



Meeting Minutes: October 27, 2016

The regular monthly meeting of Northside Education Inc. dba Atlanta Classical Academy was held on October 27, 2016 at 6 p.m. at Atlanta Classical Academy, 3260 Northside Drive, N.W., Atlanta, GA 30327, the Chairman being in the chair and the Secretary being present.

In attendance: Matthew Kirby, Scott Yates, Morgan Hamilton, Dudley Franklin, Mark Carlson, Lee Friedman, Cat McAfee, Principal Dr. Terrence O. Moore, Assistant Principal Steve Lambert.

The board unanimously approved motions to adopt the minutes of the September 27th regular meeting and the October 20, 2016 special meeting. The board unanimously approved the agenda of this regular meeting.

Community Comments

The Board and Principal heard comments from three individuals.

Principal's Report & Board Response

The Principal made a short oral report, offered to take questions on financial and employment reports, then presented monitoring reports on EL #2g and below.

The motion is to receive the financial statements from June (FY16), July, August, and September as presented by the Principal.

Moved: Matthew Kirby
Second: Cat McAfee
Vote: Unanimous

The motion is to receive the change of employment report and the dashboard presented by the Principal.

Moved: Matthew Kirby
Second: Dudley Franklin
Vote: Unanimous

The motion is to affirm that the Principal has presented a reasonable interpretation of Policy EL #2g and below.

Moved: Matthew Kirby

Second: Cat McAfee
Vote: Unanimous

The motion is to affirm that evidence presented by the Principal demonstrates accomplishment of the interpretation of Policy EL#2g and below.

Moved: Matthew Kirby
Second: Morgan Hamilton
Vote: Unanimous

The motion is to postpone the interpretation of Policy EL#2b and 3b and below until the November 2016 regular meeting.

Moved: Matthew Kirby
Second: Scott Yates
Vote: Unanimous

End Policies

Dr. Brian Carpenter lead the board in a discussion related to “Ends”, a Policy Governance term that refers to the outcomes and benefits for which our school exists, the recipients of those benefits, and the relative cost of attaining them.

New Business:

*The motion is to replace in its entirety EL #3d.1 with the following: (The Principal shall not....)
“1. Incur new debt or modify the terms of existing debt without the permission of the board.”*

Moved: Matthew Kirby
Second: Dudley Franklin
Vote: Unanimous

*The motion is to replace in its entirety EL #3d.6 with the following: (The Principal shall not....)
“6. Make a single, unbudgeted purchase of greater than \$20,000 without prior approval from the Board, except that the principal may make emergency purchases required to establish or preserve safe conditions. Splitting orders to avoid this limit is not acceptable.”*

Moved: Matthew Kirby
Second: Cat McAfee
Vote: Unanimous

The motion is to approve the Monitoring Calendar (Executive Limitations policies only) developed at the board’s working meeting on October 20, 2016.

Moved: Matthew Kirby
Second: Cat McAfee
Vote: Unanimous

The motions is to postpone a decision on the Principal's proposal to modify the terms of the school's primary real estate loan until complete and actionable terms are confirmed in writing by the lender.

Moved: Matthew Kirby
Second: Cat McAfee
Vote: Unanimous

Board Self Evaluation

Mr. Carlson presented a short evaluation of the board's performance.

The motion is to accept Mr. Carlson's evaluation of the board's performance with regard to GP #2a and GP #3.a.1.

Moved: Matthew Kirby
Second: Cat McAfee
Vote: Unanimous

Executive Session

The motion is to enter executive session in accordance with O.C.G.A. § 50-14-3.b.2, to discuss or deliberate upon the appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of a public officer or employee.

Moved: Matthew Kirby
Second: Cat McAfee
Vote: Unanimous

After adjourning from executive session, the regular meeting continued.

The motion is to commission a study to determine the feasibility of pursuing a second school or campus.

Moved: Matthew Kirby
Second: Dudley Franklin
Vote: All voted YES, except that Dr. Friedman abstained.

The meeting adjourned at 11:10 p.m.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Matthew Kirby". The signature is stylized and cursive.

Mr. Matthew Kirby, Board Chairman

2016-2017 Enrollment					IEPs 2016-2017		Board & Committee Meeting Schedule			Attendance			
					<i>as of 10/19</i>								
					Annual IEP Reviews Due 16-17					Number %			
Total Students as of 10.24.16	592				Annual Reviews Completed	2	October 20 Board Meeting			3 unexcused absences	1	0%	
Total Families	352				Scheduled next 30 days:	-	October 27 Board Meeting			5 unexcused absences	1	0%	
Withdraws since 8.15.16	8				3-year Eligibilities Due	4				6+ total absences	0	0%	
Additions since 8.15.16	2				3-year Eligibilities Completed	2				15+ total absences	0	0%	
Open Seats	7 in 10th				Scheduled next 30 days:	-							
					Amendment Meetings Held	7				Charter Metric (15 days absent or more)			
Enrollment By Grade:					Scheduled next 30 days:	-				Required Actual			
Grade	Enrolled				Initial Eligibilities Held	1				Year 1	10%		
K	54				Scheduled next 30 days:	2				Year 2	8%		
1	55				Initial IEP Meetings Held	-				Year 3	6%		
2	56				Scheduled next 30 days:	-				Year 4+	5%		
3	55				Total IEP Meetings Held	12				Thanksgiving 2014			
4	54				Total Next 30 days	2				Mon (44 absent)	9%		
5	55				4 meetings are for amended					Tue (67 absent)	14%		
6	54				SST Meetings Held	22				Thanksgiving 2015			
7	54				Scheduled next 30 days:	5				Mon (48 absent)	9%		
8	54										Tue (85 absent)	16%	
9	54										Thanksgiving 2016		
10	47												
	592												
					Major Events								
Wait List By Grade:					10.25.16	Parent Teacher Conferences	On Campus				Mon		
1305 Lottery participants on March 15, 2016					10.26.16	Parent Teacher Conferences	On Campus				Tue		
					10.31.16	Curriculum Day	On Campus						
Grade	Day-of-Lottery		Wait Listed	Wait List as of 10.24.16	11.4.16	Principal's Coffee	On Campus						
	Preference	Offered			11.4.16	Upper School Dance	On Campus						
K	37	50	320	332	11.11.16	Veterans Day Ceremony	On Campus						
1	1	0	128	158	11.15.16	Information Session	On Campus						
2	1	0	129	151	11.18.16	Fall Fine Arts Performance	On Campus						
3	11	0	126	144									
4	14	0	120	136									
5	15	0	112	133									
6	13	0	132	158									
7	8	0	78	97									
8	2	0	45	69									
9	1	0	55	47									
10	0	0	10	0									
	103		1255	1425									



Atlanta Classical Academy
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Atlanta, GA 30305
Phone: 404.369.3500

T.O. Moore
Principal
tmoore@atlantaclassical.org

Employee Report

Executive Summary

Since the last board meeting, we have lost one employee: Mrs. Post, who was teaching art. Unfortunately, she had to leave for personal reasons and was not happy to go. I am currently conducting a search for a permanent art teacher while we have a sub in place (Ms. Allen) who does have an art background and teaching experience.

