

****Unapproved Board Minutes****

Mission Statement: “We are a community of learners. We will do whatever it takes to learn. We are building a strong foundation by believing we can, working our plan, then feeling the power of success.”

George Washington Academy
Thursday, October 28, 2021
7:30 p.m.

Board Meeting Minutes

Location: George Washington Academy
2277 South 3000 East
St. George, Utah
Library

The Board Training on GWA State-wide Assessment Data will be held at 7:00 p.m. prior to the Board Meeting.

The Board meeting convened at 7:30 p.m.

Board Welcome: Shannon Greer, President

Roll Call: Shannon Greer, President

Prayer: Holly Myers

Pledge of Allegiance: Jaycee Rogers

Board Members Present: Shannon Greer, Kevin Peterson, Blake Clark, April Paxton, Holly Myers, Shauna Mahoney, Rachel Stewart, Casey Unrein, and Jaycee Rogers.

Board Members Absent: None

Others Present: Steve Erickson, LaNessa Stevens, Aubrey Johnson, Chance Manzanares, Debbie Kuavaka, Linnie Lindsay, Christine Giles, and Spencer Adams. James attended via Zoom conference.

Approval of Minutes: Casey Unrein motioned to approve the minutes from the September 23, 2021 Board Meeting as presented in the board packet. Kevin Peterson seconded the motion, which passed by Shannon Greer, April Paxton, Shauna Mahoney, Rachel Stewart, Casey Unrein, and Jaycee Rogers. Holly Myers abstained from the motion.

Public Opportunity to Address the Board: None

Set time for adjournment: The time set for adjournment was 8:40p.m.

Teacher Representative Report: Teacher Representatives

Linnie Lindsay said that many grade levels reported that they participated in meaningful activities such as the Discovery Gateway lab activity in 5th grade, 2nd grade Olympic Greek field day, and the 7th grade moments which included a mock trial, digital escape room, and an Edgar Allen Poe reader's theater. Life skills has had many community outings and special visitors.

Christine Giles reported that the carnival was well planned. She reported that the action teams associated with the Leader in Me Program have encouraged teachers to have shared leadership in academic growth, student leadership, culture, and environment of the school. Action teams are meeting on Fridays, every other week, with a common goal. The teachers meeting are coming from different backgrounds and grade-levels and have had been able to create meaningful ideas.

Administration Report: Blake Clark, Executive Director, reported that every teacher is required to be part of a leadership team. He reported that all reports are complete. He said that the student count was 1,009 students. Shannon Greer asked where the administrative assistant was finding new students. The administrative assistant reported that there is no waitlist, so students are either new to the area or want a change from their current school. Blake reported that with the rollover land trust money not used last year, GWA is able to send teachers to a Solution Tree PLC conference. Blake expressed how well GWA is operating as he is mentoring other directors from other charter schools.

Financial Report: Spencer Adams, Business Administrator, explained that the school is a quarter of the way through the fiscal year. He said the state has not updated the allotment memo so we are in a holding pattern waiting for that information. August expenses are higher than most revenues, due to spending grants to get reimbursed. Expenses are good— items in red are related to beginning of the year expenses. He reported that cash is good and overall, there is nothing concerning. He explained that he added a column on the financial report that reflects bond covenants.

All reports are complete for the month of October.

Committee Reports:

- **Policies Committee:** Blake Clark, Chair, reported there is nothing new until next month. He reiterated the greatness of a charter school and how teachers feel empowered to make changes through committees.
- **Finance Committee:** Kevin Peterson said there was nothing new to report. He expressed the importance in looking at bond covenants on the financial statements. Rachel Stewart asked about the health and wellness center expense of \$1,000. Kevin said premiums will not increase above 3% as long as participation is maintained. Employees are participating in step challenges. The goal is to have 50% of eligible participants enrolled in benefits to participate.
- **Benefits Committee** – Holly Myers reported that benefits have maintained the 3% premium increase. She thanked the finance committee for the approval of health and

wellness incentive money. She reported that the dental and eye benefits were renewed at the previous rate. Casey Unrein asked about the deductible stipend line on the budget and where that money is coming from. Holly responded that GWA has decreased their health care premiums by increasing the employee's deductible. The money that is saved through the decreased premium is then given back to the employee.

- **Curriculum Committee** – LaNessa Stevens, Chair, reported that there was a video created to educate parents on new math curriculum for parent night. The curriculum committee is also looking for a new parent representative. Rachel Stewart asked about the parental concerns regarding the new math program slowing down students and asked for clarification. Shannon Greer expressed that because GWA has not completed one full year of the new math program, there is not data available to determine whether the math program is slowing down students. The new curriculum video will have school counselor explaining that there are options for parents to get their children in the classes that they need at the district when they transition out of GWA. Casey unrein expressed that from his experience his child is confused about what the correct way to do the math is with so many options. Blake said that in the assessment portion students can choose which way they want to do it. Holly Myers asked about the statement in the parent feedback that [Into Math] doesn't align with the Washington County middle schools which take an integrated approach. Blake expressed that Into Math is more aligned to state standards than the previous program, and if Washington County's curriculum is aligned, there shouldn't be a concern. Blake said if you look at math data from previous years, GWA's math trajectory plateaued where other schools who followed the state standards showed a continuous increase. Into Math is filling the needs of students, focusing on basics and helping students understand the why, not just the how of mathematics. A kindergarten teacher reported that Into Math is age and standard appropriate. Holly expressed there are more "ah-ha" moments in her home. Blake reminded the board that new curriculum implementation takes 3-5 years to show accurate data.

Kevin motioned to continue the meeting at 8:40, Holly Myers seconded the motion. The motioned passed unanimously (all present voted in favor).

- **Outreach Committee** – Holly Myers, Chair, reported that the committee will meet soon. Mr. Clark has been creating videos for social media.
- **Technology Committee** - Steve Erickson, Chair, reported nothing new. He said the Promethean Boards will be coming on November 4th.
- **LAND Trust Committee** – Kevin Peterson, Chair, said there was nothing new to report.
- **PTO Committee** – April Paxton, Chair, reported that day-of fall carnival earnings totaled about 22,000. All of the income, minus expenses, was approximately \$72,000. PTO is looking to fill secretary/VP position. Blake suggested sending out "what the carnival looks like" to parents to increase parental involvement. April suggested doing that at SEPS. Holly Myers suggested job descriptions to make the intimidation factor decrease and eliminate the barrier of the unknown. Shauna Mahoney suggested adding meeting times to accommodate working parents. Casey Unrein asked whether additional help from parents who are professionals in their careers could be used on various committees. Holly said that the more support the better, however there needs to be a balance to how many members are on committees. Kevin

Peterson expressed that Land Trust Committee could use more. He also suggested to make clear job descriptions for board committees.

- **Board Development Committee** – Shannon Greer, Chair, reported that next month is the finance training. Shannon asked the board to send questions to Spencer to include in the training.
- **Campus Management Committee** – Steve Erickson, Chair, said there was nothing new to report.

