37	19	63	44
Georgia	28	54	26	24	55	31

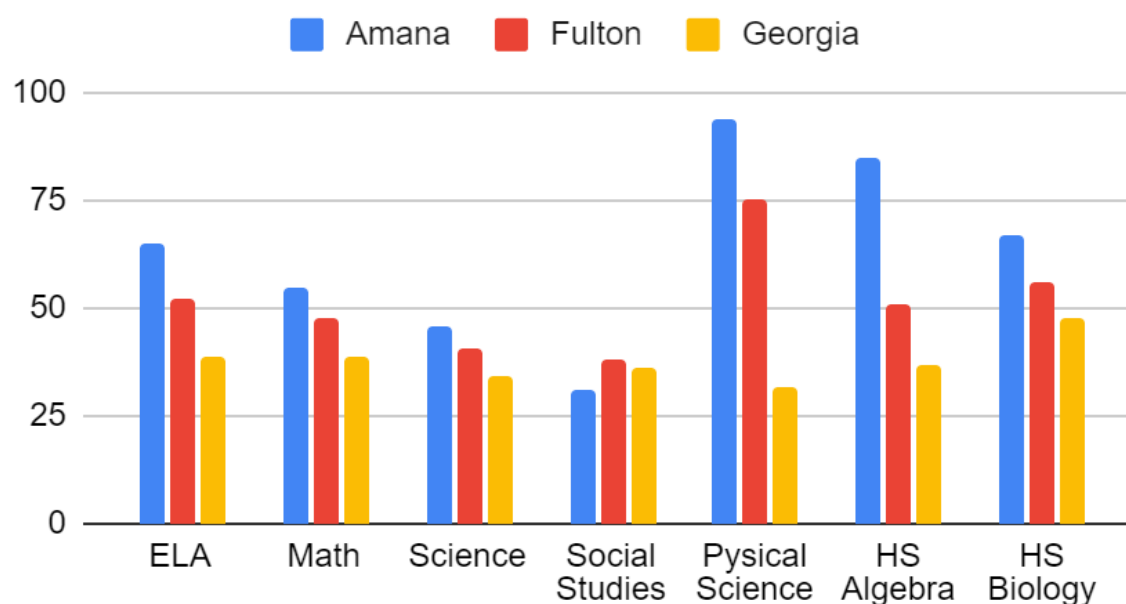
	Students of Color (Black & Hispanic)	White	Opportunity Gap	Economically Disadvantaged	Non-Economically Disadvantaged	Opportunity Gap
ELA						
Amana	59	66	7	49	69	20
Fulton	42	76	34	25	67	42
Georgia	31	52	21	26	55	29

Year four of the current charter term, SY23, brought with it continued challenges. We had another leadership change, with Ms. Abdul-Khaliq resigning for personal reasons and the hiring of Mr. Jean-Jacques Credi as our new principal. Mr. Credi had been a teacher and instructional coach during Amana's early years, but he left more than a decade ago to pursue other leadership opportunities with City Schools of Decatur, which also implements the EL Education model. His return, while celebrated, came at the same time as record teacher and staff attrition (seen across the nation), so we were starting the year with not only a new school leader, but also a record number of new teachers in the building.

The EL Education model is rigorous not just for students, but also for teachers. The ELA curriculum, grounded in the science of reading, requires targeted training for teachers to become proficient in delivering high quality instruction. Expedition planning takes time and an understanding of how to integrate with other subject areas in meaningful ways. Planning field work for students that ties back to both their expedition work and the standards that are being taught in the classroom takes time. Managing an active classroom of students of many different backgrounds and abilities takes skill and practice. For many of our new teachers, it was a daunting task, and they struggled to find their footing.

Despite that, and because Mr. Credi, along with his strong instructional leadership team (who also have many years of experience with the EL Education Model and with Amana's norms and school culture) worked tirelessly with teachers to prepare students well, Amana was able to continue to achieve good results on the Milestones EOG and EOC. The one area where we struggled was Social Studies in 8th grade, and we attribute that to having a long-term sub in the position for much of the school year.

Amana, Fulton and Georgia



While we recognize that, overall, our students outperformed their peers in the district and across the state, when we look at disaggregated data we notice that the opportunity gap, which continues to narrow for our economically disadvantaged students, has grown for our students of color. While it remains narrower than the gap in district schools, and while this cohort continues to significantly outperform their peers in district and statewide schools, the gap for these students has widened vis-a-vis previous years at Amana. Narrowing this gap is an opportunity for growth in our next charter term.

ELA	Students of Color	White Students	Opportunity Gap	Economically Disadvantaged	Not Economically Disadvantaged	Opportunity Gap
Amana	56	74	18	52	68	16
Fulton	36	78	42	28	73	45
Georgia	30	53	23	28	61	33
Math	Students of Color	White Students	Opportunity Gap	Economically Disadvantaged	Not Economically Disadvantaged	Opportunity Gap
Amana	40	70	30	41	58	17
Fulton	29	75	46	23	70	47
Georgia	26	55	29	26	62	36

***Q11. Describe the school's current financial situation. In your description:**

- Include an explanation of financial results.
- Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.
- Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.

Amana Academy's current (FY24) financial position is very solid. Our annual operating budget is \$10.2 million and as of the end of FY23 (6/30/23), we had an ending cash balance of \$2,695,760. During our charter term, COVID upended our environment and exposed all schools to substantial financial risk. Despite this challenge, Amana was able to weather the storm. Last year, as our ARP and ESSER funds began to come to an end, our team created several financial scenarios to avoid the "fiscal cliff" that many schools were faced with. We made strategic decisions to shift some roles to allow us to invest in the roles that mattered most - our classroom teachers and our support teams.

Amana Academy has not been the subject of any fraudulent behavior. Currently, our debt is in the form of a mortgage with LIFF in the amount of \$8,140,031. Each year, we aim to meet our 1.2 debt service covenant and surplus funds are transferred to reserves. Our Board, with consideration of our Finance Committee, decides how to allocate these surplus funds. At this time, we have decided to focus surplus funds on creating "beautiful spaces" for learning inside and outside our building.

***Q12. Provide a brief overview of the school's current governance structure. In your description, you must include:**

- Specific examples of decisions the governing board has made on behalf of the school;
- Specific examples of decisions the school leader has made on behalf of the school;
- How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and

- **The governing board's training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board's Governance Training Plan.**

Being a member of the Amana Governing Board means a personal belief in the stewardship principle on which Amana was founded. There will be a minimum of 5 and a maximum of 15 members on the Amana Board. Board members represent diverse backgrounds, talents and experience and serve a 3-year term; however, if mutually agreeable to the chairman and approved by the Board, members can opt to serve additional time on the board. Board members typically serve on at least one board committee or task force. All Board members are expected to satisfy Fulton County Schools and Georgia Department of Education requirements for serving on an educational board including, but not limited to, attending mandatory authorizer training, completing background checks annually, and signing a conflict-of-interest form per authorizer timelines.

Amana Academy's Executive Director reports directly to the board and meets with the board's chair and executive committee members on a biweekly basis for consultation and coaching; and they conduct an annual performance review for the Executive Director. The Executive Director also attends other board committee meetings to maintain strategic priorities and optimize synergy. Amana's Executive Director manages a network leadership team, which includes Amana Academy's school Principal and evaluates the Principal using Georgia's Leader Keys Effectiveness Systems (LKES).

Specific examples of decisions the governing board has made on behalf of the school include approving the strategic plan, approving the annual operating budget, major capital improvements, refinancing of loans, and entering into litigation procedures. Specific examples of decisions the school leader has made on behalf of the school include hiring personnel, facility repair projects, and curriculum and operational/vendor partnerships.

***Q13. Describe how the school provides state- and federally mandated services to students with disabilities. Reciting the requirements of law and rule is insufficient. Your description must include the school's practices and procedures to:**

- **Evaluate and identify students with disabilities;**
- **Develop, review, and revise Individualized Education Programs (IEPs);**
- **Integrate special education into the general education program;**
- **Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;**
- **Address student discipline;**
- **Handle programming disputes involving parents;**
- **Ensure confidentiality of special education records;**
- **Purchase services from special education vendors or to contract with your local district to provide a continuum of special education services and how this arrangement will work; and**
- **Secure technical assistance and training.**

Amana Academy complies with all regulatory requirements of the Individuals with Disabilities Education Act (IDEA), Section 50 of the Rehabilitation act of 1973, Title 11 of the Americans with Disabilities Act and shall serve all eligible students as defined in O.C.G.A 20-2-152 (d)(1)(2)(3)(4)(5) regardless of severity and disability.

Evaluate and identify students with disabilities;

Child Find is a process that Fulton County Schools uses to identify, locate and evaluate children in the district, ages birth to 21 who are suspected of having disabilities that may result in a need for special education and related services. Two channels of evaluation occur: 1) MTISS and 2) Parental Request.

- Pre-referral: Consistent with Amana's educational philosophy, the school's faculty will focus on adapting/modifying instructional/management techniques to a child's needs before he/she is 20 Amana Academy evaluated for specialized services. When classroom teachers notice a student who is displaying difficulties in learning, a variety of different approaches (RTI Tier1 interventions) will be tried and documented to accommodate the needs of the student. After these interventions, a teacher may decide to bring the child to the attention of the Response to Intervention Team.
- Response to Intervention (RTI)/Referral: In compliance with IDEA guidelines, Amana Academy identifies a Response to Intervention Team (RTI) to review an individual student's strengths and areas of concern. This multidisciplinary team, comprised of general teachers, the school counselor, the Instructional Coach and an administrator, plans strategies and organizes resources for redressing problems and concerns about a student.
- The Response to Intervention meeting indicates the suspected area(s) of disability, provides school history and documents the modifications that have been tried and proven unsuccessful prior to making a referral. An assessment plan is developed. Student referrals for comprehensive educational evaluation to determine eligibility and the need for special education shall be preceded by interventions at the classroom, small group and individual level.

Amana Academy follows Fulton County regulations and procedures in regard to the Response To Intervention (RTI) mandated program. Every student begins in Tier 1 of RTI. The procedures are as follows:

1. When a student is identified as needing a classroom intervention the teacher shall contact the parent to let them know of the concern.
2. Teachers must attempt different strategies with that student for at least a period of six weeks and document all attempts and results. Teachers must make confirmed contact with the student's parents to discuss progress and concerns.
3. If a student still does not show sufficient progress with classroom interventions, the student is moved to Tier 2 of the process where they would receive smaller group strategies and support from the instructional coach.
4. Students are monitored for a minimum of six weeks/documented Tier plan with Tier 2 interventions. If students still shows no progress with small group interventions, they will move to Tier 3. Parent must receive confirmed contact as the child is being moved to Tier 3 individual interventions 1:1 support.

Several steps are used in determining the appropriate educational program to be provided to children with learning, physical and behavioral/emotional difficulties per the following:

- Existing IEPs: an IEP Committee collects and reviews all existing IEP records (enrolling students). The aim is to properly identify and intervene as early as possible and to support and include children with disabilities in the regular education program to the maximum extent appropriate. Amana Academy supports responsible inclusion, and all efforts will be made to serve exceptional students in regular, self-contained classrooms to the maximum extent appropriate in accordance with the Least Restrictive Environment (LRE) guidelines mandated by federal law.

Assessment/Evaluation: Once a student is referred to special education from the Response to Intervention Team (RTI) or parent request, the evaluation process is completed without undue delay and in accordance with state rules and federal regulations. Prior to conducting an initial evaluation, a school representative contacts the parent/guardian and sets up a conference to discuss the following:

- Review the reasons for assessment.
- Describe the Data and procedures that will be used to obtain information about the child
- Explain the rights of the parent/guardian and school district related to assessment.
- The SST will review and explain the red file checklist
- Obtain written consent for evaluation.

Parents are strongly encouraged to contribute pertinent information throughout this entire process. Their perspectives and experiences with the student are of great value and will be considered throughout the evaluation process. Licensed staff and/or consultants perform the evaluation(s) and share results with parents and other faculty members. The parent conference may convene without the parent under the following conditions:

- The parent waives his/her responsibility to attend, or
- The parent has neglected to respond to documented communication efforts.

In accordance with state rule 160-4-7-.05, Amana parents receive a copy of their “Parental rights”

- Upon initial referral for evaluation;
- Upon each invitation to an IEP meeting;
- Upon re-evaluation of the student;
- Upon receipt of a request for mediation or for an impartial due process hearing; and
- Upon any proposed change in the eligibility or the educational placement of the student.

At any time, parents may request an evaluation by submitting a written request for evaluation to the school. This program contains annual goals in each area of need as well as the objectives the students should take to reach each goal. The IEP states what special education and related services Amana Academy will provide, and when and where those services will be provided. The IEP is reviewed and revised at least every year.

Least Restrictive Environment

Amana Academy is designed to support and enhance the social and emotional development of all its students, as well as their academic growth. Amana's special need students *uniquely* benefit from the level of differentiation and small group instruction that is delivered in two different formats dependent on student needs: 1) co-teaching within the regular education classroom; or 2) pull out into a one-on-one or small group format. Our project based/service-learning approach creates opportunities that capitalize on student interests and offers enhanced opportunities beyond the classroom walls to enrich our inclusion approach to better serve special needs students.

Through the assistance of our school model partner, EL Education, Amana has developed a program that emphasizes the natural world and time to reflect. This provides additional downtime, social communication and movement necessary to recharge students and add focus to learning in the classroom. Amana has developed applications that will serve the Amana target population in all of these areas.

The small collaborative group emphasis enables special needs students to get attention from the teacher and peers that they would not receive in an environment with longer periods of time devoted to whole group instruction. Additionally, special needs students and their families are assisted by the bonds that develop with the teacher through the practice of looping. Lastly, special needs students find that the emphasis on training for positive, respectful classroom management results in classroom environments that are peaceful, nourishing and welcoming places that allow students to flourish.

One of the most significant requirements of the IDEA is that students with disabilities be educated in the least restrictive environment (LRE) to the maximum extent appropriate. When the IEP team has reviewed the student's progress (present levels of academic achievement and functional performance); decided on the goals and, in some cases, objectives for the next year; and developed a transition plan when needed; the team then considers the kinds of supports and services the student will need in order to meet the goals and the setting in which the services will be provided (Georgia Rule 160-4-7-.07).

- The IEP team always begins by considering how the goals can be met in the general education classroom.
- The team should determine the education services, related services, supplementary aids and services, and assistive technology that are necessary for the student to stay in general education, continue to have access to the Georgia Standards, and meet the goals in the IEP.
- Examples might include use of an assistive technology device, a behavior intervention plan, support from a paraprofessional or sign language interpreter, or changes in the physical environment such as use of positioning devices for a student with an orthopedic impairment.
- The IEP team determines the student's needs, services, supports, and/or accommodations that are required to make progress in general education settings.
- The IEP team can consider placing the student outside of general education settings only when the IEP team has evidence that even with the use of supplemental aids and services, education in general education settings will not be satisfactory. If the student is placed in a setting other than general education settings for a portion of the school day, high expectations for achievement in the Georgia Standards should continue to be in place.

To ensure its compliance:

Amana works with the District to develop a system that meets the needs of the students and provides students with services from licensed/certified staff or consultants in a manner consistent with state and federal law. Staffing needs are determined by a needs assessment. Recruits undergo a rigorous hiring process to ensure the school is providing certified/qualified instructors for special needs students. Special Needs teachers receive orientation and continued professional development coordinated by the on-site special education coordinator, who is responsible for the individual case management of all Individualized Education Programs (IEPs) and coordinates all related services required by a student's IEP. Amana Academy provides all special education and related services or contracts with a third party service provider to serve students;

Amana maintains a list of the names and positions of school employees who can access student records. Amana Academy understands that student records are private and all school personnel must obtain parental consent before showing the records to anyone not involved in their student's education. All employees are required to sign confidentiality agreements and each student's folder contains a checkout record showing who reviewed the files and the date of each review; and

Amana follows the required procedures, informing parents of their rights and giving them a copy of the procedural safeguards each time there is any correspondence or any meeting is held, in addition to adhering to those specific procedural safeguards as described in IDEA.

At Amana, parents are encouraged to join in the identification and referral process. Parents questioning their child's progress, either developmentally or academically should first request a conference with the teacher. At any time, parents may request an evaluation by submitting a written request for evaluation to the school.

Amana Academy ensures that all evaluation procedures and eligibility determinations are established and implemented in accordance with state rule 160-4-7-.07. This program contains annual goals in each area of need as well as the objectives the students should take to reach each goal. The IEP states what special education and related services Amana Academy will provide, and when and where those services will be provided. The IEP is reviewed and revised at least every year.

The school's application does not identify student characteristics and should not do so to ensure the school does not violate the public trust by selecting only certain types of students during the admission process. However, after admission and upon enrollment, the school is required to accept student permanent records and may, at that time, learn that an admitted student's IEP requirements cannot be implemented at the charter school. While Amana is required to provide the same continuum of services as that of typical schools in Fulton County Schools, the school is not required to provide all levels of services offered in the entire school system. Just as with typical schools, it is anticipated that, in limited cases, student IEP requirements may not be possible at Amana and may dictate placement at another FCS school that offers the required services. The process to be followed in these instances will be the same process used by typical FCS schools and will be in alignment with FCS practices. Such a determination can take place upon enrollment or if the student's learning needs change during their time at Amana.

Individual Education Plan: If the student's assessment/evaluation shows that he/she meets any of the criteria established under the IDEA Categories of Eligibility section (O.C.G.A. § 20-2-150; 20-2-152; 20-2-160; 20-2-161; 20-2-168; 20-2-1160) and is in need of special education services, the student, parent(s) and staff will develop an Individualized Education Program (IEP) to address the areas of deficit in accordance with the required procedures. This program contains annual goals in each area of need as well as the objectives the students should take to reach each goal. The IEP states what special education and related services Amana Academy will provide, and when and where those services will be provided. The IEP is reviewed and revised at least every year.

At this stage, the student's parents become an equal member of the child's IEP Committee which will also include: the regular teacher, the special education teacher, the school administrator, the assessment professional when assessment is discussed and possibly a representative from Fulton County School System. Other members as required are present such as the LPAC representative when the student is limited English Proficient, the student when appropriate and other related service personnel or individuals that the parent or school deems appropriate to be present.

This program contains annual goals in each area of need as well as the objectives the students should take to reach each goal. The IEP states what special education and related services Amana Academy will provide, and when and where those services will be provided. The IEP is reviewed and revised every year.

For students obtaining an IEP for the first time, the eligibility process must be initiated. This commences once the parent signs the consent for evaluation. The next step includes testing, data collection by teachers and a completed RTI folder. Once these actions are completed, the IEP team meets to evaluate all of the information required for eligibility. This information is then presented to the eligibility committee. If the student is deemed eligible, an IEP Form is completed describing the special services and the parent or guardian signs a Placement Consent for Special Education Form. Once this process has been completed, the IEP becomes effective immediately.

Review: Each student's IEP is reviewed at several points throughout the school year and updated at least one time each year or as deemed necessary.

Transportation: The goal of Amana Academy is to provide free door-to-door transportation as a related service when it is specified in a child's Individualized Education Program (IEP). Amana Academy will work in conjunction with Fulton County Transportation Department to provide these services to qualified students.

Amana Academy hereby provides the following assurances:

Amana Academy follows the State's middle school concept model by ensuring that the minimum number of minutes is allotted for each subject area, that teachers that teach the same students have common planning periods, that students have Connections classes offered for at least the number of minutes required, and that the curriculum followed meets the state mandated standards.

- Amana Academy provides, by contracting Fulton County or by a third party provider, all special education and related services, including free, door-to-door transportation, as required by a student's IEP.
- Amana Academy provides appropriately licensed/certified personnel for all students with disabilities.
- Amana Academy provides appropriately licensed/certified personnel for all students who qualify as gifted.
- Amana Academy implements the same identification, evaluation, placement, reporting, and due process procedures and uses the same special education forms as other schools in the System and provides copies of all IEPs to the School System.
- Amana Academy provides all resources including all materials and equipment for all students with disabilities.
- Amana Academy submits to program review by state and local officials to the same extent required of other schools in the System.
- School social work services are provided as needed in accordance with Fulton County School System guidelines.
- All Amana Academy teachers are required to participate in workshops, in-service programs and/or training offered by the Special Education Department to the same extent required of other teachers in the System.
- Students identified with severe disabilities who require more intensive services may be served at the appropriate location according to the IEP in the Fulton County School System.
- Discipline issues regarding special education students are handled in accordance with state rules and federal regulations.
- Amana Academy indemnifies the School System in the event the School System is held liable for the charter school's failure to provide eligible disabled students with the special education, related services, program accommodations, and due process to which they are entitled under state and federal law.
- Amana Academy includes continued services for students who are expelled, as determined by the IEP. IEP goals will be appropriately addressed as per the curriculum and academic options

Dispute involvement

A resolution in a dispute with a district over the rights and services afforded to students with disabilities and their families can be accomplished several different ways. The quickest and most efficient method is for the student's IEP team to convene a meeting to discuss concerns. If disputes cannot be solved at the school level, families can contact the learning community SEC Coordinator. When a resolution cannot be

worked out locally, other processes are guaranteed to students with disabilities under the Individuals with Disabilities Education Act (IDEA).

***Q14. Describe how the charter school provides state- and federally-mandated services for English Learners (ELs). Reciting the requirements of law and rule is insufficient. Your description must include the diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.**

Qualifying English Learner (EL) Students participate in a program that combines an English immersion model and a pull-out model. Amana has allocated resources for an English to Speakers of Other Languages (ESOL) Specialist who provides small group instruction for beginning EL students through pull-out sessions, while assisting the regular classroom teachers with instruction for intermediate and advanced students. ESOL Specialists push-in to classrooms when possible to facilitate English immersion and acquisition of language skills. Furthermore, all EL students have the opportunity to interact with their English-speaking peers, who also model English usage, and take part in core subjects in the regular classroom.

Amana Academy, in compliance with Federal, Georgia, and Fulton County laws and regulations, utilizes the current Fulton County instruments when determining eligibility for the ESOL program identification and instruction.

The **ESOL** program:

- Supports the acquisition of social and academic language in English
- Provides daily instruction using WIDA and GSE Standards
- Offers targeted support for English learners

Eligibility: When information gathered at enrollment indicates the need for language screening, the student will be screened for services.

- The parent/guardian will be notified of the screening results within 10 days
- If a student qualifies, ESOL services will begin
- Students who qualify for ESOL services are tested with the ACCESS for ELLs

The Fulton County ESOL program provides support for English language acquisition and development of skills in Listening, Speaking, Reading, and Writing through content-based instruction

English proficiency will be measured using ACCESS testing. Students are tested in the spring (January-March)

ACCESS testing ...

- Monitors annual progress of English language proficiency
- Informs classroom instruction and assessment
- Provides valid and reliable information for decision-making and accountability
- Aides in determining when students exit ESOL services

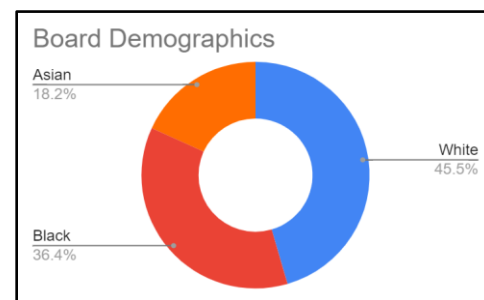
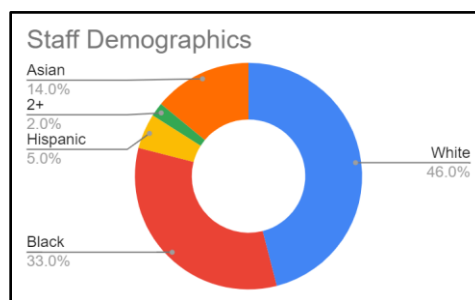
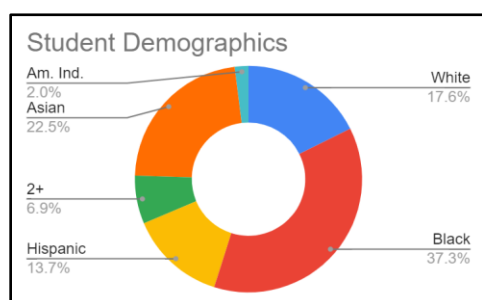
***Q15. Using the attached document, provide the number and percentage of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions during the current charter term**

(e.g., the past 5 years). How does this discipline and dismissal data compare to the Office of Civil Rights data? Upload when completed.

	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	Number & Percentage of Total Population					
Latino Hispanic	7.00	14.58%	4.00	7.27%	0.00	0%
American Indian	0.00	0.00%	0.00	0.00%	0.00	0%
Asian/Pacific Islander	0.00	0.00%	4.00	7.27%	0.00	0%
Black/African American	37.00	77.08%	35.00	63.64%	0.00	0%
White	4.00	8.33%	12.00	21.82%	0.00	0%
Two or More Races		0.00%		0.00%	0.00	0%
Total Population	48.00		55.00		0.00	

According to the Office of Civil Rights 2022 report on suspensions and expulsions, Black students are suspended and expelled at three times their enrollment. While Amana's numbers aren't as disproportionate as the national statistics, our Black students are suspended at twice their enrollment. Coming out of the pandemic and the behavioral fallout that occurred, our Culture and Character team is working with teachers to implement culturally responsive strategies to minimize behavior referrals utilizing positive behavioral interventions and supports along with EL Education Core Practices.

***Q16. Describe in detail how the charter school's students, governing board, faculty, and staff reflect the sociodemographic diversity of the community served by the charter school. If the charter school does not reflect the community's diversity in one or more of the areas listed above, provide a comprehensive plan to address this need for diversity. Included in such a plan could be, for example, the use of targeted recruitment or the use of a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).**



The demographics of Amana's student and staff population very closely resemble the demographics of Fulton County Schools as a whole, and because we draw from the entire length of the County, we can safely say that our population reflects the sociodemographic diversity of the community served by the school. Our Board diversity has grown significantly during the course of our current charter term, and the Board's recruitment plan has increasing diversity as one of its priorities.

***Q17. Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also explain how the school plans to avoid these difficulties during the upcoming charter renewal term.**

No difficulties that weren't already addressed in Q10.

PROPOSED CHANGES

Q18. ACADEMIC CHANGES:

- **The academic program and curriculum.**
- **The use of waivers/innovations.**
- **School programs – this includes Students with Disabilities, Gifted and Talented, English Learners, etc.**
- **Any assessments being used.**
- **Any administrative positions.**

As part of our 3-year strategic plan, our Governance board established several task-forces to address key aspects of our organization - here we will focus on one- the Portrait of an Amana Graduate working group.

The Portrait of an Amana Graduate working group was formed to ensure that when our students leave us after 8th grade, they are fully prepared for high-school, college, and the 21st century workforce. Over the course of about a year, our Academic Committee met regularly with stakeholders - students, parents, teachers and school leaders, to formulate a collective vision for what the Portrait should embody.

The founder of PBLWorks, Bob Lenz, describes a portrait of a learner as “A community-wide vision statement describing what a learner should know and be able to do before he or she graduates from the school.” Portraits typically include competencies beyond traditional academic standards mastery, incorporating so-called “soft” or “21st Century” skills that communities deem necessary for success in the broader world outside of school.

A solid foundation of research and evidence supports the inclusion of competencies such as adaptability, critical thinking, communication, and collaboration into community-wide visions of success. A [survey](#) of 117 companies conducted by the Business Roundtable indicated that 57% of employers surveyed reported “significant” or “very significant” shortcomings in “workplace skills” in high school graduates. These gaps in workplace skills have real implications for lifetime earnings. [Research](#) from Harvard educational economist David Deming compared the wage growth for jobs that require high levels of technical skills and high levels of “social” skills. Wages grew almost twenty percent faster for jobs that require high levels of social skills, compared to jobs that required high technical skills but low social skills.

Unfortunately, research suggests that our education system does not consistently focus on these kinds of social skills, despite the demands of employers and communities. The technology company, Adobe, conducted a global survey of educators that compared the importance of top problem solving skills versus the level of emphasis in the existing curriculum.



The findings suggest that despite creative problem solving skills being seen as a high priority, educators believe that there is insufficient emphasis on them in classrooms.

Communities across Georgia and the country have developed profiles of a graduate and aligned experiences and expectations to help students attain them. Pike County, Georgia has established capstone projects and experiences explicitly aligned to their portrait of a graduate. States like Colorado have a menu of options that allow students to demonstrate their attainment of college and career readiness standards that align to their state graduation requirements. South Carolina has outlined a state profile aligned to readiness in college, career and civic life and has developed a prototype process for students to demonstrate mastery of each competency. Many other states and communities have also taken on this kind of work, with increasing interest from the federal Department of Education (USDOE). Currently in grades 3-8, the USDOE requires that states test math, english, science and one additional academic subject using standardized assessments. The most recent iteration of the Every Student Succeeds Act (ESSA) also allows for “one non-academic” measure, but this is very loosely specified, and most states have minimal focus on these measures.

Grounded in EL Education’s Three Dimensions of Student of Achievement - Mastery of Knowledge & Skills, Culture & Character & High Quality Work - the working group proposed the following competencies:

Domain	Competency
Mastery of Knowledge and Skills	Think Critically
	Communicate Effectively
Culture and Character	Build Bridges

	Seek Solutions
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Domain	Competency
High Quality Work	Set goals and find paths
	Design meaningful and sustainable solutions

As a means to support our students to embody the Portrait of an Amana Graduate, we are seeking strategic partnerships with innovative organizations in Alpharetta and beyond.

We are piloting a program through the **Fiserv Innovation Network** (FIN) called FIN Future Techies, which is an immersive 12-week after-school program to help cultivate the next generation of Future Techies. Amana will be the first school in Georgia to pilot this program, which takes place at Fiserv headquarters in Alpharetta. This will give students an opportunity to learn in an authentic working environment. Fiserv will cover the cost of transportation and stipends for any teachers who want to become instructors in the program.

We have also established a partnership with **Fulton County Innovation Academy** (one mile from our campus), whose program and design-thinking focus closely aligns with Amana's vision, mission and hands-on STEM programming. In the last four years, 68 Amana students - a quarter of our graduates - have chosen to attend IA (and a number of others have matriculated to Global Impact Academy in South Fulton). Our Executive Director, Ehab Jaleel, sits on the Innovation Academy Foundation Board, and through that connection, last year, several of their 9th graders took a field trip to Amana as part of their Moon Shot Expo. This activity was designed to allow IA students to design-think their way through a solution to a problem or challenge that a local community partner might be facing. In our case, they met with students and teachers in each of our Makerspaces to find out what challenges or inefficiencies students and teachers might encounter while working in the spaces, and then design a solution to improve workflow. This year, we have a student from IA interning with Ms. Schepis in her Physical Science class every week. We are in discussions with IA's principal to establish a more formal arrangement whereby more of their students could engage in internships at Amana, and our 7th and 8th grade students would have opportunities to visit to learn more about the program and maybe participate in some of the design challenges as they are making their decisions about where to matriculate for high school.

Our new Middle School STEM teacher has also recently secured a partnership with Amazon-sponsored **ProjectSTEM**, a Computer Science course for middle school students. This will provide a structured computer science curriculum for our 6th grade students that will better prepare them for taking High School Introduction to Graphic Design in 7th Grade and High School Introduction to Digital Technology in 8th grade (we started offering these HS courses during our current charter term).

During this next term, Amana will seek to strengthen ties with **TechAlpharetta**, the city's technology start-up company incubator. TechAlpharetta leaders have served as panelists during 5th and 8th grade passages events and as evaluators for science/tech fair events, and they have gained insights into our design thinking program during STEM\\venture Day and Better World Day events. Amana wants to

elevate these interactions with deeper partnership and mentorship opportunities akin to the TowerGarden start-up's collaboration, which spawned a number of authentic hands-on experiences for students tied to STEM-themed learning expeditions and service learning. TechAlpharetta's entrepreneurs can inspire a future generation of problem solvers.

During this upcoming charter term, Amana Academy will explore implementing Standards Based Grading, and the school has been in communication with the Charter Department and Student Information about the implications to the existing systems.

There are no plans to change school programs related to Students with Disabilities, Talented and Gifted Students or English Learners.

During the current charter term, Amana, in line with the district, began utilizing iReady as a universal screener and Fastbridge as a progress monitoring tool.

This year, we added two new positions to our Administrative Team - a Middle School Assistant Principal and a Director of Integrated Instruction.

Q19. GOVERNANCE CHANGES:

- **The school's governance structure.**
- **The school's governing board composition, including its diversity.**
- **The school's relationship with an Educational Service Provider or other Charter Partner.**
- **The relationship with the local district.**

During this last charter term, the structure of the Governing Board has evolved to meet the changing needs of the school. With an eye toward promoting equity and a portrait of a graduate for future changemakers, Amana's Board strives to represent the school's spectacularly diverse student body community by recruiting community leaders with different backgrounds, talents, and experience. The majority of the board's makeup are people of color with a third being African American, one-fifth Asian, and at times Hispanic representation. The board has expanded in size to a maximum of 15 members with skill sets in finance, legal, STEM fields, process improvement, nonprofit, education, and media among others.

While the school operates independently (i.e. no EMO), Amana does contract annually with EL Education, a nonprofit organization that provides research-proven resources and practices, including the acclaimed EL Education K-8 Language Arts curriculum, Core Practices, and aligned professional learning.

Amana Academy has enjoyed a nearly two-decade collaborative relationship with Fulton County Schools that honors the charter public school paradigm for promoting educational innovation and positive outcomes for all students.

Q20. FINANCIAL CHANGES:

- **The school's financial structure.**
- **The school's CFO.**
- **The school's relationship with any major creditors (e.g., landlords, investors etc.)**

The school's current financial structure is a full-time CFO, a full time Senior Accountant and a part time Bookkeeper. Marshall Jones is our auditor. In 2022, the school transitioned from a part time remote CFO to a full-time on-site CFO. In FY24, we plan to add an additional accountant to our team to take over payroll processing from our Human Resources team thus consolidating all finance functions in one department. Amana Academy Inc. owns the school building at 285 S Main Street, Alpharetta, GA 30009. LIIF is our lender for this mortgage.

Q21. OPERATIONAL CHANGES:

- **The school's facilities – this should include any proposed expansion or renovations.**
- **The school's attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2-2066(a)(1)).**
- **Whether the school's students, faculty, and staff reflect the diversity of its attendance zone.**
- **Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).**
- **Any services provided to students such as transportation, food service, etc.**
- **The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.**

In 2022, Amana Academy began a capital improvement project on the exterior of the school building. As part of this renovation, the school repaired gutters, painted the school and revamped the parking lot to increase safety and to provide a learning space for our students. Looking ahead, we plan to replace the roof on the office section of our building and to add an interior classroom in our Kindergarten wing, using unused atrium space. We also plan to finish our parking lot revamp in the Summer of 2024 adding a green space. Lastly, our Board made a decision in 2023 to focus future building improvements on creating more classroom space for our school. We are developing a master plan for the facility that reflects our academic programming and strategic goals, with the hope to expand our Makerspaces, bring our Media Center up to 21st century standards, and add more outdoor learning spaces to name a few.

There are no changes to our attendance zone or enrollment priorities as our students, faculty and staff already reflect the diversity of the district. We will not utilize a weighted lottery as we already serve a significant number of educationally disadvantaged students.

During the COVID-19 closures, we made the decision to transition from cooking student meals in-house to contracting with a third-party Food Service Management Company. We intend to continue with that arrangement for the foreseeable future.

There are no changes to the grades that Amana Academy will serve.

LOOKING TO THE FUTURE

***Q22. Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.**

As mentioned above, Amana will leverage strategic community partnerships as a means to support our students to embody the Portrait of an Amana Graduate. We will also continue to utilize culturally responsive teaching practices and our robust culture & character programming to foster a culture of crew that meets students where they are and gives them a sense of belonging and purpose.

***Q23. Describe any anticipated changes to the school's governance, including but not limited to board composition, committee structure, and amendments to by-laws**

There are no anticipated changes to the school's governance structure.

***Q24. Describe any anticipated changes to the school leadership or staffing model and any proposed changes to the school's management.**

During the course of the current charter term, Amana Academy, Inc. transitioned from a single-site school to a non-profit Charter Management Organization. In order to best realize this model, we developed a Network Office structure that includes an Executive Director, a Chief Finance Officer, a full time Senior Accountant and a part time Bookkeeper (we will be adding an additional accountant in 2024), a Director of Development, and a Director of Marketing, Insights and Communications. These roles oversee operations, marketing, recruitment and fundraising for both schools in our network.

Q25. (For Network Schools) Describe any replication plans your network has for the next contract term.

Amana Academy does not have any active replication plans at the time of writing.

ASSURANCES FORM AND SIGNATURE SHEET


Georgia law and State Board of Education Rule requires your school to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for **Amana Academy** located in **Fulton County** is true to the best of my knowledge and belief; I also certify that if awarded a charter, the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the U.S. and Georgia Constitutions;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A. § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. § 20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;
11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Language Learners, as applicable;

14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
15. Shall notify the state of any intent to contract with a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in this state;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);
31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
32. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
33. Shall ensure that 90% of QBE funds earned for out-of-system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and
34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 14th day of September, 2023.



Governing Board Chair, Charter School

9/13/2023

Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the _____ day of _____, 201_.

Chair, Local Board of Education

Date

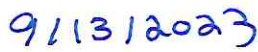
Superintendent, Local Board of Education

Date

If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.



Governing Board Chair, Charter School



Date

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date

STATE OF GEORGIA

Secretary of State
Corporations Division
313 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CONTROL NUMBER : 0319114
DATE INC/AUTH/FILED : 3/28/2003 12:00:00 AM
JURISDICTION : Georgia
PRINT DATE : 4/2/2013 12:55:35 PM

CERTIFICATE OF EXISTENCE

I, Brian P. Kemp, the Secretary of State of the State of Georgia, do hereby certify under the seal of my office that

AMANA ACADEMY, INC.
A Domestic Non-Profit Corporation

was formed in the jurisdiction stated above or was authorized to transact business in Georgia on the above date. Said entity is in compliance with the applicable filing and annual registration provisions of Title 14 of the Official Code of Georgia Annotated and has not filed articles of dissolution, certificate of cancellation or any other similar document with the office of the Secretary of State.

This certificate relates only to the legal existence of the above-named entity as of the date issued. It does not certify whether or not a notice of intent to dissolve, an application for withdrawal, a statement of commencement of winding up or any other similar document has been filed or is pending with the Secretary of State.

This certificate is issued pursuant to Title 14 of the Official Code of Georgia Annotated and is prima-facie evidence that said entity is in existence or is authorized to transact business in this state.



B: P. Kemp

Brian P. Kemp
Secretary of State

Tracking #: 7VEEuPO2

BYLAWS OF AMANA ACADEMY, INC.

Article I – INTRODUCTION

Section 1.1 Principles of Stewardship and Trust

Being a member of the Amana Governing Board (otherwise referred to in this document as “the Governing Board”, “Amana Board”, or “The Board”) means a personal belief in the principle on which Amana was founded, therefore the Governing Board as a whole and its individual members shall always govern and act with total honesty, cooperation, and integrity. Additionally, a great part of the Amana vision is the idea of total Community participation. Although the Governing Board holds the main accountability to the Community and the Charter and is ultimately responsible for final decisions, the Board shall proactively seek parents’ and guardians’ input on a systematic basis in accordance with these Bylaws. The Board bears the full responsibility to deliver the educational experience to its community as expressed in its Vision and Mission.

Section 1.2 Nondiscriminatory Policy

The Organization operates a school which offers equal educational opportunity and all of the rights, privileges, programs and activities generally accorded or made available to all students at the school to all persons without regard to race, religion, sex, creed, color, national origin, age, handicap or disability. The Organization does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions, policies, scholarship and loan programs and athletic and other school-administered programs.

Section 1.3 Name of the Organization

The name of the corporation is “Amana Academy, Inc.” (Hereinafter referred to as Amana Academy or school).

Article II - PURPOSE

Section 2.1 Amana's Purpose

Amana Academy is organized, and will be operated, exclusively for charitable, educational, scientific, literary and cultural purposes as described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future federal tax code (the “Internal Revenue Code”), including, for such purposes, the making of distributions to organizations that qualify as exempt organization under Section 501(c)(3) of the Internal Revenue Code.

Article III – GOVERNING BOARD

Section 3.1 The Governing Board

The Amana Board bears the full responsibility to deliver the educational experience to its community as expressed in its Vision and Mission.

Section 3.2 Structure of the Governing Board

- a. There will be a minimum of 5 and a maximum of 15 members on the Amana Board.
- b. Board members will be elected to serve 3-year terms however, if mutually agreeable to the chairman and approved by the Board, members can opt to serve additional time on the board.
- c. Board members are expected to serve at least on one committee.
- d. Board members with experience (either at Amana Academy or another organization) on committees may chair them.
- e. Committee chairs and members will identify and mentor new board members for chairing committees during the following year.
- f. All new and experienced board members must attend the annual retreat, typically held in August.
- g. Board members are expected to attend mandatory authorizer training (local district and state).
- h. All board members are expected to complete a background check annually per authorizer timelines.
- i. All committees must meet every month.
- j. Board and committee meeting minutes will be posted online within 7 days after the meeting.
- k. Board and committee meeting schedules should be posted 1 week in advance.

Section 3.3 Quorum for Transacting Business

A majority of the number of board members in office shall constitute a Quorum for the transaction of business at any meeting of the Governing Board. The Board members present at a duly called or held meeting at which a quorum is present may continue to transact business even if enough board members leave the meeting so that less than a quorum remains. However, no action may be approved without the consultation of at least a majority of the number of board members required to constitute a quorum. If a quorum is present at no time during a meeting, a majority of the board members present may adjourn and reconvene the meeting one time without further notice.

Section 3.4 Vacancies on the Board

If a vacancy occurs on the Board other than that of the Chairperson, the Chairperson shall appoint a qualified person to serve until a successor officer is elected by the Governing Board. The Board vacancy shall be filled by the Board Chair after full consultation with Board members and other community members as deemed necessary by the Board. A Board member selected to fill a vacancy shall serve for

the balance of the unexpired term of the predecessor in office. Every member of the Board shall serve for the duration of their term, unless a written resignation is delivered to the Chairperson of the Board or removal in accordance with the bylaws. Any member of the Board may resign his or her position at any time.

If a vacancy occurs in the office of the Chairperson, the Treasurer shall serve as Chairperson Pro Tempore until a successor Chairperson is elected by the remaining Governing Board at a monthly or a special meeting. A new Chairperson shall be elected by the Board within 30 days of the resignation, removal, or death of the Chairperson.

Section 3.5 New Board Members

- a. Nominations for new board members must be submitted to the governance committee by a deadline set by the committee. The Amana Academy Governing Board shall create a policy regarding the make-up and number of members of the governance committee. Any individual can nominate anybody to a Board position. Staff, employed or contracted by Amana are not eligible for nominations. Since all Board Activities are to be consistent with Amana's principles of stewardship, self-promotion and self-nomination are not permitted. All nominees will be forwarded to the Governance Committee to determine who is interested in accepting a nomination; who has the types of experience and expertise to compliment the knowledge and expertise of current Board members; and, who is otherwise eligible to serve on the Board of Directors.
- b. Selection of Board Members shall be supervised by the Governance Committee appointed by the Board. The Governance Committee will put forth the new members who they have vetted. At that time, a vote will be held by the Board. Once the vote has taken place, the announcement will happen at the next Board meeting. A notification and New Member packet will be distributed to the new members. Newly elected board members shall be announced to the Amana Community at a public board meeting and assume responsibility at the following board meeting.

Article IV. OFFICERS

Section 4.1 Principal Officers

The principal officers of the school shall consist of a Chairperson, a Secretary and Treasurer. These officers shall be elected by the Governing Board at the earliest possible board meeting during the fiscal year (typically July), and shall serve at the pleasure of the members of the Governing Board. Any person shall be eligible to hold any office. The Chairperson and the Treasurer shall not be the same person, unless it is on a temporary basis resulting from the Chairperson's resignation, removal, or death. The Officers will serve for one full year. Officers may be re-elected by the Board to serve the same office. Starting the school year of 2009-2010, the Board may ask the Executive Director to serve as the Board Secretary but will not participate as a voting member of the Board In the event the Executive Director is

not asked or declines to serve as the Board Secretary, another Board member shall be elected Secretary in the same manner described above for Chairperson and Treasurer.

Section 4.2 Chairperson's Responsibility

The Chairperson shall be responsible for setting Board Meeting Agendas and leading Board Meetings. The Chairperson shall facilitate the Board decision making process. The Chairperson shall have such other duties and responsibilities as may be assigned to him/her from time to time by the Governing Board or by Board Policy.

Section 4.3 Secretary's Responsibility

The Secretary shall be responsible for the minutes of all the meetings of the Board and for authenticating records of the corporation. The Secretary shall have charge of the school's minute book and seal. If the Executive Director is to act as Secretary of the Board, then the Chairperson will have charge of the school's minute book and seal. The Secretary shall also perform such other duties and have such other powers and responsibilities as may be assigned to him or her from time to time by the Governing Board.

Section 4.4 Treasurer's Responsibility

The Treasurer shall be charged with the day-to-day management of the financial affairs of the school and shall have the responsibility to recommend action concerning the school's financial affairs to the Chairperson, and the Governing Board. The Treasurer shall at all times maintain full and accurate records regarding the property owned by the corporation, its income and disbursements and its various activities, and shall present such record at the annual and regular meetings of the Governing Board; provided, however, that the records shall always be open for inspection by any member of the Board. The Treasurer shall have the authority and responsibility for the safekeeping of the funds, assets of the corporation and shall serve as an advisor on financial matters relating to the management and operation of the school's assets. The Treasurer shall have such other duties and responsibilities as may be assigned to him/her from time to time by the Chairperson and / or the Governing Board. In the event of the treasurer, resignation, removal or death, the Chairperson shall serve as Treasurer Pro Tempore until a successor Chairperson is elected by the remaining Governing Board at a monthly or a special meeting. The new treasurer shall be elected within 30 days of the event of resignation, removal, or death of the Treasurer.

Section 4.5 Board Assistants

The Board may elect, or the Chairperson appoint one or more assistants to the Secretary and/or Treasurer, who shall have such duties and responsibilities as may be assigned to them from time to time by the Chairperson and/or the Governing Board.

Section 4.6 Communications to Board Officers

All officers of the Board shall be updated as required by Georgia Law and the Georgia Secretary of State.

Article V – RESPONSIBILITIES OF THE GOVERNING BOARD

The Governing Board shall have complete responsibility for managing the school subject to the management and control of the authorizing agency (local board of education or State Charter School Commission) as provided in the Charter and in a manner consistent with the mission and vision of the Founding Members. Being a member of the Amana Governing Board means a personal belief in the principles on which Amana is founded and therefore all decisions and actions by Board Members must embody the principles of honesty, trust, and integrity as portrayed in the Charter. It is the Governing Board's responsibility to ensure that Amana Academy is a viable, financially solvent, and professionally staffed institution. In fulfilling its duties and responsibilities towards the Amana Community, the Board must give careful attention to the principles of sound delegation. This includes clear communications of expectations, assignment of clear ownership of expectations, and efficient monitoring of whether expectations are being met. Board Member fundamental responsibilities include understanding and operating under the organization's bylaws. Their legal responsibilities include: Duty of Care – staying informed and asking questions; Duty of Loyalty – showing undivided allegiance to the organization's welfare; and Duty of Obedience – staying faithful to the organization's mission. With these principles in mind, the Governing Board has the following primary responsibilities to be carried out in accordance with the Amana Academy Charter and Bylaws:

Section 5.1 Amana's Vision and Mission

The Governing Board's most critical role is to create the school's vision and mission statement and to review them periodically for accuracy and validity. Each individual board member should fully understand and support the school's mission and purpose.

Section 5.2 Policy Board

The Governing Board will be a "Policy Board". It will delegate total responsibility for implementation to the leadership team and establish direction through policy. In addition to delegation, the Board must be able to recognize the need to adopt or develop new policy and shall engage the appropriate elements of the Amana Community and proactively seek community input on proposed policy prior to final adoption.

Section 5.3 Select and Support the Executive Director

The Board shall undertake a careful search process to find the most qualified individual for the position.

The Amana Governing Board will ensure that the Executive Director has the moral and professional support he or she needs to further the goals of the school. The Board shall periodically evaluate the progress and effectiveness of the Executive Director's implementation of the school's goals and his/her fulfillment of the Board's expectations.

Section 5.4 Strategic Planning and Organizational Planning Oversight

As stewards of the school, the Board shall develop and maintain the Strategic Plan for the school. Additionally, the Board will participate in annual planning to determine which programs are the most consistent with the school's mission and to monitor their effectiveness. It will delegate total responsibility for implementation to the leadership team and establish direction and oversight through policy.

Section 5.5 Ensure Adequate Resources

One of the board's foremost responsibilities is to provide adequate resources for the organization to fulfill its mission. The board will work in partnership with the Executive Director to raise funds from the community through the following: 1.) Long-term financial planning and fundraising, 2.) Development of long-term plans to develop and maintain professional staff, 3.) Optimization of viable opportunities, and 4.) Development of long-term plans to explore successful, mutually beneficial partnerships.

Section 5.6 Manage Resources Effectively

The Board must manage resources in a manner consistent with a cohesive long-term strategy that ensures Amana Academy will meet its long-term goals and accomplish its mission. The board, in order to remain accountable to its donors, the public, and to safeguard its tax-exempt status, will approve the annual budget and ensure that proper financial controls are in place. The Board is responsible for executing all employment contracts, yet may delegate this responsibility to the Executive Director except in the case of Administration and Executive positions. The Board is also responsible for other substantial financial commitments, yet may delegate this responsibility to the Executive Director or Chief Financial Officer as defined by policies and procedures.

Section 5.7 Governing Board Meetings

- a. The Governing Board shall hold regular monthly meetings and shall be open for all members of the Amana Academy community to attend.
- b. A majority of the full number of Board members shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Board members present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Board members present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board.

- c. All meetings shall be held in accordance with the Georgia Open Public Meetings Act - Section 50-14-1 et seq. All meeting minutes are to be kept on file at Amana Academy's administrative office and made available for review by community members, subject to the provisions of O.C.G.A. Section 50-18-70 et seq. Adequate notice of all meetings subject to the Act shall be visibly posted and provided to all community members via the Amana stakeholder email distribution groups, posted on the Amana website and in the school lobby not less than twenty-four (24) hours before any such meeting.
- d. Executive sessions for the Board may be held before or after the official Board meetings have commenced or adjourned. Special meetings of the Governing Board may be held at such place and times as may from time to time be fixed by the Board or as may be specified in the notice of said meeting in accordance with the Georgia Open Public Meetings Act.
- e. Special meetings of the Governing Board may be called at any time by the Chairperson or any two (2) members of the board, upon not less than (3) three or nor more than (60) days before the meeting. The notice will be sent via email to each individual Board member. Notice of any special meeting of the Board shall state the place, day, and time of the meeting, who called the meeting, and purpose or purposes for which the meeting is called.
- f. Notice of any meeting of the Governing Board may be waived by instrument in writing executed before or after the meeting. Attendance at such meeting in person or by proxy shall constitute a waiver of such notice thereof, unless such attendance is for the sole purpose of objecting to the holding of such meeting.
- g. Any or all members of the Governing Board may participate in a meeting of the Board, or of a committee of the Board, through the use of any means of communication by which all Board members participating may simultaneously hear each other during the meeting. Participation in a meeting pursuant to this Section shall constitute presence in person at such meeting.
- h. Attendance at board meetings is mandatory. If a Board member must miss a meeting, the Chairperson must receive 24 hours' notice. If a 24-hour notice is not given, or the excuse given is deemed insufficient by the Chairperson, the Chairperson may consider the absence unexcused.
- i. The Board Chairperson shall preside at all meetings of the Board. In the event the Chairperson is unable to be present at the meeting, the Treasurer will preside in his/her place. In the event the Board Chair and the Treasurer are unable to preside at the Board meeting, a designee will be selected from among the Board members who are present at the meeting.

Section 5.8 Enhance Amana's Public Standing

The most relevant responsibility of the Governing Board is its representation of the Amana community. The Board is to act as *Ambassador* of Amana in a manner consistent with its vision, mission, and guiding principles. In association with this responsibility, the Governing Board must also pursue, develop, and maintain positive relationships with partners, community leaders, the public at large, and the media. The

Amana Board will oversee the development of a comprehensive public relations strategy that clearly articulates Amana's mission, accomplishments, and goals.

Section 5.9 Ensure Legal and Ethical Integrity

The board is ultimately responsible for ensuring adherence to legal standards and ethical norms. The board will establish pertinent policies, and adhere to provisions of the school's bylaws and articles of incorporation. The Board will evaluate the accomplishments of the school's strategic goals and fulfillment of its mission.

Section 5.10 Ensure an Effective Succession Planning Approach

That includes Board Officers and Committee Chairs, and the Executive Director. For Board Member succession planning, the Governance Committee Chair and Board Chair shall continually assess the skill-sets required and develop plans for recruitment and role assignment of individual Board Members. The process shall be articulated in the election process. And, the Board shall create a long-term development strategy for the charter school team. The most important role being to ask smart questions that help the Executive Director to articulate what the organization is doing to grow future generations of leadership.

Section 5.11 Amana Academy's Commitment to the Board

- a. Board members will be sent, without request, monthly financial reports.
- b. Members can call on the school leadership team to discuss programs and policies, goals and objectives.
- c. Other board members and staff will respond in a straightforward and thorough fashion to any questions that they feel necessary to carry out their fiscal, legal, and moral responsibilities to the organization.
- d. Amana Academy will provide insurance coverage for liability, error and omission.

Section 5.12 Advisory Council

The Amana Governing Board can establish an Advisory Council to gain a broader perspective, community relations, strategic priorities, and feedback on ideas of the Council.

- a. The Advisory Council shall not be limited in the number of its members.
- b. The Advisory Council will not have any voting rights.
- c. The term for each Advisory Council member is two (2) years and will be elected by a vote of Amana Academy Governing Board and shall serve until the election of their successors or their earlier resignation or removal. Each member of the Advisory Council's term will begin on July 1.

Section 5.13 Decision Making

The Amana Governing Board is an entity of one voice. The Board has the responsibility to deliver policy decisions to the Amana community based on the appropriate consultations. The Chairperson of the Board carries the responsibility to facilitate Board decisions using the Consultative Model in decision-making which includes the following potential decision-making situations and methods:

- a. All managerial decisions will be passed to the Leadership Team.
- b. Simple policy decisions where direction is already established with existing policy or previous board decision – the Chairperson may make a decision on behalf of the board.
- c. Significant and unique decisions or significant and precedent setting decisions require policy-making on the matter by the Board with community input. The Board may form a subcommittee composed of members of the Amana community to investigate and develop a proposed policy with a formal Board decision. In this situation where formal Board decision is required, the Board must utilize consultations with the following process: (1) the chairperson shall seek Board member recommendations along with rationales; (2) the chairperson shall facilitate a deliberation of the different options among Board members; (3) the chairperson shall facilitate analysis by the Board of each option and weighing them against the school vision, mission, and guiding principles; (4) based on such analysis, the Chairperson shall make the decision on behalf of the board while providing detailed justifications and rationales of how the decision is in the best interest of Amana and in harmony with the vision, mission, and Guiding Principles of Amana Academy; (5) once the Chairperson announces a final decision, all Board members shall support the decision in full; (6) the Board then must communicate the decision to all appropriate parties.
- d. If, at least two Board members feel that a decision/policy announced by the Chairperson does not reflect a consensus of the Board or that there was insufficient consultation on an issue prior to issuing a decision or policy, those Board members may ask for a vote of 'no confidence' in either the decision/policy or the process for reaching the decision/policy. Provided however that any such request shall be made in writing within 10 days after the decision/policy is announced, with the reasons for such request clearly stated and must be signed by at least two Board members. If a request for a vote of 'no confidence' is properly made an item shall be placed on the agenda of the next regularly scheduled Board meeting to discuss and vote on the issue. The announced decision/policy may only be overturned with a two-thirds majority vote of the Board. All normal quorum rules apply.
- e. Board members shall exercise ordinary business judgments in managing the affairs of the school. Board members shall act as fiduciaries with respect to the interests of the school. In acting in their official capacity as board members of this corporation, board members shall act in good faith and take actions they reasonably believe to be in the best interests of the corporation in accordance with the law. In all other instances, the Governing Board shall not take any action that they should reasonably believe would be opposed to the school's best interests or would be unlawful. A board member shall

not be liable if, in the exercise of ordinary care, the board member acts in good faith relying on written financial and legal statements provided by an accountant or attorney retained by the corporation.

- f. The members of the Board may adopt any rules and/or take any actions with regard to the corporation and/or the member of the Board of the corporation, so long as any such rules and/or actions are not inconsistent with these bylaws, the charter, and federal and state law.
- g. A Board member may provide consultation by proxy executed in writing to the Board Chair in advance of the meeting.

Section 5.14 Removal of Board Members

The Governing Board or members may vote to remove a board member at any time, only for good cause. Good cause for removal of a board member shall include the unexcused failure to attend four consecutive meetings of the Governing Board, not completing all training as mandated by the state, and inappropriate behavior. A meeting to consider the removal of a board member may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state that the issue of possible removal of the board member will be on the agenda that the notice shall state the possible cause for removal. The board member shall have the right to present evidence at the meeting as to why he or she should not be removed, and the board member shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Board shall consider possible arrangements for resolving the problems that are in the mutual interest of the school and the board member. Upon a two-thirds (2/3) majority vote (excluding the member of the Board in question), the Board may cause removal of a member.

Article VI. COMMITTEES

Section 6.1 Standing and Special Committees

Standing and special committees of the Governing Board of the corporation may be authorized by the Governing Board of the school. The chairpersons and members of all committees shall be assigned by the chairperson. Members of such committees shall be assigned by the Committee chair.

Article VII. COMPENSATION OF MEMBERS OF THE GOVERNING BOARD

Section 7.1 Board Compensation

The Governing Board shall not receive salaries for their services as Board members; however, the school shall be authorized and empowered to pay reasonable out-of-pocket expenses incurred by the Board members in furtherance of the school's mission as long as conducted with Board approval.

Section 7.2 Officers Compensation

- a. The officers shall serve without compensation; however, the corporation shall be authorized and empowered to pay reasonable out-of-pocket expenses incurred by an officer in furtherance of the school's mission as long as conducted with Board approval.
- b. The Executive Director may serve as the Secretary of the Board, at the Board's appointment, while at the same time receiving his contracted compensation from Amana Academy.

Section 7.3 Employee Eligibility

Full time employees are not eligible to serve as Board members.

ARTICLE VIII. CONFLICT OF INTEREST

Section 8.1 Conflict of Interest

A conflict of interest may exist when the interests or activities of any Director, officer or staff member may be seen as competing with the interest or activities of this Corporation, or the Director, officer or staff member derives a financial or other material gain as a result of a direct or indirect relationship.

Section 8.2. Disclosure Required

Any possible conflict of interest shall be disclosed to the Governing Board by the person concerned, if that person is a board member or the Chairperson; or disclosed to the Chairperson, or to such person or persons as he or she may designate, if the person is a member of the staff.

Section 8.3 Abstinence from Vote

When any conflict of interest is relevant to a matter requiring action by the Board of Directors, the interested person shall call it to the attention of the Board of Directors or its appropriate committee and such person shall not vote on the matter; provided however, any Director disclosing a possible conflict of interest may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof. Any committee which votes upon a matter wherein a conflict of interest exists or may exist must consist entirely of members of the Board of Directors.

Section 8.4 Absence from Discussion

Unless requested to remain present during the meeting, the person having the conflict shall retire from the room in which the Board of Directors or its committee is meeting and shall not participate in the final

deliberation or decision regarding the matter under consideration. However, that person shall provide the Board of Directors or committee with any and all relevant information.

Section 8.5 Minutes

The minutes of the meeting of the Board of Directors or committee shall reflect that the conflict of interest was disclosed and that the interested person was not present during the final discussion or vote and did not vote. When there is doubt as to whether a conflict of interest exists, the matter shall be resolved by a vote of the Board of Directors or its committee, excluding the person concerning whose situation the doubt has arisen.

Section 8.6 Annual Review

A copy of this conflict-of-interest by-law shall be furnished to each Director, officer and senior staff member who is presently serving the Corporation, or who may hereafter become associated with the Corporation. This policy shall be reviewed annually for the information and guidance of Directors, officers and staff members. Any new Directors, officers or staff members shall be advised of this policy upon undertaking the duties of such office.

Article IX. PROPERTY OF THE CORPORATION

Section 9.1 Sale or Transfer of Property

Any sale or transfer of any stock, bond, security, real estate or any other property standing in the name of the corporation shall be valid only if executed by the school acting through any two officers authorized by the Governing Board. Any document of conveyance or transfer executed in this manner, having affixed thereon the seal of the corporation, shall in all respects bind the corporation as fully and completely as if such transaction had been authorized by a specific Board decision of the members of the Board, and any person to whom a copy of this Article VIII shall have been certified by the Secretary of the school shall be entitled to rely thereon until notified of its repeal.

Article X. SEAL

Section 10.1 School Seal

The seal of the school shall be in such form as the Governing Board may from time to time determine. In the event it is inconvenient to use such seal at any time, the signatures of the Chairperson and Secretary of the corporation followed by the "SEAL" enclosed in parentheses or scroll shall be deemed the seal of the corporation. The Secretary shall be in charge of the seal and the Secretary shall affix the seal on all corporate papers where necessary or appropriate.

Article XI. AMENDMENTS

Section 11.1 Amending the Articles of Incorporation

The articles for incorporation may be amended by a simple majority vote of the members of the Governing Board present at any regular or special meeting where a quorum is present.

Section 11.2 Amending Bylaws

These Bylaws may be amended by a two-thirds majority vote of the Governing Board present at any regular or special meeting where a quorum is present.

Article XII. INDEMNIFICATION

Section 12.1 Indemnification

The corporation shall, upon a request to do so pursuant to Section 12.2 of these Bylaws, indemnify any person who was or is a party or who is threatened to be made a party to any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative by reason of the fact that he or she is/was serving at the request of the corporation as a member of the Governing Board in pursuance of the school's mission against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit, or proceeding, to the maximum extent allowed by section 14-3-850 et seq., of the Georgia Nonprofit Corporation Code, upon the determination by the corporation that such indemnification is proper in accordance with section 14-3-850 et seq., of the Georgia Nonprofit Corporation Code. Expenses incurred in defending a civil or criminal action, suit, or proceeding may be paid by the school in advanced by of final disposition of such action, suit, or proceeding upon receipt of an undertaking by or on behalf of the Board member, officer, employee, or agent to repay such amount if it shall ultimately be determine that he or she is not entitled to be indemnify by the corporation. There will be NO such indemnification in the case where said person/s acted negligently and/or without the consent and/or approval of the Governing Board.

Section 12.2 Notification for Indemnification

In order to obtain indemnification under section 12.1 of these Bylaws, the person(s) seeking indemnification shall request such indemnification of the corporation by notifying the corporation of the following:

- a. The substance and amount of the claim or claims alleged against him or her.

- b. The forum in which such claims have been asserted
- c. The date or dates upon which such claims were asserted
- d. The defenses made or intended to be made to such claims
- e. The current status of such claims
- f. The date upon which, or the period upon which, resolution can reasonably be expected
- g. The anticipated amounts or probable range of amounts, for which the corporation will be responsible upon any such indemnification.

Within sixty (60) days, of its receipt of such notice, the corporation shall arrange for and make the determination as to whether indemnification is proper under the circumstances as provided in 14-3-850 et seq., of the Georgia Nonprofit Corporation Code. If the school fails to take such action, the person indemnified may call a special meeting of the members of the Governing Board of the corporation at the principal office of the corporation. Notice of the special meeting shall be given, and the special meeting shall be conducted in accordance with Article IV of these Bylaws. The person seeking indemnification shall provide a copy of the notice sent to the school requesting indemnification with his or her notice to the Board members of the special meetings.

Section 12.3 Insurance through the School or Charter Authorizing Agency

If the Organization or authorizer (for example, the Fulton County Board of Education or State Charter Schools Commission) purchases and maintains insurance on behalf of any person seeking indemnity from the corporation pursuant to this Article XII, and if proceeds of such insurance are paid to such person in connection with the matters upon which he or she has sought indemnification, the corporation shall not indemnify such person except to the extent that the amounts sought have not been paid by the proceeds of such insurance.

Section 12.4 Expenses Paid by way of Indemnification

If any expenses or other amounts are paid by way of indemnification, otherwise than by court order, by action of the members of the Governing Board or by an insurance carrier pursuant to insurance maintained by the school or designated charter authorizing agency (for example, the Fulton County Board of Education or State Charter School Commission), not later than the next annual meeting of members, unless such meeting is held within three (3) months from the date of such payments, and in any event, within fifteen (15) months from the date of such payment, the corporation shall, in accordance with the manner specified in Section 14-3-705 of the Georgia Nonprofit Corporation code, send to the members of the Board of Board members of record at the time entitled to the vote for the election of Board members a statement specifying the persons aid, the amounts paid, and the nature and status at the time of such payment of the litigation of threatened litigation.

Section 12.5 Impact of any Merger or Consolidation

For purposes of this Article XII, and with respect to any merger or consolidation involving the school, references to “the school ” shall include, in addition to the surviving or new school, any merging or consolidating corporation (including any merging or consolidating corporation of a merging or consolidation corporation) absorbed in a merger or consolidation, so that any person who is or was a member of the Governing Board, officer, employee, or agent of such merging or consolidating corporation, or who is or was serving at the request of such merging or consolidating corporation as a member of the Governing Board, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, shall stand in the same position under Section 12.1 of these Bylaws with respect to the resulting or surviving corporation as he or she would if he or she had served the resulting or surviving corporation in the same capacity.

Section 12.6 Indemnification to a Person Post Separation from the Organization

The indemnification and advancement of expenses provided by or granted pursuant to this Article XII shall, unless otherwise provided when authorized or ratified, continue as to a person who has ceased to be a member of the Governing Board, officer, employee or agent and shall inure to the benefit of the heirs, executors, and administrators of such person.

Section 12.7 The Right of Indemnification

The right of indemnification provided in this Article XII shall not be exclusive of any rights to which any member of the Governing Board, officer, employee or agent of the corporation may now or hereafter become entitled apart from this Article XII.

Section 12.8 Indemnification Rights/Obligations post Article XII Repeal/Modification

Any repeal or modification of Article XII or any applicable provision of the law of Georgia shall not affect the corporation’s rights or obligations of indemnification as they relate to any action or proceeding instituted before any such repeal or modification, or thereafter brought or threatened based in whole or in part upon any events or occurrences occurring prior to such repeal or modification.

.....CERTIFICATE OF SECRETARY.....

Georgia, Fulton County

I hereby certify that the within and foregoing thirteen pages constitute the Bylaws of Amana Academy, Inc. in effect on this _____ day of _____ 2020.

_____ Secretary of Amana Academy, Inc.



Board Member Conflict of Interest Policy Acknowledgement Form

Title: Conflict of Interest Policy

Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

Legal: FCS COI, O.C.G.A., 16-10-2.2(a)(2); 20-5-51; 20-2-505; 20-2-505.1; 20-2-1072; 21-5-11; 21-5-30(f); 21-5-33; 21-5-34; 21-5-41; 21-5-70 et. seq.; 45-2-2; Op. Atty. Gen. 1952-53, p.419, 1954-5

Policy Detail:

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Every member of the Amana Academy Governing Board has the absolute duty to disclose any activities or situations which could affect the proper decision making of said board member or the board as a whole. After full disclosure, the Board will determine whether said activity constitutes a conflict of interest and will proceed accordingly. No Board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, or employment for himself or herself, members of his or her immediate family, or others. Should the majority of the Board determine that a Board member has engaged in activities which conflict with the best interest of Amana Academy and that he/she failed to disclose such activity, said board member may be asked to resign his/her position on the Board.

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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: _____

Printed Name: _____

Date: _____



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Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: Christian Murphy

Printed Name: Christian Murphy

Date: September 9, 2023



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Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: Sharonda Lee-Timberlake

Printed Name: Sharonda Lee - Timberlake Date: 9/1/23

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Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: _____

Printed Name: Cornelius Parker

Date: 9/6/22



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Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

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8. A Board member shall disclose any speaking engagement, participation in a seminar, discussion panel or other activity that directly relates to the official duties of the Board member or the Board member's office and shall not receive compensation for such activity.

As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature:  _____

Printed Name: Doannie Tran

Date: 9/7/2022



Board Member Conflict of Interest Policy Acknowledgement Form

Title: Conflict of Interest Policy

Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

Legal: FCS COI, O.C.G.A., 16-10-2.2(a)(2); 20-5-51; 20-2-505; 20-2-505.1; 20-2-1072; 21-5-11; 21-5-30(f); 21-5-33; 21-5-34; 21-5-41; 21-5-70 et. seq.; 45-2-2; Op. Atty. Gen. 1952-53, p.419, 1954-5

Policy Detail:

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Every member of the Amana Academy Governing Board has the absolute duty to disclose any activities or situations which could affect the proper decision making of said board member or the board as a whole. After full disclosure, the Board will determine whether said activity constitutes a conflict of interest and will proceed accordingly. No Board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, or employment for himself or herself, members of his or her immediate family, or others. Should the majority of the Board determine that a Board member has engaged in activities which conflict with the best interest of Amana Academy and that he/she failed to disclose such activity, said board member may be asked to resign his/her position on the Board.

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1. Board members shall disclose all familial relationships with any employee or potential employee of Amana Academy. As used in this policy, "immediate family" means a Board member's spouse,

child, stepchild, sibling, parent, grandparent, grandchild, aunt, uncle, niece, nephew or first cousin, or the spouse of the Board member's parent, child or sibling, or any relative living in the household of a Board member.

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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: _____

Printed Name: _____

Erol Williams

Date: _____

9-6-22



Board Member Conflict of Interest Policy Acknowledgement Form

Title: Conflict of Interest Policy

Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

Legal: FCS COI, O.C.G.A., 16-10-2.2(a)(2); 20-5-51; 20-2-505; 20-2-505.1; 20-2-1072; 21-5-11; 21-5-30(f); 21-5-33; 21-5-34; 21-5-41; 21-5-70 et. seq.; 45-2-2; Op. Atty. Gen. 1952-53, p.419, 1954-5

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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: _____

Printed Name: JESSICA K DOUGLAS Date: 9/5/22



Board Member Conflict of Interest Policy Acknowledgement Form

Title: Conflict of Interest Policy

Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

Legal: FCS COI, O.C.G.A., 16-10-2.2(a)(2); 20-5-51; 20-2-505; 20-2-505.1; 20-2-1072; 21-5-11; 21-5-30(f); 21-5-33; 21-5-34; 21-5-41; 21-5-70 et. seq.; 45-2-2; Op. Atty. Gen. 1952-53, p.419, 1954-5

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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: _____

Printed Name: Jessica Spraggins Alabadi Date: 9/4/22



Board Member Conflict of Interest Policy Acknowledgement Form

Title: Conflict of Interest Policy

Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

Legal: FCS COI, O.C.G.A., 16-10-2.2(a)(2); 20-5-51; 20-2-505; 20-2-505.1; 20-2-1072; 21-5-11; 21-5-30(f); 21-5-33; 21-5-34; 21-5-41; 21-5-70 et. seq.; 45-2-2; Op. Atty. Gen. 1952-53, p.419, 1954-5

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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: _____

Printed Name: _____

Marshall Chalmers

Date: _____

September 2, 2022



Board Member Conflict of Interest Policy Acknowledgement Form

Title: Conflict of Interest Policy

Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

Legal: FCS COI, O.C.G.A., 16-10-2.2(a)(2); 20-5-51; 20-2-505; 20-2-505.1; 20-2-1072; 21-5-11; 21-5-30(f); 21-5-33; 21-5-34; 21-5-41; 21-5-70 et. seq.; 45-2-2; Op. Atty. Gen. 1952-53, p.419, 1954-5

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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: Nabil Ismail

Printed Name: Nabil Ismail

Date: 8/31/2022



Board Member Conflict of Interest Policy Acknowledgement Form

Title: Conflict of Interest Policy

Adopted: 1-23-2010

Last Revised: 5-6-09 – first read; 6-20-09 – second read; 11-21-09 – third read

Legal: FCS COI, O.C.G.A., 16-10-2.2(a)(2); 20-5-51; 20-2-505; 20-2-505.1; 20-2-1072; 21-5-11; 21-5-30(f); 21-5-33; 21-5-34; 21-5-41; 21-5-70 et. seq.; 45-2-2; Op. Atty. Gen. 1952-53, p.419, 1954-5

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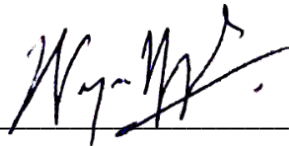
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As an Amana Academy Board Member, I have read and accepted the provisions of the board member conflict of interest policy as presented.

Board Member Signature: _____



Printed Name: Waqas Cheema

Date: 09/05/2022

Please complete the Accountability Report below. Tab 2 contains an example of what your Accountability Report may look like.			Legend														
			Met			Progress Made			Not Met								
Charter School/Charter System Name: Amana Academy			Current Charter Term: 2019 - 2024														
In exchange for the maximum flexibility allowed by law, the Charter School agrees to meet or exceed the performance-based goals and measurable objectives that are designed to result in the improvement of student achievement as set forth in Appendix A. (Appendix A is incorporated into the charter contract.)																	
Achievement of Academic and Organizational Goals for (Indicate the assessment used for each measure. Where needed, provide the target and actual performance for each measure. Use the legend above to color code each "Actual" performance cell. (You may add additional lines or rows for each measure as needed)																	
Performance Goals and Measurable Objectives:																	
I. Academic Performance Standards (Please refer to your charter contract for the list of specific measures and goals. Additional rows and columns should be added as needed)			Year 1			Year 2			Year 3			Year 4			Year 5		
Academic Achievement Goal 1:																	
Measure "A"	Subject	Authorizing School District's CCRPI Content Mastery Scores	Target %	Actual %	Authorizing School District's CCRPI Content Mastery Scores	Target %	Actual %	Authorizing School District's CCRPI Content Mastery Scores	Target %	Actual Score	Authorizing School District's CCRPI Content Mastery Scores	Target %	Actual %	Authorizing School District's CCRPI Content Mastery Scores	Target %	Actual %	
Goal: Within each grade band served, increase the CCRPI, Content Mastery, Progress, and/or Closing Gaps scores by at least 5%, 10%, or 20% of the gap between 100 and the respective 2019 score until it reaches 90 and maintain each respective score at 90 or above once it reaches 90. Or,																	
Grade Bands: Elementary, Middle																	
English Language Arts		N/A	N/A	N/A	N/A	N/A	N/A	N/A	ES74.54, MS72.98	ES94.37, MS94.78	ES79.97, MS85.44	N/A			N/A		
Mathematics		N/A	N/A	N/A	N/A	N/A	N/A	N/A	ES78.18, MS67.18	ES95.67, MS82.51	ES82.91, MS74.09	N/A			N/A		
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ES69.45, M65.72	ES88.44, MS100	ES85.63, MS84.51	N/A			N/A			
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	MS66.74	ES74.98, MS80.57	MS78.88	N/A			N/A			
Measure "B"	Subject	Authorizing School District's CCRPI Scores	Target %	Actual %	Authorizing School District's CCRPI Scores	Target %	Actual %	Authorizing School District's CCRPI Scores	Target %	Actual %	Authorizing School District's CCRPI Scores	Target %	Actual %	Authorizing School District's CCRPI Scores	Target %	Actual %	
Goal: Within each grade band that "a" was not met, exceed the CCRPI, Content Mastery, Progress, and/or Closing Gaps scores in that grade band at those district schools that at least two-thirds of its students would otherwise attend. Or,																	
Grade Bands: Elementary, Middle																	
English Language Arts		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ES 77.73, MS 79.44	ES 79.97, MS 85.44	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ES 80.96, MS 75.54	ES 82.91, MS 74.09	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	ES 73.19, MS 76.65	ES 85.63, MS 84.51	N/A	N/A	N/A	N/A	N/A	N/A	
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	MS 77.25	MS 78.88	N/A	N/A	N/A	N/A	N/A	N/A	
Measure "C"	Subject	Authorizing School District's CCRPI Scores	Target %	Actual %	Authorizing School District's CCRPI Scores	Target %	Actual %	Authorizing School District's CCRPI Scores	Target %	Actual %	Authorizing School District's CCRPI Scores	Target %	Actual %	Authorizing School District's CCRPI Scores	Target %	Actual %	
Goal: Achieve an overall positive statistically significant Value-Added Impact Score within each grade band that "a" and "b" were not met. Or,																	
Grade Bands: Elementary, Middle																	
English Language Arts		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Measure "D"	Subject	Year 1	Year 2	Year 2	Year 3	Year 5											
Goal: Beat the Odds including each grade band within which "a", "b", and "c" were not met.		Target %	Actual %	Target %	Actual %	Target %	Actual %	Target %	Actual %	Target %	Actual %	Target %	Actual %	Target %	Actual %		
Grade Bands: Elementary, Middle																	
English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

Insert additional lines as needed	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Measure: Not be on the Turnaround Eligible Schools (TES) List for Year 2 and each subsequent year (select responses from the drop-down list from all remaining responses).	Year 1	Year 2	Year 3	Year 4	Year 5
(The TES List is published annually by the Governor's Office of Student Achievement and on the list of Tier II and Tier III schools published annually by GaDOE.) https://gosa.georgia.gov/accountability/turnaround-eligible-schools-list	Not on TES List	Not on TES List	Not on TES List	Not on TES List	Not on TES List

II. School Climate Performance Standard	Year 1	Year 2	Year 3	Year 4	Year 5
Goals 3 and 4: Achieve a rating of three or morie stars in each year of the charter contract term (select responses from the drop-down list)	Goal 3: Achieve a rating of three or more Stars.	Goal 4: Achieve a rating of four or more Stars.	Goal 4: Achieve a rating of four or more Stars.	Goal 4: Achieve a rating of four or more Stars.	Goal 4: Achieve a rating of four or more Stars.

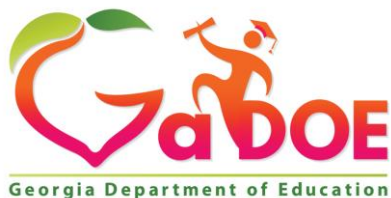
III. Financial Performance Standards	Year 1	Year 2	Year 3	Year 4	Year 5
(Financial Data can be found on the Georgia Department of Education's Financial Transparency Dashboard, which provides a high-level overview of district, and school-level finances. https://georgiainsights.gadoe.org/Dashboards/Pages/District-Financial-Information.aspx).					
Goal 5: During each year of its charter contract term, the charter school shall achieve all six of the following financial performance standards (select responses from the drop-down list):					
a. Not be in default of loan or bond covenant(s) and/or is not delinquent with debt service payments.	Yes	Yes	Yes	Yes	Yes
b. Achieve a Current Ratio (Working Capital Ratio) that is 1.0 or greater with a one year trend is positive.	Yes	Yes	Yes	Yes	Yes
c. Possess a Debt-to-Asset Ratio that is less than 95 percent.	Yes	Yes	Yes	Yes	Yes
d. Unrestricted Days Cash (Total Expenses/365) that is greater than 45 days with a one-year positive trend.	Yes	Yes	Yes	Yes	Yes
e. Financial Efficiency Rating is 4 Stars or above (select responses from the drop-down list) (The goal of the Financial Efficiency FESR star rating is to provide a comparison of district spending per student with overall academic performance. https://gosa.georgia.gov/accountability/financial-efficiency-star-rating).					
f. The charter school received and submitted to GaDOE by November 1 an annual independent audit with an opinion of the auditor as regards the accuracy of the charter school accounting records, financial position, change in financial position, compliance with rules of various governing entities, including GAGAS (Generally Accepted Government Auditing Standards (the "Yellow Book") or, for those schools not yet converted to GAGAS, compliance with GAAP (Generally Accepted Accounting Principles) and that includes:	Yes	Yes	Yes	Yes	Yes
• An unmodified audit opinion;	Yes	Yes	Yes	Yes	Yes
• An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses;	Yes		Yes	Yes	Yes
• An audit that does not include a going concern disclosure in the notes or an explanatory paragraph; and	Yes	Yes	Yes	Yes	Yes
• No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight.	Yes	Yes	Yes	Yes	Yes

IV. Governance Performance Standards	Year 1	Year 2	Year 3	Year 4	Year 5
Goal 6: Utilize an autonomous governing body in the form of a Governing Board, which shall operate in accordance with its bylaws and Appendix B (Locally-Approved Charter School Partners Roles and Responsibilities Chart) of the charter agreement and which shall be responsible for complying with and carrying out the provisions of the Charter, including compliance with all applicable law. During each year of its charter contract term, the Charter School shall achieve all six of the following governance performance standards:					
a. All governing board members complied with all applicable governance requirements, including policies relating to the Georgia Open Meetings Act and open records requirements.	Met	Met	Met	Met	Met

b. All governing board members attended all required training, including all training required for any new governing board members.	Met	Met	Met	Met	Met
c. The governing board met a minimum of seven (7) times.	Met	Met	Met	Met	Met
d. The governing board successfully implementation of the Teacher and Leader Keys Effectiveness System as verified by GaDOE.	Met	Met	Met	Met	Met
e. All governing board members acted in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board as sworn to in the Legal Compliance Affidavit included in the Annual Report, and as evidenced by a lack of any evidence to the contrary received by GaDOE and the authorizing district(s).	Met	Met	Met	Met	Met
f. The governing board reflects the sociodemographic diversity of the community it serves.	Met	Met	Met	Met	Met

Goal 7: By the last year of the charter contract term, the Charter School shall implement all Essential or Innovative Features as defined in the charter contract in all material respects	Year 1	Year 2	Year 3	Year 4	Year 5
a. The charter school shall implement an educational program that creates and reinforces a culture of achievement and support.	Met	Met	Met	Met	Met
b. The charter school incorporates extended school days, weeks, and years as well as extended instructional time.	Met	Met	Met	Met	Met
c. The charter schools implements autonomy staffing models and compensation, customized professional development and evaluation plans, robust implementation of assessments,	Met	Met	Met	Met	Met
c. The charter school uses flexibility in teacher responsibilities and adapts curriculum to meet students' needs.	Met	Met	Met	Met	Met

V. Legal Compliance Performance Standards (Please refer to your charter contract for the list of specific goals if different from the goals listed below.)	Year 1	Year 2	Year 3	Year 4	Year 5
Goal 8: During each year of its charter contract term, the Charter School shall implement all legal requirements included in federal and state law, rules and regulations and in its charter in all material respects.	Yes	Yes	Yes	Yes	Yes
Goal 9: The Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than two times in a single school year (July 1 to June 30).	Yes	Yes	Yes	Yes	Yes
Goal 10: The Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than three times during its charter contract term.	Yes	Yes	Yes	Yes	Yes



Locally-Approved Charter School Board Governance Annual Training Report

Amana Academy, Inc.

2022-2023

Charter School Name

School Fiscal Year Reporting

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Governing Board Chair Signature

New Member Y/N	Board Member Name	Total year(s) of Service	Topics Covered in Training	# of Hours	Training Provider(s)
N	Christina Lennon	4	<ul style="list-style-type: none"> • Sound fiscal management and monitoring the implementation of the school's budget in accordance with state law and regulations • best practices on school governance • academic accountability for state charter schools • legal requirements of state charter schools and Open Records Act requirements 	12	SCSC
N	Doannie Tran	3	Same as above	12	SCSC
N	Errol Williams	3	Same as above	12	SCSC + GCSA
N	Jessica Spraggins	2	Same as above	12	SCSC
N	Kaamilah Chester	4	Same as above	12	GCSA
N	Nabil Ismail	2	Same as above	12	GCSA
Y	Jessica Douglas	1	Same as above plus Financial Governance (GaDOE)	15	SCSC + GaDOE
Y	Cornelius Parker	1	Same as above plus Financial Governance (GaDOE)	15	GCSA + GaDOE
Y	Marshall Chalmers	1	Same as above plus Financial Governance (GaDOE)	15	SCSC + GaDOE
Y	Waqas Cheema	1	Same as above plus Financial Governance (GaDOE)	15	SCSC + GaDOE

NOTE: NEW Charter school governing board members (including past governing board members with a break in service of greater than one year) and the entire governing board of newly-approved charter schools must participate in a minimum of **fifteen (15) hours** of training within their first year of service as governing board members, including **THREE (3) HOURS** OF FINANCIAL GOVERNANCE TRAINING PROVIDED BY GADOE's FINANCE AND BUSINESS OPERATIONS OFFICE.

Submit Electronic Form with your 2021 Annual Report Form

O.C.G.A. 20-2-2072 – Training for Governing Board Members

The members of the governing board of the nonprofit organization of each charter school shall participate in initial training for boards of newly approved charter schools and annual training thereafter, conducted or approved by the state board. The training shall include, but not be limited to, best practices on school governance, the constitutional and statutory requirements

relating to public records and meetings, and the requirements of applicable statutes and rules and regulations. The training shall also include two to three hours annually regarding sound fiscal management and monitoring the implementation of the budget in accordance with state laws and regulations

Annually is defined as one fiscal year, July 1 through June 30.

1	Introduction: Locally-approved charter school non-profit governing boards must have decision-making authority in all areas, including personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals, and school operations. The columns in the chart below describe the authority that must be exercised by a charter school's governing board, management, and school district respectively. There are also columns provided for other common charter school partners (if applicable).						
2	Instructions: Applicants must submit a proposed version of this chart that shows how roles and responsibilities are and/or will be shared for their particular charter school. If any checkmarks are deleted or added, applicants must highlight in yellow those cells where a checkmark was deleted or added.						
3	Locally-Approved Charter School Partners Roles and Responsibilities Chart						
4	Personnel Decisions	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post- Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
5	Select, retain, transfer, promote, demote, and/or terminate the principal or school leader	✓					
6	Evaluate the principal or school leader (LKES)		✓				
7	Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff	✓	✓				
8	Evaluate the teachers (TKES) and all other staff		✓				
9	Determine whether teacher certification will be required		✓	✓			
10	Plan professional development for staff		✓			✓	
11	Financial Decisions and Resource Allocation	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post- Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
12	Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	✓	✓				
13	Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated) for all employees	✓	✓				
14	Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	✓	✓				
15	Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	✓	✓	✓			
16	Raise additional funds through fundraising efforts	✓	✓				
17	Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds		✓				
18	Final school budget approval	✓					
19	Establish financial policies and standard operating procedures	✓	✓				
20	Maintain a reserve fund		✓				
21	Determine facility uses		✓				
22	Ensure sound fiscal management and monitor budget implementation	✓	✓	✓			
23	Curriculum and Instruction	Charter School	Charter School	Local School	Post-	Business	Community
24	Recommend/Adopt instructional delivery model	✓	✓			✓	
25	Recommend/Adopt curriculum, including any changes in curriculum as needed to	✓	✓			✓	
26	Recommend/Adopt courses and programs to offer	✓	✓				
27	Recommend/Adopt textbooks, technology, and instructional materials		✓	✓		✓	
28	Recommend/Establish additional graduation requirements		✓	✓			
29	Recommend/Adopt course and credit requirements, including technology and physical		✓	✓			
30	Recommend/Adopt seat time requirements		✓	✓			
31	Recommend/Adopt opportunities for student acceleration/remediation		✓	✓			
32	Create or modify Career Pathway curricula			✓			
33	Choose dual enrollment options			✓			
34	Choose credit recovery options			✓			
35	Utilize online learning platforms (e.g., Georgia Virtual School)			✓			
36	Establish additional mastery level requirements for performance		✓			✓	
37	Select additional formative and/or summative assessments to determine student		✓			✓	
38	Curriculum and Instruction (continued)	Charter School	Charter School	Local School	Post-	Business	Community
39	Establish delivery model, scheduling, staffing, and supplemental services for English		✓				
40	Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		✓			✓	
41	Establish lesson plan requirements for teachers		✓				
42	Establish placement and promotion criteria		✓	✓			
43	Set grading and reporting policies, plans, process, schedules, and formats		✓	✓			
44	Establishing and Monitoring the Achievement of	Charter School	Charter School	Local School	Post-	Business	Community
45	Complete self-assessment based on Georgia School Performance Standards		✓			✓	
46	Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		✓			✓	

47	Set a timeline for implementing school improvement timeline		✓			✓	
48	Set a budget for implementing school improvement timeline	✓	✓				
49	Recommend/Approve school improvement plan and provide oversight of its	✓	✓			✓	
50	Hold principal or school leader accountable for school improvement plan implementation and timeline	✓	✓				
51	Hold faculty and staff accountable for school improvement plan implementation and timeline		✓				
52	Evaluate success of school improvement plan and recommend/make revisions as needed		✓			✓	
53	Regularly communicate student and school performance data to all stakeholders		✓				
54	School Operations	Charter School	Charter School	Local School	Post-	Business	Community
55	Provide input into school operations that are consistent with school improvement and	✓	✓				
56	Establish work schedules of faculty and staff (e.g., hours per day, days per year,		✓				
57	Establish experience, training, and other matters related to substitute teachers		✓				
58	Recommend/Set school daily, weekly, and annual school calendar and class schedules,	✓	✓				
59	Recommend/Approve professional development vendors and resources		✓	✓			
60	Manage day-to-day human resources		✓				
61	HR processing, including employment contracts and benefits administration		✓				
62	Recommend/Select co-curricular and extracurricular activities		✓				
63	Establish after-school and Saturday programs as needed		✓				
64	Set enrichment and/or advisory periods as needed		✓				
65	Establish field trips, including locations and date		✓				
66	Set class size and student-teacher ratios	✓	✓				
67	Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials, transitions)		✓				
68	Establish school partnerships for school growth		✓				
69	Develop communications strategies, including stakeholder surveys, parent	✓	✓				
70	Select/Approve vendors aligned with school needs		✓				
71	Manage transportation decisions, including authority to contract for transportation		✓				
72	Select information systems (e.g., Student Information System, financial information		✓	✓			
73	Manage the facility or facilities that are owned and operated by the school system for		✓				
74	Approve/manage the food service agreement with a vendor or the school system		✓				
75	Establish school size	✓	✓				
76	Establish school grade span different from typical primary, elementary, middle, and	✓					
77	Establish attendance policies		✓				
78	Establish student code of conduct and behavior policies, plans, processes, and formats		✓				
79	Adopt and implement a marketing plan that is inclusive in its recruitment and	✓	✓				
80	Ensure access to support to address the physical, social, financial, and emotional needs		✓	✓			

*The LBOE retains its constitutional authority



PRE-ENROLLMENT APPLICATION

Select Language

Powered by [Google Translate](#)

UID:
f2LMpr

SELECT THE SCHOOL YEAR YOU ARE APPLYING FOR

Please select the school year you are applying for

- ☐ I am applying for the 2023/24 School Year (Starting August 2023)

Getting Started Questions

If admitted would your family be new to **Amana Academy** next year?

- ☐ Yes
- ☐ No

Acknowledgement

Application Acknowledgement(s)

- ☐ I understand that to be eligible to attend Amana Academy, my child **must reside in Fulton County School District**, outside of the Atlanta Public School District, and must meet the minimum age to attend a traditional Fulton County public school.
- ☐ In order to submit a valid application, you must be the parent or legal guardian of the named student, and certify that you are the parent or legal guardian of the named student on this application.
- ☐ I understand that this application is not a guarantee for admittance into Amana Academy.
- ☐ I understand that the school has limited transportation service, which may not be available to my child.

Non-Discrimination Policy

AMANA ACADEMY does not discriminate in our enrollment practices on the basis of race, gender, religion, disability, or ethnic or national origin. All students residing in Fulton County School District, outside of the Atlanta Public School District, are eligible to apply.

Student Information

Notes: You must be an employee or Board Member of Amana Academy to reply Yes to the question, "Is the applicant the child of an employee or board member?"

Click [here](#) to verify that your address is zoned for Fulton County Schools.

Student first name

Student middle name

Student last name

Student Preferred name

What is your child's CURRENT school?

What grade is this child CURRENTLY in



Date of birth

MMDDYYYY

Your child's age as of September 01, 2023

Age (Calculated automatically)

Home address



City

GA



Zip code

Home phone

Does this child reside in the Fulton County School District?

☐ **Yes**

☐ **No**

Is the applicant the child of an employee or board member?

☐ **Yes**

☐ **No**

Is this student applicant a sibling of a currently enrolled **Amana Academy** student?

☐ **Yes**

☐ **No**

Add Another Student

Parent/Guardian Information

Parent Guardian relationship to student

▼

Parent/Guardian first name

Parent/Guardian last name

Parent/Guardian home phone

Parent/Guardian cell phone

Parent/Guardian work phone

Parent/Guardian email

- Mailing Address**
- ☐ **Same as Family Address**
- ☐ **Different**

Add another Parent Guardian

Survey

- How did you hear about Amana Academy?
- ☐ **Word of mouth/A friend told me about it**
- ☐ **Web Search (please let us know what you were searching for)**
- ☐ **From the Fulton County Schools website**
- ☐ **From the EL Education website**
- ☐ **I received a postcard in the mail**
- ☐ **Social Media**
- ☐ **I saw a feature in Atlanta Parent magazine**
- ☐ **Other**

Notifications

On the day of the lottery you will be notified electronically of the lottery results. You do not need to be present. Use this section to enter your electronic notification addresses. We will use standard email and SMS/TXT to your cell phone. You are responsible for providing the notification addresses accurately. You can opt-out of SMS/TXT in the Application Status Center after submitting your application.

Enter email address

Confirm email address

Add Another Email Address

Enter mobile phone for SMS/TXT

Confirm mobile phone number

[Add Another Mobile Number](#)

E-Signature

AMANA ACADEMY requires that you certify your application by submitting an electronic signature. Please read the certification and provide an electronic signature (type your name) and click Confirm Signature.

I CERTIFY: By confirming my signature below, I certify to the best of my knowledge and belief that the information in this application is complete and accurate, that I am the legal guardian of the children listed above, and that I understand that any false information, omission, or misrepresentation of facts may result in the rejection of this application or future dismissal of the applicant(s).

☐ **Confirm Signature**

SUBMIT

SOLICITUD DE PREINSCRIPCIÓN

Spanish

Powered by Google Translate

UID:
f2LMpr

SELECCIONA EL AÑO ESCOLAR QUE ESTÁS SOLICITANDO

Por favor seleccione el año escolar que está solicitando

- ☐ Estoy solicitando el año escolar 2023/24 (a partir de agosto de 2023)

Preguntas de introducción

Si es admitido, ¿su familia sería nueva en la Academia Amana el próximo año?

- ☐ Sí
☐ No

Reconocimiento

Acuse de recibo de solicitud

- ☐ Entiendo que para ser elegible para asistir a Amana Academy, mi hijo **debe residir en el Distrito Escolar del Condado de Fulton**, fuera del Distrito Escolar Público de Atlanta, y debe cumplir con la edad mínima para asistir a una escuela pública tradicional del Condado de Fulton.
- ☐ Para presentar una solicitud válida, debe ser el padre o tutor legal del estudiante nombrado y certificar que es el padre o tutor legal del estudiante nombrado en esta solicitud.
- ☐ Entiendo que esta solicitud no es una garantía de admisión a Amana Academy.
- ☐ Entiendo que la escuela tiene un servicio de transporte limitado, que puede no estar disponible para mi hijo.

Política de no discriminación

AMANA ACADEMY no discrimina en nuestras prácticas de inscripción por motivos de raza, género, religión, discapacidad u origen étnico o nacional. Todos los estudiantes que residen en el Distrito Escolar del Condado de Fulton, fuera del Distrito de Escuelas Públicas de Atlanta, son elegibles para postularse.

Información del estudiante

Notes: You must be an employee or Board Member of Amana Academy to reply Yes to the question, "Is the applicant the child of an employee or board member?"

Click [here](#) to verify that your address is zoned for Fulton County Schools.

Student first name	Student middle name	Student last name
Student Preferred name		
What is your child's CURRENT school?		
What grade is this child CURRENTLY in		

Date of birth

MMDDYYYY

Your child's age as of September 01, 2023

Age (Calculated automatically)

Home address

City	GA
Zip code	Home phone

Does this child reside in the Fulton County School District?

☐ Yes

☐ No

Is the applicant the child of an employee or board member?

☐ Yes

☐ No

Is this student applicant a sibling of a currently enrolled **Amana Academy** student?

☐ Yes

☐ No

Add Another Student

Parent/Guardian Information

Parent Guardian relationship to student



Parent/Guardian first name

Parent/Guardian last name

Parent/Guardian home phone

Parent/Guardian cell phone

Parent/Guardian work phone

Parent/Guardian email

Mailing Address

☐ Same as Family Address

☐ Different

Add another Parent Guardian

Survey

How did you hear about Amana Academy?

- ☐ Word of mouth/A friend told me about it
- ☐ Web Search (please let us know what you were searching for)
- ☐ From the Fulton County Schools website
- ☐ From the EL Education website
- ☐ I received a postcard in the mail
- ☐ Social Media
- ☐ I saw a feature in Atlanta Parent magazine
- ☐ Other

Notifications

On the day of the lottery you will be notified electronically of the lottery results. You do not need to be present. Use this section to enter your electronic notification addresses. We will use standard email and SMS/TXT to your cell phone. You are responsible for providing the notification addresses accurately. You can opt-out of SMS/TXT in the Application Status Center after submitting your application.

Enter email address

Confirm email address

Add Another Email Address

Enter mobile phone for SMS/TXT

Confirm mobile phone number

Add Another Mobile Number

E-Signature

AMANA ACADEMY requires that you certify your application by submitting an electronic signature. Please read the certification and provide an electronic signature (type your name) and click Confirm Signature.

I CERTIFY: By confirming my signature below, I certify to the best of my knowledge and belief that the information in this application is complete and accurate, that I am the legal guardian of the children listed above, and that I understand that any false information, omission, or misrepresentation of facts may result in the rejection of this application or future dismissal of the applicant(s).

Enter your full name here

☐ Confirm Signature

SUBMIT

Amana Academy Annual Enrollment and Lottery Procedures Policy Description

Amana Academy will admit students on a space-available basis. Any student who is a resident of Fulton County (outside the Atlanta city limits) and who meets the minimum age and grade requirements is eligible to attend. Amana Academy will not discriminate on the basis of race, ethnicity, national origin, gender, religion or disability. Being a public charter school, Amana Academy will not charge tuition.

Amana Academy shall not accept students who reside outside the School System, as they are ineligible to attend schools in the Fulton County School System.

The pre-enrollment form (Exhibit 8) requests the following information: student's name; date of birth; grade level; address; names, addresses, and telephone numbers of parents/guardians; names of siblings also applying; and a signature verifying that the information is correct and that the parents/guardians are choosing education at Amana Academy for their child. Application forms must be submitted to the school by the annual deadline determined by the Board.

Timetable for Registering and Admitting Students

Month	Activity
January of each year (except the initial year of operation)	Open enrollment begins for the following school year.
February	Lottery conducted if necessary.
February of each year	Enrollment begins for following school year.
March 1 of each year	Admitted student information for the following school year provided to Fulton County School System

Amana agrees to begin enrollment for the upcoming school year and provide the names, addresses and home school of all accepted students to the School System no later than **March 1** and that failure to do so may result in the termination of the charter. It is understood that the school can continue to accept students after this date, and that it will continue to update the system on the number of students registered and all other student information as requested.

If the number of applicants exceeds the school's enrollment cap, admission preference will be given according to the following enrollment priorities pursuant to O.C.G.A. 20-2-2066 (a)(1):

- a sibling of a student already enrolled at Amana
- a student whose parent or guardian is a member of the governing board of Amana or

is a full-time teacher, professional or other employee at Amana

After those students are placed, a random lottery will be held to fill remaining spots.

1. The pool of applicants will be sorted according to admissions preferences provided for by statute and by grade level, starting with kindergarten;
2. Within each grade level, applications will be sorted according to these categories, arranged in order of admissions preference: a) returning resident student; b) child of board member or full-time staff member; c) sibling of returning resident student; d) new resident applicant;
3. The Admissions Committee will reserve spaces for returning students and those students granted enrollment priority. Any remaining spaces will be allocated by holding a drawing of names by category in admissions preference order starting with category d).
4. After all grade levels have been completed, names that remain will be placed by preference category, in drawing order, on the school's waiting list.

Names are drawn via electronic lottery, provided by Integrity6.com.

When the lottery process is completed, sibling applicants of admitted students will be placed on the waiting list. Twins and members of other multiple births applying together will be entered separately in the lottery. If one twin or multiple-birth sibling is admitted, the other sibling(s) will also be admitted provided there is still space available. If no space is available, they will be placed on the waiting list.

Should attrition reduce the number of enrolled students after completion of the admissions process, Amana Academy will fill openings from the waiting list, in order by category, or if no names remain on the list, it will hold a secondary admissions process to fill available spaces after a suitable period of full public notice.

Admission decisions will be made by the process described above on the date set by the Governing Board. Parents/guardians will be notified of each child's admission status and will have three days from the timestamp of the notification to accept their seat and no less than 10 calendar days after the timestamp date on their seat acceptance to complete their Online Registration in Infinite Campus and upload all of their requisite documentation. If this process is not completed by the state deadline, the child's admission space or waiting-list order will be forfeited and given to the next eligible candidate. Parents who will not be available at the home address listed on the application form during the notification period should contact Amana Academy to make alternate arrangements. No students will be admitted after the first ten days of any semester unless otherwise authorized by the Executive Director, for example to fill out enrollment in a particular grade. The Executive Director may consult with the Governance Board on such exceptions.

AMANA ACADEMY NORTH FULTON | 2023-2024 CALENDAR (178 days)

24-28 Preplanning
31 Preplanning

JULY '23						
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					

JANUARY '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			

1 Winter Break
2 Teacher Preplanning
3 First of 2nd Semester
15 M.L. King Day

20 days

1-2 Preplanning
3 Open House/Base Camp
4 Preplanning
7 First Day of School

AUGUST '23						
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		

FEBRUARY '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		

2 Asynchronous Learning
19 Presidents' Day
20 School Holiday

19 days

4 Labor Day
5 Asynchronous Learning

SEPTEMBER '23						
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

MARCH '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						

11 Asynchronous Learning

21 days

9-13 Fall Break

OCTOBER '23						
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				

APRIL '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				

1-5 Spring Break

days

3 – Asynchronous Day
20-24 Thanksgiving Break

NOVEMBER '23						
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		

MAY '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	

23 Last Day of Semester
24 Teacher Postplanning

17 days

15 Last Day of Semester
18-29 Winter Break

DECEMBER '23						
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						

JUNE '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						

Teacher Workday
First Day of Semester
Preview Open House
Break – School Closed
Asynchronous Day
Last Day of Semester

11 days

	8th							
CREW Cheatham (D)	CREW Winchell (A)	CREW Schepis (B)	CREW Farghal (C)	CREW Hussain (D)				
CNXS STEM/PE (Dunkle STEM)	Social Studies	Science	Algebra I	ELA*				
Social Studies	Science	Math*	ELA	Social Studies				
Lunch 6th Lunch 10:00- 10:22 / Recess 10:25-10:45) (7th/8th Recess 10:00-10:22 / Lunch 10:25- 10:45)	Lunch 6th Lunch 10:00- 10:22 / Recess 10:25-10:45) (7th/8th Recess 10:00-10:22 / Lunch 10:25- 10:45)	Lunch 6th Lunch 10:00- 10:22 / Recess 10:25-10:45) (7th/8th Recess 10:00-10:22 / Lunch 10:25- 10:45)	Lunch 6th Lunch 10:00- 10:22 / Recess 10:25-10:45) (7th/8th Recess 10:00-10:22 / Lunch 10:25- 10:45)	Lunch 6th Lunch 10:00- 10:22 / Recess 10:25-10:45) (7th/8th Recess 10:00-10:22 / Lunch 10:25- 10:45)				
ELA*	Math (Enhanced)	ELA (Advanced)	Social Studies	Science				
Science	Arabic/ Interventions	Arabic/ Interventions	Arabic/ Interventions	Arabic/ Interventions				
Math*	ELA (possible mixed advanced)	Social Studies	CNXS STEM/PE	CNXS STEM/PE				
Arabic/ Interventions	CNXS STEM/PE	CNXS STEM/PE	Science (Physical Science)	Math (Enhanced)				
Power Hour (49mins)	Power Hour (49mins)	Power Hour (49mins)	Power Hour (49mins)	Power Hour (49mins)				
							8	
							7	
							6	

Time	KG	1st	2nd	3rd Grade	Times	4th (Teacher A and Teacher B)	4th (Teacher C & Teacher D)	5th (Teacher A and Teacher B)	5th (Teacher C and Teacher D)	
	ELA 125mins / Math 95mins	ELA 125mins / Math 90mins	ELA 115mins / Math 100mins	ELA 120mins / Math 95mins		ELA 75mins / Math 75mins	ELA 75mins / Math 75mins	ELA 75mins / Math 75mins	ELA 75mins / Math 75mins	
7:50-8:15	CREW	CREW	CREW	CREW	7:50-8:15	CREW	CREW	CREW	CREW	
8:15-8:45	Specials 8:15-9:00	Math 8:15-9:15 (60mins)	Math 8:15-9:20 (65mins)	Arabic / Interventions 8:15-9:00	8:15-8:45	ELA Module 8:15-9:00 (45mins)	Math 8:15-9:30 (75mins)	ELA Module 8:15-9:00 (45mins)	Math 8:15-9:30 (75mins)	
8:45-9:15					8:45-9:15	ELA ALL Block 9:00-9:30 (30mins)		ELA ALL Block 9:00-9:30 (30mins)		
9:15-9:45	ELA Module 9:00-10:10 (65 mins) + (5min break)	Specials 9:15-10:00	ELA Module 9:20-10:20 (60mins)	PL Math 9:00-9:30 (30mins)	8:45-9:15	ELA ALL Block 9:00-9:30 (30mins)		ELA Module 9:00-9:30 (30mins)		
					9:15-9:45	Social Studies M/W 9:30-10:05 (30mins) + (5min break)	Science T/Th 9:30-10:05 (30mins) + (5min break)	Social Studies M/W 9:30-10:10 (35mins) + (5min break)	Science T/Th 9:30-10:10 (35mins) + (5min break)	
9:45-10:15	ELA Skills Block 10:10-11:20 (60mins)	ELA Module 10:00-11:10 (65mins) + (5min break)	Recess 10:20-10:55 (30mins) + (5min break)	Recess 9:30-10:00	9:45-10:15	Arabic 10:05-10:50 (45mins) *ESOL 10:00-10:50 (50mins)	Arabic 10:05-10:50 (45mins) *ESOL 10:00-10:50 (50mins)	Specials 10:10-10:55 (Specials bring students to lunch)	Specials 10:10-10:55 (Specials bring students to lunch)	
10:15-10:45				ELA ALL Block 10:00- 11:25 (80mins) + (5min break)						
10:45-11:15	Lunch 11:20-11:45	PL Math (w/embedded RTI) 11:10-11:45 (30mins) + (5min break)	Arabic / Interventions 10:55-11:40 + (10min break with homeroom teacher)	Lunch 11:25-11:50	10:15- 10:45	Lunch 10:50-11:15	Lunch 10:50-11:15	Lunch 10:55-11:20	Lunch 10:55-11:20	
11:15-11:45										
11:45-12:15				lunch 11:50-12:15	10:45- 11:15	Lunch 10:50-11:15	Lunch 10:50-11:15	Lunch 10:55-11:20	Lunch 10:55-11:20	
					11:15- 11:45	Recess 11:15-11:45	Recess 11:15-11:45	Recess 11:20-11:50	Recess 11:20-11:50	
12:15-12:45	Math 11:45-12:50 (60mins) + (5min break)	Lunch 11:55-12:20		Math 11:50-1:00 (65 mins) + (5min break)	11:45- 12:15	Transition to block 2 11:45- 11:55 (10mins)	Transition to block 2 11:45- 11:55 (10mins)	Power Hour 11:50-12:40 (45mins) + (5min break) *ESOL 11:50-12:40 (50mins) - ESOL pickup students from HR	Power Hour 11:50-12:40 (45mins) + (5min break) *ESOL 11:50-12:40 (50mins) - ESOL pickup students from HR	
12:45-1:15		Recess 12:20-12:55 (30mins + 5min break)	Math PL / RTI 12:15-12:55 (35mins) + (5min break)							Math 11:55-1:10 (75mins)
1:15-1:45	Recess 12:50-1:20	Arabic / Interventions 12:55-1:40	Specials 12:55-1:40							
1:45-2:15	PL Math (w/embedded RTI) 1:20-1:50 (30mins)									
2:15-2:45	Arabic / Interventions 1:50-2:35 (TA transition students back to class at 2:30)	ELA Skills Block 1:40-2:35 (50mins) + (5min break)	ELA Skills Block 1:40-2:35 (50mins) + (5min break)	ELA Module 1:00-1:45 (45mins)	12:15- 12:45			Transition to Block 2 12:40- 12:50 (10mins)	Transition to Block 2 12:40- 12:50 (10mins)	
					12:45-1:15		ELA ALL Block 12:40-1:10 (30mins)		ELA Module 12:50-1:35 (45mins)	
2:45-3:20	Science / Social Studies 2:35- 3:20 (35mins) + (10min transition)	Science / Social Studies 2:35- 3:20 (35mins) + (10min transition)	Science / Social Studies 2:35- 3:20 (35mins) + (10min transition)	Specials 1:45-2:30	1:15-1:45	Science T/Th 1:10-1:40 (25mins) + (5min break)	Social Studies M/W 1:10-1:40 (25mins) + (5min break)	Math 12:50-2:05 (75mins)	ELA ALL Block 1:35-2:05 (30mins)	
					1:45-2:35	Power Hour 1:40-2:35 (45mins) + (10min transition) *ESOL 1:40-2:30 (50mins)	Power Hour 1:40-2:35 (45mins) + (10min break) *ESOL 1:40-2:30 (50mins)			Science T/Th 2:05-2:35 (25mins) + (5min break)
				Science / Social Studies 2:30-3:20 (35mins) + (15min transition)	2:35-3:20	Specials 2:35-3:20 (45mins)	Specials 2:35-3:20 (45mins)	Arabic/Interventions 2:35- 3:20 (45mins) *ESOL 2:30-3:20 (50mins) - ESOL pickup students	Arabic/Interventions 2:35- 3:20 (45mins) *ESOL 2:30-3:20 (50mins) - ESOL pickup students	
3:20-3:25	Closing Circle	Closing Circle	Closing Circle	Closing Circle	3:20-3:25	Closing Circle	Closing Circle	Closing Circle	Closing Circle	

[illegible]

Monday - Thursday

	Lunch Time	Grade		
Lunch Block 1	10:00-10:45	6th-8th Grade	Angelique (Renee on Wednesday)	Ashley
Lunch Block 2	10:50-11:15	4th Grade	Tiffany (Richard on Tuesday)	Ashley
Lunch Block 2	10:55-11:20	5th Grade	Tiffany (Richard on Tuesday)	Ashley
Lunch Block 3	11:20-11:45	KG	Samra (Tori as backup)	TA Support
Lunch Block 3	11:25-11:50	3rd Grade	Samra (Tori as backup)	Ashley
Lunch Block 4	11:50-12:15	2nd Grade	Richard (Daric as backup)	Ashley
Lunch Block 4	11:55-12:20	1st Grade	Richard (Daric as backup)	Ashley

Friday

	Grade		
10:00-10:25	4th	Tiffany	Ashley
10:10-10:35	KG	Tiffany	Ashley
10:35-11:00	5th	Samra	Ashley
10:45-11:10	3rd	Samra	Ashley
10:55-11:10	2nd	Richard	Ashley
11:10-11:35	1st	Lunch Delivered	Ashley
11:20-11:40	6th	Richard	Ashley
11:45-12:05	7th & 8th	Angelique	Ashley

Lunch Support

Ashley

Richard

Tiffany

Angelique

Tori?