Please see below for current employee roster.

Employee Roster

Administration:

Dr. Moore	principal
Colonel Lambert	assistant principal

Staff:

Mr. Tidwell	business manager
Mr. Richter	IT director
Mrs. Carlson	registrar
Mrs. Thompson	receptionist
Mrs. West	secretary
Mrs. Eagleson	resource room director
Mr. Neitzel	facilities manager
Ms. Evans	compliance/testing consultant
Mrs. Holland	school nurse
Mrs. Welcher	special events director
Mrs. Ramirez	cafeteria manager
Mrs. Davis	development director
Mrs. Busse	business office assistant

Faculty:

Mrs. Hobart	kindergarten
Miss O'Rourke	kindergarten
Mrs. Adams	kindergarten
Mrs. Wallach	first grade
Miss Stoldt	first grade
Ms. Washburn	first grade
Mrs. Swartz	second grade (née Slingo)
Miss Ham	second grade
Mrs. Boyd	third grade
Mrs. Andrew	third grade
Miss MacPhee	fourth grade
Miss Cousino	fourth grade
Miss Flynn	fifth grade
Mr. Holt	fifth grade
Mr. Schulte	sixth grade
Ms. Lancaster-Thomas	sixth grade
Mr. Franklin	music
Mr. Henriques	music
Miss Adams (currently sub)	art
Ms. Rey	Spanish
Mrs. Rigby	Spanish
Miss Martin	P.E.
Mr. Dunlap	P.E./A.D.
Mr. Schepps	literature
Ms. Marcellino	literature/comp./college advising
Mr. Andrew	literature
Mr. Schreck	literature and math
Mr. Gwak	mathematics
Mr. Han (H.K.)	mathematics
Mrs. Huff	upper and elementary science
Mr. Go	science
Mr. Haiju	science and math
Mr. Nugent	history
Dr. Pettus	history, Latin
Dr. Roth	Latin
Mr. Hawkins	Latin
Mrs. Cousar	elementary science
Mrs. Edwards	upper-elementary English
Mrs. Phillips	elementary T.A.
Mrs. Halliburton	elementary T.A.

Miss Shuler	student services director
Mr. Han	ESOL coordinator
Miss Ahn	SST/student services
Mr. Wallach	student services/P.E.
Mrs. Dye	student services
Mrs. Messiah	student services
Mrs. Munford	student services (part-time)
Mr. Stephens	student services (part-time)
Mrs. Ash	ESOL and student services

Part-Time Staff

Mrs. Conway	lunch monitor
Mrs. Robbins	office support

T. O. Moore

Virtus, Scientia, Felicitas



Policy EL #2g: Compensation and Benefits

With respect to employment, compensation and benefits to employees, consultants, contract workers, and volunteers, the principal shall not cause or allow jeopardy to financial integrity or to public image.

Policy EL #3g: Compensation and Benefits:

The principal shall not:

1. Establish current compensation and benefits that deviate materially from the geographic or professional market for the skills employed.
2. Create obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses in revenue.
3. Operate without a reasonably uniform pay scale based on prospect(ive)?/employee experience and credentials.
4. Pay performance bonuses to any employee without publishing clear criteria well in advance of determining amounts to be paid.

Principal's Interpretation:

The employees of Atlanta Classical Academy, both faculty and staff, should receive pay and benefits that are comparable to teachers and school staff in schools similar to ours. Employee remuneration should be contained within the operating budget of the school and without crowding out other necessary operating expenses. Employee pay will be based on a salary structure that reflects educational attainment, experience, and talents relevant to the needs and mission of a classical school. Faculty and staff compensation with respect to each other will be comparable in light of background, needs of the school, contribution to school performance, and scarcity of talents and qualifications. Teachers and staff will be given criteria that warrant compensation beyond the employees' annual salaries, to the extent the financial circumstances of the school allow for such rewards and incentives and the administration chooses to award them.

Report:

1. The compensation and benefits are comparable to those of classical charter schools across the nation. This is known through employees who interview at multiple schools, the principal's presence at an annual job fair for classical schools, and his leadership in

the movement as a whole. The particulars of hiring are explained thoroughly in a longer paper, "Philosophy of Hiring and Salary Structure."

2. The current salaries are within the annual budget. New positions will be the result of growth of student numbers.
3. The salary structure for teachers is explained in the aforementioned essay. Staff salaries are based upon critical needs and past performance as explained in annual reviews. The only area of pay that has not been reviewed or weighed by some known criteria is that of contracted fees for consultants outside the school. These arrangements have been made by the board of directors.
4. The teachers have been given a detailed list of capacities and efforts that constitute "good to great" teaching. (See document.) The staff have been presented with written criteria annually for the last two years that monitor and evaluate performance.

With the overarching Policy EL #2g, I report COMPLIANCE. With the individual policies in EL #3g, I report COMPLIANCE on the part of the administration. The place of consultants in the overall pay structure has yet to be defined by the board. The board should either hand this function over to the administration or publish clear criteria of pay levels and "value added."

Atlanta Classical Academy Philosophy of Hiring and Salary Structure

Operating as a self-governed charter school, Atlanta Classical Academy adheres to a different philosophy of teacher hiring and compensation than that of most public school systems yet one that is consistent with the creation and flourishing of a classical charter school. Our philosophy is detailed below.