Discussion and/or Action Items:

- Expenditures over \$5,000—None.
- **Proposal for Board Action:** 2022-2023 Fee Schedule: Rachel Stewart asked how the fee schedule compares to other schools. The administrative assistant reported that in the past the fee schedule has been comparable to other schools.
- **Proposal for Board Action:** ELL Software: Holly Myers made a motion to purchase the year subscription to Imagine Learning with the grant of \$5,636.29. Rachel Stewart second the motion. Holly amended her motion to purchase the year subscription to Imagine Learning in the amount of \$7,800. Rachel amend her second motion. Kevin Peterson said the remaining fund leftover from the grant is coming out of educational software, and asked whether there was money for that in the account. Blake Clark assured that there would be money. The board unanimously approved the purchase of ELL software as presented in the board packet (all present voted in favor).
- **Accreditation Discussion:** Shannon Greer explained the history of accreditation process and why GWA chose to go through that process. She said the accreditation needs to be renewed this year, with the option of extending the due date due to pandemic hardships. She explained the cost of accreditation, which would include the accreditation fee and the travel and lodging of the accreditation team, would be approximately \$10,000. Rachel Stewart asked about the benefits of the accreditation. Shannon explained that it gave the school some credibility and it centered the school's mission and direction. Rachel asked if we didn't move forward with accreditation, how the school would be in touch with deficits found through the accreditation process? Jaycee Rogers explained that through the PLC process that has been established school-wide, if the process is done correctly, the school should be aware of its deficits. She expressed concern about a third party observing the school for a few days and gaining only a snapshot of the whole picture and then offering feedback. Shannon said that the school is not utilizing the services offered by Cognia (accreditation service) because the school has its own systems in place. She is wondering why the school would spend money on accreditation, when the school is already aware of it deficits and what GWA has is working. However, she expressed concern about the future when the current board and administrative team is no longer at GWA and who will continue to hold the school accountable. Holly Myers asked what interactions have we had with the company since completing accreditation. Shannon said none, other than the review. Jaycee asked Shannon why GWA hasn't utilized the services offered. Shannon felt that in the beginning the services weren't used due to lack of knowledge that they *were* being offered. Now, the school has never been on the state's "red flag" list to where we would need to use the resources. Holly asked if the \$10,000 is paid one time and good for 8 years. The answer was yes. Holly expressed concern that if

we weren't going to go forward with the accreditation, whether outsiders would misunderstand the school. Holly recommended that if the school were to not move forward with accreditation, that the reason for not renewing the accreditation and an explanation of why the school is still great be made known. Holly asked if there was an in-house evaluation, or other evaluation that could be used in place of Cognia's evaluation rubric. Shannon said that she found some other third-party options for evaluating, but she was not sure if those options were "school focused." Jaycee commented on the technology advancements since the initial accreditation (2016) and how GWA has recently utilized technology to our advantage in clarifying misconceptions about school and educating a large audience about what GWA is. She also questioned whether parents are looking for an accredited school and if the term "accreditation" is what sets GWA apart from other schools. Kevin commented that in 2016, accreditation was a way to control what people thought of GWA because there wasn't a large online presence. He expressed concern that if the accreditation would not be renewed, that there should be some sort of evaluation to replace it. April Paxton said the original accreditation served its purpose in establishing who GWA is, now people know. Casey Unrein expressed that the financial commitment for the accreditation process wasn't a concern, however the time commitment was. Jaycee asked whether the accreditation team brings their own rubric and voiced concerned about whether their rubric aligns with our current school goals. Rachel asked if the renewal would be less of a time commitment because it is not an application. Shannon said yes, however the school would still need to provide student data. Holly asked if GWA doesn't move forward with the renewal, if accreditation could be re-visited because of the unknown movement of the board/teachers. Shannon said that the board could establish a review process. Shannon said that it can be within the board's responsibility to establish a sustainable long-term accountability plan.

Blake Clark said that the Utah State Board of Education (USBE) already has checks and balances in place to keep our school on track and hold GWA accountable. He reported that on the recent school audit, GWA scored the highest in the state. He expressed that the state is already doing what Cognia provides and he can call USBE whenever he needs for help, versus calling someone out of state who doesn't understand Utah law, policies, and the culture unique to our schools. His concern was how many companies GWA will pay for professional opportunities that are not utilized. Blake said that the faculty and staff know the deficits of the school because of surveys, PLC meetings, and various other channels set up. He expressed that he doesn't have board vote, but his recommendation is to not move forward with accreditation.

Casey acknowledged that the state of Utah has improved over the past few years in school accountability, but questioned how far behind Utah is from other states and if Cognia's rubric is ahead of the state. Shannon said that one of the reasons GWA is successful now is because of the 2016 accreditation. Casey asked what piece will replace the accreditation. Blake reported that USBE gave the school feedback on the lowest scoring areas found on the recent audit and that the Cognia rubric is only "best practice" and not specific to the state standards. USBE provides what Cognia offers and he asked the board what holds greater value—input from the state or from Cognia? He expressed

concern that the time commitment of the accreditation process could interfere with the good things and programs happening at GWA. He said that people aren't coming to GWA because of accreditation.

Holly pointed out the 2022 performance standards on the Cognia website, and mentioned that GWA could do a self-reflection. Rachel pointed out that the state is auditing all schools in Utah, and questioned what will set GWA apart from the rest of the schools in Utah.

Blake Clark made a motion to *discontinue* the accreditation of GWA. A second motion was made by Holly Myers. Rachel asked if there was any benefit to extending it to a year to complete the accreditation. April said there would be no benefit. The board unanimously voted to discontinue the Cognia accreditation process (all board members voted in favor).

Closed Meeting – *None*

Reconvene — The board reconvened at 10:03 P.M.

Next Meeting: The next regular Board Meeting will be held on November 11, 2021 at 7:30pm.

Adjournment

Respectfully submitted by Jaycee Rogers, Board Secretary



Financial Summary

as of October 31, 2021

33.3% through the Year

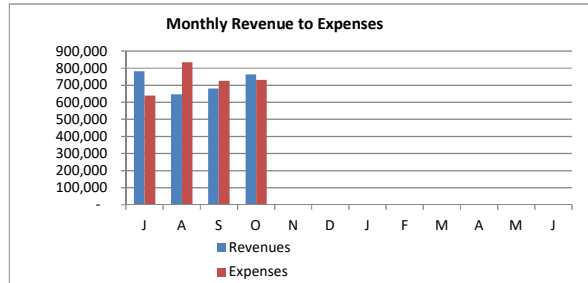
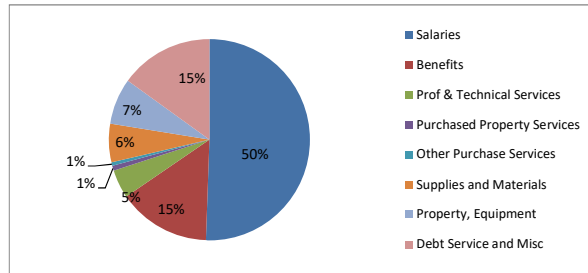
BUDGET REPORT