Samra

Counselor

Valeria

MS TAG

PLEASE FOLLOW THE INSTRUCTIONS BELOW WHEN PREPARING YOUR PACING CALENDAR

MAKE YOUR OWN COPY OF THIS CALENDAR AND RENAME IT WITH YOUR NAME, GRADE, AND SUBJECT.

To begin you will need:

Backwards planning by semester, divide the standards across two semesters, and identify when you will teach and

1. For each day, list your standard number and the topic you will teach on that day. If you are assessing on a
2. Highlight when you will assess ALL the PRIORITIZED STANDARDS.

Have all standards taught by March 31 for grades 3-8.

Embed time for re-teaching and re-testing non-mastered standards.

There will be a 9, 18, and 27-week assessment. Please note that these assessment dates are subject to change

[Curriculum Resources: Savvasrealize.com](https://www.savvasrealize.com). [EL Curriculum](#)

Amana Curriculum Map Guidance Instructions

JULY 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						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
	New Teacher Orientation - PREPLANNING			All Staff - PREPLANNING		
30	31	Notes:				
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Amana Curriculum Map Guidance Instructions

AUGUST 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
		PREPLANNING			Base Camp Open House	
	Paras Return					
6	7 First day of school	8	9	10	11	12
			Testing	Testing	Testing	
	Hopes and Dreams	Growth Mindset	High Five Habits: Respect and Responsibility	High Five Habits: Compassion	High Five Habits: Courage and Perseverance	
13	14	15	16	17	18	19
	Testing	Testing	Testing	Testing	Testing	
	SS2CG1 Community	SS2CG1 (Why are rules important? Impact)	Review Terms and Concepts	Government and Rules Test	Government and Rules Quiz	
20	21	22	23	24	25	26
	Testing	Testing	Testing	Testing	Testing	
	Mapping and Directions	Landforms	Continents, Countries, States	SS2G1.a (Regions)	SS2G1.a (Regions)	
27	28	29	30	31		
	Testing	Testing	Testing			
			*Link w/EL schools and	*Link w/EL schools and		
	SS2G1.a (Regions)	SS2G1.a (Regions)	SS2G1.a (Regions)	SS2G1.a (Regions)		
			SS2G1.b (Human Impact)	SS2G1.b (Human Impact)		
		Notes:				
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SEPTEMBER 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				Curriculum Night SS2G1.a (Regions) S2E3.b (Human *Link w/EL	1 SS2G1.a (Regions)	2
3	4 Labor day	5 SS2G1.a (Regions Review) S2E3.b	6 SS2G1.a (Regions Review) S2E3.b	7 SS2G1.a/S2E3.b (Regions Test)	8 Progress Report Grades	9
10	11 (Human Impact) SS2G1.a (Rivers) S2E3.b	12 (Human Impact) SS2G1.a (Rivers) S2E3.b	13 (Human Impact) SS2G1.a (Rivers) experiment	14 S2E1.b (Sun/stars- brightness)	15 S2E1.b (Sun/stars- brightness)	16
17	18 S2E1.b (Sun/stars- brightness)	19 S2E1.b (Sun/stars)	20 S2E1.b (Sun/shadows)	21 S2E2.a (Orbit)	22 S2E2.a (Orbit/Rotate Review)	23
24	25 Fall Break	26 Fall Break	27 Fall Break	28 Fall Break	29 Fall Break	30
		Notes:				
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OCTOBER 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6 Fall Break	7
8	9 County Testing S2E2.a (Orbit/Rotate) Sun/Stars Review	10 County Testing S2E2.a/b (Test)	11 County Testing SS2H2.b (Creek and Cherokee)	12 County Testing SS2H2.b (Creek and Cherokee)	13 County Testing Report Card Grades Due	14
15	16 9 week assessments County Testing SS2H2.b (Creek and Cherokee)	17 9 week assessments County Testing SS2H2.b (Creek and Cherokee)	18 9 week assessments County Testing SS2H2.b (Creek and Cherokee)	19 9 week assessments County Testing SS2H2.b (Creek and Cherokee)	20 9 week assessments County Testing SS2H2.b (Creek and Cherokee)	21
22	23 SS2H2.b (Creek and Cherokee)	24 SS2H2.b (Creek and Cherokee)	25 SS2H2.b (Creek and Cherokee Review)	26 SS2H2.b (Creek and Cherokee project as test)	27 Asynchronous SS2H2.b (Creek and Cherokee Project)	28
29	30 SS2H2.b (Creek and Cherokee Project)	31 SS2H2.b (Creek and Cherokee Project)				
Notes:						

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Amana Curriculum Map Guidance Instructions

NOVEMBER 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 SS2H2.b (Creek and Cherokee Project)	2 SS2H1.a Historical Figures	3 SS2H1.a Historical Figures	4
5	6 SS2H1.a Historical Figures	7 SS2H1.a Historical Figures	8 SS2H1.a Historical Figures	9 SS2H1.a Historical Figures	10 Progress Report Grades	11
12	13 SS2H1.a Historical Figures	14 SS2H1.a Historical Figures	15 National Native American Heritage Month	16 National Native American Heritage Month	17 National Native American Heritage Month	18
19	20 Thanksgiving	21 Thanksgiving	22 Thanksgiving	23 Thanksgiving	24 Thanksgiving	25
26	27 County Testing S2P1.c (Matter)	28 County Testing S2P1.c (Matter)	29 S2P1.c (Matter)	30 S2P1.c (Matter)		
		Notes:				
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DECEMBER 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			County Testing	County Testing	1 County Testing S2P1.c (Matter)	2
3	4 18 Week Assessment County Testing S2P1.c (Matter)	5 18 Week Assessment County Testing S2P1.c (Matter)	6 18 Week Assessment County Testing S2P1.c (Matter)	7 18 Week Assessment County Testing S2P1.c (Matter Review)	8 18 Week Assessment County Testing S2P1.c (Matter Quiz)	9
10	11 County Testing Matter Science Experiment	12 County Testing Matter Science Experiment	13 County Testing Matter Science Changemaker	14 County Testing Update Grades in IC	15 County Testing Last Day of Fall Semester	16
17	18 Winter Break	19 Winter Break	20 Winter Break	21 Winter Break	22 Winter Break	23
24	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30
31		Notes:				

Amana Curriculum Map Guidance Instructions

JANUARY 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Winter Break	2 Preplanning	3 First Day of Spring Semester	4 Review States of Matter	5 S2L1.b (Life Cycles) (Winter Test)	6
7	8 Who is a Change Maker? SS2CG1 (Civil Rights)	9 Who is protected by the law?	10 First Semester Grades 1-3 SS2CG1 (Civil Rights) What is	11 SS2CG1 (Civil Rights) Voting Rights/Civil Rights	12 SS2H1c, SS2H1d, SS2G2, SS2CG3 Who was Martin	13
14	15 M.L. King Day	16 SS2H1c, SS2H1d, SS2G2, SS2CG3 Jackie Robinson	17 SS2H1c, SS2H1d, SS2G2, SS2CG3 Civil Rights/Change Jimmy Carter	18 SS2H1c, SS2H1d, SS2G2, SS2CG3 Civil Rights/Change	19 SS2H1c, SS2H1d, SS2G2, SS2CG3 Jimmy Carter/Jackie	20
21	22 S2L1.b (Life Cycles- Animals)	23 S2L1.b (Life Cycles)	24 S2L1.b (Life Cycles)	25 S2L1.b (Life Cycles)	26 S2L1.b (Life Cycles)	27
28	29 S2L1.b (Life Cycles Plants) ELA Lessons	30 S2L1.b (Life Cycles Plants) ELA Lessons	31 S2L1.b (Life Cycles Plants) ELA Lessons			
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Amana Curriculum Map Guidance Instructions

FEBRUARY 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Progress Report Grades S2L1.b (Life Cycles Plants) ELA Lessons	2 Asynchronous	3
4	5 S2L1.b (Life Cycles Review)	6 S2L1.b (Life Cycles Test)	7 SS2E1 (What is an economy)	8 SS2E1 (Needs/Wants)	9 SS2E1 (Goods/Services)	10
11	12 SS2E1 (Opportunity Costs)	13 SS2E1 (Opportunity Costs Environmental Impact)	14 SS2E4 (Savings/Spending)	15 SS2E1 Economics Review	16 SS2E1 Economics Test	17
18	19 President's Day School Holiday	20 President's Day	21 27 week assessments SS2G2, SS2CG3 Civil Rights/Change	22 27 week assessments SS2G2, SS2CG3 Civil Rights/Change	23 27 week assessments SS2G2, SS2CG3 Civil Rights/Change	24
25	26 27 week assessments SS2H1c, SS2H1d, Civil Rights/Change	27 27 week assessments SS2H1c, SS2H1d, Civil Rights/Change	28 SS2H1c, SS2H1d, Civil Rights/Change	29 SS2H1c, SS2H1d, Civil Rights/Change		
		Notes:				

Amana Curriculum Map Guidance Instructions

MARCH 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 SS2H1c, SS2H1d, Civil Rights/Change	2
3	4 S2E2.d (Moon)	5 S2E2.d (Moon)	6 S2E2.d (Moon)	7 Report Card Grades Due S2E2.d (Moon)	8 Asynchronous	9
10	11 S2E2.d (Moon)	12 S2E2.d (Moon)	13 S2E2.d (Moon)	14 S2E2.d (Moon Review)	15 S2E2.d (Moon Test)	16
17	18 SS2CG1 (Civil Women's History)	19 Juliette Gordon Low SS2H1e/SS2CG3	20 Juliette Gordon Low SS2H1e/SS2CG3	21 Juliette Gordon Low SS2H1e/SS2CG3	22 SS2CG1 (Civil Women's History)	23
24	25 SS2CG1 (Civil Women's History)	26 SS2CG1 (Civil Women's History)	27 SS2CG1 (Civil Women's History)	28 S2P2.B/C Force	29 S2P2.B/C Force	30
31		Notes: © 2011-2019 by Vertex42.com. Free to Print. https://www.vertex42.com/calendars/academic-calendar.html				

Amana Curriculum Map Guidance Instructions

APRIL 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 Spring Break	9 Spring Break	10 Spring Break	11 Spring Break	12 Spring Break	13
14	15 S2P2.B/C Force	16 S2P2.B/C Force	17 S2P2.B/C Force	18 S2P2.B/C Force	19 S2P2.B/C Force	20
21	22 S2P2.B/C Force	23 S2P2.B/C Force Review	24 S2P2.B/C Force Test	25 Arab American Heritage Month	26 Progress Report Grades D Arab American Heritage Month	27
28	29 County Testing S2E3.b Weather, Animal, Human Impact	30 County Testing S2E3.b Weather, Animal, Human Impact	County Testing S2E3.b Weather, Animal, Human Impact	County Testing S2E3.b Weather, Animal, Human Impact	County Testing S2E3.b Weather, Animal, Human Impact Test	
		Notes:				
		© 2011-2019 by Vertex42.com. Free to Print. https://www.vertex42.com/calendars/academic-calendar.html				

Amana Curriculum Map Guidance Instructions

MAY 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	County Testing S2E3.b (Expedition) Final Product Draft	County Testing S2E3.b (Expedition) Final Product Draft	1 County Testing S2E3.b (Expedition) Final Product Draft	2 County Testing S2E3.b (Expedition) Final Product Draft	3 County Testing S2E3.b (Expedition) Final Product Draft	4
5	6 County Testing S2E3.b (Expedition) Final Product Draft	7 County Testing S2E3.b (Expedition) Final Product Draft	8 County Testing S2E3.b (Expedition) Final Product Draft	9 County Testing S2E3.b (Expedition) Final Product Draft	10 County Testing S2E3.b (Expedition) Final Product Draft	11
12	13 County Testing SS2CG1 (Civil Asian/Pacific Heritage Month	14 County Testing	15 County Testing	16 County Testing	17 County Testing Second Semester Grades	18
19	20	21	22	23 Last Day of School	24 Post Planning	25
26	27	28	29	30	31	
		Notes: © 2011-2019 by Vertex42.com. Free to Print. https://www.vertex42.com/calendars/academic-calendar.html				

Fulton County Schools 2023 - 2024 Student Code of Conduct & Discipline Handbook



*F*ulton
County Schools
Where Students Come First

For Students, Parents, & Staff



August 2023

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Dear Stakeholders:

The beginning of the 2023-2024 school year is upon us! We have many great accomplishments to celebrate from the previous school year. However, a new school year also presents us with many opportunities to improve the quality of our students' experiences, as well as opportunities to forge ahead with our strategic plan.

School safety remains a top priority for us, and we take maintaining a safe and secure learning environment extremely seriously. This year's Code of Conduct and Discipline Handbook contains some vital information that will help your child understand the expectations of the Fulton County School district. Additionally, this document provides information that will aid students and parents with questions about various services and rights afforded to all students throughout Fulton County Schools.

We all need to work together to provide a safe and nurturing environment for our students. A safe climate is something we must all own and never take for granted. We are asking everyone to help monitor the security of our students and communicate with us concerns or challenges you or others are facing.

We encourage you and your child to take some time to familiarize yourselves with the content of this student handbook. Teachers will spend the first days of school reviewing portions of the handbook with their students. All students and parents are asked to acknowledge receipt of the handbook and to confirm that you have read it. Your child's school will provide a link for you to complete this process.

It is going to take us all working collectively to ensure the safety of everyone who enters our schools. We are looking forward to an exciting, worthwhile 2023-2024 school year!

Sincerely,

Mike Looney, Ed.D.
Superintendent

2023-2024 Code of Conduct: What You Should Know



TIER I offenses are minor acts of misconduct that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program, or approved transportation. (ex. 12a.I: *Excessive Tardiness/Class Cuts*)

TIER II offenses are intermediate acts of misconduct that may include repeated acts of misconduct from Tier I, acts directed against people or property that do not seriously endanger the health or safety of others and serious disruptions of school order. (ex. 1b.II *disruption/disruptive behavior*)

TIER III offenses are moderate acts of misconduct that place students or staff at risk of emotional or physical harm which may include threats to health, safety, and/or property of others, and other acts of moderate or repeated misconduct. (ex. 7b.III *No Contact Contract Violation*)

TIER IV offenses are serious acts of misconduct that place students or staff at risk of emotional or physical harm which may include threats to the health, safety, and/or property of others, and other acts of serious and repeated misconduct. (ex. 5d.IV: *Group Fight*)

NEW CODES

7b.III No Contact Contract Violation

Intentional violation of any no-contact agreement/contract or any term contained therein between students. *Students subject to a no-contact agreement as part of a Title IX investigation may also face emergency removal and/or additional Title IX investigation as a result of any violation of this section.*

8b.IV: Making a false report of a serious crime to school or Emergency Services

Knowingly and willfully make false reports or statements, whether orally or in writing, of a serious crime in progress (e.g., swatting, bomb threat, etc.) or any intention or plan by self or others to commit a serious crime at any Fulton County School (FCS)/FCS campus/FCS property to any local, state or federal tipline, school or school system personnel, and/or to any emergency services agency (police, fire, ambulance/medical, GBI, FBI, 911 emergency calls, etc.). This violation includes communicating or activating any false alarm that also causes a major disruption to school or to the educational process.

INCREASE IN TIERED CONSEQUENCE

8a.III Making False Reports or Statements

CODE ENHANCEMENTS

Consistent Discipline Response

For some Tier IV offenses, there is now a consistent discipline response. A student in Grades 6-12 who has not previously served a long-term suspension or expulsion, has not previously signed a hearing waiver regardless of the amount of discipline assigned, or has not previously been found responsible for a violation of the Code of Conduct at a student disciplinary hearing regardless of the amount of discipline assigned, a student may be assigned to Fulton County School's alternative program, PEAK Academy for 60, 90, or 180 days. The ultimate determination of whether a student qualifies will be made by the Director of Student Discipline, or designee, who may disqualify an otherwise eligible student based on the nature, circumstances, and/or severity of the disciplinary incident

Learn, Earn, Early Return

Students assigned to the Fulton County School's alternative program, PEAK Academy, can earn an early return to his/her home school for some 1st time Tier IV Offenses. While attending PEAK, Students must maintain good attendance, good behavior, remain in good academic standing, fulfill mandatory community service commitment, and complete conflict resolution, anger management and drug/alcohol course (if applicable).

Did You Know?...

Any student possessing a loaded/unloaded firearm or a dangerous weapon will receive a recommendation for expulsion for a minimum of 1 calendar year or permanent expulsion from the Fulton County School System

Student Discipline and Code of Conduct

Board of Education Policy JD

The Board of Education supports all students' rights to learn. To do so, each student must be in a school climate that is satisfying and productive without disruptive behavior by any student infringing upon the rights of others.

Therefore, it is the policy of the Board of Education that each school within this school system shall implement the District's age-appropriate student code of conduct which is designed to improve the student learning environment by improving student behavior and discipline. Schools may address discipline within student handbooks or similar publications, but these publications should be in compliance and consistent with the District student code of conduct. The student code of conduct will comply with state law and state board of education rules and will include the following:

1. Standards for student behavior designed to create the expectation that all students will behave themselves in such a way so as to facilitate a learning environment for themselves and other students. The standards should be designed also to encourage students to respect each other, school system employees and any other persons attending school functions, and to motivate students to obey student behavior policies adopted by this Board and to obey student behavior rules established at each school within this school system;
2. Student support processes designed to consider, as appropriate in light of the severity of the behavioral problem, support services available at each school, the school system and other public entities or community organizations which may assist students to address behavioral problems;
3. Progressive discipline processes are designed to create the expectation that the degree of discipline imposed will be in proportion to the severity of the behavior leading to the discipline and will take into account the previous discipline history of the student and other relevant factors, while ensuring that each student receives the due process mandated by federal and state law;
4. Parental involvement processes are designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance student behavior and academic performance. The process should enable parents, guardians and school employees to communicate freely their concerns about student behaviors that detract from the learning environment.

The code of conduct should require disciplinary action for infractions of the code. Also, parents should be involved in developing and updating a code of conduct.

The student code of conduct should be distributed to each student at the beginning of the school year and upon enrollment of each new student. The parents/guardians will be requested to sign an acknowledgment of the receipt of the code of conduct and promptly return the acknowledgment to the school. The student code of conduct should be available in the school office and each classroom.

Teacher Reporting Information

A teacher has the authority, consistent with Board policy and applicable law, to manage his or her classroom, discipline students, and refer a student to the principal or designee to maintain discipline in the classroom.

Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of such student's classmates to learn should file a report of such behavior with the principal or designee. The principal and teacher should thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A. 20-2-737-738.

Student behavior which violates state or federal laws as specified in O.C.G.A. 20-2-1184 will result in a report being filed with the police and district attorney.

The Superintendent and/or designee shall develop procedures and guidelines as necessary for implementation of this policy and law.

Reporting Inappropriate Behaviors

The District adheres to the requirements found in O.C.G.A. § 20-2-751.7 and the Professional Standards Commission's state mandated process for students to follow reporting instances of alleged inappropriate sexual behavior by a school employee. Any student (or parent or friend of a student) who has been the victim of an act of abuse, sexual abuse, sexual misconduct, or other inappropriate behavior 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 his/her school.

Pursuant to O.C.G.A. § 19-7-5, if a student has allegedly been abused a report of such allegation will be made immediately as provided in, Operating Guidelines JGEB, DFCS Protocol.

Any report of behavior contemplated in O.C.G.A. § 20-2-1184 will be made to the appropriate superintendent level administrator, and school resource officer and the Office of Student Discipline. The Chief of the Fulton County Schools Police or designee will report the matter to the district attorney's office.

Student Discipline and Code of Conduct

JD Operating Guideline

NOTE: Upon implementation of the Title IX revisions released on May 6, 2021, any discipline incident, or portion of a discipline incident, which involves a Title IX matter or incident will be subject to the Title IX Grievance Procedure as detailed at www.fultonschools.org/titleix.

In instances where there has been a report of sexual harassment pursuant to Title IX, see www.fultonschools.org/titleix for more information about supportive measures.

A well-disciplined school promotes the ideal of each student working toward self-management and controlling his or her own actions. At the same time, the school recognizes that adult intervention is both desirable and necessary.

Schools have the goal of helping each student to learn appropriate behavior as he or she develops into a mature member of society. Social, emotional and life skills help students develop into mature members of society by providing the following benefits:

- Promotes character development through the exploration of ethical issues
- Develops a positive and moral climate by engaging the participation of students, teachers, and staff, parents, and communities.
- Teaches students how to solve conflicts fairly, creating safer schools that are freer of intimidation, fear and violence and are more conducive to learning.

The following character traits are essential for students to be competitive locally, nationally, and internationally. These traits should be modeled and maintained by adults and students. This student code of conduct is developed to meet these purposes.

Respect

Showing high regard for self, others, and property.

Responsibility

Being accountable for individual behavior that is positive and contributes to a conducive learning environment

Honesty

Being truthful in word and action.

Caring

Showing concern for the well-being of others.

Fairness

Demonstrating impartial, unbiased, and equitable treatment for all.

Citizenship

Being an informed, responsible, and caring participant in the community.

Courage

Intentionally/deliberately doing the right thing in the face of difficulty regardless of who is around.

Perseverance

Staying the course and not giving up while maintaining a positive attitude in completing tasks.

Many discipline problems can be minimized through prevention. Problem behavior should be handled quickly and decisively as teachers and administrators intervene and restore a supportive learning atmosphere. To maintain a positive school climate, the Board, the Superintendent, and/or their designees have established this code of conduct governing student behavior and discipline.

Compliance with these requirements is mandatory. Parents and students will annually receive a summary of these discipline guidelines outlining standards of conduct, means of reporting misconduct, and possible disciplinary sanctions.

Positive Behavioral Support

A variety of resources are available at every school to help address behavioral problems. The school discipline process should include appropriate consideration of support processes to help students resolve such problems.

Schools should make reasonable efforts to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior. Positive behavior supports and interventions should be implemented to improve the learning environment by improving student behavior and discipline. Behavior supports and interventions may include, but are not limited to, Student Support Team, counseling with school counselor, school social worker, school police officer, and other staff, behavior, attendance, and academic contracts or plans, peer mediation, FCS' Drug & Alcohol Prevention Program, Choose 180 and Stopping Acts of Violence Through Education (SAVTE) Program.

Parents, guardians, teachers, administrators, and other staff are expected to work together to improve and enhance student behavior and academic performance and should freely communicate their concerns about and actions in response to student behavior that detracts from the learning environment.

In instances where there has been a report of sexual harassment pursuant to Title IX, see www.fultonschools.org/titleix for more information about supportive measures.

Investigation

When an administrator receives information of an alleged disciplinary rule violation, he/she should investigate to determine whether the charge or complaint has a basis in fact. Such investigation may include, but not necessarily be limited to, an interview with the charged student or students, interviews with witnesses, if any, and an examination of any relevant documents, including written statements from teachers, staff, and student witnesses. Based on the evidence available, the administrator will determine whether a disciplinary rule(s) was violated. If the local school administration is uncertain as to the interpretation of the Code of Conduct, they are to contact the District's Office of Student Discipline.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

Searches

School officials are authorized to conduct reasonable searches of students, staff, and visitors pursuant to applicable law. When reasonable suspicion exists, school officials may search students whom they believe have either violated particular laws or rules of the school. The scope of the search will be reasonably related to the purpose of the search and not excessively intrusive considering the age and gender of the student and the nature of the suspected infraction.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of student vehicles on school property. Students should not expect their vehicles or vehicle contents to remain private if exercising the privilege of parking on campus.

School computers and school technology resources, as defined below, are not private and are open to school review at any time.

Student lockers, desks, and all school and classroom storage areas are school property and remain, at all times, under the control of the school. These areas are not private. Periodic general inspections of these areas may be conducted by school authorities for any reason at any time without notice, and without student consent

If a search yields illegal or unauthorized material, such materials should be turned over in person to the Chief of the Fulton County School Police or School Police Officer or proper legal authorities for ultimate disposition. See Operating Guideline FEE, Searches, for additional information.

Disciplinary Consequences

Once it has been determined that a rule(s) was violated, the Principal or designee will afford the student oral or written notice of the charges. If the student denies the charges, he/she shall be given an explanation of the evidence the school authorities have and an opportunity to present his/her side of the story.

The administrator will follow a progressive discipline process. The degree of discipline to be imposed by each school administrator will be in proportion to the severity of the behavior of the student and will take into account the student's discipline history, the age of the student, and other relevant factors. Disciplinary consequences may include local interventions, in-school suspension (ISS), short- term suspension, long-term suspension, expulsion, and/or a referral for a disciplinary hearing.

Disciplinary hearings may result in assignment to an alternative education program, long- term suspension, expulsion, or permanent expulsion from all Fulton County schools.

In addition to discipline, behaviors may also be reported to law enforcement at the District's discretion and as required by law, including O.C.G.A. §§ 20-2-1184 and 19-7-5. Major offenses including, but not limited to, drug and weapon offenses, can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

Suspensions/Expulsion

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

If a student is removed from regular class assignments for more than one-half of the school day, written notice of this assignment to in-school suspension must be sent to the parent. The student's parent/guardian should be notified of in-school suspension and out-of-school suspension (OSS) as soon as possible. This notification should be confirmed in writing no later than two school days after the suspension begins. This notification should contain the charges, a description of the alleged acts, and the number of days and dates of the suspension. The written notification should be delivered to the student's parent/guardian either in person or by first class mail to the last known address of the parent/guardian. If notification is delivered in person, a written confirmation of delivery should be obtained. Students under suspension or expulsion shall not participate in or attend school activities on or off campus or be present on any Fulton County school campus without permission.

If less than the number of suspended days remains in the complete grading period or regular school year, the suspension/expulsion will continue into the next regular school year or complete grading period.

Per the Fulton County Schools Parents Bill of Rights, a parent has the right to appropriately advocate for their child's education. Even though there are generally no appeal rights guaranteed by law for students on short-term suspension (10 days OSS or less), the parent/guardian may call the Principal and/or Assistant principal to discuss their child's discipline. Also, per the Parents Bill of Rights, parents are expected to communicate appropriately and respectfully with administrators, teachers and school staff when advocating for their student's education. Please find the FCS Bill of Rights here: <https://www.fultonschools.org/billofrights>

If the school recommends OSS for more than 10 school days, or alternative school, a disciplinary hearing is required and will be offered. Schools may recommend and/or the Disciplinary Hearing Officer may determine that students attend the alternative school during their suspension/expulsion. Upon this recommendation or determination, students may attend alternative school pursuant to strict academic, attendance, and behavior requirements. If students FAIL to comply with the strict requirements, they may forfeit the opportunity to attend the alternative school during the remainder of their suspension/expulsion. The Director of the District's Office of Student Discipline will determine whether the student has violated the strict requirements and whether the suspension/expulsion will be reinstated.

Suspension days for any student with an Individual Education Plan (IEP) or Section 504 Plan should conform to applicable legal requirements (including any legal limitations of cumulative suspension days). Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

Chronic Disciplinary Problem Student

A "chronic disciplinary problem student" is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur. Any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall inform the parent or guardian of the student's disciplinary problem. Notification should be by either first-class mail or certified mail with return receipt requested and telephone call.

The principal should invite the parent or guardian to observe the student in a classroom situation. The principal should also request that at least one (1) parent or guardian attend a conference with the principal and/or teacher. The purpose of the conference would be to devise a disciplinary and behavioral correction plan.

Before any chronic disciplinary problem student is permitted to return from suspension or expulsion, the school to which the student is to be readmitted should request by telephone call or by either certified mail with return receipt requested or first-class mail that at least one (1) parent or guardian schedule and attend a conference with the principal, or principal's designee, to devise a disciplinary and behavioral correction plan. At the discretion of the principal, a teacher, counselor, or other person may attend the conference. The principal will note the conference in the student's permanent file. Failure of the parent or guardian to attend shall not preclude the student from being readmitted to the school. The District may, by petition to the juvenile court, proceed against a parent or guardian of a chronic disciplinary problem student if District personnel believe the parent or guardian has willfully and unreasonably failed to attend a conference requested by a principal.

Teacher Classroom Management

The Fulton County Board of Education is committed to its stakeholders and strongly believes that their voice matters. Students, teachers, and parents across the district created a student, teacher, and parent/guardian Bill of Rights. These documents are intended to support an environment of reciprocal accountability, and outline tenets for each of the groups.

Bill of Rights are attached and can be found here: <https://www.fultonschools.org/billofrights>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

Teachers have the authority, consistent with District policy, procedures, and guidelines to manage the classroom, discipline students, and refer a student to the principal or the principal's designee to maintain

discipline in the classroom. The principal or the principal's designee will respond when a student is referred by a teacher by employing appropriate discipline management techniques that are consistent with District policy, procedure, and guidelines.

a. Teacher Reporting

Teachers are required to file a report with the principal or principal's designee if he or she has a student that has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his or her class or with the ability of such student's classmates to learn, where such behavior is in violation of the student code of conduct. This report will be filed within one school day of the most recent occurrence of such behavior, will not exceed one page, and will describe the behavior. The principal or the principal's designee will, within one school day after receiving such a report from a teacher, send to the student's parents or guardian a copy of the report and information regarding how the student's parents or guardians may contact the principal or the principal's designee.

If student support services are utilized or if disciplinary action is taken in response to such a report by the principal or the principal's designee, the principal or the principal's designee will send written notification to the teacher and the student's parents or guardians of the student support services being utilized or the disciplinary action taken within one school day after the utilization or action and will make a reasonable attempt to confirm that such written notification has been received by the student's parents or guardians. Such written notification will include information regarding how the student's parents or guardians may contact the principal or the principal's designee.

b. Teacher Removal

Teachers have the authority to remove from the class a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the student's behavior is in violation of the student code of conduct, provided that the teacher has previously filed a report pursuant to the Teacher Reporting section of this Code, or determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher. Principals will implement the District's removal process and will fully support the authority of every teacher in his or her school to remove a student from the classroom pursuant to Georgia law. Each school will establish one or more placement review committees, each of which is to be composed of three members, to determine the placement of a student when a teacher withholds his or her consent to the return of a student to the teacher's class. For each committee established, the faculty will choose two teachers to serve as members and one teacher to serve as an alternate member and the principal will choose one member of the professional staff of the school to serve as a member. The teacher withholding consent to readmit the student may not serve on the committee. The placement review committee will have the authority to return the student to the teacher's class upon determining that such placement is the best alternative or the only available alternative; or refer the student to the principal or the principal's designee for appropriate action consistent with the removal process. The District will provide training for members of placement review committees regarding the provisions of this process, including procedural requirements; policies, procedures and guidelines relating to student discipline; and the student code of conduct that is applicable to the school.

For a student with disabilities, including those with IEPs or 504 plans, the removal from class

must be consistent with state and federal laws and regulations regarding students with disabilities. The Superintendent fully supports the authority of principals and teachers in the Fulton County School District to remove a student from the classroom pursuant to O.C.G.A. § 20-2-738.

School staff should refer to additional processes maintained by the Office of Student Discipline for more information regarding the implementation of the Removal Process.

c. Attendance

Regular attendance in school is important for a student to make adequate academic progress. When a child is absent, parents, guardians, or other persons who have control of a child enrolled in the school district should follow Policy JBD, Absences and excuses and Policy JB, Attendance, as well as the local school rules to report reasons for absences. Georgia compulsory attendance law requires that after any student accrues five days of unexcused absences in a given school year, the person, guardian, or other people who has control or charge of said child shall be in violation of O.C.G.A. § 20-2-690.1(b) and the child will be considered truant. The law also places notice requirements on Georgia school systems. The law provides for the penalties and notice as discussed below:

Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction.

Each day's absence from school in violation of this part after the child's District notifies the parent, guardian, or other person who has control or charge of a child of five (5) unexcused days of absence for a child shall constitute a separate offense. After two (2) reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five (5) unexcused days of absence without response, the District shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested. Public schools shall provide to the parent, guardian, or other person having control or charge of each child enrolled in the public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance under this Code section for children and their parents, guardians, or other persons having control or charge of children. By September 1 of each school year or within 30 days of the student's enrollment in a District, the parent, guardian, or other person who has

control or charge of a child or children shall sign a statement indicating receipt of such written statement of possible consequences and penalties; children who are ten (10) years or older by September 1 shall sign a statement indicating receipt of such written statement of possible consequences and penalties.

After two (2) reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, or first-class mail, to such parent, guardian, or other person who has control or charge of a child, or children. Public schools shall retain signed copies of statements through the end of the year.

As stated in O.C.G.A. § 20-2-690.1(c), the District is entitled to file proceedings in court to enforce attendance requirements. A truant student may also face disposition as an unruly child pursuant to O.C.G.A. § 15-11-67.

Clubs and Organizations

"Clubs and organizations" mean clubs and organizations comprised of students who wish to organize and meet for common goals, objectives, or purposes and which are directly under the sponsorship, direction, and control of the school. This term shall include any activities reasonably related to such clubs and organizations but shall not include competitive interscholastic activities or events. "Competitive interscholastic activity" means functions held under the auspices or sponsorship of a school that involves its students in competition between individuals or groups representing two or more schools. This term shall include cheerleading, band, and chorus.

The name of each the club or organization, mission or purpose of the club or organization, name of the club's or organization's faculty advisor/custodian, and a description of past or planned activities is available from the individual school through the school's website, handbook, or front office. All terms of the Code of Conduct apply to all school-sponsored activities, including Clubs and Sports.

Part I: Disciplinary Rules

The following code provisions apply to student behavior AT ANY TIME while on school property, engaging in or attending a school-sponsored event, at all times during distance learning activities/lessons, while using school technology resources or, in some cases, off-campus (see Rule IV.21a and Rule 111.6). The decision to charge a student for violation of this Code of Conduct shall be made by the administration of the local school. If the local school administration is uncertain as to the interpretation of the Code of Conduct, they are to contact the District's Office of Student Discipline.

Definitions:

- **"Office of Student Discipline"** means the system office that is responsible for student discipline.
- **"Board"** means the Fulton County Board of Education.
- **"President"** means the chair or president of the Fulton County Board of Education or another member of the Board who has been designated as acting chairman or president for the purpose of these rules.
- **"Superintendent"** means the District's Superintendent or Chief Administrative Officer or other designated person to whom disciplinary authority has been delegated.
- **"Administrator"** means the principal or other designated person to whom authority has been delegated.
- **"Disciplinary Hearing Officer or Hearing Officer"** means the individual(s) appointed to conduct a Disciplinary Hearing.
- **"Teacher"** means a classroom teacher, counselor, school assistant, substitute teacher or a student teacher who has been given authority over some part of the school program by the principal or a supervising teacher.
- **"Parent"** means the student's natural parent or court approved legal guardian.
- **"School property"** includes, but is not limited to:
 1. The land and improvements which constitute the school.
 2. Any other property or building, including school bus stops, wherever located, and where any school-sponsored/sanctioned function or activity is conducted.
 3. Any bus or other vehicle used in connection with school functions and activities, including but not limited to, school buses, buses leased by the Fulton County School District, and privately-owned vehicles used for transportation to and from school activities.
 4. En route to and from school (Prior to imposing discipline regarding incidents occurring en route to and from school, school administration should consult with the District's Office of Student Discipline.)

5. School computers/devices issued to the student, computers/devices owned by the District, school technology resources wherever located including, but not limited to, all distance learning platforms, websites, and programs.
- **"School technology resources"** include, but are not limited to:
 1. Electronic media systems such as computers, electronic networks, messaging, and Web site publishing, and
 2. The associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information.
 - **"Local school interventions"** include the use of student and/or parent conferences, student court, mediation, detention, in-school suspension, bus suspensions, Saturday school, out-of-school suspension, and forfeiture of the privilege of participation in extracurricular activities. (See also "Part III: Tiered Offenses and Disciplinary Responses).
 - **"Timeout"** includes the removal of a student from his/her class by the principal or a designee. The timeout is served in a cool-down location supervised by appropriate school personnel in a room on the school premises other than the student's classroom for less than one-half day depending upon the nature of the behavior and the age/grade of the student.
 - **"Detention"**, including Saturday school, by a teacher or an administrator requires a student to be at school for a limited period other than normal school hours or days. The student's parent or legal guardian should be notified at least on the day prior to the serving of detention or Saturday school.
 - **"In-school suspension"** is the removal of a student from his/her class for at least half a school day by the principal or a designee and assignment to a location supervised by appropriate personnel in another room on the school premises for a period not exceeding ten (10) consecutive school days. A student assigned to in-school suspension will be permitted to work on classroom assignments and will be counted as present on the attendance register using ISS code in the student information system. If a student is removed from regular class assignments for more than one-half of the school day, written notice of this assignment to in-school suspension must be sent to the parent. A copy of the written notice ("suspension letter") must also be sent to the Exceptional Children Department if the student has an Individual Education Plan (IEP) and the visiting teacher/school social worker should be sent a copy of all suspension letters. The letter should clearly indicate that the suspension is "in-school." The administrator should make every effort to have a conference with the parent(s) and student before, or at the time the student returns to regular classes.
 - **"Out of School Suspension (Short-Term)"** means the suspension of a student from school for ten (10) school days or less.
 - **"Out of School Suspension (Long-Term) -"** means the suspension of a student from school for more than ten (10) school days, but not beyond the current school quarter or semester.
 - **"Expulsion"** means suspension or expulsion of a student from school beyond the current school quarter or semester.
 - **"Permanent expulsion"** means expulsion from all Fulton County Schools for the remainder of the student's eligibility to attend school pursuant to Georgia law.

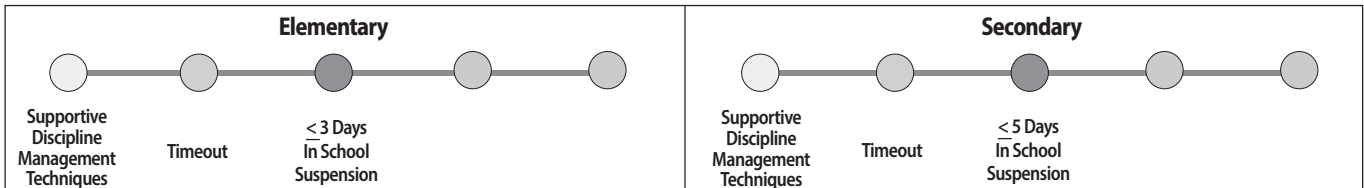
- **"Intent"** means a clearly formulated or planned intention; what someone plans to do or accomplish; I the design or purpose to commit a wrongful or criminal act.
- **"First time offender"** means a student in Grades 6-12 who has not previously served a long-term suspension or expulsion, has not previously signed a hearing waiver regardless of the amount of discipline assigned, or has not previously been found responsible for a violation of the Code of Conduct at a student disciplinary hearing regardless of the amount of discipline assigned. Discipline received prior to a student entering the Fulton County School District will be considered for purposes of determining whether a student qualifies as a first-time offender. The ultimate determination of whether a student qualifies as a first-time offender will be made by the Director of Student Discipline, or designee, who may disqualify an otherwise-eligible student based on the nature, circumstances, and/or severity of the disciplinary incident. NOTE: This status only applies to specific, enumerated Tier IV offenses.

Conferencing with student and Communicating with Parent/Guardian is required each time a disciplinary consequence is assigned.

Tier I: Minor Acts of Misconduct

Minor acts of misconduct that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program or approved transportation.

1d.I: Public Displays of Affection	12c.I: Failure to attend Detention/ISS/Saturday School
1e.I: Horseplay, Rough or Boisterous Activities	13a.I: Improper Dress
6c.I: Profane/Vulgar Language or Gestures towards a student	15a.I: Gambling
7a.I: Fail to Follow Rules/Laws or Blatant Defiance of an Employee	18e.I: Cell Phone/Electronic Devices/Recording Devices
9a.I Honor Code	18i.I: Violate District Responsible Use Agreement
12a.I: Excessive Tardiness/Class Cuts	

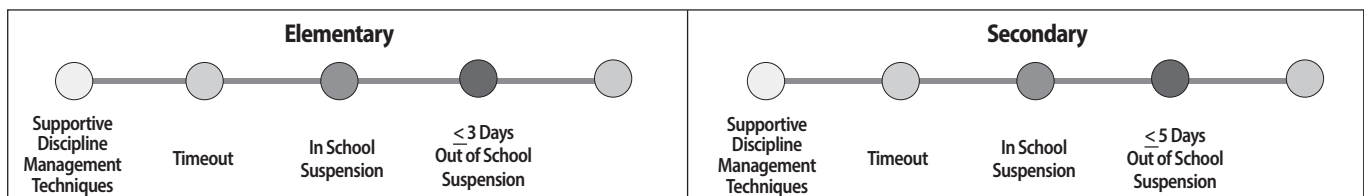


Tier II: Intermediate Acts of Misconduct

Intermediate acts of misconduct that may include repeated acts of misconduct from Tier I, acts directed against people or property that do not seriously endanger the health or safety of others and serious disruptions of school order. Unique, serious, or multiple occurrences may result in the incident being escalated to a Tier III offense.

For Tier II acts of misconduct that are unique, serious, or multiple occurrences, referral to a student disciplinary hearing only with consultation and approval of the Office of Student Discipline.

1a.II: Block Property/Traffic	12b.II: Attendance
1b.II: Disruption/Disruptive Behavior	14a.II: Tobacco/Vaping use/possession
2a.II: Attempt to Alter/Damage School/Private Property	17a.II: Mooning/Related Behavior
2d.II: Possess/Distribute Items (nondrug)	18a.II: Technology/Computer Misuse
3a.II: Trespass School Property	18f.II: Prohibited Use of Personal Communication Devices (PCD) During School Day
3c.II: Unauthorized Area	20a.II: Bus Interference
5f.II: Consensual Hazing, Initiation, or Bodily Modification	22a.II: Encouraging Misconduct
6f.II: Teasing/Taunting	23a.II: Level 1 Threat
6g.II: Profanity/verbal abuse of an employee, staff, or visitor	24a.II: Theft of Student, School or Private Property up to \$100.00 or Unknown Value
10c(Cat 3).II Category III Weapon/Dangerous Instrument/ Unauthorized Items	

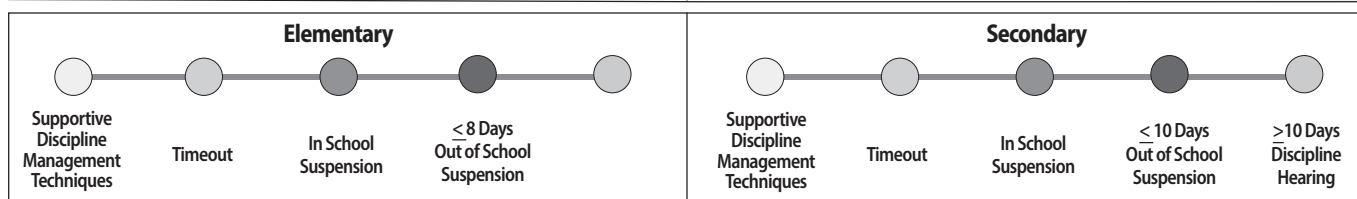


Tier III: Moderate Acts of Misconduct

Moderate acts of misconduct that place students or staff at risk of emotional or physical harm which may include threats to the health, safety, and/or property of others, and other acts of moderate or repeated misconduct. Unique, serious, or multiple occurrences may result in the incident being escalated to a Tier IV offense. (except for students in grades K – 2).

For Tier III acts of misconduct that are unique, serious, or multiple occurrences, referral to a student disciplinary hearing only with consultation and approval of the Office of Student Discipline.

1c.III: False Fire Alarm	11f.III: Possession of Non- Prescription Medication
1f.III: Sexual Activity, Consensual	11g.III: Distribution/Sale of Non- Prescription Medication
2b.III: Actual Alter/Damage of School/Private Property	11h.III: Possession of Prescription Drugs
2c.III Arson of School or Private Property	16a.III: Sexual Harassment
3b.III: Breaking/Entering Private Property	17b.III: Sexual Battery
3d.III: Unauthorized Entry of Unauthorized person(s)	18b.III: Unauthorized Copy Computer Software
5b.III Battery Student/Other without Serious Injury	18c.III: Threat/Damage Property Using Tech
5c.III: Fight Student/Other	18d.III: Display Inappropriate Material Using Tech
5e.III Assault/Threaten another person	18g.III: Inappropriate Recording and Distribution Using Personal Communication Devices (PCD)
5g.III: Stalking	18h.III: Tamper/Phish/Hack District Network
6a.III: Harassment: Disability/Race/Color/National Origin/Religion/Sexual Orientation	18j.III: Sexually Explicit or Pornographic Material Using Technology
6d.III: Offensive Material (Non-Technology)	19a.III: Gang Activity
7b.III: No Contact Contract Violation	19b.III: Intentional Display Gang Tattoos, Paraphernalia, Graffiti, etc.
8a.III: Making False Reports or Statements	19c.III: Gang Recruitment/Solicitation
10b(Cat2).III: Category II Weapon: Hazardous Object	20b.III: Bus Interference while bus in motion
11a.III: Alcohol/Drug Possession/Under the Influence	23b.III: Level 2 Threat
11b.III: Drug Paraphernalia	24b.III: Theft of Student, School or Private Property over \$100.00
11c.III: False Identification Drug/Alcohol	24c.III: Theft of Employee Property up to \$100.00 or Unknown Value
11e.III: Influence of Inhalants/Other	

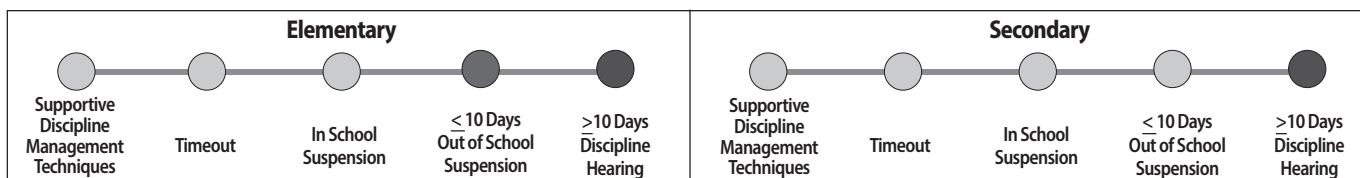


Tier IV: Serious Acts of Misconduct

Serious acts of misconduct that place students or staff at risk of emotional or physical harm which may include threats to the health, safety, and/or property of others, and other acts of serious and repeated misconduct. Consequences may include out of school suspension (as outlined below) and a Disciplinary Hearing Referral with a recommendation for further actions such as long-term suspension, expulsion, and/or assignment to an alternative education program. Any student possessing a loaded/unloaded firearm, or a dangerous weapon will receive a recommendation for expulsion or permanent expulsion from the Fulton County School System.

4a.IV: Battery Employee With Serious Injury* ΔΔ	11d.IV: Alcohol or Drug Sale/Distribution Δ
4b.IV: Battery Employee Without Serious Injury ΔΔ	11i.IV: Distribution of Prescription Drugs Δ
4c.IV: Assault/Threaten Employee ΔΔ	17c.IV: Sexual Molestation
5a.IV: Battery Student/Other with serious injury ΔΔΔ	21a.IV: Off Campus Misconduct ΔΔΔ
5d.IV: Group Fight Δ	23c.IV: Level 3 Threat ΔΔΔ
6b.IV: Bullying/Cyberbullying ΔΔ	23d.IV: Bomb/Explosive Threat ΔΔΔ
6e.IV: Forcefully abduct, transport, detain a person ΔΔΔ	24d.IV: Theft of Employee over \$100.00 ΔΔΔ
8b.IV: Making a False Report of a Serious Crime to School or Emergency Services ΔΔΔ	24e.IV: Robbery ΔΔΔ
10a(Cat1).IV: Category I Weapon: Firearm/Dangerous Weapon*	

**Minimum Recommendation: expulsion for one (1) calendar year.*



At the discretion of the Director of Student Discipline or designee, students determined by the Office of Student Discipline to qualify as first-time offenders may be eligible for reduced discipline consequences in the amount of: **60 (Δ), 90 (ΔΔ), or 180 (ΔΔΔ) school days.**

Multiple and/or prior infractions could lead to increased consequences

****For Tier II and/or Tier III acts of misconduct that are unique, serious, or multiple occurrences, referral to a student disciplinary hearing only with consultation and approval of the Office of Student Discipline.**

RULE 1: DISRUPTION AND INTERFERENCE WITH SCHOOL (Responsibility/ Respect/ Citizenship)		
1a.II	<i>Block Property/Traffic</i>	Occupy or block any school building, part of school grounds, entrance, exit, or normal pedestrian/vehicular traffic on school grounds or adjacent grounds to deprive others of access.
1b.II	<i>Disruption/Disruptive Behavior</i>	Use of violence, force, noise, coercion, intimidation, fear, passive resistance, false statements, or any other conduct that causes, may or attempts to cause the disruption of any mission, process or function of the school, or engage in any such conduct for the purpose of causing the disruption or obstructions of any such lawful mission, process or function. Examples include, but are not limited to: large fights, actions that interrupt transitions, actions that disrupt multiple classrooms, actions that disrupt large areas of the school (cafeteria, media center, gymnasium, etc.), interference with the transportation process, interference with standardized testing, disruption of school assemblies, etc.
1c.III	<i>False Fire Alarm</i>	Pull a fire alarm without authorization or without the belief that a true emergency exists. (See Rule 8a-III for false fire alarm report).
1d.I	<i>Public Displays of Affection</i>	Engage in consensual amorous kissing or similar public or other displays of affection (PDA).
1e.I	<i>Horseplay, Rough or Boisterous Activities</i>	Engage in horseplay or rough or boisterous activities. School administrators will use discretion in determining acts of horseplay/rough or boisterous activities as opposed to other prohibited activities, such as intentional physical contact.
1f.III	<i>Sexual Activity, Consensual</i>	Willing participation in any form of sexual activity (local school police officer must be notified of such incidents).

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

RULE 2: DAMAGE AND/OR ALTERATION OF SCHOOL PROPERTY OR PRIVATE PROPERTY (Responsibility/ Respect/ Citizenship)		
2a.II	<i>Attempt to Alter/Damage School/Private Property</i>	Attempt to alter/damage school or private property.
2b.III	<i>Actual Alter/Damage of School/Private Property</i>	Cause damage or alter school or private property.
2c.III	<i>Arson of School or Private Property</i>	Set fire to or attempt to set fire to school or private property. Please note, this rule violation may be considered a Tier IV violation and Tier IV consequences assigned based upon the circumstances surrounding the incident, the necessary community/school/fire department/law enforcement response, the amount/nature of any damages, the danger presented to staff and students, and any other relevant factors.
2d.II	<i>Possess/Distribute Items (non- drug)</i>	Possess or distribute items, without appropriate school/school system authorization. (e.g., selling/distributing food, bodily fluids, computer technology, personal items, and other non-drug related items) (Severity of consequences may increase based upon the value of property at issue or if the goods are determined to be stolen). An exchange of money for goods and/or services is not required for a violation of this rule.

RULE 3: UNAUTHORIZED ENTRY/TRESPASSING (Citizenship/Respect)		
3a.II	<i>Trespass School Property</i>	Entering and/or remaining on school property where a student is not authorized and has no educational purpose to be present at. If you are on Out of School Suspension you are not allowed on any Fulton County School property unless authorized by an Administrator.
3b.III	<i>Breaking/Entering Private Property</i>	Unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft therein).
3c.II	<i>Unauthorized Area</i>	Being on or remaining on a public-school campus, school property and/or school related event/extended location without authorization or invitation.
3d.III	<i>Unauthorized Entry of Unauthorized person(s)</i>	Allowing non-authorized person(s) into a school building or school sponsored event without authorization with the intent to cause harm or disruption. Students who knowingly allow a person in a school building with the intent to cause harm or disruption will receive increased discipline. For purposes of this rule authorized person(s) include employees/staff with a District ID and law enforcement officials (police, fire-fighters, paramedics, etc.)

RULE 4: PHYSICAL OR VERBAL ASSAULT OR BATTERY OR ABUSIVE LANGUAGE TO A SCHOOL EMPLOYEE (Responsibility/ Respect/ Caring)		
<p>If a student commits a violation of 4a-IV, 4b-IV, 4c-IV, a mandatory disciplinary hearing shall be held regardless of the recommended discipline, unless waived. The hearing may only be waived by agreement of the employee and the student's parent/guardian/student aged 18 or older. If the employee is not available, in the opinion of the Director of the system office of student discipline, the school principal may waive the hearing on the employee's behalf.</p>		
4a.IV	<i>Battery Employee <u>with</u> Serious Injury</i>	<p>Intentionally make physical contact of an insulting or provoking nature with a school employee, which results in physical harm to that school employee unless such physical contact or physical harm was in self-defense as provided by § O.C.G.A. 16-3-21. Physical harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, etc. or where medical attention was sought for a significant injury. Where physical harm is not present, students may be charged and disciplined in accordance with Rule 4b; below. Where a student is charged with 4a and the injury/harm is not proven at a discipline hearing, the Hearing Officer may find the student in violation of Rule 4b provided all necessary elements of Rule 4b are proven.</p> <p>Elementary School Discipline:</p> <ul style="list-style-type: none"> • 1-10 days OSS, with a hearing referral for long-term suspension and/or expulsion. • If expelled, upon recommendation of the hearing officer, an elementary school student may be readmitted to a traditional school for grades 9-12. If there is not an alternative education program for students in elementary school, then the student may be permitted to reenroll in the elementary school as permitted by the hearing officer. (O.C.G.A. § 20-2- 751.6). <p>Middle and High School Discipline:</p> <ul style="list-style-type: none"> • 10 days OSS with a hearing referral and a minimum recommendation for <u>Permanent Expulsion</u> • The hearing officer may allow an expelled student to attend the alternative education program under strict academic, attendance and behavior requirements <p>Upon recommendation of the hearing officer, a middle school student may be readmitted to a traditional school for grades 9-12. (O.C.G.A. § 20-2-751.6).</p>
4b.IV	<i>Battery Employee <u>Without</u> Serious Injury-ΔΔ</i>	<p>Intentionally make physical contact of an insulting or provoking nature with a school employee, unless such physical contact was in self- defense as provided by O.C.G.A. § 16-3-21. (Battery) It does not matter the intended victim was someone other than an employee for this rule to apply.</p> <p>ΔΔ- Student may be eligible for first-time offender recommended assigned discipline of <u>90</u> school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p>
4c.IV	<i>Assault/Threaten Employee-ΔΔ</i>	<p>Attempt to cause physical injury, threaten bodily harm, or commit an act which places an employee in reasonable apprehension of receiving physical injury.</p> <p>ΔΔ- Student may be eligible for first-time offender recommended assigned discipline of <u>90</u> school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

RULE 5: PHYSICAL OR VERBAL ASSAULT OR BATTERY BY A STUDENT TO ANY PERSON OTHER THAN A SCHOOL EMPLOYEE
(Responsibility/ Respect/ Caring)

School administrators will use discretion in determining acts of intentional physical contact as opposed to other prohibited activities, such as horseplay/rough or boisterous activities (Rule 1e - I).

Offenses are cumulative at the elementary, middle, and high school levels.

At the discretion of the local school administration, the student and the parent may be offered the opportunity to attend a violence prevention program

If a student is found to have engaged in bullying or in physical assault or battery of another person on the school bus, a meeting shall be scheduled involving the parent or guardian of the student and appropriate school district officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This paragraph does not in any way limit or restrict the school system's ability to take additional action, including imposing disciplinary sanctions through and including permanent expulsion from the school system, as a result of the student's behavior.

Title IX: Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

Both student complainants and student respondents may be provided Supportive Measures.

5a.IV-	Battery Student/Other with serious injury-ΔΔΔ	<p>Intentionally make physical contact of an insulting or provoking nature with another person unless such physical contact or physical harm was in self-defense as provided by O.C.G.A. § 16-3- 21. (Battery) Physical contact which causes harm may result in increased consequences. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury.</p> <p>ΔΔΔ- Student may be eligible for first-time offender recommended assigned discipline of 180 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p>
5b.III	Battery Student/Other without Serious Injury	<p>Intentionally make physical contact of an insulting or provoking nature with another person unless such physical contact or physical harm were in self-defense as provided by O.C.G.A. § 16-3- 21.</p>
5c.III	Fight Student/Other	<p>Mutually participate or initiating a physical altercation (Fight) unless such physical contacts or physical harms were in self- defense as provided by O.C.G.A. § 16-3- 21.</p>
5d.IV	Group Fight -Δ	<p>Mutually engaging or participating in a fight with 3 or more people unless such physical contacts or physical harms were in self- defense as provided by O.C.G.A. § 16-3- 21.</p> <p>Δ- Student may be eligible for first-time offender recommended assigned discipline of 60 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

5e.III	<i>Assault/Threaten another person</i>	Attempt to cause physical injury, threaten bodily harm, or commit an act which places a person in reasonable apprehension of receiving physical injury. <i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</i>
5f.II	<i>Consensual Hazing, Initiation, or Bodily Modifications</i>	Participate in consensual physical hazing/initiation or bodily modifications (e.g., tattooing, branding, piercing). For instances where a student did not or could not provide consent, other rule violations will be used as applicable.
5g.III	<i>Stalking</i>	Following, contacting, or placing another person under surveillance without consent for the purpose of harassing and intimidating, which includes behavior that would cause a reasonable person to: (a) fear for his or her safety of the safety of others; or (b) suffer substantial emotional distress. <i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</i> Referral to a student disciplinary hearing only with consultation and approval of the Office of Student Discipline.

RULE 6: HARASSMENT, BULLYING, AND OTHER DEROGATORY BEHAVIOR
(Respect/ Caring/ Fairness/ Courage)

Victims: Any alleged victim of harassment or bullying may request to have his/her schedule changed, subject to the principal's approval - (See also Policy JBCD, Transfers and Withdrawals, for more information about transfer options for victims of violent offenses.) Students with disabilities may be entitled to additional protections and considerations that may not be contained in this Rule or this Code of Conduct. If a parent/guardian has a question about a student with a disability, he or she should contact the school principal or Services for Exceptional Children.

Title IX: *Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix. Both student complainants and student respondents may be provided Supportive Measures.*

Reporting: Staff members are expected to report instances of these behaviors to the school principal or designated administrator immediately so that administrators may investigate them in a timely manner. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix. Parents/guardians/persons that have control of charge of students who are victims of bullying or are found to have committed bullying will be notified via telephone/personal conference or letter/referral. Employees, volunteers, students and parents/guardians/other persons that have control of students may report or otherwise provide information on bullying activity to a school administrator anonymously if they choose. No person who reports bullying behaviors will be retaliated against by any school employee. Students who retaliate against others for reports of bullying behavior are subject to discipline which may include enhanced consequences. Students who knowingly file a false report of bullying will also be disciplined.

Community Incidents: It is beneficial for the school to be notified of community situations that may impact the school environment. However, individuals who are subject to harassment, bullying, "cyberbullying", or other acts of crime or violence in the community should contact their local, jurisdictional police department for action, as the school may have limited or no jurisdiction to discipline (OSS, ISS, etc.) for events that occur in the community. (See Rule II.22a)

Definition/Jurisdiction: Bullying applies to acts which occur on school property or through school technology resources, and also applies to acts which occur through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, 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 substantially 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

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

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. (See also Rule 18 Technology Offenses)

Prohibition: No student shall bully another student or students or school personnel.

Grades 6 Through 12: Upon a finding by a Disciplinary Hearing Officer that a student in grades six (6) through twelve has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative education program.

Bus Incidents: If a student is found to have engaged in bullying or in physical assault or battery of another person on the school bus, a meeting shall be scheduled involving the parent or guardian of the student and appropriate school district officials to form a school bus behavior contract for the student. Such a contract shall provide for progressive age-appropriate discipline and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This does not in any way limit or restrict the school system's ability to take additional action, including imposing disciplinary sanctions through and including permanent expulsion from the school system, as a result of the student's behavior.

6a.III	Harassment: Disability/ Race/Color/National Origin/Religion/Sexual Orientation	<p>Harassment is strictly prohibited.</p> <p>Harassment includes behavior that creates an unpleasant or hostile situation by uninvited and unwelcome verbal or physical conduct, teasing, or taunting. Harassing behaviors may include, but are not limited to:</p> <ul style="list-style-type: none"> • Committing any act of bigotry directed toward another person's race, ethnic heritage, national origin, religion, age, sex, gender or disability • Racial, sexual, or ethnic slurs • Derogatory comments, insults, and jokes • Physical harassment, such as offensive touching, and visual harassment, such as racially, sexually, or ethnically offensive posters, graffiti, drawings, clothing, or gestures • Harassing behaviors based on actual or perceived race, creed, color, ethnic heritage, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity or a physical characteristic <p><i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</i></p>
6b.IV-	<i>Bullying/Cyberbullying -ΔΔ</i>	<p>Note: See information contained in Rule 6 header for information about jurisdiction of these offenses and specific consequences.</p> <p>Bullying/Cyberbullying is strictly prohibited.</p> <p>Bullying includes the following:</p> <ol style="list-style-type: none"> 1. Willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or 2. Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm; or 3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate that: <p>Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts.</p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

		<p>Has the effect of substantially interfering with the victim student's education; Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or Has the effect of substantially disrupting the orderly operation of the school.</p> <p>Cyberbullying includes the following:</p> <p>Bullying applies to acts which occur on school property or through school technology resources, and also applies to acts which occur through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:</p> <ol style="list-style-type: none"> 1. is directed specifically at students or school personnel, 2. is maliciously intended for the purpose of threatening the safety of those specified or substantially 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. <p>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. (See also Rule 18 Technology Offenses)</p> <p>△△- Student may be eligible for first-time offender recommended assigned discipline of 90 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p> <p>Grades 6 Through 12: Upon a finding by a Disciplinary Hearing Officer that a student in grades six (6) through twelve has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative education program.</p> <p><i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</i></p>
6c.I	Profane/Vulgar Language or Gestures towards a student	<p>Use of abusive words, profane or vulgar language (written or oral) or gestures (if directed at or towards a school employee then may result in increased consequences).</p> <p><i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</i></p>
6d.III	Offensive Material (Non- Technology)	<p>Possessing, displaying, or distributing profane, vulgar, pornographic, obscene, or ethnically offensive materials.</p> <p><i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</i></p>
6e.IV	Forcefully abduct, transport, detain a Person-△△△	<p>Forcefully abduct, transport and/or detain a person against his/her will.</p> <p>△△△- Student may be eligible for first-time offender recommended assigned discipline of 180 school days. The Director of Student Discipline, or designee,</p>

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Multiple and/or prior infractions could lead to increased consequences

		may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.
6f.II	<i>Teasing/Taunting</i>	Engaging or encouraging teasing and/or taunting of another student, employee, volunteer, or visitor to provoke or make fun of someone, whether in a playful, insulting, or contemptuous manner.
6g.II	<i>Profanity/verbal abuse of an employee, staff, or visitor</i>	Use of abusive words, profane or vulgar language (written or oral) or gestures towards an employee, volunteers and other visitors.

RULE 7: INSUBORDINATION (Responsibility/ Respect/ Perseverance)		
7a.I	<i>Fail to Follow Rules/Laws or Blatant Defiance of an Employee</i>	Failure to comply with local school rules, classroom expectations, and/or reasonable directions or commands of teachers, student teachers, substitute teachers, school assistants, administrators, school bus drivers or other authorized school personnel, including refusing to identify one's self upon request of any School District employee/designee; or engaging in verbal altercations with another person.
7b.III	<i>No Contact Contract Violation</i>	Intentional violation of any no-contact agreement/contract or any term contained therein between students. Students subject to a no-contact agreement as part of a Title IX investigation may also face emergency removal and/or additional Title IX investigation as a result of any violation of this section.

RULE 8: Making False Reports (Honesty)		
8a.III	<i>Making False Reports or Statements</i>	Knowingly and willfully make false reports or statements, whether orally or in writing, that falsely accuse others of wrongdoing, falsifying school records, forging signatures, false alarms in school, etc.
8b.IV	<i>Making a False Report of a Serious Crime to School or Emergency Services ΔΔΔ</i>	Knowingly and willfully make false reports or statements, whether orally or in writing, of a serious crime in progress (e.g., swatting, bomb threat, etc.) or any intention or plan by self or others to commit a serious crime at any Fulton County School (FCS)/FCS campus/FCS property to any local, state or federal tipline, school or school system personnel, and/or to any emergency services agency (police, fire, ambulance/medical, GBI, FBI, 911 emergency calls, etc.). This violation includes communicating or activating any false alarm that also causes a major disruption to school or to the educational process. ΔΔΔ- Student may be eligible for first-time offender recommended assigned discipline of 180 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

RULE 9: HONOR CODE VIOLATION (Honesty)		
9a.I	<i>Honor Code</i>	<p>The expectation is that each student will be honest and submit his/her own work. Cheating, plagiarism, and other Honor Code violations are strictly prohibited. Examples of violations of this rule include, but are not limited to:</p> <ul style="list-style-type: none"> ○ copying or "borrowing" from another source and submitting it as one's own work ○ seeking or accepting unauthorized assistance on tests, projects or other assignments ○ fabricating data or resources ○ providing or receiving test questions in advance without permission ○ working collaboratively with other students when individual work is expected <p>unauthorized use of artificial intelligence (AI) programs, apps, websites, etc. to create and submit school assignments or work that is represented as work authored/created by the student.</p>

RULE 10: WEAPONS AND DANGEROUS INSTRUMENTS/HAZARDOUS OBJECTS/ UNAUTHORIZED ITEMS (Responsibility/ Caring)	
<p><u>Prohibition:</u> A student shall not possess, handle, transmit, or cause to be transmitted; use or threaten to use; sell, attempt to sell, or conspire to sell a firearm, a dangerous weapon or dangerous instrument/hazardous object/unauthorized item, either concealed or open to view on school property. All items prohibited under this rule should be confiscated and given to the local school resource officer or other law enforcement agencies as appropriate. The disposition of items prohibited under this rule should be determined by the Superintendent or his/her designated school official, in conjunction with law enforcement. The possession of any dangerous weapon, hazardous object, or firearm in violation of O.C.G.A. § 16-5-21; 16-5-24; 16-11-127; 16- 11-127.1; or 16-11- 132 will trigger the reporting requirements of O.C.G.A. § 20- 2- 1184. The incidents will be reported to the school police, the Zone Superintendent, and the system Office of Student Discipline. The Chief of Fulton County Schools Police, or designee, will notify the district attorney.</p> <p>There is no exception for students who have a valid legal license to carry a weapon.</p> <p><u>Curriculum Display of a Weapon or Dangerous Instrument/Unauthorized Item:</u> Any individual wishing to bring a weapon, look-alike weapon or dangerous instrument/unauthorized item to school or use a Category I or II type weapon for the purposes of a curriculum display or as an educational tool must have prior permission. Specifically, the individual must have verbal approval of the teacher in whose class the weapon or dangerous instrument/unauthorized item will be displayed, as well as prior written permission from the principal which includes a description of the weapon(s) and/or dangerous instrument(s)/item(s) authorized and the time period during which the weapon(s) and/or dangerous instrument(s)/item(s) may be on campus. Transport of the weapon, look-alike weapon or dangerous instrument/item to and from the school must be by the approved parent, guardian or other approved individual 21 years of age. The transporting individual should remove the weapon or dangerous instrument/item from the school immediately upon completion of the educational session. When necessary, the teacher or school administration will store the weapon, look-alike weapon or dangerous instrument/item in a secure location when it is not being used in the above approved classroom activities. The weapon or dangerous instrument must be unloaded and must not contain any explosive material.</p> <p><i>NOTE: The definition of "weapon" for purposes of this Code of Conduct is one that includes, but is not limited to, the following items:</i></p>	

<p>10a (Cat I).IV</p>	<p>Category I Weapon: Firearm/Dangerous Weapon *Minimum Recommendation: expulsion for one (1) calendar year.</p>	<p>Any loaded or unloaded firearm or a dangerous weapon.</p> <p>A firearm includes 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.</p> <p>A dangerous weapon includes any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosives from a metallic cylinder, and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon which is designed to explode and injure personnel or similar weapon used for such purpose.</p> <p>Discipline for First and Additional Offenses:</p> <p>Loaded or Unloaded Firearm or Dangerous Weapon: The minimum discipline for any student possessing an unloaded firearm or dangerous weapon on school property or where the District otherwise has jurisdiction to discipline is ten (10) days out-of-school suspension and a recommendation for expulsion for a specified time that will be no less than one calendar year as provided in Georgia law and may include permanent expulsion. The Board of Education has the authority to modify these expulsion requirements on a case-by-case basis.</p> <p>The discipline for any student in grades 6-12 possessing a loaded firearm on school property or where the District otherwise has jurisdiction to discipline is ten (10) days out-of-school suspension and a recommendation for a permanent expulsion. The Board of Education has the authority to modify these expulsion requirements on a case-by-case basis. For students in grades K-5, the discipline of possessing a loaded firearm on school property or where the District otherwise has jurisdiction to discipline is ten (10) days out-of-school suspension and expulsion for a specified time that will be no less than one calendar year as provided in Georgia law and may include permanent expulsion. The Board of Education has the authority to modify these expulsion requirements on a case-by-case basis.</p> <p><i>Notify the system Office of Student Discipline and Zone Superintendent. The local school police officer must be notified of such incidents.</i></p>
<p>10b (Cat II). III</p>	<p>Category II Weapon: Hazardous Object</p>	<p>Any pellet gun, paint pellet gun, or BB gun, antique firearm, nonlethal air gun, stun gun, taser, or any similar weapon that does not meet the definition of a Category I weapon; an Bowie, Dirk, machete, switchblade knife, ballistics knife, any other knife having a blade of two or more inches; any razor blade (e.g., straight, regular, retractable, etc.); boxcutter; any bludgeon (e.g. billy club, PR-24, night stick, spring stick, blackjack, club); any firearm muffler or firearm silencer; "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nunchakus, nun chuck, nun chahka, shuriken, or fighting chain, etc.); any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.); miscellaneous</p>

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		<p>devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.</p> <p>In addition to the above, Category II weapons include any item defined as a weapon or hazardous object as defined by O.C.G.A. § 16-11-127.1 and 20-2-751, except for firearms and dangerous weapons (See Category I).</p> <p><i>Notify the system Office of Student Discipline and Zone Superintendent. The local school police officer must be notified of such incidents.</i></p>
10c (Cat III).II	Category III Weapon/Dangerous Instrument/ Unauthorized Items	<p>Any knife or instrument having a blade of less than two inches, any "look-alike" firearm, or plastic disposable razor or sling shot. Any non-weapon item the student uses as a weapon during a battery or assault. This includes, but is not limited to items such as scissors, rocks, bricks, books, desks, and writing instruments.</p> <p>Dangerous Instrument/Unauthorized Weapons:</p> <p>Students shall not possess ammunition, BBs, paint pellets, fireworks (other than "snap its", "poppers", or "pop-its" which may be addressed as a disruptive behavior), matches, lighters, stink bombs, pepper spray, mace or similar instruments /items. These instruments/items are disruptive to the function of the school and may pose a safety risk.</p> <p><i>The local school police officer must be notified of such incidents.</i></p>

RULE 11: ALCOHOL AND OTHER DRUGS/PSYCHOACTIVE SUBSTANCES (Responsibility/ Citizenship) Offenses are cumulative at the elementary, middle, and high school levels. A student shall not:		
11a.III	Alcohol/Drug Possession/Under the Influence	<p>Possess, consume (eat, digest, inject, inhale, etc.), receive, purchase, transmit, store, or be under any degree of influence of alcoholic beverages and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana/marijuana oils, edibles, synthetic cannabinoid drugs, synthetic cathinone drugs (e.g. bath salts) or any other substance listed under the Georgia Controlled Substances Act or any substance believed by the student to be alcohol or an illegal drug. Legal intoxication is not required for violation of this rule.</p> <p>First- time offenders may be required to attend a drug intervention program in addition to any other disciplinary action deemed appropriate.</p>
11b.III	Drug Paraphernalia	<p>Possess, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell, or otherwise distribute any drug-related paraphernalia, which may include, but is not limited to, vaporizers (For electronic cigarettes, see Rule II.14a, Tobacco Use/Cigarette Products), pipes, needles, rolling papers, baggies or other packaging materials, prescription bottles, scales, or any device used for ingesting drugs.</p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

11c.III	<i>False Identification Drug/Alcohol</i>	Falsely present or identify a substance to be alcohol or an illegal drug or use/consume/buy/sell/distribute/possess/transmit compounds or substances meant to mimic the effects of drugs or alcohol.
11d.IV	<i>Alcohol or Drug Sale/Distribution-Δ</i>	<p>Sell, or otherwise distribute or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute alcoholic beverages, illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana/marijuana oils, edibles or any other substance listed under the Georgia Controlled Substances Act, or any substance falsely identified as such, or is believed by the purchaser to be an alcoholic beverage or illegal drug, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, synthetic cannabinoid drugs, synthetic cathinone drugs or any other substance listed under the Georgia Controlled Substances Act. There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule.</p> <p>Δ- Student may be eligible for first-time offender recommended assigned discipline of 60 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p>
11e.III	<i>Influence of Inhalants/Other</i>	Sniff or be under the influence of inhalants and/or other substances.
11f.III	<i>Possession of Non- Prescription Medication</i>	<p>Non-Prescription Medication:</p> <p>Possession of all over-the-counter medication on school property must be pursuant to Operating Guideline JGCD – Medication Administration and Storage. A student is prohibited from possession of non-prescription or over-the-counter medication on school property that does not comply with the policies/procedures outlined in Operating Guideline JGCD. Over-the-counter medications specifically include, but are not limited to, stimulants (e.g., diet pills, caffeine pills, etc.), nicotine replacement therapies such as nicotine gum and candy, nicotine lozenges, nicotine patches, nicotine inhalers, nicotine nasal sprays and the like. <i>For electronic cigarettes, see Rule 14a, Tobacco Use/Cigarette Products</i></p>
11g.III	<i>Distribution/Sale of Non- Prescription Medication</i>	<p>Non-Prescription Medication:</p> <p>A student is prohibited from selling, distributing, or possessing with intent to distribute any over-the-counter medication. Over the counter medications specifically include, but are not limited to, stimulants (e.g., diet pills, caffeine pills, etc.), nicotine replacement therapies such as nicotine gum and candy, nicotine lozenges, nicotine patches, nicotine inhalers, nicotine nasal sprays and the like. <i>For electronic cigarettes, see Rule 14a, Tobacco Use/Cigarette Products</i></p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

11h.III	<i>Possession of Prescription Drugs</i>	<p>Prescription Drugs:</p> <p>Possess prescription medication not prescribed for the student or possession of medication prescribed to a student out of compliance with Operating Guideline JGCD. All prescription medication prescribed for a student must be in compliance with written parent authorization and adherence to Operating Guideline JGCD</p> <p>–Medication Administration and Storage. If the prescription drug is a controlled substance under the Georgia Controlled Substances Act, the student shall be found to have violated the appropriate portions of Codes and Paragraphs A through E above.</p>
11i.IV	<i>Distribution of Prescription Drugs -Δ</i>	<p>Prescription Drugs:</p> <p>A student shall not sell, distribute, or possess with intent to distribute any prescribed medication on school property. If the prescription drug is a controlled substance under the Georgia Controlled Substances Act, the student shall be found to have violated the appropriate portions of Codes and Paragraphs A through E above.</p> <p>Δ-Student may be eligible for first-time offender recommended assigned discipline of 60 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident</p>

RULE 12: ATTENDANCE (Responsibility/ Citizenship/ Perseverance)		
12a.I	<i>Excessive Tardiness/Class Cuts</i>	"Skipping" or missing any class or activity or any portion of a class or activity or being tardy for a class or activity for which he or she is enrolled without a valid excuse.
12b.II	<i>Attendance</i>	Leave school grounds during the course of the regularly scheduled school day without the permission of a parent and school principal or designee. Students must follow the established procedures for checking in or out of school.
12c.I	<i>Failure to attend Detention/ISS/ Saturday School</i>	Failure to attend detention, Saturday school or ISS.

RULE 13: DRESS AND GROOMING (Respect/Responsibility)		
13a.I	<i>Improper Dress</i>	Students in the school system are expected to dress and groom themselves in such a way as to reflect neatness, cleanliness, and safety. All students shall dress appropriately so as not to disrupt or interfere with the educational program or the orderly operation of the school. Examples of inappropriate dress and grooming include lack of cleanliness in person or dress; shoelessness; "short-short" clothing; bare midriffs; "tank tops"; "see-through" clothing or apparel which designates gangs or similar organizations or any dress that is disruptive to the educational process. Designated dress involving school activities approved by the principal shall be acceptable. The principal or other duly authorized school official shall determine whether any particular mode of dress or grooming results in a violation of the spirit and/or the intent of this rule.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

RULE 14: TOBACCO USE/CIGARETTE PRODUCTS INCLUDING: E-CIGARETTES, JULING & VAPING (Responsibility/Citizenship)		
14a.II	<i>Tobacco/Vaping use/possession</i>	<p>Possess, distribute, or use, cigarettes, electronic cigarettes (a.k.a., e-cigarettes, e- cigs), Hookah, Vapes, Juuls or like products, or related tobacco products of any kind, including cigarette wrapping paper or containers for such products. First offenders may be referred to attend a tobacco use program, in addition to any other disciplinary action deemed appropriate. Multiple offenses of this rule within the same school year may result in increased discipline. Multiple incidents may result in the offense being elevated to a Tier III discipline incident.</p>

RULE 15: GAMBLING (Responsibility)		
15a.I	<i>Gambling</i>	<p>Gambling or participate in gambling activity or solicit others to gamble or participate in gambling activity. Gambling includes, but is not limited to, betting on any game or event, shooting dice, matching or other games of chance for money and/or things of value.</p> <p>Participating in a raffle or bingo game sponsored by a school-related support group such as a PTA or booster club will not violate this rule when the student is accompanied by his or her parent or guardian or by another parent who has permission in writing from the student's parent or guardian to supervise that student at the fundraiser or the fundraiser has been pre- approved by administration.</p>

RULE 16: SEXUAL HARASSMENT (Respect/ Caring)		
16a.III	<i>Sexual Harassment</i>	<p>A student shall not harass another person through unwelcome conduct or communication of a sexual nature whether explicit or implied. Prohibited acts of sexual harassment include, but are not limited to, verbal or written harassment, such as sexual jokes or comments about an individual or his/her physical characteristics; physical harassment such as unwanted touching or gestures; visual harassment such as the display of or encouraging/participating in the display of sexually suggestive objects or pictures; or requests or demands for sexual involvement, accompanied by implied or explicit threats. The local school police officer must be notified of such incidents where the behavior involves a sexual offense (as defined in Chapter 6 of Title 16 of Georgia law) including, but not limited to, sexual battery, rape, and molestation.</p> <p>Any alleged victim of such offense may request to have his/her schedule changed, subject to the principal's approval. (See also Policy JBCD, Transfers and Withdrawals, for more information about transfer options for victims of violent offenses)</p> <p>Staff members should report instances of behaviors referenced in this Rule to school administration within a reasonable time period so that administrators may review them in a timely manner.</p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

		<p><i>Any student (or parent or friend of a student) who has been the victim of an act of abuse, sexual harassment/misconduct, or other inappropriate behavior is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.</i></p> <p><i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</i></p>
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RULE 17: SEXUAL MISCONDUCT/SEXUAL OFFENSES
(Respect/ Caring)

The Georgia General Assembly requires the District to encourage parents to inform students of the consequences, including potential criminal penalties, of underage sexual conduct. The consequences can include the student being tried as an adult in criminal court. Any behavior which a violation of Chapter 6 of Title 16 of Georgia law must be immediately reported to the school police, the Zone Superintendent, and the system office of student discipline. The Chief of Fulton County Schools Police, or designee will then notify the District Attorney. Sexual offenses are prohibited regardless of the gender of the parties involved.

Victims of Sexual Offenses: Any alleged victim of a sexual offense may request to have his/her schedule changed, subject to the principal's approval. See also Policy JBCD, Transfers and Withdrawals, for more information about transfer options for victims of violent offenses.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

Both student complainants and student respondents may be provided Supportive Measures.

As used in this Rule, "intimate body parts," include "the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female."

17a.II	<i>Mooning/Related Behavior</i>	<p>"Mooning", "panting" (pulling another's pants down), or exposing one's intimate body parts, or the intimate body parts of another, with no sexual intent.</p> <p><i>Students exposing intimate body parts of another will result in increased discipline and may be treated as a Tier III or Tier IV discipline incident.</i></p>
17b.III	<i>Sexual Battery</i>	<p>Sexual battery is defined as a student intentionally making physical contact with the intimate body parts of another person without the consent of that person. No student shall commit any act of sexual battery on school property, school buses, or at school-sponsored events.</p> <p><i>Notify the Office of Student Discipline and Zone Superintendent. The local school police officer must be notified of such incidents. The Chief of Fulton County Schools Police, or designee, will notify the district attorney. (See O.C.G.A. § 20-2- 1184)</i></p> <p><i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix. Both student complainants and student respondents may be provided Supportive Measures.</i></p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

17c.IV	<i>Sexual Molestation-ΔΔΔ</i>	<p>Sexual molestation is defined as a student doing any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes a student forcing another person to make physical contact with the student's intimate body parts, such as having another student perform sex acts. No student shall commit any act of sexual molestation or the attempts thereof on school property, school buses, or at school-sponsored events.</p> <p>ΔΔΔ- Student may be eligible for first-time offender recommended assigned discipline of 180 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p> <p><i>Notify the Office of Student Discipline and Zone Superintendent. The local school police officer must be notified of such incidents. The Chief of Fulton County Schools Police, or designee, will notify the district attorney. (See O.C.G.A. § 20-2- 1184)</i></p> <p><i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix. Both student complainants and student respondents may be provided Supportive Measures</i></p>
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**RULE 18: TECHNOLOGY OFFENSES
(Respect/ Honesty/ Citizenship)**

“School technology resources” includes but is not limited to: 1. Electronic media systems devices such as computers, networks, and websites, and 2. The associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, distributing, and accessing instructional, educational, and administrative information.

The school is not responsible for personal electronic devices on school property or at school-sponsored events.

See Rule II.20a, for specific rules relating to use of electronic equipment, including cellular phones, and other items while on the school bus.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

If an offense occurs, the electronic device(s) may be confiscated by the school administrator or designee.

18a.II	<i>Technology/Computer Misuse</i>	<p>Purposely look for security problems (using tools including, but not limited to: network sniffers, proxies, scripts, password guesser/detection) to attempt to disrupt school technology resources or engage in any activity that monopolizes or compromises school technology resources. Using unauthorized web browsers (not installed on the device by FCS). Using a Virtual Private Network.</p>
18b.III	<i>Unauthorized Copy Computer Software</i>	<p>Copy computer programs, software or other technology provided by the District for personal use; download unauthorized files; or use school technology resources for personal gain or private business enterprises.</p> <p><i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</i></p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

18c.III	<i>Threat/Damage Property Using Tech</i>	<p>Attempt to threaten to, or damage, destroy, vandalize, or steal private property or school property while using school technology resources on or off school grounds</p> <p><i>(The local school police officer must be notified of such incidents.)</i></p>
18d.III	<i>Display Inappropriate Material Using Tech</i>	<p>Use or participate in using personal or school technology resources to distribute, display, or record inappropriate material. Inappropriate material does not serve an instructional or educational purpose and includes, but is not limited to, the following (See Rule IV.6b for bullying using technology): If sexual in nature, refer to Rule III.18j; is profane, vulgar, lewd, obscene, offensive, indecent, or threatening. Advocates illegal or dangerous acts; causes disruption to Fulton County School District, its employees or students; advocates violence; contains knowingly false, recklessly false, or defamatory information; or is otherwise harmful to minors as defined by the Children's Internet Protection Act. (The local school police officer must be notified of such incidents.)</p> <p><i>Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</i></p> <p><i>Both student complainants and student respondents may be provided Supportive Measures.</i></p>
18e.I	<i>Cell Phone/Electronic Devices/Recording Devices</i>	<p>Refusing to comply with reasonable directions or commands of school staff regarding responsible use of technology, and/or use audio or visual recording devices without permission of a school administrator (including but not limited to Policy and Operating Guideline IFBGA Responsible Use of Enterprise Technology).</p> <p><i>***Please Note: If a student violates this rule which leads to the student's personal communication device being confiscated by school personnel, it will only be released to the parent or guardian who must come to the school to personally retrieve the device.***</i></p>
18f.II	<i>Prohibited Use of Personal Communication Devices (PCD) During School Day</i>	<p>Possession of Personal Communication Devices (PCD) (e.g., cell phones, tablets, recording devices) by a student at school during school hours is a privilege that will be forfeited if a student fails to abide by the Student Code of Conduct. The use of PCDs during the school day is not allowed in grades Pre-K through 5.</p> <p>In grades 6 through 12, the use of PCDs is not allowed during instructional time and will only be allowed when explicitly instructed to do so by a teacher or other school staff member.</p> <p><i>***Please Note: If a student violates this rule which leads to the student's personal communication device being confiscated by school personnel, it will only be released to the parent or guardian who must come to the school to personally retrieve the device.***</i></p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

18g.III	<i>Inappropriate Recording and Distribution Using Personal Communication Devices (PCD)</i>	<p>The use of cell phones and other PCDs for non-educational purposes, including but not limited to, recording staff and/or students without permission or other inappropriate content is strictly prohibited.</p> <p>In addition, using a cell phone or other personal communication device to record a fight, battery or any other inappropriate content and either sharing with others (e.g., airdrop, nearby share, ShareIT, etc.) and/or uploading the video to any other type of social media/web-based media is also strictly prohibited.</p> <p>Consequences for doing so <i>may</i> result in up to a 10 Day suspension and a referral for a discipline hearing with a recommendation for long term suspension.</p> <p><i>***Please Note: If a student violates this rule which leads to the student's personal communication device being confiscated by school personnel, it will only be released to the parent or guardian who must come to the school to personally retrieve the device.***</i></p>
18h.III	<i>Tamper/Phish/Hack District Network</i>	<p>Gain or attempt to gain unauthorized access to the District's computer data, network, systems, Internet connections, e-mail accounts, or intranet or to any third party's computer system, data, or network.</p> <p>Note that students, however, may share their passwords with their parents.</p> <p>Examples include but are not limited to:</p> <p><u>Tampering</u> - Interfering in order to cause damage or make unauthorized alterations. <u>Ex:</u> Accessing a system to change or bypass system settings, access levels, or data such as grades, scores; modifying passwords belonging to others; attempting to log in through another person's account; accessing, copying, or modifying another user's files without authorization.</p> <p><u>Phishing</u> - Sending a fraudulent email to gain unauthorized information. <u>Ex:</u> Accessing passwords, bank account information; credit card information; impersonating another user.</p> <p><u>Hacking</u> - Unauthorized access to data in a system or computer. <u>Ex:</u> Unauthorized access to data in a system or computer.</p>
18i.I	<i>Violate District Responsible Use Agreement</i>	<p>Violate the District's Responsible Use Agreement (Operating Guideline IFBGA) in any other way.</p>
18j.III	<i>Sexually Explicit or Pornographic Material Using Technology</i>	<p>Possessing, creating, distributing, or sharing sexually explicit or pornographic material using personal or school technology resources.</p> <p><i>If images or material includes minors, the local police must be notified. Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix. Both student complainants and student respondents may be provided Supportive Measures.</i></p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

RULE 19: GANG RELATED ACTIVITY (Responsibility/ Caring/ Fairness)		
<p>A “gang” is defined as any group of three or more people with a common name or common identifying signs, symbols, tattoos, graffiti, attire or other distinguishing characteristics which engage in any of the following: commission, attempted commission, conspiracy to commit, or solicitation, coercion, or intimidation of another person to commit offenses such as, but not limited to, rape, aggravated sexual battery, violence, possession or use of a weapon, or trespass or damage to property resulting from any act of gang related painting on, tagging, marking on, writing on, or creating any form of graffiti on school or personal property.</p> <p>Students will not engage in acts of gang-related activities and affiliations. Prohibited acts include wearing or possessing gang-related apparel, conveying membership or affiliation with a gang, gang-related solicitation, violence, threats, defacement of school or personal property by painting, tagging, marking, writing, or creating any form of graffiti, etc.</p> <p>Contact Office of Student Discipline and local school resource officer</p> <p>Title IX: Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.</p> <p><i>Both student complainants and student respondents may be provided Supportive Measures.</i></p>		
19a.III	Gang Activity	A student shall not commit, attempt to commit, solicit, encourage or advise others to commit or attempt to commit any violation of this Code of Conduct in furtherance of a gang or gang activity.
19b.III	Intentional Display Gang Tattoos, Paraphernalia, Graffiti, etc.	A student shall not hold himself or herself out as a member of a gang, which may include, but is not limited to verbal identification, displaying gang identified tattoos or other gang related paraphernalia, or participating in creating or displaying gang related graffiti.
19c.III	Gang Recruitment/ Solicitation	A student shall not solicit membership in any gang or gang-related organization. A student shall not recruit others to join any gang or gang-related organization.

RULE 20: INTERFERENCE WITH SCHOOL BUS (Responsibility/ Respect/ Citizenship)		
20a.II	Bus Interference	<p>All code of conduct rules apply on school-provided transportation and at school bus stops. Students may not violate any direction of the school bus driver.</p> <p>Students may not disrupt the environment of the bus or bus stop in any manner, including but not limited to loud or boisterous behavior; failure to remain silent at railroad crossings; using emergency exits improperly; riding an unauthorized bus; disembarking at an unauthorized stop; throwing objects in the bus, or into or out of the bus; extending body parts or objects outside of the bus; drinking/eating/chewing gum; interference with District recording equipment; [failure to wear seatbelts where fitted on buses, or</p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

		<p>unbuckling of seatbelts before reaching the destination,] and failure to remain seated.</p> <p>Additionally, students are prohibited from using items during the operation of a school bus in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the bus.</p> <p>These items include but are not limited to cell phones; pagers; audible radios; tape or compact disc players without headphones; mirrors; lasers, or flash cameras. (Consequences may include confiscation of device.) Cell phone use will not be allowed during the operation of the bus because it interferes with operational technology. However, cell phones may be used with the special permission of the principal, supervising teacher, or bus driver while the student is on the bus waiting to depart the starting location or when the bus returns to its final destination after athletic events, fields trips, or another special situation deemed appropriate by the principal, supervising teacher, or bus driver. (See also Procedure EDCB, Bus Conduct)</p>
20b.III	<i>Bus Interference while bus in motion</i>	<p>Students shall not throw any item inside, around, or out of a school bus whether or not the bus is in motion. Students may be charged with a higher-level infraction if throwing items inside or out of a bus while in motion. If any item thrown or set in motion by a student makes contact with another individual or their property, then additional rule violations may apply.</p>

RULE 21: OFF-CAMPUS MISCONDUCT (Responsibility/ Citizenship)		
21a.IV	<i>Off Campus Misconduct -ΔΔΔ</i>	<p>Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off- campus conduct which could result in the student being criminally charged with a felony, or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; and conduct which makes the students continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.</p> <p>ΔΔΔ- Student may be eligible for first-time offender recommended assigned discipline of 180 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p> <p><i>Contact Office of Student Discipline and local school police officer.</i></p>

RULE 22: ENCOURAGING VIOLATIONS OF CODE OF CONDUCT (Responsibility/ Respect/ Caring)		
22a.II	<i>Encouraging Misconduct</i>	Incite, urge, encourage, advise, or counsel other students to violate any Rule of this Code of Conduct or conspire to violate any Rule of this Code of Conduct. O.C.G.A. § 20-2-751.5(a)(11).

RULE 23: VERBAL/WRITTEN EXPLICIT AND/OR IMPLIED THREAT (Responsibility/Respect/Citizenship)		
<p>A threat is defined as any expression of intent to harm someone. Threats can be spoken, written, emailed, posted or expressed in some other way. Threats can be expressed or implied. All employees are required to report any threats to the school administration.</p> <p>Employees should act promptly to protect students, employees, and visitors. Employees should supervise the accused student. Notify school Police Officer and Zone Superintendent for Level 2 and 3 threats.</p> <p>Incidents that implicate a threat should refer to the FCS Threat Assessment Protocol, Fulton County Threat Assessment Protocol</p> <p><i>Title IX:</i> Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix. Both student complainants and student respondents may be provided Supportive Measures.</p> <p>***Threat levels are determined at the school level. Level 1 and 2 Threats are considered lesser included offenses of Level 3 Threats. Level 1 Threats are considered a lesser included offense of Level 2 Threats. At a disciplinary hearing, the Hearing Officer may determine that the student is responsible for the Threat Level charged by the school or may find the student responsible for a lesser included threat level as appropriate. The list below is not exhaustive or all-inclusive.***</p>		
23a.II	<i>Level 1 Threat</i>	<p>Level 1 Threats are determined by School Administration, taking into account the following factors (please note, these factors are not all-inclusive and need not be met to determine a Level 1 threat):</p> <ul style="list-style-type: none"> ○ Intent to harm is not clear or apparent ○ No evidence of motive ○ No ability to carry through with threat ○ No evidence of planning ○ Expressions of anger or frustration dissipate quickly ○ Threats of a fight without specificity of violence ○ No specific person, place or object targeted <p>Incidents that implicate a threat should refer to the FCS Threat Assessment Protocol, the full protocol can be found here: Fulton County Threat Assessment Protocol</p>
23b.III	<i>Level 2 Threat</i>	<p>Level 2 Threats are determined by School Administration, taking into account the following factors (please note, these factors are not all-inclusive and need not be met to determine a Level 2 threat):</p> <ul style="list-style-type: none"> ○ Intent to harm is somewhat revealed ○ Some evidence of motive ○ No ability at this time ○ Expressions of anger or frustration linger ○ Evidence of some planning ○ Specific person, place or object targeted <p>Incidents that implicate a threat should refer to the FCS Threat Assessment Protocol, the full protocol can be found here: Fulton County Threat Assessment Protocol</p>

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

23c.IV	Level 3 Threat- ΔΔΔ	<p>Level 3 Threats are determined by School Administration, taking into account the following factors (please note, these factors are not all-inclusive and need not be met to determine a Level 3 threat):</p> <ul style="list-style-type: none"> o Intent to harm is revealed o Motive exists o Ability to carry out the plan exists o Expressions of anger are pervasive o Clear evidence of plan/planning o Specific person, place or object targeted o The threat has been repeated over time or communicated to multiple persons o Incidents that implicate a threat should refer to the FCS Threat Assessment Protocol, the full protocol can be found here: Fulton County Threat Assessment Protocol <p>ΔΔΔ- Student may be eligible for first-time offender recommended assigned discipline of 180 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p>
23d.IV	Bomb/Explosive Threat-ΔΔΔ	<p>Threaten to plant a bomb or falsely inform others that a bomb or other explosive has been planted on school property or at a school-sponsored event.</p> <p>Incidents that implicate a threat should refer to the FCS Threat Assessment Protocol, the full protocol can be found here: Fulton County Threat Assessment Protocol</p> <p><i>The local school police officer must be notified of such incident.</i></p> <p>ΔΔΔ- Student may be eligible for first-time offender recommended assigned discipline of 180 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p>

RULE 24: THEFT (Responsibility/Respect/Citizenship)		
24a.II	<i>Theft of Student, School or Private Property up to \$100.00 or unknown value</i>	Steal or attempt to steal student, school or private property of any amount [includes, but is not limited to the use of counterfeit money, committing cybercrimes, theft by deception, selling or disposing of school- issued devices/materials, etc.]
24b.III	<i>Theft of Student, School or Private Property over \$100.00</i>	Steal or attempt to steal student, school or private property over \$100.00 value; [includes, but is not limited to the use of counterfeit money, committing cybercrimes, theft by deception, selling or disposing of school- issued devices/materials, etc.]
24c.III	<i>Theft of Employee Property up to \$100.00 or unknown value</i>	Steal or attempt to steal employee property of any value [includes, but is not limited to the use of counterfeit money, committing cybercrimes, theft by deception, selling or disposing of school- issued devices/materials, etc.]
24d.IV	<i>Theft of Employee over \$100.00- ΔΔΔ</i>	Steal or attempt to steal employee property over \$100.00 value; [includes, but is not limited to the use of counterfeit money, committing cybercrimes, theft by deception, selling or disposing of school- issued devices/materials, etc.]

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

		<p>ΔΔΔ- Student may be eligible for first-time offender recommended assigned discipline of 180 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p>
24e.IV	<i>Robbery-ΔΔΔ</i>	<p>Steal or attempt to steal anything of value under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.</p> <p>ΔΔΔ- Student may be eligible for first-time offender recommended assigned discipline of 180 school days. The Director of Student Discipline, or designee, may disqualify an otherwise eligible student based on the nature, circumstance, and/or severity of the disciplinary incident.</p>

Part II: Disciplinary Hearing Process

- a. NOTE: Upon implementation of the Title IX revisions released on May 6, 2021, any discipline incident, or portion of a discipline incident, which involves a Title IX matter or incident will be subject to the Title IX Grievance Procedure as detailed at www.fultonschools.org/titleix.

Discipline Team Meeting (DTM)

When a Principal recommends a long-term out of school suspension/expulsion, and the disciplinary hearing may potentially be waived, a Discipline Team Meeting (DTM), which consists of the principal/designee, the student behavioral specialist, and/or another representative from the District's Office of Student Discipline, and the parent/guardian, will be offered to the parent/guardian within 5 school days of the first day of suspension. The student may be invited where practicable. The principal/designee will notify the office of the Student Behavior Specialist, or Superintendent's designee, as soon as practicable after the investigation of the occurrence. The principal/designee should furnish the following documents to the Student Behavior Specialist or Superintendent's designee, before or at the time of the Discipline Team Meeting: *witness/student statements; a current copy of the student's permanent record; a copy of the student's test record card; current status of the student's academic and conduct grades in all classes (progress reports); days present and absent (excused and unexcused absences); number of tardies and class cuts; detention assignments with reasons; anecdotal report citing discipline, attendance and academic records, and interventions offered at the local school including SST referral, counseling sessions, and parent/guardian conferences with dates, reasons, and results; copy of police report; special education, Section 504 or SST status (active enrollment or referral for any of these programs); SST reports; copy of the currently approved suspension letter that includes the school administrations' recommendation for consequences, and any other information or evidence relevant to the incident.*

The purpose of this meeting is for the team to discuss the investigation completed by the school, the discipline procedures afforded, and any information provided by the student and/or the parent/guardian. As this is a parent conference, the student's or parents' legal counsel may not attend. The student behavioral specialist and/or another representative from the District's Office of Student Discipline may set a reasonable time limit for the DTM and may end the DTM if it is evident that resolution is not imminent. If the parent/guardian and school can reach an agreement about the disciplinary outcome and the parent/ guardian waives the hearing in writing, then the hearing will be canceled. If the parent/ guardian disagrees with the disciplinary outcome and the result of the DTM, or the parent/guardian does not attend the DTM, then the hearing will proceed as scheduled.

Discipline Team Meetings can be conducted using various modes of communication. If the DTM does not occur or does not occur as discussed in this Code, the hearing will proceed as scheduled.

b. Disciplinary Hearing

Hearings will be held as noted in this procedure and/or as required by applicable authority. Any recommendation of long-term suspension/expulsion/ alternative school will result in a hearing being scheduled for a student. The hearing should be held within ten (10) school days after the first day of suspension.

While a student is out of school pending a discipline hearing, they will be provided appropriate, grade-level instructional material pending completion of the hearing. Additionally, students will be provided opportunities to submit assignments for grading as appropriate.

Any confiscated drugs, weapons, or other criminal evidence should be transferred to the Chief of the Fulton County School Police for use during a disciplinary hearing and/or criminal case.

Group Hearing: When students are charged with violating the same rule(s) and have acted in concert, and the

facts are basically the same for all students, a group hearing may be conducted for them if the Director of the District's Office of Student Discipline believes that the following conditions exist:

- A single hearing will not likely result in confusion and
- No student will have his/her interests substantially prejudiced by a group hearing.

Any student who objects to participation in a group hearing should notify the District's Office of Student Discipline in writing no less than 48 hours before the hearing.

If during the disciplinary hearing, the hearing officer finds that a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student.

Written Notice of Hearing: When long-term suspension/expulsion and/or alternative school is recommended by the school, a disciplinary hearing is required. The school or District shall provide written notice of the relevant procedures to the student's parent/guardian/student aged 18 or older. The notification shall include the following:

1. A brief statement of the act(s) student is alleged to have committed, along with the portion of the Code of Conduct allegedly violated.
2. The maximum penalty which may be administered for the alleged misconduct, and a recommendation for discipline.
3. A copy of this document.
4. The date, time, and place of the hearing.
5. The names of witnesses expected to be called at the hearing and a short summary of evidence that may be presented.
6. A statement that a hearing is required unless the parent/guardian/student 18 years old or older waives the hearing.
7. A statement that at the hearing the student is entitled to be represented by an advocate (spokesperson) of his/her choice, including an attorney if so desired; and that the student may subpoena witnesses and utilize other compulsory process upon request.
8. A statement that all parties are afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses.

Delivery of Notification: The notice of hearing shall be delivered to the student and his/her parent/guardian either in person, by priority mail, certified mail return receipt requested, and/or delivery confirmation, in conjunction with electronic mail where available and deemed appropriate by the district, to the last known address of the parent or guardian. If notice is delivered in person, a written confirmation of delivery should be obtained by the person delivering the notice to the parent/guardian. Service shall be deemed to be perfected when the notice is deposited in the United States mail with enough postage addressed to the last known address of the parent/guardian.

Continuance: Requests for continuances should be made in writing and addressed to the District's Office of Student Discipline. If good and sufficient cause exists, the District's Office of Student Discipline 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/attorney/ student aged 18 or older either in person, by priority mail, certified mail return receipt requested, and/or delivery confirmation, in conjunction with electronic mail where

available and deemed appropriate by the District.

The student's parent/guardian/representative/attorney/student aged 18 or older may request a continuance of the hearing from the District's Office of Student Discipline. Continuances should be requested in writing and no later than 24 hours in advance of the scheduled hearing date and time. Extenuating circumstances should be presented to the District's Office of Student Discipline for approval. If a continuance is requested or caused by the parent/guardian/student aged 18 or older/student's representative, the student will continue to serve his/her recommended school level discipline (ISS or OSS) during the time of the continuance and until the hearing is conducted and the Hearing Officer has rendered a decision. Additionally, students will continue to receive grade-appropriate instructional materials during the time period of any continuance.

Waiver of Hearing: If the student's parent/guardian/representative/ attorney/student aged 18 or older waives the hearing, they may do so by requesting a waiver from the District/school prior to the notified date and time of the hearing. If no waiver request is received, or if the hearing may not be waived by the student's parent/guardian/ representative/attorney/ student aged 18 or older, the hearing will be held as scheduled, whether the student/parent/guardian/representative/attorney chooses to participate.

Record of Proceedings:

- a. A verbatim record of the hearing shall be made and shall be available to all parties upon request. The cost of recording shall be borne by the District. Parents/guardians/student's legal counsel may request a copy of the recording.
- b. A written transcript will be prepared by the District if the Board so requests; or if the decision the Board is appealed to the State Board of Education. If a written transcript is not prepared by the District, the parent/guardian/ student may obtain a written transcript at their own expense.

Burden of Proof: The burden of proof is a preponderance of the evidence (more likely than not) and shall be on the school.

Legal Representation/Involvement of an Attorney at the Disciplinary Hearing: If the student is represented by an attorney, the Board attorney may be present. The Board attorney shall advise the Hearing Officer, as necessary. The student/parent/guardian must notify the District's Office of Student Discipline not less than 2 school days prior to the hearing if the student may be represented by an attorney. Failure to give such notice can result in the hearing being continued so the Board's attorney may be present.

Presentation of Evidence: The evidence for the school and student/student representative (if present) shall be presented to the Hearing Officer. The administrator representing the school, the Board attorney, the student's representative, the Hearing Officer, and the Hearing Facilitator are entitled to question witnesses about any matters which are relevant to the charges against the student or the appropriate discipline. The Hearing Officer or Hearing Facilitator has the authority to limit unproductively long or irrelevant questioning.

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 District's Office of Student Discipline 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 Officers and Hearing Facilitators: Disciplinary Hearings may be conducted by a Student Discipline Hearing Officer or Hearing Facilitator (which may include the director of the District office that is responsible for student discipline or designee).

Notwithstanding any language in this Code of Conduct, Hearing Officers and Hearing Facilitators will possess minimum qualifications as set by the State Board of Education and will receive initial training and ongoing continuing education as required by the State Board of Education.

The Hearing Officer will serve as the presiding officer and may rule on issues of procedure and admissibility of evidence presented during the hearing if no Hearing Facilitator is present. A Hearing Facilitator, if present, may serve as the presiding officer and may rule on issues of procedure and admissibility of evidence presented during the hearing.

The Disciplinary Hearing Officer after conducting the hearing and receiving all evidence, shall render a decision based solely on the evidence received at the hearing and shall determine what, if any, disciplinary action shall be taken. Such action may include, but is not limited to, assignment to alternative school, short-term suspension, long-term suspension, expulsion, or permanent expulsion. If a student is suspended or expelled and enrolls in the District's alternative school, they may be eligible for a reduced time period of suspension/expulsion pursuant to the Earn, Learn, & Return program. The Earn, Learn, & Return program is only offered to students who enroll in the alternative school and are deemed otherwise eligible.

Appeals: Any party may appeal the hearing decision to the 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 Superintendent and delivered to the District's Office of Student Discipline. Appeals via email alone may be accepted but appealing parties must confirm receipt with the District's Office of Student Discipline within the 20-calendar day appeal timeline. Appeals by administration must be approved by the Superintendent. The Superintendent shall have the authority to suspend the decision of the disciplinary hearing officer, during the period of appeal to the Board. Upon the appeal of a decision of the disciplinary hearing officer to the Board, the Board will render its decision within 10 days, excluding weekends and public and legal holidays, from the date the Board receives notice of the appeal, unless all parties agree to a different date. The decision shall be in writing and a copy shall be provided to the student/parent/guardian, the Principal, and Superintendent.

The Board will discuss the appeal in Executive Session. The parties shall have the right to be represented by legal counsel during the appeal. The Board's review will be based solely on the record and written arguments submitted by the student and the District's Office of Student Discipline if briefs are submitted. The Board shall not hear any oral arguments as part of any appeal, nor shall it consider any evidence that was not presented at the disciplinary hearing. The Board may take any action it deems appropriate. Any party may appeal the Board's decision to the State Board of Education pursuant to O.C.G.A. § 20-2-1160 (b) through (f) and regulations of the Georgia Board of Education governing such appeals. If an appeal to the State Board is requested, a written transcript of the disciplinary hearing will be prepared and submitted to the State Board. The decision of the Board will not be suspended during the State Board appeal period.

STUDENTS WITH DISABILITIES

Nothing in this Code of Conduct shall be construed to infringe on any right provided to students pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act of 1990.

If required pursuant to the IDEA or Section 504, an IEP or Section 504 committee shall be convened to determine if the behavior of a student receiving special education services or who has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act, is a manifestation of his/her disability.

Any student who is receiving special education services or has been identified as a student with a disability

under the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act, and whose acts are determined by the disciplinary hearing officer to have violated any of the rules, regulations, or laws as alleged, shall be referred to an IEP or Section 504 committee as appropriate.

If the IEP or Section 504 committee determines that the student's conduct is a manifestation of the student's disability, the discipline ordered by the disciplinary hearing officer will not be carried out, or the disciplinary hearing may be rescinded altogether.

If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, the IEP Committee shall determine what services the student shall receive during the student's discipline as determined by the disciplinary hearing officer. If the Section 504 committee determines that the student's conduct is not a manifestation of the student's disability, the student's 504 Plan will be implemented at the new location of educational services if the Disciplinary Hearing Officer recommends alternative school placement. The IEP or Section 504 committee shall also have the authority to consider, recommend and implement any changes in the student's IEP or 504 Plan or educational placement. Nothing in this rule shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

Behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

Part III: Tiered Offenses and Disciplinary Responses:

Tiered Offenses:

The responsibility cycle included in the code of conduct handbook covers discipline for some more commonly known infractions of the student behavior code. However, parents and school administrators should refer to the remainder of the student code of conduct for more information about specific offenses and should contact the system office of student discipline with questions or concerns.

This cycle cannot anticipate all possible misbehaviors. Typical Infractions of student behavior are tiered, and school administrators should consider the tier's range of discipline when making discipline decisions. Unique, serious, or multiple offenses may result in more severe consequences. If a student's behavior is a violation of more than one rule, the student may face more severe or "stacked" discipline to reflect these multiple offenses.

Positive behavior support and discipline management techniques:

Where appropriate, Schools should implement positive behavioral supports, as discussed in this code of conduct, and supportive discipline management techniques designed to improve the learning environment by improving student behavior and discipline. This may include the following and is not limited to:

- **Classroom Interventions (assigned seats, etc.)**
- **Reflective Essay or other Reflective Activity**
- **Written Apology**
- **Role-Playing/Teaching of Expectations and Skills**
- **Participation in a School-Service Project**
- **Confiscation of Devices**
- **Conference w/Student, Caregiver(s), & Staff in Attendance**
- **Mediation**
- **Conference with School Police Officer**
- **Saturday School**
- **Before or After School Detention**
- **Restorative Practices**
- **Administration Change of Class Schedule**
- **Behavior Expectation Contract**
- **Create a plan for Increased Supervision of Student**
- **Revocation of privilege to participate in social/extracurricular activities/ceremonies**
- **Digital Citizenship Activity**
- **School Counselor/Social Worker intervention related to the infraction**
- **Creation or review of a Tier II/Tier III academic/behavior plan**
- **Referral to Counselor/Social Worker/Psychologist for risk protocol**
- **Referral to Stopping Acts of Violence Through Education (SAVTE) *MS & HS students only***
- **Referral to FCS Drug and Alcohol Education program, Choose 180 *MS & HS students only***
- **Modification of FBA/BIP/IEP/504 (if applicable)**
- **Referral to community agency/provider**
- **Lunch Detention**
- **Temporary assignment to another classroom**
- **Time out (Up to a one-half school day)**

AN ADDITIONAL NOTE REGARDING STUDENTS IN PRE-K THROUGH THIRD GRADE

Pursuant to O.C.G.A. 20-2-742: Students in Pre-K through 3rd grade will not be expelled or suspended from school for more than five consecutive or cumulative days during a school year without first receiving a multi-tiered system of supports, such as response to intervention. Multi-tiered system of supports' or 'MTSS' also may include a systemic, continuous-improvement framework in which data based problem-solving and decision making is practiced across all levels of the educational system for supporting students at multiple levels of intervention.

If such a student is receiving or has received a multi-tiered system of supports, the school has met these requirements.

This requirement does not apply if:

- the student possessed a weapon/ dangerous instrument (including Rule 10) or illegal drugs (including Rule 11);
- and/or the student's behavior endangers the physical safety of other students or school personnel.

In addition, if student has an Individualized Education Program (IEP) or a Section 504 plan, prior to assigning any student in Pre-K through 3rd grade out-of-school suspension for more than five consecutive or cumulative days during a school year, the school or program shall also convene an IEP or Section 504 meeting to review appropriate supports being provided as part of such IEP or Section 504 plan.

Title IX and Equal Educational Opportunities for Students

For detailed information regarding Title IX reporting (including reports of sexual harassment), formal complaint procedures, grievance process/procedures, supportive measures, investigation, available relief, appeal rights, or for any other information regarding Title IX, please visit www.fultonschools.org/titleix.

In accordance with the provisions of Title IX of the Educational Amendments of 1972, the Board of Education does not discriminate against students on the basis of gender in the educational programs and activities that it operates. No student shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, or other educational program or activity operated by this District.

The Board of Education believes that all students should be able to enjoy an educational environment free from all forms of gender discrimination, including sexual harassment. Sexual harassment undermines the integrity of the educational environment. It is a form of sex discrimination prohibited by Title IX. The District is committed to upholding these laws and takes discriminatory behaviors seriously. Therefore, Board policy prohibits even acts of sexual harassment that may not rise to the level of a violation of federal law.