Teacher Hiring:

Hiring teachers to teach a classical curriculum at a charter school normally means two things with regard to salaries. First, the fiscal reality is such that teachers with lots of experience in district schools who expect to maintain their current level of pay do not fit into the salary structure of a charter school. Second, and more important, more than years of experience in teaching, the quality of the prospective teachers' own education—both school and college—is what forecasts their ability to teach effectively at a classical school. The harsh reality is that graduates of most colleges these days have themselves not been immersed in the classical liberal-arts education we expect in our classrooms in all subjects and at all levels of learning. In addition, schools of education instruct their students to employ a so-called progressive teaching methodology that undermines a serious study of the liberal arts. As a result, the practical reality is that many teachers, particularly in the early years of a classical school, will be young and from a select few colleges that the principal has targeted as producing reliable teachers of the liberal arts.

Guided by this philosophy of hiring, Atlanta Classical takes the following approach to teacher remuneration. Teachers should be paid a salary competitive with other classical charter schools across the country consistent with the conservative budget forecast over the next few years. (Employee compensation constitutes by far the largest expense in the school's annual budget.) In addition to salary, the school should strive to offer a robust health benefits package that will attract teachers, particularly in light of the uncertainty surrounding health coverage these days in all industries. If possible, this coverage ought to be family-friendly by providing significant coverage to dependents of employees when feasible in the budget. The school will also attempt to provide reasonable raises in line with increases in the cost of living. Finally, the school may offer a bonus. The purpose of the bonus is to reward effort that exceeds the norm of good teaching and maintaining good order in the classroom expected of all teachers. Derived from the Latin word for "good," a *bonus* is by definition "something given or paid *in addition to what is usual or expected.*" (*The American Heritage Dictionary of the English Language*, definition one.) Therefore, teachers and staff should not *expect* or *count on* a certain level of bonus. Yet the principal does have a logic that guides the determination of the bonus for teachers and staff who are awarded bonuses.

Atlanta Classical Academy does not have a rigid salary scale that follows the pattern of district schools. We eschew such an approach since it does not take into account the variety of talents and qualifications a person may have that are not readily put into a grid reflecting the level of degree attained (regardless of the merit of the degree in a classical

setting) and the number of years served. For example, a coach who only had a bachelor's degree but who had competed as an Olympic athlete and who inspired children (if such a person were to be found) would be more valuable to a school than a P.E. teacher with a master's who had taught for twenty years rather indifferently. Or, a classicist who knows at some level (beyond Latin and Greek) about a dozen other languages and can act as his own translator at conferences with Spanish-speaking parents might be paid more even than a doctorate degree would warrant. Furthermore, it must be understood that each new teacher is free to negotiate with the principal the salary to be awarded. A teacher, for example, could have an offer from another school that our school must either equal or lose the employee; the principal must figure out the potential worth to the school versus other prospective teachers. Another scenario is a teacher with a background in multiple subjects not normally found together, such as a double major in English and mathematics, who could teach very different classes while saving the school from having to hire another teacher full- or part-time.

Despite the vagaries of the hiring process, Atlanta Classical has followed a coherent pattern of hiring and a common-sense salary structure that bears scrutiny. In the first year of opening, the starting salary for teachers with a bachelor's degree who were, mostly, just graduating college was in the low \$40,000 range. The differences in salaries, to the extent they existed, amounted to around a thousand dollars and owed to the contingencies described above. In the subsequent two years of operation, teachers who started out with slightly lower salaries have seen their salaries boosted upward beyond the standard raise based upon performance. In the following two years of the school, the starting salary for teachers with a B.A. has increased by about \$500 each year and will continue to do so. Teachers with a master's degree, provided it is considered valuable to the school, have received a starting salary of \$2-3000 more than their peers with a B.A. Teacher's with a doctorate have earned an additional \$2000-\$3000 beyond the master's. There is one additional calculation with the doctorate. If the teacher has teaching experience at the college level, the salary may be still higher, owing to the fact that Atlanta Classical puts emphasis on both the rigor of its curriculum and the ability of our graduates to perform well in college.

Additional considerations that might lead to higher salaries for a given faculty position are the amount of responsibility given to a teacher and the holding of certificates needed in order to perform certain jobs. The best example of this scenario occurs in the area of special education. Nonetheless, Atlanta Classical does not and cannot afford to copy the district's salary scale for such positions, so comparisons between the two figures are not decisive.

For the last two years, Atlanta Classical has offered an across-the-board raise of 3% to all employees. We cannot predict the state of the economy or public school funding in the future, but it is our intent to continue to advance salaries in this way. In addition, we have offered an initial \$500 "moving stipend" or signing bonus to all employees. It does not depend on an employee actually moving, as we realize that there are expenses related to changing jobs whether moving across the country or not.

Bonuses for teachers are decided by the principal based upon the combination of good teaching in the classroom and overall contribution to the school in a variety of areas. A list of these areas is provided below. While the evaluation of teacher performance in the areas listed derives largely from personal observation on the part of the principal and the assistant principal, they are not “subjective” standards. There exists a clear and palpable difference between a very orderly classroom with engaged students and a semi-orderly classroom with students not paying attention; between a teacher who takes on each new assignment with enthusiasm and dedication, who stays late to work with students in both curricular and extracurricular arenas, and a teacher who is already driving home every day by 3:30. The reason behind the bonus is to reward those teachers who do the most. Each year during training, beginning with 2016-2017, teachers will be given a copy of this or a similar list of attributes to be found in good teachers striving to become great.

Good >>> Great Teaching

- 1) Visible commitment to the mission of the school
- 2) Mastery of subject matter
- 3) Adherence to the curriculum
- 4) Effective, engaging teaching style
- 5) Consistent maintenance of discipline and decorum in and outside the classroom
- 6) High yet reasonable expectations of student performance
- 7) Regular effort to work with and reach all students
- 8) Good relations and timely communications with parents
- 9) Deliberate effort to shape good character of students
- 10) Professionalism, collegiality, and *gravitas*

Scholarship and Leadership

- 1) Genuine interest in all subjects and all levels of learning
- 2) Desire to communicate one’s own expertise to others (without being showy or officious) and to foster *the conversation*
- 3) Identifying and working on “gaps” in student learning or conduct
- 4) Challenging students both in and outside of class
- 5) Concern for students’ well-being and happiness

Extra

- 1) Taking on extra responsibilities beyond teaching
- 2) Sponsorship and coaching of clubs, sports, and activities
- 3) Contributing to the morale of the school
- 4) Ingenuity: Challenge and Response, or “Improvise, adapt, and overcome.”
(consistent with the mission)
- 5) Spreading the word; explaining the mission

Conversely, teachers who showed deficiencies in these areas, depending on the extent of the deficiency, could not receive a bonus or raise, could be subject to remediation or reassignment to a more appropriate job, or could be terminated. The school's ultimate responsibility is putting good and even great teachers into the classrooms to teach young people what they need to know to flourish in the world. Further, teachers must conduct themselves professionally and demonstrate collegiality with their fellow teachers for the school to thrive.