Green - more than 5% ahead of forecast
 Yellow - within 5% of forecast
 Red - more than 5% behind forecast

Enrollment	1013	1010	1010	
Revenue				
1000 Local	\$ 29,522	\$ 107,220	\$ 112,220	26%
3000 State	\$ 2,731,029	\$ 7,885,494	\$ 8,150,696	34%
4000 Federal	\$ 115,298	\$ 482,520	\$ 974,243	12%
Total Revenue	\$ 2,875,849	\$ 8,475,234	\$ 9,237,159	31%
Expenses				
100 Salaries	\$ 1,292,027	\$ 4,217,184	\$ 4,466,941	29%
200 Benefits	\$ 339,985	\$ 1,299,753	\$ 1,319,943	26%
300 Prof & Technical Services	\$ 101,623	\$ 393,079	\$ 402,055	25%
400 Purchased Property Services	\$ 26,953	\$ 69,380	\$ 69,380	39%
500 Other Purchase Services	\$ 15,413	\$ 53,100	\$ 53,100	29%
600 Supplies and Materials	\$ 279,078	\$ 497,536	\$ 544,702	51%
700 Property, Equipment	\$ 523,314	\$ 315,000	\$ 655,080	80%
800 Debt Service and Misc	\$ 461,050	\$ 1,329,713	\$ 1,329,713	35%
Total Expenses	\$ 3,039,443	\$ 8,174,744	\$ 8,840,914	34%
Net Income from Operations	\$ (163,594)	\$ 300,489	\$ 396,245	-41%

Operating Margin	-5.7%	3.5%	4.3%
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EXPENSES

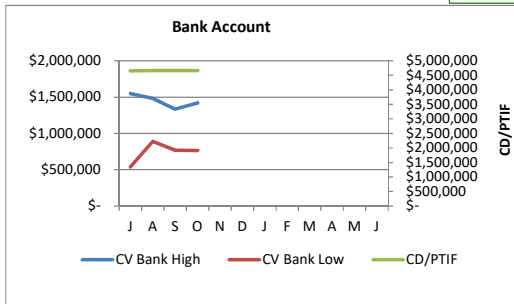


RATIOS

	Actual	Goal	Covenant
Operating Margin	4.3%	5%	
Debt Service Coverage	1.31	1.25	1.05
Days Cash on Hand	251	130	30
Building Payment %	14.5%	< 22%	

CASH

Month Ending Cash Balance	\$ 6,085,740	Includes \$1,223,944 CD
Days Cash on Hand	251	\$3,442,049 PTIF

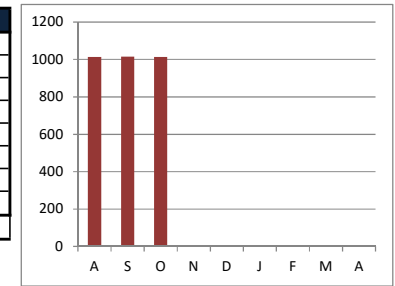


RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 4,966,037	\$ 4,966,037
Reserves Added this Year	\$ (163,594)	\$ 396,245
Project 1	\$ -	\$ -
New Reserve Balance	\$ 4,802,443	\$ 5,362,282

ENROLLMENT

	A	S	O	N	D	J	F	M	A
K	137	140	138						
1	136	137	140						
2	136	135	134						
3	132	132	130						
4	130	130	130						
5	134	133	134						
6	107	107	107						
7	101	101	100						
Total	1013	1015	1013	0	0	0	0	0	0
WPU	872.58								