CIVIL RIGHTS CONCERNS:

The Fulton County School District requires full compliance with all federal and state non-discrimination laws, including but not limited to: Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Equal Pay Act of 1963, Pregnancy Discrimination Act, Age Discrimination Act of 1975 (Age Act), Age Discrimination and Employment Act (ADEA), Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Boy

Scouts of America Equal Access Act of 2001, and Public Law 101-476, Individuals with Disabilities Education Act (IDEA).

These laws prohibit, and the District forbids, discrimination on the basis of age, race, color, national origin, religion, gender, disability, pregnancy, and veteran status in all Fulton County School District (District) programs and activities. This includes District academic, extracurricular, athletic, and other District programs, as well as on District buses, during field trips, and in District classes or training programs that take place off school grounds. Sexual harassment is a form of sex discrimination prohibited by Title IX. The District is committed to upholding these laws and takes discriminatory behaviors seriously. For detailed information regarding Title IX reporting (including reports of sexual harassment), formal complaint procedures, grievance process/procedures, supportive measures, investigation, available relief, appeal rights, or for any other information regarding Title IX, please visit: www.fultonschools.org/titleix.

The Chief of Human Resources (also referred to as the Chief Talent Officer), handles inquiries or concerns regarding the District's non-discrimination policies. Alternatively, a parent or student may contact his/her principal or Zone Superintendent to share concerns. The Chief of Human Resources/Chief Talent Officers' contact information is:

Chief of Human Resources/Chief Talent Officer
6201 Powers Ferry Road, NW Atlanta, GA 30339
470-254-4585
TTY 1-800-255-0135

Finally, discrimination complaints may also be filed directly with the Equal Employment Opportunity Commission, Sam Nunn Atlanta Federal Center, 100 Alabama Street, SW, Suite 4R30, Atlanta, GA 30303 or the U.S. Department of Education, Atlanta Office for Civil Rights, 61 Forsyth St. S.W., Suite 19T70, Atlanta, GA 30303.

PARENTS' RIGHT TO KNOW

In compliance with the requirements of Every Student Succeeds Act, Fulton County School District informs parents that you may request information regarding the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

1. 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; and
 - 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.
2. 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 or paraprofessional's qualifications, please contact your child's principal or the district's Human Resources at 470-254-0370.

A NOTE FOR PARENTS REGARDING TECHNOLOGY USE

Cell Phone/Smart Phone Use

Please review the cell phone use policy contained in Rule I.18e and Rule II.20a of the Student Code

of Conduct, Operating Guideline JD. While cell phones can be an important communication and safety device for families, their use during the school day may be prohibited and can be quite disruptive.

Cell phones/smart phones containing evidence of potential criminal activity, including types of pornography, may be permanently confiscated, and provided to law enforcement. Students who use cell phones or visual recording devices to participate in inappropriate behavior or film inappropriate activity at school or to violate someone's privacy may also be charged with a violation of the Student Code of Conduct. (See, e.g., Rule II.1b, III.18d, III.18h and II.22a) Behaviors that could result in disciplinary action include but are not limited to: sending or showing an inappropriate picture/video to another (other than a staff member); sending or showing a picture/video of a student's misconduct to another (other than a staff member); or knowingly viewing an inappropriate picture/video on another's device. Students charged with violating the Student Code of Conduct, may have the device confiscated by the school administrator or designee and may be prohibited from bringing personal electronic devices to school for a specified time period. The school is not responsible for electronic devices on school property or at school sponsored events.

Harassment and Inappropriate Technology Use

Parents should have a serious conversation with their students about the harmful effects of sending out inappropriate videos, pictures, or information, or using technology to harass or threaten someone. Students should also be told about the serious emotional, educational, and criminal impacts that harassing, bullying, or threatening another, or sending or viewing sexually explicit information, may have. Georgia law and the Student Code of Conduct permit serious penalties for students who engage in these behaviors. For instance, these behaviors can result in expulsion, criminal charges for terroristic threats or child pornography.

Additionally, behaviors that implicate Title IX regulations (as implemented) will be managed as discussed in www.fultonschools.org/titleix.

Social Networking Web Sites

Social networking websites and applications such as Twitter, Instagram, Tik Tok, Snapchat or Facebook, s can become a hurtful or dangerous place for students if left unsupervised.

Students are sharing information or acting upon negative information that they have posted or read. This creates disruptions to student relationships and the learning environment. Please talk with your child about the importance of never posting or sharing something mean, hurtful, profane, or obscene online or through other technology.

Recommendations

Open communication and being able to access and review the content of your child's social media accounts, internet use, and cell phone use is a step in the right direction for student safety. Remember that students sometimes share personal information that jeopardizes their safety such as: suggestive photos, substance use, weapons, personal cell numbers, personal diary or blog, or current location

Online predators may use this information to search for potential victims. These predators may also pose as teenagers or young adults in order to establish relationships with young people.

Your support in keeping our students safe is greatly appreciated! Please contact your school administration with any questions or concerns.

District Issued Device Fines

If your school issues devices (tablets, laptops, computers accessories) to students, fines will apply for lost, stolen, damaged, or destroyed items.

Failure to Return a Device or Accessories:

A student who fails to return a device or any accessories or peripherals will be responsible for the full replacement cost of the item that was not returned.

Please note that, while you may purchase insurance for your device or your homeowner's insurance may cover the device, the District will not be responsible for communicating with your insurance provider.

You remain solely responsible for paying fees directly to the District.

POLICY IEBGA- RESPONSIBLE USE OF ENTERPRISE NETWORK

The Fulton County District's Responsible Use Policy is designed to prevent unauthorized access and other unlawful activities by staff and students, to prevent unauthorized disclosures of or access to sensitive information, and to comply with the Children's Internet Protection Act (CIPA) of 2000, and the Family Education Rights and Privacy Act (FERPA) of 1974 while using the district's Enterprise Network.

The District maintains an Enterprise Network (EN) that includes all District-provided electronic devices, software, data, communications services, storage media, and access to internal and external networks (Internet). Access to the EN is the property of the District and shall be used solely in support of the District's instructional and administrative programs. Use of this property is a privilege that may be discontinued at any time. The existing EN is exclusively intended for employees, students, and guests using FCS-IT approved EN resources.

All use of the EN should be consistent with the District's goal to promote educational excellence. The EN should be used only in a responsible, ethical, and lawful manner in ways that contribute to communication, collaboration, creativity, and critical thinking. Any unauthorized use of the EN or any failure to comply with the local and District-wide provisions relating to use of the EN will be grounds for disciplinary and/or legal action.

Principals, department heads, and technology personnel shall be responsible for monitoring all use of the EN at their facilities. Student access to the EN shall be under the supervision of a teacher or other appropriate staff member. There is currently no charge for access to the EN when used in accordance with Board policy and procedures.

Internet Safety:

- a. The Superintendent shall, with respect to any computers, portable, mobile, or other electronic devices belonging to the District and having access to the Internet:
 1. Ensure that a qualifying "technology protection measure," as that term is defined in section 1703(b)(1) of the Children's Internet Protection Act of 2000, is installed and in continuous operation; and
 2. Institute, maintain and enforce procedures or guidelines which provide for monitoring the online activities of users and the use of the chosen technology protection measure to prevent access to visual depictions that are (i) obscene, (ii) child pornography, or (iii) "harmful to minors," as that term is defined in section 1721(c) of the Children's Internet

3. Ensure that measures are in place to support order FCC 11-125 which requires that a school's Internet safety policy provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking websites, blogs, wikis, discussion boards and in chat rooms and cyber bullying awareness and response.
- b. The Superintendent shall, with respect to access to the Internet by or through computers, portable, mobile, or other electronic devices belonging to the District, institute, maintain and enforce procedures or guidelines which:
 1. provide for monitoring a school's Internet safety policy to ensure it provides for the education of minors about appropriate online behavior, including interacting with other individuals on social networking websites, blogs, wikis, discussion boards and in chat rooms and cyber bullying awareness and response.
 2. record all users' online activities and to access, review, copy, store or delete any electronic communication or files and disclose this information as deemed necessary. Users should have no expectation of privacy regarding their use of District property, networks, and/or Internet access or files; including email. Students/staff using unapproved Virtual Private Network (VPN) filters to bypass FCS content filters, while using enterprise network, will be subject to disciplinary action.
 3. are designed to promote the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
 4. are designed to prevent unauthorized access, including so-called "hacking," impersonations, service disruptions and/or any other unauthorized activities by minors online;
 5. are designed to prevent the unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
 6. are designed to restrict minors' access to materials "harmful to minors," as that term is defined in section 1721(c) of the Children's Internet Protection Act of 2000.

While this Act specifically references minors, the protections listed above should apply to all users of the school system network.

Responsible Use Agreements for use of Fulton County Schools Enterprise Networks and Computers

Regardless of the access provided, all users of the District's enterprise networks, computers, portable, mobile, and/or other electronic devices must complete Responsible Use Agreement, and the annual Security Awareness Training, prior to use of the District's electronic networks, computers, portable, mobile, and/or other electronic devices each school year. This includes, but is not limited to teachers, administrators, paraprofessionals, clerical staff, maintenance and facilities staff, technology staff, vendors, students, parents and volunteers.

Operating Guideline IEBGA

I. Responsible Use Agreement for Employees, Contractors, Volunteers, and Students.

The following document outlines guidelines for the use of computing systems and facilities located at or operated by the District. The definition of District information and data resources will include any computer, server, network, portable, mobile, cloud resources, or other electronic device provided by the District, or access provided or supported by the District, including the Internet. Use of the computer facilities includes the use of data/programs stored on District computing systems, data/programs stored on magnetic tape, CD-ROMs, DVD-ROMs, computer peripherals, or other digital storage media, that is owned

and maintained by the District. The "user" of the system is the person requesting an account (or accounts) in order to perform work in support of the District programs or a project authorized for the District. The purpose of these guidelines is to ensure that all District technology users share the District technology resources in an effective, efficient, ethical, and lawful manner. Employees who violate the Responsible Use Agreement could be subject to disciplinary action, up to and including termination. Students who violate the Responsible Use Agreement could be subject to any appropriate disciplinary action.

II. Accessing the Enterprise Network and Instructional Resources

The Board recognizes that the District Enterprise Networks (EN) provide access to a wide variety of instructional resources in an effort to enhance educational opportunities. Use of Enterprise resources must be in support of, and consistent with the vision, mission, and goals established by the Fulton County Board of Education and for the purpose of instructional support or administrative functions. All users of the district enterprise network and/or other informational services must maintain strict compliance with all applicable ethical and legal rules and regulations regarding access.

The District encourages the use of the Internet, hardware, and software tools to support teaching and learning. It is the responsibility of each teacher to verify that the resources he/she chooses, outside of the FCS Marketplace, are curriculum related and aligned with the mission and vision of the District.

See Board Policy IJND: Video Usage

III. Harmful and Offensive Material

The District recognizes its inability to control all information available via the Internet due to the world-wide access to the Internet that exists. Some of the information that can be accessed via the Internet may be inaccurate, defamatory, obscene, profane, sexually explicit, threatening, racially offensive, or otherwise objectionable. The District strongly encourages parents to discuss the appropriate access of information and materials with their students. Students who violate the Student Code of Conduct in relation to access and/or distribution of harmful or offensive materials may be subject to disciplinary action.

The Children's Internet Protection Act and Family Education Rights and Privacy Act

The Fulton County Board of Education supports and complies with requirements outlined in the Children's Internet Protection Act and the Family Education Rights and Privacy Act

IV. Children's Internet Protection Act and Family Education Rights and Privacy Act

In compliance with the Children's Internet Protection Act (CIPA), the Fulton County School District is required to adopt and implement an Internet safety policy addressing: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) measures restricting minors' access to materials harmful to them.

This Responsible Use Agreement, with Policy IFBGA and other District policies, procedures, and operating guidelines, complies and will continue to comply with CIPA as outlined below. References to this Responsible Use Agreement and other District policies, procedures, and operating guidelines are merely illustrative and not exhaustive.

1. In accordance with Children's Internet Protection Act ("CIPA"), the Fulton County School District blocks or filters content over the Internet that the Fulton County School District considers inappropriate for minors via a technology protection measure. This includes pornography, obscene material, and other material that may be harmful to minors. The Fulton County School District may also block, or filter other content deemed to be inappropriate, lacking educational or work-related content or that pose a threat to the network. The Fulton County School District may, in its discretion, disable such filtering for certain adult users for bona-fide research or other lawful educational or business purposes. [See, e.g., Section V. Content Filtering; Section XII. Monitoring the Enterprise Network, E-mail, and Internet Usage].
2. The Fulton County School District educates students and minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. [See, e.g., Policy JD Student Discipline/Code of Conduct; Operating Guideline JD Student Discipline/Code of Conduct; Section X. Use of the Internet and Electronic Mail (E-Mail)].
3. Users, including minors, may not access inappropriate material in violation of the District's policies, procedures, or guidelines. [See, e.g., Policy JD Student Discipline/Code of Conduct; Operating Guideline JD Student Discipline/Code of Conduct; Section X. Use of the Internet and Electronic Mail (E-Mail)].
4. The District will work to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. [See, e.g., Section VIII. Public Posting Areas; Section IX. Real-time Interactive Communications Areas; Section X. Use of the Internet and Electronic Mail (E-Mail); Section XII. Monitoring the Enterprise Network, E-mail, and Internet Usage].
5. The District will work to prevent the unauthorized access, including "hacking" and other unlawful activities by minors online. [See, e.g., Policy JD Student Discipline/Code of Conduct; Operating Guideline JD Student Discipline/Code of Conduct; Section VII. Copyright Considerations; Section X. Use of the Internet and Electronic Mail (E-Mail); Section XV. Vandalism].
6. The District will work to prevent the unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors. The Family Educational Rights and Privacy Act ("FERPA") is a federal law that protects the privacy of education records. Under FERPA guidelines, parents or eligible employees have the right to inspect and review the students' education records maintained by the school or district. (See, e.g., Policy EBC Data Access and Security for Sensitive Information; Policy JR Student Records).

V. Content Filtering

The District maintains an Internet filtering system that includes filtering categories. The Information Technology Department maintains a published list of internet filtering settings by category that have deemed appropriate based on a review by a committee of District staff.

Teachers are expected to monitor usage of technology in the classroom. All Internet-based activities should be conducted using the District network to allow for filtered access that is appropriate for student use.

Local schools have the option to request a site be unblocked if it has been determined to be free of visual depictions that are: (i) obscene, (ii) child pornography, or (iii) "harmful to minors, and the site

is to be used for instructional purposes.

Users shall not use any website, application, or methods to bypass filtering of the network or perform any other unlawful activities. Examples include unapproved third-party VPNs and Proxys, used to bypass content filters.

VI. Enterprise Network Access

The existing Enterprise Network EN is exclusively intended for employees and students using District approved and/or issued devices, tools, and/or applications. It is acceptable to provide guests with temporary guest login accounts for personal computers, tablets, and mobile devices used onsite by FCS stakeholders such as visitors, vendors, parent liaisons, volunteers, etc. Contact your School Technology Specialist or the IT Help Desk for assistance with guest login credentials.

VII. Copyright Considerations

Many written materials are the personal property of the author or other persons. Copyright laws protect these ownership interests. It is not always possible, particularly in the midst of classroom activity, to know whether a particular material is protected by copyright laws and, if so, whether a particular use is permitted as "fair use." Therefore, students and employees should assume that any material they access on the District Enterprise Network (EN) is the property of another and that use of the material is restricted by copyright laws, unless there is definitive evidence to the contrary.

Material downloaded from the District Enterprise Network (EN) should not be distributed to others unless such permission is obtained from the owner of the copyright or his/her authorized representative. Users shall not upload computer programs or software of any kind onto the District Enterprise Network (EN) unless they obtain permission in advance from authorized school personnel. The District accepts no responsibility for violation of copyright laws by employees, students, or other users.

VIII. Public Posting Areas

Messages can be posted on the Internet from computer systems around the world. The District has no control over the content of messages posted from external systems. District staff will determine which discussion boards, blogs, wikis, and groups are most beneficial to the educational mission of the District. Use of external content not approved by District staff is prohibited. Messages posted locally may be removed by school personnel if they are in violation of Board policy, procedures, or school rules. Misuse of discussion boards or groups may result in termination of the user's access and/or other disciplinary measures.

IX. Real-time Interactive Communications Areas

Students, employees, and other users are expected to use the real-time conference and communication features of the District Enterprise Network (EN) for educational or work-related communications only.

Users must abide by any restrictions posted on the District Enterprise Network (EN) regarding interactive communications.

X. Use of the Internet and Electronic Mail (E-Mail)

Users will comply with all Federal and State laws, and all District policies when accessing their account. This includes, but is not limited to:

1. User accounts may not be used for illegal or unlawful purposes, including, but not

limited to, copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, harassment, intimidation, cyberbullying, forgery, impersonation, illegal gambling, soliciting for illegal pyramid schemes, unauthorized access to the systems, data, or network of the District or a third party (including "hacking"), and/or service disruptions (e.g. spreading computer viruses and/or denying services).

2. User accounts may not be used in any way that violates District policies, procedures, or operating guidelines. Users engaging in online behavior that is not consistent with the mission of the District, that misrepresent the District, or that violates any District policy is prohibited.
3. The District prohibits use of the Enterprise network for mass unsolicited mailings, access for non-employees to District resources or enterprise network facilities, competitive commercial activity unless pre-approved by Fulton County Schools, and/or the dissemination of chain letters.
4. Individuals may not view, copy, alter, or destroy data, software, documentation, or data communications belonging to the District or another individual without authorized permission.
5. In the interest of maintaining network performance, users should refrain from sending unreasonably large e-mail attachments.
6. Accessing wireless "hotspots" with District technology at public and/or unsecure locations should be avoided to prevent the breach of confidential data and information.

Transmission and storage of PII & FERPA-protected

It is the responsibility of all District employees and contractors to protect sensitive data, and personally identifiable information (PII) in a professional manner. District employees and contractors will not be granted access to sensitive information that is not authorized based upon a job-related need to know or for a job-related legitimate educational purpose. This includes accessing data on district devices as well as devices containing district data owned or rented by employees and contractors. Sensitive information includes, but is not limited to:

- Student or parents name, address, telephone number, and social security number
- Student ID, grade, attendance, medical, or transcript information
- Student or parent financial aid or similar financial information
- Race/Ethnicity, birth date, age
- Employee name, address, telephone number
- Employee payroll and benefits information
- Any information which by itself or if combined with other information would allow a person to be able to discretely identify an individual

For transmission and storage of PII & FERPA-protected information refer to appropriate sections of Policy EBC.

XII. Monitoring the Enterprise Network, E-mail, and Internet Usage

Use of the Enterprise Network (EN) is limited to the support of the District's educational mission. Therefore, information transmitted or received over the District's EN (including E-mail) should not be considered "personal" or "private." Messages may be opened and read by the school principal, department head or other appropriate personnel without the consent of the sender or intended recipient. Local, state and/or federal officials may also obtain access to electronic communications

in connection with investigations or other purposes. In addition, messages sent over the EN may be subject to disclosure under the Open Records Act.

Therefore, use of the EN for transmitting confidential student or personnel information should be avoided. In addition, an employee found to have used this medium for purposes contrary to this procedure may have privileges terminated and may be subject to disciplinary action pursuant to Board policies, procedures, and/or operating guidelines.

XIII. Cellular Communications, Telephone, Computers, Laptops, & Tablets and Other Charges

Use of the EN in the manner permitted by the District should not generate any additional costs or charges to the District. Therefore, users will not be charged for such use. However, if the EN is used in a manner that is not allowed by the District, the users engaged in such disallowed uses will be required to pay all costs incurred. In addition, misuse of the EN in this manner may result in loss of access or other punitive action up to and including termination of employment.

Portable, mobile, hand-held, or other electronic devices and/or associated accessories for these devices should be used solely to support the vision and mission of the Fulton County School District. The district will offer a list of supported phones and will update the list as new technology emerges. The district will not fund or provide technical support for unapproved devices.

Usage of district-issued electronic devices will comply with all Federal and State laws, and all District policies, procedures, and operating guidelines. This includes, but is not limited to, the following:

- Devices may not be used for illegal or unlawful purposes, including, but not limited to, obscenity, libel, slander, fraud, defamation, harassment, intimidation, impersonation, illegal gambling, or soliciting for illegal pyramid schemes.
- Devices may not be used in any way that violates District policies, procedures, or operating guidelines. Use of a device in a manner that is not consistent with the mission of the District or that misrepresents the District is prohibited.

Information transmitted or received over District-issued portable, mobile, hand-held, or other electronic devices should not be considered "personal" or "private." Local, state, or federal officials may obtain access to records of calls or texts placed via District-issued electronic devices in connection with investigations or other purposes. These records may also be subject to disclosure under the Open Records Act.

Use of District-issued devices in the manner permitted by the District should not generate additional costs or charges to the district. Therefore, users will not be charged for such use. However, if the District-issued electronic devices are used in a manner that is not permitted, the users engaged in such disallowed uses will be required to pay all costs incurred.

Misuse of District-issued electronic devices may result in a loss of access privileges and/or other disciplinary measures. Users who are issued a device are expected to exercise reasonable caution in conducting business related communications i.e., when in public, when driving, etc. Hands free devices should be used when driving. Texting while driving is strictly prohibited per O.C.G.A. § 40-6-241.2.

Electronic devices that are issued to employees are the responsibility of that employee. Electronic devices that are damaged under normal wear and tear by employees will be replaced at no cost. Employee devices that are otherwise damaged will be replaced at the contract rate afforded the district by our contract with the approved vendor. Employee's may be required to cover some or all the expense. In the event that an employee resigns or is terminated, the impacted employee must surrender the equipment immediately upon request. If the employee is unable to present the equipment in good working order, the district shall expect the employee to reimburse the District for the cost of a replacement device.

The District will receive and pay one master bill for all authorized employee cellular expenses. The Accounting Department will then cost allocate based on approved allocations to each individual school or departmental account.

XIV. User Identification Information

The District may occasionally require new or updated information from users. Users must provide all such information as requested. Users also must notify the administration of any changes in user identification information (address, phone, name, school enrollment, etc.).

Use of passwords to protect information: FCS Enterprise Network

Access: Passwords provide an important means of protecting EN access and preventing unauthorized access to data. Therefore, sharing your passwords, attempting to logon the EN using another person's password, falsely posing as a District administrator, or engaging in other security violations will be grounds for termination of privileges and other disciplinary measures. Users should immediately notify an administrator if their password is *lost* or stolen or if they believe that someone has obtained unauthorized access to their account password.

The following requirements will apply to all passwords used for computer logon, email access, employee portal, and all single sign-on applications that utilize the same password. District password guidelines apply to all staff, students, contracted employees, charter school staff and/or anyone using a user account provided by the district.

1. Passwords expire and must be changed every 60 days. You will be prompted when you log

on to make this change.

2. Passwords are a minimum of eight (8) characters long.
3. New passwords cannot match any of the previous twelve (12) passwords used.
4. Passwords cannot contain part of the user's name or login name.
5. Passwords must meet all the following complexity requirements:
 - Contain at least one uppercase letter (A through Z)
 - Contain at least one lowercase letter (a through z)
 - Contain at least one number or one special character (for example: 0 through 9 or \$, #, %,)
 - Contain at least one special character (for example: \$, #, %,)
6. A user account will lock after five (5) consecutive invalid login attempts and will remain locked for 17 minutes. The account will automatically unlock after 17 minutes and allow login attempts to the account again.

The following guidelines will help you create and maintain passwords that are not easily compromised.

- Do not use birthdates or any other numeric sequence that can be easily associated with you.
- Do not use names of family members, friends, pets, hobbies, etc.
- Do not use the same password repeatedly by changing the last digit or number of the password.
- Never share passwords with anyone. Do not reply to an email asking for passwords or any other personal information such as bank accounts. Do not provide passwords or personal information to a telephone caller who may claim to be "tech support".
- Change your password immediately if you suspect it has been compromised or if someone has obtained your password. If you suspect someone has accessed your account, or if you suspect any type of security breach, contact the help desk immediately.
- Be careful about where passwords are saved automatically on devices or websites. Some dialog boxes, such as those for remote access or logon, allow you to save or remember a password. Selecting this option poses a potential security threat if someone were to gain unauthorized access to your device.

Students are required to change their passwords periodically.

Logins and passwords for applications on the network will be handled according to individual program setup. Although the application may not require password change, the above password change policy should remain in effect.

XV. Vandalism

Computer vandalism is prohibited and may result in disciplinary actions. Prohibited conduct includes creating computer viruses, service disruptions, harming or attempting to harm or destroy the District's hardware, software, or data; harming or attempting to harm the data of another user, the EN or any of the agencies or other networks that are connected to the District E; and harming or attempting to harm the hardware, software, or data of a third party. Abuse of a computer system may also subject the abuser to criminal penalties.

XVI. Reporting Loss/Theft of Equipment or Data

Fulton County School employees and contractors who possess FCS owned laptop computers and Mobile Devices are expected to secure them whenever they are left unattended, and it is the

employee or contractor responsibility to protect the device and data during domestic and international travel. In the event an PCS-owned or managed laptop computer or Mobile Device is lost or stolen, the theft or loss must be reported immediately to the Service Desk and Fulton County Schools Police.

See Board Policy JS: Student Fines, Fees and Charges

XVII. Termination of Privileges

An employee's access to, and use of, the EN will be discontinued when his/her employment is suspended or terminated either voluntarily or involuntarily. An employee who disagrees with a decision to suspend or terminate access to the EN may file a complaint under the appropriate employee complaint procedure.

A student's access to, and use of, the EN will be discontinued when the student graduates from high school, withdraws from the District, or is expelled by the District. A student whose access to the EN has been suspended or terminated may request, in writing, a review of the decision by the Superintendent or his/her designee. Whenever possible, a final determination shall be sent to the student in writing within ten working days of receipt of the request for a review.

Failure to follow these guidelines can violate the Official Code of Georgia, O.C.G.A. §, Codes 16-9-90, 16-9-91, 16-9-92, and 16-9-93, as well as United States Public Law 106-554, known as the Children's Internet Protection Act. Such actions can also lead to disciplinary actions, up to and including termination of employment or contract with FCS and criminal prosecution. The Federal Educational Rights and Privacy Act (FERPA) applies to all teachers, employees, and school officials that have access to student data.

At no time should student identifying information be broadcast or disclosed in communications sent outside the District enterprise network without parental permission for such activities. Teachers should closely monitor classroom activities where students are communicating outside of the District. Regardless of the activity type, student privacy should never be compromised.

District technology use is subject to auditing for legitimate purposes, as well as live monitoring where appropriate.

The following notice will appear on the computer screen and require **"OK"** for logon to District Enterprise Network:

This computer is the property of the Fulton County Board of Education and is for authorized use only. The use of this computer is governed by the Responsible Use Agreement. Using this computer constitutes your acceptance of this agreement and willingness to adhere to all the guidelines contained within it. Users of this computer system (authorized or unauthorized) have no explicit or implicit expectation of privacy. Any or all uses of this system and all files on this system may be intercepted, monitored, recorded, copied, audited, inspected, and disclosed to authorized personnel and law enforcement. By using this system, the user consents to such interception, monitoring, recording, copying, auditing, inspection, and disclosure at the discretion of authorized personnel.

Failure to comply with the Responsible Acceptable Use Agreement and all applicable laws will result in disciplinary actions, up to and including termination of employment, and criminal prosecution.

Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact Fulton County School District's Section 504 Coordinator at the following address:

Administrative Center - Attn: 504 Program Administrator - 6201 Powers Ferry Road, NW Atlanta, GA, 30339 - Phone: (470) 254-0446

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 District'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 District 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 District 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 District'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 District'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 District'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.

Section 504 Procedural Safeguards

1. **Overview:** Any student or parent or guardian ("grievant") may request an impartial hearing due to Fulton County School District's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the District's Section 504 Coordinator. The District's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

Hearing Request:

The Request for the Hearing must include the following:

- The name of the student.
- The address of the residence of the student.
- The name of the school the student is attending.
- The decision that is the subject of the hearing.
- The requested reasons for review.
- The proposed remedy sought by the grievant.
- The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

2. **Mediation:** The District may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

3. Hearing Procedures:

- I. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- II. Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
- III. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- IV. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- V. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e., A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
- VI. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
- VII. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
- VIII. The hearing shall be closed to the public.
- IX. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

- X. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
 - XI. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.
 - XII. Unless otherwise required by law, the impartial review official shall uphold the action of District unless the grievant can prove that a preponderance of the evidence supports his or her claim.
 - XIII. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.
4. **Decision:** The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.
5. **Review:** If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

POLICY JGEA-RESTRAINT OF STUDENTS

Definitions:

"Chemical Restraint" means any medication that is used to control behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student's medical or psychiatric condition. **(Use of chemical restraint is prohibited in all District schools.)**

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

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

"Prone restraint" means a specific type of restraint in which a student is intentionally placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. **(Use of prone restraint is prohibited in all District schools.)**

"Seclusion" - is a procedure that isolates and confines the student in a separate area until he or she is no longer an immediate danger to himself/herself or others. The seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion may also be referred to as

monitored seclusion, seclusion timeout, or isolated timeout. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student, time-out (defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined), in-school suspension, detention, or a student-requested break in a different location in the room or in a separate room. (Use of seclusion is prohibited in all District schools).

Use of Physical Restraint in District Schools:

1. Physical restraint may be used in District schools only in situations in which the student is an immediate danger to himself/herself or others i.e., actively hurting themselves or others, or is in immediate danger of hurting themselves or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
2. Physical restraint is prohibited in District schools as a form of discipline or punishment; when the student cannot be safely restrained; or when the use of intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's education records.
3. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself/herself or others or if the student is observed to be in severe distress.
4. Whenever possible, all physical restraints should be observed and monitored by another adult to ensure student and staff safety.
5. Whenever possible, only faculty and staff trained in the use of physical restraint will physically restrain students. In situations when a trained staff member is not present, but a student must be physically restrained in accordance with this Policy, the student may be restrained. In such situations, individuals present should be directed to summon trained staff and/or seek assistance as quickly as possible.
6. Each school may designate a Crisis Response Team to safely manage students in crisis - the team may consist of administrator(s); counselor(s); social workers; staff experienced (or trained) in de-escalation, communication, and/or some form of restraint.

Training on Use of Physical Restraint:

1. The Superintendent and/or designee shall make available appropriate training to District faculty and staff on the appropriate use of physical restraint. This training will be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, as well as prevention and de-escalation techniques.
2. The Superintendent and/or designee will identify for training those staff members working in schools/programs in which staff historically has been called upon to physically restrain students, or others as deemed appropriate based on their employment positions.
3. The District will maintain written and/or electronic documentation on training provided and the list of participants in each training. Records of such training will be made available to the State Department of Education or any member of the public upon request.

Documentation of Physical Restraint:

1. The use of physical restraint will be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained. Staff and faculty should use the District's Restraint Incident Report Form (or equivalent) to document the use of physical restraint.
2. Each school shall maintain a copy of the completed Restraint Incident Report Form (or equivalent), as well as any other summary reports, in accordance with the requirements of the State Department of Education and existing record retention schedules.
3. Staff and faculty should electronically report student restraint in the District's Student Information System.

Parental Notification:

1. Parents shall be informed within one (1) school day when a physical restraint is used and shall be provided a copy of the completed Restraint Incident Report Form (or equivalent) at that time. Parents and the District may mutually agree that notification may be provided via electronic mail.
2. The District will provide information to parents about the District's policies governing the use of physical restraint by posting this Policy on its website and by including it in its Student Handbook.

Limitations:

1. Nothing in this Policy shall be construed to prohibit a District, school, or program employee from taking appropriate actions to diffuse a student fight or altercation.
2. Nothing in this Policy shall be construed to eliminate or restrict the ability of a District employee to use his or her discretion in the use of physical restraint to protect students or others from imminent harm or bodily injury. Nothing in this Policy shall be construed to impose ministerial duties on any District employee.
3. Nothing in this Policy limits the ability of District staff to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this Policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.
4. Nothing in this Policy shall be construed to go beyond or as inconsistent with the requirements of State Board of Education Rule 160-5-1-.35.
5. The use of physical restraint in District schools, as well as this Policy and the Restraint Incident Report Form, shall be reviewed by the District at least annually.

Rights under the Family Educational Rights and Privacy Act (FERPA)

{1} The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the education records they wish to inspect. The principal will make arrangements for access and notify

the parent or eligible student of the time and place where the records may be inspected or retrieved.

{2} The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the Fulton County School District (District) to amend a record that they believe is inaccurate or misleading. They should write the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures can be found in Policy/Procedure **JR**, Student Records, at www.fultonschools.org.

{3} The right to consent to disclosures of personally identifiable information contained in 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 District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a school or District approved volunteer; a person or company that is under the direct control of the District with respect to the use and maintenance of education records and with whom the District has contracted or who volunteers to perform a service or function for which the District would otherwise use employees (such as an attorney, auditor, medical consultant, therapist, insurance adjuster); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses educational records, without consent, to officials of another school in which a student seeks or intends to enroll.

{4} The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20212-5920.

{5} The District may disclose appropriately designated "directory information," for educational and legal compliance purposes, to governmental agencies and offices (including the US Armed Forces) to non-profit entities for school or District support purposes, or to educational technology providers as deemed appropriate by the District to access educational services, without written consent, unless you have advised the District to the contrary in accordance with the below District procedures.

The District also may include personally identifiable information in school or District publications such as a playbill showing your student's role in a drama production; the annual yearbook; graduation videos or graduation announcements/celebrations; honor roll or other recognition lists; graduation programs; and sports event publications, such as a football game program.

District teachers, District schools and the District may also display directory information on school, personnel, classroom or District websites, blogs, or social media (such as Face book, Twitter, Instagram or similar) for the purposes of instruction, recognizing student achievement or informing

the community about school, classroom or District activities and events.

Directory information is information that is generally not considered harmful or an invasion of privacy if released. Directory information includes a student's name, address, email addresses, phone number(s), date and place of birth, grade level, dates of attendance and most recent previous school attended, degrees/honors/awards received, photograph/peripheral student images or audio (see information below), participation in school activities and sports, as well as weight and height of members of athletic teams, student ID number, user ID, or other unique personal identifier used to communicate in electronic systems (subject to the District's determination that this information cannot be used to access education records without a PIN, password, etc.--a student's SSN, in whole or in part, cannot be used for this purpose) or similar information.

The District records and maintains audio recordings and video or photographic footage and audio recordings of students on school property and at school events in locations including, but not limited to, parking lots, school buses, lunchrooms, classrooms, and hallways. Such information is used and maintained for security and other purposes, including yearbooks, video yearbooks, and school/District/personnel publications and websites, blogs, or social media. In many cases, recordings contain peripheral video or photographic footage of students engaged in day-to-day activities including, but not limited to, walking to class, and attending to classroom or school activities.

Peripheral video footage, photographic images, or audio recordings of day-to-day student activities do not include footage of a student or students committing, being involved in, or witnessing a violation of law or District or school rule, procedure, or policy. The District may also determine that other activities do not qualify as peripheral images, footage, or recordings on a case-by-case basis.

Parents/Guardians of students under 18 years of age or a student 18 year of age or older objecting to the release of this information should request a form from the Assistant Principal in order to place their objection in writing to the student's Assistant Principal, no later than August 31 of each school year or within ten calendar days of the student's enrollment. Objections must be renewed each school year.

COMPULSORY EDUCATION O.C.G.A. § 20-2-690.1:

Every parent, guardian or other person who has control of any child between the ages of 6 and 16 must enroll and send their child to school. Any parent, guardian or other person having control of a child that has more than 5 unexcused absences*, after being notified by school personnel, will be guilty of a misdemeanor and subject to the following penalties:

- Fine - not less than \$25.00 and not greater than \$100.00
- Imprisonment- not to exceed 30 days
- Community Service - or any combination of such penalties at the discretion of the courts
- Each day absent after 5 unexcused absences will constitute a separate offense

* Additional information on unexcused absences and consequences are outlined in the Student of Code of Conduct and the District's website.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before student's 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 (ED)

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 or parents
8. Income, other than as required by law to determine program eligibility.

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.

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 materials used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District maintains policies or procedures, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. These policies/procedures, including Policy and Procedure IJ, are available online at www.fultonschools.org or through your local school.

The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify (such as through U.S. Mail, e-mail, or hand delivery) 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. The District will make this notification to parents at the beginning of the school year if the District 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 be 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:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.

- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with the Student Privacy Policy Office, Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

SURVEY ADMINISTRATION

The District lists all surveys that may be administered to students in Board Policy IJA Surveys. Survey regarding any of the above Protect Information areas will not be administered to any stakeholder group unless the Superintendent or his or her designee provides approval. If approved, written notice and consent are required as part of PPRA.

Fulton County Schools - Career, Technical, and Agricultural Education End of Pathway Assessments Privacy Notice

Fulton County Schools values providing students with authentic learning experiences and instruction through its Career, Technical, and Agricultural Education Pathway curriculum. As part of this endeavor, the Georgia Department of Education and FCS has collaborated to provide students with the opportunity to gain valuable industry credentials before completing high school. This occurs through the student's voluntary and optional completion and passing of the End-of-Pathway Assessment, which may be a national industry certification, national occupational assessment, state licensing assessment, or a state-developed assessment to gauge the student's attainment of critical industry, technical, or career-related skills and knowledge.

These certification exams and assessments are offered primarily for adults by external licensing and accrediting organizations, and they may require the submission and collection of information about the student wishing to gain certification as required by their industries' accrediting procedures. This is a normal component to gaining certification in most industries.

If the student chooses to take the End-of-Pathway Assessment to gain certification, it is with the understanding that the student is voluntarily agreeing to the collection of data necessary to grant the student the certification.

For more information, please visit our website at the below link:
<https://www.fultonschools.org/Domain/225>

CLUBS/ORGANIZATIONS

After reviewing the list of Clubs/Organizations at my student's school (available from the school website or from the school office), I decline permission for my child (under the age of 18) to participate in the following school club(s) which is defined as clubs and organizations that are directly under the sponsorship, direction, and control of the school):

It is the responsibility of the parent to discuss the declination with their student to refrain from participation to ensure compliance. I understand that more information regarding student organizations may be found at the school or in Policies JHC, Student Organizations and JH, Student Activities.

Participation in athletic and extracurricular activities in Fulton County Schools is a privilege. The District offer a wide variety of extracurricular activities such as clubs, teams, award ceremonies, and school social events, such as school dances. Student participating in these

Device User Agreement

2023-2024

Purpose: In order to support learning, Fulton County Schools is providing devices to students. Like a textbook, the device is a resource to support learning.

Students with devices are required to follow the guidelines within this document, as well as all school, classroom, and School District policies and procedures regarding behavior and technology use.

Contact Person: If you have questions or concerns, please contact your school administration.

Receiving the Device: Parents and students must agree to this document. Students must also complete the digital citizenship curriculum that the school requires.

Returning the Device: Devices will be returned to the school at the end of the school year, unless otherwise communicated by the school. The use of devices provided by Fulton County Schools is not transferable to anyone and terminates when a student is no longer enrolled at the issuing school.

Students who transfer, withdraw, are expelled, or terminate enrollment at the school for any reason must return their device on the date of withdrawal/termination. A student who fails to return the device will be subject to paying up to the full replacement cost of the device and any accessories, and may also have grade cards, transcripts, diplomas, or certificates of progress withheld until restitution is made.

Damage and Loss: All district-issued devices are the property of the Fulton County School District. If a device is damaged, lost, or stolen during the time that it is issued to the student, whether intentionally or due to negligence, the student and the student's parent/guardian will be responsible for paying the fines outlined in this document.

Responsible Device Use: All users of District-issued devices must follow the expectations outlined in District Policy and Operating Guidelines *IFBGA: Responsible Use of the Enterprise Network*, *JD: Student Discipline/Student Code of Conduct*, and *JS: Student Fines, Fees, and Charges*. Failure to follow these expectations will lead to applicable student disciplinary consequences. All District policies can be found at www.fultonschools.org.

While off school grounds parents/guardians are solely responsible for monitoring the student's use of the device. Students may not exhibit inappropriate behaviors, or access prohibited materials with the device, at any time, at any location. Students will be subject to disciplinary and/or legal action if they use the device for inappropriate activities, whether on or off school grounds.

Privacy: Nothing done on District-issued devices is private. District staff may, at any point, confiscate and search for the contents of any district-issued electronic device. Devices are enabled with GPS locating systems, and in the case of loss or theft, this system will be activated.

The Fulton County School District recognizes all aspects of the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), and the Family Education Rights and Privacy Act (FERPA).

Fines for Device Damage, Loss, or Theft

If for any reason the device is lost, stolen, or damaged during the time it is issued to the student, whether intentionally or due to negligence, the student and the student's parent/guardian are responsible for the following fines during the school year:

Lost and Damaged Devices Fines:

- Lost/stolen \$250.
- Damaged \$100
- Accessories -Lost or damaged \$30 for each accessory

These fines apply to instances of willful alteration of the device, its operating system, or network functionality either through the download of applications or by other means. Additional disciplinary consequences for this behavior include up to 10 days' out of school suspension if such tampering is determined to be part of a habitual pattern of behavior on the part of the student. Please see sections 18 E – 18F in the Code of Conduct for further discussion.

Theft:

If the device is stolen during the time that it is issued to the student, the student and the student's parent/guardian will be responsible for filing a police report and submitting it to the school administration.

Failure to Return a Device or Accessories upon Withdrawal from the School:

A student who fails to return a device or any accessories without reporting them lost or stolen will be responsible for the full replacement cost of the items that were not returned.

By accepting this handbook, I agree to the terms of the Device User Agreement (DUA).

When the student accepts the device assigned by their school, the student/parent/guardian will be held responsible for this Device User Agreement and fines associated with the use of this device.

If the parent/guardian does not wish for her child to accept a device, the parent/guardian should contact the school's administrative team.

activities represent their school and more importantly, depict its character. Therefore, the School may withdraw the privilege to participate in these activities if students violate the Code of Conduct or state/federal laws.

ATHLETIC INTEREST

The Fulton County School District values student participation in athletics. All sports offered at each school are listed on the District's Athletic webpage at www.fultonschools.org, or you can access each school's individual webpage.

Suggestions or Changes

- If you are a high school student, eighth grade student, parent/guardian, coach, or other interested school personnel that has a specific suggestion or request about
- The addition of a Georgia High School Association (GHSA) sanctioned sport not currently offered at your high school
- Adding an additional level of competition for an existing GHSA sport at your high school (such as a freshman or junior varsity team)
- Getting your high school's assistance in approaching GHSA about adding a sport to its list of sanctioned sports
- You have an idea on a way to increase participation in currently existing GHSA sports teams, then please complete the form that can be accessed on the District's Athletics web page at www.fultonschools.org. Your feedback will be sent to the School District's Athletic Director and the relevant school and may be shared with relevant coaches.

COPPA NOTICE

Our District uses software, application, and online tools to facilitate learning. Before using these tools, we wanted to make you aware of federal regulations that apply to operators of many of these products.

For students to use these tools, certain personal information must be provided to the operator. Under the Children's Online Privacy Protection Act (COPPA), these operators must provide notification and obtain consent before collecting personal information from children under the age of 13. However, schools may act on behalf of the parent and can consent to the collection of students' information on the parent's behalf. For more information on COPPA, please visit _ <http://www.fie.gov/privacy/coppafaqs.shtm>.

The District is providing you with this notice that our staff will provide consent to allow an account to be created for your child, and to allow information about your child to be shared with certain software, application ("app"), or online providers.

If you would like more information about our District level providers, please visit <https://www.fultonschools.org/digitalcontent>. If you have questions about school-level providers or would like to discuss or ask questions, please contact your school principal.

If you do not wish for the school to provide consent on your behalf, please contact your school principal by email, fax, or letter.

PARENT AND STUDENT RECEIPT ACKNOWLEDGEMENT FORM (MUST BE COMPLETED AND RETURNED TO THE SCHOOL)

We have received the Student Code of Conduct & Discipline Handbook and all included documents and understand that we are responsible for reading and understanding this information. Parents are responsible for ensuring their student(s) understand this information.

We also understand that this Student Code of Conduct & Discipline Handbook contains rules that students are expected to follow, including but not limited to, rules that must be followed at school, on school grounds; off school grounds at a school activity, function or event, going to and from school or other transportation provided by the District, at school bus stops; while in any vehicle used in connection with a school function or activity, or while using the school technology resources.

We also understand that this Student Code of Conduct & Discipline Handbook contains information about possible legal consequences if a child does not attend school as required by Georgia law in § 20-2-690.1. If a child has more than five (5) unexcused absences, parents, guardians, or other persons who have control or charge of a child are subject to fines, imprisonment, community service or any combination of these penalties. Absences that are excused are listed in Policy JBD and may be accessed at www.fultonschools.org and/or at the local school.

We understand that this handbook contains information about opting out of surveys and that if we do not "opt-out" our child from survey participation, he/she could be selected to complete a survey.

We also understand that in addition to school-based discipline of students, student misconduct may be reported to appropriate law enforcement authorities. The District encourages parents/guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

We understand that all volunteers who work with children in the state of Georgia are required by law to report suspected child abuse as required by Georgia law in O.C.G.A. 19-7-5.

We understand that by accepting this handbook, I agree to the terms of the Device User Agreement (DUA).

We understand that, upon implementation of the Title IX revisions released on May 6, 2021, any discipline incident, or portion of a discipline incident, which involves a Title IX matter or incident will be subject to the Title IX Grievance Procedure as detailed at www.fultonschools.org/titleix.

We understand that each student will be provided one copy of this Student Code of Conduct. Anyone requiring an additional copy should contact their local school administrator or review a copy on the District's website www.fultonschools.org.

If/We have any questions about the enclosed information, I/We will ask a school administrator to discuss those questions. Failure to sign and return this form does not relieve me/us or my/our child(ren) from complying with and understanding the information enclosed in the Student Code of Conduct & Discipline Handbook.

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Student Name (Please Print)

Student Signature (if over 10 years old)

For district and school information at your fingertips, download the **FCS MOBILE APP!**



Fulton's mobile app is free to download for Apple and Android devices. Go to the app store on your device and search "Fulton County Schools."

The FCS Mobile App Features Include:

- Get instant access to Fulton County Schools news, announcements, and social media feeds
 - Subscribe to your school(s) to also get their news and social media
 - Report safety concerns using the built-in "FCS Tip Line"
- Get inclement weather and school closure notifications pushed directly to your device
 - View the district calendar and ALL of your school calendars in one place
 - View school lunch menus and download meal applications
- Access Infinite Campus, Here Comes the Bus, MyPaymentsPlus, and other district apps
 - View important academic and athletic information
- Access school staff and district contact information AND MORE!

For additional information, contact the
FCS Communications Department at 470-254-6830

FULTON COUNTY SCHOOLS TIP LINE

S.H.A.R.E.

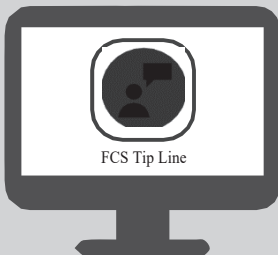
See It, Hear It, And Report It Every Time

Anonymous Reporting Tip Line

If you **SEE** or **HEAR** anything about school threats, weapons, violence, bullying, drugs, self-harm, or have other school safety suspicions or concerns, **REPORT** it **EVERY** time anonymously using the TIP Line.

In case of an emergency, **DIAL** 911 immediately.

HOW TO REPORT A TIP:



Send an Anonymous Tip via the Tip Line icon on Your Desktop.



Scan the Code with your phone to Send an Anonymous Tip.

*F*ulton
County Schools
Where Students Come First

Making a false threat is a crime. Those who make threats or false reports can face serious consequences. We will investigate all tips and threats.

www.fultonschools.org/fcstipline

Notes

[illegible]



It is the policy of the Fulton County School District not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program, or any other program, activity, or service. If you wish to make a complaint or request accommodation or modification due to discrimination in any program, activity, or service, contact Compliance Coordinator at:

6201 Powers Ferry Road, NW, Atlanta, Georgia 30339, or phone 470-254-4585. TTY 1-800-255-0135.



Culture & Character

Updated July 2023

*Helpers: Amy Franz, Cole Chaney, Jessica Kirsch, Price Gardner,
Erin Dunkle*

*Consults: Nicole Woodard, Taniya Wilder, Angelique Barnett, Tiffany
Everett, Richard Everett*

Owner: Counselor, Renee Stubbs

Manager/Approver: Principal, Jean-Jacques Credi

Character & Culture Vision Statement

The Amana Academy culture and character program provides an integrated and multilayered approach to fostering and celebrating the development of intellect and ethical character for all community members. The goal is to cultivate lifelong learners who value stewardship, advocacy, and service.

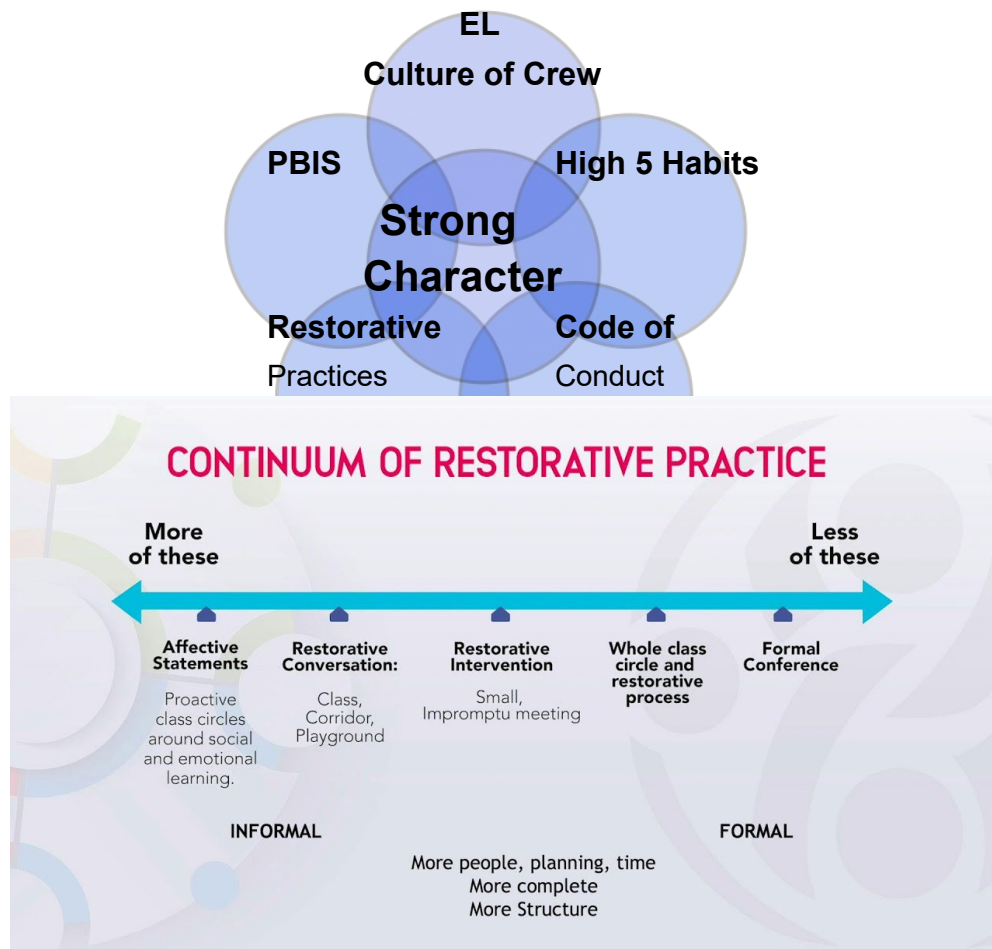
Purpose

The purpose is to outline how to establish a solid foundation of proactive and preventative strategies to uphold the Character & Culture Vision and clear guidance on what to do to support and respond to student behavior.

Original Authors: Patti Atkinson, Emily Williams, Erica Young, Julia Ramsey Guy

Additional Contributors: Isaac Presley, Nicole Woodard, Jean-Jacques Credi, Taniya Wilder

Continuum of Supports



Resources

[Portrait of an Amana Graduate](#) c.7/21/2023

[EL Culture of Crew intro](#)

[Responsive Classroom](#)

-First Six Weeks of School

- [Grades K-2](#); [Grades 3-4](#); TBD Grades 5-6/7/8

-[Yardsticks pdf](#)

[Restorative Practices Slides and Reflection](#)

Calendar of Events & Programming

[General 2018-19 Culture & Character Calendar](#)

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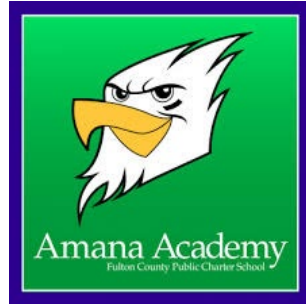
1. House and Student Engagement Manual, p. 3- 15
[House & Student Engagement](#)

2. Counseling Department Manual, p. 16- 52
[Counseling Department](#)

3. PBIS Manual, p. 53- 95
[Positive Behavior Interventions & Supports \(PBIS\)](#)

4. Kindergarten - 3rd Grade Crew Manual, p. 96- 119
[Kindergarten- 3rd Grade Crew](#)

5. 4th- 8th Grade Crew Manual, p. 120- 137
[4th- 8th Grade Crew](#)



House & Student Engagement Manual

Author: Erica Young

Owner: Counselor

Character & Culture Vision Statement

The Amana Academy culture and character program provides an integrated and multilayered approach to fostering and celebrating the development of intellect and ethical character for all community members. The goal is to cultivate lifelong learners who value stewardship, advocacy, and service.

House Table of Contents

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 - a. Mission Statement
 - b. What is the House System?
 - c. Benefits of the House System
 - d. Core Practices
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 - ii. CP 27: Cultivating a Culture of Engagement and Achievement
2. Houses at Amana Academy
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 - b. Meet the Houses
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 - a. Amana Cup Games
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 - d. Academic activities - Measurable outcomes
6. Tracking Points - Totaling; Weekly, Monthly, Quarterly, Yearly
7. Rewards
 - a. Weekly Recognition
 - b. Monthly Recognition
 - c. Quarterly Recognition
 - d. Character and Culture Calendar

Introduction

Mission Statement

The House system at Amana strives to create a supportive community and culture where students and staff feel safe to take risks and celebrate their success and learn from failures together. The House system's purpose is to reinforce respect for all living things, responsible global citizen scholars, and for all participants to be ever ready to conquer any challenge set before them. The program includes academic, team, and individual competitions that encourage students to be active housemates and comrades. This program helps all involved to be better collaborators and to compete with dignity no matter the outcome. Through Houses students and teachers alike become spirited team members who care about each other and take ownership for their actions. The overall goal for our students and staff members to flourish in an inclusive community that appreciates diversity, builds character, citizen scholars and outstanding advocates.

What is The House System?

The house system is a traditional feature of schools that originated in England. In school house systems throughout the world the school is divided into subunits called 'houses' and each student is allocated to one house at the moment of enrollment. Houses may compete with one another at sports and maybe in other ways, thus providing a focus for group loyalty. Different schools will have different numbers of houses: some might have more than 10 houses (with as few as 50 students in each house) or as few as four or fewer (with as many as 200 students in each). In some cases, individual houses can be even larger.

At Amana Academy the word house in this context does not designate a building, but rather a body of people. It is a network of member relationships, developed through long acquaintance in a stable community and regular interaction throughout the year. The fundamental purpose of these house system is to portion Amana Academy into smaller communities that promote both learning and loyalty to the school overall. At our school the house system is the overarching program that ties our culture and character program together (crew and counseling). It requires parents, students and staff to be active contributors to their houses and the school at large.

Benefits of the House System

- It allows students and staff to have an opportunity to interact with students from all grade levels.
- Students have the opportunity to engage with true faculty mentors
- It increases opportunities for student leadership.
- It allows students to participate in a variety of activities that are non-academic and non-athletic.
- It is a great way to know more people outside of the classroom setting.
- It can be a source of positive peer-pressure and motivation that can have a positive effect in the classroom.
- Marquee events bring more fans to athletic and fine arts events.
- The school will benefit from increased school spirit and healthy competition.
- Studies show that schools with House systems have happier students and have more school spirit than they did before a House system was implemented.

Core Practices

Below is an account of how Amana Academy House System connects to Core Practices.

CP 5: Promoting Social, Emotional, and Physical Wellness

“The EL Education model promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture. Schools choose curricula that promote character development through social and emotional learning, a healthy relationship with the outdoors, and physical challenge. Healthy relationships, growth mindset, intellectual courage, exercise, stress reduction, sleep, spending time outdoors—the key elements of physical and mental health—are all included in a school’s wellness approach.

Experiences in the outdoors—playing in, learning from, and appreciating nature, including on school or city playgrounds and during fieldwork in city neighborhoods—are a priority for EL Education. Whenever possible and appropriate, students are encouraged to be active and outdoors during the school day.

Crews emphasize the importance of wellness and teach explicit lessons to support wellness. The physical education program emphasizes personal fitness, self-care, inclusion of diverse abilities, and challenge by choice as well as competitive sports. Good sportsmanship, collaboration, health, and growth in fitness are emphasized over a win-at-all-costs mentality.”

The House System uses competitions and goal setting to “promote character development through social and emotional learning, a healthy relationship with the outdoors, and physical challenges, healthy relationships, growth mindset, intellectual courage, exercise, stress reduction, sleep, spending time outdoors”. Competitions include but are not limited to weekly minute-to-win-it competitions, student vs. staff kickball, The Amana Cup - House vs. House Kickball Tournament, and Amana Academy Better World and Field Day. All participants will be indirectly immersed into lessons on comradery, emotion management, observing social cues, handling stress ect.

CP 27: Cultivating a Culture of Engagement and Achievement

“Student-engaged assessment is a hallmark of the EL Education model. When assessment is done with students instead of to them, students take responsibility for and lead their own learning. They see themselves as the key actors in their own success. This creates a culture of engagement and achievement in which all students and adults believe that effort and reflection lead to academic growth and high-quality work. Teachers use multiple methods of formative and summative assessment to track students’ progress toward academic learning targets and Habits of Scholarship (e.g., perseverance, collaboration, responsibility). Teachers continually analyze quantitative and qualitative evidence of student performance to inform their instruction. Students learn to reflect deeply and concretely on their own performance data, assess their own learning, use feedback from peers and teachers, and set goals for achievement.”

In March 2018, Amana Academy launched their House System. The house program intensified crew competitions and gave all participants a greater sense of personal responsibility and ownership as it applied to the success of their house. Participants were divided among four houses and competed in weekly challenges such as study competitions, minute-to-win-it games, field day events, and recognition for random acts of kindness. The program proved to be effective in getting students to take pride and ownership in their work, school, crew, and house.

How do Houses fit into the Core Practices? The House system is a program developed with inclusion and engagement in mind. The house system uses the guise of competition to get all participants to engage on a personal level through goal setting and preparation. The House System connects PBIS, The Counseling Program, and Crew to build an all inclusive program that engages all staff and students in an effort to increase the opportunity to learn and grow at Amana. Through the House System participants are able to “see themselves as the key actors in their own success.”





Houses at Amana Academy

Structure

At Amana Academy students are inducted into one of four Houses: Earth, Life, Wind, or Light. The houses are called by their Arabic name as Arabic is the language taught at Amana starting in Kindergarten, it is the fifth most commonly spoken language in the world, and it's an official language for many of the dynamic, growing economies.

Meet the Houses

At Amana Academy we uphold our mission to be active contributors to building a better world, and to be ever ready to persevere and conquer any challenge set before us. Each house represents a component of that vision, and together WE ARE AMANA!

Symbol	Arabic/Transliteration	Translation	Motto	Color
	BEYT AL-ARD	House of Earth	Ground us in Stewardship and Advocacy	Green
	BEYT AL-HAYAT	House of Life	Empower uplift and support our community	Red
	BEYT AL-HAWA'E	House of Wind	Swiftly move us towards our goals	Blue
	BEYT AL-NOOR	House of Light	Illuminate the path to excellence	Yellow

Who's Who?

Principal

The Principal oversees and approves all house activities. The Principal is responsible for effectively communicating all needs, direction and vision to the *Head(s) of House*.

Head of House

There are 4 *Head of Houses* per “school” resulting in a total of 12 *Head of Houses*. Schools are grouped by grade Primary(grades K-2), Intermediate (grades 3-5) and Middle School (grades 6-8). The *Head of House* is responsible for communicating expectations outlined by the *Headmaster* and *Gamemakers* to all other teachers in their school. In addition the *Head of House* is responsible for communicating needs and concerns to *Headmaster* and *Gamemakers*.

Student Government Association

There are a total of 12 students in Student Government (3 from each house; 1 from each grade level 6-8). As a member of *Student Government Association* the individual will be responsible for communicating student concerns and will be the chief of moral as they will conceptualize ways to raise student spirits and interest in all activities. These students will also work closely with the *Headmaster* to synthesize student feedback ect.

Gamemakers

These are staff members who generate and set forth all rules for all games. *Gamemakers* should consult the student support staff (e.g.RTI, ESOL, SPED, TAG etc.) to ensure that all programming is equitable and inclusive. There are 4 *Gamemakers* per “school”. Schools are grouped by grade Primary(grades K-2), Intermediate (grades 3-5) and Middle School (grades 6-8). *Gamemakers* will meet within their school to organize games and activities. There are a total of 12 *Gamemakers*.

Heads of House and *Gamemakers* work together to schedule competitions and select what games will be best fit for students according to ability, taking advantage of themes of learning, and catering to the overall moral of each school.

Heads of House and *Gamemakers* will meet once a month. The meeting will be scheduled on a recurring date that is agreed up by *Heads of House* and *Gamemakers*. The goal of the meeting is to review the status of the competition and to vote on needed changes. In this monthly meeting the leaders will also break into small groups to organize as needed. SGA representatives can attend meetings when invited by either the *Headmaster*, a *Head of House*, or a *Gamemaker*. The monthly meeting is where the *Headmaster* relays any, questions, comments, and/or desires for the competition.

Interested?

Staff members who are interested in being a *Head of House* or *Gamemaker* will have the opportunity to sign-up during pre planning and will plan to meet as soon as possible to get a better understanding of the competition and to plan the Sorting Ceremony. In the event of the staff sign-up being fruitless *Heads of House* and *Gamemakers* will be assigned by the *Headmaster* at least 2 weeks before the Sorting Ceremony.

Inclusion

The Role of Teachers

Teachers are essential for the House System to be effective. At Amana teachers have the opportunity to earn points for their house. While they are the chief supporters of their students this year we will host activities/friendly competitions that help teachers achieve more than they think possible. Amana Academy aims to increase the quality of work life for its Teachers. Teachers will gain points through physical activities, social activities, and by participating in creative competition. Teachers guide and monitor the student experience and are immersed into house competition themselves.

Equity

Students with exceptions will be able to gain extra points for their teams by reaching personal benchmarks that are monitored and set with the support of Interventions personnel: RTI staff, ESOL teachers, TAG teachers and counseling staff. The program is inclusive and does its best to balance gender roles as all students can lead and participate equally in all activities regardless of race and or gender and physical abilities. Students will be placed in competition that will give them an equal opportunity to succeed. If a student has an occurrence or exception that will lead to an unfair disadvantage crew leaders are to consult the *Head of House* and from there the **Gamemakers** will create activities that promote equality.

Student Interactions

Competitions teach students to interact with dignity, humility, and with positive attitudes towards competition. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

Earning Points

Point Distribution

Throughout the year houses compete against each other for points which have the potential to earn their house various rewards that are awarded on a monthly, quarterly, and yearly basis. At the end of the year the house that has accumulated the most points wins the house competition and is named house of the year (they win the Amana Cup/Seal of Excellence).

Points will be wiped clean each week but the totaling of all points will not be erased from the master score.

House point totals will be the sum of the average of all Homerooms in each house K-8. Averaging points of each homeroom ensures equality as some houses may have a greater number of students than others.

Event Attendance Students who attend an approved event (sporting event, drama production, concert, dance, service learning, etc.) will receive one point for his or her House. The House with the largest number in attendance for each event will receive an additional ten point bonus.

Participation in Programs Students who belong to an Amana Academy program (sports team, drama, band, chorus, etc.) will receive one point for his or her House. For athletics, points will be awarded as follows: Fall Sports - November, Winter Sports - December, Spring Sports - February.

Conduct / Uniform On the first Friday of every month, Houses will be awarded two hundred conduct points: 100 points for conduct and 100 points for wearing their proper uniform. Every time a student

receives a detention or violates the dress code during that month, five points will be deducted from his or her House's allotted Conduct/Uniform points.

Academics Students may earn one point for his or her house for the 1st, 2nd, and 3rd quarters by making the Honor Roll. Points will be awarded during the months of October, January, and March.

Tracking Points

Totaling Points will be tracked on the Spirit App. In addition, event attendance, participation in programs, conduct/uniform, academics, IXL and Study Island points will be reported and tallied weekly. Point results are to be used by Crew leaders to better assess student need and progress.

Weekly Each week points will be totalled and displayed in common areas: lunch room; lobby, school website, weekly updates.

Monthly Each month, house members will compete to accrue the maximum possible points for their House via competition, event attendance, and adhering to Amana Academy's disciplinary policies. The House with the most points at the end of the month will be named the House Monthly Champion, and will be allowed to be out of uniform every Thursday for the following month. All houses will begin each month with zero points.

Quarterly Each House's monthly point totals will be tallied into the House's Quarterly Totals. The House with the most points for the quarter will have the Golden Eagle placed on their flag.

Yearly Each House's monthly point totals will be tallied into the House's Yearly Totals. The House with the most points for the year will be named House Champions for that year.

School Wide Events

Amana Cup Games The entire school will come together for some friendly competition among the four Houses throughout the year. Students display school spirit and House pride as they work together to achieve a common goal. Older students are available to assist younger students.

Buddy Crew One of the many benefits of being a K - 8th-grade school is that older students can assume leadership and mentor roles and our youngest learners have older students that serve as role

models. Each student is connected with others in their House through the mixed-grade Buddy Crew. Students earn points for STEM Venture and Service Learning projects with their Buddy Crews.

Rewards

Weekly Recognition

High Five Flyers

- Each grade level will come together to figure out what the reward will be at this point it will be a small token.
- Counselor is the keeper of the weekly rewards but she does not deliver them. She will, however, remind teachers to pick up rewards by Thursday.
- *Scorekeepers* (a position to be added to the Who's who portion of the manual) will be responsible for collecting point data. This task can be done with the help of other teachers but if it is not done or if there is a discrepancy the *Scorekeeper* will be the point of contact. There are a total of 9 *Scorekeepers* (one per grade level)
- Recognitions will happen every Friday. If we do not have school on a Friday the current weeks rewards and announcements will be carried over into the next week.
- The rewards will be given out on the grade level hall/common area
- Note: The weekly meeting can also be a time to address any behavior trends etc.

Monthly Recognition (Community Circle)

High Five Flyers

- Reward for students who have reached a predetermined level on the high five tracker. One person per grade level will receive a prize.
- Each student who has maintained a predetermined level on the high five tracker for the month will have their name entered into a raffle (students cannot be entered into the raffle more than once per month).

Outstanding Eagle

- The recipients of the Outstanding Eagle recognition are students who have been observed by their teacher (s) as exemplar citizen scholars or have been observed making improvements worthy of such recognition.
- The recipients will have their picture taken and displayed on the "Outstanding Eagle" board and will receive a lapel pin.
- 2 students per grade level per month 1 boy 1 girl

Monthly House Champions The House with the most points at the end of the month will be named the House Monthly Champion, and will be allowed to be out of uniform every Thursday for the following month.

Quarterly Recognition

High Five Flyers

- Anyone participant who maintained the predetermined level on their high five habits tracker for the quarter will be invited to attend a school wide celebration.

- The celebration will take place on the blacktop behind the school or in a secured area in the parking lot at the front of the school. The celebration will be held on Fridays. If there is no school on Friday the celebration will be held on Thursday.
- After assessing the number of students who have maintained the predetermined level on the high five tracker for the quarter the Culture and Character crew will then determine the location and schedule for the celebration. Teachers will be expected to attend the celebration and supervise their students.

Golden Eagle (During Lunch) Each House's monthly point totals will be tallied into the House's Quarterly Totals. The House with the most points for the quarter will have the Golden Eagle placed on their flag.

CHARACTER AND CULTURE

2023-2024 Community Circle Schedule

Needs updating - SEMESTER 1	
AUGUST: Responsibility for Learning	7- 23 Planned Crew Days 24 Sorting Ceremony 31 Weekly High Five Flyers Recognition
SEPTEMBER: Diversity and Inclusion	5 - STEMVenture Days 7 - Weekly High Five Flyers Recognition 12 - 13 STEM Buddy Crew Days 14 Weekly High Five Flyer recognition 17 -20 Planned Crew Days 21 - Monthly recognition at Community Circle 28 - Weekly High Five Flyer
OCTOBER: Natural World	1 - 5 Spirit Week 1 - 2 Planned Crew Days 3 - 4 STEMVenture Days 5 Whole School Community Circle/Quarterly Celebration/MS Kickball/Pop Open a Good Book 5 Weekly High Five Flyers Recognition 11 - 12 Student Led Conference 12 - Monthly recognition at Community Circle 12 - Weekly High Five Flyers Recognition 17 - 18 STEM Buddy Crew Days 19 - Weekly High Five Flyers Recognition 22 - 26 Red Ribbon & Safety Week 26 - Weekly High Five Flyers Recognition
NOVEMBER: Service and Compassion	2 - Weekly High Five Flyers Recognition 7 - 8 STEM Buddy Crew days 7 - 8 STEMVenture Days 9 - Weekly High Five Flyers Recognition 12 - 16 Planned Crew Days

	16 - Weekly High Five Flyers Recognition 30 - Monthly Recognition at Community Circle 30 - Weekly High Five Flyers Recognition
DECEMBER: Having of Wonderful Ideas	5 - 6 STEMVenture Days 7 - Weekly High Five Flyers Recognition 13 - Quarterly Celebration 14 - MS Glow Jam 14 - Weekly High Five Flyers Recognition 17 - 20 Planned Crew Days

CHARACTER AND CULTURE SPRING 2019 CALENDAR

SEMESTER 2	
JANUARY: Primacy of Self - Discovery	7 - 11 Back in the "Spirit" Week 7 - 8 Planned Crew Days 9 - 10 STEMVenture Days 11 - Weekly High Five Flyers Recognition 16 - 17 STEM Buddy Crew Days 18 - Weekly High Five Flyers Recognition 25 - Weekly High Five Flyers Recognition
FEBRUARY: Empathy and Caring	1 - Monthly Recognition at Community Circle 6 - 7 STEM Buddy Crew Days 6 - 7 STEMVenture Days 8 - Weekly High Five Flyers Recognition 11 - 14 Kindness Week 15 - Weekly High Five Flyers Recognition 22 - Weekly High Five Flyers Recognition
MARCH: Collaboration and Competition	1 - Monthly Recognition at Community Circle 1 - Weekly High Five Flyer Recognition 6 - 7 STEMVenture Days 8 - Student Led Conferences 13 - 14 STEM Buddy Crew Days 15 - Weekly High Five Flyers Recognition 22 - Weekly High Five Flyers Recognition 29 - Monthly Recognition at Community Circle 29 - Escape From The Island 29 - Weekly High Five Flyers Recognition
APRIL: Success and Failure	8 - 9 Planned Crew Days 12 - Weekly High Five Flyers Recognition 19 - Weekly High Five Flyers Recognition 26 - Weekly High Five Flyers Recognition

MAY: Solitude and Reflection	1 - 2 STEMVenture Days 3 - Weekly High Five Flyers Recognition 10 - Monthly Recognition at Community Circle 10 - Weekly High Five Flyers Recognition 17 - Weekly High Five Flyers Recognition 20 - 22 Planned Crew Days 20 - Elementary School Field Day 21 - Middle School Field Day 23 - Moving up/Whole School Community Circle
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Counseling Manual

Author: Julia Ramsey Guy

Character & Culture Vision Statement

The Amana Academy culture and character program provides an integrated and multilayered approach to fostering and celebrating the development of intellect and ethical character for all community members. The goal is to cultivate lifelong learners who value stewardship, advocacy, and service

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- c. History & Background

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 - c. Bullying
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 - i. Empathy
 - j. Self-Control
 - k. Conflict Resolution
 - l. Self-Concept
 - m. Attendance Program
 - n. Kindness Week
 - o. Healthy Habits Week
 - p. High Five Programming
 - q. Eagle Outreach Service Projects
 - r. Awards and Acknowledgements
 - s. Outstanding Eagles
 - t. High Five Flyers
- 3. Weekly Incentives
- 4. Monthly Incentives
- 5. Nine- Week Incentives
 - a. Shout Outs
 - b. Honor Roll
 - c. Perfect Attendance
- 6. Crisis Plans and Needs- Based Interventions
 - a. Community Supports
 - b. Individual Counseling
 - c. Small Group Counseling
- 7. Parent Communications
 - a. Quarterly Newsletter
 - b. "Counselor Corner" on Amana Weekly Updates
 - c. Parenting Workshops
- 8. Academic Connections
 - a. STEM Connections to High Five Expectations
 - b. STEM Cafe
 - c. STEM Stars
 - d. High Five Reflections in Student Led Conferences
- 9. Safety Patrol/ Student Supported Climate Initiatives
 - a. Applications and Process
 - b. Training
 - c. Schedule
 - d. Celebrations/ Acknowledgements
- 10. Transitions/ Passages
 - a. Entering Kindergarten Students
 - i. Initial Lessons
 - ii. Expectations
 - b. 5th Grade to 6th Grade Passage
 - i. Parent Involvement
 - ii. Celebration/ Passage Ceremony
 - iii. Connections between rising 7th and rising 6th
 - c. 8th Grade to High School

- i. Parent Involvement
- ii. Celebration/ "Graduation"
- iii. Connections between local High Schools and graduating 8th graders

11. Appendix

- a. Calendar
- b. Resources for Teachers
- c. Forms for Awards Nominations & Shout-outs
- d. Counseling Forms and Protocols
 - i. Intake Forms
 - ii. Suicide and Self Harm Assessments
 - iii. Surveys and Data Collection Tools
 - iv. Matrix for Counseling Involvement
- e. Safety Patrol Forms

Counseling Mission Statement

The Counseling Department at Amana Academy serves to strengthen and uphold a community in which the well-being of each student is thoughtfully considered and supported by parents, teachers, and staff. Students of diverse needs and strengths will know that they are cared for and expected to achieve. The counseling program utilizes various interventions in order to positively affect the Culture and Character school-wide and within the community at large.

History & Background

Counseling at Amana Academy has been on a long journey of discovering purpose, intention, approach, and influence. Within the framework of EL Education and the Charter School model, the role of counseling at Amana has shifted and adjusted to fit the needs of an ever growing and evolving school.

Moving forward, both Social Work and Counseling in grades Kindergarten through 8th grade will be marked by careful consideration of the definition put forth by the American School Counselor Association (ASCA): "Today's school counselors are vital members of the education team. They help all students in the areas of academic achievement, career development and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow." Small group and individual intervention and support for students, coupled with in-class guidance lessons will ensure that the goals and objectives of ASCA are met. Furthermore, crisis response and the inclusion of safety programming will serve to protect the wellbeing of students. Various activities, systems, protocols, and programs will instill a positive culture within the school of inclusion and kindness. The EL Education Design Principles and school-wide support of habits of character will further the objectives of the Counseling Department. It is the goal and intention of the Counseling Department to support and advocate for the needs of all students.

EL Education Core Practices

The following Core Practices are relevant to the work of the Counseling Department at Amana Academy. These links can also be found in connection with related sections throughout this document.

[CP3: Supporting College and Career Readiness](#)

[CP4: Supporting Global Citizenship](#)

[CP5: Promoting Social, Emotional, and Physical Wellness](#)

[CP21: Creating a Community of Learning](#)

[CP22: Fostering Habits of Character](#)

[CP24: Engaging Families and the Community in the Life of the School](#)

[CP26: Promoting Courage and Adventure](#)

[CP27: Cultivating a Culture of Engagement and Achievement](#)

[CP32: Fostering a Cohesive School Vision](#)

[CP34: Cultivating a Positive Professional Culture](#)

School Wide Programming

[General Culture & Character Calendar](#)

[Teacher Tool Kit Folder](#)

Guidance Lessons

Second Step Program

Bullying

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: “The Counseling Department promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture. Healthy relationships, growth mindset, intellectual courage, exercise, stress reduction, sleep, spending time outdoors—the key elements of physical and mental health—are all included in a school’s wellness approach.”

As outlined by the *Second Step* creators, “The goals of the Bullying Prevention Unit are to develop students’ skills for recognizing, reporting, and refusing bullying and foster a climate of safety and respect for all.”

Furthermore, the rationale is described in this way: “The Bullying Prevention Unit core components, combined with the social-emotional learning (SEL) skills taught in the *Second Step* program, provides a comprehensive bullying prevention program. Although SEL skills are an important foundation, research shows that effective bullying prevention also requires developing behaviors, skills, and positive norms specific to bullying.

The Bullying Prevention Unit lessons encourage these behaviors and skills by teaching students to recognize, report, and refuse bullying. In learning to recognize bullying, students learn to identify when they or others are being bullied and increase their empathy for bullied students.

Giving students a clear message to report bullying sets a positive norm, lets students who might bully know there will be consequences, and supports adults in their efforts to reduce bullying.

Lessons on refusing bullying reinforce the message that bullying should not be tolerated. Students learn appropriate responses they can use when bullied or as bystanders. Research shows that when peers intervene, bullying almost always stops. The lessons teach students they can have a big impact on bullying if they take appropriate actions when they are bystanders-- whether they witness bullying in person or as cyber bullying."

Learning Targets for this Unit entail the following, with qualifying descriptors which vary per grade level:

- *I can be respectful and responsible.
- *I can recognize, report, and refuse bullying.
- *I can understand the power of bystanders.
- *I can take responsibility for stopping bullying.
- *I can recognize, refuse, and report cyber bullying.

This Unit will comprise four lessons that will be taught by the School Counselor and attended by the classroom teacher. Online and professional development trainings will also support the understanding of teachers and staff. Various communications will also be sent home in the form of paper, email, and through blog and website postings.

[Bullying Prevention Parent Summary. 1](#) (change grade level & adjust as needed)
[Bullying Prevention Parent Summary](#) (change grade level & adjust as needed)

Personal Safety

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: "The Counseling Department promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture. Healthy relationships, growth mindset, intellectual courage, exercise, stress reduction, sleep, spending time outdoors—the key elements of physical and mental health—are all included in a school's wellness approach."

As outlined by the *Second Step* creators, "the goal of the Child Protection Unit is to develop students' ability to recognize, report, and refuse unsafe touches and situations, and sexually abusive touch.

Furthermore, the rationale is described in this way: "The social-emotional learning (SEL) skills taught in the *Second Step* program provide an important foundation for this unit, but research shows that developing specific behaviors and skills will reduce students' vulnerability in dangerous or abusive situations.

The Child Protection Unit lessons teach students to recognize unsafe situations, respond appropriately to them, and report the situations to an adult. In learning to recognize unsafe

situations, students are taught rules about general safety, such as not playing with guns or fire, wearing a helmet when riding on wheels, and so on.

Rules about touching safety, which focus on preventing sexual abuse, are also introduced as important safety subjects. Lessons on refusing unsafe situations and unwanted touches reinforce the message that students have the power to use their assertiveness skills to stand up and refuse any behavior from another person. Giving students a clear message to report any unsafe situation to an adult lets them know that adults are there to help them feel safe and take care of them.

Research has also shown that receiving personal safety lessons encourages students to disclose any past or ongoing abuse.”

Learning Targets for this Unit entail the following, with qualifying descriptors which vary per grade level:

*I can identify and follow rules.

*I can respond to unsafe situations by using the Ways to Stay Safe.

*I can apply the Ways to Stay Safe to situations involving sexually abusive touching.

This Unit will comprise 6 lessons that will be taught by the School Counselor and attended by the classroom teacher. Online and professional development trainings will also support the understanding of teachers and staff. Various communications will also be sent home in the form of paper, email, and through blog and website postings.

Other Second Step Lessons

The following lessons will be included in the overall guidance curriculum. There may be some overlap between the content and materials provided by the *Second Step* program and those that are outlined below in accordance with ASCA standards for School Counseling.

Core Practice 4: *Supporting Global Citizenship*: “The Counseling Department, along with other leaders and teachers, recognize that they must prepare students for global citizenship in an increasingly complicated and interconnected world.”

Kindergarten

Empathy (3 of 6 Lessons): Feelings, Identifying Anger, Same or Different

Emotional Management (7 Lessons)

Problem Solving (2 of 7 Lessons): Handling Things that Have Been Taken Away, Handling Name Calling)

1st Grade

Skills for Learning (2 of 5 Lessons) Self Talk, Being Assertive

Empathy (2 of 6 lessons): Looking for More Clues & Feelings Change

Emotion Management (3 of 6 Lessons): Calming Down Anger, Self Talk for Calming Down & Managing Worry

Problem Solving (1 of 6 Lessons): Handling Name Calling

2nd Grade

Skills for Learning (2 of 4 Lessons): Self Talk & Being Assertive

Empathy (1 of 6 Lessons): Predicting Feelings

Emotion Management (2 of 6 Lessons) Managing Anger & Managing Anxious Feelings

Problem Solving (1 of 6 Lessons): Responding to Playground Exclusion

3rd Grade

Empathy (1 of 6 Lessons): Conflicting Feelings

Emotion Management (2 of 6 Lessons): Handling Accusations, Managing Anger

Problem Solving (2 of 6 Lessons): Solving Peer Exclusion Problems, Dealing with Negative

Peer Pressure

4th Grade

Emotion Management (6 of 6 lessons): Introducing Emotional Management, Managing Strong Feelings, Calming Down Anger, Managing Anxiety, Avoiding Jumping to Conclusions, Handling Put-Downs

5th Grade

Emotion Management (7 of 7 lessons): Introducing Emotion Management, Calming Down, Managing Anxiety, Managing Frustration, Resisting Revenge, Handling Put-Downs, Avoiding Assumptions

6th Grade

Bullying Prevention (2 of 2 lessons)

Substance Abuse Prevention (4 of 4 lessons)

7th Grade

Bullying Prevention (3 of 3 lessons)

Substance Abuse Prevention (3 of 3 lessons)

8th Grade

Bullying Prevention (3 of 3 lessons)

Substance Abuse Prevention (2 of 2 lessons)

ASCA Standards-based Curricula

Based on the Standards published by the American School Counseling Association (ASCA), entitled the “ASCA Mindsets & Behaviors for Student Success,” curriculum and programming will be based on both Mindset Standards and Behavior Standards. These standards frequently overlap and may be addressed through several different approaches. The following lessons will be taught to grades kindergarten through 8th grade. The lesson and presentations below are an example of a lesson that would be ideal for 2nd or 3rd grade. The lesson, activities, and texts

can be modified and differentiated to best fit the needs of students who are younger and older. The lessons may also require adjustment year-to-year based on student needs, interests, or in order to better complement the various grade-level expeditions. The lessons presented here should be viewed as a foundational set that can be developed and evolve over time. Moreover, based on the objectives of the Second Step program lessons, some of the lessons below will be offered in supplement to those within the Second Step curriculum.

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: “The Counseling Department promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture. Carefully chosen curricula that promote character development through social and emotional learning, a healthy relationship with the outdoors, and physical challenge are implemented. Healthy relationships, growth mindset, intellectual courage, exercise, stress reduction, sleep, spending time outdoors—the key elements of physical and mental health—are all included in a school’s wellness approach.”

a. Collaboration & Teamwork

[Collaboration & Teamwork Lesson Plan](#)

[Collaboration & Teamwork Presentation](#)

b. Mindfulness & Growth Mindset

[Mindfulness & Growth Mindset Lesson](#)

[Mindfulness & Growth Mindset Presentation](#)

[Growth Mindset & The Power of Yet Parent Summary](#) (change grade level & adjust as needed)

c. Empathy

[Empathy Lesson Plan](#)

[Empathy Presentation](#)

[Empathy Parent Summary](#) (change grade level & adjust as needed)

d. Self-Control

[Self Control Lesson Plan](#)

[Self Control Presentation](#)

[Self Control/ Personal Space Parent Summary](#) (change grade level & adjust as needed)

e. Conflict Resolution

[Conflict Resolution Lesson Plan](#)

[Conflict Resolution Presentation](#)

[Conflict Resolution Parent Summary](#) (change grade level & adjust as needed)

f. Career Readiness

Core Practice 3: *Supporting College and Career Readiness*: “In collaboration with the entire Amana Academy staff, the Counseling Department helps to prepare all students for college and career success by providing a college-bound curriculum with high expectations for all students, fostering a schoolwide college- and career-bound culture.”

[Career Readiness Lesson Plan](#)
[Career Readiness Presentation](#)

Attendance Program

[Amana Attendance Policy and Protocol](#)

Kindness Week

Kindness Week (February 12-16, 2024) is a nationally recognized week devoted to the instruction and practice of kindness through various school initiatives. At Amana Academy, the week is spent focusing on the role of kindness in the everyday lives of students. The following format will be followed, year to year, although the focus texts will change, creating growing classroom libraries, school wide, that include many books that support students as they learn about and practice kindness.

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: “The Counseling Department promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture. A carefully chosen curricula that promotes character development through social and emotional learning, a healthy relationship with the outdoors, and physical challenge will be implemented. Healthy relationships, growth mindset, intellectual courage, exercise, stress reduction, sleep, spending time outdoors—the key elements of physical and mental health—are all included in a school’s wellness approach.”

Day	Focus	Text	Activities
Monday	“Kindness means not being easily angered.”	<u>My Magic Breath</u> by Nick Ortner	<p><u>Learning Target</u>: Students will be able to list and employ several age-appropriate calming strategies to use when they are upset or angry.</p> <ol style="list-style-type: none"> 1) Teachers are given a list of 3 calming strategies to teach during Crew Time and to utilize as needed moving forward 2) Teachers will be asked to share the following video clip during Crew Time or Snack Time: https://youtu.be/rT0b6YWcU4o (Donald Duck) 3) K-5th Grade teachers will be given a copy of the book <u>My Magic Breath</u> to be read by a visiting reader from the Middle School who visits the classroom during the day. Discussion questions will be included with the book that may or may not be used to guide conversation about the text. The book will then become a part of the classroom library.

Tuesday	“Kindness means being willing to forgive others.”	<u>Desmond and the Very Mean Word</u> by Desmond Tutu	<p><u>Learning Target:</u> Students will be able to use “I Statements” as part of regular reconciliation.</p> <ol style="list-style-type: none"> 1) Teachers are given an activity that provides a “script” to guide students during Crew Time through the process of using “I Statements” when they have their feelings hurt. 2) Teachers will be asked to share the following video clip during Crew Time or Snack Time: https://youtu.be/m5yCOSHeYn4 (Kid President, 20 Things We Should Say More Often) 3) K-5th Grade teachers will be given a copy of the book <u>Desmond and the Very Mean Word</u> to be read by a visiting reader from the Middle School who visits the classroom during the day. Discussion questions will be included with the book that may or may not be used to guide conversation about the text. The book will then become a part of the classroom library.
Wednesday	“Kindness means being loving.”	<u>Enemy Pie</u> by Derek Munson	<p><u>Learning Target:</u> Students will be able to express love and gratitude to their family members through creating letters to bring home.</p> <ol style="list-style-type: none"> 1) Teachers will be given premade cards for their students to complete and personalize during Crew Time. 2) Teachers will be asked to share the following video clip during Crew Time or Snack Time: https://youtu.be/dl-Fu4Y-JwQ (Buzz & Woody Friendship) 3) K-5th Grade teachers will be given a copy of the book <u>Enemy Pie</u> to be read by a visiting reader from the Middle School who visits the classroom during the day. Discussion questions will be included with the book that may or may not be used to guide conversation about the text. The book will then become a part of the classroom library.

Thursday	"Kindness means including others."	<u>The Invisible Boy</u> by Patrice Barton	<p><u>Learning Target:</u> Students will be able to spend time getting to know other students in their school through positive interactions.</p> <p>1) "Mix it Up" Lunch: Teachers will be given nametags of various colors that guide them through where they should sit at lunch. The lunch tables will be designated by colorful balloons so that students know where to sit. Questions to guide conversation and expectations will be posted at the tables.</p> <p>2) Teachers will be asked to share the following video clip during Crew Time or Snack Time: https://youtu.be/WjqIU5FgsYc (The Present)</p> <p>3) K-5th Grade teachers will be given a copy of the book <u>The Invisible Boy</u> to be read by a visiting reader from the Middle School who visits the classroom during the day. Discussion questions will be included with the book that may or may not be used to guide conversation about the text. The book will then become a part of the classroom library.</p>
Monday	"Kindness means being generous."	<u>Be Kind</u> by Pat Zietlow Miller	<p><u>Learning Target:</u> Students will be able to consider ways that they can be generous in their words, actions, and with their resources.</p> <p>1) Teachers will be tasked with creating a list of 100 Acts of Kindness with their class. Teachers that display these in a creative way through door decorating or the creation of a bulletin board will be entered in to a context for the week.</p> <p>2) Teachers will be asked to share the following video clip during Crew Time or Snack Time: https://youtu.be/QfF1m3-DI_Q (Generous Diamondback Fan)</p> <p>3) K-5th Grade teachers will be given a copy of the book <u>Be Kind</u> to be read by a visiting reader from the Middle School who visits the classroom during the day. Discussion questions will be included with the book that may or may not be used to guide conversation about the text. The book will then become a part of the classroom library.</p>

Healthy Habits Week

In conjunction with the Counseling Guidance lesson on Healthy Habits, students will also participate in a school wide focus in late October on Healthy Habits and the role that these habits play in wellbeing throughout their lives. Teachers will be encouraged to refer to each daily Healthy Habit and to make time so that students can appropriately participate in the school wide activities. Middle School students will focus on topics and activities relate to avoiding drug and alcohol dependence, following the Red Ribbon Week objectives as in years past.

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: "The Counseling Department promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture. A carefully chosen curricula that promotes character

development through social and emotional learning, a healthy relationship with the outdoors, and physical challenge will be implemented.”

Day	K-5 Focus	Activities
Monday	Exercise	<p><u>Learning Target</u>: Students will be able to spend time during the day in healthy exercise and will be able to articulate that exercise is an important element of being healthy.</p> <p><u>School Wide Activity</u>: Extra Recess (classroom teachers will be asked to provide their students with either a doubly-long or an additional recess).</p>
Tuesday	Medication Safety	<p><u>Learning Target</u>: Students will be able to explain that they should only take their own medication and only under the guidance of an adult. They will be able to articulate that protecting themselves against dangerous medications is a habit that will help them to stay healthy.</p> <p><u>School Wide Activity</u>: Students will take home a chart to be completed by their parents which outlines which medications are in the home and who they are for.</p> <p>Medication Inventory</p>
Wednesday	Wear a Helmet	<p><u>Learning Target</u>: Students will be able to explain why protecting their brain is important and that wearing a helmet is a healthy habit that is necessary and that is the law.</p> <p><u>School Wide Activity</u>: Wear a Helmet to School (participation = entrance in a raffle to earn a “free dress” day and other prizes). Teachers who wear a helmet to school will also enjoy a jean day.</p>

Thursday	Drink Water & Eat Well	<p><u>Learning Target:</u> Students will be able to explain at least 3 important reasons they should drink adequate water and eat healthy foods like fruits and vegetables each day.</p> <p><u>School Wide Activity:</u> Fruit of the Year contest, in which teachers tally how many of each fruit students bring in their lunch for the day in a school wide Google document, which will yield a “Fruit of the Year” that will be announced that afternoon to great fanfare. Counselor will dress up as the Fruit of the Year at Community Circle the next day.</p>
Friday	Manage Stress	<p><u>Learning Target:</u> Students will be able to articulate that stress can be unhealthy and will also be able to share ways that they can reduce stress, including through laughter.</p> <p><u>School Wide Activity:</u> Jokes will be projected on the screen during lunch. Also, a classroom copy of a joke book will also be given to each teacher.</p>

Day	6-8 Focus	Activities
Monday	Stay Strong Against Drugs	<p><u>Essential Questions:</u> What Is Red Ribbon Week? Why should you stay strong against drugs</p> <p><u>Activity:</u> Wear Army/Camouflage, Law enforcement speaker, Ayinde Luqman (waiting on confirmation), Announce Red Ribbon Week Photo Contest</p>
Tuesday	Sock it to Drugs	<p><u>Essential Question:</u> How can you sock it to drugs?</p> <p><u>Activities:</u> Sharing of prevention video and tools, helpful resources, Interactive question/answer, Wear Mismatched Socks</p>
Wednesday	Pair up Against Drugs	<p><u>Essential Question:</u> How can I surround yourself with friends that say “No” or accountability partners?</p> <p><u>Activities:</u> Discussion about how friends will help you stay drug free, Address peer pressure and how to say “No,” Former Milton High School Student, Ret Thomas (waiting on confirmation), Find friends and dress like twins</p>
Thursday	Too Smart to Start	<p><u>Essential Question:</u> How can staying drug free help you meet your goals?</p>

		<u>Activities:</u> Write a letter to your future self, considering the question, “How can staying drug free help you meet your goals?” Dress Like a “Smarty Pants” to school
Friday	Red Celebration!	<u>Essential Question:</u> What have I learned about resisting drug and alcohol dependence? <u>Activities:</u> Red balloons, treats, etc. Have students sign the drug free pledge, Give students the chance to share why they signed the pledge, Wear all red
		<u>Other ideas:</u> *Banner in front of the school or on main front window. *Red ribbon made out of red cups on the back fence. *Flyers on the door to inform parents the prior week. *Automated call or email to parents to encourage communication during RR week

High Five Programming

The High Fives describe five habits of scholarship and character that are at the foundation of character and culture here at Amana Academy. The High Fives will be incorporated into crew plans through creating strong evidence that will be used at student led conferences. This evidence will include student portfolios, academic goal setting and monitoring, house points data, and student led crew.

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: “The Counseling Department promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture.”

Core Practice 22: *Fostering Habits of Character*: “At Amana, students’ character development is equally as important as producing high-quality work and mastering knowledge and skills. Throughout their educational journey, students are working to become effective learners, ethical people, and contributors to a better world.”

High Five	Student Learning Target	Connections to Design Principles
Respect	I can be respectful when collaborating and competing with my peers.	Collaboration and Competition Natural World
Responsibility	I can take responsibility for my success as a learner.	Responsibility for Learning Solitude and Reflection

Courage	I can be a courageous steward for the community and advocate for what is right and be an “upstander.”	Diversity and Inclusion Having of Wonderful Ideas
Compassion	I can practice compassion through empathy and caring for myself and others.	Service and Compassion Empathy and Caring
Perseverance	I can persevere to produce high-quality work that demonstrates high achievement.	Success and Failure Self Discovery

Eagle Outreach Service Projects

Core Practice 22: *Fostering Habits of Character*: “Fostering Habits of Character

Crew leaders support students to plan and conduct service projects. They provide students with opportunities to make decisions, become leaders, contribute to local and global communities, and build more equitable communities.”

Students will participate in Monthly Service Projects that as a demonstration of their empathy in action. Each Service Project will be initiated the month before it is meant to be completed. Teachers and Crew Leaders will receive the necessary materials to complete the project.

Service learning provides an opportunity for students to connect to the outside community that supports Amana Academy. Service learning will take place in Buddy Crew about twice a month.

The projects are listed below. Extra dates are included just in case a project requires additional time to complete.

Month	Occasion	Project	Dates
September	Thank a Firefighter	Thank you letters and/or pictures to first responders	TBD
October	Refugee Welcome	Write welcome letters to refugees to include with backpacks and school supplies	TBD
November	Turn into a Turkey	Collect canned food items for a local food bank	TBD
December	Foster Support	Collect and create winter break care packages for students in foster care	TBD
January	Empathy Letters	Create busy bags and activity pack with Empathy cards for children in a	TBD

		local hospital	
February	Community Helpers	Create thank you posters for community service workers	TBD
March	School Partners	Create thank you gifts for all school partners	TBD
April/May	Family Appreciation	Create a special craft for a family member or loved one.	TBD

Awards and Acknowledgements

Outstanding Eagles

Each month, one student per class will be chosen as an “Outstanding Eagle,” based on nominations from both students and staff. The nomination forms (see below) will provide explanation of how the nominee exemplifies the High Five Habit of Character and Scholarship that is being highlighted that month. The Habits of Character also complement the EL Education Design Principles which are an overarching theme to guide the Habits of Character and Scholarship throughout the year. The following chart acknowledges the schedule by which Outstanding Eagles Awards will follow.

Month	EL Design Principles	High Five Habits of Character and Scholarship	Nominations Due*	Awards Given*
August	Responsibility for Learning	Responsibility	Last Monday in August	Last Friday in August
September	Diversity and Inclusion	Courage	Last Monday in September	Last Friday in September
October	Natural World	Respect	Last Monday in October	Last Friday in October
November	Service and Compassion	Compassion	Last Monday before Thanksgiving Break	Last Friday before Thanksgiving Break
December	Having of Wonderful Ideas	Courage	Second Monday in December	Second Friday in December

January	Primacy of Self Discovery	Perseverance	n/a	Mid-year Awards Ceremony
February	Empathy and Caring	Compassion	Last Monday in February	Last Friday in February
March	Collaboration and Competition	Respect	Last Monday in March	Last Friday in March
April	Success and Failure	Perseverance	Last Monday in April	Last Friday in April
May	Solitude and Reflection	Responsibility	n/a	End of the Year Awards Ceremony

*Due dates and Awards dates will change yearly and must be updated regularly

Outstanding Eagles Nomination Forms & Blank Certificate

Responsibility: [Responsibility Nomination Form](#)

Compassion: [Compassion Nomination Form](#)

Respect: [Respect Nomination Form](#)

Courage: [Courage Nomination Form](#)

Perseverance: [Perseverance Nomination Form](#)

Certificate: [Outstanding Eagle Certificate](#)

High Five Flyers

Core Practice 27: *Cultivating a Culture of Engagement and Achievement*: “The Counseling Department strives to create a culture of engagement and achievement in which all students and adults believe that effort and reflection lead to academic growth and high-quality work and excellent behavior.”

Please note: Further detail and information about reteaching and reflection is provided in the PBIS Handbook.

a. Weekly Incentives (High Five Flyers Pencils, Bracelets, Tattoos. etc.)

Teachers will be provided with incentive items to be awarded to students who reach the predetermined level on their High Five Habit tracker/ report card. These will be given to students at an appropriate time and with appropriate acknowledgement based on grade level.

b. Monthly Incentives (Breakfast Biscuits, Popsicles, or Extra Recess and Certificate, Parade, etc.)

Teachers will be asked to provide the names of students who reach the predetermined level on their High Five Habit tracker/ report card for that time frame. Students who have earned the Monthly Incentive will be entered into a simple lottery and one student per grade level will be

chosen to receive the designated award. They will be asked to gather at an appointed time to receive their reward. These rewards may vary, depending on month and grade level.

c. Nine- Week Incentives (Pizza Picnic with Bouncy House, Bubbles, Sidewalk Chalk, etc.) Teachers will be asked to provide the names of students who reach the predetermined level on their High Five Habit tracker/ report card for that time frame. These students will be asked to gather at an appointed time to receive their reward. These rewards may vary, depending on grade level.

Shout Outs

Core Practice 27: *Cultivating a Culture of Engagement and Achievement*: “The Counseling Department strives to create a culture of engagement and achievement in which all students and adults believe that effort and reflection lead to academic growth and high-quality work and excellent behavior.”

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: “In collaboration with other Amana staff, the Counseling Department promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture.”

A *Shout Out* bulletin board will be created and the protocol below will provide students and staff with the opportunity to acknowledge student behavior that exemplifies the High Five Habits of Character and Scholarship.

Step 1: Student or staff member completes “Shout Out” form and submits it to the Counseling Department directly or through the “Shout Out” mailbox.

Step 2: The Counselors will review and add “Shout Out” forms to the bulletin board, several (1-5) Shout Outs a week will be chosen and read aloud on the Friday announcements.

Step 3: A small token of reward and celebration will be given to the “Shout Out” recipient with a note attached that acknowledges that they received a “Shout Out” and who it was from.

Step 4: The bulletin board will be added to and refreshed as needed throughout the year.

[Shout Out Downloadable Slips](#)

[Shout Out Guidelines](#)

Honor Roll

Teachers will be asked to submit Honor Roll Recipients throughout the year and a small awards ceremony will be planned for these students. Simple decorations and other considerations will be arranged as well.

Perfect Attendance

Teachers or Administration will be asked to submit Perfect Attendance Recipients throughout the year and a small awards ceremony will be planned for these students. Simple decorations and other considerations will be arranged as well.

Crisis Plans and Needs- Based Interventions

“The Counseling Department promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture. Programs are implemented that promote character development through social and emotional learning, a healthy relationship with the outdoors, and physical challenge. Healthy relationships, growth mindset, intellectual courage, exercise, stress reduction, sleep, spending time outdoors—the key elements of physical and mental health—are all included in a school’s wellness approach.”

Community Supports

Mentoring Program

North Point Community Church host a mentoring program with Amana Academy. We believe an additional caring adult makes the difference in a child’s life. Mentoring builds self-esteem, improves numerous areas of academic performance, has positive impact on attitudes, models positive citizenship, and expands horizons for a child. Mentors are committed to visiting with their student at least once a month from September through May. A curriculum is provided that guides the mentor and students’ time together. The curriculum focuses on a different virtue each month and provides games and fun activities to do together.

Meetings between Mentees and Mentors take place on campus, during either Specials/Connections periods, or during a student’s lunchtime. Most Mentors meet with their Mentees once a month, but some meet with them more often. A monthly lesson, developed by Northpoint, is adapted to be used for students in K-5 age groups during these meetings. Additionally, a curriculum developed by Jaime Albright addresses the unique needs and interests of Middle School students. In a space adjacent to the library, a designated area allows Mentors and Mentees to meet without interruption. Materials, lessons, and supplies were housed in this space.

Mentors often build especially strong relationships with their Mentee’s families and support the students at sporting events and other activities outside of school as well. Mentors are invited to attend Awards Ceremonies, *Celebrations of Learning*, and other school-wide events. Two large-scale events take place annually at school, in which students and their families meet and celebrated with Mentors; one event is a Kick-Off breakfast and the other event is an End-of-the-Year breakfast. These are intended to be attended by all stakeholders and to build a strong sense of community and excitement about the program.

[Community Mentorship Permission Form](#)

Individual Counseling

Students will receive one-on-one support on an as-needed basis, or when recommended by teachers, staff, or parents. These sessions will be brief and only continue as long as necessary. Careful and intentional intervention will be employed using techniques of Cognitive Behavior Therapy, Brief Therapy, Play Therapy, and others. Parent permission will be sought as appropriate, from an ethical standpoint. Teachers should refer to the Counseling Intervention Flow chart to determine when to reach out to the counseling department.

[Counseling Intervention Flow](#)

Teachers and staff will be trained on Counseling Intervention protocols during a Teacher Training before the school year begins. The Intervention Flow chart will be shared and explained in detail. If time allows, teachers will be provided with various realistic scenarios and will collaborate and discuss with coworkers about how the situation connects to the various Discipline, PBIS, and Counseling intervention protocols. This training will provide clarity and consistency so as to avoid confusion or less effective support throughout the school year.

Small Group Counseling

Short-term Small Groups are one way that the counseling department helps students who may be struggling. The following groups are offered based on teacher or parent recommendation, comprising a series of lessons over a period of six weeks. Most small groups are offered either during Lunch or Crew Time and require parent permission. Permission Slips: [Small Group Permission Form](#) & [Girls Friendship Group Permission Form](#)

- a. **Sweet Success:** A group for students to address test-related anxiety and to build confidence in their abilities through an introduction to calming strategies and specific test-related methods for staying focused during the test so that they can perform at their best mentally.
- b. **Distractor Blasters:** A group for students to learn different strategies in order to better control their thoughts and actions while at school. These include paying attention, maintaining personal space, learning from mistakes, recognizing and ignoring distractions, using positive self-talk, breaking larger tasks into smaller ones, and managing time.
- c. **Stress Busters:** A supportive group focused on different strategies for coping with academic and social stress. Through a combination of discussion and learning new skills, the students will become role models for others as they are encouraged to set a standard of excellence in his/ her classroom. The goal is to eventually improve their school work and feel better in general.
- d. **Diverse Dwellings:** A supportive group for children that are experiencing a family change in their life. They will understand what it is and how they can use positive management techniques to deal with associated feelings. Through this group, they will see that they are not alone and start to learn to understand their new normal. Healthy coping strategies will also be explored.

e. Time Gifters: A group for participants to consider the benefits of having been retained and in repeating a school year again. This group will include students of multiple grade levels, allowing for near-peer mentoring as students approach the new school year with a mindset focused on the gift of time as they grow and develop as individuals.

Crisis Response

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: “The Counseling Department promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture.”

Core Practice 24: *Engaging Families and the Community in the Life of the School*: “Leaders and teachers communicate with families regularly and respectfully and provide multiple ways to contribute to the academic and social life of the school. Leaders and teachers encourage families to be strong partners in their children’s learning.”

The Counseling Department will respond to crisis situations to the best of their ability, guided by the [ACA Code of Ethics](#) and the laws of the State of Georgia. Referrals will take place as needed and students will be supported through collaboration with parents and other community systems that may become involved.

[Children's Suicide Toolkit](#)

[Crisis Team Resource Guide](#)

[Fulton County Policies and Procedures](#)

[Student Intake Survey](#)

[DFCS Contacts and Information](#)

[Counseling Intervention Flow](#)

[Fulton County Student Crisis Response Protocol](#)

[Fulton County Student Crisis Reentry Meeting Checklist](#)

[Fulton County Student Crisis Conference Summary](#)

Parent & Community Engagement

Core Practice 24: *Engaging Families and the Community in the Life of the School*: “Families are key partners in the education of their children. The Counseling Department strives to make families welcome, value their contributions and backgrounds, and engage them actively in the life of the school. The Counseling Department will strive to explicitly recognize that families care about their children’s education, bring strengths, and add value to the community. Counselors will communicate with families regularly and respectfully and provide multiple ways.”

Education about Programming

Parents will be provided with a brochure that introduces the Counselors/ Social Worker and provides a general explanation of the services offered by the Counseling Department. The brochure will also include contact info, important Counseling-relevant dates. Two Parent Information Nights will also be offered to introduce the Child Protection and Bullying Prevention

Units of the *Second Step* program to parents. After each monthly lesson, parents will receive a summary, a list of further resources, and guiding questions with which to continue conversation with their child about the topics addressed. These are available in the lesson sections of this document.

Quarterly Newsletter

A Quarterly Newsletter will be sent home to parents that outlines the themes and lessons addressed during each Quarter, along with information about upcoming activities and lessons. Discussion topics and information about supplemental resources will also be provided in this format, along with a complementary online version to be attached to regular school- wide Amana communications.

“Counselor Corner”/ Culture & Character Section on Amana Weekly Updates

A small summary of the week’s activities, lessons, and themes will be shared through a “Counselor’s Corner” portion of the Amana Weekly Update email.

Parenting Workshops

In the future, Parenting Workshops will be offered regularly with visiting speakers and presentations by the Amana Counselors and other staff members. Topics may include Supporting Social Emotional Growth at Home, Navigating Peer Interactions, Supporting a Child Who is Suffering from Anxiety, Resolving Conflict Peacefully, Parenting with Love and Logic, Positive Discipline at Home, at others.

Academic Connections

STEM Connections to High Five Expectations

STEM Stars

Core Practice 3: *Supporting College and Career Readiness*: The Counseling Department, in prepares all students for college and career success by providing a college-bound curriculum with high expectations for all students, fostering a schoolwide college- and career-bound culture, and setting up structures that allow time for the post-graduation search and application process.

Core Practice 4: *Supporting Global Citizenship*: The Counseling Department, along with other leaders and teachers recognizes that they must prepare students for global citizenship in an increasingly complicated and interconnected world and that multilingualism is a key tool and a vital global skill that deepens understanding of other countries and cultures.

In connection with ASCA standards and school-wide STEM programming, as well as in connections to other career-focused guidance lessons, a monthly STEM Star will be included as part of the guidance lessons. In addition, these STEM Stars will be showcased on a bulletin board to build connections to other academic initiatives, including Expeditions. Connections will be drawn between the STEM Stars and the Design Principles and High Fives. The following

STEM Stars, along with other local individuals from the Amana community, will be introduced, with new STEM Stars introduced each school year.

STEM Star	Career Focus
Robert Egger Robert Egger Presentation	Hospitality, Philanthropy, Culinary Arts
Sophie de Oliveira Barata Sophie Barata Presentation	Fine Arts, Medicine
Tom Zambrano Tom Zambrano Presentation	Environmental Engineering, Alternative Energy
Breanna Holbert Breanna Holbert Presentation	Agriculture, Education
Brian McGowan Brian McGowan Presentation	Community Development, Transportation
Erika Shields Erika Shields Presentation	Law Enforcement
Michael Street Michael Street Presentation	Computer Technology
Sarah Amiri Sarah Amiri Presentation	Space and Aeronautical Engineering
Tracy Chou Tracy Chou Presentation	Communications, Commerce

STEM Cafe

The Counseling Department will support that goals and objectives of the STEM Cafe program, though there will not be specific overlap with regard to content. When possible, local STEM Stars will be incorporated into the STEM Cafe schedule.

Career Connections and Community Support

A week dedicated to Career Readiness will take place the week of March 4th- March 7th. Visiting speakers will be scheduled with attention paid to academic connections and overlap between various fields and Expedition plans. The following individuals have expressed interest in visiting classes and participating in panel discussions, others will be involved through further community outreach and involvement.

Core Practice 3: *Supporting College and Career Readiness*: “Along with the Amana staff and teachers, the Counseling Department endeavors to prepare all students for college and career

success by providing a college-bound curriculum with high expectations for all students, fostering a schoolwide college- and career-bound culture.”

Core Practice 24: *Engaging Families and the Community in the Life of the School*: “Families are key partners in the education of their children. The Counseling Department strives to make families welcome, value their contributions and backgrounds, and engage them actively in the life of the school. The Counseling Department will strive to explicitly recognize that families care about their children’s education, bring strengths, and add value to the community. Counselors will communicate with families regularly and respectfully and in multiple ways.”

- i. Jeremy Harms (IT, Coding)
- ii. Jessica Florez Gomez (Architecture, Community Design)
- lii. Thomas Hardy (Architecture)
- iv. Joanna Hardy (Social Media- brand marketing)
- v. Karla Davis (Social Media- influencing, Film)
- vi. Patrick Lyness (Music Engineering, Producing)
- vii. Matt Greenhalgh (Tattoo Artist, Entrepreneur)
- viii. Sarah Burke (Refugee Resettlement)
- ix. Marty Reardon (Musician)
- x. Mark Allers (Alternative Energy Engineering)
- xi. Sandra Guy or Woody Brown (Insurance)
- xii. Chris Barnes (Web and App Development, Design)
- xiii. David Broughton (Artist, Entrepreneur)
- xiv. Abby Merritt (Artist, Set Design)
- xv. David Vepraskas (Engineering)
- xvi. Kara Lyness (Real Estate)
- xvii. Jeremy Guy (Sales, Tire Technology)

High Five Reflections in Student Led Conferences

Students will take time at least twice a year to reflect on the High Five Habits of Character and Scholarship. They will work with mentors, teachers, and staff to determine areas for celebration, growth, and development.

[High Five Reflections, K-3](#)

[High Five Reflections, 4-8](#)

Safety Patrol/ Student Supported Climate Initiatives

Applications and Process

TBD	Letter and Application sent home to Fifth Grade families
TBD	Application and Essays due

TBD	Permission Slip sent home to Parents of prospective Patrol Members
TBD	Permission Slip Due
TBD	Safety Patrol Members Announced
TBD	Safety Patrol Training
TBD	First Week of Service
TBD	Flag Corps Training with Boy Scouts
TBD	Monthly Meetings to Revisit Expectations & Training
TBD	Mid- and End-of-the-Year Party to Celebrate Participants

[Safety Patrol Letter to Students](#)

[Safety Patrol Application and Essay](#)

[Safety Patrol Permission](#)

Training

Once they have been selected to join the Safety Patrol, members will attend a short training after school to explain the program and to disseminate important information about the duties of the Patrol.