These are the qualities and characteristics we do not expect out of teachers:


- 1) Indifference to or departure from the mission of the school
- 2) Insufficient mastery of subject matter; indifference to or avoidance of teacher training
- 3) Departure from or failure to teach the curriculum
- 4) Lack of presence in the classroom; inability to engage the students
- 5) Inconsistent or ineffective discipline in the classroom; inattention to student conduct outside the classroom
- 6) Either low or unreasonable expectations of student performance
- 7) Lack of effort in teaching all students
- 8) Poor communications with parents
- 9) Failure to insist on good character in students
- 10) Lack of professionalism; inability to get along with colleagues or school leaders; lack of maturity; intemperance; ultra-casual or "slack" character and appearance; failure to meet deadlines and obligations

EXECUTIVE SESSION AFFIDAVIT
(AS REQUIRED UNDER O.C.G.A. § 50-14-4(b))

The undersigned presiding Board Officer of the Atlanta Classical Academy Board of Directors, under oath, hereby states and certifies that at the Board meeting held on Oct 27, 2016, the following:

- 1) The Board properly entered executive session as permitted by O.C.G.A. § 50-14-3. The only matters discussed during such executive session of its meeting as allowable under O.C.G.A. § 50-14-2 and 50-14-3 were as follows:
 - () To consult and meet with legal counsel pertaining to pending or potential litigation, settlement, claims, administrative proceedings or other judicial actions;
 - () To discuss tax matters which are confidential by state law;
 - () To authorize negotiations to purchase, dispose of, or lease property;
 - () To authorize the ordering of an appraisal related to the acquisition or disposal of real estate;
 - () To enter into a contract to purchase, dispose of or lease property, subject to approval in a subsequent public vote;
 - () To enter into an option to purchase, dispose of, or lease real estate, subject to approval in a subsequent public vote;
 - () To discuss the appointment, employment, compensation, hiring, disciplinary action or dismissal or periodic evaluation or rating of a public officer or employee, but not when receiving evidence or hearing argument on charges filed to determine disciplinary action;
 - () To discuss records (or portions thereof) exempt from public inspection or disclosure pursuant to Article 4 of Chapter 18 of Title 50.
- 2) To the best knowledge and belief of the undersigned, no other matters than those of a purely personal and/or nongovernmental nature were discussed during said executive session.
- 3) By executing this affidavit, the undersigned does hereby state that he/she in no way waives any rights granted under the 5th Amendment to the United States Constitution.
- 4) This affidavit is executed solely for the purpose of compliance with the mandate of O.C.G.A. § 50-14-4(b) and shall serve no other purpose.

This 8th day of November, 2016.


PRESIDING OFFICER

SUBSCRIBED AND SWORN TO,
before me this 8 day of NOV, 2016.



Notary Public

My commission expires:



	6/30/16 Actual Month	6/30/16 Actual YTD	Annual Budget	Budget Remaining	% of Budget Spent
Revenues					
Governmental Grants	-	4,025.29	-	-	
Local Funding	-	5,185,935	4,969,320		
Contributions - General	332,838	2,043,276	-		
Miscellaneous Revenue	2,708	69,345	45,608		
Total Revenues	335,546	7,302,582	5,014,928	-	
Expenses					
TRS Adjustment	774,836.32	774,836.32	-	(774,836)	
Instruction	31,560	2,280,118	2,648,005	367,887	86%
Pupil Services	(2,254)	93,276	94,753	1,477	98%
Professional Development	3,458	43,100	36,152	(6,948)	119%
Education Media Services	218	8,726	10,639	1,913	82%
School Administration	29,110	996,347	1,052,689	56,342	95%
Support Services - Business	6,035	243,479	163,578	(79,901)	149%
Maintenance and Operation of Plant	50,761	619,167	683,399	64,232	91%
Student Transportation Services	-	55,127	60,811	5,684	91%
Food Service Operation	-	32,839	39,118	6,279	84%
Depreciation	184,768	184,768	-	(184,768)	
Total Expenses	1,078,492	5,331,783	4,789,144	(542,639)	111%
Capital Outlay					
Capital Assets	802,705	2,112,054	-	(2,112,054)	
Leasehold Improvements	(26,257)	(173,517)	251,530	425,047	-69%
Other Assets	(110,329)	-	-	-	
Equipment, Furniture & Fixtures	145,052	274,220	57,300	(216,920)	479%
Total Capital Outlay	811,172	2,212,757	308,830	(1,903,927)	716%
Total Expenditures	1,889,664	7,544,540	5,097,974		
Excess of Revenues Over Expenditures	(1,554,118)	(241,958)	(83,046)		

	Beginning	Ending	Change
Wells Fargo (Operations)	\$ 66,370.12	\$ 66,596.12	
Wells Fargo (Petty)	\$ 377.47	\$ 363.47	
Wells Fargo (Savings)	\$ 3,574.34	\$ 7,222.77	
Atlantic Capital (Reserve)	\$ 1,383,257.79	\$ 1,707,334.47	
Atlantic Capital (Operations)	\$ 986,724.64	\$ 344,868.76	
Atlantic Capital (Petty)	\$ 1,944.85	\$ 4,740.30	
	\$ 2,442,249.21	\$ 2,131,125.89	-\$ 311,123.32