Budget Detail Report

Actuals as of: **October 31, 2021**

Percentage of Year: **33.3%**

1017



	(1011 Students) FY21 Actuals	(1013 Students) Current Yr's Actuals	(1010 Students) Approved Budget	Changes	(1010 Students) Forecast	% of Forecast
Revenue						
1000 Revenue From Local Sources						
1510 Interest	\$ 42,831	\$ 9,188	\$ 45,000	\$ -	\$ 45,000	20.4%
1600 Food Services	\$ 83,722	\$ 7,650	\$ 40,000	\$ -	\$ 40,000	19.1%
1741 Student Activities and Fees	\$ 17,152	\$ 3,231	\$ 6,000	\$ -	\$ 6,000	53.9%
1741 Textbook and Library Fees	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
1920 Donations	\$ 13,290	\$ 7,751	\$ 6,349	\$ 5,000	\$ 11,349	68.3%
1920 Field Fund Donations	\$ 61,866	\$ -	\$ -	\$ -	\$ -	#DIV/0!
1920 Leadership Flags	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
1920 GWA Gives Back	\$ 2,014	\$ -	\$ -	\$ -	\$ -	#DIV/0!
1920 Background Checks	\$ 1,164	\$ 964	\$ 931	\$ -	\$ 931	103.5%
1920 Staff Lounge	\$ 3,041	\$ 428	\$ 4,500	\$ -	\$ 4,500	9.5%
1920 Principal Discretionary	\$ -	\$ -	\$ 500	\$ -	\$ 500	0.0%
1920 Dixie Direct Fundraiser	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
1930 Sales of Assets	\$ 620	\$ 310	\$ 3,940	\$ -	\$ 3,940	7.9%
1990 Miscellaneous Income	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Total 1000:	\$ 225,700	\$ 29,522	\$ 107,220	\$ 5,000	\$ 112,220	26.3%
3000 Revenue From State Sources MSP						
30-3005 Regular School Program K	\$ 263,961	\$ 94,549	\$ -	\$ 283,648	\$ 283,648	33.3%
30-3010 Regular School Program 1-12	\$ 2,865,100	\$ 1,004,902	\$ 3,309,434	\$ (283,648)	\$ 3,025,786	33.2%
30-3020 Professional Staff	\$ 219,461	\$ 77,091	\$ 219,244	\$ -	\$ 219,244	35.2%
Special Ed Deferred Revenue	\$ 787,406	\$ -	\$ -	\$ -	\$ -	#DIV/0!
31-1205 Sped Educ Reg Add-On WPUS	\$ 372,913	\$ 119,553	\$ 372,386	\$ -	\$ 372,386	32.1%
31-1210 Sped Educ Reg Self Contained	\$ 31,025	\$ 10,341	\$ 31,025	\$ -	\$ 31,025	33.3%
31-1220 Sped Educ Extended Year Program	\$ 3,331	\$ 753	\$ 3,331	\$ -	\$ 3,331	22.6%
31-1225 Sped Educ State Programs	\$ 5,557	\$ 1,999	\$ 5,557	\$ -	\$ 5,557	36.0%
31-1278 Sped Educ Stipends Extended Year	\$ 2,912	\$ -	\$ 448	\$ -	\$ 448	0.0%
31-5201 Class Size Reduction K-8	\$ 328,411	\$ 118,371	\$ 328,086	\$ -	\$ 328,086	36.1%
31-5344 Enhancement for At-Risk Student	\$ 40,663	\$ 21,553	\$ 40,623	\$ -	\$ 40,623	53.1%
31-5695 Early Intervention	\$ 75,000	\$ -	\$ -	\$ 152,652	\$ 152,652	0.0%
31-5901 Career and Tech Ed Dist. Add-On	\$ 8,749	\$ 1,848	\$ 5,568	\$ -	\$ 5,568	33.2%
32-0500 Charter School Admin-Costs Base Funding	\$ 15,000	\$ 31,496	\$ 15,000	\$ 79,489	\$ 94,489	33.3%
32-5619 Charter School Local Replacement	\$ 2,590,182	\$ 906,636	\$ 2,728,010	\$ -	\$ 2,728,010	33.2%
32-5658 Supp Educ COVID 19	\$ 130,940	\$ -	\$ -	\$ -	\$ -	#DIV/0!
33-5331 Gifted and Talented	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
33-5805 Early Literacy	\$ 36,810	\$ 13,925	\$ 36,327	\$ -	\$ 36,327	38.3%
34-5807 Teacher Salary Supplement Program	\$ 6,397	\$ -	\$ -	\$ -	\$ -	#DIV/0!
34-5868 Teacher Supplies and Materials	\$ 7,815	\$ 6,249	\$ 7,815	\$ -	\$ 7,815	80.0%
34-5876 Educator Salary Adjustment	\$ 252,237	\$ 84,079	\$ 252,237	\$ -	\$ 252,237	33.3%
34-5911 ELL Software	\$ 7,800	\$ -	\$ -	\$ -	\$ -	#DIV/0!
35-5420 School Land Trust Program	\$ 134,040	\$ 134,357	\$ 136,473	\$ (2,116)	\$ 134,357	100.0%
35-5642 Elementary School Counselor Grant	\$ -	\$ -	\$ 25,000	\$ -	\$ 25,000	0.0%
35-5655 Digital Teaching & Learning	\$ 42,622	\$ -	\$ 57,870	\$ -	\$ 57,870	0.0%
35-5678 TSSA	\$ 135,571	\$ 55,472	\$ 135,571	\$ 30,844	\$ 166,415	33.3%
35-5679 School Based Mental Health Grant	\$ 56,155	\$ 13,937	\$ 55,749	\$ -	\$ 55,749	25.0%
35-5680 UCCRSC - Utah College and Career Counseling	\$ -	\$ -	\$ 20,000	\$ -	\$ 20,000	0.0%
35-5810 Library Books & Elective Resources	\$ 1,064	\$ 354	\$ 1,062	\$ -	\$ 1,062	33.3%
Library ARPA Physical Collection Grant	\$ -	\$ -	\$ -	\$ 2,000	\$ 2,000	0.0%
38-5672 Substance Prevention	\$ -	\$ 2,333	\$ -	\$ 2,333	\$ 2,333	100.0%
38-5674 Elementary Suicide Prevention	\$ 1,566	\$ 1,000	\$ 1,066	\$ -	\$ 1,066	93.8%
38-8070 School Lunch (Liquor Tax)	\$ 122,058	\$ 30,231	\$ 70,000	\$ -	\$ 70,000	43.2%
19-5601 Beverly Taylor Sorenson Grant	\$ 24,269	\$ -	\$ 27,611	\$ -	\$ 27,611	0.0%
Total 3000:	\$ 8,569,015	\$ 2,731,029	\$ 7,885,494	\$ 265,202	\$ 8,150,696	33.5%
4000 Revenue From Federal Sources						
42-7210 ESSER CARES	\$ 56,316	\$ -	\$ -	\$ -	\$ -	#DIV/0!
42-7215 ESSER II CARES	\$ 130,770	\$ -	\$ 67,576	\$ -	\$ 67,576	0.0%
42-7220 GEERS	\$ 19,130	\$ -	\$ -	\$ -	\$ -	#DIV/0!
42-7225 ESSER III ARP	\$ -	\$ -	\$ -	\$ 481,603	\$ 481,603	0.0%
45-7280 Corona Relief Grant	\$ 24,899	\$ -	\$ -	\$ -	\$ -	#DIV/0!
45-7522 IDEA Pre-School	\$ 2,061	\$ -	\$ 1,853	\$ -	\$ 1,853	0.0%
45-7524 IDEA Flow-Through	\$ 133,727	\$ -	\$ 70,697	\$ -	\$ 70,697	0.0%
45-8075 National School Lunch Program	\$ 45,546	\$ 8,526	\$ 30,000	\$ -	\$ 30,000	28.4%
45-8075 Free & Reduced Reimbursement	\$ 305,213	\$ 96,652	\$ 230,000	\$ -	\$ 230,000	42.0%
45-8075 School Breakfast Program	\$ 20,595	\$ 9,584	\$ -	\$ 9,584	\$ 9,584	100.0%
45-8081 Emergency Operating Funds	\$ -	\$ 536	\$ -	\$ 536	\$ 536	100.0%
47-7290 CARES UEN WIFI	\$ 29,285	\$ -	\$ -	\$ -	\$ -	#DIV/0!
48-7801 Federal Title I A	\$ 75,479	\$ -	\$ 68,791	\$ -	\$ 68,791	0.0%
48-7860 Federal NCLB Title II A	\$ 13,603	\$ -	\$ 13,603	\$ -	\$ 13,603	0.0%
Total 4000:	\$ 856,624	\$ 115,298	\$ 482,520	\$ 10,120	\$ 974,243	11.8%
Total Revenue:	\$ 9,651,339	\$ 2,875,849	\$ 8,475,234	\$ 280,322	\$ 9,237,159	31.1%



(1011 Students) FY21 Actuals (1013 Students) Current Yr's Actuals (1010 Students) Approved Budget