Safety Patrol Training Presentation

[Safety Patrol Training Presentation](#)

[AAA Safety Patrol Training Video](#)

Schedule

A schedule will be created that specifies where each student should be stationed and on what days of the week. This schedule will be posted and sent home to students. The Safety Patrol members are responsible for adhering to the schedule and fulfilling their duties as expected, under the guidance of the Counseling Department.

Celebrations/ Acknowledgements

A small celebration will take place at the end of each semester (in mid-December and mid-April). Students will be celebrated for their participation and exemplary members will be acknowledged.

Transitions/ Passages

Entering Kindergarten Students

Initial Lessons

Kindergarten teachers will be asked to use the First Six Weeks of School anchor text in planning and collaboration about lessons during the initial weeks of school. Additional consultation and collaboration will be offered by Administration and Instructional Coach, the Culture and Character Crew, and the EL Education School Designer. The Core Principles and High Five Habits of Character and Scholarship will serve as foundational concepts in planning both these lessons and the lessons to be taught in Crew Time. Support and clarification will be provided on an as needed basis, particularly for teachers who are new to Amana and EL Education.

Expectations

Kindergarten parents and students will be introduced to the concepts of PBIS, Second Step, and the High Fives during orientations and Back to School events. Student expectations will be taught and revisited regularly during Crew Time, Community Circle, and Student Led Conferences. Literature will be sent home with resources and further information about each of the programs as well. During the first semester, an informative bulletin board in the Kindergarten hallway will provide additional information about each of these programs as well.

5th Grade to 6th Grade

Parent Involvement

Core Practice 24: *Engaging Families and the Community in the Life of the School*: “Families are key partners in the education of their children. The Counseling Department strives to make families welcome, value their contributions and backgrounds, and engage them actively in the life of the school. The Counseling Department will strive to explicitly recognize that families care about their children’s education, bring strengths, and add value to the community. Counselors will communicate with families regularly and respectfully and provide multiple ways.”

Parents, particularly Crew Parents, will be invited to participate in the planning and execution of a celebration of rising 6th graders. A small event for students and their families will be planned for mid-May. Parents will be asked to gather childhood photos and anecdotes to be compiled into a book.

Celebration/ “Passages”

A small event will be planned which includes food, music, a short program of speakers, and awards. Students will be presented with certificates and other acknowledgements. Students will also create and present a slide show that illustrates self- reflection and thoughtful planning about their future in Middle School.

[5th Grade Passages Host Script](#)

[Passages Explanation for Parents](#)

[Passages Rubric \(print in landscape format\)](#)

Connections between rising 7th and rising 6th

Sixth grade teachers will coordinate a Middle School “tour,” in which students are led by a docent or near-peer mentor to learn more about the differences between Elementary and Middle School. Students will be invited to participate in/ observe one or more Middle School lessons

and will receive a short “training” from either the Administration, Middle School Counselor or Middle School staff.

Base Camp Event

Students who are new to Amana in 3rd- 5th grade will be invited to attend a day-long event in which they are oriented to the Amana “way,” via workshops and learning experiences that address foundational aspects of the school. Topics covered will include Character/ High Five Habits, the Houses System, Crew, PBIS, EL Design Principles, Academics, and various other protocols that are unique to Amana. Teachers and staff will support these event in a number of ways and will be on hand throughout; the Base Camp day will take place during teachers’ “pre-planning” days before the school year begins.

Presentations and Materials

[High Five Habits, Anti- Bullying, & Peer Leadership/ Mediation Program Parent Workshop](#)
[Student Crew Workshop](#)

(more to be added)

8th Grade to High School

Parent Involvement

Core Practices 24: *Engaging Families and the Community in the Life of the School*: Families are key partners in the education of their children. The Counseling Department strives to make families welcome, value their contributions and backgrounds, and engage them actively in the life of the school. The Counseling Department will strive to explicitly recognize that families care about their children’s education, bring strengths, and add value to the community. Counselors will communicate with families regularly and respectfully and provide multiple ways.

Parents, particularly Crew Parents, will be invited to participate in the planning and execution of a celebration of rising 6th graders. A nice event for students and their families will be planned for mid-May. Parents and teachers will be asked to gather photos, anecdotes, and superlatives to be compiled into a book which will be printed for each student and presented along with their 8th grade awards and certificates.

Celebration/ Promotion

A nice event will be planned which includes food, music, a short program of speakers, and awards. This may include a ceremony on site or at a nearby facility (i.e. Chattahoochee Nature Center), followed by a catered reception. Students be presented with certificates and other acknowledgements. Additionally, students will also create and present a slideshow that illustrates self- reflection and thoughtful planning about their future in High School.

[8th Grade Passages Host Script](#)
[Passages Explanation for Parents](#)
[Passages Rubric \(print in landscape format\)](#)

Connections between local High Schools and graduating 8th graders

Local High Schools will be contacted and tours will be arranged to orient students to their local High Schools. Amana graduates who attend these schools will be asked to return to Amana and enjoy a catered lunch and learn in which they can share about their High School experiences, both socially and academically. 8th Grade Crew meetings will focus on High School preparedness, particularly in the final semester. Lastly, the Counseling Department, in collaboration with the 8th Grade teaching team will meet with local High School Principals to ensure that vital steps are taken to prepare Amana students for High School. Any suggestions will be implemented when possible.

Student Leadership and Peer Mediation

Core Practice 22: *Fostering Habits of Character*: “At Amana, students’ character development is equally as important as producing high-quality work and mastering knowledge and skills. Throughout their educational journey, students are working to become effective learners, ethical people, and contributors to a better world.”

At its inception, 30 students from sixth and seventh grade participated in a two- day training session with the Anti- Defamation League (ADL) as part of their *World of Difference* series. Students engaged in lessons and activities centered around diversity, building strong peer relationships, and contributing to a positive school culture and climate. Once the training concluded, they were coined “Peer Leaders” and a commitment was made by all stakeholders to continue their development and the development of the Peer Leadership/ Peer Mediation Program moving forward.

After completing the training, students continue to meet monthly for lessons on Peer Mediation. These lessons focused on the overarching protocols of Peer Mediation, and they began to learn about and practice steps involved through interactive learning and interaction with one another and with various imagined scenarios. These same students will continue to meet in Fall 2019 and the Peer Mediation Program will launch later in the Fall Semester.

The ADL will be invited back to facilitate the *World of Difference* training with new 6th and 7th graders in the 2021- 2022 School Year. Additionally, it will be proposed that the ADL will be able to return to provide a refresher training in the 2019- 2020 school year as well.

[ADL Training and Peer Leadership Participation Permission Form](#)
[Peer Mediation Script, Sample Scenarios, and Suggestions](#)

No Place for Hate Application and Protocol

Core Practice 22: *Fostering Habits of Character*: “At Amana, students’ character development is equally as important as producing high-quality work and mastering knowledge and skills. Throughout their educational journey, students are working to become effective learners, ethical people, and contributors to a better world.”

Peer Leaders will also be instrumental in developing, publicizing, and facilitating various *No Place for Hate* activities, which will begin implementation in Fall 2019. These activities will take place throughout all grade levels and will support the school in earning a *No Place for Hate* distinction through the ADL.

[No Place for Hate Respect Contract \(K-5\)](#)

[No Place for Hate Respect Contract \(6-8\)](#)

[No Place for Hate Activities](#)

[No Place for Hate Parent Letter](#)

[No Place for Hate Resource Guide](#)

Appendix

A. Resources for Teachers

i. [Counselor & Social Work Toolkit](#)

ii. [Counselor & Social Work Teacher Presentation](#)

B. Forms for Awards Nominations & Shout-outs

i. [Shout Out Form](#)

ii. [Outstanding Eagle Nomination Forms](#)

C. Counseling Forms and Protocols

i. Intake Forms

[Elementary Student Intake Survey](#)

ii. Suicide and Self Harm Assessments

[Suicide Assessment](#)

iii. Surveys and Data Collection Tools

iv. Matrix for Counseling Involvement

[Counseling Involvement Flow Chart](#)

D. Passages

i. 8th Grade

[8th Grade Passages Host Script](#)

[Passages Explanation for Parents](#)

[Passages Rubric \(print in landscape format\)](#)

ii. 5th Grade

[5th Grade Passages Host Script](#)

[Passages Explanation for Parents](#)

[Passages Rubric \(print in landscape format\)](#)

E. Safety Patrol Forms

[Safety Patrol Letter to Students](#)

[Safety Patrol Application and Essay](#)

[Safety Patrol Parent Letter and Permission](#)

F. No Place for Hate

[No Place for Hate Respect Contract \(K-5\)](#)

[No Place for Hate Respect Contract \(6-8\)](#)

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Positive Behavior Interventions & Supports (PBIS) Manual

Author: Patti Atkinson

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PBIS Vision

Core Practice 4: *Supporting Global Citizenship*: “In the EL Education model, students’ character development is equally as important as producing high-quality work and mastering knowledge and skills.”

The Amana Academy Positive Behavior Interventions and Supports (PBIS) framework fosters and promotes a safe and positive school environment that enhances student learning through teaching and recognizing positive student behavior.

PBIS Mission

Using the PBIS framework to support the Amana Academy Culture and Character Program is both a culture and a structure. The culture of PBIS includes all members of the community who work together as a team, individual success is not enough. The structure of PBIS includes using a proactive/preventative approach to support students to learn and follow school wide expectations.²

PBIS at Amana History

Core Practice 22: *Fostering Habits of Character*: “Throughout their educational journey, students are working to become effective learners, ethical people, and contributors to a better world.”

Embedded within Amana Academy Vision statement “creating an environment where parents, teachers, administrators and partners collaboratively offer an educational experience that develops Citizen Scholars who possess a healthy balance of intellect and ethical character – students with a positive self-image who are motivated for lifelong learning and achievement, who respect others and the environment and who can skillfully express their interests and passions.” Amana Academy uses the PBIS Framework to support character development.

Amana Academy has always had a belief that character and culture development are an integral part of the learning experience necessary to developing well rounded global citizens. In the Spring of 2017, Amana Academy “officially” participated in a formal Fulton County PBIS Onboarding series of trainings to start the formal process of becoming a PBIS School. The

process of becoming a recognized PBIS school can take 2-4 years as the state has “levels” of PBIS credentialing.

A diverse group of 8 faculty and staff participated in the series of trainings to become Amana’s first PBIS Team Members. These series of trainings set up Amana to formally be recognized as “Installing” as a PBIS recognized school in the 2017-2018 school year. In preparing for this PBIS launch, the Team developed necessary framework pieces to teach, monitor and train students, teachers and parents to actively participate in a PBIS framework. The team developed an action plan based on survey results from the PBIS Self Assessment Survey 2016-2017 staff feedback. Based on the action plan, the team determined the focus of the 2017-2018 PBIS plan would be: 4:1 Positive Teacher Language, development of school wide expectations, and implementing Class DOJO school wide. The team developed 3 school wide expectations: Be Respectful, Be Responsible and Be Ready that would be taught, reinforced and recognized for the 2017-2018 school year using Class DOJO to track and monitor progress. Amana Academy used “Class DOJO” to track students who followed expectations and students who needed additional support through reteaching to learn to follow expectations. The PBIS Team met monthly to debrief on data and formulate plans to continue supporting teachers, students and parents. Leadership supported the PBIS Team by allotting 30 minutes monthly of professional development time to review data and discuss ways to sustain the PBIS framework to support Amana’s Culture and Character Programs.

Here’s the 2017-2020 PBIS Team Monthly Agenda and minutes: [2017-2020 PBIS Team Monthly Meeting Agenda & Minutes](#)⁴

The Department of Education recognizes school at different PBIS credentialing levels. Installing, Emerging, Operational and Distinguished. Here’s a link to understanding the levels of PBIS: [Georgia PBIS Levels of School Recognition](#)

After two formal walkthroughs from the DOE in the 2017-2018 school year, creation of an extensive “artifact binder”, audits of the meeting minutes from monthly meetings and numerous End of the Year Documents submitted, it was recommended that Amana apply for the PBIS recognized school level which is called “Operational”, which is a remarkable feat for a new school to the PBIS Framework!

What is PBIS?

Core Practice 22: *Fostering Habits of Character*: “All three aspects of strong character (becoming effective learners, becoming ethical people, and contributing to a better world) are essential for success in school and in life. In the EL Education model, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world.”

PBIS stands for Positive Behavior Interventions and Supports (PBIS). PBIS is a research-based methodology to have been proven to significantly reduce the

occurrence of problem behaviors, and promote a positive school climate. One of the keys, is to focus on prevention and proactive approaches to support students, teachers and parents. PBIS practices are based on the empirically proven concepts that when students are taught clearly defined behavioral expectations and provided with predictable positive responses to their behavior, both positive and corrective, 80-85% of students will meet the desired expectations. The 15-20% of the students not responding to universal school wide interventions will receive additional support through group and individual interventions.

School-wide positive behavior intervention and supports (SW-PBIS) is a system of tools and strategies for defining, teaching, acknowledging appropriate behavior, and positively correcting inappropriate behavior. It is a framework for creating customized school systems that support student outcomes and academic success. SW-PBIS is for the whole school, it is preventative, and it changes the paradigm of focus from being reactive to negative behaviors and exchanges to being proactive/preventative to produce positive outcomes. In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of schoolwide PBIS is to establish a climate in which appropriate behavior is the norm. (PBIS.org)

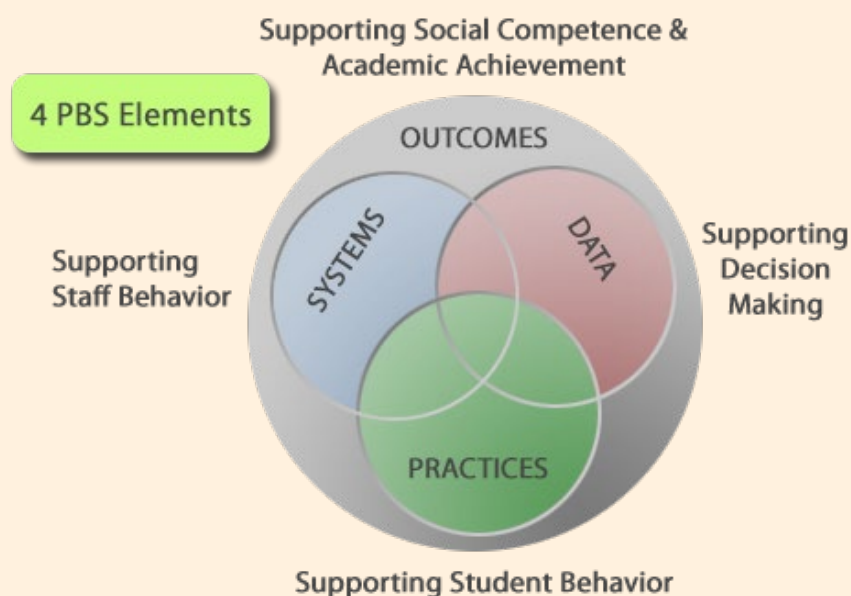
In supporting and sustaining SW-PBIS there are crucial elements that are in place: proactive practices to teaching and supporting appropriate student behavior, systems of support for teachers such as professional development time and coaching, systems of supports for parents such as parent education, reteaching practices to teach students, and data based decision making, which is the cornerstone of the behavior problem-solving process. The combination of these enable positive school-wide outcomes, which promote social proficiency, character development and higher academic successes.

An important aspect of SW-PBIS is the understanding that appropriate behavior and social competence is a skill that requires direct teaching to students just like math and reading. There is no assumption, in SW-PBIS, that students will learn social behavior automatically or pick it up as they go through life. This critical feature in SW-PBIS leads to its effectiveness.

SW-PBIS is an approach in behavior management that is preventative and proactive in all school settings such as: classrooms, hallways, restrooms, cafeteria, bus, recess areas, clinic and locker bays.

What is a systems approach in school wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The schoolwide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in schoolwide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system



Outcomes

Academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)

Practices

Interventions and strategies that are evidence based. (How will you reach the goals?)

Data

Information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)

Systems

Supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Multi-Tiered Support

PBIS uses the “multi-tiered” approach to support students. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. ⁵

Multi-tiered System of Support (MTSS), formerly known as RTI grew from efforts to improve identification practices in special education. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.⁶

MTSS is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions”.⁷ Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, MTSS has emerged as the new way to think about both disability identification and early intervention assistance for the “most vulnerable, academically unresponsive children” in schools and school districts⁸

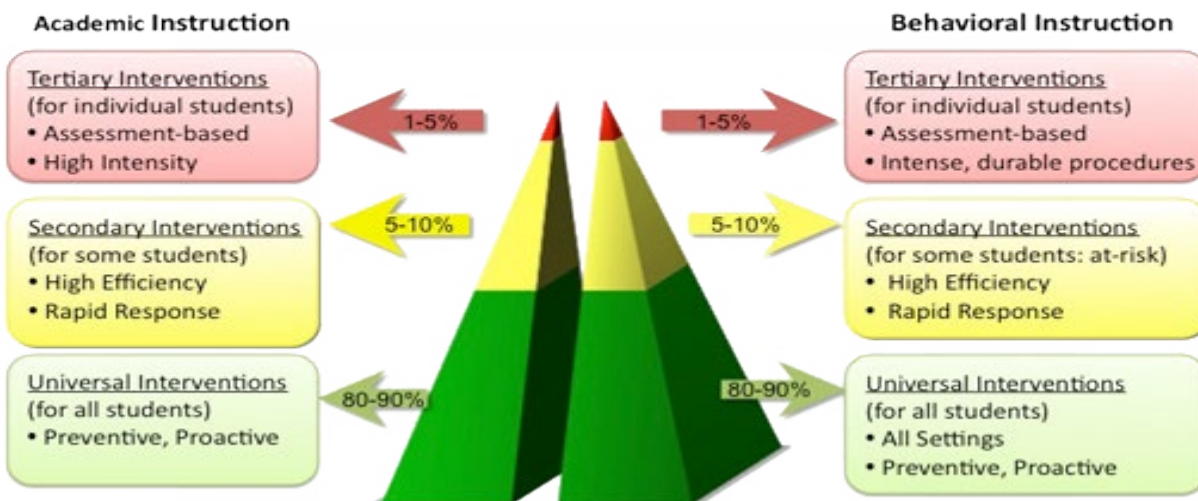
Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.

Both MTSS and PBIS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Our goal is to describe the shared (identified in bold) characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school.⁹

The below pyramid shows how school-wide or universal supports (in green) are effective for approximately 80%-90% of students, it also shows how secondary interventions (yellow) are effective for 5-10% of students who need additional support and the tertiary interventions (red) are used to support 1-5% of students who don't respond to the prior 2. Think of this as

behavior management “differentiation”.

Designing Schoolwide Systems for Student Success



Amana Academy PBIS Team

The Amana Academy PBIS Team is made up of a diverse population of teachers, Admin and staff. Having a diverse team promotes awareness throughout the school as to how the PBIS Framework is supporting the Character & Culture of Amana Academy. Team Roles outlined: [PBIS Team Roles & Responsibilities](#)

2023-2024 PBIS Team & Roles

Staff Name	Staff Role	PBIS Team Role
Nicole Woodard	Assistant Principal	Team Leader
Tiffany Everett	MTSS Coordinator	Coach
	ESOL	Recorder
Renee Stubbs	School Counselor	Parent Liaison
Jean-Jacques Credi	Principal	Admin Rep/SWIS Facilitator
Taniya Wilder	MS Assistant Principal	Admin Rep
	6th Grade Science	MS Recognition Planning Committee Lead
	Kinder	Health & Wellness

	7th Gr Math & Culture & Character Team	Middle Grades Representative
Samra Uddin	SPED	Behavior Specialist
ES Student Recognition Committee Lead		ES Student Recognition Committee Lead
Teacher Recognition Committee Lead		Teacher Recognition Committee Lead ES & MS

PBIS Team Needs

The PBIS Team meets monthly (the last Thursday of each month from 3:45-4:30) to discuss SWPBIS topics. The PBIS Team shares discipline data with staff monthly. The PBIS & Character & Culture Team has been allotted 30 minutes of monthly PD time to share data, teach classroom management skills and assess the climate with the teachers and staff.

Amana Meeting Norms

Assume Best Intent

Honor Time

Take care of yourself and common space

Voice Concerns Fearlessly & Respectfully

Listen as much as you speak

PBIS Team Monthly Meeting

2019-2020 Calendar

2019-2020 PBIS Sign In Sheets

July	<ul style="list-style-type: none"> → PBIS Overview to all Staff & Lesson Plans PD → Staff PD Building a Culture of Crew → K/3 Crew Lesson Plans Link → Character & Culture Pre Planning PD Patti, Emily, Erica & Jessica → MS First 4 Weeks Crew Lesson Plans "Welcome to my House!" → PBIS Substitute Trainings → PBIS Bus Driver Trainings
August	<ul style="list-style-type: none"> → PBIS Monthly Staff PD 30 mins Date TBD Topic: TBD → Culture & Character/PBIS Monthly Mtg 3:45-4:30
September	<ul style="list-style-type: none"> → Culture & Character/PBIS Monthly Staff PD 30 mins Date & Topic TBD → PBIS Team Meeting Consider Wednesday Huddle due to Fall Break
October	<ul style="list-style-type: none"> → → Culture & Character/PBIS Team Monthly Meeting 3:45-4:30 TFI #1 Due

	→ PBIS Monthly Staff PD 30 mins Date TBD →
November	→ Culture & Character/PBIS Team Monthly Meeting → Culture & Character/PBIS Monthly Staff PD 30 mins Date TBD → MS Culture & Character Touchdown
December	→ Culture & Character/PBIS Monthly Staff PD 30 mins Date TBD Topic: TBD
January	→ Culture & Character/PBIS Team Monthly Meeting 3:45-4:30 → SAS Survey to Staff → TFI #2 Due
February	→ Thursday PBIS Team Monthly Meeting 3:45-4:30 → PBIS Monthly Staff PD 30 mins Date TBD Topic: Staff Survey of Action Plan items 2018-2019 PBIS Action Plan
March	→ Culture & Character/PBIS Team Monthly Meeting 3:45-4:30 → Culture & Character/PBIS Monthly Staff PD 30 mins Date TBD Topic: TBD
April	→ Culture & Character/PBIS Team Monthly Meeting 3:45-4:30 TFI #3 Due. → Culture & Character/PBIS Monthly Staff PD 30 mins Date TBD Topic: TBD
May	→ Celebrate with Staff PBIS Mini-party at PD! → End of Year Documents Completion (Date & Time TBD) Past years it's been an 8 hour process to complete.

Teaching the Amana High Five Habits

Core Practice 22: *Fostering Habits of Character*: “Throughout their educational journey, students are working to become effective learners, ethical people, and contributors to a better world.”

Building Autonomy

So, what must students know in order to achieve the highest level of academic work in an atmosphere of safety and cooperation? In a word, students need to function with autonomy: to function independently without constant adult control or direct supervision. Autonomy in a school setting means governing oneself with an awareness of the needs of the community. These needs vary—each year, each month, each week—according to the class composition, students’ maturity, what our classroom space allows, and what materials we have to work with. (taken from the Responsive Classroom website).

Even the best-behaved students do not walk in our doors in September with this autonomy. Each year, the details must be intentionally established during the first weeks, bit by specific bit, through definition and constant practice. Some students will acquire a high degree of autonomy relatively quickly; others will struggle and need support all year. Building this autonomy is the

focus of our curriculum for the early weeks of school. It is exhilarating and exhausting work. It is an investment that pays off all year long.¹⁰

Amana Academy's Behavior Matrix

To aid in teaching school-wide expectations, a matrix is pictured below. At the top of the matrix running horizontally, is the school-wide setting. On the left of the matrix running vertically is the "Amana High 5 Expectations". In each cell is the desired behavioral outcome that will be taught, reinforced and retaught throughout the school year. Having clear, well defined expectations that are taught school-wide will increase the likelihood that these behavioral expectations will be embraced by all students, teachers and parents.

Behavior Matrix High 5 Expectations

High 5 Expectations	Classroom	Hallway	Restroom	Recess	Cafeteria	Locker Bay	Bus	Technology
Respectful	Following Class Norms	Voice Volume 0	Hands and feet to self	Following the Teachers directions	Leave no trace	Be purposeful with your actions and time.	Following the Bus Driver's directions	Observing Cell Phone Policy
Responsible	Staying on task.	Hands and feet to self	Wash hands & flush	Hands and feet to self	Hands and feet to self	Hands and feet to self	Hands and feet to self	Observing appropriate websites that are Amana approved
Perseverance	Not giving up	Be purposeful with your actions and time.	Be purposeful with your actions and time.	Making new friends	Stay seated and raise your hand if you need help	Leave no trace	Leave no trace	Patience with the internet connections
Compassion	Using kind words & actions	Helping others	Staying Private	Including others	Voice Volume 1	Voice Volume 1	Voice Volume 1	Helping others
Courageous	Taking risks as a learner	Following expectations even if others aren't	Following expectations even if others aren't	Helping others have fun	Using kind words	Following expectations even if others aren't	Following expectations even if others aren't	Being a leader even if a classmate is off task

High Five Expectations Crew Connections

Core Practice 22: *Fostering Habits of Character*: "The structure of Crew—daily meetings to support everyone's learning and growth—makes time for students to build meaningful relationships with peers and their Crew leader, to reflect on and monitor academic progress, and to focus on character development."

Core Practice 21: *Creating a Community of Learning*: “Members of the school community live up to the spirit of EL Education’s Design Principles on a daily basis and create a school climate characterized by physical and emotional safety, joy in learning, kindness, and positive leadership.”

Amana Academy uses Crew/Morning Meeting Time to support character development by focusing on an EL Education Design Principle monthly. In each month’s Crew Time lessons, there are deliberate connections to the Amana High Five Habits via EL Education Design Principles.

High Five	Student Learning Target	Connections to Design Principles
Respect	I can be respectful when collaborating and competing with my peers.	Collaboration and Competition Natural World
Responsibility	I can take responsibility for my success as a learner.	Responsibility for Learning Solitude and Reflection
Courage	I can be a courageous steward for the community and advocate for what is right.	Diversity and Inclusion Having of Wonderful Ideas
Compassion	I can practice compassion through empathy and caring for myself and others.	Service and Compassion Empathy and Caring
Perseverance	I can persevere to produce high-quality work that demonstrates high achievement.	Success and Failure Self Discovery

[Fulton County Non-Academic Grade Correlation Notes](#) // [H5H-FCS Success Skills](#)
[ES H5H Tracker](#)
[MS H5H Tracker](#)

Teaching the Amana High Fives

Core Practice 22: *Fostering Habits of Character*: “The EL Education model promotes social, emotional, mental, and physical health and wellness throughout the curriculum and schoolwide culture.”

Amana Academy has used the Responsive Classroom [Responsive Classroom First 6 Weeks of School](#) anchor text to support teaching expectations. “We see the first six weeks of school as a distinct period, a time of many introductions. We introduce students to the people of the classroom and school community, to the classroom and school environment, and to the expectations we hold about learning. We also introduce and establish expectations for behavior, the limits we will set, and the ways we will enforce those limits. We introduce the routines that help students learn while taking care of each other and the environment. We carefully structure

the first six weeks so that students will participate actively in all of these introductions. They practice the expected skills and behaviors—at first with very close teacher guidance and structure, and then, as their familiarity and competence grow, with increasing amounts of independence.”¹¹

Though the details differ with different age groups, with the content of the curriculum, and with the organization of the room, there are four broad aims in the first six weeks curriculum.

1. Create a climate and tone of warmth and safety. Students can come to know each other and develop a sense of belonging through activities that help them define their commonality and their differences. Deliberately focusing on group-building activities during these weeks helps create the trust and safety essential for active, collaborative learning. However, this sense of trust is not built solely on warmth and friendliness. It is also built upon students' assurance that there are reasonable limits and boundaries for behavior and that their teacher will enforce them. They must see that their teacher will exercise vigilance and good judgment to keep everyone safe.
2. Teach the schedule and routines of the school day and our expectations for behavior in each of them. A sense of order and predictability in daily school life is important. It enables children to relax, to focus their energy on learning, and to feel competent. When we enter a new culture, we want to know its rules so that we don't embarrass ourselves or, through ignorance or misunderstanding, hurt others. In the first six weeks of school, we name the global expectations we might hold for the year. For example, “Our room will be a place where people try hard, take good care of themselves and others, and take good care of our materials and our school.” Children are then involved in applying these broad, non-negotiable expectations to everyday situations. “How will we walk through the halls if we are taking care of each other?” “What does trying hard mean during math group?” “What will clean-up time look like if we are taking good care of our room?”
3. Introduce students to the physical environment and the materials of the classroom and the school, and teach students how to use and care for them. In order for students to feel a sense of ownership for the school environment and materials, they must become familiar with them and have time to explore them. Through school tours for young students and new students, and scavenger hunts and mapping exercises for older ones, we encourage them to get acquainted or re-acquainted with the school environment and to feel comfortable in it. Using the technique of guided discoveries, we extend children's ideas about the creative use of space and materials, develop guidelines about sharing particular resources, and teach children how to care for them.
4. Establish expectations about ways we will learn together in the year ahead. We want to generate excitement and enthusiasm about the curricula we will engage in this year—complicated new math concepts, engrossing novels full of dilemmas to explore, beautiful art materials and techniques for using them, microscopes to observe a previously invisible world. Our learning—whether we are wrestling with an ethical dilemma presented in a history lesson or considering a complicated question about collecting data for a science experiment—requires participation and focused effort, thoughtful questions, and the ability to cooperate and collaborate. We pay attention to the process as well as the products of our learning and hold

high standards in both areas. It is our job as teachers to help students achieve these high standards as we learn with and from each other.¹²

Below is a link to the Responsive Classroom First 6 Weeks of School text. This text can be easily adapted to any grade level. Use teacher discretion regarding using this text as an outline, not following the text verbatim, as the pacing is for all day following and we must have a balance of academics and expectations learning.

[Responsive Classroom First 6 Weeks of School](#)

Teaching Expectations Lesson Planning

If a student doesn't know how to read, we teach.

If a student doesn't know how to swim, we teach.

If a student doesn't know how to multiply, we teach.

If a student doesn't know how to behave, we punish?

~John Herner

Behavior Matrix Elementary School High Five Expectations

High 5 Expectations	Classroom	Hallway	Restroom	Recess	Cafeteria	Locker Bay	Bus	Technology
Respectful	Following the Teachers directions and following Class Norms	Voice Volume 0 & 3rd Tile	Hands and feet to self	Following the Teachers directions	Leave no trace	Be purposeful with your actions and time.	Following the Bus Driver's directions	Observing Cell Phone Policy
Responsible	Staying on task.	Hands and feet to self	Wash hands & flush	Hands and feet to self	Hands and feet to self	Hands and feet to self	Hands and feet to self	Observing appropriate websites that are Amana approved
Perseverance	Not giving up	Be purposeful with your actions and time.	Be purposeful with your actions and time.	Making new friends	Stay seated and raise your hand if you need help	Leave no trace	Leave no trace	Patience with the internet connections
Compassion	Using kind words & actions	Helping others	Staying Private	Including others	Voice Volume 1	Voice Volume 1	Voice Volume 1	Helping others
Courageous	Taking risks as a learner	Following expectations even if others	Following expectations even if others	Helping others have fun	Using kind words	Following expectations even if others	Following expectations even if others	Being a leader even if a classmate

		aren't	aren't			aren't	aren't	if off task
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Behavior Matrix Middle School High Five Expectations

High 5 Expectations	Classroom	Hallway	Restroom	Recess	Cafeteria	Locker Bay	Bus	Technology
Respectful	Following the Teachers directions and following Class Norms	Voice Volume 1 (except when in ES)	Hands and feet to self	Following the Teachers directions	Leave no trace	Be purposeful with your actions and time.	Following the Bus Driver's directions	Observing Cell Phone Policy
Responsible	Observing Cell Phone Policy (face up on desk or Teacher Holder)	Hands and feet to self	Wash hands & flush	Hands and feet to self	Hands and feet to self	Hands and feet to self	Hands and feet to self	Observing appropriate websites that are Amana approved
Perseverance	Not giving up	Be purposeful with your actions and time.	Be purposeful with your actions and time.	Making new friends	Stay seated and raise your hand if you need help	Leave no trace	Leave no trace	Patience with the internet connections
Compassion	Using kind words & actions	Helping others	Staying Private	Including others	Voice Volume 1	Voice Volume 1	Voice Volume 1	Helping others
Courageous	Taking risks as a learner	Following expectations even if others aren't	Following expectations even if others aren't	Helping others have fun	Using kind words	Following expectations even if others aren't	Following expectations even if others aren't	Being a leader even if a classmate if off task

High Five Expectation Lesson Plans

Using the High Fives Behavior Matrices above, formulate a plan to “teach” each cell throughout the day. Use this opportunity to use EL Protocols, build your class community and foster collaboration skills. Pace your lessons to last 20-40 minutes for each school-wide area. Get creative, and plan how you will interactively engage students to increase “buy in”, and differentiate learning. Here’s some examples:

- Lead class discussion brainstorming on what each of the expectations, looks like, sounds like and feels like.
- Use “turn & talk” class discussions to discuss each cell after you present the information.
- Use a “back to back” Protocol to discuss each cell after you present the information.

- Form groups of 4 (1 for each school-wide area) to create mini-anchor charts to display what each cell means then present to the class.
- Form groups of 4 to act out an assigned school-wide area and each cell below the area.
- Form groups to make a song, rap or poem to teach what each cell expectation means, then have each group present.
- Form groups to make a slideshow for their particular expectation and school-wide location.
- Do a GO-GO-MO Protocol.

If you'd prefer to use traditional lesson plans, here's a link that you can use as a guide. Pay special attention to Amana's High 5 Expectations vs. these example lessons as most only use 3 expectations and Amana uses 5. ¹³

Acrostics to Teach Expectations

Classroom/Specials Expectations L – Listen actively E – Eyes on teacher A – Actively participate R – Respect the environment N – Never say never E – Engage with others cooperatively R – Ready to do your best *Create a Calm Down Corner	Hallway Expectations M – Move with class O – Objects stay close to you V – Voice volume is off E – Eyes stay forward M – Move with walking feet E – Enter and exit rooms quietly N – Nice and straight line T – Treat others with respect *Establish a Line Order (for transitions/emergencies)	Lunchroom Expectations Y – You enter and exit quietly and slowly U – Use your hand for help or dismissal, raise it M – Munch only on your own lunch M – Move your leftover mess to the right destination Y – You always use your manners
Recess Expectations P – Play with equipment properly L – Line up when signal is given A – Appropriate clothing Y – You know where an adult is I – Include others in play N – Nicely sharing G – Giving respect to others play	Community Circle C – Crisscross applesauce in your own personal space O – Open aisle way U – Use kind words and actions R – Remain looking forward A – Applaud when appropriate G – Give speakers and performers all of your attention E – Enter and exit quietly	Bus Expectations B – Backpack stays closed U – Using your seat to sit in S – Setting a good example R – Riding with manners I – Inside Voice D – Directions are followed E – Enter and exit with patience R – Respect personal space
Restroom R-Respect Privacy E-Expectations S-Safe T-Take Turns R-Ready O-Orderly use O-Observe personal space M-Move safely		

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Schedule for Teaching Expectations to staff & students

Professional Development Schedule

See weekly Crew Slides

To support students with weeks of “high excitement”, the below schedule maps out specific weeks that expectation need to be reviewed to help support students during these highly charged weeks before a break and after as well as weeks that special events fall on.

July	<ul style="list-style-type: none"> → Character & Culture Pre Planning PD Patti, Emily, Erica & Jessica → Staff PD Building a Culture of Crew → K/3 Crew Lesson Plans Link → MS First 4 Weeks Crew Lesson Plans "Welcome to my House!" → Beautiful Spaces PD Patti
August	<ul style="list-style-type: none"> → Follow Responsive Classroom First 6 Weeks of School (Teacher Discretion regarding balancing academics & expectations learning) daily. → Practice school wide expectations in each area of the school using the information in each matrix cells to teach daily the first weeks of school. → RTI In a Nutshell PD → Houses PD Erica → Culture & Character PD → PBIS Parent Mtg Patti → Culture & Character PD
September	<ul style="list-style-type: none"> → Review Expectations the week before Fall Break → K/3 Crew Plans "Don't Fall Back" → Culture & Character September PD → Culture & Character Dojo Best Practices PD → Parent Workshop Bullying PD Counselling
October	<ul style="list-style-type: none"> → SAS Staff Share → Culture & Character October PD → Review Resetting Expectations the week we return from Fall Break 10/1-10/4 → K/3 Crew Plans → K/3 Crew Plans
November	<ul style="list-style-type: none"> → November Culture & Character PD → MS Culture & Character Touchdown PD → How to set up dojo with High 5's → Review Expectations the week before Thanksgiving Break → Crew Plans for Campbell's Weekly Update → Review Resetting Expectations the week we return from Thanksgiving Break → K/3 Crew Plans → Preparing to Celebrate - After Thanksgiving Break 4-8 Crew Plans
December	<ul style="list-style-type: none"> → Crew Plans in Crew Notes

	<ul style="list-style-type: none"> → Discipline Data Staff Share → Character & Culture Touchdown Follow Up Dojo High 5's Support → Review Expectations before Showcase week → Winter Wind down Before Break Crew Plans → K/3 Crew Plans Winter Wind Down → Review Resetting Expectations the week before Winter Break
January	<ul style="list-style-type: none"> → January 4, 2019 Culture & Character PD Slides → Crew NAEM Tracker → After Winter Break Crew Plans International Festival → Review Resetting Expectations the week we return from Winter Break → Crew Plans Jan 14-18, 2019 MLK → K/3 Crew Plans January 22 - 25 → K/3 Crew Plans January 28 - February 1
February	<ul style="list-style-type: none"> → Review Expectations before we leave for President's Long Weekend → Review Resetting Expectations the week we return from President's Day
March	<ul style="list-style-type: none"> → Review Expectations before break → Review Resetting Expectations the week we return from break → Review Expectations before Spring Break
April	<ul style="list-style-type: none"> → Review Expectations after Spring Break
May	<ul style="list-style-type: none"> → Review Expectations before Showcase Celebration of Learning → Review Expectations before Field Day. → Review Expectations before the All School Community Circle Moving Up

Acknowledging High Five Flyers, Students who are following school-wide expectations!

Core Practice 21: *Creating a Community of Learning*: "The EL Education model fosters and celebrates students' academic growth and character development as inseparable."

Amana Academy's PBIS Framework is unique in that we don't "reward" students using a PBIS store or token economy. We do recognize and reinforce students using weekly data from the High 5's Weekly Tracker (students who are following High 5 expectations). Amana Academy "recognizes" students weekly who have an average of 3.0 or higher. These 3.0 or higher students are treated to a grade level Friday event such as: extra recess time, tech time, playdough time, board games, art time, etc. There is also a monthly recognition at Community Circle of students who have earned a 3.0 or higher average. The Monthly recognition is in the form of a "lottery" of all the names of students who have met the 80% goal for that particular month. These students names will be broadcasted at Community Circle visually then the "winner" will be drawn. The "winner" is drawn at Community Circle and is treated to a special event or special reward. There is also a 9 Week Celebration with a "party" of sorts to recognize the 9 Week 3.0 or higher students.

Weekly Reward & Reteaching Plan

Please see the Counseling section of the manual for more “reward” details.

At pre-planning Crews will develop their weekly reward for the months of August and September. Crews will drop their activity/reward into the box that says “Weekly Reward”. Crews will also drop the name of the Teacher who will be having “Re-teaching” sessions while the other students are partaking in their weekly reward.

Month	Weekly Reward	Re-teaching Teacher
August	K- 1- 2- 3- 4- 5- 6- 7- 8-	K- 1- 2- 3- 4- 5- 6- 7- 8-
September	K- 1- 2- 3- 4- 5- 6- 7- 8-	K- 1- 2- 3- 4- 5- 6- 7- 8-
October	K- 1- 2- 3- 4- 5- 6- 7- 8-	K- 1- 2- 3- 4- 5- 6- 7- 8-
November	K- 1- 2- 3- 4- 5- 6- 7- 8-	K- 1- 2- 3- 4- 5- 6- 7- 8-
December	K-	K-

	1- 2- 3- 4- 5- 6- 7- 8-	1- 2- 3- 4- 5- 6- 7- 8-
January	K- 1- 2- 3- 4- 5- 6- 7- 8-	K- 1- 2- 3- 4- 5- 6- 7- 8-
February	K- 1- 2- 3- 4- 5- 6- 7- 8-	K- 1- 2- 3- 4- 5- 6- 7- 8-
March	K- 1- 2- 3- 4- 5- 6- 7- 8-	K- 1- 2- 3- 4- 5- 6- 7- 8-
April	K- 1- 2- 3- 4- 5- 6- 7- 8-	K- 1- 2- 3- 4- 5- 6- 7- 8-
May	K-	K-

	1- 2- 3- 4- 5- 6- 7- 8-	1- 2- 3- 4- 5- 6- 7- 8-
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Acknowledgement Calendar

High Five Flyers

Students who are following school-wide expectations!

August	<ul style="list-style-type: none"> • Weekly Recognition • Monthly Recognition at Community Circle
September	<ul style="list-style-type: none"> • Weekly Recognition • Monthly Recognition at Community Circle
October	<ul style="list-style-type: none"> • Weekly Recognition • Monthly & 9 Week Celebration
November	<ul style="list-style-type: none"> • Weekly Recognition • Monthly Recognition at Community Circle
December	<ul style="list-style-type: none"> • Weekly Recognition • 9 Week Celebration
January	<ul style="list-style-type: none"> • Weekly Recognition • Monthly Recognition at Community Circle
February	<ul style="list-style-type: none"> • Weekly Recognition • Monthly Recognition at Community Circle
March	<ul style="list-style-type: none"> • Weekly Recognition • 9 Week Celebration • Month Recognition at Community Circle
April	<ul style="list-style-type: none"> • Weekly Recognition • Monthly Recognition
May	<ul style="list-style-type: none"> • Weekly Recognition • End of Year "Big Celebration Party" in lieu of Comm Circle given the All Sch CC

Using the High 5's Tracer to support Track Student Behavior

Reinforcing, Reminding & Redirecting

When students need to be supported to follow expectations, Amana Academy follows the Responsive Classroom (RC) and the EL Education (EL) Management in the Active Class (MAC) Protocols. The Responsive Classroom model is an empirically based model to help students develop important social and emotional skills to develop their ethical character. EL's MAC is also researched based program that builds autonomy and intrinsic motivation for students to develop character skills to promote global citizens and foster important collaboration skills.

Amana Academy uses "Positive Teacher Language" (PTL) to reinforce, remind and redirect. When using PTL, the teacher's presence is an important tool on using PTL. The teachers, tone, choice of words and demeanor all play an important role in the self managed class.

For more information regarding EL's MAC:

[EL Education Management in the Active Classroom](#)

[EL MAC More Resources](#)

Responsive Classroom's protocols consist of using the "reinforcing, reminding and redirecting language" to help support students who are not following expectations. Here is how this language works (taken from *The Power of our Words* by Paula Denton):

Reinforcing Language

Children build on their strengths, not their weaknesses. This is one of the most important things to keep in mind when teaching. It's vital for teachers to see and name what students are doing well, and reinforcing language allows us to do that. It highlights students' skills, positive efforts and attitudes, and quality work so that they know what to stand on as they reach for the next higher rung in their learning.

It can take time to shift your language to focus more on what students are doing well than on what they need to improve. But once you've gotten comfortable with this powerful tool, you'll find yourself consistently acknowledging students' positives.

Keys to Effective Reinforcing Language

Name concrete and specific behaviors.

Rather than saying a global "Good job!" or "Nice work," tell students what they specifically did well so they know what to keep doing and build upon.

- **Instead of:** "Your spelling shows progress."
- **Try:** "You remembered to change the 'y' to 'i' when adding 'ed.' "

De-emphasize your personal approval.

Emphasize what the student did. Otherwise, students may focus more on pleasing you than on improving their skills.

- **Instead of:** “I’m so pleased with the way you added key details to your main point.”
- **Try:** “You added key details to your main point. That helps your audience understand and be persuaded.”

Avoid holding one student up as an example for others.

The student held up may feel triumphant, but the others are likely to feel devalued or criticized. And the student held up may even feel embarrassed.

- **Instead of:** “Notice how Glenda used four sources for her research project. Let’s see all of you do that.”
- **Try:** To Glenda privately: “You used at least three sources as we learned to do. That makes your research credible.”

Find positives to reinforce in all students.

Every child has strengths. Over time, every child should feel that we see and appreciate their positive actions and attitudes.

- **Instead of:** Using reinforcing language with only the students who do proficient work, are the first to get organized, or are otherwise the “best”
- **Try:** To a student who struggles but made a strong effort: “You read three pages during readers’ workshop today. What helped you concentrate?”

Reminding Language

Just as we all need reminders to stay organized in our everyday lives, children need reminders in school to keep their work and behavior on track. By using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe.

Before using reminders, be sure to teach students what the expectations are and how to meet them, as children can only be reminded of what they already know. Also, keep in mind that reminders are most effective when both the student and teacher feel calm. That’s why it’s so important to give reminders early, before students’ behavior has gone on long enough for frustration to build.

Keys to Effective Reminding Language

Prompt children to remember for themselves what they should be doing. This shows faith in their competence and builds their autonomy.

Instead of: “Sit alone or next to someone you won’t be tempted to talk to. Put away everything you don’t need. If your mind wanders, take a few deep breaths and tell your mind to come back to your reading.”	Try: “Think about what you can do to help yourself concentrate.”
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Use neutral tone and body language. Giving a reminder as a matter-of-fact piece of guidance shows respect for the student. It also helps her focus on what she needs to do rather than on what we think of her.

Instead of: “What did we say is the next step in making these kinds of graphs?” said with a singsong voice, arms crossed, and rolling eyes. (Even if meant to be humorous, implies the student isn’t very smart.)	Try: “What did we say is the next step in making these kinds of graphs?” said with a matter-of-fact voice, neutral body position, and a neutral gaze. (Implies student can remember and directs his attention to doing so.)
--	--

Be brief. Students tend to tune out of long strings of words.

Instead of: “I’m hearing people starting to sound disrespectful when they disagree. Everyone, remember to say ‘I hear your point, but I have a different idea’ or ask a clarifying question the way we learned. If we interrupt and say things like ‘No, that’s not true,’ or ‘You’re wrong,’ we’ll shut down discussion.”	Try: “What did we learn about disagreeing honestly and respectfully?”
---	--

Watch for follow-through. After giving a reminder, take a moment to see if the child acts. If we don’t do this, children may learn that we don’t mean what we say.

Instead of: Giving a reminder and then turning away immediately to tend to something else	Try: Watching, and then acknowledging the child’s action with a nod or a smile. No words are needed.
--	---

Redirecting Language

A third grade class is working on an art project. Macy waves her scissors in the air, the point coming perilously towards close to a tablemate’s face. Down the hall, a class of fifth graders is doing some science experiments when a small group starts playing games with the materials, games that quickly have the children laughing and scuttling about, the science experiment completely forgotten.

When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they’re supposed to

be doing, teachers need to redirect them with clear words. Skillfully used, redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them.

As with reminding language, it's important to be brief and to use a neutral tone and neutral body language when giving a re-direction. Here are other essentials to keep in mind.

Keys to Effective Redirecting Language

Be direct and specific. When children are far enough into a mistake to need a redirection, they need to hear exactly what you want them to do differently.

Instead of: "Casey, you need to work harder."	Try: "Casey, put your watch away and continue with your assignment right now."
--	---

Say what to do, instead of what not to do. Saying what not to do may sound like a complaint or an attack on students' character, and many students may miss what we're wanting them to do. Naming the desired behavior is clear and respectful of children.

Instead of: "Class, stop wasting everyone's time."	Try: "Freeze. Everyone return to your seat with your folder. Then we'll start."
---	--

State a redirection as a statement, not a question. A question gives the illusion of choice and can confuse children. It's more respectful to calmly give a statement that tells children exactly what we want them to do.

Instead of: "Anna, could you refocus on your math?"	Try: "Anna, refocus on your math."
--	---

Follow up with action if necessary. Watch to see if the student follows your redirection. If not, give a clearer redirection or take action that helps her return to positive behavior.

Instead of: Redirecting Anna and then turning away immediately to tend to something else	<p>Try: Directing Anna to move to a seat close to you (if sitting near classmates seemed to be pulling her off task).</p> <p>Directing Anna to "take a break" (take a positive time-out) in a place away from the action so she can regain her focus.</p>
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Management in the Active Classroom

Management in the Active Classroom provides clear, straightforward guidance to help all teachers learn, practice, and master techniques and protocols that build self-discipline, responsibility, engagement, and leadership skills in their students.

Teacher discretion is needed at all levels. Some behaviors may require immediate level jumping, for example, pushing might not result in teacher warning, but immediate Home Link Think Sheet and logical consequence.

Additionally, all children are different and some children may require different types of warnings (visual, verbal, non verbal prompting, or a combination of these).

Students Who Need Additional Support

Amana Academy follows the [Fulton County Code of Student Conduct](#).¹⁵ When a student is not able to be redirected using the above “positive teacher language” to follow Amana High 5 Expectations, Teachers and Staff use the Behavior Flow Chart below to determine what the appropriate course of action should be taken.

What is SWIS?

The School-Wide Information System (SWIS) is a web-based information system designed to be an efficient, reliable and confidential strategy for collecting, summarizing and using student discipline data. Research indicates that school personnel make more effective and efficient decisions when they have the “right data” in the “right form” at the “right time.” SWIS is designed to provide school personnel with the information they need to be more successful decision makers.

Amana Academy uses SWIS to track minor and major behaviors and their interventions.

Behavior Flow Chart Teacher Managed & Admin Managed Procedural Flow

Teacher Managed Behaviors (Interactive Modeling and Logical Consequences used)	Administration E-School Referrals for Behaviors	Non-Emergency Call Administration with E-school referral	Emergency Call to extension 100
<p>Before the behavior is escalated, use the following with a calm, compassionate demeanor:</p> <ol style="list-style-type: none"> 1. Reinforcing Language to help get student on track. 2. Reminding Language to help get student on track. 3. Redirecting Language to get student on track. 4. Consider when to alert the parent if behavior persist. 			

<ul style="list-style-type: none"> • Not following directions first time given • Running in hallways • Excessive talking • Inappropriate laughing/sneering/in-class disruptions • Derogatory notes/pictures • Eye rolling • Wandering • Interrupting • Consistent tardiness • Name calling/put downs/teasing/taunting • Misuse of Materials • Technology misuse • Refusing to do work • Inappropriate Language/tone /attitude • Preparedness • Dress code (SUM it UP) • Defiance/Open defiance • Cheating/lying • Throwing objects • Refusing to work • Back Talking/arguing • Inappropriate gestures/language or taunting 	<ul style="list-style-type: none"> • Ethnic slurs • Obscene gestures • Direct and willful disobedience of school rules and policies • Disruptive clothing • Repeated teasing/taunting language of peers • Stealing greater than \$50 • Inappropriate technology misuse • Cheating on Assessments • Skipping class/excessive tardiness • Gambling • "Teacher Managed Behavior" incidents 	<ul style="list-style-type: none"> • Vandalism • Harassment, including sexual harassment • Harassment of Staff or Teachers • Disrespect for authority • Use of profanity towards staff/adult 	<ul style="list-style-type: none"> • Drugs, alcohol, smoking • Pulling fire alarm • Fighting/Aggressive behaviors • Inappropriate touching • Threatening bodily harm
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Reteaching Practices

Core Practice 27: *Crafting and Using Learning Targets*: "Students learn to reflect deeply and concretely on their own performance data, assess their own learning, use feedback from peers and teachers, and set goals for achievement."

Reteaching practices are used anytime a student needs additional support to demonstrate school-wide expectations. Reteaching practices should be a continuous cycle of "mini-conferences" with the student that is necessary to help students learn and relearn schoolwide expectations. These "mini-conferences" to reteach can be done throughout the day when a student is not escalated. If a student is "safely" escalated, posing no harm to himself or others, give them time to "cool off" before reteaching. Once a student is not showing an escalated affect, that would be a good time to conference with the student to better understand the whys of the student's behavior and help them with appropriate replacement behaviors. Those appropriate replacement behaviors can be found on the Behavior Matrix.

For additional guidance, here's an excellent resource: [Supporting and Responding to Behavior](#)

In addition to supporting students daily, a more "formal" reteaching practice will also occur when there's a weekly, monthly or 9 Week recognition event for students who have a 3.0 or higher average in the High 5 Tracker. The students who do not have a 3.0 in the High 5 Tracker, will be

re-taught by a teacher on the grade level who is compassionate and passionate about helping students get the Amana High Five Habits Expectations “re-taught”. Do not wait until this “formal” reteaching session occurs, use reteaching practices daily in your class to support students to follow schoolwide expectations. Research shows that punishment does not “teach” the student a skill they need, discipline (Latin root word is “to teach”), does!

Here’s the directions for “Formal” re-teaching during recognition celebration times:

1. Breathe, smile and remind the student that you are there to help!
2. Decide as a grade level who will be the “re-teaching Teacher”. This person should want to do this in a positive, non-punitive way.
3. Crews are to communicate who the students are that will be re-taught, and pick 1 issue they had earning the reward.
4. Establish where (what classroom) , when (prior to going out to recess) the re-teaching will take place.
5. Establish who will take the remainder of the “re-teaching” teachers students who earned the reward to recess.
6. Have solution focused discussion on what each student needs to do next week to earn the reward. If the student isn’t able to identify what they need to work on, refer to the Behavior Matrix or the 3 R’s (Responsibility, Readiness & Respectful Behavior).
7. Use the Behavior Matrix below to go over areas where students struggled.

[PBIS Resources for Reteaching!](#)

Minor Incident Report Form Now housed in SWIS

A Minor Incident Report (MIR) I Form is used when the Teacher encounters an infraction of a student following the school-wide Amana High Five Habits Expectations. The Teacher is instructed to use “Positive Teacher Language” (as outlined above), and make attempts to reset the student. If the behavior persist even with attempts to help the student reset, then the Teacher notes the interaction via email or call the parent, and fills out a MIR in SWIS. If the same behavior persist 3 or more times, a Major Incident Referral is filled out (see below). These MIR’s are emailed to Amana’s designated discipline leadership for further actions and the MIR’s are entered into the School-Wide Information System (SWIS). Through SWIS, school staff enter office discipline referrals online. The data is summarized to provide information about individual students, groups of students, or the entire student body over any time period. The PBIS Team then reviews the SWIS Data and presents it to staff monthly. The SWIS data is used to help make data driven decisions regarding proactive/preventative approaches to discipline.

Amana Academy Minor Incident Referral Form

Date:

Minor Problem Behavior		Teacher Strategy/Response	
<input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Tardy (3-5 during rotations) <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse/Damage <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other _____	<i>If you checked other please select one of the following responses, if appropriate. If the response still isn't captured, please write-in the response on the line provided.</i> <input type="checkbox"/> Tantrums <input type="checkbox"/> Inconsolable Crying <input type="checkbox"/> Self Injury <input type="checkbox"/> Stereotypic Behavior <input type="checkbox"/> Social Withdrawal/ Isolation <input type="checkbox"/> Running Away	<input type="checkbox"/> Time Out/Remove from Group <input type="checkbox"/> Student Conference <input type="checkbox"/> Loss of Item/Privilege <input type="checkbox"/> Family Contact <input type="checkbox"/> Phone Call <input type="checkbox"/> Email <input type="checkbox"/> Letter Home <input type="checkbox"/> Meeting/ Conference <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Other _____	<i>If you checked other please select one of the following responses, if appropriate. If the response still isn't captured, please write-in the response on the line provided.</i> <input type="checkbox"/> Re-Teach/Practice <input type="checkbox"/> Re-Direct <input type="checkbox"/> Change of Seat <input type="checkbox"/> Verbal Reminder <input type="checkbox"/> Provide Physical Comfort <input type="checkbox"/> Time with Teacher <input type="checkbox"/> Time in Different Classroom <input type="checkbox"/> Time with Support Staff <input type="checkbox"/> Physical Guidance <input type="checkbox"/> Peer Mediation <input type="checkbox"/> Offer Choice <input type="checkbox"/> Prompting <input type="checkbox"/> Modeling <input type="checkbox"/> Behavioral Momentum
Activity			
<input type="checkbox"/> Arrival <input type="checkbox"/> Classroom Job <input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Individual Activity <input type="checkbox"/> Circle/Large Group Activity <input type="checkbox"/> Small Group Activity <input type="checkbox"/> Centers/Indoor Play <input type="checkbox"/> Meals/Snacks <input type="checkbox"/> Quiet Time/Nap <input type="checkbox"/> Outdoor Play <input type="checkbox"/> Special Activity/Field Trip <input type="checkbox"/> Self-Care/Bathroom <input type="checkbox"/> Transition <input type="checkbox"/> Departure <input type="checkbox"/> Clean-Up			
Possible Motivation			
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Unknown </div> <div style="width: 30%;"> <input type="checkbox"/> Avoid Tasks/Activities <input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Other _____ </div> <div style="width: 30%;"> <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peers </div> </div>			
Others Involved in Incident			
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> Substitute </div> <div style="width: 30%;"> <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Unknown </div> <div style="width: 30%;"> <input type="checkbox"/> Staff <input type="checkbox"/> Other _____ </div> </div>			

Name: _____	Location
Date Event Occurred: _____ Time Event Occurred: _____	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Classroom <input type="checkbox"/> Playground </div> <div style="width: 45%;"> <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria </div> </div>

Grade: PreK K 1 2 3 4 5 6 7 8 Referring Staff: _____ Homeroom Staff: _____	<input type="checkbox"/> Bathroom <input type="checkbox"/> Library <input type="checkbox"/> Gym <input type="checkbox"/> Bus <input type="checkbox"/> Other _____
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Amana Academy
Major Incident Referral Form
Date:

Major Problem Behavior		Activity	Administrator Action Taken/Length of Time
<input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Tardy (3-5 during rotations) <input type="checkbox"/> Inappropriate Displays of Affection <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse/Damage <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Technology Violation <input type="checkbox"/> Theft <input type="checkbox"/> Fighting <input type="checkbox"/> Bullying <input type="checkbox"/> Tobacco <input type="checkbox"/> Drugs <input type="checkbox"/> Alcohol <input type="checkbox"/> Other _____	<i>If you checked other please select one of the following responses, if appropriate. If the response still isn't captured, please write-in the response on the line provided.</i> <input type="checkbox"/> Tantrums <input type="checkbox"/> Inconsolable Crying <input type="checkbox"/> Self Injury <input type="checkbox"/> Stereotypic Behavior <input type="checkbox"/> Social Withdrawal/ Isolation <input type="checkbox"/> Running Away	<input type="checkbox"/> Arrival <input type="checkbox"/> Classroom Job <input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Individual Activity <input type="checkbox"/> Circle/Large Group Activity <input type="checkbox"/> Small Group Activity <input type="checkbox"/> Centers/Indoor Play <input type="checkbox"/> Meals/Snacks <input type="checkbox"/> Quiet Time/Nap <input type="checkbox"/> Outdoor Play <input type="checkbox"/> Special Activity/Field Trip <input type="checkbox"/> Self-Care/Bathroom <input type="checkbox"/> Transition <input type="checkbox"/> Departure <input type="checkbox"/> Clean-Up	<input type="checkbox"/> Time Out <input type="checkbox"/> Conference with Student <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Family Contact <input type="checkbox"/> Phone Call <input type="checkbox"/> Email <input type="checkbox"/> Letter Home <input type="checkbox"/> Meeting/Conference <input type="checkbox"/> Time in Office <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Bus Suspension <input type="checkbox"/> Expulsion <input type="checkbox"/> Other Action Taken _____ <input type="checkbox"/> Length of Time for the Administrator Action: _____
Possible Motivation			
<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Avoid Tasks/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____		<input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peers	
Others Involved in Incident			
<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other _____			
Notes:			

Administrator Signature: _____ Date: _____

Name: _____ Date Event Occurred: _____ Time Event Occurred: _____ Grade: PreK K 1 2 3 4 5 6 7 8 Referring Staff: _____ Homeroom Staff: _____	<table style="width: 100%; border: none;"> <tr> <th colspan="2" style="text-align: left; padding-bottom: 5px;">Location</th> </tr> <tr> <td style="width: 50%; vertical-align: top; padding: 2px 5px;"> <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Bathroom <input type="checkbox"/> Gym <input type="checkbox"/> Other _____ </td> <td style="width: 50%; vertical-align: top; padding: 2px 5px;"> <input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Bus </td> </tr> </table>	Location		<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Bathroom <input type="checkbox"/> Gym <input type="checkbox"/> Other _____	<input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Bus
Location					
<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Bathroom <input type="checkbox"/> Gym <input type="checkbox"/> Other _____	<input type="checkbox"/> Hallway <input type="checkbox"/> Cafeteria <input type="checkbox"/> Library <input type="checkbox"/> Bus				

Amana Academy Charter School

Minor & Major Behavior Definitions

MINOR PROBLEM BEHAVIORS		MAJOR PROBLEM BEHAVIORS
DEFIANCE	Child engages in brief or low-intensity failure to follow directions or talks back.	Child engages in continued or high-intensity failure to follow directions or blatantly defies school employee request.
DISRUPTION	Student engages in disturbance that interrupts an activity or instruction such as loud talking, yelling, screaming, noise with materials, or horseplay.	Student repeatedly engages in behavior causing an interruption in a class or activity despite prior reprimand.
DRESS CODE VIOLATION	Student dresses in an inappropriate manner which disrupts or interferes with the educational program or the orderly operation of the school.	<i>Not a major behavior.</i>
PHYSICAL AGGRESSION	Student engages in non-serious, but inappropriate physical contact.	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
TARDY (3-5 DURING ROTATIONS)	Child arrives at class after the bell (or signal that class has started).	<i>Not a major behavior.</i>
INAPPROPRIATE LANGUAGE	Child engages in low-intensity instance of inappropriate language (not directed at or toward an employee).	Use of abusive words, profane or vulgar language (written or oral) or gestures (DIRECTED at or toward an employee)
PROPERTY MISUSE/DAMAGE	Student engages in low-intensity misuse of property.	Student participates in an activity that results in destruction or disfigurement of property.
TECHNOLOGY VIOLATION	Child engages in non-serious but inappropriate misuse of technology during instructional day with the use of cell phone, pager, music/video players, tablet camera and/or computer.	Technology/computer misuse (inappropriate internet use, disabling, etc.)/computer tampering/trespass/hacking/alternating hard drives
TANTRUMS	Causing an interruption in class or activity.	Causing an interruption in class or activity that impedes classroom instruction.

INCONSOLABLE CRYING	Crying for an extended period of time. All typical comfort strategies are unsuccessful.	<i>Not a major behavior.</i>
SELF INJURY	Student physically abuses self by self-scratching , self-biting, etc.	Student uses extreme physical abuse towards self such as head-banging on floor, table, or wall, tying items around their neck, cutting, etc..
STEREOTYPIC BEHAVIOR	Engaging in repetitive actions, verbal or physical.	<i>Not a major behavior.</i>
SOCIAL WITHDRAWAL/ISOLATION	Non-participation in classroom activities with peers/adults or withdraw from play or social interactions with peers or adults.	Child continues to not participate in classroom activities with peers/adults or withdraw from play or social interactions with peers or adults. Extreme lack of participation of interest in classroom activities, games, songs, etc.
RUNNING AWAY	Leaving any area alone and without permission or to escape an activity, direction, task, or place	Child leaves the building and without permission.

MAJOR PROBLEM BEHAVIORS	
THEFT	Child is involved by being in possession of, having passed on, or being responsible for removing some else's property.
FIGHTING	Child is involved in mutual participation in an incident involving physical violence.
BULLYING	The repeated delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats or or name calling.
TOBACCO	Child is in possession of or is using tobacco.
DRUGS	Child is in possession of or is using illegal drugs/substances or imitations.
ALCOHOL	Child is in possession of or is using alcohol.
INAPPROPRIATE DISPLAYS OF AFFECTION	Child engages in inappropriate, verbal and/or physical gestures/contact, of a sexual nature to another student/adult.

Amana Academy Teacher Response/Strategy Definitions

Time Out/Remove from Group	The child is removed from group, activity, or any interaction for a specific period of time. (No longer than 5 minutes).
Student Conference	Child meets with teacher and/or administration and/or family members discussing desired behaviors.

Loss of Item/Privilege	The teacher removes the child's access to a reinforcing object, activity, or status for a specific period of time.
Family Contact	The teacher will call family member to discuss behavior incident.
Individualized Instruction	Child receives one on one instruction on desired behavior or procedure.
Offer Choice	The teacher will offer two favorable choices to student.
Prompting	Student will be prompted towards correct behavior by verbal or physical cues.
Modeling	Teacher models correct behavior.
Behavioral Momentum	Scaffolding student to the appropriate behavior through chunked requests.
Re-Teach/Practice	Teacher instructs students in correct behaviors and/or practices them with teacher.
Re-Direct	Child's behaviors are re-directed towards correct behaviors.
Change of Seat	The child's seat is moved to a location that supports better choices.
Verbal Reminder	Child is verbally reminded of correct behavior.
Provide Physical Comfort	The teacher will rock or hug the child.
Time with Teacher	The child will spend some one to one time with his/her primary teacher.
Time in Different Classroom	The child is removed from primary classroom for a specific period of time to spend quiet time or join the classroom next door for a change of scenery with a different adult supervising. (No longer than 15 minutes).
Time with Support Staff	The child will spend some time with administration, counselor, behavior therapist or other adult.
Physical Guidance	The teacher uses minimal physical contact to support a child to another location when the student is not actively resisting. This technique is meant to be used when other less intrusive interventions have been tried and only as long as necessary to address a safety concern.
Peer Mediation	Teacher and/or administrators meet with students.



Reflections

Core Practice 27: *Cultivating a Culture of Engagement and Achievement*: “Students learn to reflect deeply and concretely on their own performance data, assess their own learning, use feedback from peers and teachers, and set goals for achievement.”

Self reflection is a way for students to pause and think about their actions. Self reflection build autonomy as a learner.

When a “Reflection Form” is needed to support students, here are a few examples you may use:

[Amana Reflection Form 4th-8th Grade](#)

My Think Sheet (adapted from Pittsfield ES Think Sheet Link:
Pittsfield Elementary

Think Sheet

Name: _____ Date: _____

Amana High Five Habits of Character and Scholarship Expectations:
Respectful, Responsible, Courageous, Compassion & Perseverance

1. What expectation did you not meet?
2. I was having a difficult time showing that I can be... (Circle one or more)
Respectful, Responsible, Compassionate, Courageous, Perseverance
3. How do you feel about the choices you made?
Scared Sad Happy Angry
4. How did others feel?
Scared Sad Happy Angry
5. Next time I will _____.
6. Do you need to apologize to anyone? Circle one.
Yes (Say something nice to that person) No

Student Signature: _____

Teacher Signature: _____

Parent Signature: _____

Additional comments by supervising adult: (Note additional actions taken)

PBIS School and Home Connections

“Families are key partners in the education of their children. In the EL Education model, staff members make families welcome, value their contributions and backgrounds, and engage them actively in the life of the school. Leaders and teachers explicitly recognize that families care about their children’s education, bring strengths, and add value to the community. Leaders and teachers communicate with families regularly and respectfully and provide multiple ways to contribute to the academic and social life of the school. Leaders and teachers encourage families to be strong partners in their children’s learning.”¹⁶

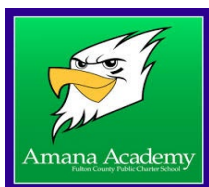
Students, Teachers and Parents benefit from the PBIS School-Home connections. Family involvement has a positive effect on student behavior. When families are involved, students exhibit more positive attitudes and behavior. When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in school as evidenced by: higher academic achievement, increased attendance, higher levels of Homework completion, more positive student motivation and improved attitudes about school work.¹⁷

Research also supports demonstrated benefits to Teachers with the PBIS home-school relationship such as: greater job satisfaction, higher ratings of teaching skills from both parents and principals, higher ratings of school effectiveness, improved classroom behavior through increased knowledge of children’s family, cultural, and community contexts.¹⁸

The presence of parents in schools not only provides additional academic supports but also creates community and cultural connections. In many schools, family participation in the school-wide positive behavior support process is growing. Family members are part of state, district, and school planning teams and participate in school-wide activities in a variety of ways. Family members participate in the assessment and problem solving process to create individualized positive behavior support plans for their children.¹⁹

Part of the PBIS Action Plan is increasing awareness with parents as to how the PBIS Framework supports Amana’s Culture & Character Programs.

Sample Letter to Build the Parent/School Connection



Dear Parents/Guardians:

Amana Academy School has always strived to create a safe, orderly, and stimulating

learning environment for all students, teachers and parents. In an effort to continue to improve our school climate, staff at Amana Academy have worked together to form a Positive Behavior Intervention and Support (PBIS) Team. The focus of this team is to create a positive school climate that fosters being Respectful, Responsible, Compassionate, Courageous and perseverance, The Amana “High Five Habits”. Students will be learning about the Amana “High Five Habits” each day we are at school. We will be celebrating the Amana High Five Habits each week, each month and every 9 weeks using data from the High 5 Tracker to track students who are following the Amana High Five Habits.

The Positive Behavior Intervention and Support (PBIS) Team created this program to promote the core values being Respectful, Responsible, Compassionate, Courageous and Perseverance in our Amana Academy community.

Please take some time to review with your child the positive behavior expectations described on the attached matrix. Ask your child to make sure he/she understands the expectations in different locations around the school or on the bus. Please discuss the importance of these concepts and encourage your child to be a “High 5 Flyer” by demonstrating the core values of being Respectful, Responsible, Compassionate, Courageous and perseverance.

Research shows that when the home and school work together, student learning is more successful. We look forward to working with you as true partners in your child’s education!

Thank you for partnering with Amana to make this the best possible year for your student!

Positively yours,
Jean-Jacques Credi,
Principal
Culture & Character Crew
Teachers & Staff

High Five Teacher & Staff Expectations

High Five Expectations	When Speaking to Students	When Communicating to Colleagues	When Communicating with Parents	When in a PD
Respectful	Calm Tone	Assuming Best Intent Calm Tone	Calm Tone Assume Best Intent	Arrive on time.
Responsible	Attentive Listening	Attentive Listening	Attentive Listening	Attentive Listening
Perseverance	4:1 Positive Teacher Language	4:1 Positive Teacher Language	4:1 Positive Teacher Language	4:1 Positive Teacher Language

Compassion	Empathy mindset	Honoring Time	Honoring Time	Honoring Time
Courageous	Pausing	Pausing	Pausing	Pausing

High Five Parent Expectations

High 5 Expectations	When Communicating with Teachers	When Communicating with Students
Respectful	Assume Best Intent	Assume Best Intent
Responsible	Honor Time	
Perseverance		
Compassion	Be Empathic	Be Empathic
Courageous	Voice Concerns Fearlessly and Respectfully	

Appendix

[2019-2020 Culture & Character PBIS Sign In Sheets](#)

Item report of SAS

[2016-2018 SAS Color Item Report](#)

Item report for TFI

[2016-2018 Item Reports from Each TFI](#)

School-wide Walk Through Feedback

[2017-2018 PBIS Walk-through Feedback Link](#)

End of the year data report

[End of the Year Data Report](#)

School District Portal Reports and Summaries

[Discipline Dashboard 8/18-1/30/19](#)

[PBIS Handbook Password: 2bpositive](#)

[2017-2018 PBIS Team Monthly Agenda & Minutes](#)

[Georgia PBIS Levels of School Recognition](#)

[PBIS Team Roles Descriptions](#)

[Discipline Flow Chart 4 Levels](#)

[Discipline Behavior Flow Chart](#)

[Fulton County Student Code of Conduct](#)

[Expectation Lesson Plans Library](#)

[Using Class DOJO to support PBIS](#)

[Minor Referral Blank Form](#)

[Major Referral Blank Form](#)

[Fulton County Code of Student Conduct](#)

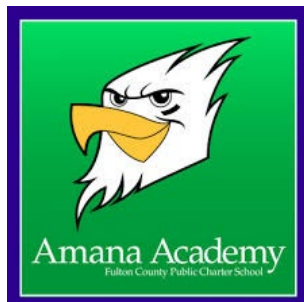
['17-'18 PBIS Amana Improvement Plan](#)

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[EL Education Management in the Active Classroom](#)
[MAC More Resources](#)
[Reteaching Practices](#)
[Supporting and Responding to Behavior](#)
 Add links for Power of our Words
[Class Dojo](#)

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Kindergarten-3rd Grade Crew Manual

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Introduction

Core Practice 22: *Fostering Habits of Character*: “In the EL Education model, students’ character development is equally as important as producing high-quality work and mastering knowledge and skills.”

A daily Crew Meeting is an opportunity for students to build caring relationships with their peers and teachers, to actively participate and practice social and emotional skills through engaging activities, and to feel valued and connected to the school community. During Crew, students will learn to greet and speak to each other respectfully, listen attentively and respond with empathy, and approach interpersonal conflicts calmly and assertively. These skills are essential for academic achievement as well as character development. When students begin their day with Crew, this boosts confidence, reinforces positive behaviors, and sets the tone for their learning throughout the day. ¹

Crew Mission Statement

Crew at Amana Academy is both a culture and a structure. The culture of crew includes all members of the community who work together as a team, individual success is not enough. The structure of Crew - daily meetings to support everyone’s learning and growth - makes time for students to build meaningful relationships with their community, peers and Crew leader, to

reflect on and monitor academic progress, and to focus on character development. Crew is also an engine for equity and inclusion, a place where all students feel they belong and can succeed.

Crew History

Core Practice 23: Building the Culture and Structure of Crew: “The history of the the term “crew” comes from educator Kurt Hahn, founder of Outward Bound. Hahn’s quote “We are crew, not passengers, strengthened by acts of consequential service to others” inspired the EL Education motto, “We are crew.””

The history of Crew at Amana Academy is built on the EL Education model of Crew and incorporates practices from the Responsive Classroom Morning Meeting structures. Amana Academy has had daily Crew time since the school’s charter inception in 2005 . Amana designates 20 minutes each morning for Crew Time, to support the practices of Crew Meetings.

What is Crew?

Crew is a researched based methodology of building a class community and connections within the community to build relationships with students and teachers. Crew is structure that increases both academic outcomes and develops character. Crew also facilitates STEM, Sustainability, Global Engagement and Academic Excellence as well as service learning.

Crews emphasize the importance of wellness and are stewards of a climate of social and emotional safety for students. Crew meetings and school staff explicitly support students to understand and monitor dangers to wellness posed by alcohol, drugs, and tobacco, as well as unhealthy relationships. School staff models healthy lifestyles and a healthy school culture. Teachers explicitly plan opportunities to develop relational character through collaborative work in learning expeditions, projects, crew, and community-building activities.”

Purpose

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: “Our schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.”

Core Practice 27: *Cultivating a Culture of Engagement and Achievement*: “The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals.”

Crew builds community by helping students feel a sense of significance, belonging, and engagement. Crew gives students daily practice in the social skills needed for academic

learning throughout the day. Crew creates a climate of trust and respect which enables children to feel safe enough to take the risks necessary for learning. Crew builds positive relationships between students and between teachers and students by helping them get to know one another and develop their capacity for empathy. Crew integrates the teaching of social and academic skills.²

High Five Programming

Core Practice 22: *Fostering Habits of Character*: “Students character development is equally important as high quality work and mastering knowledge and skills.”

Core Practice 22: *Fostering Habits of Character*: “Students regularly track their progress on Habits of Scholarship and can articulate the link between their Habits of Scholarship and future success in school, career, and life.”

Students regularly self-assess how they are working to become ethical people. Students document their Habits of Character qualitatively with examples and other evidence in reflections. They can articulate the link between their Habits of Character and their relationships in the community.

Amana has created the Amana High Fives, which are the Habits of Character and Scholarship: Respect, Responsibility, Courage, Compassion and Perseverance to guide students character and ethical development, as well as in their growth and achievement as learners.

The High Fives describe five habits of scholarship and character that are at the foundation of character and culture here at Amana Academy. The High Fives will be incorporated into crew plans through using the [High Five Habit Report Card & Rubrics](#). These rubrics have been created to organize evidence that will be used at student led conferences. This evidence will include student work and reflections, academic goal setting and monitoring, house points data, and student led crew participation.

High Five	Student Learning Target	Connections to Design Principles
Respect	I can be respectful when collaborating and competing with my peers.	Collaboration and Competition Natural World
Responsibility	I can take responsibility for my success as a learner.	Responsibility for Learning Solitude and Reflection
Courage	I can be a courageous steward for the community and advocate for what is right.	Diversity and Inclusion Having of Wonderful Ideas
Compassion	I can practice compassion through empathy and caring for myself and others.	Service and Compassion Empathy and Caring

Perseverance	I can persevere to produce high-quality work that demonstrates high achievement.	Success and Failure Self Discovery
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Planning for Instruction

Core Practice 23: *Building the Culture and Structure of Crew*: Crew leaders help students understand foundational concepts of EL Education, such as the concept of “crew, not passenger,” **the Design Principles**, growth mindset, and Habits of Character.

Each month, our Crew lessons will focus on one [Design Principles](#) (see calendar below). Lessons and service learning will be connected to the “featured” Design Principle of the month. Begin thinking of how your daily class academic and social time can be grounded and make opportunities to connect academic, social and emotional learning to the featured Design Principle.

Month	EL Design Principle
August	Responsibility for Learning Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
September	Diversity & Inclusion Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
October	The Natural World A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
November	Service & Compassion We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.
December	Having of Wonderful Ideas Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
January	The Primacy of Self-Discovery Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations

	that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
February	<p style="text-align: center;">Empathy & Caring</p> <p>Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.</p>
March	<p style="text-align: center;">Collaboration & Competition</p> <p>Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.</p>
April	<p style="text-align: center;">Success & Failure</p> <p>All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.</p>
May	<p style="text-align: center;">Solitude & Reflection</p> <p>Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.</p>

Circling up

Core Practice 23: *Building the Culture and Structure of Crew*: “Whenever possible, students in Crew sit or stand in a **circle** so they can see and hear each other without the interference of furniture. A **circle** allows Crew members to be equally vulnerable, **connected**, and supportive of one another.”

7:50 Circle Up with consistency daily. Circle up daily after the morning announcements. Display a class countdown to help students who are finishing their breakfast. Teach how to circle up when the visual cue (timer), goes off. Consistently circling up at 7:50 will help those students be more cognizant of the importance of arriving on time. Teach students how to transition to the circle, even if they are tardy. If you notice a chronic (more than 2 per week), problem with tardies, reach out to the student’s parents and remind them of the expectations of Crew and the contract we shared at Open House (need a resource for this). If tardies continue, follow the Amana protocols for getting support from the Social Worker or other means to help that were outlined in preplanning.

Greeting

Core Practice 23: *Building the Culture and Structure of Crew*: “Crew leaders incorporate **greetings**, stories, appreciations, apologies, and other activities that foster students’ sense of purpose, **belonging**, and agency.”

The purpose of the greeting is to make students feel welcome and to communicate that it matters that they have come to school today. Having students greet each other by name each day can break down cliques and instill a sense of recognition and belonging. The act of offering a heartfelt greeting can also improve students’ self-concept and prepare them for a successful, cooperative day.⁴

In the Greeting component of Crew, each student begins the day hearing his or her name spoken clearly and making friendly contact with peers and the teacher. Early in the year, the greeting should be simple, with a focus on learning each other’s names and making friendly eye contact. Once students are comfortable with a simple greeting, they can learn more complex greetings—for example, greeting in different languages or doing greeting activities that involve singing and movement.

Goals of Greeting:

1. To set a positive tone for the day
2. To provide a sense of recognition and belonging
3. To help children learn and use everyone’s name and build connections
4. To let children practice hospitality

Keys to Success with Greeting:

- Discuss, model, and practice how to greet someone in a friendly, warm, respectful way.
- Teach a wide variety of greetings, beginning with simple, low-risk greetings.
- Pay continuing attention to the basics, such as friendly eye contact, voice tone, and body language.
- Make sure children greet everyone, not just their best friends.⁵

There are 4 things to consider when selecting your **greetings** (how do I cite my source: <http://wonderteacher.com/greetings-for-morning-meeting/>)?:

1- **Time**: Sometimes you’ll have the time to do a longer greeting (such as a circle song that names each child.) Other days you’ll need a quickie (such as the “1-minute greeting.”) It depends on factors such as the activity you are going to do, the number of students sharing, and your plans for the school day as a whole. The goal should be to keep the entire meeting around 20 minutes.

2- **Naming power**: Try to go for “naming” power in as many greetings as possible. Greeting children by name makes them feel known, seen, and valued.

3- **Comfort Zone**: Some greetings are mellow and work well for a class just getting to know each other. Some greetings invite kids to let their personality shine and depend on an existing atmosphere of friendship and trust. Use your judgement as you go through the year. Your

“teacher gut” will tell you which greetings will work for your class at its current level of community.

4- Fun factor: Make sure to keep the greeting time upbeat, energetic, and fun. Each class has its own personality. You will find that the “favorite” greeting one year is not as popular with a different group of children. Try a variety of different greetings and “mix it up” to keep things fresh. It’s good to keep introducing new greetings throughout the school year

Sharing

Sharing requires sophisticated and complex communication skills such as focusing ideas and asking questions that expand on a topic. Because Sharing is so complex, it’s often the last component taught to children. During Sharing, students present news they wish to share. Listeners then respond by asking questions and offering comments. There are several formats for Sharing. Two of the most commonly used formats are interactive sharing, where one child shares with the whole group, and group sharing (sometimes called “lightning” sharing), where each child in the group says one thing about a particular topic.⁶

Goals of Sharing

1. To develop and practice the skills of caring communication, such as empathic listening.
2. To help children know others and be known.
3. To encourage habits of inquiry.
4. To give opportunities for children to practice speaking in a strong and individual voice.
5. To develop children’s vocabulary and language skills.
6. To offer opportunities for students to help one another.

Keys to Success with Sharing

- Teach children what kind of news is appropriate to share (community news vs. private family news).
- Brainstorm ideas for sharing topics.
- For interactive sharing, teach, model, and practice the jobs of the audience and the sharers.
- Audience: Members of the audience need to listen carefully and think about what the sharer says, take turns speaking, raise hands to speak, think of a comment that focuses on the sharer, think of friendly questions that will extend the topic, and respond appropriately to a wide range of news.
- Sharers: Sharers need to present a brief, interesting piece of news; focus on one main idea; develop the idea with one or two details; speak clearly and loudly; and initiate questions and comments.⁷

Activities

Activities help build community and allow everyone to contribute at their own level. Some activities have clear academic skill building components; others offer practice in skills such as listening, following directions, and exercising self-control. All activities should be active, inclusive, cooperative, and fun.

Best Practices for Facilitating Activities

1. Plan ahead so you can give clear and simple instructions, and check for understanding before you begin.
2. Tie the activity to the key message before and after engaging in it. Emphasize learning and demonstrating skills rather than competition. Debrief each activity by asking students questions that connect their experience with the key messages for the week.
3. Stop the activity if it isn't going well. Share what you are noticing and ask the group to reflect with you on what is happening. Take advantage of teachable moments, re-teach expectations, and start again if you judge that it is appropriate to do so. (cite: pathseducation.com/files/docs/cps-morning-meeting-handbook)

Goals of Group Activity

1. To build community culture by developing a class repertoire of songs, games, chants, and poems.⁸
2. To foster active and engaged participation
3. To heighten the class's sense of group identity
4. To have fun together while becoming more competent in key social skills
5. To enhance the learning of curriculum content through fun group experiences

Keys to Success with Group Activity

- Choose varied activities that are age appropriate and include all skill levels.
- Before the activity, teach, model, and practice appropriate social and physical behaviors.
- During the activity, encourage appropriate behavior, redirect when students get off track, and stop the activity if necessary.
- Occasionally, after the activity, reflect with students on how it went.
- Management is important to the success of Group Activity.
- There are many different kinds of activities students can do.
- Group Activity is a great place to reinforce academic skills in a fun way.

Debriefing

Core Practice 23: *Building the Culture and Structure of Crew*: "Crew leaders facilitate **student reflection** on the relationships among their academic progress, Habits of Scholarship, and quality of their work. Students often work on **portfolios** or prepare for **student-led conferences** in Crew."

Debriefing the behaviors and observation adds to the learning process and gives the feedback necessary to apply the learning to future activities. Benefits of debriefing/reflecting: consists of highly structured activities with periods of reflection (i.e., debrief) that help promote personal and social development. Debriefing/reflecting practices promote intrapersonal and interpersonal relationships.

Triage.

Core Practice 23: *Building the Culture and Structure of Crew*: “Leaders and teachers use a **variety of structures** and **strategies** to get to know students well. They **support** students to feel **safe, valued, respected and included** regardless of background or identity.”

Crew time is at the beginning of each class day, however; before a student even enters the classroom, they need to feel welcomed and supported to begin the day. Crew “triage” is the time when the teacher briefly checks in one-on-one with each individual student to quickly assess how they are feeling in terms of being ready. This consists of a simple and positive greeting followed by a brief check-in conversation. This is the first interaction that the student will have every day and if this becomes a routine, the student will feel more welcomed and anything that they need to have a successful day can be immediately addressed.

Triage Best Practices
Every teacher should be standing at their door ready to greet students at 7:30.
A positive greeting includes eye contact, smiles, and using the student’s name.
Do a quick check for the necessity items for the day (breakfast, supplies, uniform).
Follow up with any support adults as needed as soon as possible.

Crew Meeting Best Practices

Leading a Successful Crew Meeting

“Crew teachers support all students’ understanding of the diversity of learners that exists in their school, just as they support understanding of other forms of diversity.” Crew incorporates cross curricular activities, such as english language arts, math, social studies, science and STEM. “³

Here are a few guidelines for leading a successful Crew Meeting: Be clear about the goals of the Crew/Morning Meeting. Let students know that the purpose is to get to know each other, share experiences and ideas, have fun together, take care of each other, and support each other to reach their goals. Before giving instructions for a new activity, remind students about the key message for the week and explain how they will practice a skill during the activity. Take the time to teach procedures and expectations, and use them consistently. All Crew Meetings will involve discussion, small group work, or active participation. Even if your group is small, it is important to set clear expectations about when students need to listen to you or a classmate versus when they may speak with those around them. Plan to use an attention signal or sound, pass a talking object for group discussions, and use a timer during activities. Arrange the room so that students can form a circle. A circle encourages participation and interaction, and differentiates the Crew Meeting from direct instruction or independent work time. It is important that students are comfortable (older students may prefer to arrange chairs in a circle while younger students may prefer to sit on the floor), that students are able to be attentive to each other (each faces the center of the circle and has set personal items aside), and that all

students are included in the circle. Over time, give students more control over the meeting. This can be done in a variety of ways, for example: Close meetings by having students reflect on how the meeting went and what they would like to change. Generate expectations/norms/rules together, and guide students from the general (“be respectful”) to the specific (“How do we show respect? How do you know someone respects you?”). If students are doing well after two weeks of meetings, let students take turns leading different parts of the meeting. Bring back students’ favorite activities or let students suggest activities. Notice and reinforce model behavior! The best way to support positive behavior is to reinforce it by noticing and complimenting students for behaving appropriately and demonstrating social and emotional skills. Students who are following expectations, are often unnoticed because teachers are busy managing the behavior of others; recognize and reward their effort so they will stay motivated and serve as a model. Positive attention is especially important for students who struggle to behave appropriately—your positive interactions should outweigh your corrections by a ratio of at least 4:1! Remind students of expectations and redirect consistently and calmly. Once students have been reprimanded or punished for their behavior, it can be very difficult to recapture the positive and supportive tone of the Crew Meeting. When students behave inappropriately, calmly remind them of your previously stated expectations and continue with the meeting, thus communicating your expectation that they will comply. Greet latecomers pleasantly without disrupting what is happening, and address their tardiness later when others are working. Your enthusiasm is essential. Your students will look forward to the Morning Meeting as much as you do. Enjoy the opportunity to hear from your students and learn more about them!⁹

Successful Crew Meetings also include the teacher modeling expected behaviors so children have an understanding of what the behaviors look and sound like, and feels like. Introduce the components of Crew Meetings slow and one at a time so students can fully understand how each component of the Crew Meeting works and what their role in each is. Allow time in the daily plans to explicitly teach the behaviors that children will need in order to be successful. A teacher should never assume a student “knows” the procedure or expectations of an activity before being taught explicitly.

Explicitly teaching each procedure and expectation of Crew ensures students are appropriately engaged. A K-3 Teacher should teach students to sit with our legs crossed (so everyone has enough room), one person talks at a time, listen to the person talking, be safe in your own space, come empty-handed, look at the person talking to show we’re listening. Posting the behavior guidelines in the meeting area that the Teacher and students have developed using the Amana High Five Habits will help be a visual cue of the expectations of Crew.¹⁰

Portfolios for Student Led Conferences (SLCs)

Core Practice 23: *Building the Culture and Structure of Crew*: “Crew leaders facilitate **student reflection** on the relationships among their academic progress, Habits of Scholarship, and quality of their work. Students often work on **portfolios** or prepare for **student-led conferences** in Crew.”

There will be times when preparation for portfolios occurs at times during Crew. SLC's dates are in the Fall and Spring. Weeks prior to the SLC, all grade levels will have focused Crew days designated for students to prepare for their SLC and learn organizational skills necessary to be responsible for such.

Goal Setting

Core Practice 27: *Cultivating a Cultures of Engagement and Achievement*: "Students regularly **assess their own growth** through organizing and reflecting on evidence of their learning. They are required and supported to present their work publicly and share their analysis and **goals**."

Core Practice 21: *Creating a Community of Learning*: "Leaders and teachers foster student **self-management** and responsibility for learning through looking for opportunities to elevate **student voice** and **leadership** in the classroom and across the school."

Social Emotional Learning

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: "Leaders, school counselors, and teachers create Crew lessons that promote **social and emotional safety and health**. Wellness is an explicit focus of Crew curriculum and instruction."

Second Step

Month	Second Step Pacing
August	Unit 1 Skills for Learning
September	Unit 1 Skills for Learning
October	Unit 1 Skills for Learning
November	Unit 2 Empathy
December	Unit 2 Empathy
January	Unit 2 Empathy
February	Unit 3 Emotional Management
March	Unit 3 Emotional Management
April	Unit 4 Problem Solving
May	Unit 4 Problem Solving

Second Step Lessons Taught By Counseling Department

Kindergarten

Empathy (3 of 6 Lessons): Feelings, Identifying Anger, Same or Different)

Emotional Management (7 Lessons)

Prob Solving (2 of 7 Lessons): Handling Things that Have Been Taken Away, Handling Name Calling)

1st Grade

Skills for Learning (2 of 5 Lessons) Self Talk, Being Assertive

Empathy (2 of 6 lessons): Looking for More Clues & Feelings Change

Emotion Management (3 of 6 Lessons): Calming Down Anger, Self Talk for Calming Down & Managing Worry

Problem Solving (1 of 6 Lessons): Handling Name Calling

2nd Grade

Skills for Learning (2 of 4 Lessons): Self Talk & Being Assertive

Empathy (1 of 6 Lessons): Predicting Feelings

Emotion Management (2 of 6 Lessons) Managing Anger & Managing Anxious Feelings

Problem Solving (1 of 6 Lessons): Responding to Playground Exclusion

3rd Grade

Empathy (1 of 6 Lessons): Conflicting Feelings

Emotion Management (2 of 6 Lessons): Handling Accusations, Managing Anger

Problem Solving (2 of 6 Lessons): Solving Peer Exclusion Problems, Dealing with Negative Peer Pressure

Buddy Crew

Core Practice 21: *Creating a Community of Learning*: “Students play an active role in maintaining school traditions and **acting as leaders**.”

Buddy Crews visit K-4 Crew Meetings every Thursday. Buddy Crews from the 5th-8th grade classes serve as “mentors” to the K-4th grade classes. Buddy Crews are designed to foster school wide vertical relationship building for students. Building relationships outside of the classroom, helps build on the sense of belonging that helps students feel a part of the Amana community. Buddy Crews will at times work on Service Learning Projects, STEM Projects and be mentors for the younger Buddy Crews.

Service Learning & Stewardship

Core Practice 22: *Fostering Habits of Character*: “Crew leaders support students to plan and conduct **service projects**. They provide students with opportunities to make decisions, become leaders, **contribute to local and global communities**, and build a more equitable community.”

Within their crews and with the guidance of their crew leaders, students identify needs in the school and in outside communities, and propose and develop projects to address those needs. Students document their involvement in service throughout their school experience, selecting examples of service for inclusion in passage portfolios and presentations.

Sample strategies and activities to support crew service are:

- Look into local community needs and find relevant service projects
- Inviting guests from service organizations to share their stories
- Completing service as a crew on specially planned, longer crew days
- Recording and assessing individual service logs of crew members
- Serving as mentors for younger students
- Creating audio tapes of reading materials for younger students

Community Circle & Community Meetings

Core Practice 21: *Creating a Community of Learning*: “Leaders and teachers create traditions that **celebrate Habits of Character** in whole-school settings and in classrooms (e.g. public acknowledgements in community circles).”

Crew time is also a time to plan and prepare to present at Community Circle. At times Community Circle will be conducted in a “workshop” model, rather than classes presenting individual learning. Community Circle class presentations will be student led.

Responsive Classroom During the First Six Weeks of School

Amana Academy uses the *Responsive Classroom* anchor text *The First 6 Weeks of School* as a guide to prepare students to learn school-wide expectations and routines.¹¹

The early weeks of each new school year offer teachers distinct opportunities and challenges. It is during this time—when expectations and routines are established, rules generated, and goals articulated—that the foundation is laid for a productive and cooperative year of learning. As teachers, we work hard to convey, from the very first day of school, the important message that we will do high-quality work in our classrooms. We also work to convey the message that we will do this high-quality work in an atmosphere of support and collaboration. But this atmosphere does not just appear by our decree. It must be carefully constructed upon many small, but critical, building blocks, and the first six weeks of school is the time to do it.

A Time of Introductions

We see the first six weeks of school as a distinct period, a time of many introductions. We introduce students to the people of the classroom and school community, to the classroom and school environment, and to the expectations we hold about learning. We also introduce and establish expectations for behavior, the limits we will set, and the ways we will enforce those limits. We introduce the routines that help students learn while taking care of each other and the environment.

We carefully structure the first six weeks so that students will participate actively in all of these introductions. They practice the expected skills and behaviors—at first with very close teacher guidance and structure, and then, as their familiarity and competence grow, with increasing amounts of independence.

The Goals of the First Six Weeks of School

Though the details differ with different age groups, with the content of the curriculum, and with the organization of the room, there are four broad aims in the first six weeks curriculum.

1. Create a climate and tone of warmth and safety. Students can come to know each other and develop a sense of belonging through activities that help them define their commonality and their differences. Deliberately focusing on group-building activities during these weeks helps create the trust and safety essential for active, collaborative learning. However, this sense of trust is not built solely on warmth and friendliness. It is also built upon students' assurance that there are reasonable limits and boundaries for behavior and that their teacher will enforce them. They must see that their teacher will exercise vigilance and good judgment to keep everyone safe.
2. Teach the schedule and routines of the school day and our expectations for behavior in each of them. A sense of order and predictability in daily school life is important. It enables children to relax, to focus their energy on learning, and to feel competent. When we enter a new culture, we want to know its rules so that we don't embarrass ourselves or, through ignorance or misunderstanding, hurt others. In the first six weeks of school, we name the global expectations we might hold for the year. For example, "Our room will be a place where people try hard, take good care of themselves and others, and take good care of our materials and our school." Children are then involved in applying these broad, non-negotiable expectations to everyday situations. "How will we walk through the halls if we are taking care of each other?" "What does trying hard mean during math group?" "What will clean-up time look like if we are taking good care of our room?"
3. Introduce students to the physical environment and the materials of the classroom and the school, and teach students how to use and care for them. In order for students to feel a sense of ownership for the school environment and materials, they must become familiar with them and have time to explore them. Through school tours for young students and new students, and scavenger hunts and mapping exercises for older ones, we encourage them to get acquainted or re-acquainted with the school environment and to feel comfortable in it. Using the technique of guided discoveries, we extend children's ideas about the creative use of space and materials, develop guidelines about sharing particular resources, and teach children how to care for them.
4. Establish expectations about ways we will learn together in the year ahead. We want to generate excitement and enthusiasm about the curricula we will engage in this year—complicated new math concepts, engrossing novels full of dilemmas to explore, beautiful art materials and techniques for using them, microscopes to observe a previously invisible world. Our learning—whether we are wrestling with an ethical dilemma presented in a history lesson or considering a complicated question about collecting data for a science experiment—requires participation and focused effort, thoughtful questions, and the ability to cooperate and

collaborate. We pay attention to the process as well as the products of our learning and hold high standards in both areas. It is our job as teachers to help students achieve these high standards as we learn with and from each other.

Building Autonomy

So, what must students know in order to achieve the highest level of academic work in an atmosphere of safety and cooperation? In a word, students need to function with autonomy: to function independently without constant adult control or direct supervision. Autonomy in a school setting means governing oneself with an awareness of the needs of the community. These needs vary—each year, each month, each week—according to the class composition, students' maturity, what our classroom space allows, and what materials we have to work with.

Even the best-behaved students do not walk in our doors in September with this autonomy. Each year, the details must be intentionally established during the first weeks, bit by specific bit, through definition and constant practice. Some students will acquire a high degree of autonomy relatively quickly; others will struggle and need support all year. Building this autonomy is the focus of our curriculum for the early weeks of school. It is exhilarating and exhausting work. It is an investment that pays off all year long.

[Responsive Classroom First 6 Weeks of School by Paula Denton](#) Use Teacher discretion when following the RC First 6 Weeks of School. Make sure to balance academics and expectation learning during the first month. Use this anchor text as a guide to make sure you have taught all class procedures and expectations. Incorporate building activities to get to know each other, creating class expectations, hopes and dreams into this learning time.

K/3 Crew Plans “High Stakes Days”

High Stakes days are times of the school year when a proactive/preventative approach is taken to ensure Amana Academy's students are supported during times of the year that fall before and after scheduled breaks off from school. During the “High Stakes” days, Crew plans are provided for such “High Stakes Days”. On “Non-High Stakes Days”, follow the format in the above sections regarding conducting Crew Meetings daily from 7:50-8:10.

Below is the master link to the “High Stakes Days” Plans.

[K/3 Crew Plans](#)

This link is broken down into the following weeks of planned Crew Meetings:

- Welcome to My House -[Responsive Classroom First 6 Weeks of School by Paula Denton](#) Use Teacher discretion when following the RC First 6 Weeks of School. Make sure to balance academics and expectation learning during the first month. Use this anchor text as a guide to make sure you have taught all class procedures and expectations. Incorporate building activities to get to know each other, creating class expectations, hopes and dreams into this learning time.

- Don't Fall Back - Before Fall Break
- Refreshed & Refocused - After Fall Break
- Attitude of Gratitude - Before Thanksgiving Break
- Preparing to Celebrate - After Thanksgiving Break
- Winter Wind Down - Before Winter Break
- New Year New Start - After Winter Break
- Just Before Break - Before Spring Break
- Show What You Know - Prepared Not Scared - After Spring Break
- Finish Strong - End of the Year

Closing Circle

Core Practice 23: *Building the Culture and Structure of Crew*: “Crew leaders engage students in collaboration and competition in a joyful, supportive environment. They **debrief** initiatives by helping students **reflect** on skills and mindsets that can be applied beyond the activity.”

Debriefing the day before dismissal allows the student to find closure and reflect. A debrief helps students to set a goal to be even more successful for the next school day. For closing circle, the students need to be in a circle (sitting or standing) and every student needs to participate in the reflection activity.

Closing Circle Best Practices
Circle up to where everyone can hear and see each other.
Closing circle should be done during dismissal time. This is usually in between bus dismissal and carpool/walker dismissal (3:15 - 3:25).
Choose a reflection activity that is brief enough so everyone can share. !
The greeting and activity bank has been organized into time required and categories (greetings, refocus, recharge, or reflection activities).
The circle is a great time for announcements or reminders for the day.
If time is available, offer the opportunity for students to offer feedback or ask questions about the lesson or the day ahead.

Crew Corner

Core Practice 25: *Creating Beautiful Spaces that Promote Learning*: “Student work is displayed in a way that honors the work, giving parts of the school a museum quality that inspires **student and community pride**. Student achievement is honored in public spaces, whether it is academic, artistic, athletic, or a demonstration of **good character**.”

The crew corner is an integral part of the classroom environment where the crew of the classroom is represented and heard. The crew corner should be labeled and can be used as a wall space to hang crew pictures and crew work completed throughout the year.

Crew Corner Best Practices
Allow the students to make it their own. Include them in the decorating process.
Crew corner can also be used as a space to store portfolios. Make sure these are easily accessible by the students.
Other work to display in crew corner can be hopes & dreams, buddy crew activities, social & emotional learning work, and any other work samples that display the creativity and individuality of the crew.

Appendix

[Greetings & Activities](#)

[Greetings Link](#)

[Activities Link](#)

[More Activities good website](#)

[Morning Meeting Cards](#)

[Debriefing Activities Good Explanations](#)

[HS Crew Resource](#)

Social Emotional Resources:

[Teaching Tolerance Resources](#)

[Responsive Classroom Resources](#)

[Responsive Classroom Resource with Videos for Crew/Morning Meeting Supports](#)

[Another RC MM Video with breakdowns of each component](#)

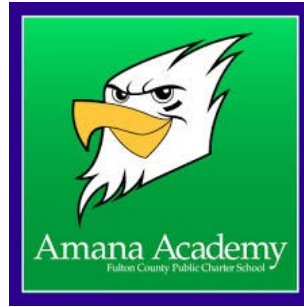
[Really good resource manual with lots of SEL.](#)

[2015 Community Circle Teachers Expectations for Class Led CC](#)

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2. Viewing Guide 5 Doing Morning Meeting: The Essential Components (videotape), 2004, Responsive Classroom®, Stenhouse Publishers.
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4th- 8th Grade Crew Manual

Author: Emily Williams

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Introduction

Character & Culture Vision Statement

The Amana Academy culture and character program provides an integrated and multilayered approach to fostering and celebrating the development of intellect and ethical character for all community members.

Crew Mission Statement

Crew at Amana Academy is both a culture and a structure. The culture of crew includes all members of the community who work together as a team, individual success is not enough. The structure of Crew - daily meetings to support everyone's learning and growth - makes time for students to build meaningful relationships with their community, peers and Crew leader, to reflect on and monitor academic progress, and to focus on character development. Crew is also an engine for equity and inclusion, a place where all students feel they belong and can succeed.

4th- 8th Grade Crew Background

Amana Academy Crew has evolved since the founding of the school and continues to do so based on student needs. Grades 4 and 5 are now being combined into one planning group with middle school. This decision was based on the maturity levels of students and their needs for more complex activities. Crew will continue to begin promptly at 7:50 and go until 8:10. Teachers are encouraged to be ready and standing at the door of the classroom to greet students. For grades 4 and 5, there will also be a 10 minute midday crew that takes place in between the class transition.

Plans for crew will continue to revolve around a Design Principle of the month, but each week will now include a consistent routine so that the schedule is predictable. Some weekly plans will be premade and this will occur during high stakes transition times throughout the year. Many weeks will not be planned and will allow for flexibility and teacher input based on student needs.

There will continue to be a high level of teacher accountability and input in planning and following through with a structured crew. Crew leaders will be expected to serve as a role model and ally for their crew students through supporting them in approaching the day's learning with open minds and a willingness to take on academic risks while also building a strong sense of community. Routine observations and check-in meetings will occur to provide the opportunity for feedback so that changes can be made as the year progresses.

High Five Habits of Character and Scholarship

Core Practice 22: *Fostering Habits of Character*: "Students regularly track their progress on **Habits of Scholarship** and can articulate the link between their **Habits of Scholarship** and future success in school, career, and life."

Students regularly self-assess how they are working to become ethical people. Students document their **Habits of Character** qualitatively with examples and other evidence in reflections. They can articulate the link between their **Habits of Character** and their relationships in the community.

High Five	Student Learning Target	Connections to Design Principles
Respect	I can be respectful when collaborating and competing with my peers.	Collaboration and Competition Natural World
Responsibility	I can take responsibility for my success as a learner.	Responsibility for Learning Solitude and Reflection
Courage	I can be a courageous steward for the community and advocate for what is right.	Diversity and Inclusion Having of Wonderful Ideas
Compassion	I can practice compassion through empathy and caring for myself and others.	Service and Compassion Empathy and Caring
Perseverance	I can persevere to produce high-quality work that demonstrates high achievement.	Success and Failure Self Discovery

The High Fives describe five habits of scholarship and character that are at the foundation of character and culture here at Amana Academy. The High Five Habits will be incorporated into portfolios through the [High Five Habit Report Card & Rubrics](#).

The rubrics provide the background information for the students weekly High 5 Habit score which are then averaged into the grading cycle progress report or report card.

Crew meetings will provide time for students to check-in on their High Five progress and the rubrics can also be used as a resource to set goals.

NEW [H5H Habits Student Acknowledgment](#) (August 2023)

Planning for Instruction

EL Education Design Principles

Core Practice 23: *Building the Culture and Structure of Crew*: “Crew leaders help students understand foundational concepts of EL Education, such as the concept of “crew, not passenger,” **the Design Principles**, growth mindset, and Habits of Character.”

Month	EL Design Principle
August	Responsibility for Learning
September	Diversity & Inclusion
October	The Natural World
November	Service & Compassion
December	Having of Wonderful Ideas
January	The Primacy of Self-Discovery
February	Empathy & Caring
March	Collaboration & Competition
April	Success & Failure
May	Solitude & Reflection

The EL Design Principles will be incorporated into crew through the High Five Habits of Character and Scholarship. Students will focus their student led crew day around the design principle of the month and they can also use them as a resource to create their goal(s). Community Circle will also continue to incorporate the monthly Design Principle as themes.

Daily Lesson Routines

Triage

Core Practice 23: *Building the Culture and Structure of Crew*: “Leaders and teachers use a **variety of structures** and **strategies** to get to know students well. They **support** students to feel **safe, valued, respected and included** regardless of background or identity.”

Crew time is at the beginning of each class day, however; before a student even enters the classroom, they need to feel welcomed and supported to begin the day. Crew “triage” is the time when the teacher briefly checks in one-on-one with each individual student to quickly assess how they are feeling in terms of being ready. This consists of a simple and positive greeting followed by a brief check-in conversation. This is the first interaction that the student will have every day and if this becomes a routine, the student will feel more welcomed and anything that they need to have a successful day can be immediately addressed.

Triage Best Practices
Every teacher should be standing at their door ready to greet students at 7:30.
A positive greeting includes eye contact, smiles, and using the student’s name.
Do a quick check for the necessities for the day (breakfast, supplies, uniform).
Follow up with any support adults as needed as soon as possible.

Circling Up

Core Practice 23: *Building the Culture and Structure of Crew*: “Whenever possible, students in Crew sit or stand in a **circle** so they can see and hear each other without the interference of furniture. A **circle** allows Crew members to be equally vulnerable, **connected**, and supportive of one another.”

Beginning every crew with a circle is required so that students instantly feel welcomed and included. A circle sets up the environment so that every student can feel heard, acknowledged, and make eye contact with their peers and teacher. It also helps crew to feel more like a community instead of one person being the leader in front. Depending on the plan for the day, the circle may only last for the greeting or it could last the entire lesson. Teacher or student discretion can be used depending on the lesson plan and goal.

Circling Up Best Practices
Encourage students to finish eating breakfast before crew time begins at 7:50.
Always start in a circle - standing or sitting - with no furniture in the middle.
Make sure every student is physically included in the circle (including students who are late).
Try to mix up the circle routine (in a different spot in the room, outside, on the floor...).
Students need to be quiet and ready to listen before beginning the lesson for the day.

Introduce the lesson goal in a circle, but feel free to break the circle afterwards dependent on student and lesson needs.

Greeting

Core Practice 23: *Building the Culture and Structure of Crew*: “Crew leaders incorporate **greetings**, stories, appreciations, apologies, and other activities that foster students’ sense of purpose, **belonging**, and agency.”

The purpose of the greeting is to make students feel welcome and to communicate that it matters that they have come to school today. Having students greet each other by name each day can break down cliques and instill a sense of recognition and belonging.

In the Greeting component of Crew, each student begins the day hearing their name spoken clearly and making friendly contact with peers and the crew leader. Early in the year, the greeting should be simple, with a focus on learning each other’s names and making friendly eye contact. Once students are comfortable with a simple greeting, they can learn more complex greetings—for example, greeting in different languages or doing greeting activities that involve singing and movement.

Greeting Best Practices	
Model and practice how to greet someone in a friendly, warm, and respectful way.	
On non-planned crew days, choose a greeting from the greeting and activity bank or create your own that fits the current needs of the group.	
Feel free to extend or repeat the greeting. You are also welcome to complete more than one greeting.	
Be aware of who continues to sit/stand next to each other (especially during partner greetings). Mix it up so all students can interact with one another.	
Try to name each individual student in as many greetings as possible.	
Let students choose as frequently as possible. Make sure to try a variety of greetings throughout the year.	

Debrief

Core Practice 23: *Building the Culture and Structure of Crew*: “Crew leaders engage students in collaboration and competition in a joyful, supportive environment. They **debrief** initiatives by helping students **reflect** on skills and mindsets that can be applied beyond the activity.”

Debriefing the crew lesson for the day adds to the learning process and gives the feedback necessary to apply the learning. A debrief helps students to find closure from the lesson and make connection to past and future concepts. The debrief is not as formal as the circle or greeting, but it is required so that students have a smooth transition from crew to their next class.

Debrief Best Practices
Try to circle back up so the lesson begins and ends where everyone can hear and see each other.
Repeat the crew lesson goal for the day.
The debrief is a great time for announcements or reminders for the day.
If time is available, offer the opportunity for students to offer feedback or ask questions about the lesson or the day ahead.

4th and 5th Grade Midday Crew

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: “All teachers promote **wellness** through **active breaks**, multisensory instruction, and classroom management that demonstrates awareness of **students’ mental health**.”

This midday crew was created to assist the students in becoming refocused or recharged to finish the school day on a strong note. It will be 10 minutes long and will consist of a brief check-in greeting or activity. There will not be any set lesson plans and the teacher or student(s) will be able to choose the greeting or activity based on student needs.

Midday Crew Best Practices
Begin with a circle so all students feel acknowledged and included.
You could begin with a quick or extended check-in (fist to five, thumb meter,...).
The greeting or activity needs to be structured. Please do not use this time for work completion, extended class time, snack time, etc...
The greeting and activity bank has been organized into time required and categories (greetings, refocus, recharge, or reflection activities).
The 10 minutes can be spent doing an extended check-in, an extended greeting or a combination of a check-in, greeting, and/or activity.
End with a quick debrief that may include some reminders, feedback, and/or questions for the day.

Closing Circle

Core Practice 23: *Building the Culture and Structure of Crew*: “Crew leaders engage students in collaboration and competition in a joyful, supportive environment. They **debrief** initiatives by helping students **reflect** on skills and mindsets that can be applied beyond the activity.”

Debriefing the day before dismissal allows the student to find closure and reflect. A debrief helps students to set a goal to be even more successful for the next school day. For closing circle, the students need to be in a circle (sitting or standing) and every student needs to participate in the reflection activity.

Closing Circle Best Practices
Circle up to where everyone can hear and see each other.
Closing circle should be done during dismissal time. This is usually in between bus dismissal and carpool/walker dismissal (3:15 - 3:25).
Choose a reflection activity that is brief enough so everyone can share. No opt out!
The greeting and activity bank has been organized into time required and categories (greetings, refocus, recharge, or reflection activities).
The circle is a great time for announcements or reminders for the day.
If time is available, offer the opportunity for students to offer feedback or ask questions about the lesson or the day ahead.