	7/31/16 Actual Month	7/31/16 Actual YTD	Annual Budget	Budget Remaining	% of Budget Spent
Revenues					
Governmental Grants	-	-			
Local Funding	2,893	2,893	5,671,002	5,668,109	
Contributions - General	65,921	65,921	1,100,000	1,034,079	
Miscellaneous Revenue	4,217	4,217	124,620	120,403	
Total Revenues	73,031	73,031	6,895,622	6,822,591	
Expenses					
Instruction	203,341	203,341	3,231,765	3,028,424	6%
Pupil Services	11,191	11,191	156,845	145,654	7%
Professional Development	25,000	25,000	62,000	37,000	40%
Education Media Services	-	-	12,800	12,800	0%
School Administration	91,293	91,293	1,299,131	1,207,838	7%
Support Services - Business	6,329	6,329	70,800	64,471	9%
Development	865	865	161,000	160,135	1%
Maintenance and Operation of Plant	48,483	48,483	559,421	510,938	9%
Student Transportation Services	-	-	61,000	61,000	0%
Food Service Operation	-	-	40,000	40,000	0%
Total Expenses	386,503	386,503	5,654,762	5,268,259	7%
Capital Outlay					
Capital Assets	493,580	493,580	992,692	499,112	50%
Long Term Loans	5,403	5,403	104,583	99,180	5%
Equipment, Furniture & Fixtures	(23,435)	(23,435)	85,000	108,435	-28%
Other Assets	-	-	-	-	
Total Capital Outlay	475,547	475,547	1,182,275	706,728	40%
Total Expenditures	862,050	862,050	6,837,037		
Excess of Revenues Over Expenditures	(789,019)	(789,019)	58,585		

	Beginning	Ending	Change
Wells Fargo (Operations)	\$ 66,596.12	\$ -	
Wells Fargo (Petty)	\$ 363.47	\$ -	
Wells Fargo (Savings)	\$ 7,222.77	\$ -	
Atlantic Capital (Reserve)	\$ 1,707,334.47	\$ 1,172,781.41	
Atlantic Capital (Operations)	\$ 344,868.76	\$ 234,693.15	
Atlantic Capital (Petty)	\$ 4,740.30	\$ 2,117.31	
	\$ 2,131,125.89	\$ 1,409,591.87	-\$ 721,534.02

	8/31/16 Actual Month	8/31/16 Actual YTD	Annual Budget	Budget Remaining	% of Budget Spent
Revenues					
Governmental Grants	-	-			
Local Funding	561,984	564,877	5,671,002	5,106,125	
Contributions - General	102,508	168,429	1,100,000	931,571	
Miscellaneous Revenue	6,177	10,394	124,620	114,226	
Total Revenues	670,669	743,700	6,895,622	6,151,922	
Expenses					
Instruction	251,617	454,959	3,231,765	2,776,806	14%
Pupil Services	12,857	24,048	156,845	132,797	15%
Professional Development	9,321	34,321	62,000	27,679	55%
Education Media Services	1,984	1,984	12,800	10,816	15%
School Administration	98,704	189,996	1,299,131	1,109,135	15%
Support Services - Business	14,966	21,296	70,800	49,505	30%
Development	241	1,107	161,000	159,893	1%
Maintenance and Operation of Plant	47,373	95,856	559,421	463,565	17%
Student Transportation Services	3,080	3,080	61,000	57,920	5%
Food Service Operation	2,162	2,162	40,000	37,838	5%
Total Expenses	442,305	828,808	5,654,762	4,825,954	15%
Capital Outlay					
Capital Assets	28,267	521,847	992,692	470,845	53%
Long Term Loans	4,830	10,232	104,583	94,351	10%
Equipment, Furniture & Fixtures	29,429	5,994	85,000	79,006	7%
Other Assets	-	-	-	-	
Total Capital Outlay	62,526	538,073	1,182,275	644,202	46%
Total Expenditures	504,831	1,366,881	6,837,037		
Excess of Revenues Over Expenditures	165,838	(623,182)	58,585		

	Beginning	Ending	Change
Wells Fargo (Operations)	\$ -	\$ -	
Wells Fargo (Petty)	\$ -	\$ -	
Wells Fargo (Savings)	\$ -	\$ -	
Atlantic Capital (Reserve)	\$ 1,172,781.41	\$ 851,872.12	
Atlantic Capital (Operations)	\$ 234,693.15	\$ 290,081.20	
Atlantic Capital (Petty)	\$ 2,117.31	\$ 1,145.05	
	\$ 1,409,591.87	\$ 1,143,098.37	-\$ 266,493.50

	9/30/16 Actual Month	9/30/16 Actual YTD	Annual Budget	Budget Remaining	% of Budget Spent
Revenues					
Governmental Grants	-	-			
Local Funding	561,984	1,126,861	5,671,002	4,544,141	
Contributions - General	51,945	220,373	1,100,000	879,627	
Miscellaneous Revenue	2,960	13,354	124,620	111,266	
Total Revenues	616,889	1,360,588	6,895,622	5,535,034	
Expenses					
Instruction	300,272	755,230	3,231,765	2,476,535	23%
Pupil Services	10,856	34,903	156,845	121,942	22%
Professional Development	1,271	35,592	62,000	26,408	57%
Education Media Services	1,216	3,200	12,800	9,600	25%
School Administration	102,578	292,574	1,299,131	1,006,557	23%
Support Services - Business	4,752	26,048	70,800	44,752	37%
Development	2,679	3,785	161,000	157,215	2%
Maintenance and Operation of Plant	46,782	142,638	559,421	416,783	25%
Student Transportation Services	4,311	7,391	61,000	53,609	12%
Food Service Operation	3,820	5,983	40,000	34,017	15%
Total Expenses	478,537	1,307,345	5,654,762	4,347,417	23%
Capital Outlay					
Capital Assets	58,614	580,462	992,692	412,230	58%
Long Term Loans	4,851	15,083	104,583	89,500	14%
Equipment, Furniture & Fixtures	1,393	7,387	85,000	77,613	9%
Other Assets	-	-	-	-	
Total Capital Outlay	64,858	602,932	1,182,275	579,343	51%
Total Expenditures	543,395	1,910,276	6,837,037		
Excess of Revenues Over Expenditures	73,494	(549,688)	58,585		

	Beginning	Ending	Change
Wells Fargo (Operations)	\$ -	\$ -	
Wells Fargo (Petty)	\$ -	\$ -	
Wells Fargo (Savings)	\$ -	\$ -	
Atlantic Capital (Reserve)	\$ 851,872.12	\$ 803,415.49	
Atlantic Capital (Operations)	\$ 290,081.20	\$ 316,793.84	
Atlantic Capital (Petty)	\$ 1,145.05	\$ 28,763.85	
	\$ 1,143,098.37	\$ 1,148,973.18	\$ 5,874.81