(1010 Students) Changes Forecast % of Forecast

Expenses

	(1011 Students) FY21 Actuals	(1013 Students) Current Yr's Actuals	(1010 Students) Approved Budget	Changes	(1010 Students) Forecast	% of Forecast
100 Salaries						
121.2 Administration	\$ 330,247	\$ 115,128	\$ 354,391	\$ -	\$354,391	32.5%
131 Teachers	\$ 2,410,978	\$ 813,246	\$ 2,523,083	\$ (19,932)	\$2,503,151	32.5%
131 Special Education Salaries	\$ 169,607	\$ 62,470	\$ 212,809	\$3,578	\$216,387	28.9%
132 Substitute Teachers	\$ 29,845	\$ -	\$ 30,000	\$ -	\$ 30,000	0.0%
132 SpEd Substitutes	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%
131 Stipends / Merit Pay	\$ 176,124	\$ -	\$ 55,000	\$ -	\$ 55,000	0.0%
LAND TRUST - Stipends	\$ 11,950	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Special Education Stipends (After School)	\$ 27,333	\$ 4,600	\$ -	\$ -	\$ -	#DIV/0!
COVID 19 Stipend	\$ 117,088	\$ -	\$ -	\$ -	\$ -	#DIV/0!
ESSER II - Stipends	\$ -	\$ -	\$ 12,000	\$ -	\$ 12,000	0.0%
ESSER III - After School Stipends	\$ -	\$ 2,250	\$ -	\$ 108,000	\$ 108,000	2.1%
142 Counselor	\$ 87,983	\$ 43,238	\$ 155,126	\$0	\$155,126	27.9%
UCCRSC	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
143 School Nurse	\$ 2,439	\$ 920	\$ 2,891	\$ -	\$2,891	31.8%
145 Librarian / Literacy Aide	\$ 11,008	\$ 3,756	\$ 13,692	\$ -	\$13,692	27.4%
152 Secretaries	\$ 79,252	\$ 33,021	\$ 83,979	\$ 27,094	\$111,073	29.7%
161 Teacher Aides & Reading Specialists	\$ 264,113	\$ 64,868	\$ 248,301	\$ 43,676	\$291,977	22.2%
161 LAND TRUST - ELL Aide/Student Support Para	\$ 19,653	\$ 7,425	\$ 40,860	\$ -	\$ 40,860	18.2%
161 SpEd Aides & Speech Therapist	\$ 116,434	\$ 37,016	\$ 108,237	\$ 74,515	\$182,752	20.3%
162 Computer Aides	\$ 29,843	\$ 9,897	\$ 39,035	\$ -	\$39,035	25.4%
182 Custodial & Maintenance	\$ 109,798	\$ 36,812	\$ 114,153	\$ -	\$114,153	32.2%
191 Lunch Room Aide	\$ 189,317	\$ 57,380	\$ 218,626	\$ 12,826	\$231,452	24.8%
Total 100:	\$ 4,183,012	\$ 1,292,027	\$ 4,217,184	\$ 249,757	\$ 4,466,941	28.9%
200 Employee Benefits						
220 Social Security	\$ 241,366	\$ 80,939	\$ 294,546	\$ 19,106	\$ 313,653	25.8%
LAND TRUST - BENEFITS	\$ 2,418	\$ 568	\$ 3,126	\$ -	\$ 3,126	18.2%
SpEd Social Security	\$ 21,351	\$ 6,510	\$ 24,943	\$ -	\$ 24,943	26.1%
COVID 19 Stipend	\$ 8,957	\$ -	\$ -	\$ -	\$ -	#DIV/0!
230 Retirement	\$ 191,662	\$ 64,181	\$ 192,500	\$ -	\$ 192,500	33.3%
240 Group Insurance	\$ 598,606	\$ 167,133	\$ 742,059	\$ (1,000)	\$ 741,059	22.6%
240 Deductible Stipend	\$ 11,524	\$ 2,900	\$ 15,000	\$ -	\$ 15,000	19.3%
270 Worker's Compensation Fund	\$ 13,181	\$ 16,425	\$ 14,341	\$ 2,084	\$ 16,425	100.0%
280 Unemployment Insurance	\$ 5,976	\$ 1,329	\$ 13,238	\$ -	\$ 13,238	10.0%
Total 200:	\$ 1,095,041	\$ 339,985	\$ 1,299,753	\$ 20,190	\$ 1,319,943	25.8%
300 Purchased Professional & Technical						
320 Special Education Contractors	\$ 100,651	\$ 22,062	\$ 120,610	\$ -	\$ 120,610	18.3%
320 Counseling Services - (FY20 LCSW-Mental Health)	\$ 9,300	\$ -	\$ -	\$ -	\$ -	#DIV/0!
330 Employee Training & Development	\$ 26,477	\$ 1,464	\$ 20,000	\$ -	\$ 20,000	7.3%
LAND TRUST - Training & Development	\$ 2,578	\$ 3,445	\$ 24,000	\$ -	\$ 24,000	14.4%
SpEd Training & Development	\$ 9,582	\$ -	\$ -	\$ -	\$ -	#DIV/0!
330 SEDC Services	\$ 3,891	\$ -	\$ 3,891	\$ -	\$ 3,891	0.0%
340 Audit	\$ 11,350	\$ 6,270	\$ 5,000	\$ 10,000	\$ 15,000	41.8%
345 Business Manager Services	\$ 76,800	\$ 25,600	\$ 76,800	\$ -	\$ 76,800	33.3%
349 Legal Services	\$ 670	\$ -	\$ 15,000	\$ -	\$ 15,000	0.0%
350 Technical Services (IT)	\$ 64,212	\$ 36,450	\$ 99,278	\$ -	\$ 99,278	36.7%
580 Admin & Teacher Travel	\$ 5,762	\$ 5,819	\$ 22,500	\$ (1,024)	\$ 21,476	27.1%
LAND TRUST - Travel	\$ 1,923	\$ 513	\$ 6,000	\$ -	\$ 6,000	8.6%
SpEd - Travel	\$ -	\$ 1,024	\$ -	\$ 1,024	\$ 1,024	100.0%
Total 300:	\$ 311,273	\$ 101,623	\$ 393,079	\$ 8,976	\$ 402,055	25.3%
400 Purchased Property Services						
411 Water/Sewage	\$ 10,936	\$ 4,376	\$ 12,000	\$ -	\$ 12,000	36.5%
412 Disposal Services	\$ 8,000	\$ 2,989	\$ 8,000	\$ -	\$ 8,000	37.4%
420 Cleaning Services	\$ 2,838	\$ 682	\$ 4,000	\$ -	\$ 4,000	17.1%
431 Lawn Care Services	\$ 11,925	\$ 3,740	\$ 16,500	\$ -	\$ 16,500	22.7%
431 Non-Technology Repairs & Maintenance	\$ 17,931	\$ 13,047	\$ 15,880	\$ -	\$ 15,880	82.2%
432 Copy Machine Servicing	\$ 9,636	\$ 2,119	\$ 13,000	\$ -	\$ 13,000	16.3%
Total 400:	\$ 61,266	\$ 26,953	\$ 69,380	\$ -	\$ 69,380	38.8%
500 Other Purchased Services						
522 Property & Liability Insurance	\$ 34,834	\$ 8,970	\$ 32,100	\$ -	\$ 32,100	27.9%
530 Telephone	\$ 9,841	\$ 584	\$ 9,000	\$ -	\$ 9,000	6.5%
540 Marketing	\$ 6,095	\$ 5,859	\$ 9,000	\$ -	\$ 9,000	65.1%
590 Field Trips / Bus Rental	\$ -	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%
Total 500:	\$ 50,770	\$ 15,413	\$ 53,100	\$ -	\$ 53,100	29.0%