Weekly Lesson Routine

Day of the Week	Routine Description	Materials Needed
Monday	Goal or Portfolio Check-In	Student Portfolios High Five Habit Report Card & Rubric Goal Setting and Check-In Forms
Tuesday	Student Led Crew	Student-Led Crew Planning Template
Wednesday	Social Emotional Learning	Second Step Binder & DVD Second Step Scope & Sequence CNN 10 Teaching Tolerance Lessons
Thursday	Buddy Crew	Crew Lesson Plans for the Week

Friday	Community Circle	Community Circle Planning Sheets
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Goal Setting

Core Practice 27: *Cultivating a Cultures of Engagement and Achievement*: “Students regularly **assess their own growth** through organizing and reflecting on evidence of their learning. They are required and supported to present their work publicly and share their analysis and **goals**.”

Goal setting skills are essential for young people. They empower students to strive for self-improvement and have control over their own lives. By reaching these goals, students gain confidence and are able to identify, adopt, and maintain healthy behaviors that will help them be successful in the future.

The goal-setting model for involves three major steps. The first is to help students identify a long-term goal. This goal should be exact, very clearly defined, and have some way that it can be measured. The second step is to create and design an action plan for accomplishing the goal. This includes breaking the long-term goal up into smaller short-term goals and identifying what resources students need in order to help them reach their goal. The third step is reflecting and checking-in on the progress. Use the [Goal Check-In Form](#) to track progress. Students are able to revise their short-term goal(s) along the way as needed. Goal setting and checking-in will occur about once every other week.

Goal Setting Best Practices
Model how to research, create, and reflect on a goal.
Support your students in creating an achievable goal that is measurable with evidence and data. Use the Goal Setting Form that is provided.
Use already available resources to help your students create goals (High Five Habits, Design Principles,...)
If a student has a long-term goal that is not working, feel free to change it. Please keep all forms in the portfolio as evidence.
Spend time on creating and checking-in. This is not a quick 5 minute task. If you need more crew time, please extend it into another day.

Student Led Crew

Core Practice 21: *Creating a Community of Learning*: “Leaders and teachers foster student **self-management** and responsibility for learning through looking for opportunities to elevate **student voice** and **leadership** in the classroom and across the school.”

Student led crew is an opportunity for all students to take on a leadership role and share personal information about themselves with their peers. It is also a chance for them to take on the role of the teacher in leading a discussion. They become the focus of the lesson for the day which in turn creates a connection that instills confidence and engagement. Student led crew will happen once a week and every student is required to participate and lead.

Student Led Crew Best Practices
Model a student led crew session by you creating and leading one first. Let the students get to know you too.
Create a sign-up based on the Design Principle of the month. This way students have a voice and every student must sign up. Once every student has gone, repeat the cycle.
Go over the planning document with the student and send it home a week ahead of time. Also, send an email home to the family with the document attached so they can support their student in being prepared.
Your role as a teacher is to keep other students engaged and on task. Don't try to lead the lesson. Wait time is important and okay.
If there is time at the end, allow for some feedback. What did the student do well? What can they continue working on for next time? Provide one-on-one feedback if there is no time.

Social and Emotional Learning

Core Practice 5: *Promoting Social, Emotional, and Physical Wellness*: “Leaders, school counselors, and teachers create Crew lessons that promote **social and emotional safety and health**. Wellness is an explicit focus of Crew curriculum and instruction.”

Social and emotional learning is an integral part of crew as it addresses very personal student needs. This day is meant to really support students and where they are currently in their development. On planned crew days, we will be using the required Second Step curriculum. Please see the [scope and sequence document](#) for your required lessons.

On unplanned days, it will be up to the teacher to decide what type of social and emotional learning is needed. If a Second Step lesson is needed, feel free to work ahead. You can also access [CNN 10](#) or [Teaching Tolerance](#) for other content that addresses social issues in our current events. If your students need a day to refocus or recharge, feel free to choose an activity. This time is not meant to be “free time,” so please make sure it is structured.

Social and Emotional Learning Best Practices

Adjust your 2nd Step lessons to the time allotted in crew. Use your best judgement.
Incorporate student voice if it is appropriate. Poll the students to see what they need.
You can extend Student Led Crew or other crew activities into this time if you need to.
Go outside! Change up the space as needed, but please setup a structured activity.
Feel free to combine with other crews if they have similar needs for this day.

Buddy Crew

Core Practice 21: *Creating a Community of Learning*: “Students play an active role in maintaining school traditions and **acting as leaders**.”

Buddy Crews (formally Book Buddies) visit K - 4 crew meetings every Thursday (and sometimes Wednesdays too for STEM projects). Students from 5th - 8th grade serve as “mentors” to the K - 4th grade students. Buddy Crews are designed to foster a school wide vertical relationship among students. Building relationships outside of the classroom helps to create a sense of belonging so that students feel a part of the Amana community. The mentor relationship will be built through completing Service Learning Projects, STEM Projects and other engaging and age-appropriate activities.

Buddy Crew Best Practices
Take time to set expectations for your crew around how to work with their buddies.
Assign specific buddies so that students know who they will be working with each day.
Communicate weekly with your Buddy Crew teacher to make sure you are both on the same page about plans.
Take turns visiting each other’s classrooms. Feel free to meet outside or in another common space too.

Community Circle

Core Practice 21: *Creating a Community of Learning*: “Leaders and teachers create traditions that **celebrate Habits of Character** in whole-school settings and in classrooms (e.g. public acknowledgements in community circles).”

Community Circle will continue to take place every Friday, however a rotation of leaders and types of community meetings will occur. Leaders will include guest speakers, teachers, crews, house leaders, and other people as needed. Community Circle will also continue to center around the monthly Design Principle.

Type of Community Circle	Description
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Traditional	All students are seated in a circular shape around the stage. The leaders could include multiple people (crews, guest speakers, teachers) and they present from the stage.
Whole School	Every student from Amana Academy attends this up at the Alpharetta Community Center. Whole School Community Circle involves a different schedule for the day and is usually planned and led by many teachers, students, and administrators. It is planned around a specific time to celebrate significant events.
Workshop	All students are seated with their crew at tables. With assistance from their crew teacher, they complete tasks together as a team.
Meetings	Community meetings happen within grade levels and are planned by grade level teachers. This time can be used for topics based on the needs of the students at the time.

Community Circle Best Practices
All teachers are involved at all times (assisting their crew, monitoring students,...).
If you are assigned to plan a community circle, begin planning with your crew the week before (not the week of). You will be sent a reminder.
Use these Community Circle Planning Sheets to help you determine roles and needs.
Expect the calendar and expectations to continue as is unless you hear otherwise.

Long Term Crew Projects

Crew Corner

Core Practice 25: *Creating Beautiful Spaces that Promote Learning*: “Student work is displayed in a way that honors the work, giving parts of the school a museum quality that inspires **student and community pride**. Student achievement is honored in public spaces, whether it is academic, artistic, athletic, or a demonstration of **good character**.”

The crew corner is an integral part of the classroom environment where the crew of the classroom is represented and heard. The crew corner should be labeled and can be used as a wall space to hang crew pictures and crew work completed throughout the year.

Crew Corner Best Practices
Allow the students to make it their own. Include them in the decorating process.
Crew corner can also be used as a space to store portfolios. Make sure these are easily

accessible by the students.
Other work to display in crew corner can be hopes & dreams, buddy crew activities, social & emotional learning work, and any other work samples that display the creativity and individuality of the crew.

Portfolios and Student Led Conferences

Core Practice 23: *Building the Culture and Structure of Crew*: “Crew leaders facilitate **student reflection** on the relationships among their academic progress, Habits of Scholarship, and quality of their work. Students often work on **portfolios** or prepare for **student-led conferences** in Crew.”

The student portfolios will contain all of the evidence that students will need for both Celebration of Learning and Student Led Conferences. The portfolios will be housed in crates that stay in the Homeroom teacher’s classroom. It is preferred that the portfolios stay at school unless a student is willing to take full responsibility for taking it home. Bins will be provided and space will need to be designated in the classroom. These portfolios will need to be accessible by all students and able to be used anytime during the school day. Please be sure to send the portfolio bin with the other crew during days when they are required for the lesson.

Each portfolio will need to have the 5 organized sections:

- 1) Student Data
- 2) Goal Setting
- 3) Student Led Crew
- 4) SLC Evidence
- 5) Expedition

Portfolios will be checked and updated as needed at least once every other week in crew. Please encourage students to take the portfolio from class to class during the school day.

Portfolios & SLC Best Practices
Students can use tab dividers or create their own to organize the work.
Please take time to check every students binder during days when it is assigned as part of the lesson. Support your students in keeping track of the High Five Habits.
Encourage and contact families about Student Led Conference and Celebration of Learning participation. Plan ahead. If a family member can’t attend, reach out about scheduling another time or possibly ask another adult mentor in the school.
You can also use the crates and/or binders to help organize other crew member items (house lanyards, certificates,...)
If you are able, create a personalized “Crew Corner” where students keep their binders. Spend some time with your crew decorating it and making it their own.

Service Learning

Core Practice 22: *Fostering Habits of Character*: “Crew leaders support students to plan and conduct **service projects**. They provide students with opportunities to make decisions, become leaders, **contribute to local and global communities**, and build more equitable communities.”

Service learning provides an opportunity for students to connect to the outside community that supports Amana Academy. Service learning will take place in Buddy Crew about twice a month.

The projects are listed below. Extra dates are included just in case a project requires additional time to complete.

Month	Occasion	Project	Month
September	Thank a Firefighter	Thank you letters and/or pictures to first responders	September
October	Refugee Welcome	Write welcome letters to refugees to include with backpacks and school supplies	October
November	Turn into a Turkey	Collect canned food items for a local food bank	November
December	Foster Support	Collect and create winter break care packages for students in foster care	December
January	Valentine's Day	Create busy bags and activity pack with Valentine's cards for children in a local hospital	January
February	Community Helpers	Create thank you posters for community service workers	February
March	School Partners	Create thank you gifts for all school partners	March
April/May	Family Appreciation	TBD	TBD

Crew Lesson Plans

Detailed crew lesson plans will only be provided for high stakes transition times (beginning of the year, before/after a break, preparing for presentations, and end of the year). The weekly routine will continue during non-planned crew days and more basic lesson outline will be provided to both continue consistency and allow for teacher input based on student needs.

Reminders and extra links to the lesson plans and outlines will be sent to crew leaders through email no later than every Wednesday before the planned week. This will allow extra time for

planning and questions as needed. The links to the lesson plans will also be included in weekly crew notes.

Crew Lesson Plans Title	Time of the Year
Welcome to My House	1st 4 Weeks
Don't Fall Back	Before Fall Break
Refreshed & Refocused	After Fall Break
Attitude of Gratitude	Before Thanksgiving Break
Preparing to Celebrate	After Thanksgiving Break
Winter Wind Down	Before Winter Break
New Year New Start	After Winter Break
Just Before Break	Before Spring Break
Show What You Know	After Spring Break
Finish Strong	End of the Year

Appendix

4-8 Crew Google Folder (All resources included here)		
Greetings & Activities		
Student Portfolio Deliverables:		
High Five Habit Report Card & Rubrics	Goal Setting and Check-In Forms	Student-Led Crew Planning Template
Social and Emotional Learning Resources:		
Second Step Scope & Sequence	CNN 10	Teaching Tolerance

Self-Assessment Survey Items

Amana Academy School
NCES ID: 130228003535
Alpharetta, Georgia

Fulton County
NCES ID: 1302280

School Year			Number of Responses	Date Completed		
2022-23			67	09/30/2022		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
92 %	8 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	14 %	12 %	75 %
82 %	18 %	0 %	2. Expected student behaviors are taught directly.	22 %	18 %	60 %
87 %	11 %	2 %	3. Expected student behaviors are rewarded regularly.	16 %	20 %	64 %
71 %	28 %	2 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	33 %	13 %	54 %
58 %	34 %	8 %	5. Consequences for problem behaviors are defined clearly.	39 %	13 %	48 %
81 %	15 %	5 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	20 %	14 %	65 %
65 %	32 %	3 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	25 %	22 %	53 %
92 %	6 %	2 %	8. Procedures are in place to address emergency/dangerous situations.	16 %	8 %	76 %
92 %	6 %	2 %	9. A team exists for behavior support planning & problem solving.	12 %	20 %	69 %
95 %	3 %	2 %	10. School administrator is an active participant on the behavior support team.	16 %	8 %	76 %
89 %	6 %	5 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	8 %	16 %	76 %
79 %	16 %	5 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	15 %	21 %	65 %
68 %	28 %	5 %	13. School has formal strategies for informing families about expected student behaviors at school.	23 %	13 %	64 %
71 %	20 %	8 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	19 %	19 %	63 %
82 %	11 %	7 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	15 %	15 %	71 %
76 %	21 %	3 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	10 %	18 %	72 %
78 %	12 %	10 %	17. The school team has access to on-going training and support from district personnel.	11 %	13 %	76 %
89 %	6 %	6 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	7 %	10 %	83 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
92 %	6 %	2 %	1. School-wide expected student behaviors apply to non-classroom settings.	11 %	13 %	76 %
81 %	15 %	3 %	2. School-wide expected student behaviors are taught in non-classroom settings.	9 %	25 %	66 %
83 %	15 %	2 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	11 %	33 %	56 %
80 %	15 %	5 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	4 %	22 %	73 %
64 %	27 %	9 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	17 %	26 %	57 %

Self-Assessment Survey Items

65 %	27 %	8 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	14 %	39 %	47 %
71 %	17 %	12 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	15 %	30 %	55 %
91 %	6 %	4 %	8. Status of student behavior and management practices are evaluated quarterly from data.	7 %	22 %	71 %
85 %	10 %	5 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	9 %	26 %	65 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
88 %	11 %	2 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	15 %	13 %	72 %
81 %	17 %	2 %	2. Problem behaviors are defined clearly.	15 %	19 %	66 %
84 %	15 %	2 %	3. Expected student behavior & routines in classrooms are taught directly.	16 %	22 %	62 %
85 %	13 %	2 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	13 %	21 %	66 %
56 %	35 %	8 %	5. Problem behaviors receive consistent consequences.	35 %	17 %	48 %
78 %	20 %	2 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	15 %	20 %	65 %
67 %	30 %	3 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	22 %	24 %	53 %
73 %	22 %	5 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	14 %	24 %	61 %
83 %	17 %	0 %	9. Students experience high rates of academic success (> 75% correct).	9 %	26 %	65 %
80 %	16 %	3 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	11 %	18 %	70 %
68 %	28 %	3 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	20 %	27 %	53 %

In Place	Partial	Not	System: Individual Student	High	Medium	Low
65 %	28 %	7 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	20 %	31 %	49 %
85 %	12 %	3 %	2. A simple process exists for teachers to request assistance.	17 %	13 %	70 %
84 %	15 %	2 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	17 %	20 %	63 %
83 %	10 %	8 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	10 %	22 %	68 %
73 %	20 %	7 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	9 %	32 %	59 %
79 %	16 %	5 %	6. Significant family &/or community members are involved when appropriate & possible.	11 %	24 %	64 %
71 %	23 %	6 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	7 %	29 %	64 %
84 %	10 %	5 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	7 %	27 %	67 %

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

Amana Academy School
Alpharetta, Georgia

School Year: 2022-23

Date Completed: 9/8/2022 - 4/10/2023

Tier 1: Universal SWPBIS Features

Teams	9/8/22	4/10/23
1. Team Composition: Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	2	2
2. Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	2	2
Feature 1 Total:	4 of 4	4 of 4
Implementation	9/8/22	4/10/23
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	2	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	2	2
5. Problem Behavior Definitions: : School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	2	2
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	2	2
7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	2	2
8. Classroom Procedures: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	2	2
9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	2	2
10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	2	2
11. Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	2	1

Feature 2 Total: 18 of 18 17 of 18		
Evaluation	9/8/22	4/10/23
12. Discipline Data: Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	2	2
13. Data-Based Decision Making: Tier 1 team reviews and uses discipline data at least monthly for decision-making.	2	2
14. Fidelity Data: Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	2	2
15. Annual Evaluation: Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	2	1
Feature 3 Total: 8 of 8 7 of 8		
Tier 2: Targeted SWPBIS Features		
Teams	9/8/22	4/10/23
1. Team Composition: Tier 2 (or combined Tier 2 & 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	2	2
2. Team Operating Procedures: Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	2	2
3. Screening: Tier 2 team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier 2 supports.	2	2
4. Request for Assistance: Tier 2 planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	2	2
Feature 4 Total: 8 of 8 8 of 8		
Interventions	9/8/22	4/10/23
5. Options for Tier 2 Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	2	2
6. Tier 2 Critical Features: Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	1	2
7. Practices Matched to Student Need: A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	2	2
8. Access to Tier 1 Supports: Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.	2	2
9. Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.	2	2

Feature 5 Total: 9 of 10 10 of 10

Evaluation	9/8/22	4/10/23
10. Level of Use: Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.	2	2
11. Student Performance Data: Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.	2	2
12. Fidelity Data: Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.	1	2
13. Annual Evaluation: At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.	1	1
Feature 6 Total: 6 of 8 7 of 8		

Tier 3: Intensive SWPBIS Features

Teams	9/8/22	4/10/23
1. Team Composition: Tier 3 systems planning team (or combined Tier 2 & 3 team) includes a Tier 3 systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.	0	2
2. Team Operating Procedures: Tier 3 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	0	0
3. Screening: Tier 3 team uses decision rules and data (e.g., ODRs, Tier 2 performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier 3 supports.	0	1
4. Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	0	0
Feature 7 Total: 0 of 8 3 of 8		

Resources	9/8/22	4/10/23
5. Staffing: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier 3 supports.	0	2
6. Student/Family/Community Involvement: Tier 3 team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	0	2
7. Professional Development A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	1	2
Feature 8 Total: 1 of 6 6 of 6		

Support Plan	9/8/22	4/10/23
8. Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	1	1
9. Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	1	0
10. Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	2	1
11. Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	2	2
12. Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.	0	0
13. Access to Tier 1 and Tier 2 Support: Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports.	2	2
Feature 9 Total: 8 of 12 6 of 12		
Evaluation	9/8/22	4/10/23
14. Data System: Aggregated (i.e., overall school-level) Tier 3 data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	0	0
15. Data-Based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	2	1
16. Level of Use: Team follows written process to track proportion of students participating in Tier 3 supports, and access is proportionate.	2	2
17. Annual Evaluation: At least annually, the Tier 3 systems team assesses the extent to which Tier 3 supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	0	0
Feature 10 Total: 4 of 8 3 of 8		

PBIS Tier I Action Plan

Directions:

1. Input scores from your school's most recent TFI & SAS administration.
2. Discuss and create action items to address low scores or a discrepancy in scores (i.e., TFI score is high but SAS score is low, SAS score is partially in place and a high priority)
3. Review this Action Plan at least quarterly throughout the year to ensure successful completion.

Name of School: Amana Academy

Date(s) Plan Created and Reviewed: 5/21/2023

Subscale and Tier 1 Features	TFI Score	Corresponding SAS Item	SAS Score (In Place)	Action Steps:	Who is responsible for this?	When will it be in place?
TEAMS						
1.1 Team Composition	2	Schoolwide #9	92%	A team exists for behavior support planning & problem-solving. School administrator is an active participant on the behavior support team. <ul style="list-style-type: none"> - Behavior team consists of an AP (PBIS Team Leader), RTI Coordinator (Data Manager), Instructional Coach (Behavior Specialist), Counselor (PBIS Coach), and Safety Coordinator (Recorder) 	AP	August 1
		Schoolwide #10	95%			
1.2 Team Operating Procedures	2			PBIS /Culture & Character team meets monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan <ul style="list-style-type: none"> - PBIS Core Team meets weekly including specified roles and agenda - Schoolwide Culture & Character team meets on the last Thursday of the month - Action plan is reviewed weekly and monthly. 	PBIS Tier 1 Team	Ongoing/ Monthly
IMPLEMENTATION						
1.3 Behavioral Expectations	2	Schoolwide #1	92%	A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined. Expected student behaviors are taught directly. Booster training activities for students are developed, modified, & conducted based on school data. <ul style="list-style-type: none"> - School utilizes the High 5 Habits of Responsibility, Perseverance, Compassion, Courage, and Respect as anchor expectations for classroom rules. - During the first 6 weeks of school, classroom rules and expectations are modeled and practiced daily, and reviewed throughout the school year during our morning circle time called Crew. - Crew lesson plans are designed to reiterate the practice of the high 5 habits, and address current student behaviors. 		

1.4 Teaching Expectations	2	Schoolwide #2	82%		PBIS Tier 1 Team	August 1
		Schoolwide #14	71%			
1.5 Problem Behavior Definitions	2	Schoolwide #4	71%	<p>*Consequences for problem behaviors are defined clearly.</p> <ul style="list-style-type: none"> Consequences to be aligned with FCS Code of Conduct. Consequences for major behaviors are outlined using the progressive discipline model by specific grade levels bands (K-2, 3-5, and 6-8). Collaborate with teachers to identify consequences for teacher managed behaviors. Communicate consequences to classroom teachers and seek feedback. <p>*Problem behaviors (failure to meet expected student behaviors) are defined clearly.</p> <ul style="list-style-type: none"> Behaviors and behavior levels to be defined using the FCS Code of Conduct and state guidelines. Major and Minor behaviors to be aligned with FCS Code of Conduct. Distinctions between office v. classroom managed problem behaviors are clear. Collaborate with teachers to place undefined behaviors into categories. <p>*High Priority/Partially in Place</p>	Admin PBIS Team	August 1 Reviewed monthly
		Schoolwide #5	58%			
		Schoolwide #6	81%			
1.6 Discipline Policies	2	Schoolwide #7	65%	<p>*Options exist to allow classroom instruction to continue when problem behavior occurs.</p> <ul style="list-style-type: none"> Classrooms include a quiet space for students to reset or reflect on their behavior. Classroom partner is selected by the teacher and/or administration where students can reflect in another classroom or with an assigned adult. Collaborate and share ideas on how to de-escalate specific problem behaviors. Using progressive discipline chart, identify when to call for administrative or behavioral support. <p>*High Priority/Partially in Place</p> <p>Procedures are in place to address emergency/dangerous situations.</p>	Admin PBIS Team	August 1
		Schoolwide #8	92%			

1.7 Professional Development	2	Schoolwide #17	78%	<p>The school team has access to on-going training and support from district personnel.</p> <ul style="list-style-type: none"> - PBIS Team attends trainings provided by Fulton County (including recent training, Universal Classroom). - Discipline Admin attends Response Matters training provided by FCS Dept of Discipline. 	PBIS Admin	Quarterly
1.8 Classroom Procedures	2					

1.9 Feedback and Acknowledgment	2	Schoolwide #3	87%	Expected student behaviors are rewarded regularly. <ul style="list-style-type: none"> - Students participate in Freedom Fun Friday with opportunities to participate in select activities (reflection, extra recess, movies, etc) based on their High 5 Habit report card. - Students receive weekly or monthly prizes based on participation in academic challenges such as the Amazing Race (Prize Cart). - Classroom rewards and positive family communications occurs daily and weekly. 	PBIS Tier Teams	Monthly
1.10 Faculty Involvement	2	Schoolwide #12	79%	Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly). All staff are directly and/or indirectly involved in schoolwide interventions. <ul style="list-style-type: none"> - Utilize a system for documenting minor referrals, so that the PBIS Tier 1 Team can identify and analyze student problem behavior and engage in active decision making with faculty and staff. - Discipline data is reviewed monthly with staff to identify overall behavior patterns, and to discuss school challenges and resolutions. 	PBIS Tier Team	Monthly
		Schoolwide #16	76%			
1.11 Student/Family/Community Involvement	1	Schoolwide #13	68%	School has formal strategies for informing families about expected student behaviors at school. <ul style="list-style-type: none"> - Discipline updates or proactive communications are shared with parents through school newsletters or grade-level newsletters. - Minor referrals are documented and includes a communication component (PBIS, email, or documented phone call.) 	Principal	Ongoing/As Needed
EVALUATION						
1.12 Discipline Data	2	Schoolwide #11	89%	Data on problem behavior patterns are collected and summarized within an on-going system. <ul style="list-style-type: none"> - Currently using the discipline dashboard which shows major incidents. - Promote the use of PBIS Rewards for recording and reporting minor incidents. - Student discipline data is shared monthly. 	AP	Monthly
1.13 Data-based Decision Making	2	Schoolwide #12	79%	Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly). <ul style="list-style-type: none"> - Discipline data describing behavior patterns are reviewed and shared with staff monthly. - Discipline trends are discussed with PBIS admin team. Booster training activities for students are developed, modified, & conducted based on school data. <ul style="list-style-type: none"> - Booster activities are implemented during morning crew (meeting) time and weekly during the school assembly (community circle). 	PBIS Tier 1 Team	Monthly
		Schoolwide #14	71%			

1.14 Fidelity Data	2					
1.15 Annual Evaluation	1	Schoolwide #18	89%	The school is required by the district to report on the social climate, discipline level or student behavior at least annually. <ul style="list-style-type: none"> - School reports all data and adheres to county guidelines. 		

OTHER ACTION STEPS:	Who?	When?

****Please upload to your product binder when complete.**

PBIS Tier 2 Action Plan

Directions:

1. Input scores from your school's most recent TFI.
2. Discuss and create action items to address low scores.
3. Review this Action Plan at least quarterly throughout the year to ensure successful completion.

Name of School: Amana Academy

Date(s) Plan Created and Reviewed: June 8, 2023

Subscale and Tier 1 Features	TFI Score	Action Steps:	Who?	When?
2.1 Team Composition	2	1. Team Composition: Tier 2 (or combined Tier 2 & 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs. <ul style="list-style-type: none"> - Tier 2 members include school counselor, assistant principal, classroom teacher, RTI coordinator and IST. 	Admin	Aug 1
2.2 Team Operating Procedures	2	2. Team Operating Procedures: Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. <ul style="list-style-type: none"> - Tier 2 team meets weekly with an agenda and action plan 	Admin	Aug 1
2.4 Request for Assistance	2	4. Request for Assistance: Tier 2 planning team uses written request for assistance <ul style="list-style-type: none"> - Request for Assistance form is utilized to collect information about a student with concerns. Data is collected on a student to show their behavioral challenges across a period of time and to identify any behavioral patterns. 	Admin/ MTSS Coordinator	Ongoing

2.5 Options for Tier 2 Interventions	2	<p>5. Options for Tier 2 Interventions: Tier 2 team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.</p> <ul style="list-style-type: none"> - Classroom teacher, Behavior RTI Specialist, and Admin monitor students interventions and the students' response to the intervention. Adjustments are made as needed to support the student and to encourage behavior improvement. 	Admin/ MTSS Coordinator	Ongoing
2.6 Tier 2 Critical Features	2	<p>6. Tier 2 Critical Features: Tier 2 behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).</p> <ul style="list-style-type: none"> - Students receive daily instruction through 1:1 support, classroom activities, and pull-out or counseling groups. Feedback is provided on a weekly basis. 	Counselor, Classroom Teacher, MTSS Coordinator	Ongoing
2.7 Practices Matched to Student Need	2	<p>7. Practices Matched to Student Need: A formal process is in place to select Tier 2 interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).</p> <ul style="list-style-type: none"> - Classroom teacher, Behavior RTI Specialist, IST, and Admin monitor students interventions and the students' response to the intervention. Adjustments are made as needed to support the student and to encourage behavior improvement. 	MTSS Coordinator / Admin	Ongoing / Every 6 weeks
2.8 Access to Tier 1 Supports	2	<p>8. Access to Tier 1 Supports: Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.</p> <ul style="list-style-type: none"> - Students receiving Tier 2 support are monitored closely and supported with Tier 1 supports. 	Admin/ MTSS Coordinator	Ongoing/ Every 6 weeks

2.9 Professional Development	2	<p>9. Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier 2 intervention that is in place.</p> <ul style="list-style-type: none"> - Teacher meet bi-weekly to discuss student's behavioral data and the effectiveness of their support. - Written process (flow chart) will be revised to show staff how to refer students for Tier 2 supports. - Training and monitoring will be provided to relevant staff on how to implement interventions set in place. - A PD Coaching plan will be set in place to monitor the usage, implementation, and effectiveness of the referral process and teacher trainings. 	Admin/ PBIS Tier 2 Support Team	Aug 1
2.10 Level of Use	2	<p>10. Level of Use: Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportionate.</p> <ul style="list-style-type: none"> - Supports are discussed bi weekly and tracked using their habits report card monthly. 	MTSS Coordinator	Ongoing
2.11 Student Performance Data	2	<p>11. Student Performance Data: Tier 2 team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.</p> <ul style="list-style-type: none"> - Students are tracked by their classroom teacher and RTI behavioral specialist with regards to the student's response to the intervention and their successes and/or need for improvement. 	MTSS Coordinator	Every 6 weeks
2.12 Fidelity Data	2	<p>12. Fidelity Data: Tier 2 team has a protocol for ongoing review of fidelity for each Tier 2 practice.</p> <ul style="list-style-type: none"> - Tier 2 team reviews student's referral and behavioral supports, as well as teacher input to ensure that Tier 2 supports are effective. 	Tier 2 Team	Weekly

2.13 Annual Evaluation	1	<p>13. Annual Evaluation: At least annually, Tier 2 team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.</p> <ul style="list-style-type: none"> - The Culture & Character/PBIS Team & Tier 2 Team reviews overall effectiveness of T2 programming. The Tier 1 and 2 data will be shared with staff. - Tier 2 interventions will be reviewed with a pre/post data points to share effectiveness of the Tier 2 interventions comparing start number of students in T2 & end of the yr # of students in T2. - The CNC/PBIS Team meet will meet at the BOY, MOY, and EOY to assess overall effectiveness and efficiency of the Tier 2 support program. - Data will be shared with staff and key stakeholders 	Admin/ MTSS Coordinator	August / January / May
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****Note:** The Self-Assessment Survey (SAS) can also be used as an action planning tool. Scores associated with the feature, System: Individual Student, corresponds with Tier 2 features. In addition, *The PBIS Tier Two Handbook*, has rubrics for Markers 1-8 as assessment tools that can assist with determining Tier 2 implementation level.

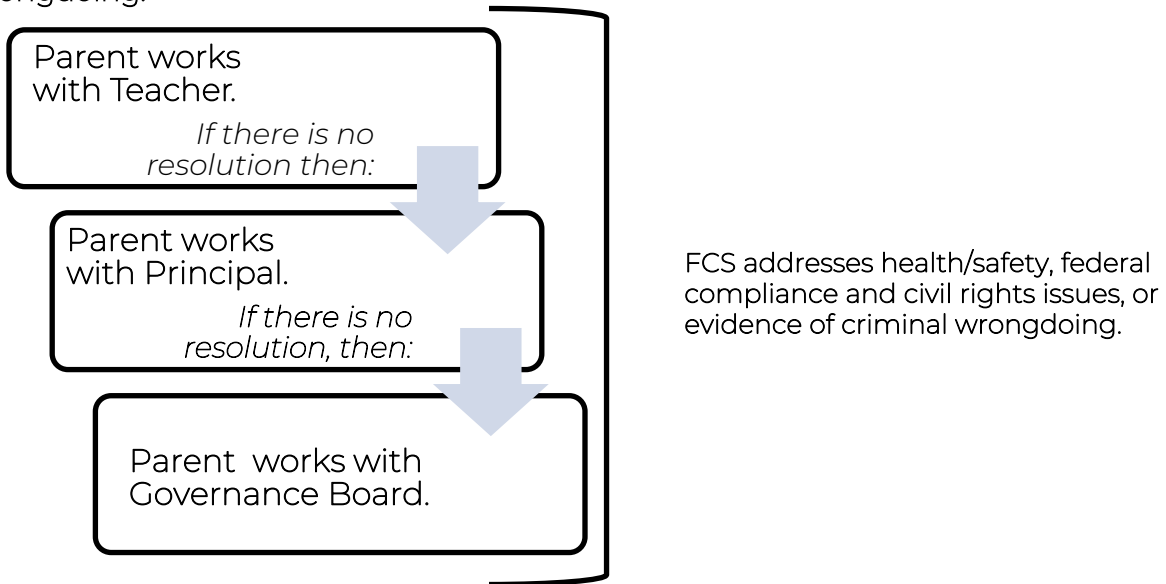
OTHER ACTION STEPS:	Who?	When?

**Please upload to your product binder when complete.

What if I have a concern with my child's charter school?

While the Fulton County School district retains ultimate authority over approved charter schools, it is a FCS practice to request that parents work through the processes identified by the charter school to resolve school-level issues.

Fulton County Schools respects the autonomy of the charter school and will not become involved in school level matters unless there is a serious issue such as a health or safety concern, federal or civil rights compliance issues, or evidence of criminal wrongdoing.





EMPLOYEE HANDBOOK

We Are Crew, Not Passengers

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ABOUT THIS HANDBOOK

The Amana Academy (Amana) Employee Handbook is designed to communicate the major policies and procedures of the school. The most current version of the Employee Handbook can be found in PDF format on Paycom and The Dock. No employee handbook can anticipate every circumstance or question about policy. The ultimate objective of these policies is to foster a satisfying and productive work experience so that we can achieve the mission and vision set forth in the Amana Academy Charter. You should familiarize yourself with the contents of the charter at your earliest convenience and keep it handy for periodic reference. It is found on our website, www.amanaacademy.org under “About Us”.

This handbook is designed to acquaint you with Amana and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You must read, understand, and comply with all provisions of this handbook and any updates or changes Amana may put in place during your employment. This handbook describes many of your responsibilities as an employee and outlines the programs developed by Amana to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

Amana is a professional organization that operates with high standards of ethics and performance, committed to facing and resolving individual or organization issues as they arise. We therefore reserve full discretionary authority to interpret and apply all Company policies and procedures and exclusive authority to determine how these policies and procedures apply to specific issues and circumstances. We also reserve the right to amend, terminate, or add to the Company’s policies and procedures at any time.

Our company commitment is to work together in an environment of mutual respect, honesty and open communication. Whether you are new, or have been with Amana for some time, you are encouraged to discuss any questions you may have with Human Resources.

AMANA ACADEMY PHILOSOPHY

Our Vision

To create an environment where parents, teachers, administrators, and partners collaboratively offer an educational experience that develops Citizen Scholars who possess a healthy balance of intellect and ethical character – students with a positive self-image who are motivated for lifelong learning and achievement, who respect others and the environment and who can skillfully express their interests and passions.

Our Mission

To prepare students for high academic achievement beyond what they think possible, so that they become active contributors to building a better world.

Our Approach

Our approach is grounded in the EL Education model (formally Expeditionary Learning), respecting teachers and school leaders as creative agents in igniting each student’s motivation and critical-thinking skills through in-depth, experience-based, integrated instruction across STEM subjects (Science, Technology, Engineering, Math) and the Humanities. Our definition of student success combines academic achievement, exemplary communication skills, world language proficiency in Arabic,

single-gender classroom instruction, and relevant co-curricular and extracurricular activities. We believe that academic success is built on strong character qualities of mutual social respect, positive discipline, collaborative learning and an ethic of civic and environmental responsibility shaped through engaging and challenging academic work.

Guiding Principle – Stewardship

Stewardship for the things with which we are entrusted, connoted in the Arabic word “Amana”, is the guiding principle and mindset of Amana Academy’s philosophy. It is not only our goal to teach stewardship, but also that it be actualized in personal habits. Beyond our educational philosophy, Amana Academy’s community shall adopt this principle as the basic value that steers decision-making, staff selection, financial decisions and other activities related to its operation.

Inherent in the concept of stewardship is a developed sense of responsibility - a sense of being a trustee. This developed and integrated sense of responsibility translates into service, which is manifested in the following hierarchy of responsibility:

I. Individual Responsibility

Seeking knowledge is a responsibility. The pursuit of self-excellence in our education and the proper development of personal abilities and skills enables us to realize our potential.

Avoiding what harms and seeking what benefits the mind and body in a healthy environment (place/people) benefit our character, education and physical being.

II. Responsibility toward Community

As a school community, our first responsibility is the education of future citizens by modeling teamwork, lifelong learning and personal integrity.

As stewards of knowledge, skills and abilities, we each have the responsibility of putting our capabilities to use by serving and positively influencing society.

Our responsibility as an institution is to create a welcoming atmosphere of openness, efficiency and accountability with all of the stakeholders.

We serve our community when personal interactions, exemplify civil treatment, principled modest conduct, a respectful demeanor and humble attitude.

By persevering to work together as a united community, we gain a continuous source of renewal and positive peer pressure that helps us attain our goals.

III. Responsibility toward Humanity and Environment

Our priority in addressing global human issues, sustainable development and environmental stewardship is to use reality-based scientific, social and cultural study through hands-on community experience.

By understanding our unique purpose in this world and how our simple daily choices affect it, we will be in a better position to make contributions to humanity and the environment.

Excelling as global stewards requires understanding the causes and effects of detrimental forces such as materialism, excessive consumerism, pop culture, sexism, and prejudice and developing the means to counter them.

Learning Expectations

The Amana Academy staff takes great pride in its professional qualities and the embodiment of the

Vision, Mission, and Guiding Principles set forth in our Charter. As an EL Education school, our Teachers and Leaders focus on three dimensions of student achievement:

- Mastery of Knowledge and Skills
 - Ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards
 - Use assessment practices that position students as leaders of their own learning
 - Use meaningful data for both teachers and students to track progress toward learning goals
 - Engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems
- Character
 - Elevate student voice and leadership in classrooms and across the school
 - Make habits of scholarship visible across the school and in daily instruction
 - Model a school-wide culture of respect and compassion
 - Prioritize social and emotional learning, along with academic learning, across the school
- High-Quality Student Work
 - Design tasks that ask students to apply, analyze, evaluate and create as part of their work
 - Use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality
 - Connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning

HUMAN RESOURCE POLICIES

Employee Contracts

A contract of employment is an agreement entered into by Amana and an employee under which both parties have certain mutual obligations.

As a matter of procedure, an employment contract will be offered to those full-time teachers and administrators according to the needs and requirements of the position and the school.

Once offered, an employee will be provided up to ten (10) calendar days to consider and accept the contract. Contracts which are not returned within the stated deadline will be considered as a separation acknowledgment.

Amana will offer written notice of contract renewals/non-renewals for the ensuing school year by no later than April 15th.

Employees who enter into contracts with Amana are expected to honor their contracts. Therefore, except in emergency situations or because of a promotion to a higher-level position, any employee who has executed a contract of employment for the ensuing school year is bound by said contract unless the employee obtains the written consent of the Executive Director or his/her designee. Employees who breach their contract with Amana may be subject to liquidated damages and/or be reported to the Georgia Professional Standards Commission.

Certain employee designations are considered at-will employees (see Policy At-Will Employment).

If you are unsure of your classification, please contact Human Resources.

At-Will Employment

At-will employment means your employment is for an indefinite period of time and it is subject to termination by you or Amana, with or without cause, with or without notice, and at any time. Amana reserves the right to terminate employees for reasons not stated in this Employee Handbook, or without reason at all. Amana also has the right, exercisable in its sole discretion, to make and implement decisions relating to your position, compensation, retention, termination of employment, and other terms and conditions of employment. Amana has the sole discretion to determine which type of discipline is appropriate, up to and including immediate termination of employment. There is no mandatory progression in disciplinary steps that must be followed. No manager, supervisor, or representative of Amana, other than the Executive Director or Chairman of the Board of Directors, has authority to change the terms of the at-will; any such change can occur only in a written employment contract. Eligibility for applicable benefits will not affect the at-will employment relationship.

Equal Opportunity Employment

Amana Academy is committed to providing equal employment opportunities to all individuals without regard to race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, or any other characteristic protected by law.

Amana Academy will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. An employee with a disability for which reasonable accommodation is needed should contact Human Resources to discuss possible accommodations.

Employees with questions or concerns about any type of discrimination in the workplace are encouraged

to bring these issues to the attention of Human Resources. Employees can raise legitimate concerns and make good faith reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination.

Immigration Law Compliance

Amana Academy is committed to employing only persons who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility.

Compliance with all laws

Amana Academy is committed to complying with all legal and ethical obligations and responsibilities. No employee will be disciplined or retaliated against in any way for asking questions or voicing concerns about legal or ethical obligations, when acting in good faith. If you believe that illegal or unethical activity is occurring, you should advise Human Resources or your manager immediately.

Professional Qualifications

Federal law requires Amana to ensure all teachers meet state certification requirements. In Georgia, state law allows Amana to waive certification in certain areas. Accordingly, Amana must establish the professional qualification requirements for all teachers, which is monitored for compliance.

Georgia law allows charter and strategic waiver systems to waive some provisions of Title 20, including certification; however, Amana may not waive service certification for Special Education teachers. In addition, all teachers must have a clearance certificate.

All special education teachers must meet the highly qualified standard required by ESEA. Individuals employed as special education teachers at Amana must have a bachelor's degree and must either be certified in special education or hold a special education license.

All paraprofessionals with instructional duties must be highly qualified by meeting one of the following:

1. Completed at least 2 years of study (at least 60 semester hours) at an institution approved by the Georgia Professional Standards Commission,
2. Obtained an associate degree or higher; or
3. Demonstrated academic content knowledge in reading, writing, and mathematics through the Georgia state-approved paraprofessional assessment.

Paraprofessionals with instructional duties include, but are not limited to, those who provide classroom management, provide instructional support, provide one-on-one tutoring, or serving as a translator. Paraprofessionals that do not have instructional duties do not need to meet the highly qualified requirements. This includes paraprofessionals who provide personal care services, non-instructional computer assistance, or playground supervision.

Discrimination, Harassment and Retaliation Prevention Policy

Amana Academy is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Amana Academy prohibits discrimination and harassment, whether through actions, words, jokes, or comments based on any status or classification protected by applicable federal, state, and/or local law, including an individual's sex (including pregnancy), race, color, creed, gender, national origin or ancestry, ethnicity, age, religion, disability, sexual orientation, gender identity or expression, genetic

information, citizenship, military status, or any other legally protected characteristic will not be tolerated. Amana Academy also prohibits discrimination and harassment based on the perception that a particular person has a protected status or is associated with a person who does.

This policy applies not only in the workplace, but whenever and wherever our employees are representing or conducting business for the Academy. In other words, this policy applies whether you are on Amana Academy property, traveling on school business, or at an school-authorized or sponsored event or activity. Additionally, this policy applies to all employees as well as to applicants for employment and third parties over whom the Amana Academy has control, to the extent that it affects the work environment or interferes with the performance of work.

Conduct and behavior that violates this policy may occur in person, on the phone, or over electronic communications, including but not limited to email, voicemail, text message, dating, social, or meet-up networks (either print or internet-based), and anonymous and/or print or electronic bulletin board communications. Further, conduct may violate this policy even if it is not unlawful.

Everyone can help assure that our workplace is free from prohibited discrimination, harassment, and retaliation, and no employees are exempt from complying with this policy.

Discrimination

Discrimination refers to treating differently or denying or granting a benefit because of an individual's protected status.

Harassment

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of an individual's race, color, religion, creed, gender, sex (including pregnancy, sexual orientation and gender identity or expression), national origin or ancestry, ethnicity, age, religion, creed, disability, genetic information, citizenship, military status, or other protected characteristic and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive working environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to, the following: epithets; slurs; negative stereotyping; denigrating comments or labels; threatening, intimidating or hostile acts that relate to a protected characteristic; mocking, ridiculing, or mimicking someone's culture, accent, appearance or customs; jokes or pranks; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of a protected characteristic and that is placed on walls, bulletin boards, or elsewhere on the employer's premises, or circulated in the workplace.

Sexual Harassment

Sexual harassment, which is a specific kind of harassment prohibited by this policy, includes:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment includes harassment on the basis of sex, sexual orientation, gender identity and

expression, and the status of being transgender. It can occur between males and females; between persons of the same sex; and to an individual who is transgender. Further, an act may be deemed sexual harassment regardless of the sexual desire, sexual orientation, or intent of the harasser.

This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser.

The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits, including promotions or pay increases, in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Sexual jokes and innuendo.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects, pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Unwelcomed and/or inappropriate commentary about an individual's body.
- Sexual prowess or sexual deficiencies.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.
- Any other physical, verbal, or visual conduct of a sexual nature that would reasonably be considered offensive or harassing.

Harassment will not be tolerated in our workplace. It is against the policies of Amana Academy for any manager or employee to harass another employee, vendor, customer, or contractor.

Retaliation

Generally, any type of adverse/negative conduct taken against someone because he/she made a complaint pursuant to this policy (whether on their own behalf or on behalf of someone else); encouraged an employee to make a report or complaint; participated in an investigation pursuant to this policy; opposed practices or conduct prohibited by this policy; or testified or assisted in a related legal, administrative or other related proceeding.

Complaint Procedure

The following reporting procedures have been implemented to ensure that our workplace remains respectful, professional, and free from prohibited discrimination, sexual and other harassment, and retaliation. We require prompt reporting of any conduct that may violate this policy.

Any employee who believes he or she has been the subject of harassment should report the circumstances immediately to Human Resources. If possible, document in writing and email to Human Resources: each incident of alleged discrimination, harassment, retaliation and/or other prohibited conduct, including the date, time, place, witnesses, what was said or done, and the surrounding circumstances. Additionally, if you are comfortable doing so, we encourage you to communicate your objections to the conduct and clearly and promptly tell the person engaging in the conduct that it is unwelcome and offensive. No employee will suffer any adverse consequences as a result of the complaint.

When making a report or complaint under this policy, you can provide your name or remain anonymous. With anonymous complaints, it is important to be aware that such complaints are often harder to

investigate than those brought by an identified individual. With that in mind, we strongly recommend that anyone who makes an anonymous complaint or report provide as much specific information as possible.

If you are a manager and you learn of any employee's concern about conduct in violation of this policy, whether informally or through a formal complaint, you must immediately report it to Human Resources by call or email.

Investigation

When an employee reports or complains about conduct they believe is in violation of this policy, it is our policy and commitment to undertake a prompt, fair, and thorough investigation appropriate to the circumstances that ensures due process for all parties. The steps to be taken during the investigation cannot be known in advance, since they will vary depending upon the nature of the allegations. However, in general, Amana Academy typically will interview the complainant and the accused, conduct further interviews as necessary, and review any relevant documents or other information. We will strive to maintain confidentiality throughout the investigative process to the extent practicable. However, our duty to investigate and take corrective action as appropriate may require the disclosure of certain information, and therefore confidentiality cannot be guaranteed.

Amana Academy absolutely prohibits retaliation against any employee who, in good faith and upon reasonable grounds, reports harassment or who assists in good faith in the school's investigation of such a report.

Any manager or employee who violates this policy will be subject to discipline, up to and including termination of employment.

Upon completion of the investigation, we will evaluate the information gathered and take any appropriate remedial, corrective, and/or disciplinary action as necessary, and the school will follow-up with the employee making the complaint as appropriate.

The effectiveness and success of this policy in maintaining a discrimination-free, harassment-free, and retaliation-free workplace depends on all of us working together to address this very important matter. If you made a complaint pursuant to this policy and did not receive a response from HR or if you otherwise feel that we, as your employer, have not met our obligations under this policy in any way, promptly notify Human Resources by call or email.

Title IX Grievance Process

Introduction

As required by the U.S. Department of Education under new Title IX Regulations, effective August 14, 2020, this grievance process addresses certain types of sexual misconduct via a defined process. The scope of this formal grievance process is set forth in Section II, below. This formal grievance process contains citations to the applicable Title IX Regulations throughout. See 34 C.F.R. Part 106.

This formal grievance process is divided into four sections.

Section I defines the scope of this formal grievance process. Under the new Title IX Regulations, sexual harassment (a subset of sexual misconduct) must be investigated and adjudicated pursuant to the procedures set forth in this formal grievance process. Although the new Title IX Regulations narrowly define sexual harassment, Amana Academy remains committed to providing an education environment that is free from sexual discrimination, misconduct, and harassment. To that end, sexual misconduct that does not rise to the level of sexual harassment as defined by the U.S. Department of Education, or that

does not meet Title IX’s jurisdictional requirements, will still be investigated and addressed pursuant to Amana Academy’s other policies, as applicable.

Section II reiterates Amana’s statements addressing non-discrimination and equitable treatment and provides the name and contact information for the Title IX Coordinators. The concepts of equitable treatment include the provision of supportive measures and waiting until the grievance process concludes to make conclusions.

Section III contains the operational steps of Amana’s formal grievance process in the event of a potential violation of Title IX, as required by the regulations. This section contains information on filing a formal complaint of sexual harassment, the investigation process, the role of the Title IX Coordinator, Title IX’s the decision- making process, the appeals process, and much more. Scholars, faculty, and staff should consult this section to learn about the process that will be used to investigate and adjudicate allegations of sexual harassment that fall within the jurisdiction of Title IX.

Section IV explains that Amana will not retaliate against any person for that person’s involvement in the Title IX process.

This formal grievance process, as dictated by the U.S. Department of Education (USDOE), is intended to define, address and remedy sexual misconduct for Amana scholars and employees. Amana prohibits sexual misconduct by faculty, staff, scholars. This formal grievance process applies to all members of the Amana community, including scholars, faculty and staff.

Scope of Formal Grievance Process

This formal grievance process shall apply only to “sexual harassment” in a Amana “education program or activity” against a person in the United States, per USDOE Regulations, effective August 14, 2020. 34 C.F.R. § 106.44(a).

A. Definitional Requirement

“Sexual harassment” is defined in the Regulations (34 C.F.R § 106.30) to be conduct on the basis of sex that satisfies one or more of the following:

1. An Amana employee conditioning the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Amana’s education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking.
 - A. “Sexual assault” has the same definition contained in 20 U.S.C. § 1092(f)(6)(A)(v).1
 - B. “Dating violence” has the same definition contained in 34 U.S.C. § 12291(a)(10).2
 - C. “Domestic violence” has the same definition contained in 34 U.S.C. § 12291(a)(8).3
 - D. “Stalking” has the same definition contained in 34 U.S.C. § 12291(a)(30).4

“Sexual misconduct” is a broader term that covers other sex-based conduct beyond the USDOE’s “sexual harassment” definition.

If sexual misconduct is alleged to have occurred that does not satisfy the USDOE’s definitional requirement, then it may be addressed by other policies.

B. Jurisdictional Requirement

An “education program or activity” includes locations, events, or circumstances over which Amana exercises substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a scholar organization that is officially recognized by Amana. Pursuant to the Regulations, it excludes any “education program or activity” that does not occur in the United States, such as international field trips. (34 C.F.R § 106.44(a).)

If sexual misconduct is alleged to have occurred that does not satisfy the USDOE’s jurisdictional requirement, such as off-campus behavior alleged to have an on-campus effect, then it may be addressed by other applicable Amana policies instead of this formal grievance process.

C. Other Definitions

The terms “complainant” and “respondent” are used throughout this formal grievance process. A complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A respondent is an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX. (34 C.F.R § 106.30.)

Other terms used within this formal grievance process, like “supportive measures” and “formal complaint,” are defined below.

Statements of Non-Discrimination and Equitable Treatment

Statement of Non-Discrimination

Amana does not discriminate on the basis of sex in its education program and activities, as required by Title IX. Such a requirement to not discriminate extends to admission and employment. As required by Title IX of the Education Amendments of 1972, Amana prohibits all unlawful discrimination, harassment and retaliation on the basis of sex, gender, gender identity, gender expression, or sexual orientation in any employment decision, admissions determination, education program or educational activity. This formal grievance process applies to all members of the Amana community, including scholars, faculty, and staff.

Amana, through the Title IX Coordinators, has jurisdiction over and the authority to receive, investigate, hear and resolve reports and/or complaints brought by or against any member of the Amana community that invoke Title IX. The Title IX Coordinators are ultimately authorized to enact procedures that include specific instructions for reporting, investigating and resolving Title IX Complaints and Reports. The Title IX Coordinators are the Principals for Scholar Matters or Human Resources for Employee Matters.

Equitable Treatment

As required by USDOE’s Regulations, Amana’s formal grievance process will “treat complainants and respondents equitably by [1] offering supportive measures ... to a complainant, and [2] by following a grievance process that complies with § 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures ... against a respondent.” (34 C.F.R § 106.44(a); 106.45(b)(1)(i).)

Supportive measures also may be offered as needed to respondents and other members of the Amana community who may be affected by sexual misconduct.

Pursuant to 34 C.F.R § 106.30, “supportive measures” are “non-disciplinary, non- punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent.” They may be sought or provided before or after the filing of a formal complaint, or where no formal complaint has been filed. “Such measures are designed to restore or preserve equal access to the [school’s] education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the [school’s] educational environment,

or deter sexual harassment.”

Supportive measures may include: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absence for scholar complainants or respondents, increased security and monitoring of certain areas of the campus, and other similar measures. This is not an exhaustive list, and Amana reserves the right to offer additional and/or different supportive measures to both complainants and respondents as appropriate.

Amana will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair its ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

An individual’s status as a respondent will not be considered a negative factor during consideration of the grievance. Respondents are entitled to, and will receive the benefit of, a presumption that they are not responsible for the alleged conduct until the grievance process concludes and a determination regarding responsibility is issued. Similarly, credibility determinations will not be based on a person’s status as a complainant, respondent, or witness. (34 C.F.R § 106.45(b)(1)(ii-iv).)

This formal grievance process will provide remedies to a complainant after a determination of responsibility for sexual harassment has been made against a respondent following the procedure described in Section IV. Remedies are designed to restore or preserve equal access to the school’s education program or activity. Remedies may include the same individualized services as supportive measures. Remedies may be disciplinary and punitive and may burden a respondent. (34 C.F.R § 106.45(b)(1)(i).)

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process will not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent in the grievance process. Amana will provide necessary and appropriate training to such people. Training materials will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment. (34 C.F.R § 106.45(b)(1)(iii).)

Formal Grievance Process

Formal Complaint

- I. The submission of a formal complaint triggers the formal grievance process described herein when received by the Title IX Coordinator.

The Title IX Regulations define a formal complaint as “a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment [as defined by the Title IX Regulations] against a respondent and requesting that the [school] investigate the allegation of sexual harassment.”

At the time of filing a formal complaint, “a complainant must be participating in or attempting to participate in the education program or activity.” A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. The formal complaint must contain the complainant’s physical or digital signature, or some other indication that the complainant is the person filing it. (34 C.F.R § 106.30.)

- II. If Amana receives an allegation of sexual misconduct that falls within this formal grievance

process's scope (i.e., it meets both the Title IX Regulations' jurisdictional requirements and definition of "sexual harassment" (see Section Scope)) but no formal complaint is filed, then the new Title IX Regulations prevent Amana from administering a formal grievance process that may permit "the imposition of any disciplinary sanctions or other actions ... against a respondent." Supportive measures, however, may still be given. 34 C.F.R. § 106.44(a); 34 C.F.R. § 106.45(b)(1)(i); see also 34 C.F.R. § 106.8(c). USDOE has explained that the purpose of the formal complaint is to clarify that the complainant (or the Title IX Coordinator) believes that the school should investigate the allegations of sexual harassment against the respondent.

Accordingly, Amana strongly encourages complainants to file formal complaints, so that the formal grievance process described herein can be started. Additionally, all Amana employees are mandated reporters of child abuse, including sexual abuse. Accordingly, if any Amana employee is aware of sexual harassment that falls within the jurisdictional and definitional requirements of this Grievance Process, the employee should report it to the appropriate Title IX Coordinator. If the alleged conduct meets the Regulations' definitional and jurisdictional requirements, the law now requires a formal complaint before Amana can pursue a full investigation, explore the possibility of an informal or early resolution or issue sanctions.

- III. After filing a formal complaint, a complainant may withdraw a formal complaint at any time by providing written notice to the Title IX Coordinator.
- IV. A Title IX Coordinator may sign a formal complaint to initiate or continue the formal grievance process described herein, if necessary to fulfill the school's duties under Title IX to not be deliberately indifferent to actual knowledge of sexual misconduct. Signing a formal complaint does not make a Title IX Coordinator a complainant or otherwise a party. (34 C.F.R § 106.30.)
- V. Amana may, but is not required to, consolidate formal complaints arising out of the same factual circumstances in two scenarios:
 - 1. Where there is more than one complainant or respondent;
 - 2. Where a cross-complaint has been filed by a respondent against a complainant. (34 C.F.R § 106.45(b)(4).)
- VI. Mandatory Dismissal (34 C.F.R § 106.45(b)(3)(i, iii).)
 - 1. If a formal complaint is filed, Amana must investigate its allegations.
 - 2. If the conduct alleged does not meet the formal grievance process scope requirements in Section II for "sexual harassment" per 34 C.F.R § § 106.30, Amana must dismiss the formal complaint under this formal grievance process. However, in such circumstance, the complaint may be reviewed pursuant to other policies and procedures, as applicable.
 - 3. In such circumstance, Amana will promptly and simultaneously send written notice to both the complainant and the respondent of the dismissal of the formal complaint, the reasoning, and whether the complaint will be reviewed pursuant to another applicable policy or procedure.

Title IX Coordinator Initial Responsibilities

- I. Upon receipt of any report of alleged sexual misconduct, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures and explain the process involved in filing a formal complaint. The Title IX Coordinator will inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and will consider the complainant's wishes with respect to supportive measures. (34 C.F.R §106.44(a).)

- II. Supportive measures shall be assessed and may be offered as needed to complainants, respondents, and other members of the Amana community who may have been affected by the allegations at issue. See Section III.B.ii. regarding supportive measures.
- III. The Title IX Coordinator may conduct a limited, threshold investigation:
 - a. to determine if the formal grievance process scope requirements in Section II for 34 C.F.R § 106.30 “sexual harassment” have been met;
 - b. if the complainant does not file a formal complaint, to determine whether the school’s Title IX obligations require the Title IX Coordinator to “sign” a formal complaint; and
 - c. for other limited purposes;

provided that if a formal complaint is filed or signed, the Title IX Coordinator will fulfill the terms of this formal grievance process, including the notice provisions immediately below and the more thorough investigation process described below even if it is somewhat duplicative of the threshold investigation.

- IV. Nothing in this formal grievance process precludes the Title IX Coordinator from removing a respondent from the education program or activity on an emergency basis, provided that the Title IX Coordinator undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any scholar or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. (34 C.F.R § 106.44(c).)
- V. Nothing in this formal grievance process precludes the Title IX Coordinator from placing a non-scholar employee respondent on administrative leave during the pendency of a formal grievance process. (34 C.F.R § 106.44(d).)

Notice of Allegations (106.45(b)(2))

- I. Receipt of a formal complaint triggers the school’s notice requirements. Upon receipt of a formal complaint, Amana will provide written notice to known parties of the following:
 - a. Notice of this formal grievance process by providing means of access to this document.
 - b. Notice of the allegations potentially constituting sexual harassment as defined in 34 C.F.R § 106.30, including sufficient details known at the time Sufficient details are defined in the Title IX Regulations to include:
 - i. The identities of the parties involved in the incident, if known;
 - ii. The conduct allegedly constituting sexual harassment under 34 C.F.R §106.30; and
 - iii. The date and location of the alleged incident, if known.
 - c. Per the Title IX Regulations, the written notice must include the following statements:
 - i. The respondent is presumed not responsible for the alleged conduct.
 - ii. A determination regarding responsibility is made at the conclusion of the grievance process.
 - iii. The parties may have an advisor of their choice and at their own expense, who may be, but is not required to be, an attorney.
 - iv. The parties may inspect and review evidence.
 - v. The parties are prohibited from knowingly making false statements or knowingly submitting false information during the grievance process.
 - d. The notice must be given as soon as practicable and with sufficient time to prepare a response before any initial investigation interview.

- II. If, at any point during the course of the investigation, Amana decides to investigate allegations that are not included in the original notice, it will provide notice of the additional allegations to the parties.

Investigation Procedure

- I. The Title IX Coordinator will appoint an Investigator to investigate the allegations subject to the formal grievance process. The investigation may include, among other things, interviewing the complainant, the respondent, and any witnesses; reviewing law enforcement investigation documents if applicable; reviewing relevant scholar or employment files; and gathering and examining other relevant documents, social media and evidence.

The Investigator will attempt to collect all relevant information and evidence. While the Investigator will have the burden of gathering evidence, it is crucial that the parties present evidence and identify witnesses to the Investigator so that they may be considered during the investigation. As described below in Section E.vii.1, while all evidence gathered during the investigative process and obtained through the exchange of written questions in Section E.vii.2 below will be considered, the decision maker may in his/her discretion grant lesser weight to last-minute information or evidence introduced through the exchange of written questions that was not previously presented for investigation by the Investigator.

The investigation file should contain all information gathered during the investigation that is potentially relevant to the alleged misconduct; the Investigator should not filter or exclude evidence or decide the weight or credibility of evidence, unless the evidence is clearly irrelevant or not pertinent to the facts at issue.

Following the investigation, the Investigator will draft an investigation report succinctly describing all collected information. The Investigator will not make any recommendation as to whether a Title IX violation has occurred or potential sanctions.

- II. Evidentiary Considerations
 - a. In conducting the investigation into the allegations of any formal complaint of sexual harassment, the Investigator will conduct an objective evaluation of all relevant evidence. Relevant evidence is any evidence that may tend to make the allegations at issue more or less likely to be true (both inculpatory and exculpatory evidence). (34 C.F.R § 106.45(b)(1)(ii).)
 - b. Standard of evidence
 - i. In assessing allegations of sexual harassment and conducting its formal grievance process, Amana will employ a preponderance of the evidence standard. (34 C.F.R § 106.45(b)(1)(vii).) The “preponderance” standard means that the alleged sexual misconduct is “more likely than not” to have occurred.
 - ii. That standard will apply to all formal complaints of sexual harassment, regardless of whether the formal complaint is against a scholar or an employee. (34 C.F.R § 106.45(b)(1)(vii).)
- III. As dictated by the Title IX Regulations at 34 C.F.R. § 106.45(b)(5), when investigating a formal complaint and throughout the grievance process, Amana will:
 - a. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on Amana and not on the parties. (34 C.F.R § 106.45(b)(5)(i).) This means that Amana’s decision-makers will follow the preponderance standard.
 - b. Provide an equal opportunity for the parties to present witnesses and other relevant

- evidence. (34 C.F.R § 106.45(b)(5)(ii).)
- c. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence. (34 C.F.R § 106.45(b)(5)(iii).)
 - i. That said, Amana expects the parties to respect the sensitive nature of allegations of sexual misconduct and to respect other parties' sense of confidentiality.
 - ii. While Amana cannot prevent a party from discussing the allegations under investigation, the Title IX Regulations and this formal grievance process prevent a party from retaliating against any person because they participate or refuse to participate in any part of the school's sexual misconduct processes.
 - iii. Consistent with FERPA's prohibition on re-disclosure of confidential information, any person who receives another person's confidential information solely as a result of participation in any investigation or proceeding under this formal grievance process, is prohibited from using or disclosing such confidential information outside of such forums without express consent or for any improper purpose. This provision only applies to other people's confidential information, as a party is never restricted from discussing their own experience. This provision does not apply to any information learned outside of an investigation or proceeding under this formal grievance process.
 - d. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, and at the party's expense. The advisor may be, but is not required to be, an attorney. Amana will not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding; however, Amana will restrict the extent to which the advisor may participate in the proceedings, which will apply equally to both parties' advisors. (34 C.F.R § 106.45(b)(5)(iv).)
 - i. Advisors are not permitted to directly participate in any proceeding. Otherwise, advisors may be present solely to advise or support the party and are prohibited from speaking directly to the investigator, adjudicators, other parties, or witnesses in such proceedings.
 - e. Provide 3 calendar day's written notice to each party of the date, time, location, participants, and purposes of each investigative meeting at which they are invited to participate, with sufficient time for the party to prepare to participate. Such notice may be provided by email to the party. (34 C.F.R § 106.45(b)(5)(v).)
 - f. Provide both parties an equal opportunity to inspect and review any evidence Amana obtained as part of the investigation, whether obtained from a party or other source, that is directly related to the allegations raised in a formal complaint. The provision of such evidence is intended to help each party meaningfully respond to the evidence prior to conclusion of the investigation. (34 C.F.R § 106.45(b)(5)(vi).)
 - i. Amana will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party voluntarily consents in writing to their use in a Formal Grievance Process. (106.45(b)(5)(i).)

IV. Investigative Report (106.45(b)(5)(vi-vii).)

- a. Prior to completion of the investigative report, Amana will send to each party, and the party's advisor if any, a draft investigative report and the evidence subject to inspection and review. Amana retains discretion to elect to send such materials in an electronic

format or a hard copy. The provision of such evidence may include data security safeguards that prevent it from being downloaded, printed or forwarded. (See 85 Fed. Reg. at 30304.)

- b. The parties will have 10 calendar days to submit a written response. The investigator will consider any such response prior to completion of the investigative report.
- c. The investigator will then create a final investigative report that fairly summarizes the relevant evidence. The investigative report will not make any recommendation as to whether a Title IX violation has occurred or potential sanctions. Amana will send the investigative report to each party, and the party's advisor if any, for their review and written response.
- d. Any such written response to the final investigative report must be received by the Title IX Coordinator within five calendar days of when the final investigative report was delivered to the party, so that the party's response may be available for consideration by the decision-maker. If warranted, the investigator may choose to update the investigative report to take a party's response into account. Any updated investigative report will be provided simultaneously to the parties.

V. Permissive Dismissal

- a. At any time during the investigation or hearing, Amana may dismiss the formal complaint or any of its allegations if:
 - i. A complainant notifies the Title IX Coordinator in writing that he or she would like to withdraw the formal complaint or any allegation therein;
 - ii. The respondent is no longer enrolled or employed by the school; or
 - iii. Specific circumstances prevent Amana from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. (34 C.F.R. § 106.45(b)(3)(ii).)
- b. In all such circumstances, supportive measures may be continued.
- c. Under the first circumstance, the Title IX Coordinator may choose in his or her discretion to sign the formal complaint to continue to the Formal Grievance Process.
- d. Under the second circumstance:
 - i. The respondent's scholar or employee records may be marked to indicate their departure during a disciplinary process (which may resume if they return to Amana) but shall not indicate that such respondent was found or assumed responsible for any alleged misconduct pending at the time of departure.
 - ii. The respondent may be required to notify the Title IX Coordinator if they intend to visit any building owned or controlled by Amana, or if they otherwise seek to attend any Amana education program or activity or event, so that the complainant may be given an opportunity to receive supportive measures if needed.
- e. If permissive dismissal is granted under this section, the formal grievance process will cease. Pursuant to the Title IX Regulations, effective August 14, 2020, no further investigation will occur, and no disciplinary sanctions or actions can be imposed against the respondent.
- f. A permissive dismissal under this section differs from a mandatory dismissal for alleged conduct that does not meet the formal grievance process scope requirements.

Decision Making

- VI. Amana's formal grievance process will culminate in a written decision making process before one or more decision makers, who will consider all evidence presented (subject to the terms below) and determine whether a respondent is responsible or not responsible for a violation of Title IX, based on the criteria of a preponderance of evidence. Under this standard, the burden of proof is

- met and a respondent may be found responsible for a violation if the decision maker determines that it is more likely than not that the respondent committed the conduct alleged.
- VII. Respondents are entitled to, and will receive the benefit of, a presumption that they are not responsible for the alleged conduct until the grievance process concludes and a determination regarding responsibility is issued.
- VIII. If the respondent is found responsible for a violation of Title IX, the respondent may be subjected to disciplinary action. (34 C.F.R. § 106.45(b)(6)(i).)
- IX. Amana will create written records of the decision-making process. Records will be available to the parties for inspection and review pursuant to FERPA.
- X. The decision makers will be selected by the Title IX Coordinator and may vary based on the enrollment or employment of the respondent.
- Employee-respondent cases typically will be decided by the Chief Human Resources Officer or designee.
 - Scholar-respondent cases typically will be adjudicated by the Associate Superintendent or designee. The decision makers will not be the same person as the Title IX Coordinator or the Investigator.
- XI. The Title IX Coordinator will identify the decision makers to the parties 3 business days in advance of the commencement of the decision-making process. Either party may challenge a named decision maker if believed to have a conflict of interest or bias, which shall be delivered in writing to the Title IX Coordinator at least one day in advance of the commencement of the decision-making process, specifying the reasons for such belief. The Title IX Coordinator shall have sole discretion to keep or replace the challenged decision maker, and if replaced, shall postpone the decision-making process to allow for a decision maker.
- XII. Evidence
- During the decision-making process, all relevant evidence will be objectively evaluated. Relevant evidence is any evidence that may tend to make the allegations at issue more or less likely to be true (inculpatory and exculpatory evidence). Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. (34 C.F.R. § 106.45(b)(1)(ii).) Evidence shall be limited to evidence gathered during the investigative process and evidence obtained through the exchange of written questions in the next paragraph.
 - The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
 - The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.
 - Pursuant to the Title IX Regulations at 34 C.F.R. § 106.45(b)(6)(i), questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless:
 - "offered to prove that someone other than the respondent committed the conduct alleged" or
 - "if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent."
- XIII. Determination Regarding Responsibility
- The decision maker will issue a written determination following the review of evidence.
 - Based on the criteria of a preponderance of the evidence, the decision maker will decide if the respondent is responsible for engaging in the conduct alleged, and if so, what disciplinary action may be appropriate.

- c. The written determination will include:
 - i. Identification of the allegations potentially constituting sexual harassment as defined in 34 C.F.R § 106.30;
 - ii. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
 - iii. Findings of fact supporting the determination;
 - iv. Conclusions regarding the application of this formal grievance process to the facts;
 - v. A statement of, and rationale for, the result as to each allegation, including:
 - 1. A determination regarding responsibility;
 - 2. Any disciplinary sanctions the decision maker imposes on the respondent; and
 - 3. Whether remedies designed to restore or preserve equal access to Amana's education program or activity will be provided to the complainant; and
 - 4. Procedures and permissible bases for the parties to appeal the determination. (34 C.F.R § 106.45(b)(7)(ii).)
- d. The written determination will be provided to the parties simultaneously.
- e. Supportive measures also may be provided to the complainant that are designed to restore or preserve equal access to Amana's education program or activity, even if they are not listed in the written determination. Remedies and supportive measures that do not impact the respondent should not be disclosed in the written determination; rather, the determination should simply indicate that "remedies will be provided to the complainant." 85 Fed. Reg. at 30425. The Title IX Coordinator is responsible for effective implementation of any remedies and supportive measures. (34 C.F.R § 106.45(b)(7)(iv).)

XIV. Range of Sanctions and Remedies (34 C.F.R § 106.45(b)(1)(vi))

- a. For a scholar respondent, the range of disciplinary sanctions and remedies shall be:
 - i. Detention/Saturday School, for a specified time period to be determined by the decision-maker
 - ii. In-school suspension, for a specified time period to be determined by the decision-maker
 - iii. Out-of-school suspension/expulsion, for a specified time period from one day to permanent expulsion, to be determined by the decision-maker (decision-maker may allow for attendance at alternative education program such as Forrest Hill Academy for out-of-school suspensions for periods of 11 school days or longer)
- b. For an employee respondent who has a contract for a definite term subject to the Fair Dismissal Act (O.C.G.A. §§ 20-2-940 et seq.) and who have acquired tenure, the range of disciplinary sanctions and remedies shall be:
 - i. Demotion to be effective for the subsequent contract term (for administrative personnel only, if the employee did not acquire tenure as an administrator on or before April 7, 1995)
 - ii. Recommendation for demotion to be effective during the current contract term
 - iii. Recommendation for suspension without pay, for a specified time period to be determined by the decision-maker
 - iv. Recommendation for demotion to be effective for the subsequent contract term (for administrators who acquired tenure as an administrator on or before April 7, 1995, and for teachers)

- v. Recommendation for termination of the current contract
 - vi. Recommendation for nonrenewal of contract
 - vii. Recommendation for a Letter of Reprimand issued by the Superintendent
- c. For an employee respondent who has a contract for a definite term subject to the Fair Dismissal Act (O.C.G.A. §§ 20-2-940 et seq.) and who have not acquired tenure, the range of disciplinary sanctions and remedies shall be:
 - i. Demotion to be effective for the subsequent contract term
 - ii. Nonrenewal of contract
 - iii. Recommendation for suspension without pay, for a specified time period to be determined by the decision-maker
 - iv. Recommendation for termination of the current contract
 - v. Recommendation for a Letter of Reprimand issued by the Superintendent
- d. For an employee respondent who subject to the Civil Service System pursuant to Administrative Regulation GCB-R-(1), the range of disciplinary sanctions and remedies shall be:
 - i. Recommendation for suspension without pay, for a specified time period to be determined by the decision-maker
 - ii. Recommendation for demotion
 - iii. Recommendation for termination of employment
- e. For any other employee respondent, the range of disciplinary sanctions and remedies shall be:
 - i. Suspension without pay, for a specified time period to be determined by the decision-maker
 - ii. Demotion
 - iii. Termination of employment
- f. Nothing in this Grievance Process shall in any way limit Amana's ability to apply non-disciplinary actions, such as administrative conferences and counseling, restorative practices, letters of concern, letters of direction, requiring professional learning, administration of corrective action and/or professional development plans, referral to the Georgia Professional Standards Commission, referral to law enforcement authorities, and/or referral to child protection agencies. This is a non-exhaustive list.

XV. Finality

The determination regarding responsibility becomes final either:

- i. if an appeal is filed, on the date that Amana provides the parties with the written determination of the result of the appeal, or
- ii. if an appeal is not filed, the date on which an appeal would no longer be considered timely. (34 C.F.R § 106.45(b)(7)(iii).)

Time Frame

- i. Amana intends to issue a written determination of responsibility no later than 120 days of the date a formal complaint is filed or signed.
- ii. Amana reserves the right to extend this time frame for good cause, in order to allow for a temporary delay or extension of this process. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. This is not an exhaustive list.
- iii. If the time frame is extended, Amana will provide written notice to the parties of the delay or extension, and the reasons for the delay or extension.

Appeals process for matters involving employee respondents

- I. Both parties may appeal from a determination regarding responsibility, or from a dismissal of a formal complaint or any allegations therein, on the following bases:
 - a. A procedural irregularity that affected the outcome of the matter;
 - b. New evidence that was not reasonably available to the appealing party at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - c. The Title IX Coordinator, Investigator, or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
 - d. Amana reserves the right to offer an appeal equally to both parties on additional bases in its discretion. (34 C.F.R § 106.45(b)(8)(i-ii).)
- II. Appeals must be submitted in writing and received by the Title IX Coordinator within 5 calendar days (including weekends, but excluding days on which Amana is closed due to a holiday) of the date that the written decision is provided to the parties. The written appeal must state the grounds for the appeal, include the name of the appealing party, and bear evidence that it was submitted by the appealing party. The appeal statement must contain a sufficient description supporting the grounds for appeal. If the grounds for appeal is to consider new evidence that could affect the outcome of the matter that was not reasonably available to the appealing party before or during the time of the decision, investigation or the dismissal, then the written appeal must include such information. The Title IX Coordinator retains discretion to verify and/or waive minor procedural variations in the timing and content of the appeal submission.
- III. Upon receipt of an appeal, Amana will
 - a. Notify the other party in writing when the appeal is filed and implement appeal procedures equally for both parties;
 - b. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the original determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
 - c. Ensure that the decision-maker(s) for the appeal does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that the decision-maker(s) for the appeal has received the appropriate and necessary training;
 - d. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome. (34 C.F.R § 106.45(b)(8)(iii).)
- IV. Amana shall provide a copy of the appeal to the non-appealing party. The non-appealing party may submit a written statement that may seek to affirm the initial decision and/or respond to the appeal statement. Such written statement must be received by the Title IX Coordinator within 5 calendar days (including weekends, but excluding days on which Amana is closed due to a holiday) of the date that Amana provided a copy of the appeal to the non-appealing party.
- V. The Title IX Coordinator shall have discretion to impose or withhold any applicable sanctions or supportive measures prior to the appeal deadline and prior to the resolution of any appeal.
- VI. The appeal is determined based on the existing record and in light of the parties' written appellate submissions, if any.
- VII. The decision-maker(s) for the appeal shall issue a written notice of a decision describing the result of the appeal and the rationale for the result within 5 calendar days following the close of the record (receipt of all appeals materials or following a hearing). The time frame may be extended as described in Section IV.F above. The appeal shall determine whether the decision maker made an error on the grounds alleged in the appeal statement.
- VIII. The appeal decision will be given simultaneously to both parties. (34 C.F.R § 106.45(b)(8)(iii)(E-F).)
- IX. No further appeal is available under Title IX.

Informal Resolution

- I. At any time prior to reaching a determination regarding responsibility, Amana may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. Amana may not offer an informal resolution process unless a formal complaint is filed. Both parties must agree to participate in an informal resolution process, and if they do, the formal grievance process stops. Either party may withdraw from the informal process and re-start the formal grievance process at any time before an informal resolution is reached. Amana will not require the parties to participate in an informal resolution process, and will not require them to waive their rights to a formal grievance process. (34 C.F.R § 106.45(b)(9).) Amana will facilitate an informal resolution process within a reasonably prompt time frame.
- II. Amana will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a scholar. (34 C.F.R § 106.45)(b)(9)(iii).)
- III. Prior to facilitating an informal resolution process, Amana will:
 - a. Provide written notice to the parties disclosing the following:
 - i. The allegations;
 - ii. The requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
 - iii. The fact that, at any time prior to agreeing to an informal resolution, any party may withdraw from the informal resolution process and resume the formal grievance process; and
 - iv. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
 - b. Obtain the parties' voluntary, written consent to the informal resolution process. (34 C.F.R § 106.45)(b)(9)(i-ii).)
- IV. If the parties agree to an informal resolution, the formal complaint shall be deemed withdrawn and the formal grievance process will be terminated. The informal resolution shall be considered binding, and its breach may give rise to a new formal grievance process, which may resuscitate the prior formal grievance process.

Retaliation (34 C.F.R. § 106.71.)

As set forth in 34 C.F.R. § 106.71, no person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its regulation, or this formal grievance process, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding. "Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this formal grievance process, constitutes retaliation."

Amana will "keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder."

The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a sexual misconduct grievance proceeding does not constitute retaliation. A determination regarding responsibility alone, however, is not sufficient to conclude that any party made a materially false statement in bad faith.

Complaints alleging retaliation may be filed with the Title IX Coordinator and will follow grievance procedures either under this formal grievance process, pursuant to the Amana Code of Scholar Conduct, or applicable Amana employment policies and procedures.

In the event an individual alleges that a Title IX Coordinator retaliated against them, the individual may file a complaint with the other Amana Title IX Coordinator, who will follow the grievance procedures either under this formal grievance process or pursuant to applicable Amana employment policies and procedures. The Title IX Coordinator against whom retaliation is alleged will not oversee the investigation or adjudication of any such complaint.

Disability Accommodation

Amana Academy is committed to providing reasonable accommodation(s) to qualified individuals with disabilities, those who are affected by pregnancy, a related medical condition, and those with sincerely held religious beliefs, practices, and/or observances, and otherwise complying fully with the Americans with Disabilities Amendments Act (ADAA) and all other state and local laws. We ensure equal opportunity in employment for qualified persons with disabilities. The Academy is also committed, where possible and readily achievable, to making the facilities accessible and usable by all individuals. This policy applies to all aspects of employment and the Academy is committed to ensuring that qualified individuals with a disability are not discriminated against either in the workplace or in applying for employment.

Providing reasonable accommodations where the circumstances warrant is an important way that the Academy's goal of equal employment opportunity is achieved. This can be true not only as applied to individuals with disabilities, but also to pregnant employees and in situations where workplace requirements conflict with an employee's genuinely held religious beliefs. As such, the Academy strictly prohibits discrimination and retaliation against qualified individuals with disabilities who, with or without reasonable accommodation, can perform the essential functions of their job.

Any employee who needs (or may need) assistance to perform the essential functions of their position, is encouraged to contact and speak with Human Resources to discuss possible accommodations to assist in performing the essential functions of the job. The Academy will attempt to work with the employee to determine whether and how the employee's disability can be reasonably accommodated. Requests for a reasonable accommodation (which includes any related discussions and medical information provided) will be treated in a confidential manner to the extent possible, consistent with resolving the issue.

As specified by law, an individual may be considered disabled if he or she has a physical or mental impairment and the impairment substantially limits one or more of the individual's major activities in life, has a record or history of such an impairment, or is perceived as having such an impairment.

At the same time, the Academy also has an obligation to provide a safe work environment for all employees and customers. The Academy will take reasonable precautions to ensure that an employee's disability, or any attempted reasonable accommodations, do not present a direct threat to the health and/or safety of the individual employee or to others in the workplace.

The Academy will not tolerate retaliation against an employee for requesting an accommodation under this policy. Employees who feel they have been retaliated against for requesting or using a reasonable accommodation should contact Human Resources.

Religious Accommodation

Amana Academy recognizes and respects the diversity of the genuine religious beliefs, practices, and/or observances of our employees. Where the requirements of work conflict with such religious beliefs, Amana Academy is committed to exploring with the employee who is experiencing such conflict whether any accommodation may be made that will eliminate the conflict, while preserving the employee's ability to fully perform the essential functions of their job. Such accommodations, to be effective, must be reasonable and may not impose an undue hardship on Amana Academy or on the employee's coworkers. Any employee who needs a religious accommodation is encouraged to discuss the request with HR.

Employment Classifications

It is the intent of Amana Academy to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility.

Each employee is designated as either **NONEXEMPT** or **EXEMPT** from applicable federal Fair Labor Standards Act (FLSA) and state wage and hour laws. If you have any questions about the classification of your position, please contact Human Resources.

Unless otherwise required by applicable state or local law, **NONEXEMPT** employees are entitled to overtime pay equal to one and one-half times their regular hourly wage for hours worked over 40 hours in a work week. Paid time off (such as PTO or holiday pay) does not count as "hours worked" for the purposes of computing overtime.

Unless otherwise required by state or local law, **EXEMPT** employees are paid on a salary basis and are not entitled to overtime pay. Subject to any exceptions provided by applicable law, exempt, salaried employees will receive their salary for any week in which an employee performs any work. This salary pay policy is intended to comply with the salary pay requirements of the FLSA and shall be construed in accordance with applicable law. Employees are encouraged to bring any questions concerning their pay to Human Resources so that any inadvertent error can be corrected.

For both **EXEMPT** and **NONEXEMPT** employees, the workweek starts each Monday at 12:01 a.m. and ends the following Sunday at midnight.

In addition to the above categories, each employee will be classified to one other employment category:

Regular Full-Time Employees

A regular, full-time employee is one who is normally scheduled to work at least 30 hours per week. Generally, they are eligible for Amana's benefit package, subject to the terms, conditions, and limitations of each benefit program.

Regular Part-Time Employees

A regular, part-time employee is one who is normally scheduled to work less than 30 hours per week, but at least 20 hours per week. Regular part-time employees are eligible for some benefits sponsored by Amana, subject to the terms, conditions, and limitations of each benefit program.

Temporary Employees

Temporary employees are those who are hired as interim replacements, to temporarily supplement the

work force, or to assist in the completion of a specific project. Employment assignments in this category are of a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status unless and until notified in writing by Amana of a change. While temporary employees receive all legally mandated benefits (such as workers' compensation insurance and Social Security), they are ineligible for all of Amana's other benefit programs.

Arrests and Convictions

Any Amana Academy employee who is arrested for any offense must report the arrest to Human Resources within twenty-four (24) hours or the next business day, whichever is greater.

Within twenty-four (24) hours or the next business day, whichever is greater, an employee must report to the Human Resources any conviction, finding of guilt, withholding of adjudication, commitment to pre-trial diversion intervention program, or entering a plea of guilty or Nolo Contendere for any criminal offense, other than a minor traffic violation (driving under the influence (DUI) is not minor and must be reported).

Before any decision is made, the nature of the crime and circumstances surrounding the conviction will be considered. All employees must be fingerprinted and have a background check upon employment. Failure to appropriately report an arrest or conviction will lead to disciplinary action, up to and including termination of employment.

BENEFITS AND LEAVE

Benefits

Amana Academy offers a benefits package that covers a broad range of employee needs. Benefit plans commence the 1st day of the month following thirty days of employment. Amana Academy will pay a portion of the cost of coverage. The insurance premium paid by the staff member will be paid through payroll deduction.

The following is a list of benefits that Amana Academy makes available to eligible employees. The description in this handbook is a summary only. Full details will become available at annual open enrollment for the insurance coverage. The separate plan documents will explain each benefit in more detail and the language of the plans' documents controls the various plans. Benefits may be modified, added or terminated at any time by the insurance company or benefit provider, per the terms of the plan, or by Amana Academy, at its discretion.

- Medical
- Dental
- Vision
- Life Insurance
- Short- and Long-Term Disability
- Flexible Spending Account and Dependent Care
- Teachers' Retirement System of GA (TRS): Required enrollment

Patient Protection and Affordable Care Act Policy

The Patient Protection Affordable Care Act (PPACA), or the Affordable Care Act (ACA), was signed into law on March 23, 2010 and took effect on January 1, 2014 for purposes of medical coverage. Amana has and will continue to take all steps necessary to ensure compliance with the ACA. You will receive certain notices advising you of the deadlines and instructions for selecting your health plan. If you have any questions regarding the ACA, please contact Human Resources.

Child Acceptance Eligibility

Full time employees of Amana Academy, regardless of the county in which they reside, may enroll their eligible children in Amana Academy without participating in the lottery, as long as spaces are available for the class in question. Your assigned work location dictates which location your child is eligible to attend.

Paid Time Off (Leave) Policies

Amana Academy expects all employees to maintain regular attendance and to avoid unnecessary absences. Teachers and other professional employees shall adhere to the requirements of their job description, contractual agreements, and Amana Governing Board policies and procedures and shall promptly carry out, to the best of their abilities, any request made by the director or supervisor relative to their work or the efficient operation of the school/department. Teachers whose teaching assignments end before the close of school shall then do whatever work may be assigned to them by the administration. Out of concern for the health and welfare of employees and their families, and in conformance with applicable state and federal laws, the Board will provide certain categories of leave for which employees may seek approval. Leave approved for one purpose may not be used for any other purpose.

Administrative procedures shall specify the types of leave available, including leave covered under the Family and Medical Leave Act, and the procedures for requesting and obtaining approval of leave.

All leave requests must be processed online at www.paycom.com. Instructions for leave requests are available on the Amana Dock intranet site.

Preparing for Leave - Teachers

Each teacher is expected to prepare emergency substitute plans for a minimum of five days, which will be available online in the event of an unexpected absence. If an absence is planned in advance, relevant lesson plans should be made for that absence.

Holidays

Amana Academy publishes a school calendar each year and makes it available to staff as soon as it has been approved.

Sick Leave

Full-time eligible employees are eligible for up to fifteen (15) leave days per year, 3 of which may be personal days or discretionary holidays. New employees in their first year of employment will accrue sick leave at a rate of 1.5 days per each month-worked for a maximum of 12 days per year. 3 personal/discretionary days will be granted at the start of each school year.

Sick leave is available to employees to provide for full salary and benefits for absences due to their own illness, injury or exposure to contagious disease, or due to illness or death in their immediate family. For purposes of paid sick leave, the employee's "immediate family" means the employee's parent, sibling, spouse, child, grandparent, or grandchild; the parent or sibling of the employee's spouse; or any relative living in the employee's household.

The following guidelines are designed for the proper use of sick leave:

- All employees must notify the appropriate administrator first and then request a substitute using the appropriate procedures found on the employee Dock. For last minute emergency requests (within 24 hours of absence), employees must call the designated administrator in charge of securing subs (see sub process in employee Dock). Failure to provide advance notice of the need for sick leave is grounds for discipline, up to and including termination.
- If the employee foresees the need to take sick leave (e.g., for non-emergency surgery or for a doctor's appointment), this must be pre-approved by the Administration. If possible, please choose afternoon times for appointments and avoid Mondays and Fridays. Avoid setting appointments during development and planning times.
- Disabilities related to pregnancy or birth of a child will be treated as all other disabilities for purposes of Amana Academy's leave policies.
- Partial sick days may be used for doctor or dentist appointments.
- An employee returning from sick leave may be required to provide a physician's statement as to whether the employee is able to perform assigned job duties and the need for any accommodations required by the employee. The school may request additional information from the employee's physician and/or from a physician of the school's selection.
- Employees who take 3 or more consecutive days of sick leave will be required to provide a doctor's note that indicates their ability to return to work.
- Unused sick leave may be accumulated from one year to the next up to a maximum of 60 days.
- Employees will not be paid for unused sick leave when their employment ends.

Personal Days & Discretionary Holidays

All personal leave requests, including discretionary holidays, must be processed online at www.paycom.com at least one week in advance of the day requested. Personal leave may not be rolled

over to the next year of employment. Employees will not be paid for any unused personal days when their employment ends. All employees are expected to have plans available in their room/office for someone to follow for the time the employee is on leave.

Prior approval of the immediate supervisor is required before a personal day may be taken. In cases of anticipated or foreseeable need for personal leave, requests should be submitted at least one week in advance. Except during the critical times listed below, employees are not required to disclose the specific reason for taking personal leave other than to specify that the absence is personal.

Discretionary Holidays (personal observances that are not covered in the Amana calendar) can be taken any time throughout the year.

Critical Days

Personal days may not be taken on the following “blackout” critical days:

- The first ten days of the school year
- The last workday of the school year and the preceding five workdays
- Any pre-planning, post-planning, conference, staff development, student led conferences, or key student events (GA state testing, open house, celebrations of learning, etc)
- The workday immediately before or after a school holiday or school vacation
- The workday immediately after an overnight field study

Note: personal absence during any of the days mentioned above may be granted on a case-by-case basis subject to consultation with immediate supervisor and final approval by the Executive Director.

Documentation from a doctor’s office or medical facility must be provided if the employee is out sick on the above stated days. If no documentation is provided, then the absence will go unpaid.

This list may be updated at any time. Employees will be given a 30 day notification period prior to new black-out days taking effect, and any approved requests at the time of the update will be honored.

Vacation

Only regular full-time employees in a 12-month positions are eligible for vacation. Each 235-day employee is required to notify their immediate supervisor (1) month in advance of the dates of all vacation time to be taken. Vacation time for these employees is based on the following schedule and may not be taken all-at-once over the summer:

- Administration: 20 days
- All other 235-day employees: based on years of service:
 - 1st and 2nd year: 10 days
 - 3rd and 4th year: 15 days
 - 5th year and beyond: 20 days

Twelve-month employees may request vacation time-off after completing six months of employment. Vacation time is accrued on a monthly basis. Amana Academy will not carry over or pay out any unused vacation time from one year to the next unless authorized by the Amana Governing Board. An authorized Amana Academy holiday that falls on a normal business day during an employee’s vacation is not counted as a vacation day. Employees will not be paid for unused vacation days when their employment ends.

Normally, vacation will not be allowed during the two weeks prior to the beginning of school; the first day of the school year and the following five working days; or the last workday of the school year and the preceding five working days or other critical days as identified by the Executive Director.

Additionally, Amana Academy is closed during the week of the Fourth of July, which is considered a work-from-home week or is eligible for vacation, except for July 4th (a paid holiday).

Unpaid Time-Off

Requests for time off without pay are considered individually and granted at the discretion of the administration. A request for personal leave of absence will be granted only if the employee is not eligible for any other type of leave.

Jury Duty

Employees summoned for jury duty will be allowed the necessary time off work to perform this civic responsibility. Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. Any employee, when advised of his/her notification of jury duty, must immediately inform their principal. Non-Instructional employees must notify their direct supervisor. Employees must give Amana Academy fifteen (15) days advance notice of jury duty service. Employees will be expected to report to work during all regular hours if their presence is not required in a jury room or court. In the event this request is not granted, time off with no loss of salary limited to two (2) weeks will be provided for jury duty required to be served during the school year. Salary will be paid as usual. Amana Academy requires the employee to supply documentation from the court affirming the employee's jury duty service.

Witness Duty

If employees have been subpoenaed or otherwise requested to testify as witnesses by Amana Academy, they will receive paid time off for the entire period of witness duty.

Unless otherwise required by state or local law, employees will be granted unpaid time off to appear in court as a witness when requested by a party other than Amana. Employees are free to use any available paid leave benefit (such as paid time off) to receive compensation for the period of this absence.

The subpoena should be shown to the employee's supervisor immediately after it is received so that operating requirements can be adjusted, where necessary, to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits.

Time Off for Voting

In the event an employee does not have sufficient time outside of working hours to vote in a statewide election, the employee may take off enough working time to enable him or her to vote. Unless otherwise required by state or local law, such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours.

Under these circumstances, an employee will be allowed a maximum of two (2) hours on the Election Day without loss of pay. Where possible, the employee shall give his or her manager at least two (2) days' notice that time off to vote is needed.

Bereavement

When a death occurs in an employee's immediate family, an employee may take up to five (5) days with pay in order to attend the funeral or make funeral arrangements. In unusual circumstances, additional time off may be granted at the discretion of the administration. For purposes of the bereavement leave policy, "immediate family" means an employee's spouse or child, as well as a parent, grandparent, brother, or sister of the employee or the employee's spouse. Bereavement leave is not charged against the employee's

personal, sick or vacation leave. The employee may be required to submit written substantiation of the need to be absent for this reason.

Employees may take one (1) day with pay for the death of a non-immediate family member.

Emergency Closing and Severe Weather

In the event of severe weather or other emergency conditions, Amana Academy may decide to close the school for the remainder of the day or prior to the beginning of a workday. Every attempt will be made to send an outgoing message using the School's messaging system and, if possible, an email will be sent to notify all employees when the school is closed or has a delayed opening or early closure. If the school is officially closed, staff members will be paid their regular scheduled hours.

Breastfeeding Breaks

Amana Academy will make a concerted effort to accommodate mothers who choose to continue to breastfeed after returning to work.

Amana Academy will attempt to provide a private room or space that is sanitary and close to an employee's work area (other than a toilet stall) to express milk during work hours. Amana Academy will endeavor to provide a room with an electrical outlet, comfortable chair and nearby access to running water. Employees may use their private office area for breastfeeding or milk expression.

Employees will provide their own breast pump. Employees may use their own cooler packs to store expressed breast milk or may store milk in a shared refrigerator/freezer.

Amana Academy will attempt to provide a breastfeeding employee with a flexible schedule for breastfeeding or pumping. The time used for these purposes should not exceed the normal time allowed for lunch and breaks.

Family And Medical Leave

The Family and Medical Leave Act (FMLA) is a federal law designed to balance the needs of employers and employees in circumstances when employees must take extended medical leaves for serious medical conditions, including pregnancy or to care for family members. FMLA gives eligible employees the right to take up to 12 weeks of job-protected leave (or up to 26 weeks in the case of military caregiver leave) with continued benefits for immediate family or medical reasons.

The Human Resources Division administers FMLA for all Amana Academy employees. Employees and supervisors are encouraged to contact the Human Resource Services Division regarding qualification, eligibility, entitlement to leave, maintenance of health benefits, job restoration and return to work, notice and medical certification, fitness to return to duty, intermittent/reduced leave, and application of this regulation.

Eligible employees may take reasonable leaves of absence for the birth, adoption, or placement of a foster child; for the care of a spouse, son, daughter, or parent who has a serious health condition or a covered service member with an injury or illness; or because the employee is unable to perform the functions of his/her position due to a serious health condition. This regulation is not intended to give or create any additional rights to leave not provided by the Family and Medical Leave Act. Any employee request for leave that meets the qualification requirements for leave authorized by the Family and Medical Leave Act will be treated by the AMANA as a request for Family and Medical Leave, provided the employee has not exhausted the amount of leave allowed by law.

Employees who apply for and are granted a family and medical leave of absence are required as a condition of leave to meet the notification and documentation requirements specified in this administrative regulation. **Leave may be delayed or denied if employees do not provide adequate notice for leaves planned in advance.**

Fraudulent application for or use of FMLA leave shall result in disciplinary action, up to and including termination.

Eligibility

Employees of Amana Academy who work at a qualifying site, have been employed continuously for at least 12 months and who have worked at least 1250 hours during the 12 month period immediately prior to requesting leave are eligible to take up to 12 work weeks of unpaid leave during any 12-month period under the FMLA. Amana Academy requires that employees use any accrued paid leave (sick, personal and/or annual leave) while on approved FMLA leave. When paid leave is exhausted, the leave becomes unpaid.

Employees may be granted leave for one or more of the following reasons:

- Birth of a child or to care for a newborn child;
- Adoption or foster placement of a child with the employee;
- To care for the employee's spouse, child, or parent(s), if that individual suffers from a serious health condition;
- The employee's own serious health condition which prevents the employee from performing his/her job functions;
- Any qualifying exigency arising from the fact that the employee's family member is a covered service member and is on covered active duty;
- To care for a covered family member who is a covered service member and who suffers from a serious injury or illness incurred in the line of duty on active duty.

Period of Leave

Except in the case of leave to care for a covered military service member with a serious injury or illness, an employee's FMLA leave entitlement is limited to a total of 12 work weeks leave during any 12-month period. A "rolling year" shall be used to determine the 12-month period during which the 12 work weeks of leave entitlement may occur. That is, the 12-month period shall be measured backward from the date the employee uses any FMLA leave. Each time an employee takes FMLA leave, the remaining leave entitlement will be determined based on any balance of the 12 work weeks which has not been used during the immediately preceding 12 months.

While on approved leave, employees are reminded that appropriate personnel policies and practices of Amana continue to apply to them. Any conduct or behavior inconsistent with the most current certification for leave may justify recertification or further investigation by Amana. In the event that it is determined that an employee has falsified, misrepresented or omitted information in connection with their application or use of FMLA leave, disciplinary action shall be administered, up to and including termination.

Notification

The employee must provide the employer with at least 30 days' advance notice to the Human Resource Services Division before the leave is to begin if the need for leave is foreseeable. This notice shall be in writing, set forth the reason(s) for requested leave, the anticipated start date and duration of leave. If the leave is foreseeable based on planned medical treatment, the employee is expected to make a reasonable effort to schedule planned treatment to avoid disruption to Amana operations. **Leave may be denied if employees do not provide adequate notice for leaves planned in advance.**

When planning absences for medical reasons, the employee must consult with the Human Resource Services Division and the employee's supervisor and should make a reasonable effort to schedule the treatment subject to the approval of the health care provider so that any corresponding leave will not disrupt unduly the operations of the worksite.

If such advance notice is not possible, the employee must give notice as soon as practicable, ordinarily within one or two working days of learning of the need for leave, and which notice shall include sufficient information for Amana to determine whether FMLA leave applies. In all cases, the employee has a duty to respond to reasonable inquiries designed to determine whether an absence is FMLA qualifying. Failure to comply with these notice and other requirements may, absent unusual circumstances, result in the delay or denial of leave.

Employees are reminded that fraudulent application for or use of FMLA leave shall result in disciplinary action, up to and including termination. Certificated and licensed personnel are further reminded that the Georgia Code of Ethics for Educators provides "Standard 4: Honesty - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting...reasons for absences or leaves."

Definitions

1. "Active duty" or "call to active duty status" means duty under a federal call or order to active duty or notification of an impending call or order to active duty in support of a contingency operation.
2. "Contingency operation" means a military operation that is designated by the Secretary of Defense as an operation in which members of the armed forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force or results in the call or order to, or retention on, active duty of members of the uniformed services under sections 688, 12301 (a), 12302, 12305, or 12406 of Title 10 of the United States Code; Chapter 15 of Title 10 of the United States Code; or any other provision of law during a war or a declared national emergency.
3. "Covered military member" means the employee's spouse, son, daughter, or parent on active duty or call to active duty status in support of a contingency operation as either a member of the National Guard or Reserves or a retired military member of the Regular Armed Forces or Reserve.
4. "Covered service member" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list for a serious injury or illness incurred in the line of duty on active duty.
5. "Health Care Provider" means a Doctor of Medicine or osteopathy authorized to practice medicine or surgery and others determined by the Secretary of Labor. Contact the Human Resources Department for additional information.
6. "Incapacity" means inability to work, attend school or perform other regular daily activities due to a serious health condition, treatment for a serious health condition, or recovery from a serious health condition.
7. "Instructional employee" means an employee whose principal function is to teach and instruct scholars in a class, a small group, or an individual setting.
8. "Intermittent leave" includes leave for a period from one hour to several weeks taken in such separate blocks of time and due to a single qualifying reason. Examples of such leave may include leave taken occasionally for medical appointments or leave taken several days at a time over a period of several months, such as for chemotherapy sessions. There is no requirement to grant intermittent leave for the birth or placement of a child, and an employee is not otherwise

permitted to take leave on an intermittent basis unless it is medically necessary because of one's own serious health condition, to care for a parent or child with a serious health condition, or to care for a covered military member with a serious injury or illness. Leave due to a qualifying exigency may also be taken on an intermittent basis. The school will require a certification, in the form described below, to document the medical necessity of such intermittent leave.

9. "Next of kin of a covered service member" means the nearest blood relative other than the covered military member's spouse, parent, or child.
10. "Parent" means the biological parent of an employee, legal guardian or an individual who acted as a parent when the employee was a child. The term "parent" does not include the parents of the employee's spouse. However, a grandparent or neighbor who raised an employee may be considered as a "parent." An employee is limited to leave for two parents.
11. "Reduced-schedule leaves" refer to leave that decreases an employee's usual number of working hours per week or per day. If an employee's work schedule varies from week to week, the 12-week time period immediately preceding the leave time is analyzed to determine a weekly average of hours worked. There is no requirement to grant reduced-schedule leave for the birth or placement of a child.
12. An employee is not otherwise permitted to take leave on a reduced leave schedule unless it is medically necessary because of one's own serious health condition, to care for a parent or child with a serious health condition, or to care for a covered military member with a serious injury or illness. Leave due to a qualifying exigency may also be taken on a reduced leave schedule basis. Amana will require a certification, in the form described in below, to document the medical necessity of such intermittent leave.
13. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that:
 - a. Involves a period of incapacity or treatment in connection with, or subsequent to inpatient care;
 - b. Requires continuing treatment by a health care provider and includes one or more of the following:
 - i. Absence from work, school or other regular activities for more than three consecutive days;
 - ii. Any period of incapacity due to pregnancy, or for prenatal care;
 - iii. Any period of incapacity or treatment for an incapacity due to a chronic serious health condition;
 - iv. A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective; or
 - v. Any period of absence to receive multiple treatments by a health care provider or by a provider of health care services under orders of a health care provider
14. "Serious injury or illness" means an injury or illness incurred by a covered military member in the line of duty on active duty that may render the military member medically unfit to perform the duties of his/her office, grade, rank, or rating.
15. "Son or daughter" means a biological, adopted or foster child, a stepchild, a legal ward or a child for whom the employee acts as a parent. The child must either be under 18 years of age, or age 18 or older and incapable of self-care because of a mental or physical disability.
16. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a common law marriage that either:
 - a. Was entered into in a state that recognizes such marriages; or
 - b. If entered into outside of any state, is valid in the place where entered into and could have

been entered into in at least one state.

An eligible employee is entitled to up to 12 weeks of leave for the following circumstances:

1. Birth of the employee's child and/or first year care for such newborn child.
 - a. The right to take FMLA leave applies equally to male and female employees. If Amana employs both parents, their total leave is limited to 12 weeks. If the employees cannot agree on the leave taken by each, Amana will base the decision on the reason for the request, length of service of the employees and impact on Amana operations.
 - b. Leave must be taken within 12 months of the child's birth.
2. Placement of a child with the employee for adoption or foster care, and the first-year care of the newly placed child.
 - a. The right to take FMLA leave applies equally to male and female employees. If Amana employs both parents, their total leave is limited to 12 weeks. If the employees cannot agree on the leave taken by each, Amana will base the decision on the reason for the request, length of service of the employees and impact on Amana operations.
 - b. Leave must be taken within 12 months of the adoption or placement.
 - c. The employee must provide written evidence of the placement. In the case of foster care, documentation of state action is required.
3. To care for the employee's spouse, child or parent who has a serious health condition.
 - a. Amana may require documentation to confirm the family relationship.
 - b. If Amana employs both spouses and the leave is requested because of the illness of a child or spouse, each spouse is entitled to 12 weeks of leave.
 - c. Intermittent leave or reduced-schedule leave is available only when medically necessary and must be supported by the appropriate medical certification. The employee may be temporarily transferred to an alternate position.
 - d. The employee must provide written certification of the serious health condition of the family member by a health care provider. Medical certifications will be maintained separately from personnel records. The certification must be provided within 15 days of the request from Human Resources.
 - e. Subsequent recertification may be required at 30-day intervals or if the reason for or duration of the leave changes. Amana representative may contact the certifying health care provider with the patient's or guardian's permission for purposes of clarification and verification of the authenticity of the medical certification and the parameters for the leave.
 - f. Amana may, at its own expense, require a second medical opinion by a health care provider designated by the Amana. In the event of conflicting opinions, the Amana may select and pay for a third and final provider to render a binding decision.
4. A serious health condition that makes the employee unable to perform at least one essential function of his/her job.
 - a. Intermittent leave or reduced-schedule leave is available only when medically necessary and must be supported by the appropriate medical certification. The employee may be temporarily transferred to an alternate position.
 - b. The employee must provide written certification of the serious health condition by a health care provider. Medical certifications will be maintained separately from personnel records. The certification must be provided within 15 days of the request from Human Resources.
 - c. Subsequent recertification may be required at 30-day intervals or if the reason for or duration of the leave changes. A health care provider representing the Amana may contact the certifying health care provider with the employee's permission for purposes of clarification and verification of the authenticity of the medical certification and the parameters for the leave.

- d. The Amana may, at its own expense, require a second medical opinion by a health care provider designated by Amana. In the event of conflicting opinions, Amana may select and pay for a third and final provider to render a binding decision.
5. Qualifying exigency leave
- a. Employees who have been employed by the Amana for at least 12 months and who have worked at least the required number of hours during the 12 month period preceding the commencement of leave are eligible to take unpaid leave, or to substitute appropriate paid leave, if the employee has earned or accrued it, for up to a total of 12 work weeks in any single 12 month period for a qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation as either a member of the National Guard or Reserves or as a retired member of the Regular Armed Forces or Reserve. An employee whose family member is in the Regular Armed Forces is not eligible for qualifying exigency leave.
 - b. Qualifying exigencies include –
 - i. addressing issues related to a short-notice deployment;
 - ii. attending military events or other activities related to the covered military member's active duty or call to active duty status, including attending arrival ceremonies, reintegration briefings and events, and any other official ceremony or program sponsored by the military for a period of 90 days following the termination of the covered member's active duty status;
 - iii. engaging in certain child care activities necessary to provide child care on an urgent, immediate need basis (not a routine, regular, or everyday basis) arising from the covered military member's active duty status, and attending certain school activities related to the covered military member's active duty or call to active duty status;
 - iv. making or updating financial and legal arrangements to address the covered military member's absence while on active duty or call to active duty status; acting as a covered military member's representative for purposes of obtaining, arranging, or appealing military service benefits while the covered military member is on active duty or call to active duty status;
 - v. attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member, the need for which arises out of the active duty status of the covered military member;
 - vi. spending time (not to exceed five days of leave) with a covered military member who is on short-term, temporary, rest and recuperation leave during the period of deployment; and
 - vii. post-deployment activities which allows leave to attend arrival ceremonies, and other official ceremonies sponsored by the military following the termination of the covered military member's active duty and to address issues that arise from the death of a covered military member while on active duty status;
 - viii. additional activities which allows leave to address other events which arise out of the covered military member's active duty or call to active duty status provided that the employee and employer agree that such leave qualify as exigency and agree to both the timing and duration of such leave.
 - c. The first time an employee requests qualifying exigency leave, the employee must provide a copy of the covered military member's active duty orders and must complete the necessary certification forms. Amana has elected to use DOL Form WH-384 to obtain certification regarding the employee's need to take leave for a qualifying exigency. The same timing and procedural requirements for certification apply to all requests for

- FMLA leave, including those for qualifying exigency leave.
- d. For purposes of qualifying exigency leave, the term “son, daughter, or child” means the covered military member's biological, adopted, or foster child, stepchild, legal ward, or child for whom the covered military member stood in loco parentis, and who is of any age.

An eligible employee is entitled to leave of up to 26 weeks for the following circumstances:

Military Caregiver Leave: Employees eligible under the Family Medical Leave Act, who have been employed by the school Amana for 12 months or more and who have worked the required number of hours during the 12 month period immediately preceding the commencement of leave are eligible to take unpaid leave, or to substitute appropriate paid leave if the employee has earned or accrued it, for up to a total of 26 work weeks in any single 12 month period to care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or the next of kin of the covered service member. Military caregiver leave extends to those seriously injured or ill members of both the Regular Armed Forces and the National Guard or Reserves.

Under the Military Caregiver category of leave, an eligible employee is entitled to a total of 26 work weeks of leave for any FMLA-qualifying reason during a single 12 month period, provided that the employee is entitled to no more than 12 work weeks of leave for one or more of the following:

1. The birth of a child and first-year care;
2. The adoption or foster placement of a child with the employee;
3. To care for the employee’s spouse, child, or parent, if that person has a serious health condition;
4. The serious health condition of the employee that prevents the employee from performing his or her job functions; or
5. A qualifying exigency arising out of the fact that the employee’s spouse, child, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation.

The “single 12-month period” for military caregiver leave begins on the first day the eligible employee takes military caregiver leave and ends 12 months after that date, regardless of the method used to determine the employee’s 12 work weeks of leave entitlement for other FMLA-qualifying reasons. In this way, the use of military caregiver leave begins a new single 12-month period. For example, an employee may take 10 work weeks of FMLA leave to care for a newborn child and subsequently take military caregiver leave for up to 26 work weeks. Unlike military caregiver leave, the use of FMLA leave for other qualifying reasons does not begin a new 12-month period for employees taking military caregiver leave. For example, an employee who takes 20 work weeks of military caregiver leave is limited to taking 6 weeks of leave for other FMLA-qualifying reasons during the single 12-month period.

Amana elects to use [DOL Form WH-385](#) to obtain certification regarding the employee’s need for military caregiver leave. The same timing and procedural requirements for certification apply to all requests for FMLA leave, except that an invitational travel order (“ITO”) or invitational travel authorization (“ITA”) issued to any family member to join an injured or ill service member at his or her bedside will be sufficient certification for the period of time specified in the ITO or ITA.

For purposes of military care giver leave, “son, daughter, or child” means the covered military member's biological, adopted, or foster child, stepchild, legal ward, or child for whom the covered military member stood in loco parentis, and who is of any age.

Concurrent Leaves: FMLA and Workers’ Compensation

For all job-related injuries or illnesses that meet the criteria for a serious health condition under FMLA, the absence for job-related illness or injury will run concurrently with FMLA.

Benefits

1. General
 - a. The employee will not lose previously accrued benefits.
 - b. If the employee is approved for an intermittent or reduced schedule, benefits eligibility will be based upon original status at the time the new schedule is initiated. However, leave will be accrued on a prorated basis.
2. Unpaid Leave
 - a. Sick and annual leave does not accrue during a leave of absence without pay.
 - b. An employee on a leave of absence without pay is not paid for holidays that occur during the leave.
 - c. An employee on leave of absence without pay for 20 or more calendar days will have their salary adjusted/prorated according to their work year.
3. Health Benefits
 - a. Health benefits may be continued through the employee's leave.
 - b. If the employee is on leave without pay, health benefits will be continued but the employee will be required to pay the employee's portion of the premiums. If an employee's premium payments are more than 30 days late, the Amana may provide written notice to the employee that payment has not been received. Such notice will be mailed to the employee at least 15 days before coverage is to cease, advising that coverage will be dropped on a specified date at least 15 days after the date of the letter unless payment is received by that date.
 - c. If the employee does not return to work following the leave, he/she may be required to reimburse the Amana for the employer's premiums paid during the leave, unless the employee did not return due to a serious health condition of the employee or the employee's spouse, parent or child or other circumstances beyond the employee's control. Amana may require certification from the health care provider that a serious health condition of the employee or family member prevented the employee from returning to work. Employees must provide medical certification within 30 calendar days from the date it is requested for health care benefits.