Line	BY A SPECIFIC DUE DATE?	BOARD REQUIRED ACTION	POLICY Ref.	AGENDA ITEM	Method	FREQUENCY	MONTH
36	BOD Mtg -10	Evaluate	Policy EL #2f: Asset Protection	The principal shall not cause or allow ACA assets to be uninventoried, unprotected, inadequately maintained, or unnecessarily risked.	Self Report	annually	Sep
37	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 1. Allow the organization to operate without robust internal controls with regards to its money and assets.	Self Report	quarterly	Sep
38	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 10. Invest or hold operating capital in insecure instruments, including uninsured checking accounts or in non-interest bearing accounts except when necessary to facilitate ease in operational transactions.	Self Report	quarterly	Sep
39	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 11. Endanger ACA's public image, its credibility within the Georgia chartering community or its ability to accomplish its Ends.	Self Report	annually	Sep
40	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 12. Change ACA's name or substantially alter its identity in the community.	Self Report	annually	Sep
41	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 13. Cause or allow facilities, buildings, rooms, departments, programs, grounds to be named or renamed without prior board approval.	Self Report	annually	Sep
42	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 2. Fail to insure adequately against theft and casualty to the school and against liability losses to board members, staff, and the organization itself.	Self Report	annually	Sep
43	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 3. Allow unbonded (or uninsured) personnel access to material amounts of school funds.	Self Report	annually	Sep
44	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 4. Subject facilities and equipment to improper wear and tear or insufficient maintenance.	Self Report	annually	Sep
45	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 5. Unnecessarily expose the organization, its board, or faculty and staff to claims of public liability.	Self Report	other	Sep
46	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 6. Make any purchase wherein normally prudent protection has not been given against conflict of interest.	Self Report	other	Sep
47	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 7. Fail to protect information and files from loss or significant damage.	Self Report	annually	Sep
48	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 8. Receive, process, or disburse funds under controls insufficient to meet the board-appointed auditor's standards.	Self Report	annually	Sep
49	BOD Mtg -10	Evaluate	Policy EL #3f: Asset Protection	The Principal shall not: 9. Compromise the independence of the board's audit or other external monitoring or advice, such as by engaging parties already chosen by the board as consultants or advisors.	Self Report	annually	Sep

Line	BY A SPECIFIC DUE DATE?	BOARD REQUIRED ACTION	POLICY Ref.	AGENDA ITEM	Method	FREQUENCY	MONTH
68	BOD Mtg -10	Evaluate	Policy EL #2k: Protection and Safety of All Stakeholders	The principal may not permit any visitors to campus or at off-campus school sponsored events to have unsupervised access to students.	Self Report	annually	Sep
69	BOD Mtg -10	Evaluate	Policy EL #3k: Protection and Safety of All Stakeholders	The Principal shall not: 1. Allow any unofficial visitor or vendor on campus without first requiring that they provide identification for use with a computerized commercial database which conducts instantaneous national criminal records background checks.	Self Report	annually	Sep
10	BOD Mtg -10	Evaluate	Policy EL #2b: Treatment of Faculty & Staff	With respect to the treatment of paid and volunteer faculty & staff, the principal may not cause or allow conditions that are unfair, undignified, disorganized, or unclear.	Self Report	annually	Oct
11	BOD Mtg -10	Evaluate	Policy EL #3b: Treatment of Faculty & Staff	The principal shall not: 1. Operate without written personnel rules that (a) clarify rules for faculty and staff, (b) provide for effective handling of grievances, and (c) protect against wrongful conditions such as nepotism and grossly preferential treatment for personal reasons.	Self Report	annually	Oct
12	BOD Mtg -10	Evaluate	Policy EL #3b: Treatment of Faculty & Staff	The Principal shall not: 2. Retaliate against any faculty or staff member for non-disruptive expression of dissent.	Self Report	annually	Oct
13	BOD Mtg -10	Evaluate	Policy EL #3b: Treatment of Faculty & Staff	The Principal shall not: 3. Allow faculty or staff to be unprepared to deal with emergency situations.	Self Report	annually	Oct
14	BOD Mtg -10	Evaluate	Policy EL #3b: Treatment of Faculty & Staff	The Principal shall not: 4. Fail to acquaint faculty and staff with the principal's interpretation of their protections under this policy.	Self Report	annually	Oct
15	BOD Mtg -10	Evaluate	Policy EL #3b: Treatment of Faculty & Staff	The Principal shall not: 5. Fail to inform faculty and staff of this policy or to provide a way to be heard for employees who believe they have not been accorded a reasonable interpretation of their rights under this policy.	Self Report	annually	Oct
50	BOD Mtg -10	Evaluate	Policy EL #2g: Compensation and Benefits	With respect to employment, compensation and benefits to employees, consultants, contract workers, and volunteers, the principal shall not cause or allow jeopardy to financial integrity or to public image.	Self Report	other	Oct
51	BOD Mtg -10	Evaluate	Policy EL #3g: Compensation and Benefits	The Principal shall not: 1. Establish current compensation and benefits that deviate materially from the geographic or professional market for the skills employed.	Self Report	annually	Oct
52	BOD Mtg -10	Evaluate	Policy EL #3g: Compensation and Benefits	The Principal shall not: 2. Create obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses in revenue.	Self Report	annually	Oct
53	BOD Mtg -10	Evaluate	Policy EL #3g: Compensation and Benefits	The Principal shall not: 3. Operate without a reasonably uniform pay scale based on prospect/employee experience and credentials.	Self Report	annually	Oct