	(1011 Students) FY21 Actuals	(1013 Students) Current Yr's Actuals	(1010 Students) Approved Budget	(1010 Students) Changes	(1010 Students) Forecast	% of Forecast
600 Supplies and Materials						
610a Classroom Supplies	\$ 48,468	\$ 20,020	\$ 40,000	\$ -	\$ 40,000	50.1%
LAND TRUST - STEM Supplies	\$ 3,648	\$ 849	\$ 12,000	\$ -	\$ 12,000	7.1%
LAND TRUST - ESL Supplies	\$ 328	\$ -	\$ -	\$ -	\$ -	#DIV/0!
610b Special Ed Supplies	\$ 30,051	\$ 8,291	\$ 2,357	\$ 7,643	\$ 10,000	82.9%
610c Theatre Supplies	\$ -	\$ 679	\$ 4,000	\$ -	\$ 4,000	17.0%
610d CCA Expenses	\$ 3,486	\$ 2,630	\$ 5,179	\$ -	\$ 5,179	50.8%
610e Student Activity Supplies / Incentives	\$ 12,956	\$ 3,517	\$ 13,000	\$ 5,000	\$ 18,000	19.5%
UCCRSC	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Special Ed Incentives	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
610f Board Expenses/meals	\$ 6,091	\$ 182	\$ 7,000	\$ -	\$ 7,000	2.6%
610g Office Supplies/General	\$ 27,813	\$ 10,679	\$ 20,000	\$ -	\$ 20,000	53.4%
610h Safety Supplies	\$ 1,742	\$ 1,452	\$ 3,000	\$ -	\$ 3,000	48.4%
610i GWA Gives Back	\$ 165	\$ -	\$ -	\$ -	\$ -	#DIV/0!
610j First Aid Supplies	\$ 1,259	\$ 158	\$ 1,000	\$ -	\$ 1,000	15.8%
610k Principal Discretionary Fund	\$ 8,000	\$ 3,938	\$ 10,000	\$ -	\$ 10,000	39.4%
610l Leadership Flags	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
610m Staff Lounge	\$ 4,612	\$ 2,430	\$ 4,000	\$ -	\$ 4,000	60.8%
610n Swag Store	\$ -	\$ 3,831	\$ 8,000	\$ -	\$ 8,000	47.9%
610o Christmas Party	\$ -	\$ 336	\$ -	\$ -	\$ -	#DIV/0!
610p Health and Wellness	\$ -	\$ -	\$ -	\$ 1,000	\$ 1,000	0.0%
621 Natural Gas	\$ 7,969	\$ 431	\$ 7,500	\$ -	\$ 7,500	5.7%
622 Electricity	\$ 37,889	\$ 17,602	\$ 40,000	\$ -	\$ 40,000	44.0%
630 School Lunch Prgm	\$ 163,767	\$ 59,795	\$ 150,000	\$ -	\$ 150,000	39.9%
641 Textbooks/Curriculum	\$ 213,598	\$ 63,656	\$ 82,500	\$ -	\$ 82,500	77.2%
UCCRSC	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
644 Library Books	\$ 3,726	\$ 1,612	\$ 5,000	\$ -	\$ 5,000	32.2%
670 Educational Software	\$ 10,659	\$ 15,954	\$ 22,000	\$ -	\$ 22,000	72.5%
LAND TRUST - Educational Software	\$ 16,388	\$ 14,501	\$ 16,000	\$ -	\$ 16,000	90.6%
SpEd - Educational Software	\$ 5,752	\$ 939	\$ 5,000	\$ (1,600)	\$ 3,400	27.6%
ESSER III - Educational Software	\$ -	\$ 29,360	\$ -	\$ 30,000	\$ 30,000	97.9%
680 Maintenance Supplies & Material	\$ 40,909	\$ 11,113	\$ 40,000	\$ -	\$ 40,000	27.8%
ESSER III - Maintenance Supplies	\$ -	\$ 5,123	\$ -	\$ 5,123	\$ 5,123	100.0%
Total 600:	\$ 649,276	\$ 279,078	\$ 497,536	\$ 47,166	\$ 544,702	51.2%
700 Property						
710 Land and Site Improvements & Building	\$ 25,438	\$ 8,115	\$ 25,000	\$ -	\$ 25,000	32.5%
733 Furniture and Fixtures	\$ 8,086	\$ 14,318	\$ 16,000	\$ -	\$ 16,000	89.5%
SpEd - Furniture and Fixtures	\$ 4,204	\$ -	\$ -	\$ -	\$ -	#DIV/0!
734 Technology Hardware	\$ 52,839	\$ 16,080	\$ 25,000	\$ (10,000)	\$ 15,000	107.2%
LAND TRUST - Hardware	\$ 33,063	\$ -	\$ 57,700	\$ -	\$ 57,700	0.0%
SpEd - Tech Hardware	\$ 52,071	\$ -	\$ -	\$ -	\$ -	#DIV/0!
ESSER III - Tech Hardware	\$ -	\$ 329,590	\$ -	\$ 338,480	\$ 338,480	97.4%
736 Technology Software	\$ 34,334	\$ 36,058	\$ 35,000	\$ 10,000	\$ 45,000	80.1%
LAND TRUST - Software	\$ 995	\$ -	\$ 1,300	\$ -	\$ 1,300	0.0%
SpEd - Software	\$ -	\$ 1,600	\$ -	\$ 1,600	\$ 1,600	100.0%
739 Kitchen Equipment	\$ 6,614	\$ 2,571	\$ 5,000	\$ -	\$ 5,000	51.4%
790 Cap Ex Fund	\$ 185,581	\$ 114,982	\$ 150,000	\$ -	\$ 150,000	76.7%
Total 700:	\$ 403,225	\$ 523,314	\$ 315,000	\$ 340,080	\$ 655,080	79.9%
800 Debt Service & Miscellaneous						
810 Dues and Fees	\$ 13,619	\$ 6,675	\$ 15,000	\$ -	\$ 15,000	44.5%
830 Bond Restricted Assets (Interest)	\$ 559,913	\$ 186,638	\$ 530,913	\$ -	\$ 530,913	35.2%
840 Bond Restricted Assets (Principal)	\$ 725,000	\$ 241,667	\$ 750,000	\$ -	\$ 750,000	32.2%
833 Bond Fees	\$ 6,000	\$ 26,070	\$ 33,800	\$ -	\$ 33,800	77.1%
890 Miscellaneous	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Total 800:	\$ 1,304,532	\$ 461,050	\$ 1,329,713	\$ -	\$ 1,329,713	34.7%
Total Expenses:	\$ 8,058,395	\$ 3,039,443	\$ 8,174,744	\$ 666,169	\$ 8,840,914	34.4%
Net Income:	\$ 1,592,944	\$ (163,594)	\$ 300,489	\$ (385,847)	\$ 396,245	-41.3%
					\$ 250,000	
					\$ 369,332	
					\$ 26,913	
Cap Ex Fund:		At year end: \$ 145,469		Use: \$114,982	At year end: \$ 180,487	
Fund Reserve:	\$ 4,966,037	\$ 4,802,443	\$ 5,266,526		\$ 5,335,369	



PROPOSAL FOR BOARD ACTION

Proposal Title: _____

Submitted by: _____

Sponsoring Committee: _____

Please briefly describe: (1) the situation giving rise to the proposal, (2) the background behind the proposal, (3) your assessment of the situation/background, and (4) your recommendation to the Board.