Return to Work

In general, an employee who completes a period of leave will be returned to the same or equivalent position, if he/she returns prior to or at the end of 12 weeks. Disputes that arise regarding the determination of "equivalent" will be resolved by the Human Resources Leader. This restoration does not apply to an employee returning to work beyond the approved FMLA leave period.

If the leave was required due to the employee's health, a return to work certification from the health care provider stating the employee's fitness to return to duty is required. Once an employee's FMLA leave is exhausted, if the employee cannot fulfill the requirements to return to duty or provide justification for valid reasonable accommodations provided under the Americans with Disabilities Act, the employee will be released from his/her employment with Amana.

If the employee's position has been abolished or reclassified due to a legitimate organizational necessity while he or she was on FMLA leave, any right to restoration and/or reinstatement would be the same as if the employee had not been on leave when the abolishment or reclassification occurred.

Special Circumstances

Key Employees: Under certain circumstances, salaried employees who are among the highest paid 10%

of the work force may be denied restoration to their prior or equivalent position. Job restoration can be denied if denial is necessary to prevent substantial and grievous economic hardship to the school system's operations. Amana must notify the employee at the time the school determines that such a hardship would occur and that the school intends to deny restoration.

Employees to whom job restoration is denied are entitled to take leave and have their health insurance continued during that leave even though they will not have a position when leave is completed. This leave may be paid or unpaid in accordance with the employee's leave balance.

Instructional Employees and Intermittent/Reduced Schedule Leave: If an instructional employee seeks intermittent or reduced schedule leave to care for a family member with a serious health condition, to care for a covered service member or due to the employee's own serious health condition, and which is foreseeable based on planned medical treatment, and if the employee would be on leave for more than 20 percent(%) of the total number of working days over the period of leave, Amana may require the employee to choose either:

1. To take leave for the period(s) of a particular duration, not greater than the duration of the planned treatment; or
2. Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits, and which better accommodates recurring periods of leave than does the employee's regular position.

Failure of an instructional employee to provide notice of foreseeable leave as otherwise required in these rules may result in either the delay of leave or Amana's election to assign leave as provided for in subsections 1 or 2 above.

Instructional Employees and Leave Near the End of the Semester: Instructional employees who begin leave more than five weeks before the end of the academic term, less than five weeks before the end of the term, or less than three weeks before the end of the term.

1. In the event of leave which begins more than five weeks before the end of the term which will last at least three weeks and would result in the employee returning during the last weeks of the academic term, Amana may require the employee to take leave until the end of the term.
2. In the event of leave which begins during the last five weeks of the term due to birth, adoption or foster placement of a child, to care for a family member with a serious health condition or a covered service member, which will last more than two weeks and result in the employee returning to work during the two week period before the end of the academic term, Amana may require the employee to take leave until the end of the academic term.
3. In the event of leave which begins during the three week period before the end of the term due to birth, adoption or foster placement of a child, to care for a family member with a serious health condition or a covered service member, and which will last for more than five working days, Amana may require the employee to take leave until the end of the academic term.
4. In the event the leave ends two weeks or less prior to the end of a semester or a scheduled school break, the employee may be asked to take an extended leave and return at the beginning of the semester or the 1st day school resumes following the break. Employees are required to provide a release from their Physician prior to returning to work.

Documentation

All leave requests and supporting documentation outlined above must be provided on the appropriate forms available from the Human Resources department

Certification

Amana Academy requires that a request for leave due to a serious health condition of an employee or an

employee's family member or a serious injury or illness of a covered service member be supported by certification by the appropriate health care provider of the eligible employee or family member on a form to be provided by Human Resources. The employee must provide a complete and sufficient certification to the employer within 15 calendar days after the employer's request, unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good faith efforts. If an employee fails to provide certification in a timely manner, FMLA coverage may be denied until the required certification is provided. A certification will be considered incomplete and insufficient if applicable entries have not been completed, or if information provided is vague, ambiguous, or non-responsive. Employees will be given seven calendar days to cure any such deficiencies in the medical certification. If the specified deficiencies are not cured in the resubmitted certification, the school may deny the request for FMLA leave. A representative of Amana (HR Leader or designated health care provider) may also contact the employee's health care provider to authenticate the certification received, and in all cases it remains the employee's responsibility to provide a complete, authentic and sufficient certification as provided for in these rules, and to clarify such certification as necessary.

Content of Certification

Amana has elected to use US Department of Labor forms [WH-380E](#), Certification for Employee's Serious Health Condition and [WH-380F](#), Certification for Family Member's Serious Health Condition to obtain medical certification, including second and third opinions, from health care providers when leave is requested because of an employee's own serious health condition and when leave is requested because of the serious health condition of a family member, respectively. Form [WH-385](#), Certification for Serious Injury or Illness of Covered Service Member for Military Family Leave must be used for military caregiver leave and Form [WH-384](#), Certification of Qualifying Exigency for Military Family Leave must be used for qualifying exigency leave. Completed forms must be submitted to the Department of Employee Benefits.

Second and Third Opinions

Amana, at its own expense, may obtain the opinion of a second health care provider of the school's choice. If a conflict exists between the opinions contained in the certification and the second opinion, Amana may, at its own expense, obtain a third opinion from a health care provider upon which the school and the employee jointly agree. Such a third opinion will be binding on both the school and the employee. Military caregiver leave is certified by a military physician and does not have a second or third opinion option.

Return to Work Certification. Upon an employee's return to work after leave based on employee's own serious health condition, the Amana requires the employee to obtain certification on the form required by Human Resources from his/her health care provider that the employee is able to resume work. An employee has the same obligation to participate and cooperate in the return-to-work certification process as in the initial certification process. The cost of certification shall be borne by the employee. Employee's return to employment may be delayed by the school until the employee submits the required return to work certification.

Intent to Return to Work. The school may require an employee on FMLA leave to report periodically to his/her principal or supervisor on the employee's status and intent to return to work.

Extended Leave

Employees who are unable to return to work after exhausting all the FMLA leave provided for above are subject to the following rules:

Under the Americans with Disabilities Act, qualified individuals with a disability may be eligible for extended leave beyond that to which they are entitled under the FMLA as a reasonable accommodation

for their disability. The determination as to whether such an accommodation may be granted, and if so the duration of any such leave, is made on a case-by-case basis by the Human Resources department and may require additional medical and/or other information be submitted by the employee seeking such leave.

Absent a qualifying disability as recognized under the ADA, and unless otherwise expressly permitted in the policies of Amana, the school does not grant any additional medical or non-medical leave beyond that set forth above. Consequently, employees who are either unable or fail to return to work after exhaustion of their entitlement to leave herein are subject to being released from their employment with Amana Academy.

Paid Parental Leave (PPL)

An employee of Amana Academy shall be eligible for PPL qualifying life events upon satisfying the following criteria:

- The employee is classified as full-time by the district and is eligible to participate in the TRS (Teacher Retirement System of Georgia) or the PSERS (Public School Employees Retirement System); and the employee has six (6) continuous months of employment with Amana, regardless of whether the employee is eligible for paid or unpaid leave under federal law. An employee paid on an hourly basis must have also worked a minimum of 700 hours over the six-month period immediately preceding the requested paid parental leave date.
- A qualifying life event means:
 - The birth of a child of an eligible employee.
 - The placement of a minor child for adoption with an eligible employee; or
 - The placement of a minor child for foster care with an eligible employee.

The rolling twelve (12) month period shall be measured backward from the date an eligible employee first uses parental leave.

PPL must be taken continuously. Any unused PPL that remains twelve (12) months after the qualifying event shall not carry over for future use. Unused PPL shall have no cash value at any time of the eligible employee's separation from employment with Amana Academy.

The maximum amount of PPL that may be taken by an eligible employee during a rolling twelve (12) month period is 120 hours, regardless of the number of qualifying life events that occur during such period.

PPL under state law shall run concurrently with any other leave provided under federal law. Parents who work for Amana are entitled equally to parental leave. Shared parental leave is not required under state law, and as such, PPL shall be equally available for all eligible employees.

Workers' Compensation

When an employee is injured on the job, the employee should report the injury as soon as possible (no more than 24 hours following the injury) to the immediate supervisor. The supervisor or designee shall file a report of the injury with Human Resources within 48 hours of the injury.

In case of an on-the-job-injury, an employee is entitled to receive medical treatment paid for by Amana as required by the Workers' Compensation Act, (specifically O.C.G. A. §34-9-200 through 34-9-205).

Amana will maintain and post at each work site a list or panel of physicians which shall include at least six (6) physicians, or professional associations or corporations of physicians who are reasonably accessible to the employees and to take measures to ensure that the employees understand the function of panel and employee rights of selection of physician there from in case of injury. Employees may make

one change from one physician on the panel to another on the same panel without authorization of the school.

A physician selected by the employee from the school's designated panel of physicians will determine the following:

1. The extent of such employee's injury
2. The disability to such employee
3. The physical ability of the employee to continue to perform the duties of such employee's position
4. The physical condition of such employee to perform the duties of other positions
5. The physical disability of such employee to return to such employee's position after recovery from disability and injury

Should the employee's physical condition warrant, as determined by the medical evaluation described above, such employee may be assigned to the duties of other positions during the period of recuperation from injury by such employee's supervisor, or by Human Resources should no appropriate positions be available within the employee's department.

Any employee who knowingly makes false statements to Amana Academy for the purpose of obtaining workers' compensation benefits shall be subject to discipline, up to and including dismissal.

Continuation of Health Insurance Coverage

The Consolidated Omnibus Budget Reconciliation Act (COBRA) (Public Law 99-272, Title X) generally requires employers with 20 or more employees that sponsor group health plans to offer employees and their families the opportunity for a temporary extension of health coverage (called "continuation coverage") at group rates in certain instances where coverage under the plan would otherwise end. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and dependent child no longer meeting eligibility requirements. This notice is intended to inform you, in summary, of your rights and obligations under the continuation coverage provisions of the law. When you first become eligible to participate in the Amana Academy Insurance Benefits Plan, you will receive a separate notice that provides more details about your rights under COBRA.

Certain retirees and their spouses and dependent children may also have the right to continuation coverage if they lose group health coverage due to an employer's bankruptcy. Under COBRA, a covered employee or a family member has the responsibility to inform Amana of a divorce, legal separation or a child losing dependent status under the Health Insurance Benefits Plan within 60 days of the event.

When Amana receives notice that a qualifying COBRA event has occurred, we will provide you with an election notice informing you that you have the right to choose continuation coverage. Under the law you have 60 days to inform Amana that you want continuation coverage, measured from the later of the date we provide the election notice and the date you would lose coverage because of one of the events described above.

If you do not choose continuation coverage on a timely basis, your group health insurance coverage will end.

Professional Development and Duty Leave

An employee may be granted paid or unpaid professional leave to engage in activities associated with professional organizations related to the employee's position at Amana Academy (e.g., annual conferences, state meetings, etc.). Professional leave requires approval in advance by the appropriate

administrator. The length of the leave and whether it is to be paid or unpaid depends on the particular facts. If unpaid professional leave is granted, the employee may elect to use a personal day, if available, for the absence.

Paid duty leave may be granted when an employee must be away from normal responsibilities in order to participate in activities directly related to student needs or assigned by the appropriate administrator (e.g., coaching athletic teams, field studies, staff development, committee assignments at the local or state level, or other official school business). Duty leave requires approval in advance by the appropriate administrator.

Requests for professional or duty leave must be made through Paycom and, when possible, must be submitted to the appropriate administrator thirty working days prior to the requested leave date.

Expense Reimbursement

In order to be reimbursed for expenses incurred while on duty or professional leave, the employee must submit the Request for Reimbursement Form to the business office immediately upon return.

WORKING HOURS, PAY PROCESSES, AND OTHER OFFICE POLICIES

Compensation and Payroll

At Amana Academy, promotion and compensation for staff are based on demonstrating specific competencies and fulfilling an enlarged professional role. Amana's compensation framework reflects our school's specific mission and needs.

The compensation framework features base pay and incentive pay. Both base and incentive pay is driven by a combination of factors including overall performance, prior years of experience, and certification level.

According to Amana Academy's fiscal year, paydays are the last day of the month beginning in August and ending in July. If the last day of the month falls on a weekend or school recognized holiday, the payday will move forward to the last business day of the month. Both full-time and part-time employees will have federal and state taxes withheld from their wages. Direct deposit is required for all staff members with the bank of their choice. Payroll checks will not be released prior to the set pay schedule for any reason, nor will they be released to anyone other than the employee.

Salary Adjustments

Salary and wages are reviewed annually and adjustments, if any, are made based on market, business considerations and performance with approval from the Board of Directors.

Salary adjustments are not automatic. Such adjustments are ultimately made at the discretion of the Executive Director after the Board of Directors' approval of the School's compensation budget.

Personnel Performance Evaluation

The purpose of this policy is:

1. To improve the quality of education and operation at Amana Academy,
2. To provide information for employees that helps them improve their performance,
3. To provide information which is used as the basis for sound personnel decisions.

All full time and part time personnel employed by the Amana Academy Governing Board shall have their work performance evaluated a minimum twice per academic year by an appropriately trained evaluator using a standards-based procedure that includes self-assessment by the employee. All instructional and administrative faculty will be evaluated per the Georgia Teacher Keys Effectiveness System (TKES/LKES). Evaluations will be completed according to the Georgia Department of Education timeline for the [TKES/LKES process](#). All instructional faculty will participate in a TKES/LKES orientation annually as determined by the Executive Director and Administration. This policy does not directly apply to workers who provide services to Amana Academy through a third-party agency, as the school's Executive Director or designee shall evaluate their performance based on agreed upon expectations using his/her discretion consistent with good management practices.

Full time and part time personnel who receive an unsatisfactory annual evaluation will be subject to any specific or combination of the following actions:

- The employee will be placed on a Performance Improvement Plan (PIP);
- If applicable, the employee will not be awarded any incentive compensation for their current year of employment, and not be awarded any salary increase for the following year;

- The employee's employment will not be renewed. All performance evaluation records shall be part of the personnel evaluation file and shall be confidential.

Teacher Evaluation Appeals

There may be occasions when a teacher believes that they have grounds to appeal against an academic decision. Teachers may appeal summative performance ratings of "Unsatisfactory" or "Ineffective" contained in personnel evaluations conducted. This policy shall not apply to procedural deficiencies on the part of the school in conducting an evaluation pursuant to Code Section 20-2-210. In accordance with state law, teachers at Amana that are evaluated by state-mandated evaluation tool, Teacher Keys Effectiveness System shall have the right to appeal summative performance ratings of "Unsatisfactory" or "Ineffective".

Within five (5) business days after the summative evaluation conference, a teacher shall provide a written notice of appeal to the responsible evaluator detailing the evaluation record and their statement of appeal.

Level One: The principal as the responsible evaluator shall respond in writing within ten (10) business days after the receipt of appeal.

Level Two: If the teacher is dissatisfied with the principal's response, a review may be filed with the Executive Director, who will then assign the review to a TKES (Teacher Keys Evaluation System) certified and trained administrator within ten (10) business days from the date the summative evaluation conference was held with the principal with respect to the TAPS (Teacher Assessment on Performance Standards) observation or TKES/LKES evaluation summary report.

A written response shall be provided to the teacher within ten (10) business days after receipt by the designated administrator.

Personnel File

Amana Academy maintains a personnel file for each of its employees. These files are confidential in nature and are managed by Human Resources. These files will not be copied or be removed from the premises unless there is a legitimate business reason to do so. Each employee may view his or her personnel file by contacting Human Resources during normal business hours, in accordance with state and Federal law. No employee may alter or remove any document in his/her personnel file.

Reporting Changes to Personal Data

Each employee is responsible for promptly notifying Human Resources of any change in name, address, telephone number, marital status, citizenship, tax withholding allowances, emergency contact information, insurance beneficiary, dependent insurance coverage, or teaching credential changes (certifications, degrees). Payroll will be changed according to new documentation for the following month upon receiving the appropriate documentation. Accurate and correct information is vital for benefits and insurance records and other school files.

Working Hours

It is the policy of Amana Academy to establish the time and duration of working hours as required by workload.

If you have questions regarding your classification or your work hours, please contact your manager or human resources.

Exempt Employees

Personnel employed in executive, administrative, professional, teaching or certain computer-related capacities generally are exempt from the provisions of the Fair Labor Standards Act. These employees are not required to fill out hourly time records but must account for daily attendance. Allocation of paid time off must be recorded in the payroll system .

Non-Exempt Employees

Nonexempt employees who work over forty (40) hours in any week will be paid overtime at time and one-half for those additional hours, unless state law dictates otherwise.

In addition to the regular eight (8) hour working day, all full-time, non-exempt employees will be provided with an unpaid lunch break. If an employee chooses or needs to take a longer lunch break, he or she will need to acquire his or her manager's approval in advance. Any additional lunch-related time will be unpaid. In addition, the employee's manager may elect to alter the employee's work schedule on the day that the additional lunch break time is taken to ensure that the employee has worked the daily required eight (8) hours.

Department Heads are responsible for ensuring that job responsibilities are fulfilled, and they may, if necessary, reject an employee's preferred work schedule in the interest of business efficiency. All non-exempt employees are required to complete an individual time record showing their daily hours worked. Time records cover one workweek and must be completed by the close of each workday. The following points should be considered in filling out time records:

- Employees should report their time into the school's payroll system in accordance with the procedures established by human resources.
- Overtime must be authorized by the employee's supervisor before over forty hours are worked in a particular week.
- Reporting another employee's e-time or falsifying any time record is prohibited and will be grounds for disciplinary action, up to and including termination.

Supervisors and/or Managers will assign overtime (if any) to nonexempt employees as needed. Employees are not permitted to work overtime without the prior approval of their supervisor. If the School finds that an employee has worked overtime hours that were not approved in advance, appropriate disciplinary action will be taken, including and up to termination.

Nonexempt employees will be compensated for attendance at lectures, meetings and training programs, if such attendance is required by management and takes place outside of normal work hours.

Overtime Policy

Eligibility for Overtime

In accordance with the Federal Labor Standards Act (FLSA), nonexempt employees are eligible to receive overtime pay at a rate of one and one-half times their regular hourly rate of pay for time worked in excess of 40 hours per workweek. A workweek is defined as Monday at 12:01 a.m. through Sunday at midnight.

Exempt employees are not eligible for overtime; they are expected to work as many hours as required to perform the duties of the position. At the same time, exempt employees' pay shall not be docked unless specifically provided for by federal and state law in certain circumstances.

Scheduling and Working Overtime

When operating requirements or other needs cannot be met during regular working hours, employees may be scheduled to work overtime hours. All overtime work must be approved by the manager before the

employee works any overtime. Overtime is considered a condition of employment, and refusal to work overtime when requested is cause for discipline, up to and including termination of employment. Insofar as it is consistent with the needs of the business, overtime assignments will be distributed as equitably as practical to all employees qualified to perform the required work. At the manager's discretion, an employee's work schedule may be adjusted during a workweek and affected employees will be given advance notice of such a schedule change when practicable.

Time Worked

Approved paid absences, including but not limited to vacation, sick leave, military leave, jury and witness duty, funeral/bereavement leave, and voting time off, are not counted as time worked for the purposes of computing overtime.

Error in Pay

If you believe there is a mistake or error with respect to your hours worked or compensation, you have a question or concern about a deduction, or you believe you have not been correctly paid for all hours worked, contact Human Resources immediately. If a prompt and fully acceptable reply has not been received within five (5) business days, contact Human Resources immediately by email or call. Every concern or inquiry regarding pay will be fully investigated and corrective action, up to and including discharge, will be taken, as appropriate, for any employee(s) who violates this policy. Any corrections that are necessary will be made promptly.

In addition, the Academy will not allow any form of retaliation against individuals who, in good faith, bring forward a question or concern regarding hours worked or pay, report alleged violations of this policy, or cooperate in the Academy's investigation of such reports. Retaliation is unacceptable, and any form of retaliation in violation of this policy may result in disciplinary action, up to and including discharge.

Safe Harbor Policy for Exempt Employees. Most exempt employees will receive a guaranteed weekly salary subject to limited permissible deductions, as provided by law. For those employees receiving a weekly salary as required for certain exempt employees, it is our policy not to make deductions from the salary of exempt employees except for reasons permitted by federal and/or state law. Such employees are not subject to deductions for variations in the quantity or quality of the work performed.

Subject to state salary basis requirements, if an employee performs any work in a workweek, the Academy may make deductions from an exempt employee's salary for the following reasons:

1. absences for one or more full days due to sickness or disability where the employee does not have accrued or paid leave available under the Academy's policies and/or paid leave benefits that provide compensation for sickness or disability;
2. absences for one or more full days for personal reasons, other than sickness or disability where the employee does not have PTO available;
3. a full or half day deduction as a penalty imposed in good faith for infractions of safety rules of major significance;
4. if the employee is suspended in good faith, for one or more full days, for infraction of the Academy's written rules on workplace conduct, which are applicable to all employees;
5. to offset amounts received by an employee as jury fees, witness fees or military pay received in a given week
6. in the initial or terminable week of employment (in which case a proportionate part of the salary will be paid for time worked); or
7. if the employee takes an unpaid leave of absence

Subject to state law, it is not an improper deduction to reduce exempt salaried employees accrued paid leave benefits (e.g., PTO) for full or partial day absences for personal reasons, sickness, or disability. Salaried exempt employees do not receive their salary for any workweek in which they do not perform any work.

An employee's salary may also be subject to reduction for certain types of benefit and tax deductions, such as employee's portion of health, dental, or life insurance premiums, federal, state, or local income taxes, Social Security, and Medicare taxes. The Academy, however, prohibits improper deductions, as defined by applicable law.

An exempt employee who believes that an improper deduction has been made from their pay should refer to and follow the "Reporting a Pay Issue" procedures above. If the Academy determines that the deduction was improper for any reason, the Academy will take appropriate corrective action (including reimbursement within a reasonable time frame if necessary) and take additional steps as needed to help prevent such improper deductions from occurring in the future.

Wage Garnishments

Amana Academy would like to avoid incurring administrative expenses related to garnishments and wage assignments for employees. To that end, Amana Academy encourages all employees to meet their financial obligations without involving the School. Nonetheless, Amana Academy will adhere to legally imposed garnishments and wage assignments and will not modify the terms of those legal arrangements unless ordered to do so by a court. Amana Academy will deduct the administrative costs of complying with garnishments and wage assignments to the extent allowed by statute.

Attendance & Punctuality

While we encourage all employees to request time off in advance, in the event that you need to be unexpectedly absent you must follow Amana's call out procedures. If you expect to be absent or delayed, you must notify the Principal or their designee (for non-instructional employees you must notify your supervisor) by telephone and advise them of your tardiness or absence. You are expected to call and either speak with that person or leave a voicemail message no later than one hour prior to your expected reporting time. Your supervisor may designate someone to receive such calls in his or her absence. Failure to inform this person of your absence or delay will result in the absence being considered unexcused and may subject you to disciplinary action, up to and including termination. Please note that in order to be classified as an excused absence you must receive confirmation of your call-out.

Communicating your absence or tardiness to a coworker other than your supervisor, or their designee will not be considered adequate notice.

Employees are expected to call their supervisor each day that they are absent unless the employee is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. An employee who is absent for three or more days without contacting his or her supervisor, Human Resources Director or their designee will be deemed to have abandoned his or her employment and our records will reflect that the individual has voluntarily terminated his or her employment with Amana Academy. Employees returning to work after three consecutive days of unscheduled absences will be required to provide a doctor's release to return to work.

Employees with excessive absenteeism or tardiness cannot perform their jobs effectively and potentially create disruptions to the operation of the School. Therefore, excessive absenteeism or tardiness may be cause for disciplinary action, up to and including termination. Exceptions to this policy include:

- Absences for which the notice requirements are covered under another specific policy;

- Situations when an absence, late arrival, or early departure is protected by applicable Federal, State, or local law; or
- Situations when a manager has “excused” the absence.

Unauthorized Absences

Absences for reasons other than those listed above, as well as absences without proper notification to management and absences after time has been denied or approved leave has expired, may be considered a violation of this Rule unless the absences are approved in advance.

Unauthorized absences may result in the deduction from the employee’s pay of a full working day’s pay for each day absent. As permitted by federal and Georgia law, unauthorized absences may be deemed job abandonment. Unauthorized absences and/or absences without notification which last three or more consecutive workdays are deemed to be job abandonment and such abandonment will be considered a voluntary resignation of employment.

STANDARDS OF CONDUCT

Professional Conduct

As an Amana Academy staff member, you represent our school. Staff members are expected to conduct themselves in a professional manner at all times when in contact with other staff, students, parents, vendors, or members of the community, whether on or off school grounds. Employees are also subject to follow any policies as required by Fulton County Schools or the State Charter Schools Commission. Including, but not limited to ethical standards and fingerprinting and background checks. Educators and other certified employees should also refer to the Code of Ethics for Georgia Educators from the Professional Standards Commission (PSC) for additional ethical expectations.

Examples of Misconduct

Noted below is a partial list of the more specific acts of misconduct that would require immediate disciplinary action, up to and including termination. This list is not intended to limit Amana Academy's right to discipline or discharge employees for other reasons not listed here, nor does it alter or limit the policy of employment at will, whereby you or the School may terminate the employment relationship at any time for any reason, with or without cause, and with or without notice.

- Abuse or mistreatment of scholars;
- Misappropriation of funds or failure to handle funds in accordance with Amana Academy's guidelines;
- Theft or unauthorized use, possession or removal of School records or property or the property of any employee, client (school or Amana) or visitor;
- Falsification of or omissions from employment records or other School records, including timekeeping records (e.g., time sheets);
- Unauthorized distribution, dispensation, possession or use of intoxicating beverages or controlled substances on School premises or reporting to work or operating School-owned vehicles or equipment while under the influence of such substances. Failure to submit to reasonable suspicion testing or conduct that violates Amana Academy's Drug-Free Workplace Policy;
- Fighting or otherwise engaging in disorderly, threatening or intimidating conduct in the workplace, including horseplay or other actions that endanger others;
- Using abusive or offensive language, making disparaging remarks, being discourteous or otherwise harassing, threatening, coercing or interfering with employees, scholars or visitors;
- Insubordination. Failure or refusal to follow the instructions of a department head, or supervisor, including refusal to accept a job assignment, direction or reasonable overtime, or behaving in a disrespectful manner toward a department head, or supervisor or in a manner, which would undermine his or her authority;
- Creating or contributing to unsafe conditions by an act or by a failure to act;
- Failing to comply with established safety and health rules and safe work procedures;
- Possession of a weapon on school premises at any time and on School premises or while on School business unless state law specifically gives the employee the right to bring a firearm on the employer's premises and then only in strict compliance with such law;
- Unauthorized absence from work or your designated work area during work hours;
- Excessive personal phone calls, e-mailing, texting or web browsing or other violations of Amana Academy's Electronic Resources policies (See also the School Routines Manual of this Handbook for further details);
- Loitering, loafing or sleeping during scheduled work hours;
- Gambling or possession of gambling devices on School premises or the use of School Electronic Resources for such purposes;
- Soliciting or accepting gratuities or bribes of any nature;
- Smoking on school premises or violating the school's 100% Tobacco Free School policy;

- Unauthorized possession use or copying of School records or disclosure of proprietary or confidential information to unauthorized persons;
- Illegal conduct of any kind;
- Dishonesty, including, but not limited to, any fraudulent act or a breach of trust;
- Excessive tardiness or absenteeism or failure to call in as required;
- Failure to meet performance standards and poor job performance, including an unsatisfactory attitude that detracts from job performance or the efficient operation of Amana Academy business;
- Refusal to fully cooperate with the School in any investigation related to the workplace;
- Negligent or deliberate destruction or misuse of property belonging to the School or to any employee, client (school or Amana) or visitor
- Improper or illegal discrimination, harassment or retaliation, as set forth in the School's Equal Employment Opportunity Policy, Anti-Harassment Policy and Policy Against Sexual Harassment;
- Failure to report a workplace injury as soon as possible;
- Misrepresentation when applying for sick time, leaves of absence or other time off;
- Failing to complete e--time on a daily or bi--weekly basis, completing another employee's timecard or authorizing someone to complete an employee's time card or sign an employee in or out;
- Inducing or assisting another employee in committing any breach of the forgoing rules and regulations;
- Violation of any Amana Academy rule, policy or standard, including, for example, but not limited to, policies regarding confidentiality of proprietary information, policies relating to travel and expenses and policies concerning the use of Amana Academy's electronic resources.

Conflict of Interest – Employee

Purpose

The purpose of this policy is to ensure that Amana Academy employees' private financial interests and relationships do not conflict with their obligations to act objectively and with integrity as school employees.

Policy

Each employee has a duty to act in the best interests of the students and the Amana Academy. Employees' good judgment offers the best protection against potential conflicts of interest. Employees who have questions about potential conflicts of interest should discuss the situation(s) with the Executive Director or Human Resources.

For the purpose of this policy, relatives are defined as individuals who are related by blood, marriage, or adoption, including but not limited to the following relationships: spouse, child, stepchild, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, aunt, uncle, niece, nephew, parent-in-law, daughter-in-law, son-in-law, brother-in-law, sister-in-law, any other relative living in the household of the employee, a person who is engaged to be married to the employee or who otherwise holds himself/herself out as, or is generally known as, the person whom the employee intends to marry or with whom the employee intends to form a household, or any other natural person having the same legal residence as the employee.

Consultants, contractors and/or other temporary employees who are engaged in providing services to Amana Academy shall be subject to this policy.

The following is a list of guidelines for Amana Academy employees, consultants & temporary employees:

1. No Amana employee, consultant(s) and or temporary employee shall use their influence or authority as an Amana Academy official to sell or effect a sale, directly or indirectly, for personal gain, to the school or to any Amana employee.
2. No Amana employee, consultant(s) and or temporary employee shall disclose confidential information concerning the school's intentions, its investments, its property development, sale, acquisition, or its purchasing or contracting activities.
3. No Amana Academy employee, consultant(s) and or temporary employee shall solicit, accept, or agree to accept gifts, loans, gratuities, entertainment, transportation, lodging, meals, any ticket of admission, discounts, payment, or service, except those of nominal value (less than \$50.00), from any employee, scholar, parent, person, firm, or corporation that to his or her knowledge is interested directly or indirectly in any manner whatsoever in business dealings with the school; provided, however, that an elected official who is a candidate for public office may accept campaign contributions and services in connection with any campaign.
4. If an employee, consultant(s) and or temporary employee accepts items or services of nominal value, the gift must be disclosed to the Executive Director. Advertising items and instructional products that are widely distributed may be accepted. Expressions of good will from the community as a token of retirement or a job well done may be accepted.
5. No Amana Academy employee shall accept outside employment or business activity with obligations that may conflict, or appear to conflict, with the interests of Amana Academy, nor shall the employee conduct activities related to outside employment during the school/business day.
6. Teachers employed by Amana Academy shall not teach or coach for pay any Amana Academy scholar during the regular school day. Teachers shall not tutor for pay any Amana Academy scholar they directly teach.
7. No Amana Academy employee shall advertise business or professional services or use system resources or equipment for personal or commercial enterprise.
8. No Amana Academy employee shall use the employee's influence or authority as an Amana Academy official to affect the employment of a relative as defined herein, including hourly employees, contractors, and vendors. Such influence and/or authority includes participation in decisions regarding hiring, reappointment, placement, evaluation, rate of pay, salary increases, promotion, tenure, monetary awards, and/or discipline, even when the related employees are not in the same line of supervision or authority.
9. No Amana Academy employee shall use the employee's influence or authority as an Amana Academy official to affect the employment of an individual with whom the employee is engaged in a dating or romantic relationship, including hourly employees, contractors, and vendors. Such influence and/or authority includes participation in decisions regarding hiring, reappointment, placement, evaluation, rate of pay, salary increases, promotion, tenure, monetary awards, and/or discipline, even when the employees are not in the same line of supervision or authority.
10. No Amana Academy employee may occupy a position in the same line of authority as a relative as defined herein.

In the event that a potential conflict of interest situation arises, the employee, consultant, contractor and/or temporary employee who suspects the conflict should notify the Executive Director. Employees who perform this reporting function in good faith will not be subject to any reprisal. Any employee who violates the policy may be subject to discipline up to and including termination of employment. Any contract or subcontract made in violation of this policy may be voided and subject to termination.

Drugs, Alcohol, and Use of Tobacco Products

Amana Academy will not tolerate the use or possession of alcohol or illegal drugs on the job, on school property, or at Amana Academy sponsored events off campus. Employees using or possessing alcohol or illegal drugs on school property or while at work or who report to work under the influence of alcohol or illegal drugs will be subject to disciplinary action, up to and including termination. Use of tobacco products is prohibited on school premises or in view of students during school hours or during school sponsored functions, for example after-school clubs or showcase nights.

Second Jobs

The high standards of quality service held by Amana are only possible when all employees give their very best performance. This level of performance may be difficult to maintain when an employee is working more than one job. Taking a second job, including self-employment, is not permitted if such work may reduce your performance while on the job for Amana or if such work may create a potential conflict of interest (See Conflict of Interest Policy herein).

Violence & Weapons

Amana Academy takes threats of violence extremely seriously. Any act or threat of violence by or against any employee, parent, student, or visitor is strictly prohibited. This policy applies to all Amana Academy employees, whether on or off school property. Any use or possession of weapons, whether illegal or not, is prohibited on school property during or after school hours. This includes knives, guns, martial arts weapons, or any other object that is used as a weapon. Any employee caught possessing a weapon will be disciplined, up to and including termination.

Whistleblower Policy

In keeping with the policy of maintaining the highest standards of conduct and ethics, Amana Academy will investigate any suspected fraudulent or dishonest use or misuse of Amana Academy's resources or property by staff, board members, consultants, or volunteers.

Staff, board members, consultants, and volunteers are encouraged to report suspected fraudulent or dishonest conduct (i.e., to act as "whistleblower"), pursuant to the procedures set forth below.

Reporting

A person's concerns about possible fraudulent or dishonest use or misuse of school resources or property should be reported to the Executive Director, if suspected by a volunteer, to the staff member supporting the volunteer's work. If, for any reason, a person finds it difficult to report his or her concerns to the Executive Director or staff member supporting the volunteer's work, the person may report the concerns directly to a member of the board. Alternatively, to facilitate reporting of suspected violations where the reporter wishes to remain anonymous, a written statement may be submitted to one of the individuals listed above.

Definitions

Baseless Allegations

Allegations made with reckless disregard for their truth or falsity. Individuals making such allegations may be subject to disciplinary action by Amana Academy, and/or legal claims by individuals accused of such conduct.

Fraudulent or Dishonest Conduct

A deliberate act or failure to act with the intention of obtaining an unauthorized benefit. Examples of such conduct include:

- Forgery or alteration of documents
- Unauthorized alteration or manipulation of computer files

- Fraudulent financial reporting
- Pursuit of a benefit or advantage in violation of Amana Academy's Conflict-of-Interest Policy
- Misappropriation or misuse of the school's resources, such as funds, supplies, or other assets
- Authorizing or receiving compensation for goods not received or services not performed
- Authorizing or receiving compensation for hours not worked

Whistleblower

An employee, consultant, or volunteer who informs the Executive Director about an activity relating to Amana Academy which that person believes to be fraudulent or dishonest.

Rights and Responsibilities

Staff members are required to report suspected fraudulent or dishonest conduct to the Executive Director. Reasonable care should be taken in dealing with suspected misconduct to avoid:

- Baseless allegations
- Premature notice to persons suspected of misconduct and/or disclosure of suspected misconduct to others not involved with the investigation
- Violations of a person's rights under law

Due to the important yet sensitive nature of the suspected violations, effective professional follow-up is critical. Staff members, while appropriately concerned about "getting to the bottom" of such issues, should not in any circumstances perform any investigative or other follow-up steps on their own. Accordingly, a staff member who becomes aware of suspected misconduct:

- Should not contact the person suspected to further investigate the matter or demand restitution
- Should not discuss the case with attorneys, the media, or anyone other than the Executive Director
- Should not report the case to an authorized law enforcement officer without first discussing the case with the Executive Director

Investigation

All relevant matters, including suspected but unproved matters, will be reviewed and analyzed, with documentation of the receipt, retention, investigation, and treatment of the complaint. Appropriate corrective action will be taken, if necessary, and findings will be communicated to the reporting person and his or her supervisor. Investigations may warrant investigation by independent persons such as auditors and/or attorneys.

Whistleblower Protection

Amana Academy will protect whistleblowers as defined below:

- Amana Academy will use its best efforts to protect whistleblowers against retaliation. Whistle blowing complaints will be handled with sensitivity, discretion, and confidentiality to the extent allowed by the circumstances and the law. Generally, this means that whistleblower complaints will only be shared with those who have a need to know so that Amana Academy can conduct an effective investigation, determine what action to take based on the results of any such investigation, and in appropriate cases, with law enforcement personnel. (Should disciplinary or legal action be taken against a person or persons as a result of a whistleblower complaint, such persons may also have the right to know the identity of the whistleblower.)
- Employees, consultants, and volunteers of Amana Academy may not retaliate against a whistleblower for informing management about an activity which that person believes to be

fraudulent or dishonest with the intent or effect of adversely affecting the terms or conditions of the whistleblower's employment, including but not limited to, threats of physical harm, loss of job, punitive work assignments, or impact on salary or fees. Whistleblowers who believe that they have been retaliated against may file a written complaint with the Executive Director. Any complaint of retaliation will be promptly investigated and appropriate corrective measures taken if allegations of retaliation are substantiated. This protection from retaliation is not intended to prohibit staff members from taking action, including disciplinary action, in the usual scope of their duties and based on valid performance-related factors.

- Whistleblowers must be cautious to avoid baseless allegations (as described earlier in the definitions section of this policy).

Solicitation and Distribution of Literature

Amana Academy has established rules applicable to all employees to govern solicitation and distribution of written material during working time and entry onto the premises and work areas. All employees are expected to comply strictly with these rules.

1. No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom the solicitation is directed; and
2. No employee shall distribute or circulate any written or printed material in work areas at any time during his or her working time or during the working time of the employee or employees at whom the distribution is directed.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for Amana Academy. This excludes meal or other breaks, rest periods or other times during a shift when an employee is not engaged in performing services for Amana Academy.

In addition, the School's electronic resources (including computer systems, The Common, email, phone systems, voicemail, cell phones and tablets) shall not be used for personal gain or advancement of individual views. Utilization of email or other School electronic resources for purposes of nonbusiness solicitation or for personal gain or the promotion of events and causes is likewise prohibited.

Disciplinary Policies

Problem Resolution: Amana Academy seeks to deal openly and directly with its employees and believes that communication between employees and management is critical to solving problems.

Employees who have a dispute with any colleague should attempt to resolve the problem themselves. If a resolution cannot be agreed upon, both employees should approach the appropriate Administrator, who will work with the employees and a qualified mediator to determine a resolution.

Disciplinary Actions

Whenever appropriate, Amana Academy will employ progressive employee disciplinary actions in response to employee's infractions of School policy, practices and professional standards. However, some infractions will be elevated to the highest tier of disciplinary actions, including termination, without having previously issued lower tiered responses based on the nature of the infraction, level of experience of the employee, the nature of the employee's particular job function, and the employee's expected knowledge of the School's basic expectations and standards. Additionally, there are certain acts that are deemed egregious and inexcusable by the School will be cause for immediate termination.

Outlined below are the steps of Amana Academy's progressive discipline policy and procedure. Amana Academy reserves the right to combine or skip steps depending on the facts of each situation and the

nature of the offense. The level of disciplinary intervention may also vary. Some of the factors that will be considered are whether the offense is repeated despite coaching, counseling or training, the employee's work record, and the impact the conduct and performance issues have on the organization.

1. Coaching - An opportunity for the employee and their supervisor to informally discuss work-related problems and concerns.

Step 1 creates an opportunity for the employee's manager to schedule a meeting with an employee to bring attention to the existing performance, conduct or attendance issues. The manager should discuss with the employee the nature of the problem or the violation of company policies and procedures. The supervisor is expected to clearly describe expectations and steps the employee must take to improve performance or resolve the problem. Within five business days of this meeting, the supervisor will prepare written documentation of a Step 1 meeting. The employee will be asked to sign this document to demonstrate his or her understanding of the issues and the actions that were agreed to in order to improve and/or correct the performance concern

2. Verbal Warning from your supervisor.

Step 2 will be required if the employee does not make any improvement at the conclusion of the coaching sessions. Although the verbal warning will be in writing it will be identified as a verbal warning.

3. Written Warning from the Principal or Other Executive Leader

Although Amana Academy hopes that the employee will promptly correct any performance, conduct or attendance issues that were identified in Step 1 & Step 2, Amana Academy recognizes that this may not always occur.

Step 3 written warning involves more formal documentation of the performance, conduct or attendance issues and consequences.

During Step 3, the immediate supervisor and the Principal or Chief Finance/Operations Officer will meet with the employee to review any additional incidents or information about the performance, conduct or attendance issues as well as any prior relevant corrective action plans. Management will outline the consequences for the employee of his or her continued failure to meet performance or conduct expectations.

A formal performance improvement plan (PIP) requiring the employee's immediate and sustained corrective action will be issued within five business days of a Step 3 meeting. A warning outlining that the employee may be subject to additional discipline up to and including termination if immediate and sustained corrective action is not taken may also be included in the written warning.

Other Options

Job reassignment and reduction of pay: This action is normally used when removal from the work site is not necessary but serious discipline is appropriate. It is typically used in lieu of suspension without pay when the infractions deem an employee unfit for the current position but not necessarily unfit for the school in some other capacity, if available. An employee has the right to appeal a decision to re-assign to a new position at a lower pay rate (if such a position is available) by written appeal to the School's Human Resource Leader and/or the Executive Director.

Suspension without Pay: Suspension typically prevents work for a number of working days, as specified in a letter from Human Resources, and pay is docked accordingly. Length of the suspension without pay

will be influenced by the nature of the problem/infraction, previous corrective measures, impact of the problem/infraction, expectations, and potential consequences of failure to improve. A suspension may also occur if it is determined to be in the best interest of the school during an internal investigation. An employee has the right to appeal a decision to suspend by written appeal to the School's Human Resource Leader and/or the Board of Directors.

Termination of Employment

USE OF SCHOOL PROPERTY AND TECHNOLOGY

All employees are personally responsible for keeping the area around their workstation clean and presentable. Employees are also responsible for returning meeting areas to a clean and presentable condition after use.

Electronic Equipment

All electronic and telephone communication equipment, including computers, copiers, fax machines, scanners, projectors, printers, digital cameras, and audio equipment, and all communications and information transmitted by, received from, or stored in these systems are the property of Amana Academy and as such are intended for job-related purposes only.

Employees wishing to use Amana electronics must sign out the equipment from the library. The last teacher recorded will be held financially responsible for the equipment until it is checked back in.

Employees are not permitted to use a code, access a file, or retrieve any stored communication unless authorized to do so or unless they have received prior clearance from an authorized school representative.

All pass codes are the property of Amana Academy and may be used by Amana Academy to access electronic and telephone communications at any time. Amana Academy reserves the right to monitor any electronic, telephone, or other communications made using Amana Academy systems or property.

Users are expected to abide by all the regulations and laws pertaining to Internet use. Any information, service, or site on the internet should be selected with reference to its appropriateness of content within the context of a particular curriculum, the suitability of the content for the intended user and its service to good taste and common sense.

Personal Internet use should be kept to a minimum. Inappropriate use of the Internet is not acceptable.

Electronic Resource Policy

Amana Academy relies on its computer network, phone system and related software and hardware to conduct its business. To ensure that its Electronic Resources are used properly by its employees, independent contractors, agents and other users, Amana Academy has created this Electronic Resources Policy (the "Policy"). "Electronic Resources" refers to Amana Academy's computer network, telephone network and related software and hardware. Specifically, Electronic Resources, whether owned or leased, include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, handheld devices, data files and all internal and external computer and communications networks (i.e., Internet commercial online services, value-added networks, email systems, tablets or other smartphones and devices) that may be accessed directly or indirectly from the School's computer network. It also includes all phone systems, telephone units, servers, voicemail systems and cell phones, whether owned or leased. From time to time in this Policy, "Users" refers to all people, whether Amana Academy employees or otherwise, to whom the School provides Electronic Resources.

The Electronic Resources are the property of Amana Academy. Employees are permitted access to the Electronic Resources to assist them in the performance of their jobs, subject to their compliance with this Policy. At all times, Users have the responsibility to use the School's Electronic Resources in a professional, ethical, and lawful manner. Use of the School's Electronic Resources is a privilege that may be revoked at any time. In addition, violations of this Policy will be taken very seriously and may result in disciplinary action, up to and including termination of employment as well as civil and criminal liability.

No Expectation of Privacy

The Electronic Resources made available to employees are to assist them in the performance of their jobs.

Users should not and do not have an expectation of privacy in anything they create, store, send or receive on or with Amana Academy's Electronic Resources. The computer system, phone system and related hardware and software belong to the School and should be used solely for business purposes, except as otherwise expressly stated in this Policy.

Waiver of Privacy Rights: By using Amana Academy's Electronic Resources, Users expressly waive any right of privacy in anything they create, store, send or receive on the computer system, phone system or over the Internet or any other computer network or any other Electronic Resources provided by the School. Users consent to allowing personnel of the School to access and review, for legitimate work-related purposes, all files, attachments, websites, emails, voicemails or any other transmissions or materials that they or others create, store, send or receive on the computer, handheld device or over the Internet or any other computer network or School phone network or equipment. Users understand and agree that Amana Academy may use human or automated means to monitor the use of its Electronic Resources.

Prohibited Activities

Prohibited Uses: Amana Academy's Electronic Resources are to be used by employees for business purposes only and may not be used for dissemination or storage of commercial or personal advertisements, solicitations, gambling, internet shopping, video or music streaming, online dating, promotions, destructive programs (i.e., viruses or self-replicating code), political material or any other unauthorized use.

Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise unlawful or inappropriate may not be sent by email or other forms of electronic communication (such as IM, Skype, Web 2.0 sites, , chat groups, web browsers or blogs) or accessed, displayed or stored on Amana Academy computers. Employees encountering or receiving this kind of material should immediately report the incident to their department head or to the Human Resources Leader.

Electronic Resources must be used in a manner that does not violate the Family Education Rights and Privacy Act that Amana Academy is bound to follow.

Misuse of Software: Without prior written authorization from the school's Technology Manager, Users may not do any of the following: (1) copy Amana Academy or third-party software for use on their home computers; (2) provide copies of software to any independent contractors, to any client of Amana Academy or to any other third person; (3) modify, revise, transform, recast or adapt any software; (4) reverse-engineer, disassemble or decompile any software; or (5) download from the Internet or otherwise install software on their Amana Academy workstation, desktop or laptop computer, School-provided cell phone, tablet, or other device. Employees who become aware of any misuse of software or violation of copyright law should immediately report the incident to their supervisor. All software must be loaded by the Amana Academy Technology Department and must be for business purposes only.

Communication of Trade Secrets: Sending, transmitting or otherwise disseminating proprietary data, trade secrets or other confidential information of the School, its clients, scholars or vendors is strictly prohibited. Unauthorized dissemination of this information may result in disciplinary action being taken, up to and including termination, in addition to substantial civil liability as well as severe criminal penalties under the Economic Espionage Act of 1996.

Passwords

Responsibility for Passwords: Users are responsible for safeguarding their passwords for access to any Electronic Resources. Individual passwords should not be printed, stored online or given to others. Users

are responsible for all transactions made using their passwords. No User is permitted to access any Electronic Resources using another User's password or account.

Passwords Do Not Imply Privacy: Use of passwords to gain access to Electronic Resources or to encode particular files or messages does not imply that Users have an expectation of privacy in the material that they create, transmit or receive on these Electronic Resources. Amana Academy has global passwords that permit it access to all material stored on its Electronic Resources, for legitimate work-related purposes, regardless of whether that material has been encoded with a particular User's password.

Security

Accessing Other Users' Files: Users may not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter or copy a file belonging to another User does not imply permission to read, alter or copy that file. Users may not use the School's Electronic Resources to "snoop" or pry into the affairs of other Users by improperly or unnecessarily reviewing their files and/or e-mail.

Accessing Other Computers and Networks: A User's ability to connect to other computer systems through an otherwise wired or wireless network at Amana Academy or elsewhere does not imply a right to connect to those systems or to make use of those systems, unless specifically authorized by the administrators of those systems.

Security: Users may not attempt to circumvent Amana Academy's data protection measures or to uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files or directories. Users who engage in this type of activity may be subject to immediate termination.

Portable Storage Devices: Portable storage devices (i.e., flash drives, zip drives, iPods, smartphones, handhelds or other storage devices) can be used for business purposes only and under the following conditions. Documents stored on a portable storage device should be copies of documents that exist in other locations on the network. Nothing should be stored solely on a portable storage device.

Social security numbers, pay data or other confidential personnel information, health records (or anything that would violate HIPPA), scholar records, product specifications, pricing documentation and trade secrets or other confidential corporate information must never be transported or saved on a portable storage device.

Vendors and visitors cannot use a flash drive or other portable storage device on a Amana Academy network computer.

If you lose a portable storage device containing Amana Academy information, you should notify your supervisor immediately.

Viruses

Virus Detection: Viruses can cause substantial damage to computer systems. Each User is responsible for taking reasonable precautions to ensure that he or she does not introduce viruses to the Amana Academy network. To that end, all material received on flash drives or other magnetic or optical medium and all materials downloaded from the Internet or from computers or networks that do not belong to the School must be scanned for viruses and other destructive programs before being placed onto the computer system.

Accessing the Internet: To ensure security and to avoid the spread of viruses, Users accessing the Internet through a computer attached to the Amana Academy network must do so through an approved Internet firewall. Accessing the Internet directly, by wireless, is strictly prohibited unless the computer that you are using is not connected to the School's network.

Encryption Software

Use of Encryption Software: Users may not install or use encryption software on any of Amana Academy's computers without first obtaining written permission from the school's Technology Manager. Users may not use passwords or encryption keys that are unknown to the Technology Manager.

Export Restrictions: The federal government has imposed restrictions on export of programs or files containing encryption technology (such as email programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside of the United States without prior written authorization from the Technology Manager.

Electronic Records Retention

Message retention is the responsibility of each employee. The following types of emails should be retained:

- Discussions of business policies and procedures
- Management of programs – i.e., periodic reports, budgets, and so forth
- Email with vendors related to contracts or billing.
- Official staff correspondence – but not general messages or notices
- Teacher/parent correspondence (not general notices).
- Any email that might have future legal relevance.

All other email should be saved as long as it has relevance to the teacher or the school, but then should be deleted. Trash folders should be emptied regularly.

School Materials, Resources & Furniture

All school purchased textbooks and educational resources borrowed by teachers/staff are to be recorded by the staff member at the time the resources are loaned out. All materials that are lent to students must be recorded by the teacher/staff member to help ensure that property is not lost.

Amana Academy supplies adequate furnishings for each classroom to accommodate optimal student learning. Furnishings are the sole property of the school and as such are subject to reallocation depending on the needs of the school and students.

Social Media Policy

Amana Academy recognizes that social networking (such as personal websites, blogs, Facebook, Twitter, Instagram, video or wiki posting, online group discussions, message boards, chat rooms, etc.) can be used by employees for personal reasons as well as legitimate business purposes. The School also understands how the use of the internet social networking sites and blogs can shape the way that the public views our products, services, employees, partners and customers.

The School respects the right of any employee to maintain a blog or post a comment on social networking sites. However, the School is also committed to ensuring that the use of such communications serves the needs of our business by maintaining the School's identity, integrity and reputation in a manner consistent with our values and policies. Therefore, Amana Academy has established the following policy for communicating School related information via social networking forums, whether used in or outside the

workplace:

General Provisions

Any employee engaging in social networking or blogging for legitimate business purposes (i.e., on a School sponsored blog or media site) must get express approval of all content prior to posting. Employees engaged in such School authorized social networking or blogging are responsible for complying with all School policies.

The goal of authorized social networking and blogging is to become a part of the industry conversation and to promote web-based sharing of ideas and exchange of information. Authorized social networking and blogging is used to convey information about School programs and services, promote and raise awareness of the Amana Academy brand, search for potential new markets, communicate with employees and partners/customers to brainstorm, issue or respond to breaking news or negative publicity, and discuss corporate, business unit and department specific activities and events.

Any employee who mentions the School, writes about any school related activities or expresses an opinion regarding the School on a personal blog or social networking site must include a disclaimer that specifically states that the perceptions, opinions, beliefs and attitudes expressed are those of the employee alone and are not necessarily aligned with the views of the School, its partners or its customers. The employee must make it clear that he or she is speaking for himself or herself and not on behalf of the organization.

In addition, if an employee posts something favorable about the School or its programs or services using any type of social media (i.e., a blog or an online message board), the employee must disclose that he or she is employed by Amana Academy. Failure to do so can result in monetary penalties for the School.

Proprietary and Confidential Information

All School rules and policies regarding the disclosure of proprietary, confidential or trade secret information apply in full force with regard to postings made on blogs and social networking sites. This includes, but is not limited to, information about trademarks, upcoming program releases, School finances, products sold, personnel information, School strategies and any other information not previously publicly released by the School. Moreover, blogs or posts should not violate the terms of any confidentiality agreement that an employee has signed. If you have a question about whether certain information has been released publicly or is confidential or proprietary, speak with the Executive Director before releasing information that could potentially harm the School, our employees, partners or customers.

Discrimination and Harassment

All School rules and policies regarding discrimination and harassment apply in full force with regard to postings made on blogs and social networking sites. The School is firmly committed to its equal employment opportunity and anti-harassment policies and does not condone or tolerate any type of unlawful discrimination or harassment. Employees are prohibited from engaging in any conduct, activities, communication or postings, which violate the School's policies regarding discrimination and harassment. Any conduct, which is impermissible under the law if expressed in any other form or forum is also impermissible if expressed through blogs, social networks or other similar internet sites. Employees must not post any comments, content or images that are defamatory, pornographic, obscene, abusive, embarrassing, threatening, discriminatory, harassing, libelous and/or create a hostile working environment. Employees must not use ethnic slurs, personal insults, sexual innuendos, obscenities or other disrespectful, derogatory or offensive language.

Employer Monitoring

Employees are cautioned that they should have no expectation of privacy while using the Internet. Public postings on blogs and social networking sites can be reviewed by anyone, including Amana Academy. Amana Academy reserves the right to monitor, for legitimate work-related purposes, any comments, postings and discussions referencing the School, its products, partners, customers, employees, competitors or the education industry in general. Amana Academy uses blog search tools and software to monitor forums, such as blogs and other types of personal journals, diaries, personal and business discussion forums and social networking sites.

As previously set forth in this Handbook, employees are cautioned that they should have no expectation of privacy while using any of the School's Electronic Resources for any purpose, including authorized blogging or posting on social networking sites.

Amana Academy reserves the right to use content management tools to monitor, review or block content on School blogs, which violate School blogging rules or guidelines.

Employee Rights

This policy is not intended to restrict an employee's right to discuss wages and working conditions with coworkers or in any way limit employees' rights under the National Labor Relations Act.

General Rules and Guidelines

The following rules and guidelines apply to blogging and social networking when authorized by Amana Academy and done on School time:

Only authorized employees can prepare and modify content for Amana Academy's designated website(s) and/or the social networking platforms. Content must be relevant, add value and meet goals or purposes of Amana Academy. If uncertain about any information, material or discussion topic, please discuss the content with your manager.

All employees must identify themselves as employees of Amana Academy when posting comments or responses on the School's blog or social networking site as well as when posting about Amana Academy on a non-School-sponsored blog or social networking site.

Any copyrighted information where written reprint information has not been obtained in advance cannot be posted on an Amana Academy related blog. All postings must comply with all fair use and copyright laws.

Business units and departments are responsible for ensuring all blogging and social networking information complies with Amana Academy's written policies. Human Resources is authorized to have any content that does not meet the rules and guidelines of this policy or that may be illegal or offensive removed by IT. Removal of such content will occur without advance notice to or consent of the individual who posted the objectionable content.

Amana Academy expects all guest bloggers to abide by all aspects of this policy. The School reserves the right to remove, without advance notice or permission, any guest bloggers' content that is considered to be inaccurate, offensive or otherwise objectionable. Amana Academy also reserves the right to take legal action against guest bloggers who engage in unlawful conduct.

Reporting Violations

Employees should report any violations or possible or perceived violations of this policy to his or her

supervisor or your applicable Human Resources department.

The School will investigate any alleged violations of this policy and, if it determines that a violation has occurred, appropriate action will be taken.

Discipline for Violations

Violation of this policy may result in disciplinary action, up to and including immediate termination. In addition, the School reserves the right to take legal action, where appropriate, against employees who engage in unlawful conduct.

Questions about this Policy

Any questions about this policy or about permissible conduct under this policy should be brought to your supervisor, or Human Resources.

TELEWORK POLICY

Teleworking is the practice of working at home for a limited number of days instead of working in the school's building. Teleworking is a choice that Amana offers to certain eligible employees when it is advantageous to both the school and the employee. Teleworking is not a formal employee benefit but a workplace strategy that helps employees balance the demands of their work and personal lives. Teleworking is not a universal benefit or employee right.

An employee's compensation, benefits, work status, and work responsibilities will not change due to participation in the teleworking program. Teleworking employees must comply with all organizational rules, policies, and procedures.

Eligibility

A candidate for teleworking must be an Amana Academy employee with a history of satisfactory or better job performance ratings. The opportunity to telework must be approved by the Executive Director and the Human Resources Department. The Executive Director has sole authority for decisions to continue or discontinue teleworking by the employee.

Participation in the Teleworking Program shall be based on specific, written, work-related criteria including:

- Employee responsibilities;
- Position must not require daily face-to-face interaction with scholars or co-workers;
- Need for use of specialized equipment;
- Availability of other qualified employees on site;
- Employee job performance; and
- Satisfactory environment from which to conduct off site work.

The employee shall solely be responsible for any costs associated with establishing a satisfactory work environment off site with all equipment, capabilities, and resources the employee's manager may require. Eligibility and suitability of employees to participate in teleworking will vary among departments depending on the function and responsibilities of the employee.

Teleworking is not an alternative to child or elder care and, when applicable, the teleworker must make appropriate arrangements for dependent care.

Schedules and Hours

Telework hours may be different from regular office work hours; however, teleworkers and their managers must agree on the designated work hours. A regular teleworking schedule, including specific days and hours, must be established by the teleworker and approved by their manager. Generally, a teleworker will spend one to two days working from home with the remainder of the scheduled hours working in his/her office on the Academy's premises. The amount of time the teleworker is expected to work per day or per pay period will not change due to participation in the teleworking program.

Deviations from the agreed upon schedule must be approved in advance by the manager and reported to Human Resources. Managers retain the right to require a teleworker to return to the Academy's office on a regularly scheduled teleworking day should work situations warrant such an action.

Teleworkers must follow the Academy's PTO policy.

Workspace

The Academy only provides teleworkers with certain equipment for their teleworking space. Teleworkers are responsible for any additional equipment, adequate workspace, noise, and interruption factors they may want. The teleworker's off-site workspace should provide an adequate work area, lighting, power, telephone service, network connectivity for electronic mail, and access to school Wide Area Network services and temperature control.

Additional requirements may vary depending on the nature of the work and the equipment needed to perform the work.

The teleworker must agree to follow common safety practices and provide a safe work area for himself or herself. The teleworker is solely responsible for the worksite and the Academy has no liability for any injury or harm occurring at the teleworker's off-site premises.

Homeowner's insurance and any changes in rates or coverage are the responsibility of the employee. Any increase in the teleworker's home utility costs (excluding increased telephone costs) is the responsibility of the teleworker.

Teleworkers should consult their attorney, tax advisor, or accountant regarding any legal or tax implications as it relates to working at their home or alternative site.

Equipment and Supplies

Teleworkers may use Academy-owned equipment at their off-site workspace with the prior approval of their manager provided that the equipment will be used for Academy work only and its use by a teleworker at his/her off-site workspace will not impede the work of employees working at the Academy's office.

Out-of-pocket expenses for supplies normally available in the office will not be reimbursed.

Teleworkers are responsible for maintaining all supplies, equipment, and/or materials provided by the Academy. The Academy will reimburse teleworkers for other business-related expenses, such as long-distance phone calls, shipping costs, etc. that are reasonably incurred in accordance with the teleworker's job responsibilities and approved by the manager in accordance with the Academy's regular policies. Appropriate documentation, such as itemized receipts, is required if such expenses are submitted for reimbursement.

The Academy does not assume liability for loss, damage, or wear and tear of employee-owned equipment unless otherwise agreed to in writing prior to the occurrence. Maintenance, repair, and replacement of Academy-owned equipment issued to teleworkers is the responsibility of the Academy. In the event of equipment damage or malfunction, the teleworker must notify his or her manager immediately and may be asked to report to the office until the equipment is usable. Repairs to employee-owned equipment is the responsibility of the teleworker.

Teleworkers must take appropriate action to protect Academy-provided equipment from damage or theft. The Academy's equipment must be returned to the Academy when an employee terminates or discontinues the teleworking arrangement. In the case of damaged or destroyed equipment, the employee may be financially responsible for the replacement or repair.

Employee Access and Availability

Teleworkers must be available by telephone or email during scheduled work hours with the exception of

their scheduled lunch period. Teleworkers are required to have a professional voicemail message attached to any phone number used for teleworking. Teleworkers must keep their manager notified of any changes to their home contact information.

Security

It is the responsibility of the teleworker to take all precautions necessary to secure proprietary and confidential information and to prevent unauthorized access. The teleworker is required to observe all office security practices when working outside the Academy's office to ensure the integrity and confidentiality of information. Steps to ensure the protection of information include, but are not limited to: use of locked file cabinets; disk boxes and desks; regular password maintenance; and any other steps appropriate for the job and the environment.

To ensure hardware and software security, all software used for teleworking must be approved by the manager prior to installation, and only approved systems may be used. All software used for teleworking must be virus inspected, and each PC must have active virus protection software installed.

Academy-owned software may not be duplicated unless authorized through the license agreement. Restricted access materials shall not be taken out of the office or accessed through the computer unless approved in advance by the manager. In addition, teleworkers may not access the internet via an unsecured network.

Exceptions

In the event of an extended or temporary school closure due to weather or a health pandemic all employees will be expected to telework without prior notice. Employees job duties may also be altered based on the needs of the Academy.

SEPARATION OF SERVICE

Notice of Resignation & Return of School Property

Amana Academy employees are requested to provide notice of their resignation in writing to their department head or Manager at least 30-days in advance of their last day of work. Notice of resignations with a notice less than 30-days must be approved by Human Resources. Employees may also be subject to any Termination clauses outlined in their Employment Agreements. Employees last 30-days must be assigned work days and the employee will be unable to take on sick days without written approval from Human Resources.

All employees are required to return all keys, identification cards, corporate credit cards, tools, security codes, property awarded through grants, such as Donors Choose, while employed at Amana Academy, computer equipment, computer passwords, telephone voicemail passwords, other office equipment and/or any other property of Amana Academy to their department head or Human Resources upon their separation from the School.

All employees are required to leave their classroom or other workspace in good working order to allow for the least disruptive learning and professional environment.

Types of Separations

A. Voluntary Termination occurs when the employee initiates the separation. The following are examples of voluntary terminations:

- Written or oral resignation.
- Resignation is a voluntary act initiated by the employee to terminate employment with Amana Academy. Amana Academy requests at least 4 weeks' written resignation notice from all employees. In most cases, Human Resources will conduct an exit meeting on or before the last day of employment to collect all company property, and to discuss final pay. If applicable, information regarding benefits continuation through the Consolidated Omnibus Budget Reconciliation Act (COBRA) will be sent to the employee's home address.
- Absence from work for three or more consecutive working days without notifying the employee's supervisor.
- Failure to return from an approved leave of absence at the expiration of the leave.
- Retirement.

B. Involuntary Termination occurs when the employee does not initiate the separation. The following are examples of involuntary terminations:

- Lay off for lack of work -- when the Company reduces its work force for economic or other reasons.
- Release without fault -- when an employee, through no fault of his/her own, is unsuited for or incapable of performing work assigned and no appropriate change of assignment is available.
- Discharge -- when an employee who is suited for and capable of performing the work is terminated for reasons such as inefficiency, absenteeism, poor job performance, or violation of rules or policies set forth in the this handbook, including, but not limited to: spending or committing Company funds without approval per Amana Academy's approved Signature Authorization policy; habitual carelessness or recklessness; disorderly conduct; insubordination; theft; leaving work before quitting time without permission; tardiness; falsification of records; sleeping on the job; or waste.

C. Death of the employee.

D. Disability -- when, on the basis of medical evidence, an employee is totally and permanently disabled and cannot perform the essential functions of their position, with or without a reasonable accommodation. Since employment with Amana Academy is based on mutual consent, both the employee and Amana Academy have the right to terminate employment at will, with or without cause, at any time, with or without notice. Employees will receive their final pay in accordance with applicable state law. Employee benefits will be affected by employment termination in the following manner. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense, if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

Group Insurance

Medical, Dental, and Vision insurance is canceled the last day of the month in which employment ends. Employees who separate from employment may have medical and dental insurance continuation rights (under the Consolidated Omnibus Budget Reconciliation Act [COBRA]) which will be explained during an exit interview and/or mailed to the employee's home address on file.

Exit Interviews

Any employee who separates from Amana Academy will be asked to complete an exit interview questionnaire and/or participate in an exit interview/questionnaire provided by Human Resources. The questionnaire is used to collect feedback about the employee's employment with Amana Academy and any other information that the employee thinks that the School should know. This feedback helps Amana Academy maintain successful policies and practices and focus on areas that need improvement. Additionally, exit interviews provide departing employees the opportunity to ask questions about benefit conversions and to return any Amana Academy property that has been issued to them.

COVID-19 POLICIES

Amana has adopted the following policies in order to reflect the Company's current policies and practices, where and when permitted by law, during this time of the unprecedented COVID-19 pandemic. These policies include practical recommendations, based on guidelines from the Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO). Please also note that these policies may be updated at any time by Amana given the fluidity of this situation.

Staying Home When Ill

Many times, with the best of intentions, employees report to work even though they feel ill. We provide paid sick time and other benefits to compensate employees who are unable to work due to illness.

During an infectious disease outbreak, it is critical that employees do not report to work while they are ill and/or experiencing the following symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Employees who report to work ill will be sent home in accordance with the CDC health guidelines.

Requests for Medical Information and/or Documentation

If you are out sick or show symptoms of being ill, it may become necessary to request information from you and/or your health care provider. In general, we would request medical information to confirm your need to be absent, to show whether and how an absence relates to the infection, and to know that it is appropriate for you to return to work. As always, we expect and appreciate your cooperation if and when medical information is sought.

Confidentiality of Medical Information

Our policy is to treat any medical information as a confidential medical record. In furtherance of this policy, any disclosure of medical information is in limited circumstances with supervisors, managers, first aid and safety personnel, and government officials as required by law.

COVID-19 FACE COVERING POLICY

Introduction

While keeping a physical distance of at least six feet from other people, practicing good hygiene measures (e.g., frequent hand washing, avoiding touching the face, covering coughs and sneezes), and staying home when ill are the best-known protections against COVID-19, wearing a face covering that covers the nose and mouth can help protect others.

In order to help ensure the health and safety of the Amana Academy community and the public, face coverings are required to be worn on site:

- Indoors when other people are present; this includes common areas, such as hallways, stairways, restrooms and elevators
- Outdoors when keeping a six-foot distance from others may not be possible

This requirement is in accordance with federal and state workplace safety requirements and with local public health directive. This policy is in effect until otherwise communicated.

For the purposes of this policy, a face covering means any cloth face covering, such as facemask, bandana or scarf, that covers the nose and mouth, and ties around the ears or the back of the head. It must be secured under the chin and fit snugly against the sides of the face.

Applicability

This policy applies to all Amana personnel, contractors, vendors and visitors, on site, unless specifically exempted below.

Exemptions

Face coverings are not required when:

- A medical professional has advised that wearing a face covering may pose a health risk to the person wearing the covering or impair their breathing.
- Wearing a face covering would create a safety risk to the person as determined by local, state, or federal regulators or workplace safety guidelines.
- The person is physically unable to put on or remove the face covering without assistance.
- The person has trouble breathing, is unconscious, or unable to remove the face covering without help.
- The person is deaf or hard of hearing and uses facial and mouth movements as part of communication.

Babies and toddlers under age two (2) should never wear cloth face coverings due the risk of suffocation. Children ages 2-4 with the assistance and close supervision of an adult, are strongly recommended to wear face coverings in settings where it is likely that a distance of at least six feet cannot be maintained from non-household members and those at high risk for more serious illness. All children ages 5 years & up should wear a face covering unless medically directed to do otherwise.

Additional accommodations will be determined on a case-by-case basis with human resources. Employees may be required to provide documentation to substantiate their need for an exception or accommodation.

Face coverings are not required when:

- Working or spending time alone in a personal workspace, office, or other area on campus
- Working or spending time outdoors (e.g., walking, exercising) and at least a six-foot distance can be maintained
- Operating a single occupancy vehicle
- Teleworking (i.e., not reporting on site)
- Eating or drinking; a six-foot physical distance between people is required when eating and drinking and during breaks.

Policy Enforcement

Employees are expected to comply with the face covering requirement as a condition of employment, as well as for the health and safety of themselves, their colleagues, and the Amana community.

Employees who do not comply should be reminded of the policy by their supervisor and provided additional education and training as needed.

If, after additional education and training, an employee refuses to comply, contact your Human Resources to initiate the appropriate corrective action or standard of conduct process.

If an employee states they are unable to wear a mask due to a health condition, refer the employee to the formal accommodation request process. Employees with concerns that other employees are not complying should speak with their supervisor or report it to Human Resources.

Mandatory COVID-19 Surveillance Testing

From time-to-time employees may be required to receive a mandatory COVID-19 test.

Testing will be applied in a consistent, non-discriminatory manner, in accordance with all laws and regulations at a local, state and federal level.

Employees who do not comply should be reminded of the policy by their supervisor and provided additional education and training as needed.

If, after additional education and training, an employee refuses to comply, further disciplinary actions may be taken such as an unpaid leave of absence or termination.

GENERAL POLICIES AND PROCEDURES - TEACHERS

Assessment Calendar

An Assessment Calendar will be given to teachers at the beginning of the school year and is subject to change with additions and/or deletions.

Cell Phone Use

In order to minimize classroom interruptions during instructional time and staff development, phone calls should not be made during school hours. Personal telephone calls should only be made during non-instructional time in the teacher workroom area and away from public hearing and view. All cell phones must be on vibrate or silent mode.

Beautiful Spaces

Every effort should be made to maintain an orderly and inviting learning environment. This means that there should be little to no clutter visible once projects are finished. There should be student work visible and displayed in many areas throughout the classroom. Students should be able to access learning tools and maneuver around the room easily and safely. Reserve space on your classroom walls for classroom anchor charts. All teachers should follow the EL Education and Management in the Active Classroom guidelines when setting up and maintaining classrooms. Students should be explicitly taught essential classroom procedures and routines. Students should know where to find all materials they need (ie; pencils, paper, folders, crayons, colored pencils, etc) and the procedures for accessing materials. Teachers should consider what seating needs students may have, flexible seating (stand up areas, lay down areas, wiggle seats, etc).

The following items are not allowed in classrooms and/or offices:

- Personal refrigerators
- Personal microwaves

Any personal furniture must be approved by the appropriate administrator before it can be brought into the building and used in the classroom.

Classroom Management and Student Discipline

The philosophy of the school is based on providing a nurturing environment for growth. Students will embody the Amana High 5 Habits of Character: Respect, Responsibility, Courage, Compassion and Perseverance. Students need structure to know their limitations as well as the freedom to be creative in a caring, learning environment. The entire faculty and staff share a joint responsibility for the behavior and the appearance of the student body per PBIS, EL Education Management in the Active Classroom and the Code of Conduct based on your work location.

Behavior expectations should be taught the entire school year. At the beginning of the school year, teachers develop classroom norms with their students using the Amana High 5 Habits of Character. Teachers should redirect students using positive teacher language. Positive teacher language is the 3 Rs: reinforcing language, reminding language, and redirecting language. When a student struggles to follow expectations, students should be retaught in a smaller group, rather than the whole classroom setting. If a student still struggles to follow the Amana High 5 Habits of Character, teachers should reteach the expectations in a 1:1 setting. If the student continues to struggle, parent contact should be made as well as reaching out to the RTI Coordinator.

Employees shall follow the Progressive Discipline Flow Chart. Employees will utilize the School Wide

Information System (SWIS) to note minor and major discipline infractions. Employees shall enter disciplinary infractions into SWIS, then email administrators. Employees should contact parents regarding discipline infractions.

Specials/Connections Teachers should follow the same recommended guidelines as HR Teachers by noting behavior infractions in SWIS, emailing Admin if it's a major referral, and contacting the parent.

Cold Weather Guidelines

Although metro area school districts have policies dealing with recess, interscholastic sports, and extracurricular activities, these policies do not restrict outdoor activities based on a specific temperature. For example, Fulton County Schools guidelines state,

"It is generally accepted that school outdoor physical education activities should not take place in 40°F or below temperatures no matter what the wind chill factor is. Even at 40°F to 55°F temperatures, those participating in outdoor activities should be appropriately clothed, i.e., long pants, and long sleeve jerseys."

Since this is not a hard and fast rule, and since Amana promotes outdoor recess and outdoor education, it is important that we provide guidelines to minimize risk to student safety.

The participation in any outdoor pursuit will, at times, involve physical challenge and, consequently, some element of risk. Appropriate and sensible arrangements should be made prior to any out of school activity. Small children are more likely to get hypothermia (defined as "a drop in the body temperature 4 degrees F below normal") due to quick depletion of energy reserves and difficulty maintaining an even body temperature in cold surroundings. Hypothermia occurs gradually and presents initially with cold feet, hands, and face as well as shivering. Therefore, please adhere to the following guidelines during cold weather months:

Before Going Outside

Check with the school's leadership on current local weather conditions.

Teachers involved in any outdoor activity must ensure that suitable clothing is worn by students before setting out. If the temperature is below 40 degrees:

- Coats must be zipped; hats and gloves or mittens should be worn at all times
- The teacher on duty may shorten the length of outdoor activity time if deemed necessary
- Indoor recess activities may be assigned to students if proper attire (jacket, hats, gloves or mittens) is not provided by the parent.
- The teacher shall take into consideration the age, aptitude, and ability of each student who is to be involved in the outdoor activity.
- The clinician can exclude a student from outdoor recess due to health reasons.
- The administration reserves the right to cancel or shorten outdoor activities as deemed necessary.

While Outdoors

- Teachers must supervise children while outdoors.
- Teachers must be reachable by phone or walkie if they are outside of the building.
- Teachers may not use cell phones while outdoors with students, except in the case of emergencies.
- Teachers should position themselves at four corners while outdoors forming a perimeter around students to ensure proper supervision.

Upon Returning From An Outdoor Activity

- Assess the alertness and health of each child.
- Ensure that all students have been accounted for.
- Pick up any students who were assigned to indoor recess/activity.

Collection Of Money

Money collection for school activities or events should be collected via PayPal or an online payment system. In the event a student brings money to school to pay for any event or activity, the students should take the money to the front desk for processing. The front office staff is responsible for collecting any cash or checks, completing deposit slips, and placing the money in the deposit box for pick up by a business office representative.

Confidential Information

In the course of your work, you may have access to confidential information regarding colleagues, students, or their families. It is your duty as an employee of Amana Academy to ensure that you in no way share any such information, and that it is only to be used in the performance of your duties. Divulging confidential information will result in disciplinary action up to and including dismissal.

Crews & After-School Clubs

As part of Amana Academy's Mission and Vision, employees are encouraged to take an active part on Crews and in supporting afterSchool Club offerings.

Counseling

Parents and students sometimes invite teachers into extremely sensitive areas of their personal lives. Please be reminded that Amana Academy has a certified counselor on staff and, though we care deeply about student calls for help, all needs must be directed to the Counselor. The Counseling Team sometimes works with outside agencies and entities as well. Parents, teachers, and staff will be included in problem solving and next steps as needed, while honoring confidentiality protocols.

Dismissal Procedures and Protocols

Students will be dismissed from their classrooms based on school wide announcements and protocols. All teachers who do not have students at the time will be assigned to dismissal duties, must report to those on time, and be attentive to regular procedures. Students in afterschool clubs and programs will wait to be dismissed last and must report directly to their assigned locations where coaches and coordinators are located. All teachers should stay attentive and provide oversight until all of their students have been fully dismissed and are accounted for.

Doors

All doors opening to the outside, other than the front office doors, will be locked at all times. Classroom doors should be locked if there is no adult in the room. Only staff members will have access to door keys. Door keys should never be given to anyone other than by an administrator. Students should not go alone into a classroom or building door.

Drills

Per Fulton County Schools policies and procedures, there are many drills that occur during the school year. These include: evacuation/fire, shelter in place, soft lockdown and hard lockdown drills. During any drill there should be no talking. Teachers are to take the emergency bag (located near the door of their classroom) with them as they leave the room along with a current attendance roster. The emergency bag

contains valuable information (colored signal cards, a flashlight, a first aid kit, a current roster, and reminders of what should be done in the event of any emergency).

Duty Assignments - Staff

Staff members will be assigned various duties throughout the school year including but not limited to, morning duty, hall duty, carpool, lunch, afternoon duty, etc. Duty Rosters will be accessible during preplanning and made available on the Google Drive. Staff members are responsible for fulfilling duty requirements.

Students may enter the building starting at 7:30 AM and may proceed directly to classrooms. Designated staff members will be on duty in the cafeteria until 7:50 AM for those students wishing to purchase breakfast.

Email

It is the responsibility of staff members to check their email at least twice daily during non-instructional periods, like planning time or before/after students are in the classroom. It is the staff member's primary responsibility to teach, interact with, and monitor all students. Therefore, staff members are not to use computers for non-instructional purposes while students are in the classroom. Teachers must reply to parents within 24 hours of receiving an email, even if it is to acknowledge receipt and to request more time to research the parent's question.

Ending The Year

Procedures and protocols for ending the year, including teacher check out, will be given to teachers during the last month of school and check out must be completed during post-planning before leaving for summer break.

Faculty and Staff Parking

Because of the unique facility that Amana Academy occupies, we must be cognizant of the parking available for faculty. Faculty parking maps will be handed out during preplanning. Please abide by the parking guidelines.

FCS Volunteer & Overnight Chaperone Eligibility Information

Per Fulton Board Policy IFCD, all volunteers who will be working directly with children should complete a Volunteer Information Form, volunteer training, and Mandated Reporter training each year. The Executive Director, or his proxy, should check the Sex Offender Registry for all volunteers who work directly with children. A link to the Sex Offender Registry can be found on the Fulton County Schools Volunteer page.

Per Board Policy IFCB, all overnight chaperones should complete a criminal history check through Amana's approved vendor, Gemalto. Costs for an FBI background check is the responsibility of the chaperone. Potential chaperones need to complete the following steps:

1. Go to <https://www.aps.gemalto.com/ga/index.htm>
2. Select "Applicant Registration"
3. Select "Education Agencies"
4. Select "Public Schools"
5. Choose Fingerprint Location that's most convenient
- 6.

Once the background check is completed, the results will be entered into the volunteer database, available on the Dock (intranet site). For more information, please contact the Business Office.

Field Work: Field Studies, Expert Visitors And Service Learning

All Crew Teams will plan and implement Field Studies to coordinate and extend learning in all expeditions. These trips must follow all regulations set forth in the field study guidelines document located on The Dock and require administrative approval. Teachers are responsible for making sure funds are available for these trips, as well as acquiring parental permission for each student, scheduling transportation, gathering chaperones, ordering lunches, securing medications from the clinic, and coordinating with the facilities where the field study trip will take place. Teachers must review safety procedures prior to taking the trip. Teachers must keep student lists and emergency contact information up to date in the emergency backpack and keep this with them during the trip.

Special Topics for Overnight Field Studies

1. Core content teachers or homeroom teachers serve in the lead role and should be responsible for all aspects of field studies. Records, rosters, emergency contact information, and communications are to be kept in an organized manner to make it easily accessible for crew members to reference at any time.
2. All monies should be collected online via our electronic PayPal system. Students who bring cash or checks to pay for field studies, should be directed to the front office for their money to be deposited. Teachers should refrain from collecting money from students. Parents in need of financial assistance should contact the business office and may not make arrangements through the teacher. Verbal "I have an arrangement" comments will not be honored. The Business/HR Manager will advise the homeroom teacher of exceptional payment arrangements.
3. Students who have not paid the deposit, paid in full, and made arrangements that are documented and clearly understood prior to the final deadline will not be allowed to go on the trip.
5. No Amana staff member is allowed to share a room with any students during overnight field studies. If chaperone numbers fall short for either male or female rooms by the final deadline, feasibility of going on the field study will be re-evaluated. Parent chaperones rooming with students must be of the same gender as the students.
6. Core teachers are required to assign room assignments. Parents are not allowed to make any changes to the sleeping arrangements that the school has put in place.
7. All monies or checks needed must be communicated to the Business/HR Manager at least 3 weeks prior to the field study.

Fundraising And Grant Applications

Please coordinate all fundraising activities (no matter how small) through the principal and the sustainability director. If you are interested in pursuing a grant for a particular program or project, please fill out the [Grant Request Worksheet](#). In order to make sure that we don't have multiple people applying for the same grant, it is important that we are aware of who is applying for what. Once you have completed the Grant Request Worksheet, we can work with you to make sure you have all of the appropriate supporting materials for the grant application, as well as ensure proper stewardship of the funds should you win the grant.

Hours Of Work

Amana Academy's standard work week for full-time employees is Monday through Friday. Instructional time is from 7:50 AM to 3:25 PM. Elementary and middle school students will dismiss at 1 PM on Friday.

Teachers and assistant teachers work from 7:15 AM to 3:45 PM which includes an on-duty lunch, unless otherwise designated by administration. Assistant teachers accompany classes to specials/connections classes, if needed. Assistant teachers receive a 30-minute off-duty period daily at time agreed upon in consultation with their lead teacher and approval by administration.

All teachers and support staff are expected to be on campus by 7:15 AM. Teachers must be in their classrooms to greet students by 7:30 AM. All faculty are expected to be available for student and/or parent consultation as well as for other professional activities and responsibilities scheduled beyond the instructional day, such as Open House, Curriculum Night, student-led conferences, Celebrations of Learning, inductions and graduations, etc. Office staff and administration are expected to work from 7:15 AM to 3:45 PM with a 30-minute duty-free lunch.

Every Friday, staff development and collaboration time extends to 3:45 PM. All faculty members are expected to attend. There may be times when mandatory meetings that fall outside the regular working hours will be required. All efforts will be made to limit such meetings to critical situations.

Employees may not deviate from the school's hours of work unless the Executive Director specifically approves a request. Punctuality and regular attendance are important to establish a smooth operation at Amana Academy.

Tardy: The definition of punctuality is, "showing high esteem for the time of other people." Late arriving employees are expected to explain their tardiness to their respective administrator immediately upon arrival. Habitual tardiness will not be tolerated and can result in disciplinary action.

Identification Badges and Keys

All Amana Academy employees are required to wear an ID badge when on school grounds. ID badges are not to be used by volunteers.

Employees are provided keys and access cards to enter the building and classrooms. Replacement fees are \$15 for lost keys and \$30 for lost access cards.

IEP/SST/504 Meetings

All classroom teachers and other invited/notified staff members must attend all IEP/SST/504 Meetings scheduled for his or her students. Attendees are expected to be on time and prepared for all meetings, including arranging for sub coverage, if necessary. Attendees are expected to bring all necessary data and/or work samples to the meeting. Advanced notice is given via email and/or through Google Calendar invitations.

Public Relations/Statement to The Media

Amana Academy and its programs, activities and plans are sometimes of special interest to the general public. One of the important ways in which we promote the school is through mass media. In order to ensure a professional relationship with the media, due diligence must be taken to ensure that information originating from the school is accurate, complete, and reflects the official position of the organization.

In the interest of orderly, consistent management of information released to the media, all inquiries from or statements to media and other interested parties must be referred to the Executive Director. Only the Executive Director or his or her designee is authorized to make or approve public statements pertaining to Amana Academy or its operations. No employee, unless specifically designated by the Executive Director, is authorized to make those statements. Any employee wishing to write and/or publish an article, paper or other publication on behalf of Amana Academy must first obtain approval from the Executive

Director before publication.

Monitoring & Searches

All school property is subject to monitoring and review at all times. This includes, but is not limited to, desks, lockers, computers and email files. Reasons for searches and reviews include, but are not limited to, personal abuse of company property, theft investigation and improper disclosure of confidential information.

Office Security

Shortly after an employee's start date, he/she will be given a keycard and classroom door key to gain access to the building and classroom. Such keys shall not be copied, shared, or given to others under any circumstances except by approval of the Principal and Executive Director.

Orientation

All employees will be required to attend pre-planning prior to the opening of school. All staff new to Amana Academy will be required to attend New Teacher Orientation the week prior to pre-planning.

Parties/Holidays

The focus of Amana Academy is on student learning, hence classrooms do not celebrate parties (i.e., birthdays) or holidays such as Christmas, Hanukkah, Eid, etc. Celebrations center on student achievement and staff recognition.

Parent Communication

Every teacher is expected to send weekly Friday newsletters highlighting key concepts covered in the class and student work. Long-term projects which cannot be taken home until completed will require a weekly communication via Infinite Campus on the status of completion for each student. Every attempt will be made to send home school-wide communications via electronic newsletter on Wednesday. Please communicate with parents about the importance of reviewing Friday information as well as Wednesday updates via email.

Please note that any team wide or class wide communication that goes home (not individual student notes) is subject to pre-approval by the appropriate administrator.

Infinite Campus

Teachers are required to communicate weekly through Infinite Campus with parents/guardians. This should include curricular information, schedules, important reminders to parents, and tips for helping students at home. A copy of weekly parent communication is to be sent to your administrator by Friday at noon.

Response to Parent Emails

Consistent communication is vital to positive parent relationships and student achievement. All emails received throughout the week are to be returned **within 24 hours**. You are not expected to check or return emails on the weekend.

Personal Property

Amana Academy, its employees, and its students cannot assume responsibility for any personal property located on its premises. Employees are to use their own discretion when choosing to bring personal property into the school property, and do so at their own risk. Additionally, employees may not bring or

display in the school any property that may be viewed as inappropriate or offensive to others.

Personal Safety

The safety of each employee's health and security is very important to Amana Academy. Amana Academy is willing to make reasonable efforts to address an employee's safety concerns. Employees should remember to use caution and good judgment in all activities, and should notify the Executive Director if they believe there is a safety issue that should be addressed.

Recess Guidelines

All teachers must take the Emergency Backpack and a Walkie Talkie from an announced location before taking their grade level out to recess. For Amana N. Fulton staff, each class should wait for their teacher to escort them safely across the parking lot to the entrance of Will's Park. For Amana West staff, each class should wait for their teacher to escort them safely to designated areas for safety. Under no circumstance will any student of any age be permitted to exit/re-enter the building without adult supervision.

Transitions should be managed to be aware of class start times. Teachers are to be aware and actively walk around throughout recess duty. Designated areas will be assigned to grade levels and rotations put into place to reflect good stewardship practices of Will's Park and the Girl Scouts' campground. Teachers should keep all students in their eyesight at all times to ensure safety and oversight. Teachers should spread out throughout the recess area to ensure a wide coverage of safety monitoring for their students. Students should not be allowed to go unsupervised and sit on the gym door (N. Fulton) exit area. Teachers should consider acquiring balls, jump ropes, chalk and other shareable recess toys (especially when they are participating in recess on the black top). Teachers should make sure all students have the proper attire to go outside year round. Encourage parents to purchase a winter coat, gloves, hat and scarves for their students to keep at school. As an EL Education School, Amana utilizes the outdoors spaces for recess and learning unless otherwise directed by the Principal.

Recess is a requirement for grades K-8 and cannot be withdrawn from a student for disciplinary action. No student shall be denied recess.

Safety Plan

The Safety Plan is a very important document that should be reviewed carefully and frequently by all staff members. The school safety plan is located on Google Drive. Teachers should also refer to their emergency bags for safety procedure highlights. Emergency bags are required to be carried by staff members during all evacuation drills, outdoor recess times, and field studies.

Student Checkout Procedures

In order to ensure the efficiency of the dismissal process and to allow time for staff to prepare, parents are to notify the teacher via email or note and/or call the front office at the beginning of the day. If the front office does not receive notification prior to 2:30 PM, the child will remain in school until dismissal time (3:25 PM) – no exceptions. When picking up a child, parents must come into the building via the school entrance and sign out the child on the Early Dismissal sheet. Only individuals designated in Infinite Campus will be allowed to pick up a student.

Teacher Checkout Procedures

Teachers are encouraged not to leave campus during the instructional day, however, some emergencies may arise that require an employee to leave campus. Teachers must make their administrator aware before leaving campus and check in upon returning to campus. Additionally, the appropriate crew leader must

know the teacher's expected time to return. It is further expected that the teacher will have a contingency plan in place to cover his/her class in the event he/she is delayed.

Grading Policy and School-Wide Guidelines

Goal: Amana Academy strives for accuracy, consistency and fairness in its Grading Guidelines for teachers.

Grade Reporting:

Infinite Campus is the Student Information System for Amana teachers.

All graded assignments should be entered in the gradebook via Infinite Campus. Grades will be viewed by parents via Infinite Campus

Effort

- Grades should reflect only achievement—not effort, attendance, extra credit not related to the learning goal, or academic dishonesty.
- Actual grades should reflect mastery of skills, not completion or work habits.
- Students should not be graded the first time a NEW concept is practiced independently.

Assessments

1. Teachers create assessments for formative and summative purposes. Every lesson plan (every hour) should result in at least an informal formative assessment of student understanding and mastery of concepts.
2. Teachers on each grade level team should reach consensus regarding common assessments. Use of rubrics, checklists, and calibration between team members is expected.
3. Grades will be based on clearly defined standards for performance, not performance compared to other students.

Grading Scale

(Amana West will utilize Standards Based Grading and further detail will be provided during preplanning. See the appendix for the Amana West grading scale.)

It is very important that grades reflect content mastery as opposed to work habits, cooperation, or behavior. Furthermore, consistent communication via phone call, email, parent-teacher conference, etc. should occur throughout the year to keep parents up to date on their child's academic progress.

Conduct & Work Habits:

Feedback on a student's work habits should not be communicated through their grade (which reflects content mastery) but through communication with parents and the High Five Habits report card.

GRADE WEIGHTS

It is important that the grading weight categories are clearly defined and consistently applied across each grade level. Set up your Infinite Campus gradebook with the following categories and weights:

Infinite Campus Category	Grades K-2	Grades 3-8
Practice (Daily assignments, observations and/or engagement activities given in class or for homework given to students to build and or remediate skills.	10%	10%

Minor (Assessment of multiple learning targets within a single unit)	30%	30%
Major (Assessment of multiple learning targets covering a whole unit or multiple units)	60%	60%

Students grades will be determined by using the following:

- **Major (60%):** an assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and/or when there is a significant amount of dedicated instructional time devoted to the content being assessed
- **Minor (30%):** an assignment or assessment that measures an individual standard or subset of standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed
- **Practice (10%):** Daily assignments, observations, and/or engagement activities given in class or for homework given to students to build and/or remediate skills. The practice has a maximum weight of ES (10%) MS/HS (15%)
- 3:1 checkpoint ratio (for every 3 formatives, there should be 1 summative)

At Home Formative: Can be scored for accuracy, for completion, or for sincere student "attempts" at completing it. Can be graded daily, once per week, or in-class as a routine.

Practice: (Assessment of single learning target) Can be guided or independent practice, first draft of a writing assignment, book club assignment, small project, small-scale lab assignment.

Minor: (Assessment of multiple learning targets within a single unit) Can be oral presentations, second drafts of writing, multi-step projects, concept assessments, medium project, lab report, content vocabulary review, etc.

Major: (Assessment of multiple learning targets covering a whole unit or multiple units) Performance assessments with rubric, multi-step large project, end-of-unit writing, multiple concept assessment, fuller lab report with multiple sections, traditional multiple choice, fill-in-the-blank, or short-answer format

Quantity/Frequency Of Grade Entries

In the period of one Quarter (9 weeks) your Infinite Campus gradebook should reflect the following: 1 grade per subject every week.

At least one update to the Infinite Campus Gradebook should be made weekly. As a general guideline, grades should be entered within the following timeframes:

Large Projects - 2 weeks

In class formative assessments - 3 days

At home formative assessments - 3 days

Quizzes - 3 days

Tests - 1 week

Homework Guidelines

Goal: Homework reinforces learning, informs and involves parents, and develops student responsibility.

K-1: There are no graded homework assignments. Teachers should send home reading logs, skills based practice and provide suggested online math practice through Envision math.

Grades 2-8: Students should be given no more than 10 minutes of homework, cumulatively, per grade level (e.g. grade 4 = 40 minutes).

This number represents a total average of all classes' homework together. Specials teachers must also consult with grade level crews to make sure that their homework is not exceeding the required amount.

Projects, products, or extended writing assignments should be designed so that essential elements of the content are completing in class (e.g. the plan, the draft, the outline), and time-consuming elements (e.g., artwork, additional research reading) may be done at home. This is to ensure that the final product or writing reflects the student's mastery (not someone at home) and the student has your guidance during all important steps.

Storage Space

All school workspace, including file cabinets and lockers are the property of Amana Academy, and must be available to management at all times.

Postage, Shipping And Office Supplies

Postage, shipping, and office supplies paid for by the school are for business purposes and are not to be used for personal purposes.

Only approved requisitions and purchase orders may be reimbursed. Any expenses incurred in personal copiers/copying will not be reimbursed.

Acknowledgement of Receipt of Employee Handbook

I have received my copy of the Amana Academy Employee Handbook. I have read and reviewed this handbook and understand Amana's policies and have had the opportunity to ask questions before signing below. I understand my responsibility to adhere to all of the policies and procedures of Amana (the "Company"), whether set forth in this handbook or elsewhere. I understand that it is my responsibility to educate myself regarding updated, revised, added, or deleted policies or procedures as announced or posted by the Company from time to time and I understand that I should consult the Human Resources Department regarding any questions not answered in the handbook.

I acknowledge that this Handbook is provided as an informational guide only and is not a contract or an offer of a contract. Similarly, no Company policy, procedure, guideline, or practice is a contract or an offer of a contract. I understand that my relationship with the Company is as an at-will employee, which means that either the Company or I can terminate the relationship at will, with or without cause, at any time, with or without notice, so long as there is no violation of applicable law.

I also understand that the Company reserves the right, in its sole discretion, with or without notice, cause or consideration, to modify, depart from or terminate any of the Company's policies (other than the at-will policy), procedures, guidelines, practices or employee benefit programs, whether or not described in this handbook. I also understand that the Company reserves the right to reassign me or modify the terms and conditions of my employment or job assignment in its sole discretion, with or without notice, cause or consideration, subject only to the Company's and my mutual right to terminate the employment relationship at will. This at-will nature of my employment relationship with the Company cannot be changed by any person, statements, acts, series of events, or pattern of conduct, but only by an express individual written employment agreement signed by the Executive Director or the Board of Directors and myself which expressly changes this "at will" relationship.

Signature _____ Date _____

Printed Name: _____



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

07/05/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Brown & Brown Insurance of Georgia, Inc. 900 North Point Parkway Suite 300 Alpharetta GA 30005	CONTACT NAME: Kerrie Cox PHONE (A/C, No, Ext): (770) 512-5000 FAX (A/C, No): (770) 824-8899 E-MAIL ADDRESS: Kerrie.Cox@bbrown.com																					
INSURED Amana Academy 285 S Main Street Alpharetta GA 30009	<table><tr><th colspan="2">INSURER(S) AFFORDING COVERAGE</th><th>NAIC #</th></tr><tr><td>INSURER A:</td><td>Utica National Insurance Company of Ohio</td><td>13998</td></tr><tr><td>INSURER B:</td><td>Republic-Franklin Insurance Company</td><td>12475</td></tr><tr><td>INSURER C:</td><td>Security National Insurance Company</td><td>19879</td></tr><tr><td>INSURER D:</td><td>Cincinnati Specialty Underwriters Ins Co</td><td>13037</td></tr><tr><td>INSURER E:</td><td></td><td></td></tr><tr><td>INSURER F:</td><td></td><td></td></tr></table>	INSURER(S) AFFORDING COVERAGE		NAIC #	INSURER A:	Utica National Insurance Company of Ohio	13998	INSURER B:	Republic-Franklin Insurance Company	12475	INSURER C:	Security National Insurance Company	19879	INSURER D:	Cincinnati Specialty Underwriters Ins Co	13037	INSURER E:			INSURER F:		
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INSURER D:	Cincinnati Specialty Underwriters Ins Co	13037																				
INSURER E:																						
INSURER F:																						

COVERAGES**CERTIFICATE NUMBER:** CL237528940**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y		CPP5520419	07/01/2023	07/01/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			BAC5527128	07/01/2023	07/01/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			CULP5527145	07/01/2023	07/01/2024	EACH OCCURRENCE \$ 15,000,000 AGGREGATE \$ 15,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input checked="" type="checkbox"/> Y	N/A	SNS1444190	07/01/2023	07/01/2024	<input checked="" type="checkbox"/> PER STATUTE E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
D	Excess Liability			CSU0153129	07/01/2023	07/01/2024	Each Occurrence \$5,000,000 Aggregate \$5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Insurer A: Utica National Insurance Company of Ohio, NAIC 13998; Policy #CPP5520419; Abuse or Molestation Liability; Effective 07/01/2023; Expiration 07/01/2024; \$1,000,000 Each Loss; \$3,000,000 Aggregate

Insurer A: Utica National Insurance Company of Ohio, NAIC 13998; Policy #CPP5520419; Employee Theft Commercial Crime Coverage; Effective 07/01/2023; Expiration 07/01/2024; \$1,000,000 Limit

CERTIFICATE HOLDER**CANCELLATION**

Fulton County Government
141 Pryor Street SW

Atlanta

GA 30303-3408

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

07/05/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Brown & Brown Insurance of Georgia, Inc. 900 North Point Parkway Suite 300 Alpharetta GA 30005	CONTACT NAME: Kerrie Cox PHONE (A/C, No, Ext): (770) 512-5000 E-MAIL ADDRESS: Kerrie.Cox@bbrown.com FAX (A/C, No): (770) 824-8899
INSURED Amana Academy 285 S Main Street Alpharetta GA 30009	INSURER(S) AFFORDING COVERAGE INSURER A: Utica National Insurance Company of Ohio INSURER B: Republic-Franklin Insurance Company INSURER C: Security National Insurance Company INSURER D: Cincinnati Specialty Underwriters Ins Co INSURER E: INSURER F:
	NAIC # 13998 12475 19879 13037

COVERAGES**CERTIFICATE NUMBER:** CL237528940**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y	Y	CPP5520419	07/01/2023	07/01/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			BAC5527128	07/01/2023	07/01/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			CULP5527145	07/01/2023	07/01/2024	EACH OCCURRENCE \$ 15,000,000 AGGREGATE \$ 15,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input checked="" type="checkbox"/> Y	N/A	SNS1444190	07/01/2023	07/01/2024	<input checked="" type="checkbox"/> PER STATUTE E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
D	Excess Liability			CSU0153129	07/01/2023	07/01/2024	Each Occurrence \$5,000,000 Aggregate \$5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Insurer A: Utica National Insurance Company of Ohio, NAIC 13998; Policy #CPP5520419; Abuse or Molestation Liability; Effective 07/01/2023; Expiration 07/01/2024; \$1,000,000 Each Loss; \$3,000,000 Aggregate

Insurer A: Utica National Insurance Company of Ohio, NAIC 13998; Policy #CPP5520419; Employee Theft Commercial Crime Coverage; Effective 07/01/2023; Expiration 07/01/2024; \$1,000,000 Limit

CERTIFICATE HOLDER**CANCELLATION**

Fulton County Government Purchasing Department
130 Peachtree Street SW
Suite 1168
Atlanta GA 30303-3459

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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TAX ID # 06-1576405

COOPERATION AGREEMENT

Section 1 - Name of Partner and Key Contacts

This Cooperation Agreement covers the period from 9/1/2023 through 8/31/2024 for the partnership between Amana Academy and EL Education, Inc. During this period, EL Education will provide a package of services to faculty and school leaders to foster the full implementation of the EL Education school reform design. Changes to this Cooperation Agreement require an Addendum that must be written by the EL Education Partnership Director and signed by both parties. *(The protocol for requesting an Addendum can be found below in the Cost and Payment section of this agreement.)*

SCHOOL AND DISTRICT INFORMATION:

Name of School: Amana Academy
Street or P.O. Box: 285 S Main St
City, State, Zip: Alpharetta, GA, 30009
School Phone: (678) 624-0989 x.107
School Fax: (678) 624-0892
School Website: www.amanaacademy.org

School District Name:
District Phone:
District Website:
District Fax:
Superintendent:

Principal and/or Director: Jean-Jacques Credi
Principal's Phone: (678) 624-0989 x.107
Principal's Email: jcredi@amanaacademy.org

Billing Contact Person: Ehab Jaleel
Billing Phone: 678-624-0989
Billing Address: 285 South main Street, Alpharetta, GA
Billing Email: ejaleel@amanaacademy.org

**PAYMENT MAILING ADDRESS:**

EL Education, Inc.
 c/o Accounts Receivable
 LB 2278
 PO Box 95000
 Philadelphia, PA 19195-0001
 Phone: 212-239-4455
 Fax: 212-239-8287

SEND SIGNED CONTRACT TO:

The Business Planning Team at
 bpt@eleducation.org

Section 2 - Services Provided and Payment Terms

SUMMARY OF SERVICES AND COSTS:

Quantity	Service	Rate	Cost
15.00	Direct Service Days	\$1,900	\$28,500
5.00	National Conference Participant Slot	\$1,000	\$5,000
5.00	Regional Leadership Cohort Participant Slot	\$1,000	\$5,000
5.00	3-Day Institute Participant Slot	\$1,000	\$5,000
1.00	Credentialed School Leadership Institute	\$1,000	\$1,000

Total Cost: \$44,500

Prices are inclusive of EL Education staff travel and prep time. Amana Academy will be responsible for providing appropriate meeting space. EL Education does not provide meals or supplies to session participants. EL Education will provide printed materials as needed to support the session(s).

Dates of service will be established between EL Education staff and Amana Academy. If Amana Academy does not schedule the dates of service after outreach and proactive communication from the EL team, those service dates will be forfeit.



COST AND PAYMENT

Amana Academy agrees to pay to EL Education the amount indicated in each invoice by the due date reflected on that invoice. If Amana Academy fails to pay an invoice on time, late charges equal to the lesser of one and one-half percent (1.5%) per month or the maximum allowable under applicable law but at no time less than \$15.00 shall also become payable by Amana Academy to EL Education. In addition, failure to fully pay any fees and taxes within thirty (30) days after the applicable due date will be deemed a material breach of this Cooperation Agreement, and EL Education may, in addition to any other remedy it may have, suspend its performance of the Services and/or terminate this Cooperation Agreement. Any suspension or termination of Services does not relieve Amana Academy of obligations to pay past due fees plus late charges.

If Amana Academy requires a change in purchased services, the school leader (or his/her designee) will contact the appropriate partnership director with specific changes being requested. If these requests are consistent with the terms of this Cooperation Agreement, an addendum will be drafted and sent to the Cooperation Agreement signatory. Amana Academy will return the signed addendum to EL Education within two (2) weeks of receipt.

Amana Academy agrees to schedule with the School Designer the contracted direct service days at least thirty (30) days in advance of the requested date.

Any needed cancellations should be communicated to the School Designer as soon as possible and no later than fourteen (14) days prior to the scheduled service. Cancellations made within fourteen (14) days of the identified delivery date may not be rescheduled and may be charged as a delivered direct service day. It is the school's responsibility to schedule direct service days with their School Designer. EL Education staff will make all reasonable efforts to coordinate direct service days; however, in the event that the school fails to schedule all direct service days, the school is responsible for full payment of contracted services unless a contract addendum is agreed to by both parties.



Payment Schedule

EL Education requires a purchase order (PO) or payment in full by using a payment plan as selected below.

If Amana Academy elects to make payment in full by using a payment plan, EL Education will invoice Amana Academy according to the payment plan. If Amana Academy elects to make payment using a purchase order (PO), **payment in full must be received within thirty (30) days of the service.** Amana Academy agrees to pay to EL Education the amount indicated in each invoice by the due date reflected on that invoice. If Amana Academy fails to pay any invoice or payment plan payments, late charges equal to 1.5% of billable invoice or payment plan amount per month shall also be payable by Amana Academy to EL Education. In addition, **the failure of Amana Academy to fully pay any fees within thirty (30) days after the applicable due date will be deemed a material breach of this Agreement and EL Education may, in addition to any other remedy it may have, suspend its performance of the Services and/or terminate this Agreement.** Any suspension or termination does not relieve Amana Academy of obligations to past pay due fees or late charges.

Amana Academy agrees to schedule contracted direct service days at least thirty (30) days in advance of the requested date for sessions with 100 or fewer participants, and at least sixty (60) days in advance of the requested data for sessions with more than 100 participants.

Any needed cancellations should be communicated to EL Education no later than fourteen (14) days prior to the scheduled service. Cancellations made within fourteen (14) days of the identified delivery date may not be rescheduled and may be charged as a delivered direct service day.

Pre-Identified Payment Plan is listed below (if applicable):

\$22,250	Due on 9/30/2023
\$22,250	Due on 12/30/2023



Section 3 - Reservation of Intellectual Property

RESERVATION OF INTELLECTUAL PROPERTY

In connection with the CA entered into between EL Education and Amana Academy, EL Education, its agents, employees, or representatives may disclose practices and materials that are the intellectual property of EL Education, including but not limited to: participant notebooks and electronic notecatchers for EL-Led Professional Development Institutes or Hybrid Coaching days; EL Education Library Resources – EL Education-branded Professional Learning Packs; and keynotes and other customized materials for delivery at Conferences or Institutes (hereinafter, the “Content”). The Content is being disclosed for the purpose of implementing the package of Core Practices, curriculum and/or product implementation services at Amana Academy.

The Content is intellectual property owned by EL Education and it may be disclosed to Amana Academy in hard copy format, electronic format, downloadable media format, and/or may be available for viewing and/or downloading via the EL Education Library web portal. No license or other rights of any kind are granted or conveyed by the act of transmitting or making available proprietary or copyrighted Content to Amana Academy under this CA, except for the limited license to use the Content for the purposes expressly provided to Amana Academy in the CA. Any use of the Content in contravention of the terms set forth herein is a violation of the CA and U.S. Copyright law.

The entire right, title, and interest in the intellectual property rights and the Content made available to Amana Academy in furtherance of the CA entered into with EL Education, including all copyright, patent, trademark, trade secret, or other legal rights shall remain the exclusive property of EL Education. Amana Academy, its employees, agents, and representatives are permitted to use the Content within Amana Academy, but shall be prohibited from sharing, distributing, or disseminating the Content to institutions or individuals outside of Amana Academy. No license or other rights of any kind are granted to Amana Academy under this CA to reproduce the Training provided by EL Education staff for other internal Amana Academy or external audiences. Amana Academy further agrees that it will not reproduce the training provided by EL Education staff for other internal Amana Academy or external audiences without EL Education’s written consent. Upon separation from employment with Amana Academy employees, agents, or representatives of Amana Academy, who received training from EL Education staff and Content belonging to EL Education are prohibited from using or reproducing the Content and/or Training provided by EL Education to Amana Academy. Amana Academy acknowledges that it is responsible for its employees’ adherence to the restrictions set forth in this section and any violations thereof.

Any violation of the provisions in this section may be the basis for termination of the CA by EL Education. Amana Academy acknowledges that the Content and Training are valuable to EL Education and that EL Education may not have an adequate remedy at law for a breach of the CA related to the permissible use of the Content and Training. Amana Academy acknowledges that EL Education reserves the right to pursue any necessary remedies, at law or in equity, including but not limited to injunctive relief, consequential damages, liquidated damages, and attorneys’ fees.

Section 4 - Notices and Releases

**NOTICES**

All notices, reports, requests, or other communications given pursuant to this CA shall be made in writing, shall be delivered by hand delivery, overnight courier service, fax, or electronic mail, and shall be deemed to have been duly given when delivered to the respective party at the notice and contact addresses listed above.

DATA SHARING:

EL Education tracks the annual academic progress and demographics of our school and district partners. These data are used to create reports for internal and external stakeholders, to support continuous improvement and to build an evidence-based case for the EL Education school model, curriculum, resources, partnership approach and other products and services. In addition, this information allows EL Education partnership directors, EL Education research team members, EL Education coaches and partnering district and school leaders to track progress towards measures of impact, including but not limited to: curriculum and school model implementation quality, evidence of impact in EL Education's framework of Three Dimensions of Student Achievement, Credentialing requirements, yearly goals, partnership success conditions, and evidence of progress on strategic work plans. The terms of the data sharing requirements applicable to this CA are set out in the Data Sharing Agreement annexed hereto as Appendix B, signed by both parties, and incorporated by reference herein and made a part of this agreement.

PHOTO/VIDEO RELEASE

EL Education staff periodically take and/or use photographs, audio, and/or video recordings of teachers and students for purposes of publicizing and promoting the EL Education program. Amana Academy agrees to secure necessary consents, as required by law, from students (their parents or guardians) and teachers for their images and work to be featured in these photographs or recordings. Amana Academy agrees to indemnify and hold EL Education, its parents, subsidiaries, affiliates, agents, representatives, employees, successors, licensees and assigns, harmless from and against any and all claims, damages, liabilities, costs and expenses (including but not limited to costs, disbursements, and attorneys' fees) arising out of any breach of this provision by Amana Academy based on its failure to obtain all necessary consents. Amana Academy acknowledges that EL Education is relying on this provision in its future use of photos/audio and/or video recordings as it deems appropriate, whether for educational and/or promotional purposes.

Section 5 - Technical Contract Clauses**ORDER OF PRIORITY**

Should EL Education and Amana Academy sign another Agreement in addition to this CA, the service payment terms, indemnification, and intellectual property reservations set forth in this CA shall govern in the event of a conflict.

DEFAULT AND CURE:

In the event that either party hereto defaults in the performance of any of its material duties or obligations under this CA, including failure to make any payments due under this CA, and such default is not cured within thirty (30) days after written notice is given to the defaulting party specifying the



default, then the party not in default may terminate this CA, after given written notice thereof to the defaulting party.

INDEMNIFICATION CLAUSE:

Each party assumes the responsibility for the negligence of its own respective employees, appointees, or agents, while acting in the scope of their employment, and each party will defend its own respective employees, appointees or agents in the event of any claim for damages or lawsuits for any remedy.

ATTORNEY FEES:

The parties agree that if any suit or action at law, in equity, or through arbitration is filed to enforce any of the terms of this CA, the prevailing party shall be entitled to recover from the other party its reasonable attorney's fees, costs, and disbursements in addition to any other relief to which that party may be entitled.

CHOICE OF LAW AND FORUM:

The laws of the United States and the State of New York will govern this CA. Any action relating to this CA must be brought in the Federal or State Courts located in New York, and its district (if applicable) consent to the jurisdiction of such courts.

SEVERABILITY:

If any provision of this CA is deemed illegal, invalid, void or otherwise unenforceable in whole or in part, that provision shall be severed or shall be enforced only to the extent legally permitted, and the remainder of the provision and the CA shall remain in full force and effect. With respect to a particular application, if any provision of this CA is deemed to be invalid, void, or unenforceable, such term or provision shall retain full force and effect in respect to all other applications.

SURVIVAL:

All provisions of this SA relating to Amana Academy intellectual property rights, Amana Academy indemnification obligations and payment obligations shall survive the termination or expiration of this CA.