Line	BY A SPECIFIC DUE DATE?	BOARD REQUIRED ACTION	POLICY Ref.	AGENDA ITEM	Method	FREQUENCY	MONTH
54	BOD Mtg -10	Evaluate	Policy EL #3g: Compensation and Benefits	The Principal shall not: 4. Pay performance bonuses to any employee without publishing clear criteria well in advance of determining amounts to be paid.	Self Report	annually	Oct
67	BOD Mtg -10	Evaluate	Policy EL #2j: Integrity of Instructional Program	The principal may not alter the curriculum or instructional design such that either materially deviates from the classical model of education in the American tradition.	Self Report	annually	Nov
35	BOD Mtg -10	Evaluate	Policy EL #2e: Emergency Principal Succession	To protect the board from sudden loss of the principal's services, the principal may not permit there to be fewer than two other executives sufficiently familiar with board and principal issues and processes to enable either to take over with reasonable proficiency as an interim successor.	Self Report	annually	Jan
1	BOD Mtg -10	Evaluate	Policy EL #1: Global Executive Limitations Policy	The principal shall not cause or allow any organizational practice, activity, decision, or circumstance that is unlawful, imprudent, unethical, material deviation from the school's charter or authorizer policies and directives.	Self Report	annually	Jan
55	BOD Mtg -10	Evaluate	Policy EL #2h: Communication and Support to The Board	The principal shall not cause or allow the board to be uninformed or unsupported in its work.	Self Report	annually	Feb
56	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 1. Neglect to submit monitoring data or evidence required by the board in Board-Management Delegation Policy "Monitoring the Principal Performance" in a timely, accurate, and understandable fashion, directly addressing provisions of board policies being monitored, including the principal's interpretations consistent with Board-Management Delegation Policy "Delegation to the Principal," as well as relevant data or evidence.	Self Report	annually	Feb
57	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 10. Fail to inform the board of any written or verbal correspondence from the school's authorizer or other regulatory agency which conveys information about actual or impending non-compliance with any statute, regulation or directive.	Self Report	annually	Feb
58	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 2. Allow the board to be unaware of any actual or anticipated noncompliance with any Ends or Executive Limitations policy regardless of the board's monitoring schedule.	Self Report	annually	Feb
59	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 3. Allow the board to be without decision information required periodically by the board or let the board be unaware of relevant trends.	Self Report	annually	Feb
60	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 4. Let the board be unaware of any significant incidental information it requires including anticipated media coverage, threatened or pending lawsuits, and material internal or external changes.	Self Report	annually	Feb

Line	BY A SPECIFIC DUE DATE?	BOARD REQUIRED ACTION	POLICY Ref.	AGENDA ITEM	Method	FREQUENCY	MONTH
61	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 5. Allow the board to be unaware that, in the principal's opinion, the board is not in compliance with its own policies on Governance Process and Board-Management Delegation, particularly in the case of board or board member behavior that is detrimental to the work relationship between the board and the principal.	Self Report	annually	Feb
62	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 6. Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and other.	Self Report	annually	Feb
63	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 7. Deal with the board in a way that favors or privileges certain board members over others, except when (a) fulfilling individual requests for information or (b) responding to officers or committees duly charged by the board.	Self Report	annually	Feb
64	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 8. Fail to submit to the board consent agenda items delegated to the principal yet required by law, regulation, or contract to be board-approved, along with applicable monitoring information.	Self Report	annually	Feb
65	BOD Mtg -10	Evaluate	Policy EL #3h: Communication and Support to The Board	The Principal shall not: 9. Fail to inform the board of all personnel changes on a timely basis, including but not limited to, promotion, termination, resignation, reassignment, and compensation.	Self Report	annually	Feb
16	BOD Mtg -10	Evaluate	Policy EL #2c: Financial Planning/Budgeting	The principal shall not cause or allow financial planning for any fiscal year or the remaining part of any fiscal year to deviate materially from the board's Ends (as currently identified in the charter), risk financial jeopardy, or fail to be derived from a multiyear plan.	Self Report	annually	Mar
17	BOD Mtg -10	Evaluate	Policy EL #3c: Financial Planning/Budgeting	The principal shall not make plans that: 1. Risk incurring those situations or conditions described as unacceptable in the board policy "Financial Condition and Activities."	Self Report	annually	Mar
18	BOD Mtg -10	Evaluate	Policy EL #3c: Financial Planning/Budgeting	The principal shall not make plans that: 2. Omit a credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.	Self Report	annually	Mar
19	BOD Mtg -10	Evaluate	Policy EL #3c: Financial Planning/Budgeting	The principal shall not make plans that: 3. Provide less for board prerogatives during the year than is set forth in the "Cost of Governance Policy."	Self Report	annually	Mar
66	BOD Mtg -10	Evaluate	Policy EL #2i: Ends Focus on Grants or Contracts	The principal shall not fail to take into consideration the school's annual fund raising goals as they interrelate to all plans, programs and activities.	Self Report	annually	Mar

Line	BY A SPECIFIC DUE DATE?	BOARD REQUIRED ACTION	POLICY Ref.	AGENDA ITEM	Method	FREQUENCY	MONTH
2	BOD Mtg -10	Evaluate	Policy EL #2a: Treatment of Families, Students & Prospective Families & Students	With respect to interactions with families and students (including prospective, exiting, and former families and students), the principal shall not cause or allow operational conditions, procedures, communications or decisions that are unsafe, untimely, undignified, or unnecessarily intrusive.	Self Report	annually	Apr
3	BOD Mtg -10	Evaluate	Policy EL #3a: Treatment of Families, Students & Prospective Families & Students	The principal shall not: 1. Use methods of collecting, reviewing, transmitting, or storing student information that fail to protect against improper access to the data.	Self Report	annually	Apr
4	BOD Mtg -10	Evaluate	Policy EL #3a: Treatment of Families, Students & Prospective Families & Students	The principal shall not: 2. Fail to operate facilities with appropriate accessibility.	Self Report	annually	Apr
5	BOD Mtg -10	Evaluate	Policy EL #3a: Treatment of Families, Students & Prospective Families & Students	The principal shall not: 3. Fail to establish with families and prospective families a clear understanding of what may be expected and what may not be expected from the school's programs and student conduct requirements.	Self Report	annually	Apr
6	BOD Mtg -10	Evaluate	Policy EL #3a: Treatment of Families, Students & Prospective Families & Students	The principal shall not: 4. Fail to inform families and prospective families of this policy or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their rights under this policy.	Self Report	semi-annually	Apr
7	BOD Mtg -10	Evaluate	Policy EL #3a: Treatment of Families, Students & Prospective Families & Students	The principal shall not: 5. Cause or allow any staff member to "counsel out" prospective students as a means of circumventing statutory prohibitions pertaining to nonselective enrollment.	Self Report	annually	Apr
8	BOD Mtg -10	Evaluate	Policy EL #3a: Treatment of Families, Students & Prospective Families & Students	The principal shall not: 6. Fail to conduct an annual lottery in those grades which are oversubscribed.	Self Report	annually	Apr
9	BOD Mtg -10	Evaluate	Policy EL #3a: Treatment of Families, Students & Prospective Families & Students	The principal shall not: 7. Fail to ensure appropriate services are provided for special needs students, including screening and evaluations, for any student with, or in need of, an IEP, 504, or EL services.	Self Report	quarterly	Apr
20	BOD Mtg -10	Evaluate	Policy EL #2d: Financial Condition and Activities	With respect to the actual, ongoing financial conditions and activities, the principal shall not cause or allow the development of financial jeopardy or material deviation of actual expenditures from board priorities established in its Ends policies.	Self Report	quarterly	Aug+Oct+Jan+Apr
21	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 1. Incur debt in an amount greater than can be repaid by certain and otherwise unencumbered revenues within sixty days .	Self Report	quarterly	Aug+Oct+Jan+Apr
22	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 10. Permit the existence of no more than four organizational credit cards with a credit limit of higher than \$2,500 each.	Self Report	quarterly	Aug+Oct+Jan+Apr