Situation:

Background:

Assessment:

Recommendation:

Please submit this form with all accompanying paperwork to the Board Secretary, Matt Hafen, at mhafen@gwacademy.org by the 15th day of the month of the Board meeting.

George Washington Academy Fee Schedule

2022-2023

All fees are non-refundable and are due no later than March 31, 2022

Required Yearly Fees:

6th - 7th Grade Students Only **Total \$20.00 (maximum fee)**

- Includes:

- Science Fees:

- Masking Tape - \$1.00
- Perishable food items used in experiments - \$3.00
- Soap - \$1.00
- Batteries - \$2.00
- Styrofoam - \$2.00
- Balloons - \$1.00
- Straws - \$2.00

- Art Fees:

- Paint - \$4.00
- Brushes - \$2.00
- Bonding Materials - \$2.00

If you feel you may be eligible for a fee waiver, you may pick up a Fee Waiver Application at the GWA front office or they are available online at gwacademy.org. Please refer to Policy 340 – Student Fee Policy and Policy 345 – Fee Waiver Policy available at gwacademy.org for more information on fee waivers and the process. If the student is denied a fee waiver, they have the right to appeal. Fees waiver applications have the same due date as the required fee due dates.

Cost of Replacement (Non-Waivable):

Lunch Card \$2.00

Planner \$5.00



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“Building a strong foundation”



Student
2022-2023

Pending approval 11/11/21

Aug 11 (Th)*	1 st Day of School - Grades 1-7	Feb 20 (M)	President's Day (No School)
Aug 25 (Th)*	1 st Day of School - Kindergarten	Mar 13-17 (M-F)	Spring Break (No School)
Sept 5 (M)	Labor Day (No School)	April 3-6 (M-Th)	*SEPs (Release at 1:00PM)
Sept 19-23 (M-F)	*SEPs (Release at 1:00PM)	April 7-10 (F-M)	Easter/Spring Recess (No School)
Oct 13-14 (Th-F)	Fall Break (No School)	May 25 (Th)	Last Day of School - Grades K-7
Nov 23 (W)	SEP/SEOP Comp Recess Day (No School)	*First Day of School (Grades 1-7) *Last Day of School (All)	
Nov 24-25 (Th-F)	Thanksgiving Holiday (No School)	*First Day of School (Kindergarten)	
Dec 22 (W)-Jan 3 (T)	Christmas/Winter Holiday (No School)	Teacher Prep Days - No School 10/17, 10/28, 1/4	
Jan 9-13 (M-F)	*SEPs (Release at 1:00PM)	SEPs - MINIMUM DAYS (Release at 1:00PM)	
Jan 16 (M)	Martin L. King, Jr. Day (No School)	*End of Trimester (T1-Nov.11 th , T2-Feb.17 th , T3-May 25 th)	

JULY 2022						
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

AUGUST 2022						
SU	M	T	W	TH	F	SA
	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			

SEPTEMBER 2022						
SU	M	T	W	TH	F	SA
				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	

OCTOBER 2022						
SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

NOVEMBER 2022						
SU	M	T	W	TH	F	SA
		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			

DECEMBER 2022						
SU	M	T	W	TH	F	SA
				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 2023						
SU	M	T	W	TH	F	SA
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 2023						
SU	M	T	W	TH	F	SA
			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				

MARCH 2023						
SU	M	T	W	TH	F	SA
			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 2023						
SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

MAY 2023						
SU	M	T	W	TH	F	SA
	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 2023						
SU	M	T	W	TH	F	SA
				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	



PROPOSAL FOR BOARD ACTION

Proposal Title: _____

Submitted by: _____

Sponsoring Committee: _____

Please briefly describe: (1) the situation giving rise to the proposal, (2) the background behind the proposal, (3) your assessment of the situation/background, and (4) your recommendation to the Board.

Situation:

Background:

Assessment:

Recommendation:

Please submit this form with all accompanying paperwork to the Board Secretary, Matt Hafen, at mhafen@gwacademy.org by the 15th day of the month of the Board meeting.

Policy Statement

George Washington Academy shall ensure that parental involvement occurs in cases where information collected from a student would generally raise privacy concerns in accordance with 20 USC 1232h and UCA 53E-9-203.

Procedures

1. Third party surveys.

- a. Before the administration or distribution of any survey created by a third party, GWA shall provide notice to parents and the opportunity to inspect the survey within a reasonable time of receiving the request. This will be done through an email to all stakeholders.

2. Collection of sensitive information.

- a. **Restrictions on collecting sensitive information.** Written parental consent shall be required before students are administered a psychological or psychiatric examination, test, or treatment, or any survey, analysis, or evaluation in which the evident intended effect is to cause the student to reveal information concerning one or more of the following sensitive areas about the student or any family member:
 - Political affiliations or beliefs or, except as provided under UCA 53G-10-202 or rules of the state board, political philosophies;
 - Mental or psychological problems;
 - Sex behavior, orientation, or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom the student or family member has close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, medical personnel, or ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent; or
 - Income, other than as required by law to determine program eligibility.
- b. **Scope of written consent requirement.** Prior written consent shall be required:
 - in all grades, kindergarten through grade 7;
 - within the curriculum and other school activities; and
 - whether the information collected is personally identifiable or not.
- c. **Validity of written consent.** The following procedures dictate the validity of written consent:
 - Written consent shall be considered valid only if notice was given in accordance with the notification requirements of this policy;
 - The authorization shall only be valid for the activity for which it was granted;

- A written withdrawal of authorization submitted to the Executive Director by the authorizing parent terminates the authorization;
 - A general consent used to approve admission to school or involvement in special education, remedial education, or a school activity does not constitute written consent under this section.
- d. **Exceptions.** Prior written consent shall not be required:
- as part of a suicide prevention program as described in UCA 53G-9-702 where the parent has received notification and the ability to opt out of the process in accordance with the notification section of this policy; or
 - if there is a reasonable belief that there is an emergency, child abuse, neglect, or a serious threat to the wellbeing of the student in accordance with the Emergency Situations section of this policy.
- e. **Data disclosures.** Sensitive information collected under this policy may be shared in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g, and UCA 53E-9-308.
- f. **Data storage restriction.** Sensitive information collected from a survey may not be stored in a student’s Student Achievement Backpack as defined in UCA 53E-3-511.
- g. **Expressions of belief.** This policy does not limit the ability of a student to, under UCA 53G-10-203, spontaneously express sentiments or opinions otherwise protected against disclosure under this policy.

3. Inspection of instructional materials.

GWA shall provide notice and an opportunity to a parent to inspect any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) used as part of the educational curriculum for the student.

- a. **Exclusion for academic tests or academic assessments.** The opportunity to inspect instructional materials shall not extend to academic tests or academic assessments.

4. Nonemergency, invasive physical examinations.

GWA shall provide notification to parents and the opportunity to opt out of nonemergency, invasive physical examination that is:

- Required as a condition of attendance;
 - Administered by the school and scheduled in advance; and
 - Not necessary to protect the immediate health and safety of the student, or of other students.
- a. **Definition.** The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

- b. **Exception.** This policy does not apply to any physical examination or screening that is permitted or required by an applicable Utah law, including physical examinations or screenings that are permitted without parental notification.