NO WAIVER:

EL Education's failure to enforce the strict performance of any provision of this agreement will not constitute a waiver of EL Education's right to subsequently enforce such provision or any other provisions under this CA.



Section 6 - Diverse Workforce Clause

DIVERSE WORKFORCE CLAUSE:

Amana Academy expressly acknowledges and agrees that EL Education is an equal opportunity employer and promotes a diverse workforce, and that any policies, remarks, gestures, or behaviors by Amana Academy in connection with this Agreement that are discriminatory toward or offensive to individuals on the basis of sex, race, color, national origin or citizenship status, age, religion, sexual orientation, marital status, pregnancy and parental status, HIV status, gender identity and expression, status with regard to public assistance, status as a veteran, linguistic identity, political affiliation, or physical or mental disability will be cause for EL Education to immediately terminate this Agreement or the subject Schedule.

Section 7 - Signatures

APPROVALS:

EL Education and Amana Academy agree to the above costs, intellectual property reservations, indemnifications and scope of services from 9/1/2023 to 8/31/2024. Each Signatory certifies that it has the authority to sign and enter into this CA on behalf of the party it represents and agrees to be bound by the terms of this CA.

By signing this agreement, you attest that you are authorized to sign on behalf of Amana Academy.

EL Education Representative

Chief Financial Officer
Title

9/6/2023
Date

DocuSigned by:
Ehal Jaleel
86540E231EE14FA...

Authorized District Signatory

Executive Director
Title

9/6/2023
Date

Please return a signed copy of the entire agreement and the purchase order to bpt@eleducation.org or via fax at [413-461-3505](tel:413-461-3505).



APPENDIX A – DESCRIPTION OF SERVICES

SCHOOL-BASED PROFESSIONAL DEVELOPMENT SERVICES

DIRECT SERVICE DAYS

Direct service Days include professional development and technical assistance provided by EL Education staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL Education staff accompany a group of teachers from the school to an EL Education professional development event to provide further intensive work. The costs associated with direct school services also cover:

- Time the school designer uses to plan the direct service work and create materials for the school.
- Time the school designer uses to work with teachers electronically or by phone, such as providing feedback on expedition plans, writing reports for the school, planning future professional development with the principal and/or instructional guide, and ongoing consulting or planning time for the school with the Partnership Director or School Designers.
- All EL Education staff travel costs to and from the school.

Please note: All Direct School Service days must be used before August 31, 2024. No days can be carried into the next EL Education fiscal year that begins on September 1, 2024 and ends on August 31, 2025.

OFF-SITE PROFESSIONAL DEVELOPMENT INSTITUTES REGISTRATION TERMS

Institute Registration

For institutes occurring between September 1, 2023 and August 31, 2024, schools with signed contracts and no outstanding balances from the 2022-2023 school year will be able to register for institutes beginning on Monday, August 14, 2023. Registration is required to attend all institutes. Purchase of an institute slot in a cooperation agreement does not guarantee a seat at an institute.

National Conference Registration

Registration for the EL National Conference will begin on Monday, August 14, 2023.

Registration Confirmation

Confirmations are e-mailed within 48 hours after processing your registration. If you do not receive a confirmation, please contact Nicole Graziano, Client Services Manager at ngraziano@eleducation.org.

Please **do not book nonrefundable airline tickets** without confirmation that your registration has been received and processed.



Cancellation Policy

If you are unable to attend an event for which you have registered, please notify Nicole Graziano ngraziano@eleducation.org in writing at LEAST fourteen (14) calendar days before the event or the partner will be charged use of a slot. Applicable slots will be deducted if cancellation occurs less than fourteen (14) calendar days before an institute, because EL Education will not be able to fill the spot.

All institute slots must be used before August 31, 2024. No slots can be carried over into the next EL Education fiscal year that begins on September 1, 2024. In the event that the partner designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Education Partnership Manager as long as the change occurs at least fourteen (14) calendar days prior to the purchased institute start date. **Substitutions are NOT permitted if the purchased institute has already occurred or is within fourteen (14) days of occurring.**

Partners may also register for EL Education events outside of contract and be invoiced later. The fourteen-day cancellation policy would still apply.

There are three exemptions to this policy:

- You test positive for COVID-19
- Someone in your household tests positive for COVID-19
- According to the [CDC](https://www.cdc.gov), COVID-19 rates are high at either the event location or where you live and you are therefore no longer comfortable traveling.

EL Education reserves the right to cancel programs because of low registration, state of emergency, or pandemic conditions. In the event of cancellation, EL Education will notify participants at least ten (10) days in advance of the event. EL Education is not responsible for cancellation charges related to travel and lodging.

Special Accommodations

EL Education aims to provide an inclusive, welcoming, accommodating environment to all those who participate in program offerings. Please notify EL Education at the time you register if you need a special accommodation (i.e. ASL interpreter, materials ahead of time) by emailing Stephanie Bishop, Director, Professional Learning Experiences (sbishop@eleducation.org).

Full Participation

The school designee must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.



COVID-19 Policy for EL Education In-Person Events

As an education organization, the safety of our students and educators is paramount. Participants at EL Education events attend from all over the world, then return to their own schools and families.

In order to keep our EL community as safe as possible, we are taking the following precautions for our in-person events:

Vaccination

All attendees must provide documentation that they are fully vaccinated as defined by the CDC guidelines which may evolve over time. “Fully vaccinated” is currently defined by the CDC as two weeks after getting a 2-dose series of an mRNA COVID-19 vaccine (Pfizer-BioNTech or Moderna) or a single-dose COVID-19 vaccine (Johnson & Johnson). While the CDC does not currently require boosters in order to be considered fully vaccinated, we will be monitoring our policies and updating them to reflect CDC guidelines. If a participant cannot provide documentation that they are fully vaccinated, they may not attend the event.

COVID-19 Testing

EL Education requires all in-person participants to show proof of a negative COVID-19 test (either PCR or rapid test) within 24 hours of the start of the event. We strongly encourage participants to test prior to leaving for the event, but if you are unable to test beforehand, there will be rapid tests available to you upon arrival.

Masks

Depending on the configuration of the meeting space(s), current COVID-19 positivity rates, and policies in the city/state where the event is being held, face masks may be required when indoors. EL Education will share more details about mask policies leading up to the event.

Documentation

EL Education has partnered with Crowdpass to verify vaccination records and test results in a secure environment. Participants will download an app prior to the event and will need to upload their vaccination information and negative test results in order to be cleared for entry.

APPENDIX A REVIEW COMPLETED:

Initialed: EL Education Representative

A handwritten signature in black ink, appearing to be 'sfc'.

Initialed: District Signatory

A handwritten signature in black ink, appearing to be 'eg', enclosed within a blue rectangular box with the letters 'DS' in the top right corner.



APPENDIX B - DATA SHARING AGREEMENT

INTRODUCTION

EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. EL Education believes data to be an essential lever for improving and promoting quality implementation of practices and products to ensure improved outcomes for all students. To this end, EL Education partners with districts and/or schools in reviewing data on a continual basis, using the results to inform strategic planning and professional learning for district and/or school staff.

This Data Sharing Agreement (“Data Agreement”) dated 9/6/2023 is entered by and between (“School/District”) and EL Education for the purpose of establishing the roles and responsibilities of each party with respect to sharing data to assess implementation and outcomes related to EL Education Core Practices, curriculum and/or products, and professional development services.

RECITALS

WHEREAS, EL Education seeks to improve student achievement and teacher practice through the combination of EL Education’s Core Practices, curriculum and/or product, powerful professional learning, strategic planning, and deep expert coaching support.

WHEREAS, the School/District has adopted EL Education’s Core Practices, curriculum and/or products and the School/District and EL Education desire to track implementation progress toward mutual goals including documenting teacher and student impact.

NOW THEREFORE, in consideration of the mutual covenants, terms and conditions set forth herein, the parties do hereby agree as follows:

1. Scope of the Data Sharing Agreement.

The Parties agree that EL Education has the authority to collect, analyze, and use evidence to investigate and improve the impact of EL Education’s Core Practices, curriculum, and/or products in the manner set forth in the Services agreement with Amana Academy for the 2023-2024 school year, dated 9/6/2023, and which this agreement is intended to supplement. This includes data collected and reported in the EL Education Dimensions Data Platform (see Terms and Conditions of Use). The School/District agrees to share data listed in Section 2 below.



2. Data to be Shared by the School/District with EL Education.

- A. **Interim Assessment Data:** Aggregate (at class, grade, subgroup, school and/or district levels that *do not include individual student identifying information*) student literacy assessment data, including (name interim assessments used by the school)...
iReady for benchmark testing and Georgia Milestones (GMAS) state testing.

...or similar interim assessments.
- B. **Benchmark Assessment Data:** Aggregate (at class, grade, subgroup, school and/or district levels that *do not include individual student identifying information*) school or district-collected data from beginning, middle, and end-of-year benchmark assessments.
- C. **Student Work Samples:** De-identified student work samples either from assessments or daily work from assignments within EL Education's Core Practices, products and/or K-8 Language Arts Curriculum.
- D. **State Assessment Data:** Aggregate (at class, grade, subgroup, school, and/or district levels that *do not include individual student identifying information*) assessment data for relevant school years to investigate impact on student performance.
- E. **Online Teacher, Student, and Leader Surveys:** School- and/or District-administered surveys completed by teachers or students. Included whenever results are relevant to implementation of the EL Education Core Practices, curriculum and/or products. When possible, share data disaggregated by student subgroups, e.g. race/ethnicity, free and reduced price lunch eligibility, students with disabilities, multilingual learners, that *do not include individual student identifying information*).
- F. **Classroom Walkthroughs:** Short classroom visits conducted by EL Education staff and/or School and/or District staff that are non-evaluative and focused on implementation of EL Education Core Practices, curriculum and/or products.

3. Data to be Shared by EL Education with the School/District.

- A. **Classroom Walkthroughs:** Walkthrough (consistent with the above description) reports focused on implementation of EL Education Core Practices, curriculum or products completed by EL Education partnership staff and/or School/District staff individually or in groups in the EL Education Dimensions Data Platform.
- B. **Student, Teacher or Leader Surveys:** Survey reports focused on implementation of the EL Education Core Practices, curriculum or products completed by implementing teachers and/or leaders in the EL Education Dimensions Data Platform. These surveys are anonymous and do not require registration or log-in.



4. School/District Responsibilities under the Data Sharing Agreement.

The School/District agrees to perform the following activities during the term of the Data Sharing Agreement:

- A. Share data mentioned in Section 2 at the beginning-of-year, mid-year, and end-of-year with EL Education and participate in at least three data meetings, with additional meetings held as necessary, unless other time points are expressly noted in the Services agreement with Amana Academy for the 2023-2024 school year.
- B. For additional necessary analyses (included or in addition to those listed in Section 2), School/District data and/or research teams will work with EL Education to create data files or reports.

5. EL Education's Responsibilities under the Data Sharing Agreement.

EL Education, shall conduct the data collection and reporting in compliance with all applicable state and federal laws, rules, regulations. EL Education undertakes to perform the following activities during the term of this Data Sharing Agreement:

- A. Share data mentioned in Section 3 at the beginning-of-year, mid-year, and end-of-year data meetings with additional meetings held as necessary, unless other time points are expressly noted in the Services Agreement with Amana Academy for the 2023-2024 school year.
- B. Provide access and training to identified school and/or district staff in performing Walkthroughs focused on implementation of the EL Education Core Practices, curriculum and/or products in the EL Education Dimensions Data Platform.
- C. Develop and administer teacher and leader surveys focused on implementation of the EL Education Core Practices, curriculum and/or products through the EL Education Dimensions Data Platform.
- D. Analyze assessment, survey, and Walkthrough data as necessary.
- E. Create and distribute reports documenting analyses related to implementation of the EL Education Core Practices, curriculum and/or products. Data will be reported in aggregate and will not identify individual students, teachers, or school leaders.

6. Confidentiality and Data Security.

- A. EL Education will comply with applicable state and federal laws and regulations regarding data use, access, and confidentiality.
- B. EL Education nor any individuals affiliated with them, will provide or disclose any data reports unless authorized in writing by the School/District or as required by law.



- C. EL Education will ensure that all shared data, or created datasets containing shared data, will be stored in an area that is physically safe from access by unauthorized persons at all times. Data that is maintained in electronic format will be kept safe from unauthorized access, through such means as being stored on a restricted access, password-protected file system.

7. Points of Contact - Data/Research Function.

Each Party hereby will designate in writing one or more individuals within their own organization to act as a Data Liaison—the point of contact responsible for managing performance of the data collection, analyses, and sharing functions of this agreement.

For School/District:

Name: Ehab Jaleel

Title: Executive Director

Address: 295 South Main St., Alpharetta, GA 30009

Email address: ejaleel@amanaacademy.org

Phone number: 678-624-0989

For EL Education:

Name: Paula Herrema

Title: Director, Partnerships (Atlantic)

Address: 247 W. 35th St. Fl. 8 New York, NY. 10001

Email address: pherrema@eleducation.org

Phone number:

8. Notices.

All notices, reports, requests, or other communications given pursuant to this Agreement shall be made in writing, shall be delivered by hand delivery, overnight courier service, fax, or electronic mail, shall be deemed to have been duly given when delivered to the respective party at the notice and contact addresses listed above.

9. Liability.

Neither party shall be liable to the other for any property that is consumed, damaged, or destroyed in the performance of this Data Sharing Agreement, unless it is due to the gross negligence or willful misconduct of the party, or an employee or agent of the party.

To the extent permitted by law, each party agrees to hold the other harmless and indemnify the other for liability or loss for any claim made by its employees or agents, or persons claiming through them, for liabilities, demands, damages, expenses, and losses arising out of this Data Sharing Agreement, except to the extent that such death, injury, loss, or damage arises solely from their own negligence or willful misconduct.

10. Miscellaneous Provisions.

- 10.1. Governing Law.** The construction, validity, performance and effect of this Agreement will be governed by the laws of the United States and the State of New York. Any action relating to this Agreement must be brought in the Federal or State Courts located in New York and the School/District consents to the jurisdiction of such courts.



10.2. Severability. The illegality or invalidity of any provision of this Agreement shall not impair, affect, or invalidate any other provision of this Agreement.

10.3. Assignment. Neither this Agreement, nor any rights or obligations of any party hereunder, shall be assigned or otherwise transferred by either party without the prior written consent of the other party.

10.4. Independent Parties. The relationship of the parties to this Agreement is that of independent parties and not agents, joint venturers, or partners. Each party will maintain sole and exclusive control over its personnel, operations, and locations.

10.5. Entire Agreement. This Agreement constitutes the entire agreement between the parties concerning the subject matter of this Agreement and supersedes any prior understanding, or written or oral agreement.

10.6. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and which together shall constitute one and the same instrument. The parties may rely on facsimile or electronically transmitted signature pages as if such facsimile or electronically transmitted pages were originals.

APPENDIX B REVIEW COMPLETED:

EL Education Representative

Chief Financial Officer
Title

9/6/2023
Date

DocuSigned by:
Ehab Jaleel
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Authorized District Signatory

Executive Director
Title

9/6/2023
Date

APPENDIX C - EXCUSED PERFORMANCE; FORCE MAJEURE EVENT

If a party wishes to excuse performance under the Cooperation Agreement as a consequence of an Event of Force Majeure (as defined below), it shall as soon as possible following the occurrence or date of commencement of such Event of Force Majeure, provide Notice to the other party of the nature and



expected duration of such Event of Force Majeure and shall thereafter keep the other Party informed until such time as, in its sole judgment, it is able to perform its obligations.

Subject to the proviso at the end of this subsection, neither the partner nor EL Education shall be considered in breach of this Agreement to the extent that performance of their respective obligations arising after the date of such Notice is prevented by an Event of Force Majeure; provided, however nothing contained herein shall be construed to excuse the partner's obligation to pay EL Education for services rendered prior to the date of such Notice.

For purposes of this Cooperation Agreement, "Event of Force Majeure" means an event beyond the control of the partner and EL Education, which prevents a party from complying with any of its obligations under this Agreement, including but not limited to:

- a. act of God (such as, but not limited to, pandemic, fires, explosions, earthquakes, drought, tidal waves and floods);
- b. war, hostilities (whether war be declared or not), invasion, act of foreign enemies, mobilization, requisition, or embargo;
- c. contamination by radio-activity from any nuclear fuel, or from any nuclear waste from the combustion of nuclear fuel, radio-active toxic explosive, or other hazardous properties of any explosive nuclear assembly or nuclear component of such assembly;
- d. physical or geological conditions or the presence of hazardous materials or waste of a nature or in locations, quantities, concentrations or conditions which could not reasonably have been expected by the parties;
- e. riot, strike, lock out, work stoppage, labor dispute or such other industrial action or disorder, unless solely restricted to personnel of EL Education; or
- f. acts or threats of terrorism.

If as a result of an Event of Force Majeure a school/district serviced under this Agreement is closed and that closure lasts for a period of forty-five (45) calendar days or longer, EL Education and the partner shall meet and in good faith negotiate mutually acceptable modifications to the Agreement. If after one hundred eight (180) days from the Notice of an Event of Force Majeure, the parties are unable to agree on modified terms of this Agreement, either the School/District or EL Education may give to the other a Notice of termination.

COVID19

A. **EL Education's Discretion in Assessing COVID-19 Safety Risks.** Amana Academy and EL Education acknowledge and agree that EL Education and its staff, who will be providing on-site services, has the sole discretion of assessing the severity of the COVID-19 safety risks it encounters on-site. If, at any time, EL Education and/or its staff determines, at its sole discretion, that the facility where the on-site services are to be provided, or any persons present at the facility pose a COVID-19 safety risk, EL Education may elect any of the following remedies:

1. Provide the services remotely via Zoom or such other virtual streaming program as may be selected by EL Education instead of in-person. For any services being provided remotely, Amana Academy hereby consents to the audio and video recording of the program, and agrees to secure necessary consents, as required by law, from students (their parents or guardians) and teachers for their images, voices, and work to be, and agrees that EL Education may use such recordings, as it deems




appropriate, whether for educational and/or promotional purposes. Amana Academy agrees to indemnify and hold EL Education, its parents, subsidiaries, affiliates, agents, representatives, employees, successors, licensees and assigns, harmless from and against any and all claims, damages, liabilities, costs and expenses arising out of any breach in obtaining all necessary consents.

2. Reschedule the in-person services to a mutually agreeable date/time. If, on the rescheduled date/time, EL Education determines, at its sole discretion, that the facility and/or persons present at the facility constitute a COVID-19 safety risk, EL Education may cancel the in-person services that were scheduled to be provided. Amana Academy acknowledges that it may not be entitled to any refund or price adjustment for the canceled services.

- B. COVID-19 Related Governmental, Regulatory Orders/Restrictions.** Amana Academy and EL Education acknowledge a demand or requirement of any governmental authority or any political subdivision or any department or regulatory agency thereof, including quarantine restrictions, stay-at-home orders or any requirements or restrictions of a similar nature related to COVID-19, may prohibit the on-site services to be provided by EL Education and its staff under this Agreement, in which event EL Education's nonperformance in providing on-site services under this provision shall be excused. In such circumstances, at EL Education's sole discretion, it may elect to provide its services remotely as described and in accordance with Section (c) (1) above. If EL Education is prohibited from providing on-site services under these circumstances, and Amana Academy refuses remote delivery of the services by EL Education, Amana Academy acknowledges that it is not entitled to any refund or contract price adjustment for the canceled service.



APPENDIX C REVIEW COMPLETED:



EL Education Representative

Chief Financial Officer
Title

9/6/2023
Date

DocuSigned by:

86540E231EE14FA...

Authorized District Signatory

Executive Director
Title

9/6/2023
Date



APPENDIX D: TERMS AND CONDITIONS OF ONLINE COURSE ENROLLMENT

PLEASE READ THESE TERMS OF COURSE ENROLLMENT BEFORE REGISTERING FOR EL EDUCATION'S ONLINE COURSES. EL Education's Core Practices, curriculum and/or product and implementation experts have developed online courses designed to support schools, districts and individual educators in the implementation of EL Education's Core Practices, curriculum and/or products. These courses are made available through the CANVAS learning management platform. By registering for one or more EL Education online course, users agree and accept the following terms and conditions of enrollment:

- A. **Enrollment.** When you first enroll for an EL Education online course, You will be asked to create an account ("Customer Account"). As part of setting up the Customer Account, You will be asked to provide an email address and password to gain access to the Customer Account. Account access credentials are for designated users and cannot be shared, transferred or used by anyone other than the individual registrant. You are responsible for safeguarding your password and you agree not to disclose your password to any third party. You agree to notify EL Education immediately if You suspect misuse, loss of username and password. With your notification, EL Education will issue a new username and password. Until such allocation, You agree that You will be solely responsible for any activities or actions taken under your password, whether or not You have authorized such activities or actions.
- B. **Course Enrollment Fee.** You acknowledge that all online courses are being offered for a fee. The enrollment fee is disclosed at the time of registration and must be paid in full in order for You to gain access to the online course and related course materials, if any. Payment of the enrollment fee affords You access to the registered course for a period of 365 days from the date of enrollment. You may register for additional online courses under your Customer Account. Each additional course will be subject to the applicable enrollment fee at the time of registration. EL Education reserves the right to modify its course fees without prior notice. The enrollment fee is non-refundable.
- C. **Modification.** The online courses offered by EL Education may change from time to time. EL Education reserves the right, in its sole discretion, to modify, discontinue or terminate any courses offered in its course catalog, at any time and without advance notice. Notwithstanding the foregoing, You will continue to have access to any course you have already registered for the remainder of the enrollment period.
- D. **Account Cancellation.**
 - 1) **EL Education Cancellation.** EL Education reserves the right to cancel inactive Customer Accounts without prior notice. EL Education will conduct periodic audits of login activity for Customer Accounts. A Customer Account will be deemed inactive where it was created more than 12 months prior to the audit date and has not been logged into during the preceding 12-month period. A cancelled Customer Account will be removed from the CANVAS learning management platform. EL will notify Customers of any cancellation.



- 2) **Your Cancellation.** You may cancel your Customer Account at any time and for any reason in writing by sending written notice of cancellation to EL Education at the following email address: online-courses@eleducation.org.
 - 3) **Rights at Cancellation.** Cancellation of your Customer Account, whether by EL Education or You does not entitle You to a refund of any fees paid to EL Education for course enrollments. Any rights granted to you by these Terms of Enrollment will immediately cease. EL Education is not liable to you or any third party for cancellation of your Customer Account. UPON CANCELLATION OF YOUR CUSTOMER ACCOUNT, ANY INFORMATION THAT YOU HAVE SUBMITTED ON THE CANVAS PLATFORM OR WHICH IS RELATED TO YOUR ACCOUNT MAY NO LONGER BE ACCESSED BY YOU. EL Education reserves the right to delete any of your data or information stored on the CANVAS learning management platform upon cancellation of the Customer Account, and You acknowledge and confirm that your information and data cannot be recovered once it is deleted and EL Education shall not be liable to You or any third party for cancellation of the Customer Account or the deletion of your information or account data.
 - 4) **Survival.** Any cancellation of the Customer Account will not affect your obligations to EL Education under these Terms of Enrollment (including but not limited to ownership, indemnification and limitation of liability), which by their sense and context are intended to survive such cancellation.
- E. **Ownership of Course Content.** Unless otherwise noted, all course content, including, but not limited to, written materials, images, illustrations, designs, icons, photographs, video clips and audio clips that are part made available to You as part of your enrollment in an online course (collectively, the "Course Content") are protected by copyright and owned, controlled or licensed by EL Education or any third party credited as the provider of the Course Content. You shall abide by all additional copyright notices, information or restrictions contained in any Course Content accessed through your Customer Account on the Canvas learning management platform.
- F. **Intellectual Property.** Enrollment by you in an online course and access to Course Content does not convey to You any rights of ownership in or related to the Course Content. You further acknowledge and agree not to alter, change or remove from the Course Content any copyright, trademark, other proprietary mark or proprietary rights notice.
- G. By completing your registration for an EL Education online course, you are acknowledging that you have read and accepted all applicable Terms and Conditions of Enrollment.

APPENDIX D NOT APPLICABLE:

Initialed: District Signatory

APPENDIX D REVIEW COMPLETED:

Initialed: EL Education Representative

Initialed: District Signatory

DS
ef

sfc

ANNUAL LETTER OF ASSURANCES FOR SCHOOL YEAR 2023-2024

Fulton County Schools (“FCS”) and its locally approved charter schools agree to certain procedures, requirements, and obligations in the FCS Annual Letter of Assurances (“LOA”) to ensure a successful collaboration between authorizer and charter school for the benefit of Fulton County students. These requirements will be interpreted and followed in accordance with the charter contract and all applicable federal, state, and local laws, rules, and regulations. *Items that are italicized within the LOA are also included in the Georgia Department of Education’s (GADOE) Charter Departments Letter of Assurances.*

New federal, state, and local laws, rules, and regulations may require changes in procedures and obligations over the charter term. FCS updates the LOA to reflect any new changes to be signed annually by the charter holder. A charter school’s refusal to annually sign an updated LOA may result in termination of the charter contract.

The LOA shall not preclude a charter school from entering into or maintaining any other agreement with FCS and/or the State Board of Education, expressly including the agreements set forth in the charter contract submitted to and approved by FCS and/or the State Board of Education.

FCS Obligations to Charter School

FCS will operate in good faith in compliance with all federal, state, and local rules, regulations, court orders, and statutes relating to charter schools.

1. FCS will provide funding per state law.

In accordance with the Charter Contract, State Board of Education Rule 160-4-9-.06, O.C.G.A. § 20-2-161 (2008), the Georgia Charter Schools Act, and any funding agreements mutually agreed to and entered by the Charter School and FCS, FCS will distribute applicable federal, state, and local funding to the Charter School in a timely manner in accordance with law. FCS will also monitor the Charter School’s use of those funds to ensure they are spent according to applicable laws, rules, policies, and guidelines, including requirements for the monitoring of the use of federal funds (see, e.g., Title I1).

2. FCS will provide in-kind services for charter schools to aid in their compliance with state and federal mandates, including:

- a. Professional development opportunities;
- b. Trainings and inclusion in department-level meetings in the areas pertaining to federal, state, or local mandated activities;
- c. Regular charter school meetings to share best practices;
- d. Administrative support;
- e. Petition development, program assessment, and charter school evaluation guidance; and

- f. Sufficient hardware, software, and training to operate the required student information system and to monitor the Charter School's compliance with federal and state laws and regulations.

3.FCS will fulfill all local education authorizer (LEA) requirements established by federal and state law.

- a) The Fulton County Board of Education (FCBOE) accepts all the responsibilities outlined in law specifically to "ensure that local charter schools comply with federal accountability requirements," "to enforce clear expectations for, and ensure achievement of performance goals set forth in the charters," and "to ensure that funds are spent according to applicable laws, rules, policies, and guidelines, including requirements for the monitoring of the use of federal funds." O.C.G.A. § 20-2-2065(b)(2) and § 20-14-30 *et seq.*
- b) FCS also takes seriously the need to put forth a process that is designed to resolve conflicts between the Charter School governing board and FCS regarding the Charter School's performance. To this end, if the Charter School is not in compliance with the terms of the Charter Contract, this LOA, or any federal, state, or local laws, FCS staff will notify the charter school(s) leadership, the charter school(s) board, and the FCS Board of Education. If the compliance issue is not resolved in a reasonable length of time, the Charter School's constituents and the Georgia Department of Education ("GADOE") will be notified that the Charter School has been placed on probation pending resolution of the compliance issue.
- c) Any proposal for termination of the Charter School will comply with the requirements of the Charter Schools Act, as well as any applicable state and local rules and regulations.

Charter School Obligations

1. Charter School will fulfill obligations to State and Federal Governments

- a) *The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.*
- b) *The Charter School shall be subject to the control and management of the local board of the local school system in which the Charter School is located, as provided in the charter and in a manner consistent with the Constitution.* As such, the Charter School will comply with all local, state, and federal laws, rules, regulations, and court order requirements, including those outlined in this LOA, FCS Charter School Guidelines, and FCS Charter School Policy. Failure to comply with any and all recommendations or direction from FCS made pursuant to the district's duties of oversight and management of the Charter School in fulfilling its obligations under state and federal law may result in termination of the charter contract.
- c) *The Charter School shall not discriminate against any student or employee on the basis of race, color, religion, sex, pregnancy status, ethnic or national origin, age, disability, genetic information, military service, veteran status or any other applicable legally protected status.*
- d) *The Charter School shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct.* The Charter School will comply with the FCS federal monitoring requirements for schools receiving federal funds.

- e) The Georgia Charter Schools Act does not provide any flexibility to charter schools regarding any federal, state, or local laws, rules, regulations, policies, orders, or procedures related to the protection of the physical health and safety of students, employees, and visitors. FCS is charged with the control, management, and oversight of every FCS charter school it authorizes and is obligated to ensure that its charter schools are protecting the health and safety of FCS students who attend them. FCS as the LEA is required to set the policy, requirements, and response for the school district to all outbreaks of infectious diseases within the district per SBOE rule 160-1-3-.03, which includes FCS charter schools. Accordingly, the Charter School shall abide by FCS directives to ensure that its health and safety plans meet the minimum safety requirements established by FCS, but the Charter School can design its own plans with its specific considerations in mind. These plans will be reviewed by FCS to ensure alignment with FCS health and safety policy and requirements and must be approved by FCS prior to the Charter School's implementation.
- f) *The Charter School shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection.*
- g) *The Charter School shall ensure that the Charter School and its governing board are subject to the provisions of O.C.G.A § 50-14-1 et seq. (open meetings) and O.C.G.A § 50-18-70 et seq. (inspection of public records).*
- h) *The Charter School shall comply with the accountability provisions of O.C.G.A § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments. The Charter School will follow the testing schedule provided by FCS and participate in all state-mandated assessments and surveys mandated by FCS.*
- i) *The Charter School shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable. The Charter School is obligated to provide the full continuum (small group/resource, co-taught, collaborative, consultative, supportive) of state and federally mandated services to students eligible for services under IDEA and Section 504 to the same extent as other schools in FCS.*
- j) *The Charter School shall provide state and federally mandated services for English Language Learners as applicable.*
- k) *The Charter School shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5.01.*
- l) The Charter School shall, by November 1, submit an GADOE annual report that includes all state-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. §20-2-2067.1(c)(1)-(6). A copy of this report will be submitted to FCS no later than ~~October 30th~~ November 1st. FCS may exercise its right to include notice of deficiencies or provide comments and feedback in the annual report.

2. Charter School will fulfill obligations to FCS

- a) *The Charter School shall follow any and all federal, state, and local laws and regulations that pertain to the applicant or the operation of the Charter School.*
- b) In order to provide FCS with necessary data for state funding reporting and enrollment monitoring, the Charter School will use the FCS-approved student information system(s) exclusively and the FCS information portal in accordance with FCS specifications. This

includes timely meeting all deadlines for the calculation of grades and the creation of student schedules. The FCS student information system is the official system of record and contains information FCS must report for its state and federal law obligations. Accordingly, the Charter School shall enter all student information, including attendance and grades, into the FCS student information system on a regular, ongoing basis in real time.

- c) The Charter School agrees to complete registration for the upcoming school year and provide the names, addresses, and home school of all accepted students to FCS no later than March 1. The Charter School may continue to accept students after this date and will continue to update FCS on the number of students registered on a regular basis, as well as provide all other student information to FCS as requested.
- d) If the Charter School does not meet its projected enrollment within twenty percent (20%), the Charter Contract may be terminated due to lower than anticipated community support.
- e) The Charter School is first and foremost a locally authorized FCS charter school, and as such is expected to cooperate with FCS to provide a valuable addition to FCS's portfolio of school choice options that fits within the district framework for services. This allows for the seamless transition for students between FCS traditional schools and FCS charter schools. Accordingly, the Charter School must provide written notice to FCS for review at least two months prior to making any significant alterations to the operations, organization, or management of the Charter School as established by the most recently approved charter school petition. If the proposed changes or alterations impact FCS or the Charter School's ability to comply with state and federal obligations and duties, or cause significant negative impacts to the Charter School, its community, and/or FCS, FCS may direct the Charter School to postpone the proposed changes or alterations until solutions are created, or to forego the changes and alterations altogether if no solution is available. Failure to provide FCS with this required notice and consideration period, and/or failure to implement the resulting FCS directives may result in probation, and if the underlying issue remains uncorrected, it may result in termination or nonrenewal.
- f) If the Charter School wishes to enter into an agreement to borrow funds in which the repayment period exceeds the current fiscal year, the Charter School must notify FCS one month prior to entering the agreement for review and consideration and provide an amended budget reflecting the loan and repayment period that has been previously approved by the Charter School governing board. To enter into significant long-term debt, the Charter School must be in its second charter term at least, and be in good standing with FCS and the GADOE.
- g) The Charter School shall be represented by its Governing Board chair (or the delegated board member) and school leadership in communications with FCS regarding all major concerns, issues, and decisions affecting the Charter School.
- h) The Charter School shall report enrolled students in a manner consistent with O.C.G.A. 20-2-160 and State Board rule; provided, however, that the Charter School shall certify that all data are correct, including enrollment data and certified personnel information, prior to FCS submitting any such data to the State Board for purposes of funding.
- i) If the Charter School decides to apply for replication with the State Charter School Commission, the Charter School should provide FCS with at least one (1) year advance notice and a courtesy copy of the replication petition materials.

3. Charter School will fulfill obligations to the General Public

- a) *The Charter School shall notify the state and FCS of any intent to contract with a for-profit entity for education management service.*
- b) *The Charter School shall notify the state and FCS of any changes in the management services contract with any for-profit educational management services entity;*
- c) *The Charter School shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A § 20-2133.*
- d) *The Charter School shall be subject to all reporting requirements of O.C.G.A § 20-2160, subsection (e) of O.C.G.A § 20-2-161 (QBE), O.C.G.A § 20-2-320 (Identification of duties for implementing QBE), and O.C.G.A § 20-2-740 (annual reporting regarding disciplinary and placement actions).*
- e) The Charter School will operate in a transparent manner as required of all public entities. The Charter School shall maintain its adopted policies, budgets, meeting schedule, meeting agendas, and meeting minutes, and shall make such documents available for public inspection pursuant to the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq* and State Board Rule.
- f) The recruitment of students and transparent enrollment process is the responsibility of the Charter School. During the recruitment process, the Charter School will provide parents of potential students with complete and accurate information about the enrollment process, programs, services, and amenities available at the school as well as the Charter School's performance reflected in CCRPI and Beating the Odds (BTO) as outlined by FCS and State accountability requirements.
- g) For any state or federal grants the Charter School receives, the Charter School agrees to have the FCBOE act as fiscal agent for flow-through purposes. The Charter School agrees to comply with the Single Audit Act, which will determine the procedures the parties will follow.
- h) If the Charter School is classified as an Academically Poor Performing Charter School pursuant to State Board Rule 160-4-9-.04, the Charter School may be terminated pursuant to state law and rule.
- i) During each year of its Charter term, the Charter School will perform at the level required to stay off the list of Targeted Support and Improvement ("TSI") and Comprehensive Support and Improvement ("CSI") schools published annually by GaDOE.
- j) The Charter School shall be subject to State Board of Education Governing Board Training Requirements as required by State Board Rule 160-4-9-.04 and 160-4-9-.06.
- k) Pursuant to O.C.G.A. § 20-2-167.1, the Charter School governing board shall hold at least two (2) public meetings to provide an opportunity for public input on its proposed annual operating budget before adopting it. These meetings must be announced in advance in accordance with the Open Meetings Act.

4. Charter school will fulfill obligations to Students and Families

- a) The Charter School shall prepare a safety plan in accordance with O.C.G.A §20-2-1185. All public school safety plans should be shared with the appropriate local law-enforcement agency and the Georgia Emergency Management and Homeland Security Agency (GEMA)

for their –review. The plan will be submitted to FCS according to FCS deadlines and procedures.

- b) The local governance of the Charter School shall operate under a structure that maximizes a local level governance body of parents and others who are involved in school level governance within the Charter School. Charter School board members will not be nominated, selected, or appointed by any other organization.
- c) The operation and support of the Charter School under the control and management of FCS will be the sole function of the local Charter School governing board.
- d) The Charter School will not charge student fees that are unreasonable or amount to de facto tuition in prohibition of Georgia law and the charter contract.
- e) The Charter School shall not counsel a student or parent/guardian to voluntarily withdraw from the Charter School in lieu of the receipt of discipline in accordance with the applicable code of conduct and/or in lieu of state and federally mandated services.

5. Charter School Evaluation Terms

- a) The Charter School will be evaluated using the updated Georgia Performance framework. The three areas of performance covered by the framework—academic, financial, and organizational— correspond directly with the three key areas of responsibility outlined in state charter laws, State Board rules, and charter school contracts.
- b) The Charter School will be evaluated on the fulfillment of the goals, objectives, and performance measures agreed to in the Charter Contract. Failure to meet these goals, objectives, or measures may result in termination.
- c) The Charter School must timely implement all ready-to-open benchmarks related to facilities, school personnel, enrollment procedures, curriculum and instruction, operations and fiscal management, and governance before it will be permitted to open. In the event the Charter School governing board does not meet the ready-to-open benchmarks, FCS may postpone the school's opening by up to one year.

6. Specific Programming Terms

- a) Discipline
 - i. *The Charter School shall comply with federal due process procedures as defined by FCS regarding student discipline and dismissal and Title IX.*
 - ii. *The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.*
- b) Nutrition
 - i. *If the Charter School participates in federal school meals programs, then it shall comply with all applicable state and federal law.*
 - ii. *If the Charter School requests that the Fulton County School Nutrition Program provide services and such a request is granted by FCS, the Charter School agrees to pay all the costs of the Fulton County School Nutrition Program incurred by the Charter School and will comply with all federal, state, and local policies, procedures, and requirements.*

- iii. If the Charter School elects to participate in the National School Breakfast and Lunch Program, or the Milk Program, the Charter School will submit its own application to the GADOE and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.
- iv. The Charter School will provide affordable lunch services for its free/reduced lunch status student population, at least.

c) Transportation

- i. *The Charter School shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws.*
- ii. Any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in Georgia.
- iii. The Charter School's transportation program will comply with applicable law and FCS Board Policy.
- iv. The Charter School shall provide FCS with transportation safety documentation as required by the GADOE no later than June 1 for the pending school year.
- v. If the Charter School will use the FCS Transportation Department, the transportation zone and bus schedules will be established using the same formulas used for typical schools. Any alternations to those zones and schedules will be approved by FCS by exception only and are dependent upon FCS capabilities and transportation priorities. Requests for exceptions must be made through the Charter Department one year in advance of the date of July 1 of the implementation. Approval of the exception will be announced annually by August 1. Once an exception is granted, it is considered established by FCS and need not be requested annually.

d) Personnel

- i. *The Charter School shall ensure that all teachers will be certified or meet professional qualifications and in-field requirements in compliance with the Every Student Succeeds Act (ESSA).*
- ii. *The Charter School shall comply with the provisions of O.C.G.A. §20-2-211.1 relating to fingerprinting and criminal background check.*
- iii. *The Charter School shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS.*
- iv. Fingerprinting and criminal record checks will be required of all employees.
- v. The Charter School will provide FCS with all personnel information required to complete federal and/or state-mandated personnel reports annually and, upon request, provide FCS with all personnel information.
- vi. In accordance with the Every Student Succeed Act (ESSA) and updated GaDOE guidelines for Title II-A Educator Quality, teachers and paraprofessionals in all schools must meet specified Professional Qualifications and In-Field requirements. Charter Schools must adhere to the Title II-A guidelines when making hiring decisions, scheduling teachers for classroom instruction, and assigning paraprofessionals.
- vii. The Charter School will maintain complete, accurate personnel files at the school and with the Professional Standards Commission on each of their employees, including but not limited to: 1) employment checks; 2) employee qualifications; 3) hiring

information; and 4) proof of background checks. Educators must also hold PSC 'Clearance Certificates' in accordance with state guidelines.

viii. *[The Charter School] Shall comply with O.C.G.A §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;*

ix. All Charter School employees must complete annual mandated reporter training, sexual harassment training, and training related to sex trafficking. Reporting evidence of training to FCS.

e) Governance

- i. *The Charter School shall ensure that the Charter School's governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties. The board members will not receive payment for services as board members.*
- ii. *The Charter School shall ensure that the Charter School's governing board adopts and abides by a conflict of interest policy.*
- iii. *The Charter School shall have a written grievance procedure to resolve student, parent, and teacher complaints.*
- iv. *The Charter School shall have a written procedure for resolving conflicts between the Charter School and the local board of education.*
- v. The operation and support of the Charter School will be the sole function of the Charter School governing board. The governing board will not raise funds for any other purpose. Each member of the governing board will be fingerprinted annually and have a criminal record check annually processed prior to FCS Board approval of the petition and annually thereafter
- vi. The Charter School board members will not constitute a voting majority on any other Charter School board, will serve in a voluntary capacity, will be fully insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.
- vii. No Charter School administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family. Charter School administrators and staff will notify the Charter School governing board of all real, perceived, or potential conflicts of interest with regards to the hiring of Charter School staff and the selection of vendors servicing the Charter School.
- viii. *The charter school's governing board members will receive initial training and annual training thereafter, provided by a SBOE-approved vendor.*
- ix. No petitioner and no member of the governing board of the Charter School or the Charter School shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in FCS.
- x. No FCS employees may serve as members of the Charter School governing board.
- xi. If the Charter School is terminated or non-renewed, the Charter School governing board will pursue and complete a voluntary dissolution process of the non-profit corporation within six (6) months of the expiration of the charter contract.

If the Charter School is terminated or non-renewed, within 30 days of the expiration of the Charter Contract, there will be a conclusion of business operations, refund of any unspent funds, return of all FCS student records, and redistribution of assets bought with local, state and federal funding. This requirement applies regardless of whether the Charter School is transitioning to a different authorizer.

7. Fiscal Operations

- a) *The Charter School shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state.*
- b) *The Charter School shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule and Guidelines.*
- c) *The Charter School shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia.*
- d) *The Charter School shall acknowledge that all criteria used to calculate QBE funding may not be waived.*
- e) If the Charter School does not have sufficient funds to pay all of its bills at the time it ceases operation, FCS will not be responsible for the Charter School's unpaid bills, contracts, or debts.
- f) The Charter School shall provide FCS with a monthly financial report using the FCS-supplied template.
- g) The Charter School shall permit the FCS's Internal Audit Department and/or its designated representative(s) to audit the Charter School annually or at such other intervals as FCS deems appropriate.
- h) The Charter School shall use any surplus funds remaining at the close of a fiscal year to enhance the Charter School's academic program the following year.
- i) The Charter School shall independently eliminate any deficit occurring during or at the end of a fiscal year. If the Charter School has not eliminated the deficit by the end of the fiscal year, the school must provide a plan for elimination the deficit within the next fiscal year. No FCS funds will be allocated to the Charter School for the next fiscal year until the Superintendent or designee approves such plan.
- j) The Charter School shall notify FCS immediately if the Charter School is contemplating the cessation of operations. The Charter School will cooperate with FCS to the extent necessary to provide an orderly return of the students to their local schools and to cease operations according to state and federal law. This includes the orderly and timely return of all student information and records to FCS.
- k) The Charter School shall be responsible for appropriately safeguarding and distributing the school's assets and confidential records and winding up the school's business and affairs if the Charter School ceases operations for any reason. The Charter School will provide any requested accounting to FCS of planned expenditures during the winding-up process for

review and will arrange for and complete the Charter School's final audit within six (6) months of the charter contract expiration.

- l) The Charter School shall spend all funds designated for the provision of School Resource Officers ("SROs") on the hiring and placement of SROs as the Charter School cannot waive any requirements related to the health and safety of students and personnel.
- m) The Charter School shall provide appropriate banking information for FCS to provide the Charter School allotment.

8.Services to Students with Disabilities

The Charter School will:

- a) provide a full continuum of services (small group/resource, co-taught, collaborative, supportive, and consultative) to disabled students to the same extent as other schools in FCS and allocate sufficient monies in the annual operating budget to provide those services,
- b) require its Special Education Lead and special education teachers to attend FCS's special education professional development programs to the same extent required of other schools in FCS; *this includes but is not limited to monthly district meetings, segment reports, progress monitoring, timelines, IEP's FTE and revaluations and required trainings,*
- c) implement the same identification, evaluation, placement, reporting, and due process procedures and use the same special education forms as other schools in FCS for consistency,
- d) submit to program review by state and local officials to the same extent required of other schools in FCS,
- e) use the FCS IEP management system,
- f) provide free transportation and other related services when required by a student's IEP,
- g) include reasonably anticipated special education costs in the budget(s) submitted with the petition, and
- h) indemnify FCS in the event FCS is sued and/or held liable for the Charter School's failure to provide eligible disabled students with the special education, related services, program accommodations, and due process to which they are entitled under state and federal law.
- i) *IDEA requires that all children suspected of being a child with a disability and in need of special education be identified, located, and evaluated. 34 C.F.R. § 300.111*

9.School Facilities

- a) *The Charter School shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Georgia Department of Education.*
- b) The Charter School shall comply with all state minimum codes and all local zoning ordinances and regulations. FCS expects the Charter School to work collaboratively with local authorities and surrounding neighborhoods on Charter School facilities expansions and major alterations, as well.
- c) The Fulton County Board of Education has determined that it will not provide Charter Schools with a facility, land for a facility, or funding for a facility except in the case of

unused property/facilities as dictated by O.C.G.A. 20-2-2068.2 and as determined by the FCBOE.

- d) FCS staff will be able to inspect the facility prior to school opening and throughout the term of the charter. The Charter School will notify FCS of any upcoming changes to the school location and any new location will meet all the state facility requirements.

10. Legal Proceedings

- a) The Charter School is responsible for providing its own legal services and cannot use FCS's attorneys unless agreed upon by the FCBOE and the Charter School. Should a third party name the FCBOE or FCS as an adverse party in any legal proceeding arising out of any action or inaction on the part of the Charter School, its governing board, its employees, its affiliates, or any part with which the Charter School has contracted, the Charter School shall consent to join that legal proceeding as a party alongside the FCBOE and/or FCS and will be required to indemnify FCS and/or FCBOE for the costs of preparation and defense for that action.
- b) Within the first month after opening, the Charter School will provide the name, address, phone numbers, and email information for their legal counsel, if any to FCS.

11. Insurance

- a) The Charter School, governing board, and all administrators and employees will be appropriately insured and bonded through the charter term. These policies include but are not limited to insured on General Liability, Automobile Liability, Workers Compensation, Directors and Officers, and Umbrella Liability policies.
- b) Proof of insurance or an acceptable self-insurance plan must be provided to FCS upon request. Other insurance maybe required depending on specific situations. The Charter School should obtain a Certificate of Insurance from any vendor/contractor that enters the premises or project site to perform any service to protect the school from any risks which may occur

The Amana Academy Governing Board voted on the 19th day

of August, in the year 2023 to certify the Charter School's compliance with this Letter of Assurances for July 1, 2023 to July 1, 2024. (General)



Authorized Representative, Charter School

8/29/2023

Date

PROMISSORY NOTE

US \$8,796,000.00

Effective Date: July 30, 2020

FOR VALUE RECEIVED, AMANA ACADEMY, INC., a Georgia nonprofit corporation having its address at 285 S Main St, Alpharetta, GA 30009 ("**Borrower**") promises to pay to **LOW INCOME INVESTMENT FUND**, a California nonprofit public benefit corporation having its principal office at 49 Stevenson St. Suite 300, San Francisco, CA 94105 (together with its successors and assigns, "**Lender**"), or at such other place as may be designated in writing by the holder of this Note, the principal sum of EIGHT MILLION SEVEN HUNDRED NINETY-SIX THOUSAND AND 00/100 DOLLARS (\$8,796,000.00) (the "**Principal Amount**") with interest to be computed on the Principal Amount as provided below. This Promissory Note (the "**Note**") is the Note referred to in that certain Loan Agreement of even date herewith (as amended from time to time, "**Loan Agreement**") between Borrower and Lender, and is entitled to all of the benefits of the Loan Agreement. All capitalized terms not otherwise defined herein shall have the meanings set forth in the Loan Agreement.

1. Definitions.

The following terms shall have the following meanings:

"**Business Day**" means any day other than a Saturday, Sunday or other day on which commercial banks in New York, New York are authorized or required by law to close.

"**Default Rate**" shall have the meaning set forth in Section 2(d). However, at no time will the Default Rate exceed the Maximum Interest Rate.

"**Interest Rate**" shall have the meaning set forth in Section 2 hereof.

"**Late Fees**" shall have the meaning set forth in Section 5 hereof.

"**Lender**" shall have the meaning set forth in the preamble.

"**Loan Agreement**" shall have the meaning set forth in the preamble.

"**Maturity Date**" means the earlier of (i) the date that is 300 months following the first day of the first month following the Closing Date or (ii) any earlier date on which the unpaid principal balance of the Loan becomes due and payable, by acceleration or otherwise.

"**Note**" shall have the meaning set forth in the preamble.

"**Principal Amount**" shall have the meaning set forth in the preamble hereof.

2. Interest.

(a) **Rate of Interest.** The Principal Amount shall bear interest as follows:

(i) Commencing on the date hereof and until the Maturity Date (as defined below), at a fixed rate of interest equal to 4.192% per annum.

(ii) After the Maturity Date (or earlier maturity of this Note, whether by acceleration or otherwise) and, notwithstanding anything set forth in this Section 2 to the contrary, after the occurrence and during the continuance of any Event of Default, at the Default Rate (as defined below).

(b) Interest on Protective Advances. Any amount advanced by Lender in the protection of its interests under the Loan Documents or of the Property and all other costs and expenses incurred by Lender shall, if not repaid upon demand, bear interest at the Default Rate (as defined below).

(c) Calculation of Interest. Interest shall be calculated on the basis of a 360-day year and computed on the basis of the actual number of days elapsed on the basis of a 360-day year and computed on the basis of 30-day months in any period for which interest is payable.

(d) Default Rate. If any amount due hereunder (other than amounts due on the Maturity Date) remains past due for thirty (30) days or more, interest on such unpaid amount shall accrue from the date payment is due at the rate equal to the Interest Rate plus five percent (5%) (the “**Default Rate**”), provided that the Default Rate shall in no event exceed the maximum interest rate which may be collected from Borrower under applicable law. If the Principal Amount of this Note is not paid in full on the Maturity Date, then interest shall accrue at the Default Rate on all such unpaid amounts from the Maturity Date until fully paid and shall be payable upon demand by Lender.

3. Payments.

(a) Agreement to Pay. The Borrower agrees to pay to Lender:

(i) On the date hereof, a payment of simple interest on the Principal Amount calculated at the Interest Rate for the period beginning on the date hereof and ending on the last day of the month in which this Note is dated.

(ii) [Reserved].

(iii) Beginning on September 1, 2020, the principal of this Note and interest accruing thereon shall be due and payable in equal, consecutive monthly installments in the amounts set forth on Schedule 1 attached hereto.

(iv) On the Maturity Date (whether by acceleration or otherwise), the entire unpaid Principal Amount and all accrued and unpaid interest thereon shall become due and payable.

(v) After the Maturity Date (whether by acceleration or otherwise), the entire unpaid Principal Amount and all accrued and unpaid interest thereon shall, at the option of Lender, be payable on demand.

(b) Application of Payments. Each payment received by Lender shall be applied first, to late charges, and then to reimburse Lender for any disbursement made by Lender for taxes, assessments, water rates, insurance premiums or otherwise to protect itself under the terms of the Security Instrument, second, to the reimbursement to any other outstanding fees and expenses due to Lender, third, to any accrued and unpaid interest, and fourth, the balance to the Principal Amount in reduction thereof.

(c) Manner of Payments. Each payment under this Note, including without limitation, all payments and/or prepayments of principal and interest, shall be made in lawful money of the United States and in immediately available funds by 3:00 P.M., New York City time, on the due date for such payment. The failure of Borrower to make any such payment by such time shall not constitute a default hereunder, provided that such payment is made on such due date, but any such payment made after 3:00 P.M., New York City time, on such due date shall be deemed to have been made on the next Business Day for the purpose of calculating interest on the amount outstanding on this Note. If any payment under this Note shall be due and payable on a day which is not a Business Day, the date thereof shall be extended to the next Business Day. Each such payment shall be made as follows:

Remit Checks to:

Zions First National Bank
Attn: Corporate Trust
800 W. Main St., Suite 700, Boise, ID 83702
Ref. 21083

Remit wires to:

Account Name: Corporate Trust
Account Number: 080-000-516
Incoming ABA Number: 124-000-054
Bank Name: Zions First National Bank
Ref. 21083
FFC: LIIF CRF Q2 Escrow (208) 501-7495

4. **Prepayment.**

(a) **Right to Prepay.** Upon not fewer than sixty (60) days prior written notice to Lender, Borrower may prepay the outstanding principal balance of the Loan in whole or in part. Borrower shall pay a prepayment premium (the "**Prepayment Premium**") on the amount of any full or partial principal prepayments of the Loan. The Prepayment Premium shall be the greater of:

(a) 1% of the amount of principal being prepaid; or

(b) The product obtained by multiplying:

(A) The amount of principal being prepaid, by

(B) The difference obtained by subtracting, from the yield rate on the U.S. Treasury Security due on the date closest to the final Maturity Date as of the date of funding under the Bond Guarantee Program (the "**Funding Rate**") plus 1%, the yield rate on the U.S. Treasury Security due on the date closest to the final Maturity Date as of the date of prepayment (the "**Yield Rate**"), as the Yield Rate is reported The Wall Street Journal on the twenty-fifth business day preceding (x) the date Borrower stated to be the intended prepayment date in its notice of prepayment given to Lender where prepayment is voluntary, or (y) the date Lender accelerates the Loan or otherwise accepts a prepayment, by

(C) The present value factor calculated using the following formula:
$$\frac{1 - (1+r)^{-n}}{r}$$
 where: r = Yield Rate, n = the number of 365-day years (or 366-day years, if applicable), and any fraction thereof, remaining between the Prepayment Date and the end of the selected Yield Maintenance Period. If no Yield Rate is published for the specified U.S. Treasury Security, then Lender in its discretion shall select the nearest equivalent U.S. Treasury Security. If the publication of such Yield Rates in The Wall Street Journal is discontinued, Lender shall determine the Yield Rates from another source selected by Lender.

(b) **No Re-Advances.** Amounts paid or prepaid will not be re-advanced.

(c) **Application of Prepayments.** All prepayments will be applied by Lender in accordance with Paragraph 3(b).

5. **Late Fees.** In the event that any payment of interest or principal shall be overdue for more than ten (10) days (whether by acceleration or otherwise), a late fee calculated at the rate of five percent (5.0%) on such overdue installment may be charged by Lender for the purpose of defraying the expenses incident to handling such delinquent payments (the "**Late Fees**"), which Late Fees shall be payable on the same day of the month as payments

of interest hereunder. Such charge shall be in addition to, and not in lieu of, any other remedy Lender may have and is in addition to any reasonable fees and charges of any agents or attorneys which Lender is entitled to employ upon any default hereunder, whether authorized herein or by law.

6. **Miscellaneous**

(a) **Security Instrument Encumbers the Property.** This Note is secured by, among other things, the Security Instrument, which Security Instrument encumbers the Property (as defined in the Security Instrument). This Note is the Note referred to in the Security Instrument, the terms of which are incorporated herein, and its maturity is subject to acceleration upon the terms set forth in the Security Instrument.

(b) **Note Acceleration.** This Note, including all principal and interest thereon, shall become due and payable (a) immediately, upon the occurrence of an Event of Default, subject to any notice and cure periods set forth in the Loan agreement, or (b) at the option of Lender, upon the occurrence and during the continuance of a default under any other Loan Document after the giving of any required notice and the passage of any applicable cure period.

(c) **Note as Evidence of Debt.** This Note shall evidence and the Security Instrument shall secure the indebtedness described herein, and any future advances, payments and disbursements hereunder or pursuant to the Security Instrument shall be added to the principal indebtedness hereunder.

(d) **No Usury.** In the event that Lender, in enforcing its rights hereunder, determines that charges and fees incurred in connection with this Note may, under the applicable laws relative to usury, cause the interest rate herein to exceed the maximum rate allowed by law (the "**Maximum Interest Rate**"), then such interest shall be recalculated and any excess over the maximum interest permitted by said laws shall be credited to the then outstanding Principal Amount to reduce said balance by the amount of any such excess. It is the intent of the parties hereto that Borrower, under no circumstances, shall be required to pay, nor shall Lender be entitled to collect, any interest which is in excess of the maximum rate permitted under the applicable laws relative to usury.

(e) **No Presentment, Demand or Notice Required.** Borrower and any Guarantor of this Note waive presentment for payment, demand, notice of demand and of dishonor and nonpayment of this Note, protest and notice of protest, diligence in collecting, and the bringing of suit against any other party, and Borrower and any Guarantor of this Note agree to all renewals, extensions, modifications, partial payments, releases or substitutions of security, in whole or in part, with or without notice, before, on or after the Maturity Date.

(f) **Recourse.** This note is recourse to Borrower. Borrower's liability under this Note is not limited by any security interests provided by Borrower to Lender to secure the indebtedness evidenced under this Note and the other Loan Documents.

(g) **Rights to Endorsee.** Borrower agrees that the rights granted to Lender pursuant to this Note shall accrue to any endorsee of this Note who is lawfully in possession of this Note.

7. **Notices.**

(a) Except in the case of notices and other communications expressly permitted to be given by telephone, all notices and other communications provided for herein shall be in writing and shall be delivered by hand or overnight courier service, mailed by certified or registered mail or sent by facsimile as follows:

If to Lender:

Low Income Investment Fund
49 Stevenson St. Suite 300,
San Francisco, California 94105
Attn.: Loan Administration Team Leader
Tel.: (415) 772-9094

Fax: (415) 772-9095

with a copy to:

Low Income Investment Fund
521 Fifth Avenue, Suite 625
New York, New York 10175
Attn.: Credit Associate
Tel.: (212) 509-5509
Fax: (212) 509-5593

with a copy to:

Ballard Spahr LLP
1909 K Street, NW, 12th Floor
Washington, DC 20006
Attention: Dameon Rivers
Tel.: (202) 661-2231
Fax: (202) 661-229

If to Borrower:

Amana Academy, Inc.
285 S Main St,
Alpharetta, GA 30009
Fax: 678 624-0892

with a copy to:

Butler Snow LLP
1170 Peachtree Street NE, Suite 1900
Atlanta, Georgia 30309
Attn: Susan Pease Langford
Tel.: (678) 515-5065
Fax: (678) 515-5001

Notices sent by hand or overnight courier service, or mailed by certified or registered mail, shall be deemed to have been given when received; notices sent by facsimile shall be deemed to have been given when sent (except that, if not given during normal business hours for the recipient, shall be deemed to have been given at the opening of business on the next business day for the recipient). Any party hereto may change its address or facsimile number for notices and other communications hereunder by notice to the other parties hereto. Notices delivered through electronic communications, to the extent provided in **Section 7(b)** below, shall be effective as provided in said **Section 7(b)**.

(b) Lender may agree to accept notices and other communications to it hereunder by electronic communications pursuant to procedures approved by it; provided that approval of such procedures may be limited to particular notices or communications. Unless the Lender otherwise prescribes, (i) notices and other communications sent to an e-mail address shall be deemed received upon the sender's receipt of an acknowledgement from the intended recipient (such as by the "return receipt requested" function, as available, return e-mail or other written acknowledgement), and (ii) notices or communications posted to an Internet or intranet website shall be deemed received upon the deemed receipt by the intended recipient, at its e-mail address as described in the foregoing clause (i), of notification that such notice or communication is available and identifying the website address therefor; provided that, for both clauses (i) and (ii) above, if such notice, email or other communication is not sent during the normal business hours of the recipient, such notice or communication shall be

deemed to have been sent at the opening of business on the next business day for the recipient. The words “execution,” “signed,” “signature,” and words of like import in any Loan Document shall be deemed to include electronic signatures or the keeping of records in electronic form, each of which shall be of the same legal effect, validity or enforceability as a manually executed signature or the use of a paper-based recordkeeping system, as the case may be, to the extent and as provided for in any applicable law, including the Federal Electronic Signatures in Global and National Commerce Act, or any other similar state laws based on the Uniform Electronic Transactions Act.

8. **Assignment and Participation.**

(a) **Assignments by Lender.** Lender may at any time endorse this note to and assign to one or more assignees all or any portion of its rights and obligations under the Loan Documents.

(b) **Participations.** Lender may at any time, without the consent of, or notice to, the Borrower, sell participations to any Person (each, a “**Participant**”) in all or a portion of such Lender’s rights and/or obligations under the Loan Documents (including all or a portion of its Commitment and/or the Loans owing to it); **provided that** (i) such Lender’s obligations under the Loan Documents shall remain unchanged, (ii) such Lender shall remain solely responsible to the other parties hereto for the performance of such obligations, and (iii) the Borrower shall continue to deal solely and directly with such Lender in connection with such Lender’s rights and obligations under the Loan Documents.

(c) **Certain Pledges.** Lender may at any time pledge or assign a security interest in all or any portion of its rights under the Loan Documents to secure obligations of such Lender; **provided** that no such pledge or assignment shall release such Lender from any of its obligations hereunder or substitute any such pledgee or assignee for such Lender as a party hereto.

9. **Costs and Expenses; Identification.**

(a) **Costs and Expenses.** The Borrower shall pay (i) all reasonable expenses incurred by the Lender and its Related Parties (including the reasonable fees, charges and disbursements of counsel for the Lender), in connection with the preparation, negotiation, execution, delivery and administration of the Loan Documents, or any amendments, modifications or waivers of the provisions hereof or thereof (whether or not the transactions contemplated hereby or thereby shall be consummated), and (ii) all expenses incurred by the Lender (including the fees, charges and disbursements of any counsel for the Lender) in connection with the enforcement or protection of its rights (A) in connection with the Loan Documents, including its rights under this Section, or (B) in connection with the Loan, including all such expenses incurred during any workout, restructuring or negotiations in respect of the Loan.

(b) **Indemnification by the Borrower.** The Borrower shall indemnify the Lender (and any sub-agent thereof) and each Related Party of any of the foregoing Persons (each such Person being called an “**Indemnatee**”) against, and hold each Indemnatee harmless from, any and all losses, claims, damages, liabilities and related expenses (including the fees, charges and disbursements of any counsel for any Indemnatee), incurred by any Indemnatee or asserted against any Indemnatee by any Person (including the Borrower or any other Borrower Party) other than such Indemnatee and its Related Parties arising out of, in connection with, or as a result of (i) the execution or delivery of the Loan Documents or any agreement or instrument contemplated hereby or thereby, the performance by the parties hereto of their respective obligations hereunder or thereunder or the consummation of the transactions contemplated hereby or thereby, (ii) the Loan or the use or proposed use of the proceeds therefrom, (iii) any actual or alleged presence or release of Hazardous Materials on or from any property owned or operated by the Borrower or any of its subsidiaries, or any environmental liability related in any way to the Borrower or any of its subsidiaries, or (iv) any actual or prospective claim, litigation, investigation or proceeding relating to any of the foregoing, whether based on contract, tort or any other theory, whether brought by a third party or by the Borrower or any other Borrower Party, and regardless of whether any Indemnatee is a party thereto; **provided** that such indemnity shall not, as to any Indemnatee, be available to the extent that such losses, claims, damages, liabilities or related expenses (x) are determined by a court of competent jurisdiction by final and nonappealable judgment to have resulted from the gross negligence or willful misconduct of such Indemnatee or (y) result from a claim brought by the Borrower or any other Borrower Party against an Indemnatee for breach in bad faith of such Indemnatee's

obligations hereunder or under any other Loan Document, if the Borrower or such Borrower Party has obtained a final and nonappealable judgment in its favor on such claim as determined by a court of competent jurisdiction. This Section shall not apply with respect to Taxes other than any Taxes that represent losses, claims, damages, etc. arising from any non-Tax claim.

(c) Brokers' Fees. Borrower agrees to defend, indemnify and save harmless Lender from and against any and all liabilities, damages, penalties, costs, and expenses, relating in any manner to any brokerage or finder's fees in respect of the Loan.

(d) Payments. All amounts due under this Section shall be payable not later than five (5) Business Days after demand therefor.

(e) Survival. Each party's obligations under this Section shall survive the termination of the Loan Documents and payment of the obligations hereunder.

10. **Governing Law; Waivers; Limitations.**

(a) Governing Law. The Loan Documents shall, without regard to place of contract or payment, be construed and enforced according to the laws of the State, without giving effect to its principles of conflicts of laws.

(b) Consent to Jurisdiction and Venue. Borrower and each other party to the Loan Documents irrevocably submits to the jurisdiction of any State or Federal court sitting in the County over any suit, action or proceeding arising out of or relating to the Loan Documents. Borrower and each of party to the Loan Documents agrees that Lender shall have the option in its sole discretion to lay the venue of any such suit, action or proceeding in the courts of the State sitting in the County or the federal District Court having jurisdiction over the Property, and irrevocably waives to the fullest extent permitted by law any objection which Borrower or any other party to the Loan Documents may now or hereafter have to the laying of the venue of any such suit, action or proceeding brought in such court and any claim that any suit, action or proceeding brought in such court has been brought in an inconvenient form. Borrower agrees that a final judgment of any such suit, action or proceeding brought in such a court shall be conclusive and binding upon Borrower.

(c) Service of Process. Borrower and each of party to the Loan Documents irrevocably consents to the service of process in any suit, action or proceeding by sending the same by first class mail, return receipt requested, or by overnight courier service, to the address set forth in or referred to in **Section 10**. Borrower and each of party to the Loan Documents agrees that any such service (i) shall be deemed in every respect effective service of process upon it in any such suit, action, or proceeding, and (ii) shall to the fullest extent enforceable by law, be taken and held to be valid personal service upon and personal delivery to it. Nothing in the Loan Documents or any modification, waiver, consent or amendment thereto shall affect the right of Lender to serve process in any manner permitted by law.

(d) Substantial Relationship. It is understood and agreed that all of the Loan Documents were negotiated, executed and delivered in the State, which State the parties agree has a substantial relationship to the parties and to the underlying transactions embodied by the Loan Documents.

(e) Waiver of Consequential Damages, Etc. To the fullest extent permitted by applicable law, neither the Borrower nor any other party to the Loan Documents shall assert, and each waives, any claim against Lender, on any theory of liability, for special, indirect, consequential or punitive damages (as opposed to direct or actual damages) arising out of, in connection with, or as a result of, the Loan Documents or any agreement or instrument contemplated hereby, the transactions contemplated hereby or thereby, the Loan or the use of the proceeds thereof.

(f) Waiver of Trial By Jury. EACH PARTY TO THE LOAN DOCUMENTS AND ANY OTHER LOAN DOCUMENT WAIVES, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY IN ANY LEGAL PROCEEDING DIRECTLY OR

INDIRECTLY ARISING OUT OF OR RELATING TO THE LOAN DOCUMENTS OR THE TRANSACTIONS CONTEMPLATED HEREBY OR THEREBY (WHETHER BASED ON CONTRACT, TORT OR ANY OTHER THEORY). EACH SUCH PARTY (A) CERTIFIES THAT NO REPRESENTATIVE, AGENT OR ATTORNEY OF ANY OTHER PERSON HAS REPRESENTED, EXPRESSLY OR OTHERWISE, THAT SUCH OTHER PERSON WOULD NOT, IN THE EVENT OF LITIGATION, SEEK TO ENFORCE THE FOREGOING WAIVER AND (B) ACKNOWLEDGES THAT IT AND THE OTHER PARTIES HERETO HAVE BEEN INDUCED TO ENTER INTO THE LOAN DOCUMENTS BY, AMONG OTHER THINGS, THE MUTUAL WAIVERS AND CERTIFICATIONS IN THIS SECTION.

11. **Construction.**

(a) **Severability.** In the event any one or more of the provisions contained in the Loan Documents shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall, at the option of Lender, not affect any other provision thereof and instead shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein or therein.

(b) **Headings Descriptive.** Section headings have been inserted in the Loan Documents are for convenience only and shall in no way affect the meaning or construction of any provision hereof or thereof.

(c) **Counterparts.** The Loan Documents may be executed by one or more of the parties thereto on any number of separate counterparts and all of said counterparts taken together shall be deemed to constitute one and the same document. It shall not be necessary in making proof of the Loan Documents to produce or account for more than one counterpart signed by the party to be charged.

(d) **Definitions Include Amendments.** Definitions contained in the Loan Documents which identify other documents, including the other Loan Documents, shall be deemed to include all amendments and supplements to such documents entered into from time to time with the consent of Lender. Reference to any Loan Documents in any of the other Loan Documents shall be deemed to include all amendments and supplements thereof.

(e) **Final Agreement.** The Loan Documents represent the final agreement between the parties and may not be contradicted by evidence of prior, contemporaneous or subsequent oral agreements of the parties. There are no unwritten oral agreements between the parties.

(f) **Effectiveness.** Except as expressly provided for herein, the Loan Documents shall become effective when it shall have been executed by the Lender and when the Lender shall have received counterparts hereof that, when taken together, bear the signatures of each of the other parties hereto. Delivery of an executed counterpart of a signature page of this agreement and any other Loan Documents by facsimile or in electronic (i.e., "pdf" or "tif") format shall be effective as delivery of a manually executed counterpart thereof.

(g) **No Third Party Beneficiaries.** The Loan Documents constitute contracts between the parties thereto for their mutual benefit, and no third person shall have any right, claim or interest against either Lender or Borrower by virtue of any provision hereof.

(h) **Successors and Assigns.** The provisions of the Loan Documents shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns permitted hereby, except that, except as may be expressly set forth herein, neither the Borrower nor any other Borrower Party may assign or otherwise transfer any of its rights or obligations hereunder without the prior written consent of the Lender.

(i) **Survival.** All representations, warranties, covenants and agreements of Borrower herein or in any other Loan Document, or in any notice, certificate, or other paper delivered by or on behalf of any Borrower Party pursuant hereto are significant and shall be deemed to have been relied upon by Lender notwithstanding any investigation made by Lender or on its behalf and shall survive the delivery of the Loan Documents and the making of the Loan and each advance pursuant thereto. No review or approval by Lender, or by its consultants or representatives, of any plans and specifications, opinion letters, certificates by professionals or

other item of any nature shall relieve any Borrower Party or anyone else of any of the obligations, warranties or representations made by or on behalf of such Borrower Party under any one or more of the Loan Documents.

(j) Remedies Cumulative. Each and every right, remedy and power granted to the Lender or allowed it by law or other agreement (including the Loan Documents) shall be cumulative and not exclusive of any other, and may be exercised by the Lender at any time and from time to time.

(k) Obligations Absolute. Except to the extent prohibited by applicable law which cannot be waived, the Obligations of each Borrower Party under the Loan Documents shall be absolute, unconditional and irrevocable and shall be paid strictly in accordance with the terms of the Loan Documents under all circumstances whatsoever, including, without limitation, the existence of any claim, set off, defense or other right which such Borrower Party may have at any time against Lender whether in connection with the Loan or any unrelated transaction.

(l) Joint and Several Obligations. If more than one party is executing any Loan Document, each such party shall be the "Borrower", "Guarantor", "Indemnitor", "Borrower, "Pledgor" or "Assignor", as the case may be, and all covenants and guarantees made in such Loan Document shall be the joint and several obligations of all such parties, and each representation shall be deemed to have been made by each such party.

(m) Obligations Unimpaired. The liability of any Borrower Party under any Loan Document shall not be limited or impaired by reason of any amendment, waiver or modification of the provisions of any other Loan Document, the release or substitution of any collateral securing the Loan, any transfer of the Property or any part thereof to the Lender or its nominee, any failure on the part of the Lender to record or otherwise perfect any lien or security interest in any such collateral, any sale or transfer of the Property or any part thereof or any determination that any Loan Document is illegal or unenforceable.

(n) No Oral Change. The Loan Documents may only be amended, terminated, extended or otherwise modified by a writing signed by the party against which enforcement is sought (except no such writing shall be required for any party which, pursuant to a specific provision of any Loan Document, is required to be bound by changes without such party's assent). In no event shall any oral agreements, promises, actions, inactions, knowledge, course of conduct, course of dealings or the like be effective to amend, terminate, extend or otherwise modify the Loan Documents.

(o) Time Of the Essence. Time is of the essence of each provision of the Loan Document.

(p) No Agency or Partnership. Nothing contained in this Agreement shall constitute Lender as a joint venturer, partner or agent of Indemnitor, or render Lender liable for any debts, obligations, acts, omissions, representations or contracts of Indemnitor.

(q) Determinations by Lender. Except to the extent expressly set forth in this Agreement to the contrary, in any instance where the consent or approval of Lender may be given or is required, or where any determination, judgment or decision is to be rendered by Lender under this Agreement, the granting, withholding or denial of such consent or approval and the rendering of such determination, judgment or decision shall be made or exercised by Lender, as applicable (or its designated representative) at its sole and exclusive option and in its sole and absolute discretion.

(r) Determination of Reasonableness and Materiality. In any dispute or controversy concerning a determination by Lender herein, needing to be "reasonable" and/or "material," (or similar words of import) the Borrower shall bear the burden of proving that such determination was in fact not reasonable and/or material.

PRIOR TO SIGNING THIS NOTE, BORROWER READ AND UNDERSTOOD ALL PROVISIONS OF THIS NOTE. BORROWER AGREES TO THE TERMS OF THE NOTE AND ACKNOWLEDGES RECEIPT OF A COMPLETED COPY OF THE NOTE.

[Signature Page Follows]

IN WITNESS WHEREOF, this Note has been executed by the Borrower as of the date set forth above.

AMANA ACADEMY, INC., a Georgia non-profit corporation

By: 
Kristina Leidner-Eisenhardt
Chair of the Board of Directors

SCHEDULE 1

AMORTIZATION SCHEDULE

Amana Academy Inc. Loan Amortization Schedule

Principal	\$8,796,000
Amortization	25
Interest Rate	4.192%
First Payment	9/1/2020
First Payment Amount	\$49,414.57 Month of Aug + 2 days of July
Recurring Payment	\$47,366.08
Number of Months	300
Maturity Date	8/1/2045

Month/Days	For the month of	Payment Due	Principal Balance - Opening	Interest Payment	Principal Payment	Total Payment	Principal Balance - Ending
2 Days	July (2 days)	9/1/2020	\$8,796,000	\$2,048.49	0	\$2,048.49	\$8,796,000
1 August	9/1/2020		\$8,796,000	\$30,727.36	\$16,638.72	\$47,366.08	\$8,779,361
2 September	10/1/2020		\$8,779,361	\$30,669.24	\$16,696.85	\$47,366.08	\$8,762,664
3 October	11/1/2020		\$8,762,664	\$30,610.91	\$16,755.17	\$47,366.08	\$8,745,909
4 November	12/1/2020		\$8,745,909	\$30,552.38	\$16,813.71	\$47,366.08	\$8,729,096
5 December	1/1/2021		\$8,729,096	\$30,493.64	\$16,872.44	\$47,366.08	\$8,712,223
6 January	2/1/2021		\$8,712,223	\$30,434.70	\$16,931.38	\$47,366.08	\$8,695,292
7 February	3/1/2021		\$8,695,292	\$30,375.55	\$16,990.53	\$47,366.08	\$8,678,301
8 March	4/1/2021		\$8,678,301	\$30,316.20	\$17,049.88	\$47,366.08	\$8,661,251
9 April	5/1/2021		\$8,661,251	\$30,256.64	\$17,109.44	\$47,366.08	\$8,644,142
10 May	6/1/2021		\$8,644,142	\$30,196.87	\$17,169.21	\$47,366.08	\$8,626,973
11 June	7/1/2021		\$8,626,973	\$30,136.89	\$17,229.19	\$47,366.08	\$8,609,743
12 July	8/1/2021		\$8,609,743	\$30,076.70	\$17,289.38	\$47,366.08	\$8,592,454
13 August	9/1/2021		\$8,592,454	\$30,016.31	\$17,349.78	\$47,366.08	\$8,575,104
14 September	10/1/2021		\$8,575,104	\$29,955.70	\$17,410.39	\$47,366.08	\$8,557,694
15 October	11/1/2021		\$8,557,694	\$29,894.88	\$17,471.21	\$47,366.08	\$8,540,223
16 November	12/1/2021		\$8,540,223	\$29,833.84	\$17,532.24	\$47,366.08	\$8,522,690
17 December	1/1/2022		\$8,522,690	\$29,772.60	\$17,593.48	\$47,366.08	\$8,505,097
18 January	2/1/2022		\$8,505,097	\$29,711.14	\$17,654.94	\$47,366.08	\$8,487,442
19 February	3/1/2022		\$8,487,442	\$29,649.46	\$17,716.62	\$47,366.08	\$8,469,725
20 March	4/1/2022		\$8,469,725	\$29,587.57	\$17,778.51	\$47,366.08	\$8,451,947
21 April	5/1/2022		\$8,451,947	\$29,525.47	\$17,840.61	\$47,366.08	\$8,434,106
22 May	6/1/2022		\$8,434,106	\$29,463.14	\$17,902.94	\$47,366.08	\$8,416,203
23 June	7/1/2022		\$8,416,203	\$29,400.60	\$17,965.48	\$47,366.08	\$8,398,238
24 July	8/1/2022		\$8,398,238	\$29,337.84	\$18,028.24	\$47,366.08	\$8,380,210
25 August	9/1/2022		\$8,380,210	\$29,274.87	\$18,091.22	\$47,366.08	\$8,362,118
26 September	10/1/2022		\$8,362,118	\$29,211.67	\$18,154.42	\$47,366.08	\$8,343,964
27 October	11/1/2022		\$8,343,964	\$29,148.25	\$18,217.84	\$47,366.08	\$8,325,746
28 November	12/1/2022		\$8,325,746	\$29,084.61	\$18,281.48	\$47,366.08	\$8,307,465
29 December	1/1/2023		\$8,307,465	\$29,020.74	\$18,345.34	\$47,366.08	\$8,289,119
30 January	2/1/2023		\$8,289,119	\$28,956.66	\$18,409.43	\$47,366.08	\$8,270,710
31 February	3/1/2023		\$8,270,710	\$28,892.35	\$18,473.74	\$47,366.08	\$8,252,236
32 March	4/1/2023		\$8,252,236	\$28,827.81	\$18,538.27	\$47,366.08	\$8,233,698
33 April	5/1/2023		\$8,233,698	\$28,763.05	\$18,603.03	\$47,366.08	\$8,215,095
34 May	6/1/2023		\$8,215,095	\$28,698.06	\$18,668.02	\$47,366.08	\$8,196,427
35 June	7/1/2023		\$8,196,427	\$28,632.85	\$18,733.23	\$47,366.08	\$8,177,694
36 July	8/1/2023		\$8,177,694	\$28,567.41	\$18,798.67	\$47,366.08	\$8,158,895
37 August	9/1/2023		\$8,158,895	\$28,501.74	\$18,864.34	\$47,366.08	\$8,140,031
38 September	10/1/2023		\$8,140,031	\$28,435.84	\$18,930.24	\$47,366.08	\$8,121,100
39 October	11/1/2023		\$8,121,100	\$28,369.71	\$18,996.37	\$47,366.08	\$8,102,104
40 November	12/1/2023		\$8,102,104	\$28,303.35	\$19,062.73	\$47,366.08	\$8,083,041
41 December	1/1/2024		\$8,083,041	\$28,236.76	\$19,129.33	\$47,366.08	\$8,063,912
42 January	2/1/2024		\$8,063,912	\$28,169.93	\$19,196.15	\$47,366.08	\$8,044,716
43 February	3/1/2024		\$8,044,716	\$28,102.87	\$19,263.21	\$47,366.08	\$8,025,453
44 March	4/1/2024		\$8,025,453	\$28,035.58	\$19,330.50	\$47,366.08	\$8,006,122
45 April	5/1/2024		\$8,006,122	\$27,968.05	\$19,398.03	\$47,366.08	\$7,986,724
46 May	6/1/2024		\$7,986,724	\$27,900.29	\$19,465.79	\$47,366.08	\$7,967,258
47 June	7/1/2024		\$7,967,258	\$27,832.29	\$19,533.79	\$47,366.08	\$7,947,724
48 July	8/1/2024		\$7,947,724	\$27,764.05	\$19,602.03	\$47,366.08	\$7,928,122
49 August	9/1/2024		\$7,928,122	\$27,695.57	\$19,670.51	\$47,366.08	\$7,908,452
50 September	10/1/2024		\$7,908,452	\$27,626.86	\$19,739.22	\$47,366.08	\$7,888,713
51 October	11/1/2024		\$7,888,713	\$27,557.90	\$19,808.18	\$47,366.08	\$7,868,905
52 November	12/1/2024		\$7,868,905	\$27,488.71	\$19,877.38	\$47,366.08	\$7,849,027
53 December	1/1/2025		\$7,849,027	\$27,419.27	\$19,946.81	\$47,366.08	\$7,829,080
54 January	2/1/2025		\$7,829,080	\$27,349.59	\$20,016.50	\$47,366.08	\$7,809,064
55 February	3/1/2025		\$7,809,064	\$27,279.66	\$20,086.42	\$47,366.08	\$7,788,977
56 March	4/1/2025		\$7,788,977	\$27,209.49	\$20,156.59	\$47,366.08	\$7,768,821
57 April	5/1/2025		\$7,768,821	\$27,139.08	\$20,227.00	\$47,366.08	\$7,748,594
58 May	6/1/2025		\$7,748,594	\$27,068.42	\$20,297.66	\$47,366.08	\$7,728,296
59 June	7/1/2025		\$7,728,296	\$26,997.51	\$20,368.57	\$47,366.08	\$7,707,928
60 July	8/1/2025		\$7,707,928	\$26,926.36	\$20,439.72	\$47,366.08	\$7,687,488
61 August	9/1/2025		\$7,687,488	\$26,854.96	\$20,511.13	\$47,366.08	\$7,666,977
62 September	10/1/2025		\$7,666,977	\$26,783.31	\$20,582.78	\$47,366.08	\$7,646,394
63 October	11/1/2025		\$7,646,394	\$26,711.40	\$20,654.68	\$47,366.08	\$7,625,739
64 November	12/1/2025		\$7,625,739	\$26,639.25	\$20,726.83	\$47,366.08	\$7,605,012
65 December	1/1/2026		\$7,605,012	\$26,566.84	\$20,799.24	\$47,366.08	\$7,584,213
66 January	2/1/2026		\$7,584,213	\$26,494.18	\$20,871.90	\$47,366.08	\$7,563,341
67 February	3/1/2026		\$7,563,341	\$26,421.27	\$20,944.81	\$47,366.08	\$7,542,397
68 March	4/1/2026		\$7,542,397	\$26,348.11	\$21,017.98	\$47,366.08	\$7,521,379
69 April	5/1/2026		\$7,521,379	\$26,274.68	\$21,091.40	\$47,366.08	\$7,500,287
70 May	6/1/2026		\$7,500,287	\$26,201.00	\$21,165.08	\$47,366.08	\$7,479,122
71 June	7/1/2026		\$7,479,122	\$26,127.07	\$21,239.02	\$47,366.08	\$7,457,883
72 July	8/1/2026		\$7,457,883	\$26,052.87	\$21,313.21	\$47,366.08	\$7,436,570
73 August	9/1/2026		\$7,436,570	\$25,978.42	\$21,387.67	\$47,366.08	\$7,415,182
74 September	10/1/2026		\$7,415,182	\$25,903.70	\$21,462.38	\$47,366.08	\$7,393,720
75 October	11/1/2026		\$7,393,720	\$25,828.73	\$21,537.35	\$47,366.08	\$7,372,182
76 November	12/1/2026		\$7,372,182	\$25,753.49	\$21,612.59	\$47,366.08	\$7,350,570
77 December	1/1/2027		\$7,350,570	\$25,677.99	\$21,688.09	\$47,366.08	\$7,328,882
78 January	2/1/2027		\$7,328,882	\$25,602.23	\$21,763.86	\$47,366.08	\$7,307,118
79 February	3/1/2027		\$7,307,118	\$25,526.20	\$21,839.88	\$47,366.08	\$7,285,278
80 March	4/1/2027		\$7,285,278	\$25,449.90	\$21,916.18	\$47,366.08	\$7,263,362
81 April	5/1/2027		\$7,263,362	\$25,373.34	\$21,992.74	\$47,366.08	\$7,241,369

82 May	6/1/2027	\$7,241,369	\$25,296.52	\$22,069.57	\$47,366.08	\$7,219,300
83 June	7/1/2027	\$7,219,300	\$25,219.42	\$22,146.66	\$47,366.08	\$7,197,153
84 July	8/1/2027	\$7,197,153	\$25,142.05	\$22,224.03	\$47,366.08	\$7,174,929
85 August	9/1/2027	\$7,174,929	\$25,064.42	\$22,301.66	\$47,366.08	\$7,152,627
86 September	10/1/2027	\$7,152,627	\$24,986.51	\$22,379.57	\$47,366.08	\$7,130,248
87 October	11/1/2027	\$7,130,248	\$24,908.33	\$22,457.75	\$47,366.08	\$7,107,790
88 November	12/1/2027	\$7,107,790	\$24,829.88	\$22,536.20	\$47,366.08	\$7,085,254
89 December	1/1/2028	\$7,085,254	\$24,751.15	\$22,614.93	\$47,366.08	\$7,062,639
90 January	2/1/2028	\$7,062,639	\$24,672.15	\$22,693.93	\$47,366.08	\$7,039,945
91 February	3/1/2028	\$7,039,945	\$24,592.87	\$22,773.21	\$47,366.08	\$7,017,172
92 March	4/1/2028	\$7,017,172	\$24,513.32	\$22,852.76	\$47,366.08	\$6,994,319
93 April	5/1/2028	\$6,994,319	\$24,433.49	\$22,932.60	\$47,366.08	\$6,971,386
94 May	6/1/2028	\$6,971,386	\$24,353.38	\$23,012.71	\$47,366.08	\$6,948,374
95 June	7/1/2028	\$6,948,374	\$24,272.98	\$23,093.10	\$47,366.08	\$6,925,280
96 July	8/1/2028	\$6,925,280	\$24,192.31	\$23,173.77	\$47,366.08	\$6,902,107
97 August	9/1/2028	\$6,902,107	\$24,111.36	\$23,254.72	\$47,366.08	\$6,878,852
98 September	10/1/2028	\$6,878,852	\$24,030.12	\$23,335.96	\$47,366.08	\$6,855,516
99 October	11/1/2028	\$6,855,516	\$23,948.60	\$23,417.48	\$47,366.08	\$6,832,098
100 November	12/1/2028	\$6,832,098	\$23,866.80	\$23,499.29	\$47,366.08	\$6,808,599
101 December	1/1/2029	\$6,808,599	\$23,784.71	\$23,581.38	\$47,366.08	\$6,785,018
102 January	2/1/2029	\$6,785,018	\$23,702.33	\$23,663.75	\$47,366.08	\$6,761,354
103 February	3/1/2029	\$6,761,354	\$23,619.66	\$23,746.42	\$47,366.08	\$6,737,608
104 March	4/1/2029	\$6,737,608	\$23,536.71	\$23,829.37	\$47,366.08	\$6,713,778
105 April	5/1/2029	\$6,713,778	\$23,453.47	\$23,912.62	\$47,366.08	\$6,689,866
106 May	6/1/2029	\$6,689,866	\$23,369.93	\$23,996.15	\$47,366.08	\$6,665,870
107 June	7/1/2029	\$6,665,870	\$23,286.10	\$24,079.98	\$47,366.08	\$6,641,790
108 July	8/1/2029	\$6,641,790	\$23,201.98	\$24,164.10	\$47,366.08	\$6,617,625
109 August	9/1/2029	\$6,617,625	\$23,117.57	\$24,248.51	\$47,366.08	\$6,593,377
110 September	10/1/2029	\$6,593,377	\$23,032.86	\$24,333.22	\$47,366.08	\$6,569,044
111 October	11/1/2029	\$6,569,044	\$22,947.86	\$24,418.22	\$47,366.08	\$6,544,625
112 November	12/1/2029	\$6,544,625	\$22,862.56	\$24,503.52	\$47,366.08	\$6,520,122
113 December	1/1/2030	\$6,520,122	\$22,776.96	\$24,589.12	\$47,366.08	\$6,495,533
114 January	2/1/2030	\$6,495,533	\$22,691.06	\$24,675.02	\$47,366.08	\$6,470,858
115 February	3/1/2030	\$6,470,858	\$22,604.86	\$24,761.22	\$47,366.08	\$6,446,097
116 March	4/1/2030	\$6,446,097	\$22,518.36	\$24,847.72	\$47,366.08	\$6,421,249
117 April	5/1/2030	\$6,421,249	\$22,431.56	\$24,934.52	\$47,366.08	\$6,396,314
118 May	6/1/2030	\$6,396,314	\$22,344.46	\$25,021.62	\$47,366.08	\$6,371,293
119 June	7/1/2030	\$6,371,293	\$22,257.05	\$25,109.03	\$47,366.08	\$6,346,184
120 July	8/1/2030	\$6,346,184	\$22,169.34	\$25,196.75	\$47,366.08	\$6,320,987
121 August	9/1/2030	\$6,320,987	\$22,081.31	\$25,284.77	\$47,366.08	\$6,295,702
122 September	10/1/2030	\$6,295,702	\$21,992.99	\$25,373.10	\$47,366.08	\$6,270,329
123 October	11/1/2030	\$6,270,329	\$21,904.35	\$25,461.73	\$47,366.08	\$6,244,867
124 November	12/1/2030	\$6,244,867	\$21,815.40	\$25,550.68	\$47,366.08	\$6,219,317
125 December	1/1/2031	\$6,219,317	\$21,726.15	\$25,639.94	\$47,366.08	\$6,193,677
126 January	2/1/2031	\$6,193,677	\$21,636.58	\$25,729.51	\$47,366.08	\$6,167,947
127 February	3/1/2031	\$6,167,947	\$21,546.70	\$25,819.39	\$47,366.08	\$6,142,128
128 March	4/1/2031	\$6,142,128	\$21,456.50	\$25,909.58	\$47,366.08	\$6,116,218
129 April	5/1/2031	\$6,116,218	\$21,365.99	\$26,000.09	\$47,366.08	\$6,090,218
130 May	6/1/2031	\$6,090,218	\$21,275.16	\$26,090.92	\$47,366.08	\$6,064,127
131 June	7/1/2031	\$6,064,127	\$21,184.02	\$26,182.06	\$47,366.08	\$6,037,945
132 July	8/1/2031	\$6,037,945	\$21,092.56	\$26,273.53	\$47,366.08	\$6,011,672
133 August	9/1/2031	\$6,011,672	\$21,000.77	\$26,365.31	\$47,366.08	\$5,985,306
134 September	10/1/2031	\$5,985,306	\$20,908.67	\$26,457.41	\$47,366.08	\$5,958,849
135 October	11/1/2031	\$5,958,849	\$20,816.25	\$26,549.84	\$47,366.08	\$5,932,299
136 November	12/1/2031	\$5,932,299	\$20,723.50	\$26,642.58	\$47,366.08	\$5,905,657
137 December	1/1/2032	\$5,905,657	\$20,630.43	\$26,735.66	\$47,366.08	\$5,878,921
138 January	2/1/2032	\$5,878,921	\$20,537.03	\$26,829.05	\$47,366.08	\$5,852,092
139 February	3/1/2032	\$5,852,092	\$20,443.31	\$26,922.78	\$47,366.08	\$5,825,169
140 March	4/1/2032	\$5,825,169	\$20,349.26	\$27,016.83	\$47,366.08	\$5,798,152
141 April	5/1/2032	\$5,798,152	\$20,254.88	\$27,111.20	\$47,366.08	\$5,771,041
142 May	6/1/2032	\$5,771,041	\$20,160.17	\$27,205.91	\$47,366.08	\$5,743,835
143 June	7/1/2032	\$5,743,835	\$20,065.13	\$27,300.95	\$47,366.08	\$5,716,534
144 July	8/1/2032	\$5,716,534	\$19,969.76	\$27,396.32	\$47,366.08	\$5,689,138
145 August	9/1/2032	\$5,689,138	\$19,874.05	\$27,492.03	\$47,366.08	\$5,661,646
146 September	10/1/2032	\$5,661,646	\$19,778.02	\$27,588.07	\$47,366.08	\$5,634,058
147 October	11/1/2032	\$5,634,058	\$19,681.64	\$27,684.44	\$47,366.08	\$5,606,373
148 November	12/1/2032	\$5,606,373	\$19,584.93	\$27,781.15	\$47,366.08	\$5,578,592
149 December	1/1/2033	\$5,578,592	\$19,487.88	\$27,878.20	\$47,366.08	\$5,550,714
150 January	2/1/2033	\$5,550,714	\$19,390.49	\$27,975.59	\$47,366.08	\$5,522,738
151 February	3/1/2033	\$5,522,738	\$19,292.77	\$28,073.32	\$47,366.08	\$5,494,665
152 March	4/1/2033	\$5,494,665	\$19,194.70	\$28,171.39	\$47,366.08	\$5,466,494
153 April	5/1/2033	\$5,466,494	\$19,096.28	\$28,269.80	\$47,366.08	\$5,438,224
154 May	6/1/2033	\$5,438,224	\$18,997.53	\$28,368.55	\$47,366.08	\$5,409,855
155 June	7/1/2033	\$5,409,855	\$18,898.43	\$28,467.65	\$47,366.08	\$5,381,388
156 July	8/1/2033	\$5,381,388	\$18,798.98	\$28,567.10	\$47,366.08	\$5,352,821
157 August	9/1/2033	\$5,352,821	\$18,699.19	\$28,666.90	\$47,366.08	\$5,324,154
158 September	10/1/2033	\$5,324,154	\$18,599.04	\$28,767.04	\$47,366.08	\$5,295,387
159 October	11/1/2033	\$5,295,387	\$18,498.55	\$28,867.53	\$47,366.08	\$5,266,519
160 November	12/1/2033	\$5,266,519	\$18,397.71	\$28,968.38	\$47,366.08	\$5,237,551
161 December	1/1/2034	\$5,237,551	\$18,296.51	\$29,069.57	\$47,366.08	\$5,208,481
162 January	2/1/2034	\$5,208,481	\$18,194.96	\$29,171.12	\$47,366.08	\$5,179,310
163 February	3/1/2034	\$5,179,310	\$18,093.06	\$29,273.03	\$47,366.08	\$5,150,037
164 March	4/1/2034	\$5,150,037	\$17,990.80	\$29,375.29	\$47,366.08	\$5,120,662
165 April	5/1/2034	\$5,120,662	\$17,888.18	\$29,477.90	\$47,366.08	\$5,091,184
166 May	6/1/2034	\$5,091,184	\$17,785.20	\$29,580.88	\$47,366.08	\$5,061,603
167 June	7/1/2034	\$5,061,603	\$17,681.87	\$29,684.22	\$47,366.08	\$5,031,919
168 July	8/1/2034	\$5,031,919	\$17,578.17	\$29,787.91	\$47,366.08	\$5,002,131
169 August	9/1/2034	\$5,002,131	\$17,474.11	\$29,891.97	\$47,366.08	\$4,972,239
170 September	10/1/2034	\$4,972,239	\$17,369.69	\$29,996.40	\$47,366.08	\$4,942,242
171 October	11/1/2034	\$4,942,242	\$17,264.90	\$30,101.18	\$47,366.08	\$4,912,141
172 November	12/1/2034	\$4,912,141	\$17,159.75	\$30,206.34	\$47,366.08	\$4,881,935
173 December	1/1/2035	\$4,881,935	\$17,054.23	\$30,311.86	\$47,366.08	\$4,851,623
174 January	2/1/2035	\$4,851,623	\$16,948.34	\$30,417.75	\$47,366.08	\$4,821,205
175 February	3/1/2035	\$4,821,205	\$16,842.08	\$30,524.01	\$47,366.08	\$4,790,681

176 March	4/1/2035	\$4,790,681	\$16,735.45	\$30,630.64	\$47,366.08	\$4,760,051
177 April	5/1/2035	\$4,760,051	\$16,628.44	\$30,737.64	\$47,366.08	\$4,729,313
178 May	6/1/2035	\$4,729,313	\$16,521.07	\$30,845.02	\$47,366.08	\$4,698,468
179 June	7/1/2035	\$4,698,468	\$16,413.31	\$30,952.77	\$47,366.08	\$4,667,515
180 July	8/1/2035	\$4,667,515	\$16,305.19	\$31,060.90	\$47,366.08	\$4,636,454
181 August	9/1/2035	\$4,636,454	\$16,196.68	\$31,169.40	\$47,366.08	\$4,605,285
182 September	10/1/2035	\$4,605,285	\$16,087.80	\$31,278.29	\$47,366.08	\$4,574,007
183 October	11/1/2035	\$4,574,007	\$15,978.53	\$31,387.55	\$47,366.08	\$4,542,619
184 November	12/1/2035	\$4,542,619	\$15,868.88	\$31,497.20	\$47,366.08	\$4,511,122
185 December	1/1/2036	\$4,511,122	\$15,758.85	\$31,607.23	\$47,366.08	\$4,479,515
186 January	2/1/2036	\$4,479,515	\$15,648.44	\$31,717.64	\$47,366.08	\$4,447,797
187 February	3/1/2036	\$4,447,797	\$15,537.64	\$31,828.45	\$47,366.08	\$4,415,969
188 March	4/1/2036	\$4,415,969	\$15,426.45	\$31,939.63	\$47,366.08	\$4,384,029
189 April	5/1/2036	\$4,384,029	\$15,314.87	\$32,051.21	\$47,366.08	\$4,351,978
190 May	6/1/2036	\$4,351,978	\$15,202.91	\$32,163.17	\$47,366.08	\$4,319,815
191 June	7/1/2036	\$4,319,815	\$15,090.55	\$32,275.53	\$47,366.08	\$4,287,539
192 July	8/1/2036	\$4,287,539	\$14,977.80	\$32,388.28	\$47,366.08	\$4,255,151
193 August	9/1/2036	\$4,255,151	\$14,864.66	\$32,501.42	\$47,366.08	\$4,222,649
194 September	10/1/2036	\$4,222,649	\$14,751.12	\$32,614.96	\$47,366.08	\$4,190,034
195 October	11/1/2036	\$4,190,034	\$14,637.19	\$32,728.90	\$47,366.08	\$4,157,305
196 November	12/1/2036	\$4,157,305	\$14,522.85	\$32,843.23	\$47,366.08	\$4,124,462
197 December	1/1/2037	\$4,124,462	\$14,408.12	\$32,957.96	\$47,366.08	\$4,091,504
198 January	2/1/2037	\$4,091,504	\$14,292.99	\$33,073.09	\$47,366.08	\$4,058,431
199 February	3/1/2037	\$4,058,431	\$14,177.45	\$33,188.63	\$47,366.08	\$4,025,243
200 March	4/1/2037	\$4,025,243	\$14,061.51	\$33,304.57	\$47,366.08	\$3,991,938
201 April	5/1/2037	\$3,991,938	\$13,945.17	\$33,420.91	\$47,366.08	\$3,958,517
202 May	6/1/2037	\$3,958,517	\$13,828.42	\$33,537.66	\$47,366.08	\$3,924,979
203 June	7/1/2037	\$3,924,979	\$13,711.26	\$33,654.82	\$47,366.08	\$3,891,325
204 July	8/1/2037	\$3,891,325	\$13,593.69	\$33,772.39	\$47,366.08	\$3,857,552
205 August	9/1/2037	\$3,857,552	\$13,475.72	\$33,890.37	\$47,366.08	\$3,823,662
206 September	10/1/2037	\$3,823,662	\$13,357.33	\$34,008.76	\$47,366.08	\$3,789,653
207 October	11/1/2037	\$3,789,653	\$13,238.52	\$34,127.56	\$47,366.08	\$3,755,525
208 November	12/1/2037	\$3,755,525	\$13,119.30	\$34,246.78	\$47,366.08	\$3,721,279
209 December	1/1/2038	\$3,721,279	\$12,999.67	\$34,366.42	\$47,366.08	\$3,686,912
210 January	2/1/2038	\$3,686,912	\$12,879.61	\$34,486.47	\$47,366.08	\$3,652,426
211 February	3/1/2038	\$3,652,426	\$12,759.14	\$34,606.94	\$47,366.08	\$3,617,819
212 March	4/1/2038	\$3,617,819	\$12,638.25	\$34,727.84	\$47,366.08	\$3,583,091
213 April	5/1/2038	\$3,583,091	\$12,516.93	\$34,849.15	\$47,366.08	\$3,548,242
214 May	6/1/2038	\$3,548,242	\$12,395.19	\$34,970.89	\$47,366.08	\$3,513,271
215 June	7/1/2038	\$3,513,271	\$12,273.03	\$35,093.06	\$47,366.08	\$3,478,178
216 July	8/1/2038	\$3,478,178	\$12,150.43	\$35,215.65	\$47,366.08	\$3,442,962
217 August	9/1/2038	\$3,442,962	\$12,027.41	\$35,338.67	\$47,366.08	\$3,407,624
218 September	10/1/2038	\$3,407,624	\$11,903.97	\$35,462.12	\$47,366.08	\$3,372,162
219 October	11/1/2038	\$3,372,162	\$11,780.08	\$35,586.00	\$47,366.08	\$3,336,576
220 November	12/1/2038	\$3,336,576	\$11,655.77	\$35,710.31	\$47,366.08	\$3,300,865
221 December	1/1/2039	\$3,300,865	\$11,531.02	\$35,835.06	\$47,366.08	\$3,265,030
222 January	2/1/2039	\$3,265,030	\$11,405.84	\$35,960.24	\$47,366.08	\$3,229,070
223 February	3/1/2039	\$3,229,070	\$11,280.22	\$36,085.87	\$47,366.08	\$3,192,984
224 March	4/1/2039	\$3,192,984	\$11,154.16	\$36,211.93	\$47,366.08	\$3,156,772
225 April	5/1/2039	\$3,156,772	\$11,027.66	\$36,338.43	\$47,366.08	\$3,120,434
226 May	6/1/2039	\$3,120,434	\$10,900.71	\$36,465.37	\$47,366.08	\$3,083,968
227 June	7/1/2039	\$3,083,968	\$10,773.33	\$36,592.75	\$47,366.08	\$3,047,376
228 July	8/1/2039	\$3,047,376	\$10,645.50	\$36,720.58	\$47,366.08	\$3,010,655
229 August	9/1/2039	\$3,010,655	\$10,517.22	\$36,848.86	\$47,366.08	\$2,973,806
230 September	10/1/2039	\$2,973,806	\$10,388.50	\$36,977.59	\$47,366.08	\$2,936,829
231 October	11/1/2039	\$2,936,829	\$10,259.32	\$37,106.76	\$47,366.08	\$2,899,722
232 November	12/1/2039	\$2,899,722	\$10,129.69	\$37,236.39	\$47,366.08	\$2,862,485
233 December	1/1/2040	\$2,862,485	\$9,999.62	\$37,366.47	\$47,366.08	\$2,825,119
234 January	2/1/2040	\$2,825,119	\$9,869.08	\$37,497.00	\$47,366.08	\$2,787,622
235 February	3/1/2040	\$2,787,622	\$9,738.09	\$37,627.99	\$47,366.08	\$2,749,994
236 March	4/1/2040	\$2,749,994	\$9,606.65	\$37,759.44	\$47,366.08	\$2,712,234
237 April	5/1/2040	\$2,712,234	\$9,474.74	\$37,891.34	\$47,366.08	\$2,674,343
238 May	6/1/2040	\$2,674,343	\$9,342.37	\$38,023.71	\$47,366.08	\$2,636,319
239 June	7/1/2040	\$2,636,319	\$9,209.54	\$38,156.54	\$47,366.08	\$2,598,163
240 July	8/1/2040	\$2,598,163	\$9,076.25	\$38,289.83	\$47,366.08	\$2,559,873
241 August	9/1/2040	\$2,559,873	\$8,942.49	\$38,423.59	\$47,366.08	\$2,521,449
242 September	10/1/2040	\$2,521,449	\$8,808.26	\$38,557.82	\$47,366.08	\$2,482,892
243 October	11/1/2040	\$2,482,892	\$8,673.57	\$38,692.51	\$47,366.08	\$2,444,199
244 November	12/1/2040	\$2,444,199	\$8,538.40	\$38,827.68	\$47,366.08	\$2,405,371
245 December	1/1/2041	\$2,405,371	\$8,402.76	\$38,963.32	\$47,366.08	\$2,366,408
246 January	2/1/2041	\$2,366,408	\$8,266.65	\$39,099.43	\$47,366.08	\$2,327,309
247 February	3/1/2041	\$2,327,309	\$8,130.07	\$39,236.02	\$47,366.08	\$2,288,073
248 March	4/1/2041	\$2,288,073	\$7,993.00	\$39,373.08	\$47,366.08	\$2,248,700
249 April	5/1/2041	\$2,248,700	\$7,855.46	\$39,510.63	\$47,366.08	\$2,209,189
250 May	6/1/2041	\$2,209,189	\$7,717.43	\$39,648.65	\$47,366.08	\$2,169,540
251 June	7/1/2041	\$2,169,540	\$7,578.93	\$39,787.16	\$47,366.08	\$2,129,753
252 July	8/1/2041	\$2,129,753	\$7,439.94	\$39,926.15	\$47,366.08	\$2,089,827
253 August	9/1/2041	\$2,089,827	\$7,300.46	\$40,065.62	\$47,366.08	\$2,049,761
254 September	10/1/2041	\$2,049,761	\$7,160.50	\$40,205.58	\$47,366.08	\$2,009,556
255 October	11/1/2041	\$2,009,556	\$7,020.05	\$40,346.03	\$47,366.08	\$1,969,210
256 November	12/1/2041	\$1,969,210	\$6,879.11	\$40,486.98	\$47,366.08	\$1,928,723
257 December	1/1/2042	\$1,928,723	\$6,737.67	\$40,628.41	\$47,366.08	\$1,888,094
258 January	2/1/2042	\$1,888,094	\$6,595.74	\$40,770.34	\$47,366.08	\$1,847,324
259 February	3/1/2042	\$1,847,324	\$6,453.32	\$40,912.76	\$47,366.08	\$1,806,411
260 March	4/1/2042	\$1,806,411	\$6,310.40	\$41,055.69	\$47,366.08	\$1,765,356
261 April	5/1/2042	\$1,765,356	\$6,166.98	\$41,199.11	\$47,366.08	\$1,724,156
262 May	6/1/2042	\$1,724,156	\$6,023.05	\$41,343.03	\$47,366.08	\$1,682,813
263 June	7/1/2042	\$1,682,813	\$5,878.63	\$41,487.45	\$47,366.08	\$1,641,326
264 July	8/1/2042	\$1,641,326	\$5,733.70	\$41,632.38	\$47,366.08	\$1,599,694
265 August	9/1/2042	\$1,599,694	\$5,588.26	\$41,777.82	\$47,366.08	\$1,557,916
266 September	10/1/2042	\$1,557,916	\$5,442.32	\$41,923.76	\$47,366.08	\$1,515,992
267 October	11/1/2042	\$1,515,992	\$5,295.87	\$42,070.22	\$47,366.08	\$1,473,922
268 November	12/1/2042	\$1,473,922	\$5,148.90	\$42,217.18	\$47,366.08	\$1,431,705
269 December	1/1/2043	\$1,431,705	\$5,001.42	\$42,364.66	\$47,366.08	\$1,389,340

270 January	2/1/2043	\$1,389,340	\$4,853.43	\$42,512.66	\$47,366.08	\$1,346,827
271 February	3/1/2043	\$1,346,827	\$4,704.92	\$42,661.17	\$47,366.08	\$1,304,166
272 March	4/1/2043	\$1,304,166	\$4,555.89	\$42,810.20	\$47,366.08	\$1,261,356
273 April	5/1/2043	\$1,261,356	\$4,406.34	\$42,959.75	\$47,366.08	\$1,218,396
274 May	6/1/2043	\$1,218,396	\$4,256.26	\$43,109.82	\$47,366.08	\$1,175,286
275 June	7/1/2043	\$1,175,286	\$4,105.67	\$43,260.42	\$47,366.08	\$1,132,026
276 July	8/1/2043	\$1,132,026	\$3,954.54	\$43,411.54	\$47,366.08	\$1,088,614
277 August	9/1/2043	\$1,088,614	\$3,802.89	\$43,563.19	\$47,366.08	\$1,045,051
278 September	10/1/2043	\$1,045,051	\$3,650.71	\$43,715.37	\$47,366.08	\$1,001,336
279 October	11/1/2043	\$1,001,336	\$3,498.00	\$43,868.08	\$47,366.08	\$957,468
280 November	12/1/2043	\$957,468	\$3,344.75	\$44,021.33	\$47,366.08	\$913,446
281 December	1/1/2044	\$913,446	\$3,190.97	\$44,175.11	\$47,366.08	\$869,271
282 January	2/1/2044	\$869,271	\$3,036.65	\$44,329.43	\$47,366.08	\$824,942
283 February	3/1/2044	\$824,942	\$2,881.80	\$44,484.29	\$47,366.08	\$780,458
284 March	4/1/2044	\$780,458	\$2,726.40	\$44,639.68	\$47,366.08	\$735,818
285 April	5/1/2044	\$735,818	\$2,570.46	\$44,795.63	\$47,366.08	\$691,022
286 May	6/1/2044	\$691,022	\$2,413.97	\$44,952.11	\$47,366.08	\$646,070
287 June	7/1/2044	\$646,070	\$2,256.94	\$45,109.14	\$47,366.08	\$600,961
288 July	8/1/2044	\$600,961	\$2,099.36	\$45,266.73	\$47,366.08	\$555,694
289 August	9/1/2044	\$555,694	\$1,941.23	\$45,424.86	\$47,366.08	\$510,270
290 September	10/1/2044	\$510,270	\$1,782.54	\$45,583.54	\$47,366.08	\$464,686
291 October	11/1/2044	\$464,686	\$1,623.30	\$45,742.78	\$47,366.08	\$418,943
292 November	12/1/2044	\$418,943	\$1,463.51	\$45,902.57	\$47,366.08	\$373,041
293 December	1/1/2045	\$373,041	\$1,303.16	\$46,062.93	\$47,366.08	\$326,978
294 January	2/1/2045	\$326,978	\$1,142.24	\$46,223.84	\$47,366.08	\$280,754
295 February	3/1/2045	\$280,754	\$980.77	\$46,385.32	\$47,366.08	\$234,369
296 March	4/1/2045	\$234,369	\$818.73	\$46,547.36	\$47,366.08	\$187,821
297 April	5/1/2045	\$187,821	\$656.12	\$46,709.96	\$47,366.08	\$141,111
298 May	6/1/2045	\$141,111	\$492.95	\$46,873.13	\$47,366.08	\$94,238
299 June	7/1/2045	\$94,238	\$329.20	\$47,036.88	\$47,366.08	\$47,201
300 July	8/1/2045	\$47,201	\$164.89	\$47,201.19	\$47,366.08	\$0



Commercial Interior Certificate of Occupancy

CITY OF ALPHARETTA
COMMUNITY DEVELOPMENT DEPARTMENT
217 Roswell Street - Alpharetta - GA 30009
678 / 297-6080 Fax: 678 / 297-6081

Building Construction & Codes Enforcement

Permit No: B120644

Work Site is: INTERIOR RENOVATION / FINISH
Project Name: AMANA ACADEMY EXPANSION
Address: 285 SOUTH MAIN ST ALPH Suite #: N/A
Zoning: Parcel# if available:
Land Lot: District: Section:
Flood Plain Lot Y/N? N Lowest Floor Elevation: 0

Owner: AMANA ACADEMY
Address: 287 SOUTH MAIN ALPHARETTA GA 30009
Contractor: EVERGREEN CONSTRUCTION
Address: 3200 COBB GALLERIA PARKWAY SUITE 240 ATLANTA, GA 30339

Telephone #: 678-624-0989

Telephone #: 770-989-0113

Work is: INTERIOR RENOVATION / FINISH
Work Area Height: 12 Work Area Number of Stories: 1 Maximum Live Load: 0 psf
Foundation Description: Construction Type: IIB Occupancy: E Educational
Conditions if applicable:

I certify that I am the owner or authorized agent of the owner of the structure identified above and that the construction, as completed, is in full compliance with all applicable City Building Codes, Technical Codes, Georgia Energy Code, and other Laws and Ordinances related to building construction and intended use for this structure at the time of permit issue.