Line	BY A SPECIFIC DUE DATE?	BOARD REQUIRED ACTION	POLICY Ref.	AGENDA ITEM	Method	FREQUENCY	MONTH
23	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 11. Fail to have a credit card use policy that meets with the board approved auditor’s standards.	Self Report	annually	Aug+Oct+Jan+Apr
24	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 12. Fail to have an expense reimbursement policy which is materially different from IRS permissible rates.	Self Report	annually	Aug+Oct+Jan+Apr
25	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 13. Permit employees to use organizational credit cards for personal use.	Self Report	quarterly	Aug+Oct+Jan+Apr
26	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 14. Fail to report at every regular board meeting current enrollment, changes to enrollment from the previous reporting period and with reasons for withdrawal (to the extent that such reasons can be acquired with a reasonable effort by school staff).	Self Report	quarterly	Aug+Oct+Jan+Apr
27	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 2. Use any long-term reserves without prior board approval.	Self Report	quarterly	Aug+Oct+Jan+Apr
28	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 3. Conduct inter-fund shifting in amounts greater than can be restored to a condition of discrete fund balances by certain and otherwise unencumbered revenues within thirty days.	Self Report	quarterly	Aug+Oct+Jan+Apr
29	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 4. Fail to settle payroll and debts in a timely manner.	Self Report	quarterly	Aug+Oct+Jan+Apr
30	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 5. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.	Self Report	quarterly	Aug+Oct+Jan+Apr
31	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 6. Make a single purchase commitment of greater than \$5,000.00. Splitting orders to avoid this limit is not acceptable.	Self Report	quarterly	Aug+Oct+Jan+Apr
32	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 7. Acquire, encumber, or dispose of real estate or other significant assets.	Self Report	quarterly	Aug+Oct+Jan+Apr
33	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 8. Fail to submit an accurate month ending balance sheet, income & expense statement, YTD budget vs. actual and cashflow statement at every regular board meeting or at special meetings intended to replace a regular meeting.	Self Report	quarterly	Aug+Oct+Jan+Apr
34	BOD Mtg -10	Evaluate	Policy EL #3d: Financial Condition and Activities	The Principal shall not: 9. Permit the existence of debit cards within the organization.	Self Report	quarterly	Aug+Oct+Jan+Apr
70	BOD Mtg -10	Evaluate	Policy EL #2l: Authorizer Relationship	The principal may not cause or allow any communication between school staff and the authorizer, whether formal or informal, which is discourteous, adversarial, untimely or uncooperative with respect to authorizer campus visits, requests, policies or directives.	Direct Inspection	semi-annually	Chairman's Discretion

Atlanta Classical Academy Board Self-Evaluation / October 27, 2016

By Mark Carlson

Policy GP #2a: Governing Style

The board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on (a) outward vision rather than internal preoccupation, (b) encouragement of diversity in viewpoints, (c) strategic leadership more than administrative detail, (d) clear distinction of board and the principal, (e) collective rather than individual decisions, (f) future rather than past or present, and (g) proactivity rather than reactivity.

	Strength	Area for Improvement
<i>Govern lawfully</i>		Continue to monitor open meetings rules
<i>Observing the principles of the Policy Governance model</i>	Implementing Fall 2016	
<i>Outward vision rather than internal preoccupation</i>	We have a growth-focused and externally-oriented board	Policy Governance and other factors has pushed focus inward
<i>Encouragement of diversity in viewpoints</i>	Involvement of all Board members in meetings and executive sessions shows a willingness to participate and opportunity to be heard	
<i>Strategic leadership more than administrative detail</i>		Transition from start-up board to Policy Governance board requires us all to relinquish input on administrative and operational details
<i>Clear distinction of board and the principal</i>	There is a clear distinction as implemented by Board and principalHOWEVER, see note above about transition from start-up board. Distinction needs monitoring at all levels of the organization
<i>Collective rather than individual decisions</i>	Decisions have largely been collective...	...HOWEVER our pre-Policy Governance operational activities and deep-dive efforts have obscured some Board member activities and implicit policy-shaping from other Board members.
<i>Future rather than past or present</i>	Yes, but...	...need to focus on near- and mid-term future of school (e.g., renewal, accreditation, facilities capacity and high school ramp-up)

	Strength	Area for Improvement
<i>Proactivity rather than reactivity</i>	Policy Governance will help us in this area...	...and prior to its implementation, the focus of our meeting agendas has been more reactive than proactive and more focused on operational issues than planning.

Policy GP #3a1: Governing Style

The board will cultivate a sense of group responsibility. The board, not the staff, will be responsible for excellence in governing. The board will be the initiator of policy, not merely a reactor to staff initiatives. The board will not use the expertise of individual members to substitute for the judgment of the board, although the expertise of individual members may be used enhance the understanding of the board as a body.

	Strength	Area for Improvement
<i>Sense of group responsibility</i>	We have good group accountability at the board level...	...but our pre-Policy Governance operational activities and deep-dive efforts have obscured some Board member activities and implicit policy-shaping from other Board members.
<i>Responsible for excellence in governing</i>	Governance and policy initiatives have largely come from the Board	
<i>Initiator of policy</i>	Governance and policy initiatives have largely come from the Board	
<i>Expertise of individual members</i>	The Board has held itself accountable for oversight of the financial condition of the school and for supporting and monitoring the Board-initiated fundraising activities, both without overreliance on Board members with greater expertise in those areas	

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