Print Name: Dustin Smith Signature: Dustin Smith

Building Official: [Signature] Date Issued: 10/15/2013

Certification of Building Official

In reliance upon the above certification and standard inspections conducted by the Department, the undersigned Building Official certifies that at the time of Final Inspection the structure identified above was in substantial compliance with all applicable City Building Codes, Technical Codes, Georgia State Energy Code, and other Laws related to building construction and intended use for the structure at time of original permitting. City inspection or approval of any structure or plan under the requirements of the Codes shall not be construed in court as a warranty of the physical condition of such structure or the adequacy of such plan. Neither the City nor any employees thereof shall be liable in tort for damages for any defect or hazardous or illegal condition or inadequacy in such structure or plan or for any failure of any component of such structure, which may occur subsequent to such City permitting or inspection.

Note: Any unauthorized addition, alteration, or change will void this Certificate of Occupancy

Amana Academy School Safety Plan, 2023-2024



Principal Signature: *Jean-Jacques Credi*

Date: 8/28/23

Site Emergency Coordinator Signature: *Nicole Woodard*

Date: 8/28/23

Executive Director Signature: *Ehab Jaleel*

Date: 8/28/23

Revised July 2023

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INTRODUCTION

The Fulton County Board of Education continues to seek a safe and productive learning environment for all students and staff members. The purpose of this plan is to establish guidelines and serve as a resource for responding to emergency situations.

In accordance with the Official Code of Georgia 20-2-1185, the plan must address natural disasters, hazardous materials, radiological accidents, acts of violence, acts of terrorism, security issues within the school safety zone, transportation incidents, field trips, accidents, and school functions during non-instructional hours.

The school safety zone is defined as “in, on, or within 1,000 feet of any real property owned or leased to any public or private elementary school, secondary school, or school board and used for elementary or secondary education...”.

As outlined by Presidential Directive 5, all incidents will be managed utilizing the National Incident Management System (NIMS). This protocol, mandated for all emergency responders in 2003, provides for a consistent response by all government employees.

The goal of safe school planning is to provide an effective procedure for emergency preparedness, response, and recovery. By addressing these three areas, the Department of Safety & Security hopes to achieve the following objectives:

- To create and maintain a positive and welcoming school climate, free of drugs, violence, intimidation, and fear. We strive to create an environment that promotes the success and development of all children;
- To provide guidelines that provide focus on crime prevention and intervention;
- To establish site-based groups of specifically selected and trained individuals that possess the knowledge and skills necessary to respond to an emergency;
- To utilize community resources before, during, and after a crisis event;
- To restore the school environment back to normal following an incident.

This plan shall be reviewed on an annual basis and updated to reflect building or environmental changes. Should you have any questions, please contact the Department of Safety & Security at 470-254-0388.

AMANA ACADEMY SAFETY CREW

Name	School Position	Safety Crew Role	Responsibilities
Ehab Jaleel	Executive Director	Media Communications	Update Media
Jean-Jaques Credi	Principal	Parent Communications	Communicate with Parents and FCS / Initiates lockdown
Nicole Woodard	Assistant Principal	Site Emergency Coordinator	Retrieve copy of school Safety Plan / Initiates lockdown
Taniya Wilder	Assistant Principal	Site Emergency Coordinator	Retrieve copy of school Safety Plan / Initiates lockdown
Missy Rahman	Director of Operations	Site Emergency Support	Direct emergency vehicles
Richard Everett	Campus Safety Coordinator	Campus Safety / Drills Recorder	Initiates lockdown / Assist Emergency Vehicles / Record drills
Niki Fox	Director of Marketing and Communication	Parent Communications	Communicate with Parents / Get evac kit
Detective Maciel	School Resource Officer	Campus Safety	Evaluate crisis scene
Samra Uddin	IST	Safety Team	Support Crisis Team
Tiffany Everett	MTSS Coordinator	Safety Team	Support Crisis Team
Renee Stubbs	Counselor	Safety Team	Support Crisis Team
Tonia Usher	Front Office Manager	Safety Announcements & Student Roster	Manage incoming calls / Student Rosters
Benita Fowler	Clinician	Clinician & Student Medication	Bring First Aid Kit / Coordinate staff CPR training
Angelique Barnett	Director of Integrated Instruction	Safety Team	Support Crisis Team
Valeria Hernandez	Registrar / Parent Liaison	Safety Team	Support Crisis Team

Safety Crew Roles and Responsibilities

School Site Safety Coordinator (Name & Title): Nicole Woodard, Asst.Principal

Date of Training:

- Overall day-to-day monitoring of safety and security of the school, along with the coordination of response activities in the event of an emergency such as designating central command location and other safety response tasks.

Alternate School Site Safety Coordinator: Richard Everett

School Personnel to Conduct the following Emergency Response Tasks:

- Dial 911 (anyone recognizing the emergency)
- Call Central/Superintendent's Office: Jean-Jacques Credi Andrea Gatewood-Cooper
- Call Adjacent School Emergency Team: Innovation Academy +1 (470) 254-5360
- Manage Incoming Phone Calls: Tonia Usher
- Coordinate Staff Members' Training in First Aid and/or CPR: Benita Fowler
- Get Emergency Evacuation Kits: Niki Fox
- Get First Aid Kits: Teachers / Benita Fowler
- Meet Emergency Vehicles and Personnel: Richard Everett
- Accompany Emergency First Responders and Other Emergency Personnel: Richard Everett
- Coordination of Students with Disabilities. Benita Fowler
(include a description of required medications, equipment, assistive devices, etc.).
- Evaluate Crisis Scene/Situation: Admin / SRO
- Manage Student Rosters: Tonia Usher
- Signal to Staff and Students (lockdown or evacuation): Admin / Richard Everett
- Update Media: Ehab Jaleel
- Update Parents/Guardians: Jean-Jacques / Nikki Fox
- Releasing Students to Parents/Guardians: Classroom Teachers / Staff
- Utilities Shut Off (if necessary): Richard Everett
- Directing Traffic: SRO
- Serving as Runners to Support the Crisis Response Team: Safety Team
- Retrieve Communication Devices (radio saying Students to the Hospital: Admin / Benita Fowler
- Retrieve a Copy of the School Safety Plan: Safety Crew
- Accompanying Students to the Hospital: Benita Fowler

EMERGENCY KIT CONTENTS

Bottled water and nonperishable food	Richard	
Notepad, pen/pencil, and marker	Richard	
Extra batteries	Richard	
Flashlight Battery-powered or hand-crank radio (NOAA Weather Radio, if possible)	Richard	
Safety Vest / Emergency blanket	Richard	

EMERGENCY CODES

CODE GREEN – signals that there are no immediate needs and all students are accounted for.
CODE YELLOW – signals assistance is needed, students are in a known location away from the class.
CODE RED – signals an urgent need, students are in an unknown location or need medical assistance.

2023-2024 FCS Board Policy for Emergency Drills

- Soft Lockdown – Soft Lockdown is called when there is a threat or hazard OUTSIDE of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, a medical situation inside the school, or a dangerous animal in the playground. Soft Lockdown uses the security of the physical facility to act as protection. During Soft Lockdown all interior and exterior doors are locked and student movement inside the school is limited. The education process may continue but with a heightened sense of awareness. Any outside activity is ended and all students must report inside immediately. Staff should be prepared to quickly transition to Hard Lockdown if needed.
- Hard Lockdown - Hard Lockdown is called when there is a threat or hazard INSIDE the school building or when school personnel determines it is appropriate. From parental custody disputes to intruders to an active shooter, Hard Lockdown uses classroom security to protect students and staff from threats. During Hard Lockdown, ALL learning stops, and students and staff take immediate actions to lock and secure doors and make all efforts to hide in the classroom, away from windows or doors. During Lockdown, NO students are allowed out of the rooms, and students and teachers outside should evacuate to an offsite location.
- Evacuation - Evacuation is called when there is a need to move students from one location to another. This includes evacuation for fire, bomb threat, chemical odor smell, or other conditions determined by staff. This drill should incorporate the random initiation of the fire alarm system using a random pull station for each drill opportunity. Keep in mind that a school should NOT evacuate during a lockdown if the fire alarm is pulled/sounded, unless you are in immediate danger, see or smell smoke.
- Shelter in Place (Severe Weather) - Shelter drill is called when the need for personal protection is necessary. This drill also supports spontaneous events such as tornadoes, earthquakes, or hazardous materials.

SCHEDULE OF DRILLS

August

Week 1 of school: Soft Lockdown, Hard Lockdown, Evacuate, and Shelter in Place Drills

Week 2 of school: Evacuation Drills

September

Evacuation Drill

October

Soft Lockdown, Hard Lockdown, and Evacuation Drills

November

Shelter in Place (Severe Weather) and Evacuation Drills.

December

Evacuation Drill

January

First FULL Week of school: Soft Lockdown, Hard Lockdown, Evacuate, and Shelter In Place Drills

February

Shelter in Place (Severe Weather) and Evacuation Drills.

March

Soft Lockdown, Hard Lockdown, and Evacuation Drills

April

Evacuation Drill

May

Evacuation Drill

OTHER

Other “optional” state-wide drills are at the discretion of the local school. Substitution or replacement of drills is not allowed. Such as a state-wide tornado drill. “Real World” events may be counted towards required drills, as long as they are entered into the Emergency Portal. For example if you evacuate your school due to an “unplanned” fire alarm, you could then count that drill for the current month, as long as it is reported in the EOP Portal

During an emergency dismissal: Do not let students leave without authorization or proper ID such as a Carpool Tag, Driver’s License, State ID, Passport.
(Seek Front desk personnel or administration for support).

SOFT LOCKDOWN

Soft Lockdown: - occurs when there is a threat or hazard outside the building. Can apply to the whole school or to a localized area such as ES or MS wing, or Clinic area etc.

1. In the event of a real emergency, Benita, Richard, or Admin Team will call for a Soft Lockdown and alert Tonia to make an announcement.
2. Tonia announces, "Attention staff, this is a Soft Lockdown. Repeat."
3. Richard announces over the walkie, "Attention outside staff, this is a Soft Lockdown. Report to your nearest safe location. Repeat."
4. Nicole sends an announcement via text message on the Remind app, "This is a Soft Lockdown."
5. Staff lock classroom and office doors, and confirm all students are present. Report missing students by replying to the *Remind* text. Instruction may continue with limited movement, and voice level 1
6. Safety Team reports and confirm assigned areas are clear.
7. When released, Richard, Benita, or Admin will inform Tonia that the lockdown is all clear.
8. Tonia makes an announcement, "Attention staff, Soft Lockdown is complete. Please check in with your class, then resume your normal schedule. Repeat."
9. Nicole sends a text via the Remind app, "Soft Lockdown, All Clear."

Soft Lockdown Drill Checklist

Look Fors	Strengths	Needs Improvement
Hallways are clear		
Restrooms are clear		
Classroom doors are closed and locked.		
Student and teacher voices are level 1		
Outside doors are closed		
Outside staff reported back INSIDE the building or to a safe location		

HARD LOCKDOWN

Hard Lockdown (*No Walkies, Cell Phone Use Only): occurs when there is a threat, intruder, or emergency inside the building.

★ NEVER exit a room during a lockdown when a fire alarm is pulled, unless you see and smell smoke or chemicals.

1. In the event of a real emergency, any staff member may call a Hard Lockdown or call 911..
2. Tonia announces, "Attention staff, this is a Hard Lockdown. Repeat."
3. Richard announces to outside staff using the walkie, "Attention outside staff this is a Hard lockdown, report to your nearest safe location. Repeat."
4. Nicole sends a text via *Remind* app, "Hard lockdown happening now. Outside staff report to a safe location."
5. Staff lock classroom/office doors and cover windows. Turn off lights and close computers. All students hide out of view from the window with a voice level 0.
6. *Classroom teachers near a restroom*, should quickly check the restroom (if able), and bring those students into their classroom.
7. Safety team will go to their assigned areas and confirm classroom and exterior doors are locked and hallways are clear.
8. When complete, Nicole announces "All Clear" using the walkie to Tonia.
9. Tonia will make an announcement, "Attention staff, today's Hard Lockdown is complete. Please debrief with your class, then resume your normal schedule."
10. Nicole sends a text via the Remind app, "Hard lockdown is All Clear."

Hard Lockdown Drill Checklist

Look Fors	Strengths	Need to Improve-How?
Locked Doors		
Lights Out		
Students out of view from the door window		
Students and teachers are silent		
Door Windows are covered. Blinds are closed.		
Outside reported their location		

SHELTER IN PLACE (SEVERE WEATHER)

Shelter in Place Warning: occurs when there is a need for personal protection against severe weather.

PRECAUTIONS BEFORE THE SCHOOL DAY

- ☐ Jean-Jacques will instruct school personnel on where to find school closure information (e.g., social media, TV station, radio) and tell them to look for text messages with information about school closures.
- ☐ Valeria or Niki will notify parents/guardians of school closures.

CLOSURE DURING THE SCHOOL DAY

- ☐ Richard will check on the condition of buildings and surrounding neighborhoods.
- ☐ Richard will notify the central office about building, neighborhood, and weather conditions.
- ☐ An announcement will be made to keep students and staff away from possible hazardous conditions (e.g., iced, slippery, blocked sidewalks, steps, walkways, etc.).
- ☐ Jean-Jacques will inform parents/guardians of early school closures.
- ☐ Nicole will contact school bus drivers regarding the pickup of students during the school day.
- ☐ The Safety Team will ensure all students and school personnel have left the building.
- ☐ Richard will secure the building and grounds.

SHELTER-IN-PLACE (STUDENTS REMAIN IN THE BUILDING OVERNIGHT)

- ☐ Richard will monitor and provide updates on weather conditions that may create the necessity for overnight housing.
- ☐ The Admin Team will secure the building and limit student movement during overnight housing.
- ☐ Prepare for implementing shelter-in-place procedures.
- ☐ Ensure access to food, water, medical supplies, sleeping areas, communications, utilities, and First Aid kits.
- ☐ Notify your local emergency management agency and public safety personnel.
- ☐ Niki will contact Andrea Gatewood Cooper to inform her of our overnight status.
- ☐ School personnel should refer to the local school system media protocols regarding predetermined news media access to information.
- ☐ Richard will check or contact the Service Center (HVAC) to ensure the school's climate control system is not turned off. Make additional accommodations regarding power outages (e.g., identify supplies needed for overnight housing such as generators, cots,

and food).

- ☐ The Safety Team will initiate contact with parent/guardian family members.
- ☐ Secure designated areas of the building to house students and school personnel during the shelter-in-place timeframe. Students can be housed in the interior classrooms *4th and 5th grade hall).
- ☐ Set up an indoor security perimeter and designate areas of the building that are off limits for students to ensure safety. Assign school personnel supervision duties and shifts during the night to account for and supervise all students.

Shelter in Place (Severe Weather) Protocol

1. In the event of an emergency, Richard or the Admin Team will alert Tonia to make an announcement.
2. Tonia announces, "Attention staff, this is a Shelter in Place warning, please seek protection away from windows and doors. Repeat"
3. Richard announces on the walkie, "Attention outside staff, this is a Shelter in Place warning. Report to your nearest safe location. Repeat". "Report your location once you arrive,"
4. Nicole sends a text via *Remind* app, "Shelter in Place Warning. Seek shelter in a safe location."
5. *Students and staff inside the building* should exit their classroom with their emergency backpack and proceed to a pre-designated location against an interior hallway wall and assume a kneeling position head down with hands covering the head.
6. Teachers confirm class roster and indicate class status with a green, red, or yellow card. If a student is missing, alert a member of the Safety Crew.
7. Staff remain with their class at voice level 0.
8. Safety team reports to the designated area to confirm the location is safe and students are accounted for with "all clear."
9. Nicole will announce "all clear" once all students are accounted for and / or when SIP is lifted.
10. Tonia will make an announcement, "Attention staff, the Shelter in Place warning is complete. Students and staff can return back to class."
11. Parents who arrive at the school should be brought inside for their safety.
12. Students should not be permitted to leave the school for field trips or other events during a tornado watch or warning. If students are on a field trip at the time that severe weather occurs, bus drivers will be alerted to get students back on the bus and return to a safe location.

Shelter in Place Drill Checklist

Look Fors	Strengths	Need to Improve-How?
Students positioned in duck and cover position?		
Students close to the walls of the interior hallway?		
Students and staff quiet?		
Outside classes reported to a nearby safe location?		

EVACUATION (FIRE)

PREPAREDNESS CHECKLIST

- ☐ Ensure all school personnel and students have practiced fire drills and evacuation procedures at least once a month. Include the use of alternative evacuation routes as a part of preparedness best practices.
- ☐ Ensure the fire alarm system is inspected and operational.
- ☐ Make sure school personnel have received training on how to use a fire extinguisher.
- ☐ Monitor all fire extinguisher locations and ensure these locations are clearly marked and regularly inspected.
- ☐ Account for all students by checking with teachers in the assembly area(s).
- ☐ Survey students at the assembly area(s) to check for injuries or trauma.
- ☐ All school personnel and students should remain in the assembly area(s) until the all-clear signal/message is sent.
- ☐ Initiate emergency check-outs of students, which includes requiring identification and using student attendance logs.

RESPONSE CHECKLIST

- ☐ Call 911 immediately.
- ☐ Initiate the emergency evacuation protocol.
- ☐ Initiate the emergency evacuation of persons with disabilities through the designated evacuation routes and plans.
- ☐ Conduct building checks by monitoring hallways, restrooms, lounges, cafeterias, auditoriums, gymnasiums, and all other applicable facilities.
- ☐ Take the Emergency Evacuation Kit, First Aid Kit, AED, and all other appropriate emergency kits/devices to the assembly area(s).

Evacuation (Fire) Protocol

Evacuation (Fire) Procedure: Occurs when there's a need to move students and staff out of the building due to a fire or chemical spill. Reunification will occur at Front Parking Lot, Wills Park, or Alpharetta Community Center when 1,000 feet is needed).

** Report signs of smoke, chemical spill, or fire to the safety team using the walkie.*

1. During a drill, Tonia or Richard will signal the fire alarm in test mode

2. Richard announces to outside staff, "Attention outside staff, this is a Fire Drill, report to your nearest safety location. Repeat"
3. Nicole sends a text via *Remind* app,
4. Tonia will secure a paper copy of student contact information and bring it outside.
5. Benita will secure student medications and bring them outside.
6. Richard (Wills Park) and Valeria (Front Parking Lot) reported to assigned areas to clear and direct traffic away from the building and/or Wills Park staging area.
7. Safety team reports to assigned areas to confirm that classrooms and hallways are clear.
8. Staff directs students to quickly and quietly exit classrooms, in a line, following their evacuation route. (Evacuation Route). Classroom doors should be closed but NOT locked.
9. All teachers must carry an emergency backpack, rosters, and walkie/talkie.
10. When outside, students stand in a line in their grade level order. Teachers count the number of students in class. .
11. Teachers will then show their color-coded cards as follows:
 - **GREEN CARD** to indicate ALL students on their roster for that period are present, (and write the number of students onto the card)
 - **YELLOW CARD** to indicate that the student is in a known possible location (bathroom, hallway, another classroom, etc).
 - **RED CARD** to indicate a student is missing (in an unknown location).
12. Once OUTSIDE, the Safety Team will take attendance of students and teachers, then report grade level status to Nicole.
13. Once OUTSIDE, the Safety Team will take attendance of staff.
14. Once all students and staff are accounted for, Nicole will make an announcement, "Fire Drill is All Clear. Students and Staff may return back to the building". The drill will be complete.
15. Nicole sends a text via the Remind app, "Fire Drill is All Clear."

Evacuation (Fire Drill) Checklist

Look Fors	Strengths	Need to Improve-How?
Doors are closed (not locked). Lights On?		
Students are quiet while exiting the building?		
Students are quiet at their designated outside point?		
Each class is displaying either its green, yellow or red card?		
Are all students and classes accounted for?		
Students are quiet during re-entry into the building?		
Outside staff reported their location?		

Evacuation (Fire Drill) Checklist

Look Fors	Strengths	Need to Improve-How?
Doors are closed (not locked). Lights On?		
Students are quiet while exiting the building?		
Students are quiet at their designated outside point?		
Each class is displaying either its green, yellow or red card?		
Are all students and classes accounted for?		
Students are quiet during re-entry into the building?		
Outside staff reported their location?		

WHOLE SCHOOL EVACUATION

Evacuation ACC Staging Map

Evacuation Drill Notes:

- Teachers and students will exit the building following their evacuation route (as listed with the fire drill) and continue to the Alpharetta Community Center. All students and teachers will remain in the Alpharetta Community Center until all students have been accounted for and the “all clear” signal is given.
- Evacuation Drill is usually connected with the Schoolwide Community Circle.

Evacuation Drill Procedure: occurs when there is a need to move students from one location to the next due to a fire, chemical spill, bomb threat, etc.

1. Front Office Mgr will make an announcement, “Attention staff, this is an Evacuation Drill. Repeat”
2. Richard will make an announcement to PE and outside staff, “Attention outside staff, this is an Evacuation Drill, please report to the Alpharetta Community Center. Repeat”
3. Front Office Mgr will secure a paper copy of student contact information and bring it outside; check cafe, cafe restrooms, and visitor restrooms.
4. Benita will secure student medications and bring them outside.
5. Richard (Wills Park), Valeria and SRO (Front Parking Lot) will report to their assigned areas to clear and direct traffic away from the building and/or Wills Park staging area.
6. Julia, Zeki, Samra, Angelique, and Tiffany will report to their assigned areas to confirm that classrooms and hallways are clear. Patti / SRO will report to the ACC to clear location for students (and bomb clearance)
7. Classroom Teachers will direct students to quickly and quietly exit their classrooms, in a line, following their evacuation route. Classroom doors should be closed but NOT locked.
8. All teachers must carry out their emergency backpack, and walkie/talkie, if applicable (turned to channel 1).
9. Upon arrival at the ACC, teachers will line students up one behind the other (within their grade level area), and count the number of students in their class.
10. Teachers will then show their color-coded cards as follows:
 - **GREEN CARD** to indicate ALL students on their roster for that period are present, (and write the number of students onto the card)
 - **YELLOW CARD** to indicate that the student is in a known possible location (bathroom, hallway, another classroom, etc).
 - **RED CARD** to indicate a student is missing (in an unknown location).
11. At the ACC, Safety Team will take attendance of students and teachers, then report classroom status.

12. At the ACC, the Safety Team will take attendance of staff.
13. Once all students and staff are accounted for, Nicole will make an announcement, "Evacuation Drill is All Clear." Then direct Students and Staff to return back to the building. The drill will be complete.

Evacuation Drill Checklist

Look Fors	Strengths	Need to Improve-How?
Doors are closed (not locked)		
Students are quiet while exiting the building		
Students are quiet at their designated outside point		
Each class is displaying either its green, yellow or red card		
All students and classes are accounted for		
Students are quiet during re-entry into the building		

Recommended Exit Locations for Fire / Evacuation Drills

Arabic (Engy/Bensaadoun), Speech, and OT

Exit Location: Backhall of KG Annex

- Fire Drill: teachers and students will exit through the back hall of the **KG Annex Door**, turn left and walk through the back parking lot, then down the stairs to Wills Park; and turn right towards the playground. Teachers will line students up next to the playground facing the path.
- Evacuation Drill: Exit Annex Door down the stairs through Wills Park (Enter ACC right side door #2)

Kindergarten

Exit Location: KG Classroom Door / KG Annex Door

- Fire Drill: teachers and students will exit out of **KG Classroom Door**, walk across the school parking lot and line up in the front parking lot area.
- Evacuation Drill: Exit Annex Door down the stairs through Wills Park (Enter ACC right side door #2)

1st Grade / Media Center

Exit Location: Media Center Door / KG Annex Door

- Fire Drill: teachers and students will exit out of the **Media Center Doors**, walk across the school parking lot (in parking lane 2) and line up in the overflow parking area.
- Evacuation Drill: Exit Annex Door down the stairs through Wills Park (Enter ACC right side door #2)

2nd Grade / Back Offices

Exit Location: K-2 Door / ESOL Door

- Fire Drill: teachers and students will exit out of the **K-2 Door**, walk across the school parking lot and line up in the overflow parking area.
- Evacuation Drill: Exit Back ESOL Doors down stairs through Wills Park (Enter ACC right side door #2)

3rd Grade / ESOL / STEM / Art / PE / Arabic (Joumana)

Exit Location: Clinic Door

- Fire Drill: teachers and students will exit through the back door across from the **ESOL Door**, walk through the back parking lot, then down the stairs to Wills Park; and turn right towards the playground. Teachers will line students up next to the playground facing the path.
- Evacuation Drill: Exit Clinic Back door (Enter ACC right side door #2- walk behind K-2 to 3rd grade spot)

4th Grade / Reading / Counselor

Exit Location: Clinic Door / Media Center Door

- Fire Drill: teachers and students will exit through the **Clinic Door**, walk through the back parking lot, down the stairs to Wills Park; then turn right towards the playground. Teachers will line students on the left side of the playground with students facing the path.

- Evacuation Drill: Exit Front Doors to Roswell Street (Enter ACC main entrance door #1)

Room 6 / Arabic (Rula, Hana) / Front Office / Clinic

Exit Location: Front Office Door

- Fire Drill: teachers and students will exit out of the **Front Office Doors**, walk across the school parking lot (in parking lane 3) and line up in the overflow parking area.
- Evacuation Drill: Exit Front Doors to Roswell Street (Enter ACC main entrance door #1)

5th Grade / Maker Space / 6th Grade (Rangel)

Exit Location: Cafe Door / Front Office Door

- Fire Drill: teachers and students will exit through the **Cafe Door**, turn right, walk through the back parking lot, down the stairs to Wills Park; then turn right towards the playground. Teachers will line students up next to the playground facing the path.
- Evacuation Drill: Exit Clinic Back door through Wills Park (Enter ACC left side door #3)

Farghal / Murray / Musgrove

Exit Location: 8th Grade Locker Bay

- Fire Drill: teachers and students will exit from the **8th-Grade Locker Bay door**, turn left towards the new community, turn left towards the school parking lot, then line up in the middle area of the overflow parking area.
- Evacuation Drill: Exit 8th Grade Locker Bay turn right through Wills Park stairs. (Enter ACC left side door #3) walk to the ACC.

Carson / Shaikh / Masters / Eurlenbusch

Exit Location: 7th Grade Locker Bay

- Fire Drill: teachers and students will exit out of the **7th grade Locker Bay door**, walk through the school parking lot and line up in the middle area of the overflow parking lot.
- Evacuation Drill: Exit 7th Grade Locker Bay and turn left to Roswell St. (Enter ACC main entrance door #1)

Schepis / Hussain / Winchell

Exit Location: 8th Grade Classroom Door

- Fire Drill: teachers and students will exit out of the **8th Grade Classroom Door**, walk through the school parking lot and line up in the middle area of the overflow parking lot.
- Evacuation Drill: teachers and students will exit out of **8th Grade Classroom Door**, turn left and walk up the sidewalk towards Satay House; then turn left onto Roswell St and walk to the Alpharetta Community Center. Teachers and students will station themselves in individual class lines until all students are accounted for and the “all clear” signal is given.

PE and Recess (Outside)

- Fire Drill: Richard Everett will communicate a “Code Blue / Fire Drill” over the radio. Teachers and students will station themselves in individual class lines until all students are accounted for and the “all clear” signal is given.

- Evacuation Drill: Richard Everett will communicate a “Code Blue / Fire Drill” over the radio. Teachers are to line up students and escort them to the Alpharetta Community Center. PE teachers are to locate and return students to the home based teacher. Teachers and students will station themselves in individual class lines until all students are accounted for and the “all clear” signal is given.

Administrative Office / Afterschool Office

Exit Location: Office Door

- Fire Drill: will exit out of their office door, and walk through the parking lot to the overflow parking area near the bank.
- For Evacuation: will exit out of their office door, turn left and walk up the sidewalk towards Satay House then turn left onto Roswell St and walk to the Alpharetta Community Center. Ehab will communicate with Nicole Woodard that Niki, Jane, Kristi, Arelis, Carol, and Sameera are accounted for and the “all clear” signal is given.

NATURAL DISASTERS

EARTHQUAKES

An earthquake is a movement of the earth's tectonic plates which causes the violent movement of the earth's crust endangering structures and occupants. Georgia rests on two earthquake zones.

Check to indicate the items included in your earthquake procedures:

- ☐ Coordinate with the local EMA.
- ☐ School personnel and students should take cover under desks, when possible, and cover their heads and necks.
- ☐ Stay away from glass, heavy objects that could tilt over, outside windows and doors, shelves, and any objects that could fall.
- ☐ Move students away from windows and relocate to the hallways or stairwells.
- ☐ Immediately evacuate students if the earthquake begins to cause damage to the inside school building structure using emergency evacuation protocols, including accounting for all students and school personnel.
- ☐ Move away from buildings, trees, fences, vehicles, poles, utility lines, and any other objects that could fall.
- ☐ Stay away from the building and do not re-enter the building after an earthquake.
- ☐ Conduct a building inspection prior to school personnel and students being allowed to re-enter the building.
- ☐ Determine if the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

Earthquake Protocol

If tremors occur:

- Stay in place. Follow duck and cover procedures.
- If inside the building, move to the corner of the room along an interior wall. Take cover under a sturdy table or desk if possible. Move away from windows and furnishings that could cause injury. Protect the face and head from any debris.
- If outdoors, students and staff should move away from buildings and any utility lines.
- If on the bus, the driver should stop the bus in an open area away from overpasses and bridges. Students should drop below the window line. Students will remain on the bus at all times unless directed to evacuate by the driver.

After the tremors stop:

1. Call 911
2. If necessary, School personnel and students should move to the predetermined assembly points 1,000 feet away from the building. Avoid any damaged areas or utility lines that may be down. (Alpharetta Community Center)
3. Ensure that all school personnel and students have left the building.
4. Check all hallways, restrooms, lounges, cafeteria, auditorium and gymnasium. Follow fire drill procedures.
5. Designated staff members should take the Emergency Evacuation Kit to the assembly area.
6. Staff members should account for all students at the evacuation site.
7. Staff members should survey students at the evacuation site for injuries or trauma. Staff members trained in CPR and First Aid should assist.
8. DO NOT RE-ENTER THE BUILDING.
9. Meet with public safety officials to determine their informational needs.
10. Protocols for relocation, family reunification, and crisis counseling should be implemented if necessary.

NATURAL DISASTERS

FLOODING

Flooding may be caused by heavy rain or tidal surges from tropical storms affecting the coast. Except in the case of flash flooding, the onset of most flooding is a relatively slow process with the build up taking several days.

Check to indicate the items included in your flooding procedures:

- ☐ Coordinate with the local EMA regarding local flood plains.
- ☐ Monitor weather conditions in the affected areas via radio, internet, or television broadcasts.
- ☐ Shut off the water at mains to prevent contaminated water from backing up into the school water supply system.
- ☐ Determine alternative transportation routes to avoid flood-prone areas.
- ☐ Closely monitor the implementation of dismissal procedures to keep students away from flooded areas, flooding, or possible flood areas.
- ☐ Immediately evacuate students in accordance with emergency early dismissal procedures when there is a risk of flooding. If students cannot be evacuated, implement shelter-in-place procedures.
- ☐ Immediately and appropriately respond to a flash flood.
- ☐ Detail how and where to relocate students from low-lying levels/areas during a flooding event.
- ☐ Determine if the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

Flooding Protocol

If the threat of flooding occurs:

- Staff should monitor the NOAA All-Hazards radio and local weather alert television broadcasts. Websites such as the National Weather Service are also helpful.
- If severe weather threatens to produce flooding, the Superintendent will consult with public safety officials and Principals to determine if early dismissal procedures should be implemented.
- If early dismissal is implemented, closely monitor the events in order to keep children away from flooded or flooding areas.

If flooding occurs:

1. Call 911
2. If water enters the building in isolated areas, student and staff movement should be monitored closely to identify unsafe areas of the school.
3. Students and staff should be relocated from low-lying areas and all electrical equipment should be unplugged.
4. Establish a sign out location such as the cafeteria in order to assist arriving parents.
5. Should evacuation be necessary, relocate to your pre-designated evacuation site.
6. Protocols for relocation, family reunification, and crisis counseling should be implemented if necessary.

NATURAL DISASTERS

HURRICANE/TROPICAL STORM/DEPRESSION

Fulton County is far enough inland to have several hours or days of advanced notice of a pending hurricane. Tornadoes are often a direct result of tropical storms.

Check to indicate the items included in your hurricane/tropical storm/depression procedures:

- ☐ Secure the grounds and facilities prior to landfall.
- ☐ Monitor weather reports and coordinate with local EMA continuously.
- ☐ Work with GEMA/HS to develop a plan regarding provisions for temporary shelters and for check-in/check-out procedures for evacuees.
- ☐ Coordinate with local EMA to carefully survey the building after the hurricane has passed to assess danger post event.
- ☐ School personnel should be trained to not enter the building until an assessment has been completed by local emergency management.
- ☐ Determine if the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

Hurricane/Tropical Storm/Depression Protocol

If the threat of a hurricane occurs:

1. Staff should monitor the NOAA All-Hazards radio and local weather alert television broadcasts. Websites such as the National Weather Service, WSB or 11Alive are also helpful.
2. If severe weather threatens to produce flooding or storms, the Executive Director will consult with public safety officials and the Principal to determine if early dismissal procedures should be implemented.
3. Begin shelter-in-place procedures for students and staff.
4. If early dismissal is implemented, closely monitor the events in order to keep children away from any damaged or flooded areas.

If severe weather damage occurs:

1. Call 911
2. Should any building damage occur, carefully survey the building after the danger has passed. Evacuate if necessary. Otherwise, contact the Executive Director immediately to report the damage.

3. If water enters the building in isolated areas, student and staff movement should be monitored closely to identify unsafe areas of the school.
4. Establish a sign out location such as the cafeteria in order to assist arriving parents.
5. Should evacuation be necessary, relocate to your pre-designated evacuation site.
6. Protocols for relocation, family reunification, and crisis counseling should be implemented if necessary.

NATURAL DISASTERS

TORNADO

Tornado Watch: Conditions are favorable for a tornado or severe weather. Make staff aware, but take no action.

Tornado Warning: A tornado has been sighted; take shelter immediately.

PREPAREDNESS

- ☐ At least twice a year, school personnel and students should practice mandatory severe weather drills (see the National Weather Service Severe Weather Preparedness Guide for Schools: www.weather.gov/grb/schools).
- ☐ Have weather monitoring devices available in multiple locations that alert staff to tornado watches and warnings.
- ☐ Secure weather radios, maintain batteries, and conduct monthly testing of each radio.
- ☐ Ensure school personnel understand the difference between a watch and a warning.
- ☐ Designate the best areas to serve as shelters and share the area locations with school personnel (e.g., interior rooms, hallways, lowest floors, enclosed smaller areas away from glass).
- ☐ Develop and update diagrams of the building with marked safe areas provided to school personnel. The diagrams should include the quickest routes to access the safest areas.
- ☐ During a tornado watch or warning, avoid areas identified as being potentially dangerous, such as the gym and other areas with wide roof spans and glass.
- ☐ Quickly move students and school personnel to safe locations in the building, including the use of lower floors and/or interior areas such as hallways (without skylights).

RESPONSE TO WATCH

- ☐ Move students to pre designated safe areas.
- ☐ Communicate weather conditions to all areas.
- ☐ Communicate to bus drivers and personnel outside the building to notify them of the tornado watch.
- ☐ Begin securing the building by closing windows and doors.
- ☐ School personnel and students should seek cover in the pre designated safe areas and should take a protective seated position with hands/arms covering the head, neck, and face.
- ☐ When possible, secure or store articles that may become missiles indoors.
- ☐ School personnel trained in CPR and First Aid are assigned to the predesignated safe areas.
- ☐ Prohibit school personnel and students from leaving the building during a watch.
- ☐ Instruct teachers to keep their class rosters with them during the drill and remain with the

class to be sure all students are present and are taking safety precautions.

- ☐ Decide if and when students can be released from school.
- ☐ School personnel and students should remain in the safe areas until the all-clear is given.
- ☐ Inspect the building after the tornado and before students return to the school.
- ☐ Determine the implementation of early dismissal procedures.
- ☐ Initiate emergency check-outs of students requiring identification and the use of student attendance logs.
- ☐ Make a determination as to whether the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

RESPONSE TO WARNING

- ☐ Move students to pre designated safe areas.
- ☐ Communicate weather conditions to all areas.
- ☐ Communicate to bus drivers and personnel outside the building to notify them of the tornado warning.
- ☐ Begin securing the building by closing windows and doors.
- ☐ School personnel and students should seek cover in the pre designated safe areas and should take a protective seated position with hands/arms covering the head, neck, and face.
- ☐ When possible, secure or store articles that may become missiles indoors.
- ☐ School personnel trained in CPR and First Aid are assigned to the predesignated safe areas.
- ☐ Prohibit school personnel and students from leaving the building during a warning.
- ☐ Instruct teachers to keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.
- ☐ Decide if and when students can be released from school. (*Students should not be released during an active tornado warning*).
- ☐ School personnel and students should remain in the safe areas until the all-clear is given.
- ☐ Inspect the building after the tornado and before students return to the school.
- ☐ Determine the implementation of early dismissal procedures.
- ☐ Initiate emergency check-outs of students requiring identification and the use of student attendance logs.
- ☐ Make a determination as to whether the school is safe to return to normal operations.
- ☐ Notify school personnel and parents/guardians about the status of the school.

Tornado Protocol

If the threat of severe weather occurs:

1. Staff should monitor the NOAA All-Hazards radio and local weather alert television broadcasts. Websites such as the National Weather Service, WSBtv and 11Alive are also helpful.
2. Announcements will be made to initiate campus tornado/severe weather procedures via all calls and radio.
3. Students and staff outside are to move inside the building and go to the protective area near the main hallway while maintaining 6 feet apart.
4. Begin shelter-in-place procedures for students and staff. Students should proceed to a pre-designated location against an interior hallway wall and assume a kneeling position head down with hands covering the head.
5. Upon reaching the designated area, all teachers are to check the class list. If a student is missing, alert a member of the Safety Crew.
6. After students are in place, students and staff are to be silent.
7. Parents who arrive at the school should be brought inside for their safety.
8. Students should not be permitted to leave the school for field trips or other events during a tornado watch or warning. If students are on a field trip at the time that severe weather occurs, bus drivers will be alerted to get students back on the bus and return to school.

If severe weather damage occurs:

1. Call 911.
2. Should any building damage occur, carefully survey the building after the danger has passed. Evacuate if necessary. Otherwise, contact Facilities immediately to report the damage.
3. If water enters the building in isolated areas, student and staff movement should be monitored closely to identify unsafe areas of the school.
4. Establish a sign out location such as the cafeteria in order to assist arriving parents.
5. Should evacuation be necessary, relocate to your pre-designated evacuation site.
(Alpharetta Center)
6. Protocols for relocation, family reunification, and crisis counseling should be implemented if necessary.

HAZARDOUS MATERIAL

HAZARDOUS MATERIALS THREAT/ACCIDENT

Hazardous material incidents involving toxic chemicals, bacteria or microorganisms require a specialized response. Shelter-in-place or evacuation procedures will be determined and implemented at the time of the emergency by the Principal.

PREPARATION – INSIDE AND OUTSIDE THE BUILDING

- ☐ Identify potential hazardous material sites and share this information with local emergency management (e.g., above-ground industrial storage containers, railroad tracks, etc.).
- ☒ ~~Determine evacuation routes for building occupants during an emergency evacuation due to hazardous materials.~~
- ☐ Assemble school buses for an emergency evacuation.
- ☒ ~~Establish safe routes and assembly areas for staff and students inside and outside of the building.~~
- ☒ ~~Assist persons with a disability through the evacuation.~~
- ☐ Identify all chemicals located within the building and ensure they are properly stored with details included in each school's Safety Data Sheets.
- ☐ Initiate emergency check-out procedures that include an orderly process requiring identification and using student attendance logs.
- ☐ Prepare a written statement to be sent home with students or through social media to inform parents/guardians of the incident when appropriate.

PREPARATION – INSIDE THE BUILDING

- ☐ Immediately call 911.
- ☒ ~~Immediately remove students and school personnel from the area.~~
- ☒ ~~Initiate an emergency evacuation following the designated emergency evacuation routes and plans.~~
- ☒ ~~Assist persons with a disability through the evacuation.~~
- ☐ Seal off the area(s) around and near the accident.
- ☐ Avoid any contact with the hazardous material.
- ☐ Immediately shut down air-conditioning and ventilation units.
- ☐ Provide emergency responders with a list of chemicals in the building including the schools Safety Data Sheets.

- ☐ Decontaminate students and school personnel, if necessary.

PREPARATION – OUTSIDE THE BUILDING

- ☐ Remove all students and school personnel from athletic fields and playground areas and back into the school.
- ☐ Implement dismissal procedures to minimize staff and student exposure due to hazardous conditions.
- ☐ Have school personnel account for all students.
- ☐ Contact transportation to keep school buses out of the hazardous material accident/threat area.
- ☐ Inform school personnel that precautionary measures are being taken due to a report of an incident near the school.
- ☐ Close all windows and outside doors.
- ☐ Shut down air-conditioning and ventilation units or contact the facilities director to do so.
- ☐ Prepare to move students away from windows and doors.
- ☐ Quickly evacuate the facility, based on the directions of emergency personnel.
- ☐ Have school personnel trained in First Aid on alert.
- ☐ Remain in lockdown mode until the all-clear signal/message is received from emergency personnel.
- ☐ Inspect the building after the incident for any contamination.

PREPARATION – BIOLOGICAL THREAT

- ☐ Immediately recognize unusual packages or letters, as the school may be the recipient of or threat to receive a bacteria- or microorganism-laced letter, box, container, or envelope. (For example, look for excess postage on a small package or letter, which indicates that the object was not weighed by the post office; no postage or non-canceled postage; handwritten notes such as “to be opened by Mr. Smith”; or leaks, stains, or sharp points).
- ☐ Students and volunteers are NOT allowed to open or handle school mail.
- ☐ Call 911 to report a suspicious package.
- ☐ Isolate the letter or package and leave the area.
- ☐ Evacuate and seal off the area of the building (*refer to Emergency Evacuation Protocol*).
- ☐ School personnel should actively prevent others from entering the area.

- ☐ Isolate and identify victims (name, address, and telephone numbers) who have come in contact with the letter or package for first responders, health officials, and local EMA.
- ☐ Determine if the school is safe to return to normal operations in coordination with local EMA.
- ☐ Notify school personnel and parents/guardians about the status of the school in consultation with local law enforcement personnel.

Hazardous Materials Threat / Accidents Protocol



If the threat of a chemical release occurs:

1. Remove all students and staff from the area.
2. Do not touch any potential chemical.
3. Seal off the area around and near the incident.
4. Review the material data safety sheets that are maintained for all materials on campus.

If a chemical release occurs inside the building:

1. Call 911
2. Contact the Executive Director to shut down the air conditioning and ventilation system.
3. School personnel and students should be evacuated to the pre-designated evacuation site 1,000 feet away from the building. (Alpharetta Center)
4. Ensure that all school personnel and students have left the building.
5. Check all hallways, restrooms, lounges, cafeteria, auditorium and gymnasium.
6. Designated staff members should take the Emergency Evacuation Kit to the assembly area.
7. Staff members should account for all students at the evacuation site.
8. Staff members should survey students at the evacuation site for injuries or trauma. Staff members trained in CPR and First Aid should assist.
9. DO NOT REENTER THE BUILDING until cleared to do so by public safety.
10. The Executive Director will meet with public safety officials to determine their informational needs.
11. Protocols for relocation, family reunification, and crisis counseling should be implemented if necessary.

If a chemical release occurs outside the building:

1. Call 911

2. Contact the Executive Director to shut down the air conditioning and ventilation system. Contact Facilities should this occur.
3. Begin shelter-in-place protocols as directed to do so by public safety officials.
4. Secure the building by closing all windows and doors.
5. Evacuate upon the direction of local public safety agencies.
6. Protocols for relocation, family reunification, and crisis counseling should be implemented if necessary.

RADIOLOGICAL MATERIALS

NUCLEAR / RADIOLOGICAL ACCIDENTS

Hazardous material incidents involving toxic chemicals or radioactive materials require a specialized response. Shelter-in-place or evacuation procedures will be determined and implemented at the time of the emergency by the Principal.

Nuclear / Radiological Accidents Protocol

If the threat of a chemical release occurs:

1. More than likely, this type of release will occur outside with a release being reported by a neighboring business or a vehicle that transports dangerous chemicals.
2. Seal off the area around and near the incident.
3. Consult with public safety officials to determine if evacuation or shelter-in-place procedures will be followed.

If a release occurs:

1. Call 911 or meet with public safety officials who may already be on-scene.
2. Contact the Executive Director to shut down the air conditioning and ventilation system.
3. Consult with public safety officials regarding evacuation.
4. If evacuation is needed, ensure that all school personnel and students have left the building. Check all hallways, restrooms, lounges, cafeteria, auditorium and gymnasium. (Alpharetta Center)
5. Designated staff members should take the Emergency Evacuation Kit to the assembly area.
6. Staff members should account for all students at the evacuation site.
7. Staff members should survey students at the evacuation site for injuries or trauma. Staff members trained in CPR and First Aid should assist.
8. DO NOT RE-ENTER THE BUILDING until cleared to do so by public safety.
9. The Executive Director will meet with public safety officials to determine their informational needs.
10. Protocols for relocation, family reunification, and crisis counseling should be implemented if necessary.

ACTS OF VIOLENCE

BOMB THREATS, EXPLOSIONS AND SUSPICIOUS PACKAGES

A bomb threat may be received by telephone, verbal communication, letter, e-mail or by other sources such as a 3rd party call from a 911 Center. Should a threat be received and a suspicious package is located, the school should be evacuated at the direction of the Executive Director or Principal.

[Bomb Threat Checklist](#)

Bomb Threats, Explosions, and Suspicious Packages Protocol

If a bomb threat is received:

1. Obtain as many details as possible utilizing the “Bomb Threat Checklist”.
2. Contact the Principal or Executive Director.
3. Activate the School Safety Team according to the instructions of the Principal or Executive Director
4. If directed to do so, call 911.

If a suspicious package is located or evacuation is necessary:

1. Call 911 from a landline.
2. Send a member of your School Safety Team to perform a safety search of your evacuation site.
3. The Executive Director will consult with public safety officials upon their arrival.
4. Staff members should perform a sweep of their own room and report any suspicious packages to the Principal.
5. Evacuate the building and move to the pre-designated evacuation site. (Alpharetta Community Center)
6. Do not touch any suspicious packages.
7. School nurse should take the Emergency Evacuation Kit to the assembly area.
8. Staff members should account for all students upon reaching the evacuation site.
9. All school personnel and students should remain at the evacuation site until the “all clear” signal is given.

ACTS OF VIOLENCE

STUDENT DISRUPTION/CIVIL DISTURBANCE

A civil disturbance is an incident that disrupts or has the potential to disrupt the orderly functions of the school. Disruptions may be referred to by the following levels:

Level 1 – Disruption is confined to one area, but no threat to students or staff.

Level 2 – Disruption forces are mobile or pose a direct threat to students or staff.

Level 3 – Disruption is widespread with large scale student participation and is a serious threat to students and staff.

PREPAREDNESS

- ☐ Provide training to school personnel on the three levels of disturbance.
- ☐ Instruct school personnel to call 911 for Level 2 or 3 disturbances.
- ☐ Provide training to school personnel on how to report disturbances.
- ☐ Instruct school personnel on how to isolate the disruption.
- ☐ Provide training to school personnel on how to clear the immediate area, including restrooms and hallways.
- ☐ Immediately order a lockdown for Level 2 or 3 disturbances.
- ☐ Assemble staff members trained in CPR and First Aid, if needed.
- ☐ Provide training to school personnel on how to de-escalate angry students or a crowd of students without endangering their safety.
- ☐ Provide training to school personnel on how to prevent students from going to their lockers during or after a disturbance.
- ☐ Closely supervise students during dismissal and boarding of buses after a disturbance.
- ☐ Coordinate with police to ensure adequate protection of students and school personnel following a Level 2 or 3 disturbance until everyone has left the premises.
- ☐ Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- ☐ Prepare a written statement by school administration to be sent home with students or through social media to inform parents of the incident when appropriate.

Student Disruption / Civil Disturbance Protocol

If information about a disturbance is received:

1. Obtain as many details as possible to include specific location and description of any offenders.
2. Contact the Principal or Executive Director
1. Activate the School Safety Team according to the instructions of the Principal or Executive Director Dial the front desk (100)
2. If directed to do so, call 911.

If a disturbance is confirmed:

1. Isolate the disruption if possible. Keep students in classrooms.
2. Clear the immediate area, including restrooms and all hallways. Initiate a building lockdown if necessary.
3. If disruption is a Level 2 or 3, call 911.
4. If disruption is a Level 2 or 3, activate your School Safety Team. Those staff members not supervising students should report to the disturbance area.
5. Safety crew members approaching the disturbance are to approach in pairs. If possible, record the names of all students that are involved in the disturbance.
6. Consult with public safety upon their arrival.
7. All staff members that are involved with instructional time should remain with their students.
8. Plan for close supervision of students during dismissal and boarding of buses.
9. Prepare a written statement to be sent home with parents to provide accurate information.

ACTS OF VIOLENCE

HOSTAGE/BARRICADE

A hostage situation may result from an intruder or suspicious person being on campus. Should this situation occur, staff members should not attempt to negotiate with the hostage taker.

Check to indicate the items included in your hostage/barricade procedures:

- ☐ Call 911.
- ☐ Do not open locked doors for persons trying to enter the building from outside.
- ☐ Immediately order a lockdown.
- ☐ Notify school personnel on playgrounds/athletic fields of the lockdown and provide them with instructions.
- ☐ Notify school bus drivers to remain away from the school.
- ☐ Notify school personnel and students to remain in classrooms until the all-clear signal is given.
- ☐ School personnel and students should remain calm and quiet.
- ☐ If not in a classroom, seek protection in a nearby classroom when lockdown procedures are initiated (refer to [Attachment A: Lockdown Recommendation](https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf) or <https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf>).
- ☐ Monitor the location of the hostage taker using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement.
- ☐ Remain in lockdown mode until the all-clear signal/message is received.
- ☐ Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- ☐ Ensure consistent communication with parents/guardians.

Hostage / Barricade Protocol

If information about a hostage situation is received:

1. Obtain as many details as possible to include specific location and description of any offenders.
2. Contact the Principal.
3. Call 911.
4. Activate the School Safety Team according to the instructions of the Principal or Executive Director.

If a hostage situation or barricaded suspect is confirmed:

1. Initiate a school wide lockdown.
2. Make sure that all hallways are clear of students and staff. Secure the immediate area, if possible, to confine the problem.
3. Should any classes be outside of the building, communicate with them to stay away from the building.
4. The Executive Director will meet with public safety upon their arrival.
5. Monitor the location of the suspect using surveillance cameras, if possible.
6. Remain in lockdown mode until public safety officials declare the building is safe.
7. Prepare a written statement to be sent home with parents to provide accurate information.

ACTS OF VIOLENCE

INTRUDER/SUSPICIOUS PERSON

A suspicious person is any unauthorized person on school premises. If an intruder is observed, staff members should call or escort the stranger to the main office. If an intruder is in a classroom, send a student to the office for help or use the intercom system.

INTRUDER OR SUSPICIOUS PERSON CHECKLIST

- ☐ Call 911, if deemed necessary.
- ☐ Immediately order a lockdown, if necessary, upon notice of intruder/suspicious persons.
- ☐ Lock exterior doors and have signs that provide directions to visitors advising them to use the main entrance.
- ☐ Designated school personnel are required to periodically check all exterior doors to ensure they are secured. *(Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits).*
- ☐ Conduct measures to prevent unauthorized direct access to school facilities. Procedures should include measures for visitors to provide identification and having visitations only permissible by scheduled appointments to prevent intruders and suspicious persons from the campus at all times.
- ☐ Implement a visitor identification name-tag system. Visitor tags should be disposable.
- ☐ Monitor the location of the intruder/suspicious person using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement.

Intruder / Suspicious Person Protocol

If a suspicious person is observed:

1. Obtain as many details of the individual as possible to include specific location and description i.e. sex, race, height, clothing, location, etc.
2. Contact the Principal.
3. Call 911, if necessary.
4. Activate the School Safety Team according to the instructions of the Principal or Executive Director. DIAL 100

If a suspicious person is located and found to have no official business on campus:

1. Initiate a school wide lockdown.
2. Make sure that all hallways are clear of students and staff. Secure the immediate area, if possible, to confine the problem. (Safety Crew)

3. Should any classes be outside of the building, communicate with them to stay away from the building.
4. The Executive Director will meet with public safety upon their arrival.
5. Monitor the location of the suspect using surveillance cameras, if possible.
6. Remain in lockdown mode until public safety officials declare the building is safe.
7. Prepare a written statement to be sent home with parents to provide accurate information.
8. Plan for close supervision of students during dismissal and boarding of buses.
9. All staff members turn down the volume on their cell phones and turn off radios
10. Staff cell phone numbers will be loaded into School Messenger for efficient contact
11. Lead Crew members for each grade level or department are responsible for partnering with a substitute teacher to ensure they know what to do. Lead crew member will designate a crew member to partner with a sub for all codes if the Lead Crew member is absent.

Emergency books will be located at:

- Major school exit points
- Business Office in Suite 106
- Alpharetta Community Center

ACTS OF VIOLENCE

STUDENT RUNAWAY/ABDUCTION/MISSING STUDENT

PREPARATION

- ☐ Account for every student during the school day.
- ☐ Ensure attendance tracking is conducted by school personnel for daily attendance and notification of parents when students are absent.
- ☐ Maintain field-trip student rosters on each bus and a copy at the school.
- ☐ Account for all students at the field-trip destination upon arrival and prior to departure.
- ☐ Report any suspicious persons loitering on or near the school campus.
- ☐ Limit access to the building and require identification and accountability procedures for adults who enter the school.
- ☐ Initiate emergency check-out procedures for releasing students to parents or guardians.

RESPONSE

- ☐ Call 911.
- ☐ Implement procedures by school personnel on how to handle a missing child or abduction.
- ☐ Provide a description or picture of the missing student immediately to law enforcement.
- ☐ Notify the parents/guardians of the situation.
- ☐ Notify transportation if the student normally rides the bus.
- ☐ Conduct a room-by-room search for the student and other potential hiding areas.
- ☐ Survey students from the missing student's class for information.
- ☐ Closely monitor siblings of the missing student.
- ☐ Notify other schools if siblings of the missing student attend a different school.
- ☐ Secure the perimeter of the building.
- ☐ Curtail outside activities until the situation has stabilized.
- ☐ Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- ☐ Prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

Student Runaway/ Abduction/ Missing Student Protocol

If an act of abduction or fleeing student is observed:

1. Obtain as many details about the student and suspect as possible to include specific location and description i.e. sex, race, height, clothing, location, etc.
2. Contact the Principal.
3. Call 911, if necessary.
4. Activate the School Safety Team according to the instructions of the Principal or Executive Director

If a student is missing or thought to be abducted:

1. Call 911.
2. Upon meeting with public safety officials, provide information about the situation as well as personal identifiers and a picture from the yearbook if possible. (Executive Director will meet with public safety officials)
3. Contact the parents and/or guardians.
4. Conduct a room by room search for the student. Initiate a lockdown if necessary. Search all campus grounds and any potential hiding areas.
5. Survey students from the missing child's class for any information.
6. Discontinue all outside activities until the situation has stabilized.
7. Any siblings of the missing student should be monitored closely. If the siblings attend another school, a member of the safety crew will notify the administrator of that location immediately.

ACTS OF VIOLENCE

REPORT OF A WEAPON ON CAMPUS

Any firearm, explosive, incendiary device, or any offensive/defensive weapons designed to harm people. If one becomes aware of a weapon on campus, contact the Main Office or administration immediately. DO NOT confront the individual(s).

Check to indicate the items included in your report of a weapon on campus procedures:

- ☐ Immediately inform the school resource officer or call 911 if a weapon is suspected on a student.
- ☐ Contact the school resource officer or other law enforcement officer with information about the student, location of the student, and the possible weapon.
- ☐ Immediately contact the school resource officer or other law enforcement officer, along with an administrator, to escort the suspected student.
- ☐ School personnel will carry all of the student's belongings at a safe distance.
- ☐ The student always walks in front of the escort; never allow the student to walk behind any member of the escort.
- ☐ Ensure the student is not allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.
- ☐ School personnel are instructed to allow the school resource officer or other law enforcement officers to follow their procedures for search and seizure.
- ☐ School personnel should never attempt to unload a firearm or handle a firearm.
- ☐ School personnel should show the school resource officer or other law enforcement officer the student's locker or vehicle and never open a student's locker or vehicle who is suspected of possessing a weapon.
- ☐ Follow the instructions and protocols of school resource officers or other law enforcement personnel if the suspect is in a classroom or other crowded area because the approach to the student should be carefully planned.
- ☐ Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- ☐ Prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

Report of a Weapon on Campus Protocol

If the rumor of a weapon is discussed or a weapon is observed:

1. Obtain as many details about the situation as possible. If the weapon is observed by a student, send that student to the main office immediately to report the situation. If the weapon is observed by a staff member, contact the main office immediately.
2. Call 911, if necessary
3. Initiate a school lockdown, if necessary.
4. Activate the School Safety Team according to the instructions of the Principal or Executive Director

If a weapon is located or search of an area is necessary:

1. An administrator and a School Police Officer (or other local law enforcement) shall proceed to the classroom where the incident was reported.
2. The suspect, barring confrontation, should be escorted to a private area. If possible, an administrator shall assist in the escort as well as retaining all of the student's belongings at a safe distance. Should the suspect refuse the escort, initiate a building lockdown immediately. If the suspect flees, do not chase the individual. Gather as many physical descriptors as possible and relay this information to the local police jurisdiction.
3. Do not allow the student to walk behind you – always have a suspect walk in front of you.
4. All belongings should be thoroughly searched to include their pockets, shoes, locker and book bag.
5. Any weapon found should be immediately secured by the School Police Department. If the weapon is found by an administrator, the weapon must be turned into the police for evidence.
6. Consider preparing a written statement to be sent home with parents to provide accurate information.
7. Plan for close supervision of students during dismissal and boarding of buses.

If the use of a weapon is observed:

1. Initiate a school lockdown immediately.
2. Call 911.
3. Obtain as many details about the situation as possible. Information regarding suspects i.e. location, number of individuals involved, physical description, etc. should be relayed to the 911 Center.
4. Activate the School Safety Team according to the instructions of the Principal or Executive Director

If a violent incident occurs:

1. Initiate a school lockdown and call 911
2. The Executive Director will meet with local public safety officials upon their arrival.
3. The suspect, barring confrontation, should be escorted to a private area. If possible, an administrator shall assist in the escort as well as retaining all of the student's belongings at a safe distance. If the suspect flees, do not chase the individual. Gather as many physical descriptors as possible and relay this information to the local police jurisdiction.
4. All belongings should be thoroughly searched to include their pockets, shoes, locker and book bag.
5. Any weapon found should be immediately secured by the School Police Department. If the weapon is found by an administrator, the weapon must be turned into the police for evidence.
6. Should evacuation be necessary, move to your pre-designated site with assistance from local public safety agencies. (Alpharetta Center)
7. Contact your family reunification site should an off campus evacuation be necessary.
8. Notify Transportation should an off site evacuation become necessary.

ACTS OF VIOLENCE

ACTIVE ATTACK

Check to indicate the items included in your active attack protocol:

- ☐ Refer to preferred protocols and expectations of your local law enforcement agency. It is important to maintain the protocols of the local law enforcement agency.
- ☐ All trained school personnel should immediately implement active attack protocols.
- ☐ Immediately order a lockdown and initiate lockdown procedures.
- ☐ Personnel who have received active shooter response training should immediately implement the active attack protocol.
- ☐ Lock exterior doors and display signage providing directions to visitors and advising them to use the main entrance.
- ☐ Periodically check all exterior doors to ensure that they are secured. (*Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits*).
- ☐ Prevent unauthorized access to school facilities. To prevent intruders and unauthorized access, school visitations are only permissible by scheduled appointments and all visitors must provide proper identification.
- ☐ Ensure lockdown is announced.
- ☐ Follow lockdown procedures.
- ☐ Building occupants should be prepared to remain in lockdown for an extended period.
- ☐ Make active shooter training available to school personnel and provide opportunities to practice active shooter response. Options-based response training is available to schools. Training options available include Civilian Response to Active Shooter Events (CRASE), provided by GEMA/HS Homeland Area Security Coordinators.

TRANSPORTATION

(Utilize for all field studies)

TRANSPORTATION INCIDENTS OR FIELD TRIPS

Any incident involving a school bus in which children are involved will be handled by Amana and Stencil Bus Transportation.

Transportation Incidents or Field Trips Protocol

If an accident occurs:

1. The bus driver is responsible for contacting Amana Academy.
2. Amana Academy will call 911, if necessary.
3. Members of Amana Academy and/or Stencil will respond to the scene, if necessary.

If children are aboard the bus when an accident occurs:

1. The bus driver will contact Amana Academy and Stencil
2. An administrator may be requested to respond to the scene. Should the bus continue to school after the accident, designate a staff member to receive uninjured students upon their arrival. Should injuries be reported, consider having an administrator report to the hospital.
3. Collect as much information as possible to include the names of all students who were on the bus.
4. Upon approval from Amana Academy and confirmation of all details, the school may be allowed to contact the parents of those students who were involved regarding the status of their child.
5. The local law enforcement will complete an official incident report
6. Should the incident be of a certain nature, consider family reunification protocols and possible counseling services.
7. Consider preparing a written statement to be sent home with parents to provide accurate information.
8. Plan for close supervision of those students who were involved in the incident.

ACCIDENTS

(Utilize during on campus, recess and field studies)

INJURY OR ILLNESS

Any emergency situation involving sickness or injury to a student or staff member.

Injury or Illness Protocol

If a sickness or injury occurs:

1. Contact the Main office or Principal and stay with the injured individual.
2. If trained, administer First Aid and CPR to the sick or injured.
3. Call 911, if necessary.
4. Notify your Cluster Nurse and Clinic Assistant.

If a critical injury occurs:

1. Obtain as many details of the individual as possible to include specific location and description i.e. sex, race, height, clothing, location, etc.
2. Limit activity in the vicinity of the affected individual.
3. If 911 was called, meet with emergency personnel upon their arrival.
4. Contact parents and/or guardians.
5. Should the injury require transport to a hospital, designate a staff member to go with the individual to the hospital.
6. Consider preparing a written statement to be sent home with parents to provide accurate information.
7. Complete a student accident report.

ACCIDENTS

DEATH AT SCHOOL

Any incident that involves the death of a student or staff member on campus.

Check the boxes below to indicate the plans and items included in your death at school procedures.

- ☐ Contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the death of a staff member or student.
- ☐ Maintain a current list of names and location of school personnel trained in suicide awareness. Ensure the list is available to all school employees in the building.
- ☐ Contact emergency responders and/or law enforcement personnel.
- ☐ Secure the area and keep all students away.
- ☐ Implement lockdown procedures by school personnel
- ☐ Include notification protocol in procedures.
- ☐ Notify school personnel and immediately contact Andrea Gatewood-Cooper..
- ☐ Communications Director will manage internal and external communications, including the news media. The school should follow the local system's procedures for media contact.
- ☐ Communicate, respond to, and monitor student/staff reactions and coordinate with counseling staff for grief and fear resources.

Death at School Protocol

If a death occurs on campus:

1. Initiate a school lockdown immediately.
2. Call 911.
3. Obtain as many details about the situation as possible. Information regarding suspects i.e. location, number of individuals involved, physical description, etc. should be relayed to the 911 Center.
4. Activate the School Safety Team according to the instructions of the Principal.
5. Contact the Counseling Intervention and Response Office.

If a death is reported:

1. Initiate a school lockdown.

2. Secure the area as much as possible. Do not disturb the scene if at all possible until law enforcement arrives.
3. The Executive Director will meet with local public safety officials upon their arrival. Law enforcement will proceed to the area of the disturbance.
4. Notify the staff that a medical emergency has occurred. Include information about the delay of class change or altered schedules for the delay.
5. Consider the need to evacuate and possibly implement family reunification protocols.
6. Should evacuation be necessary, move to your pre-designated site with assistance from local public safety agencies. (Alpharetta Community Center)
7. Contact your family reunification site should an off campus evacuation be necessary.
8. Notify Transportation should an off site evacuation become necessary.
9. Consider preparing a written statement to be sent home with parents to provide accurate information.

ACCIDENTS

THREAT OR OCCURRENCE OF SUICIDE AT SCHOOL

Check the boxes below to indicate the plans and items included in your threat or occurrence of suicide at school procedures.

- ☐ Implement the coordination of response activities to a threat of suicide or occurrence at school and lockdown procedures.
- ☐ Contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the suicide or threat of suicide.
- ☐ School personnel with Suicide Awareness training should be on standby. *It is recommended that each school access the After a Suicide Toolkit for Schools, which can be found at <https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>.*
- ☐ Document the names and location of school personnel currently trained in Suicide Awareness and make the list available to every school employee in the building.
- ☐ Contact emergency responders and law enforcement personnel.
- ☐ Secure the area and keep all students away.
- ☐ Ensure contact with parents/guardians or other family members to inform them of the student/staff suicide or threat of suicide.
- ☐ Notify appropriate school personnel and immediately contact the central office.
- ☐ Communicate, respond to, and monitor student and staff reactions to the threat of suicide or occurrence of suicide in order to coordinate with counseling staff.
- ☐ Implement emergency check-out procedures, which includes requiring identification and using student attendance logs.
- ☐ Collect appropriate resources necessary to respond to students/staff grief and fear. *It is recommended that each school access the After a Suicide Toolkit for Schools, which can be found at <https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>*

Threat or Occurrence of Suicide at School Protocol

If a suicide occurs on campus:

1. Initiate a school lockdown immediately.
2. Call 911.

3. Obtain as many details about the situation as possible. Information regarding suspects i.e. location, number of individuals involved, physical description, etc. should be relayed to the 911 Center.
4. Activate the School Safety Team according to the instructions of the Principal.
5. Contact the Counseling Intervention and Response Office.

If suicide is reported:

1. Initiate a school lockdown.
2. Secure the area as much as possible. Do not disturb the scene if at all possible until law enforcement arrives.
3. The Executive Director will meet with local public safety officials upon their arrival. Law enforcement will proceed to the area of the disturbance.
4. Notify the staff that a medical emergency has occurred. Include information about the delay of class change or altered schedules for the delay.
5. Consider the need to evacuate and possibly implement family reunification protocols.
6. Should evacuation be necessary, move to your pre-designated site with assistance from local public safety agencies. (Alpharetta Community Center)
7. Contact your family reunification site should an off campus evacuation be necessary.
8. Notify Transportation should an off site evacuation become necessary.
9. Consider preparing a written statement to be sent home with parents to provide accurate information.

ACCIDENTS

Fire

The report of a fire anywhere in the building that requires the evacuation of the premises.

Fire Protocol

If a fire occurs on campus:

1. Call 911.
2. Activate the fire alarm.
3. Obtain as many details about the situation as possible. Information regarding location, number of rooms involved, etc. should be relayed to the 911 Center.
4. Activate the School Safety Team according to the instructions of the Principal.

If a fire occurs inside the building:

1. Report the fire to the main office, activate the fire alarm and evacuate.
2. Staff should close all windows and doors upon evacuation. Do not lock the doors.
3. Use a fire extinguisher if it is safe to do so. Otherwise, evacuate the building.
4. The Executive Director will meet with emergency personnel upon their arrival.
5. School personnel and students should move to the predetermined evacuation site away from the building using safe routes and exits. Avoid routing students through front parking lots as the Fire Department will be responding to that area. (Alpharetta Center)
6. Ensure that all personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums and gymnasiums. (Safety Crew will handle this responsibility)
7. Designated staff members should take the emergency evacuation kit.
8. Consult with the Fire Department regarding the safety of the building and whether or not class can continue. Should re-entry into the building become a problem, notify your family reunification site for assistance. (Executive Director)
9. Notify Transportation should an off site evacuation become necessary.
10. Consider preparing a written statement to be sent home with parents to provide accurate information.

ACCIDENTS

OUTAGE/UTILITY FAILURE

A utility failure may include any power failure, gas leak, water main break or sewer leak.

PREPAREDNESS

- ☐ Richard will contact appropriate school administration and appropriate utility companies immediately upon learning of the outage.
- ☐ Ensure school personnel are aware of how to find the power shut off and turn it off when an emergency occurs.
- ☐ Secure the affected area and keep students away.
- ☐ Contact designated emergency officials and/or law enforcement.

Outage / Utility Failure Protocol

If a utility failure occurs:

1. Obtain as many details about the situation as possible. Obtain information about the type of failure, location, impact, etc.
2. Should evacuation be necessary, call 911.
3. Activate the School Safety Team according to the instructions of the Principal or Executive Director.

If a utility failure occurs and evacuation is necessary:

1. School personnel and students should move to the predetermined evacuation sites away from the building avoiding any possible hazards related to the utility failure. (Alpharetta Center)
2. Ensure that all personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums and gymnasiums. (Safety Crew)
3. Meet with public safety officials upon their arrival. (Executive Director)
4. Designated staff members should take the emergency evacuation kit.
5. Staff members should account for all students by checking with teachers in the assembly area.
6. Any injuries should be reported to the Principal immediately.
7. All staff and students should remain in the assembly area until the "all clear" signal is given by public safety officials. Once students return to the building, utilize e-mail or the intercom to explain the situation.
8. Consider preparing a written statement to be sent home with parents to provide accurate information.

CYBERSECURITY AND OTHER COMPUTER INTRUSIONS

- ☐ Check to indicate the items included in your cybersecurity and other computer intrusions protocols:
- ☐ Define access to private information.
- ☐ Develop strategies and describe the concept of appropriate access to private information such as student demographics and grade data.
- ☐ Establish a concept for access control and how to limit access to school data to only authorized users.
- ☐ Determine equipment needed to access servers and network connections.
- ☐ Identify specific network components and the roles of these connected network components.
- ☐ Create a plan for school personnel to utilize appropriate networks.
- ☐ Develop a plan for school personnel to store and share information using cloud computing.
- ☐ Demonstrate safe cloud computing practices among school personnel.
- ☐ Develop a plan to compare and contrast the concepts surrounding access control.
- ☐ Establish the difference between online and local use of computing devices within the school.
- ☐ Determine a plan for network communication.
- ☐ Develop a procedure to differentiate between a network device's MAC and IP addresses.
- ☐ Create a plan to compare and contrast network topologies.
- ☐ Establish layers within the OSI networking model most appropriate for your school.
- ☐ Report cyber-security incidents through Georgia Cyber-Security Incident Reporting System at <https://gagema.powerappsportals.us/>

PANDEMIC AND EPIDEMIC

Check to indicate your pandemic and epidemic protocols include response items involved in the levels of preparedness:

- Level 0: Prevention and preparations
- Level 1: Suspected human-to-human outbreak
- Level 2: Confirmed human-to-human outbreak
- Level 3: Widespread human outbreak
- Level 4: Expanded human outbreak
- Level 5: Expanded (local) outbreak
- Level 6: Health emergency
- Level 7: Recovery – Taking steps to reopen schools

SCHOOL FUNCTIONS DURING NON-INSTRUCTIONAL HOURS

AFTER HOURS EMERGENCIES

Any incident that occurs outside of the regular school day affecting a smaller population. An administrator or designee (Ayesha Haddad) is nominated to handle situations during these times. Conduct fire drill, or after school program, within the first ten (10) days of the program.

After Hours Emergencies Protocol

If an incident occurs:

1. Obtain as many details about the situation as possible. Obtain information about potential injuries, damage to the building, community incidents, etc.
2. Should an injury or criminal activity occur, call 911.
3. Notify the Principal.

If evacuation is necessary:

1. School personnel and remaining students should move to the predetermined evacuation sites away from the building, avoiding the front parking lot as the Fire Department will respond to this area.
2. Ensure that all personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums and gymnasiums.
3. Meet with public safety officials upon their arrival. (Executive Director)
4. Designated staff members should take the emergency evacuation kit.
5. Staff members should account for all students known to be at the school.
6. Any injuries should be reported to the Principal immediately.
7. All staff and students should remain in the assembly area until the "all clear" signal is given by public safety officials.
8. Activities should be discontinued, if possible.
9. Should the incident result in any damage to the building, contact Maintenance immediately.



MEMORANDUM OF UNDERSTANDING

This agreement is made and entered by and between Amana Academy and
the Alpharetta Community Center (Alternative Site Provider)

WHEREAS, the Alpharetta Community Center is authorized and empowered to enter into leases and building use agreements; and

WHEREAS, if Amana Academy should need to evacuate students and staff due to an emergency from one of its buildings or grounds, the Amana Academy desires to identify a site where students and staff may be housed until they can be released. Since the Alpharetta Community Center could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms; and

WHEREAS, Amana Academy desires to enter into an agreement for the emergency only use of the building for students and staff; and

WHEREAS, the Alpharetta Community Center understand and agrees that after meeting its responsibilities to its primary usage, it will permit the school to use its physical facilities as an emergency shelter in the event of a disaster;

NOW THEREFORE, the consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. Amana Academy shall exercise reasonable care in the use of the Alpharetta Community Center. Should any supplies be used or damages occur to the physical facility, the Supervisor should report this information to Amana Academy within 24 hours of occurrence.
2. Adequate supervision, as approved by Amana Academy's Executive Director, will be present.
3. The Alpharetta Community Center shall make reasonable efforts to make a space available for emergency shelter use by the school with minimal notice.
4. This agreement shall commence upon the date of execution by both parties. This agreement will remain in force and effect for one year, but may be terminated by either party at any time upon receipt of a thirty day notice.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this agreement on behalf of the respective parties and state that this agreement has been read and each provision is understood. Implementation of this agreement will be in Alpharetta Community Center accordance with the emergency operations plan for Fulton County Schools.

Amana Academy

Principal

Date

Alpharetta Community Center

Supervisor

Date

Emergency Contact Name

Jean-Jaques Credi

Emergency Contact Cell

404-304-1479

5 YEAR BUDGET PROJECTION													
School Name: Amana Academy	FY2024		FY2025		FY2026		FY2027		FY2028		FY2029		
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	
ASSUMPTIONS													Notes
Number of Students	750		776		800		832		848		862		Add 5th KG in FY26 & 5th Sixth grade in FY27
Facility Square Footage	101,518		101,518		101,518		101,518		101,518		101,518		
Number of Full Time Employees	90.7		93.7		95.3		96.9		96.6		96.5		
Full Time Employees (eligible for benefits)	89.2		91.7		93.3		94.9		94.6		94.5		
Number of Administrators	3.8		3.7		3.7		3.6		3.6		3.6		Principal, APs & ED time
Number of Teachers	36		36		37		38		38		38		homeroom teachers, 38 classes (k-8)
Number of Other Instructional Staff	38.8		41.3		42.3		43.3		43.3		43.3		All non homeroom instructional staff
Number of Clerical Staff	10.6		11.2		10.8		10.5		10.2		10.1		Our network office is included here and the amount of
Number of Maintenance Staff	1		1		1		1		1		1		1 in house staff, we outsource Janitorial services
Number of Food Service Staff	0.5		0.5		0.5		0.5		0.5		0.5		Food service support, we outsource SNP
Student Teacher Ratio	21:1		22:1		22:1		22:1		22:1		23:1		
Revenue Per Pupil (State and/or Local)	\$12,821		\$12,949		\$13,079		\$13,209		\$13,341		\$13,475		FY24 Initial allotment then 1% increase yr over yr
Average Teacher Salary	\$51,354		\$52,638		\$53,954		\$55,303		\$56,686		\$58,103		FY24 initial salary then 2.5% increase yr over yr

REVENUES													
State and/or Local Revenue (Rev Per Pupil*# of students)	\$9,615,675	95.2%	\$10,048,509	93.0%	\$10,462,880	92.6%	\$10,990,209	93.1%	\$11,313,575	93.3%	\$11,615,359	93.5%	
3% District Administrative Fee (Explain any changes if different)	(\$288,470)	-2.9%	(\$301,455)	-2.8%	(\$313,886)	-2.8%	(\$329,706)	-2.8%	(\$339,407)	-2.8%	(\$348,461)	-2.8%	
Meal Fees	\$263,489	2.6%	\$288,082	2.7%	\$301,432	2.7%	\$302,837	2.6%	\$304,351	2.5%	\$305,873	2.5%	
Grant Funding	\$212,824	2.1%	\$242,824	2.2%	\$307,824	2.7%	\$307,824	2.6%	\$307,824	2.5%	\$307,824	2.5%	
Student Programs	\$288,438	2.9%	\$315,372	2.9%	\$329,987	2.9%	\$331,525	2.8%	\$331,525	2.7%	\$331,525	2.7%	
Other Misc Funding	\$10,000	0.1%	\$10,000	0.1%	\$10,000	0.1%	\$10,000	0.1%	\$10,000	0.1%	\$10,000	0.1%	
Title I Funding	\$0	0.0%	\$197,760	1.8%	\$197,760	1.8%	\$197,760	1.7%	\$197,760	1.6%	\$197,760	1.6%	
Total Revenues	\$10,101,956		\$10,801,091		\$11,295,996		\$11,810,449		\$12,125,628		\$12,419,881		

EXPENSES													
PERSONNEL													
Principal & APs	\$248,143	2.5%	\$254,347	2.4%	\$260,705	2.4%	\$267,223	2.4%	\$273,903	2.4%	\$280,751	2.5%	
Social Services (Social Worker/Counselor/Nurse)	\$113,750	1.1%	\$116,594	1.1%	\$119,509	1.1%	\$122,496	1.1%	\$125,559	1.1%	\$128,698	1.1%	
Technology Support	\$27,039	0.3%	\$27,715	0.3%	\$28,408	0.3%	\$29,118	0.3%	\$29,846	0.3%	\$30,592	0.3%	
Teachers	\$1,848,756	18.3%	\$1,894,975	18.1%	\$1,996,303	18.5%	\$2,101,514	18.8%	\$2,154,052	19.0%	\$2,207,903	19.4%	
Arts/PE/Comp Sci	\$388,850	3.9%	\$398,571	3.8%	\$408,536	3.8%	\$418,749	3.8%	\$429,218	3.8%	\$439,948	3.9%	
Athletics/Extracurricular Coaches	\$166,650	1.7%	\$170,816	1.6%	\$175,087	1.6%	\$179,464	1.6%	\$183,950	1.6%	\$188,549	1.7%	
Guidance Counselor	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Special Education Teacher	\$255,360	2.5%	\$261,744	2.5%	\$268,288	2.5%	\$274,995	2.5%	\$281,870	2.5%	\$288,916	2.5%	
Office Manager	\$42,000	0.4%	\$43,050	0.4%	\$44,126	0.4%	\$45,229	0.4%	\$46,360	0.4%	\$47,519	0.4%	
Office Assistant	\$23,500	0.2%	\$24,088	0.2%	\$24,690	0.2%	\$25,307	0.2%	\$25,940	0.2%	\$26,588	0.2%	
Business manager	\$74,949	0.7%	\$76,823	0.7%	\$78,743	0.7%	\$80,712	0.7%	\$82,730	0.7%	\$84,798	0.7%	
Maintenance	\$107,594	1.1%	\$110,284	1.1%	\$113,041	1.0%	\$115,867	1.0%	\$118,764	1.0%	\$121,733	1.1%	
Food Service	\$23,245	0.2%	\$23,826	0.2%	\$24,422	0.2%	\$25,032	0.2%	\$25,658	0.2%	\$26,300	0.2%	
Retirement Benefits	\$1,143,271	11.3%	\$1,171,911	11.2%	\$1,203,688	11.1%	\$1,236,188	11.1%	\$1,269,565	11.2%	\$1,303,843	11.5%	
Health Benefits	\$904,789	9.0%	\$935,856	8.9%	\$964,800	8.9%	\$1,003,392	9.0%	\$1,022,688	9.0%	\$1,039,572	9.1%	
FICA	\$156,057	1.5%	\$159,958	1.5%	\$163,957	1.5%	\$168,056	1.5%	\$172,258	1.5%	\$176,564	1.6%	
Other Payroll Expenses/Taxes	\$40,606	0.4%	\$44,667	0.4%	\$49,133	0.5%	\$54,047	0.5%	\$59,451	0.5%	\$65,396	0.6%	
Other Roles	\$1,432,050	14.2%	\$1,767,851	16.9%	\$1,812,048	16.8%	\$1,857,349	16.6%	\$1,903,782	16.8%	\$1,951,377	17.2%	

		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Personnel	\$7,446,609	73.8%	\$7,483,075	71.5%	\$7,735,483	71.5%	\$8,004,737	71.7%	\$8,205,593	72.5%	\$8,409,047	74.0%	

INSTRUCTION													
Textbooks	\$79,500	0.8%	\$82,256	0.8%	\$84,800	0.8%	\$88,192	0.8%	\$89,888	0.8%	\$91,372	0.8%	
Classroom Supplies	\$73,500	0.7%	\$76,048	0.7%	\$78,400	0.7%	\$81,536	0.7%	\$83,104	0.7%	\$84,476	0.7%	
Computers	\$30,000	0.3%	\$30,000	0.3%	\$30,000	0.3%	\$30,000	0.3%	\$30,000	0.3%	\$30,000	0.3%	
Software	\$78,000	0.8%	\$80,704	0.8%	\$83,200	0.8%	\$86,528	0.8%	\$88,192	0.8%	\$89,648	0.8%	
Field Trips & Bus	\$88,875	0.9%	\$91,956	0.9%	\$94,800	0.9%	\$98,592	0.9%	\$100,488	0.9%	\$102,147	0.9%	
Instructional Equipment	\$10,000	0.1%	\$10,346	0.1%	\$10,666	0.1%	\$11,093	0.1%	\$11,306	0.1%	\$11,493	0.1%	
Library and Media Center	\$5,000	0.0%	\$5,000	0.0%	\$5,000	0.0%	\$5,000	0.0%	\$5,000	0.0%	\$5,000	0.0%	
Student Assessment	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Classroom Furniture	\$25,032	0.2%	\$25,900	0.2%	\$26,701	0.2%	\$27,769	0.2%	\$28,303	0.3%	\$28,770	0.3%	
PE Equipment	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Art Supplies	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Total Instruction	\$389,907	3.9%	\$402,210	3.8%	\$413,567	3.8%	\$428,710	3.8%	\$436,281	3.9%	\$442,906	3.9%	

SERVICES & SUPPLIES													
Student Uniforms	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Athletic Program	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Office Supplies	\$10,000	0.1%	\$10,250	0.1%	\$10,506	0.1%	\$10,769	0.1%	\$11,038	0.1%	\$11,314	0.1%	
Office Furniture	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Office Computers & Software	\$7,700	0.1%	\$7,893	0.1%	\$8,090	0.1%	\$8,292	0.1%	\$8,499	0.1%	\$8,712	0.1%	
Printing and Copy Services	\$20,625	0.2%	\$21,141	0.2%	\$21,669	0.2%	\$22,211	0.2%	\$22,766	0.2%	\$23,335	0.2%	
Postage and Shipping	\$5,000	0.0%	\$5,125	0.0%	\$5,253	0.0%	\$5,384	0.0%	\$5,519	0.0%	\$5,657	0.0%	
Bookkeeping	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Audit	\$1,530	0.0%	\$1,568	0.0%	\$1,607	0.0%	\$1,648	0.0%	\$1,689	0.0%	\$1,731	0.0%	
Payroll Services	\$27,846	0.3%	\$28,542	0.3%	\$29,256	0.3%	\$29,987	0.3%	\$30,737	0.3%	\$31,505	0.3%	
Banking Fees	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Legal Services	\$10,000	0.1%	\$10,250	0.1%	\$10,506	0.1%	\$10,769	0.1%	\$11,038	0.1%	\$11,314	0.1%	
Liability & Property Insurance	\$75,938	0.8%	\$77,836	0.7%	\$79,782	0.7%	\$81,777	0.7%	\$83,821	0.7%	\$85,917	0.8%	
Staff Development	\$65,000	0.6%	\$66,625	0.6%	\$68,291	0.6%	\$69,998	0.6%	\$71,748	0.6%	\$73,542	0.6%	
Special Education	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Health Services	\$18,200	0.2%	\$18,655	0.2%	\$19,121	0.2%	\$19,599	0.2%	\$20,089	0.2%	\$20,592	0.2%	
Staff Recruitment	\$3,517	0.0%	\$3,605	0.0%	\$3,695	0.0%	\$3,787	0.0%	\$3,882	0.0%	\$3,979	0.0%	
Student Recruitment	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Tech Support	\$54,101	0.5%	\$55,454	0.5%	\$56,840	0.5%	\$58,261	0.5%	\$59,717	0.5%	\$61,210	0.5%	
Phone/Internet Service	\$105,000	1.0%	\$107,625	1.0%	\$110,316	1.0%	\$113,074	1.0%	\$115,900	1.0%	\$118,798	1.0%	
Food Service	\$15,000	0.1%	\$15,375	0.1%	\$15,759	0.1%	\$16,153	0.1%	\$16,557	0.1%	\$16,971	0.1%	
Transportation	\$165,900	1.6%	\$170,048	1.6%	\$174,299	1.6%	\$178,656	1.6%	\$183,123	1.6%	\$187,701	1.7%	
Health Supplies	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Pest Control	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Janitorial Supplies & Services	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Waste Disposal	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Marketing	\$20,000	0.2%	\$25,000	0.2%	\$30,000	0.3%	\$30,750	0.3%	\$31,519	0.3%	\$32,307	0.3%	
3rd Party Services	\$82,883		\$84,955		\$87,079		\$89,256		\$91,487		\$93,775		
Lunch Services	\$283,489	2.8%	\$290,576	2.8%	\$297,841	2.8%	\$305,287	2.7%	\$312,919	2.8%	\$320,742	2.8%	
AfterSchool	\$29,927	0.3%	\$30,675	0.3%	\$31,442	0.3%	\$32,228	0.3%	\$33,034	0.3%	\$33,860	0.3%	

Total Services & Supplies	\$1,001,656	9.9%	\$1,031,197	9.9%	\$1,061,352	9.8%	\$1,087,886	9.7%	\$1,115,083	9.9%	\$1,142,960	10.1%	
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FACILITIES

Rent/Lease/Mortgage	\$568,393	5.6%	\$568,333	5.4%	\$568,393	5.3%	\$568,393	5.1%	\$568,393	5.0%	\$568,393	5.0%	
Grounds Maintenance	\$200,000	2.0%	\$205,000	2.0%	\$210,125	1.9%	\$215,378	1.9%	\$220,763	2.0%	\$226,282	2.0%	
Maintenance & Repair	\$100,000	1.0%	\$125,000	1.2%	\$175,000	1.6%	\$200,000	1.8%	\$205,000	1.8%	\$210,125	1.8%	
Utilities	\$200,000	2.0%	\$205,000	2.0%	\$210,125	1.9%	\$215,378	1.9%	\$220,763	2.0%	\$226,282	2.0%	
Fire Safety and Compliance	\$16,471	0.2%	\$16,883	0.2%	\$17,305	0.2%	\$17,737	0.2%	\$18,181	0.2%	\$18,635	0.2%	
Special Projects	\$150,000	1.5%	\$400,000	3.8%	\$400,000	3.7%	\$400,000	3.6%	\$300,000	2.7%	\$100,000	0.9%	
Other	\$21,868	0.2%	\$22,415	0.2%	\$22,975	0.2%	\$23,549	0.2%	\$24,138	0.2%	\$24,742	0.2%	
Total Facilities	\$1,256,732	12.4%	\$1,542,630	14.7%	\$1,603,923	14.8%	\$1,640,436	14.7%	\$1,557,237	13.8%	\$1,374,458	12.1%	

Total Expenses	\$10,094,904		\$10,459,113		\$10,814,325		\$11,161,770		\$11,314,195		\$11,369,372		
Contingency Fund	\$0		\$0		\$0		\$100,000		\$100,000		\$200,000		
Surplus (Deficit)	\$7,052		\$341,978		\$481,671		\$548,680		\$711,434		\$850,508		

Cash Balance

Beginning Cash (Renewals, conversions, or org. fund)	\$2,695,760		\$2,702,812		\$3,044,790		\$3,526,461		\$4,075,141		\$4,786,574		
Net Surplus (Deficit)	\$7,052		\$341,978		\$481,671		\$548,680		\$711,434		\$850,508		
Ending Cash	\$2,702,812		\$3,044,790		\$3,526,461		\$4,075,141		\$4,786,574		\$5,637,083		

CASH FLOW PROJECTIONS-YEAR 07/Planning Year													
School Name: Amana Academy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	\$2,695,760	\$2,459,931	\$2,462,945	\$2,446,930	\$2,459,213	\$2,491,877	\$2,524,542	\$2,557,207	\$2,589,872	\$2,618,661	\$2,656,326	\$2,693,991	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	\$777,267	\$777,267	\$777,267	\$777,267	\$777,267	\$777,267	\$777,267	\$777,267	\$777,267	\$777,267	\$777,267	\$777,267	\$9,327,205
Meal Fees	\$21,957	\$21,957	\$21,957	\$21,957	\$21,957	\$21,957	\$21,957	\$21,957	\$21,957	\$21,957	\$21,957	\$21,957	\$263,489
Grant Funding	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	\$17,735	\$212,824
Student Programs	\$0	\$28,844	\$28,844	\$28,844	\$28,844	\$28,844	\$28,844	\$28,844	\$28,844	\$28,844	\$28,844	\$0	\$288,438
Other Misc Funding	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
Title I Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(B) Total Receipts	\$817,793	\$846,637	\$846,637	\$846,637	\$846,637	\$846,637	\$846,637	\$846,637	\$846,637	\$846,637	\$846,637	\$817,793	\$10,101,956
Cash Disbursements:													
PERSONNEL													
Principal	\$20,679	\$20,679	\$20,679	\$20,679	\$20,679	\$20,679	\$20,679	\$20,679	\$20,679	\$20,679	\$20,679	\$20,679	\$248,143
Social Services (Social Worker/Counselor/Nurse)	\$9,479	\$9,479	\$9,479	\$9,479	\$9,479	\$9,479	\$9,479	\$9,479	\$9,479	\$9,479	\$9,479	\$9,479	\$113,750
Technology Support	\$2,253	\$2,253	\$2,253	\$2,253	\$2,253	\$2,253	\$2,253	\$2,253	\$2,253	\$2,253	\$2,253	\$2,253	\$27,039
Teachers	\$154,063	\$154,063	\$154,063	\$154,063	\$154,063	\$154,063	\$154,063	\$154,063	\$154,063	\$154,063	\$154,063	\$154,063	\$1,848,756
Arts/PE/Comp Sci	\$32,404	\$32,404	\$32,404	\$32,404	\$32,404	\$32,404	\$32,404	\$32,404	\$32,404	\$32,404	\$32,404	\$32,404	\$388,850
Athletics/Extracurricular Coaches	\$13,888	\$13,888	\$13,888	\$13,888	\$13,888	\$13,888	\$13,888	\$13,888	\$13,888	\$13,888	\$13,888	\$13,888	\$166,650
Guidance Counselor	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Education Teacher	\$21,280	\$21,280	\$21,280	\$21,280	\$21,280	\$21,280	\$21,280	\$21,280	\$21,280	\$21,280	\$21,280	\$21,280	\$255,360
Office Manager	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$42,000
Office Assistant	\$1,958	\$1,958	\$1,958	\$1,958	\$1,958	\$1,958	\$1,958	\$1,958	\$1,958	\$1,958	\$1,958	\$1,958	\$23,500
Business manager	\$6,246	\$6,246	\$6,246	\$6,246	\$6,246	\$6,246	\$6,246	\$6,246	\$6,246	\$6,246	\$6,246	\$6,246	\$74,949
Maintenance	\$8,966	\$8,966	\$8,966	\$8,966	\$8,966	\$8,966	\$8,966	\$8,966	\$8,966	\$8,966	\$8,966	\$8,966	\$107,594
Food Service	\$1,937	\$1,937	\$1,937	\$1,937	\$1,937	\$1,937	\$1,937	\$1,937	\$1,937	\$1,937	\$1,937	\$1,937	\$23,245
Retirement Benefits	\$95,273	\$95,273	\$95,273	\$95,273	\$95,273	\$95,273	\$95,273	\$95,273	\$95,273	\$95,273	\$95,273	\$95,273	\$1,143,271
Health Benefits	\$75,399	\$75,399	\$75,399	\$75,399	\$75,399	\$75,399	\$75,399	\$75,399	\$75,399	\$75,399	\$75,399	\$75,399	\$904,789
FICA	\$13,005	\$13,005	\$13,005	\$13,005	\$13,005	\$13,005	\$13,005	\$13,005	\$13,005	\$13,005	\$13,005	\$13,005	\$156,057
Other Payroll Expenses/Taxes	\$3,384	\$3,384	\$3,384	\$3,384	\$3,384	\$3,384	\$3,384	\$3,384	\$3,384	\$3,384	\$3,384	\$3,384	\$40,606
Other Roles	\$119,338	\$119,338	\$119,338	\$119,338	\$119,338	\$119,338	\$119,338	\$119,338	\$119,338	\$119,338	\$119,338	\$119,337	\$1,432,050
Total Personnel	\$620,551	\$620,551	\$620,551	\$620,551	\$620,551	\$620,551	\$620,551	\$620,551	\$620,551	\$620,551	\$620,551	\$620,550	\$7,446,609
INSTRUCTION													
Textbooks	\$70,000	\$0	\$9,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$79,500
Classroom Supplies	\$50,000	\$10,000	\$10,000	\$700	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$73,500
Computers	\$30,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$30,000
Software	\$70,000	\$0	\$8,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$78,000
Field Trips	\$0	\$20,000	\$20,000	\$20,000	\$5,000	\$5,000	\$5,000	\$5,000	\$8,875	\$0	\$0	\$0	\$88,875

FACILITIES													
Rent/Lease/Mortgage	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$568,393
Grounds Maintenance	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$200,000
Maintenance & Repair	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$100,000
Utilities	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$16,667	\$200,000
Fire Safety and Compliance	\$1,373	\$1,373	\$1,373	\$1,373	\$1,373	\$1,373	\$1,373	\$1,373	\$1,373	\$1,373	\$1,373	\$1,373	\$16,471
Special Projects	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$150,000
Other	\$1,822	\$1,822	\$1,822	\$1,822	\$1,822	\$1,822	\$1,822	\$1,822	\$1,822	\$1,822	\$1,822	\$1,822	\$21,868
Total Facilities	\$104,728	\$104,728	\$104,728	\$104,728	\$104,728	\$104,728	\$104,728	\$104,728	\$104,728	\$104,728	\$104,728	\$104,728	\$1,256,732
(C) TOTAL DISPURSEMENTS	\$1,053,622	\$843,622	\$862,652	\$834,354	\$813,972	\$813,972	\$813,972	\$813,972	\$817,847	\$808,972	\$808,972	\$808,972	\$10,094,904
CONTINGENCY FUND	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(D) NET REVENUE	(\$235,829)	\$3,015	(\$16,015)	\$12,283	\$32,665	\$32,665	\$32,665	\$32,665	\$28,790	\$37,665	\$37,665	\$8,821	\$7,052
ENDING CASH (A+D)	\$2,459,931	\$2,462,945	\$2,446,930	\$2,459,213	\$2,491,877	\$2,524,542	\$2,557,207	\$2,589,872	\$2,618,661	\$2,656,326	\$2,693,991	\$2,702,812	\$2,702,812

CASH FLOW PROJECTIONS-YEAR 1

[illegible]

Cash Disbursements:

PERSONNEL

Principal	\$21,196	\$21,196	\$21,196	\$21,196	\$21,196	\$21,196	\$21,196	\$21,196	\$21,196	\$21,196		\$21,196	\$254,347
Social Services (Social Worker/Counselor/Nurse)	\$9,716	\$9,716	\$9,716	\$9,716	\$9,716	\$9,716	\$9,716	\$9,716	\$9,716	\$9,716		\$9,716	\$116,594
Technology Support	\$2,310	\$2,310	\$2,310	\$2,310	\$2,310	\$2,310	\$2,310	\$2,310	\$2,310	\$2,310		\$2,310	\$27,715
Teachers	\$157,915	\$157,915	\$157,915	\$157,915	\$157,915	\$157,915	\$157,915	\$157,915	\$157,915	\$157,915		\$157,915	\$1,894,975
Arts/PE/Comp Sci	\$33,214	\$33,214	\$33,214	\$33,214	\$33,214	\$33,214	\$33,214	\$33,214	\$33,214	\$33,214		\$33,214	\$398,571
Athletics/Extracurricular Coaches	\$14,235	\$14,235	\$14,235	\$14,235	\$14,235	\$14,235	\$14,235	\$14,235	\$14,235	\$14,235		\$14,235	\$170,816
Guidance Counselor	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
Special Education Teacher	\$21,812	\$21,812	\$21,812	\$21,812	\$21,812	\$21,812	\$21,812	\$21,812	\$21,812	\$21,812		\$21,812	\$261,744
Office Manager	\$3,588	\$3,588	\$3,588	\$3,588	\$3,588	\$3,588	\$3,588	\$3,588	\$3,588	\$3,588		\$3,588	\$43,050
Office Assistant	\$2,007	\$2,007	\$2,007	\$2,007	\$2,007	\$2,007	\$2,007	\$2,007	\$2,007	\$2,007		\$2,007	\$24,088
Business manager	\$6,402	\$6,402	\$6,402	\$6,402	\$6,402	\$6,402	\$6,402	\$6,402	\$6,402	\$6,402		\$6,402	\$76,823
Maintenance	\$9,190	\$9,190	\$9,190	\$9,190	\$9,190	\$9,190	\$9,190	\$9,190	\$9,190	\$9,190		\$9,190	\$110,284
Food Service	\$1,986	\$1,986	\$1,986	\$1,986	\$1,986	\$1,986	\$1,986	\$1,986	\$1,986	\$1,986		\$1,986	\$23,826
Retirement Benefits	\$97,659	\$97,659	\$97,659	\$97,659	\$97,659	\$97,659	\$97,659	\$97,659	\$97,659	\$97,659		\$97,659	\$1,171,911
Health Benefits	\$77,988	\$77,988	\$77,988	\$77,988	\$77,988	\$77,988	\$77,988	\$77,988	\$77,988	\$77,988		\$77,988	\$935,856
FICA	\$13,330	\$13,330	\$13,330	\$13,330	\$13,330	\$13,330	\$13,330	\$13,330	\$13,330	\$13,330		\$13,330	\$159,958
Other Payroll Expenses/Taxes	\$3,722	\$3,722	\$3,722	\$3,722	\$3,722	\$3,722	\$3,722	\$3,722	\$3,722	\$3,722		\$3,722	\$44,667
Other Roles	\$147,321	\$147,321	\$147,321	\$147,321	\$147,321	\$147,321	\$147,321	\$147,321	\$147,321	\$147,321		\$147,321	\$1,767,851
													\$0
Total Personnel	\$623,590	\$623,590	\$623,590	\$623,590	\$623,590	\$623,590	\$623,590	\$623,590	\$623,590	\$623,590		\$623,590	\$7,483,075

INSTRUCTION

[illegible]

Instructional Equipment	\$862	\$862	\$862	\$862	\$862	\$862	\$862	\$862	\$862	\$862	\$862	\$862	\$10,346
Library and Media Center	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5,000
Student Assessment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Furniture	\$2,158	\$2,158	\$2,158	\$2,158	\$2,158	\$2,158	\$2,158	\$2,158	\$2,158	\$2,158	\$2,158	\$2,158	\$25,900
PE Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Art Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Instruction	\$161,100	\$81,100	\$20,106	\$20,106	\$20,106	\$20,810	\$15,106	\$15,362	\$13,106	\$13,106	\$11,100	\$11,100	\$402,210

SERVICES & SUPPLIES

[illegible]

FACILITIES													
Rent/Lease/Mortgage	\$47,361	\$47,361	\$47,361	\$47,361	\$47,361	\$47,361	\$47,361	\$47,361	\$47,361	\$47,361	\$47,361	\$47,361	\$568,333
Grounds Maintenance	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$205,000
Maintenance & Repair	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$10,417	\$125,000
Utilities	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$17,083	\$205,000
Fire Safety and Compliance	\$1,407	\$1,407	\$1,407	\$1,407	\$1,407	\$1,407	\$1,407	\$1,407	\$1,407	\$1,407	\$1,407	\$1,407	\$16,883
Special Projects	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$400,000
Other	\$1,868	\$1,868	\$1,868	\$1,868	\$1,868	\$1,868	\$1,868	\$1,868	\$1,868	\$1,868	\$1,868	\$1,868	\$22,415
Total Facilities	\$128,553	\$128,553	\$128,553	\$128,553	\$128,553	\$128,553	\$128,553	\$128,553	\$128,553	\$128,553	\$128,553	\$128,553	\$1,542,630
(C) TOTAL DISPURSEMENTS	\$999,175	\$919,175	\$858,181	\$858,181	\$858,181	\$858,885	\$853,181	\$853,437	\$851,181	\$851,181	\$849,175	\$849,175	#####
CONTINGENCY FUND	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(D) NET REVENUE (B-C)	(\$125,365)	(\$13,828)	\$47,166	\$47,166	\$47,166	\$46,462	\$52,166	\$51,910	\$54,166	\$54,166	\$56,172	\$24,635	\$341,978
ENDING CASH (A+D)	\$2,577,446	\$2,563,618	\$2,610,784	\$2,657,950	\$2,705,115	\$2,751,577	\$2,803,743	\$2,855,652	\$2,909,818	\$2,963,984	\$3,020,156	\$3,044,790	

CASH FLOW PROJECTIONS-YEAR 2	
Operating Activities	
Net Income	100
Depreciation	20
Amortization	10
Change in Accounts Receivable	(10)
Change in Accounts Payable	10
Change in Inventory	(5)
Change in Prepaid Expenses	(5)
Change in Deferred Revenue	10
Change in Other Assets	(5)
Change in Other Liabilities	5
Net Change in Operating Activities	120
Investing Activities	
Capital Expenditures	(20)
Acquisition of Intangible Assets	(10)
Proceeds from Sale of Assets	5
Net Change in Investing Activities	(25)
Financing Activities	
Proceeds from Issuance of Debt	10
Proceeds from Issuance of Equity	10
Repayment of Debt	(5)
Dividend Payments	(5)
Net Change in Financing Activities	10
Net Change in Cash	105
Cash at End of Year	115

[illegible]

Cash Disbursements:	
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PERSONNEL

[illegible]

INSTRUCTION	
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[illegible]

Lunch Services	\$24,820	\$24,820	\$24,820	\$24,820	\$24,820	\$24,820	\$24,820	\$24,820	\$24,820	\$24,820	\$24,820	\$24,820	\$297,841
AfterSchool	\$2,620	\$2,620	\$2,620	\$2,620	\$2,620	\$2,620	\$2,620	\$2,620	\$2,620	\$2,620	\$2,620	\$2,620	\$31,442
Total Services & Supplies	\$88,446	\$88,446	\$88,446	\$88,446	\$88,446	\$88,446	\$88,446	\$88,446	\$88,446	\$88,446	\$88,446	\$88,446	\$1,061,352
FACILITIES													
Rent/Lease/Mortgage	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$47,366	\$568,393
Grounds Maintenance	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$210,125
Maintenance & Repair	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$14,583	\$175,000
Utilities	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$17,510	\$210,125
Fire Safety and Compliance	\$1,442	\$1,442	\$1,442	\$1,442	\$1,442	\$1,442	\$1,442	\$1,442	\$1,442	\$1,442	\$1,442	\$1,442	\$17,305
Special Projects	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$400,000
Other	\$1,915	\$1,915	\$1,915	\$1,915	\$1,915	\$1,915	\$1,915	\$1,915	\$1,915	\$1,915	\$1,915	\$1,915	\$22,975
Total Facilities	\$133,660	\$133,660	\$133,660	\$133,660	\$133,660	\$133,660	\$133,660	\$133,660	\$133,660	\$133,660	\$133,660	\$133,660	\$1,603,923
(C) TOTAL DISPURSEMENTS	\$1,028,160	\$948,160	\$887,460	\$887,460	\$887,460	\$887,460	\$885,660	\$882,460	\$883,260	\$880,460	\$878,160	\$878,161	#####
CONTINGENCY FUND	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0
(D) NET REVENUE (B-C)	(\$86,827)	(\$6,827)	\$53,873	\$53,873	\$53,873	\$53,873	\$55,673	\$58,873	\$58,073	\$60,873	\$63,173	\$63,173	\$481,671
ENDING CASH (A+D)	\$2,957,963	\$2,951,135	\$3,005,008	\$3,058,881	\$3,112,753	\$3,166,626	\$3,222,298	\$3,281,171	\$3,339,244	\$3,400,116	\$3,463,289	\$3,526,461	

School Name: Amana Academy	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus (Deficit)	OK	OK	OK	OK	OK	OK
Ending Cash Balance	OK	OK	OK	OK	OK	OK
Total Facilities Costs>15% of Total Expenses	OK	OK	OK	OK	OK	OK

Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	YES	YES	YES	
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Missy Rahman

Mr Rahman@amanaacademy.org

Roswell, GA

OVERVIEW:

Results-driven, equity-minded non-profit leader with demonstrated track record of success in non-profit operations over a 19 year career of leadership.

EXPERIENCE:

Chief Financial Officer / Director of Operations | 01/2022 to Current

Amana Academy Inc. – Alpharetta, GA

- Provides strategic Financial oversight of organization
- Oversaw financial capacity expansion from 1 school to 2 schools
- Partnered with Capital Improvement Board Taskforce to complete exterior refresh of school building.
- Successfully launched 2nd campus for Amana Academy Inc in partnership with Girl Scouts of Greater Atlanta

EXECUTIVE DIRECTOR | 06/2015 to 12/2021

Harboring Hearts - NY, NY

- Streamlined operations increasing impact from 50 families served in 2015 to 301 families served by 2020.
- Increased annual revenue from \$475,000 to \$871,000 by 2019.
- Successfully grew hospital events from 5 per year to 25 per year by 2019.
- Expanded the Harboring Hearts program from 5 hospitals to 8 hospitals served across New York
- Secured the largest grant in history of organization resulting in \$880,000 in sustainable funding over 4 years and an expansion to support liver patients.
- Led 5 Annual Fundraising events in NYC by cultivating key honorees in the heart field.
- Established a vibrant Junior Board of 22 active young professionals that have raised over \$45,000.

VICE PRESIDENT | 01/2012 to 05/2015

buildOn - NY, NY

- Hired, coached and managed 54 staff across 7 states and 50 high schools.
- Implemented a successful 3 year strategic change process across all US based programs to grow number of youth served by 30%.
- Managed an annual budget of \$4 million across 7 states.
- Partnered with principals, community agencies & local Departments of Education offices to ensure local success.

REGIONAL MANAGER | 08/2010 to 12/2011

buildOn - NY, NY

- Oversaw and Managed all NY Service & Education Programs across 27 NY high schools.
- Supported and Managed 9 staff, achieving highest growth in programming in the 15 year history of buildOn in NY.
- Led a high school in the South Bronx to raise \$71,000 to fund the construction of two schools in Mali.
- Analyzed, created and implemented a new program model and staffing structure for the NY Region.

PROGRAM & TREK COORDINATOR | 08/2008 to 08/2010

buildOn - NY, NY

- Partnered with 4 high schools in the South Bronx to run the buildOn service & education program.

Missy Rahman

Mr Rahman@amanaacademy.org

Roswell, GA

PRESIDENT/CONSULTANT | 07/2007 to 06/2009

AIESEC United States - NY, NY

- Managed a diverse employee base of 25 full time employees across 5 countries.
- Led an organization of 1200 college volunteers across 30 universities and an annual budget of \$4 million.
- Created and implemented an employee on-boarding process; hired and oriented 30 employees.
- Managed operations achieving a 30% growth in participants sent on exchange experiences annually.
- Co-managed the implementation of \$1.5 million dollars in grants from the State Department starting operations in Bahrain, Oman and Qatar.

BUSINESS DEVELOPMENT DIRECTOR | 12/2003 to 06/2007

AIESEC United States - NY, NY

- Created and implemented the sales and delivery process for all corporate accounts achieving 20% growth.
- Successfully delivered on a \$150K global account with Deloitte for 42 exchanges per year.
- Created exchange training, trained at over 10 national conferences, and mentored 200 young leaders.
- Directly created over 100 US based exchange opportunities for international youth aged 18-24.

COUNTERFEIT CLERK | 10/2001 to 09/2003

United States Secret Service - Atlanta, GA

- Obtained high level government clearance to advise banks on counterfeit money concerns.
- Processed all incoming counterfeit claims determining genuine versus counterfeit bills.
- Supported special agents regarding counterfeit money cases & handled office management tasks.
- buildOn Awards: Achieved Top Program, Top Student and Top Advisor in New York • City for 2008-2009.
- Selected, prepared and led 7 experiential education trips of 15 students/teachers each to build a school in Nicaragua, Mali, Malawi, & Senegal.

EDUCATION AND TRAINING:

Georgia Institute of Technology - Atlanta, GA

Bachelor of Science

Science, Technology, & Culture, **05/2003**

Certificate in Business Spanish

Other Certifications & Experience

CPR/First AID Certified

Completing GCSA Charter School Financial Management Certification – June 2023 estimated completion

Traveled to 30 countries

ASSURANCES FORM AND SIGNATURE SHEET


Georgia law and State Board of Education Rule requires your school to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for **Amana Academy** located in **Fulton County** is true to the best of my knowledge and belief; I also certify that if awarded a charter, the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the U.S. and Georgia Constitutions;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A. § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. § 20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;
11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Language Learners, as applicable;

14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
15. Shall notify the state of any intent to contract with a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in this state;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);
31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
32. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
33. Shall ensure that 90% of QBE funds earned for out-of-system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and
34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 14th day of September, 2023.



Governing Board Chair, Charter School

9/13/2023

Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the _____ day of _____, 201_.

Chair, Local Board of Education

Date

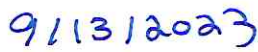
Superintendent, Local Board of Education

Date

If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.



Governing Board Chair, Charter School



Date

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract from the State Board of Education, as referenced in O.C.G.A. § 50-36-1, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

- 1) X I am a United States citizen.
- 2) _____ I am a legal permanent resident of the United States.
- 3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is:
_____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

Georgia Drivers License

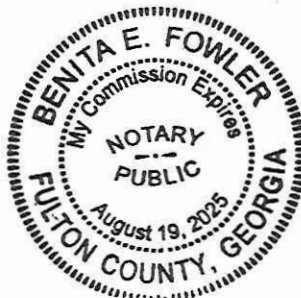
In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Alpharetta (city), Georgia (state).

Christina Lennon
Signature of Governing Board Chair

Christina Lennon
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
13 DAY OF September, 2023
Benz
NOTARY PUBLIC
My Commission Expires:



GEORGIA
DRIVER'S LICENSE

DRIVER'S LICENSE

DL



USA
GA

Governor: *B. Perdue*



Christina Early
5 DD 485435034610020000

4d DL NO. 049109174 3 DOB 04/19/1976

9 CLASS C 4b EXP 04/19/2030

2 CHRISTINA EARLY
1 LENNON

2 120 WAVETREE DR
ROSWELL, GA 30075-2923
FULTON

12 REST A

2a END NONE

4a ISS 03/24/2022

15 SEX F

18 EYES BLU

16 HGT 5'-03"

17 WGT 130 lb