5. Marketing surveys.

GWA shall provide notice of and an opportunity to opt out of activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others.

- a. **Exceptions.** The requirement to provide notice and the opportunity to opt out does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
- College or other postsecondary education recruitment, or military recruitment.
 - Book clubs, magazines, and programs providing access to low-cost literary products.
 - Curriculum and instructional materials used by elementary schools and secondary schools.
 - Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
 - The sale by students of products or services to raise funds for school-related or education-related activities.
 - Student recognition programs.

6. Notification.

GWA shall provide notification to parents of this policy as follows:

- a. **Required notifications.** GWA shall provide the following notifications:
- i. notification at the beginning of each school year regarding this policy and within a reasonable period of time after any substantive changes to this policy;
 - ii. notification at the beginning of each school year of any planned third-party surveys;
 - iii. direct notification annually at the beginning of the school year by postal mail, hand, or email, including the specific or approximate dates, of any
 - marketing survey; or
 - nonemergency, invasive physical examination;
 - iv. direct notification by postal mail, hand, or email, including the specific or approximate dates, annually at the beginning of the school year and at least two weeks prior to the administration of any collection of sensitive information. This notice shall also include:

- an internet address where the parent can view the exact survey to be administered to the parent’s student, and a notice that a copy of the survey questions will also be made available at the school.
 - notice that a parent has a reasonable opportunity to obtain in writing the following information concerning the survey:
 - records or information, including information about relationships, that may be examined or requested;
 - the means by which the records or information shall be examined or reviewed;
 - the means by which the information is to be obtained;
 - the purposes for which the records or information are needed;
 - the entities or persons, regardless of affiliation, who will have access to the personally identifiable information; and
 - a method by which a parent of a student can grant permission to access or examine the personally identifiable information
- b. **Waiver of two-week’s notice requirement.** The two-week’s notice requirement for a collection of sensitive information may be waived in the following circumstances:
- In response to a situation which a school employee reasonably believes to be an emergency, or as authorized under UCA 62A-4a-4, Child Abuse or Neglect Reporting Requirements;
 - By order of a court; or
 - After receiving notice of a collection of sensitive information protected by this policy, a parent may waive the two-week’s notice requirement.

7. Training.

GWA shall provide training for teachers and administrators on the implementation of this policy.\

8. Emergency situations.

If a school employee, agent, or school resource officer believes a student is at-risk of attempting suicide, physical self-harm, or harming others, the school employee, agent, or school resource officer may intervene and ask a student questions regarding the student's suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purposes of:

- Referring the student to the appropriate prevention services; and
 - Informing the student’s parent without delay.
- a. **Exception to notifying parents of an emergency situation.** If the matter has been reported to the Division of Child and Family Services within the Department of Human Services, it is the responsibility of the division to notify the student's parent of any possible investigation, prior to the student's return home from school.
- b. **Minimum degree of intervention.** School employees, agents, or school resource officers shall use the minimum degree of intervention to accomplish the goals of this policy.

9. Students who have turned 18 and emancipated minors.

The rights to notification and opt out shall transfer to the student when the student turns 18 years old or is an emancipated minor.

- a. ***Exception.*** The notification shall be given to and written consent required from the parent in all grades, kindergarten through 7, regardless of the student’s age, before a collection of sensitive information shall be administered.

ADA Compliant 1-21-2020



PROPOSAL FOR BOARD ACTION

Proposal Title: _____

Submitted by: _____

Sponsoring Committee: _____

Please briefly describe: (1) the situation giving rise to the proposal, (2) the background behind the proposal, (3) your assessment of the situation/background, and (4) your recommendation to the Board.

Situation:

Background:

Assessment:

Recommendation:

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755 – Maintenance of Effort Policy



George Washington Academy will comply with federal Maintenance of Effort requirements, ESSA Sections 118(a) and 8521, through the proper and consistent allocation of State and local funding efforts from year to year. Compliance with this requirement will be monitored through the annual USBE fiscal audits.



PROPOSAL FOR BOARD ACTION

Proposal Title: _____

Submitted by: _____

Sponsoring Committee: _____

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310 – Student Dress Code



POLICY

A safe and disciplined learning environment is the first requirement of a good school. Young people who are safe and secure and who learn basic American values, along with the essentials of good citizenship, are better students. Studies have shown that the adoption of School Uniform policies can also promote school safety, improve discipline, and enhance the learning environment. The concept of knowing the social background of an individual based on appearance is avoided and, as such, personal biases are not formed and merit is the only deciding factor.

The potential benefits of school uniforms include:

- Maintaining a level of social equality among students
- Maintaining modesty in attire allows for increased respect among students
- Decreasing violence and theft among students over designer or expensive clothing
- Instilling students with discipline
- Helping students concentrate on their school work
- Helping parents and students resist peer pressure that dress norms can create
- Creating a sense of “Team Spirit”

Our dress code is to be taken seriously. Our faculty and staff will monitor students and will address dress code problems as they occur. We have a very specific dress code so please review our policy. If in doubt, we encourage you to bring in articles of clothing to verify that they meet our standard.

Uniforms need to be plain, simple and conservative. All clothing worn during school hours must be solid colors; no prints, patterns or logos are allowed. There can be no embellishments on the clothing, such as large buttons, buckles, zippers, ruffles, lace, ties or emblems (even small emblems or logos). Buttons must be white or the same color as the clothing. Clothing needs to fit properly – not “slouchy or skin tight.” Clothing needs to be clean and in good repair.

Logo shirts may be purchased through the school website or during PTO 'Uniform Closet' sale days (TBA).

Our school colors are:

- Navy Blue
- Red
- White
- Khaki

Shirts

Boys: Red, white, or navy blue knit polo shirts. White button down dress shirts are acceptable in either long or short sleeve.

Girls: Red, white, or navy blue knit polo shirts, loose fitting with no gathers or embellishments. A scalloped edge is acceptable if it is the same color as the shirt. White button-down dress shirts are acceptable in long, short or ¾ sleeve. Dress shirts must have a pointed collar or Peter-Pan collar.

All shirts must have a collar. All buttons, except the top button, must be fastened. A front shirt pocket is acceptable. Tee-shirts and turtlenecks are not allowed. As with other clothing, no prints, patterns, striping or logos (other than the GWA logo) are allowed. Layering of shirts is not allowed. Undershirts of GWA colors may be worn – however they

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may not be visible except at the collar area and must be tucked in. Students may purchase a uniform shirt with the GWA logo for easy identification on field trips and to represent school pride. These shirts are available for purchase through the George Washington Academy PTO.

Pants

Boys & Girls: Pants must be solid navy blue or khaki colored Dockers or dress style, with either a flat or pleated front. All pants are to be hemmed. The following are not allowed: athletic wear, jeans, cargo style clothing, sweatpants, capris, cords, leggings, large patch pockets (pockets on the outside of the pants) All pants must be uniform style. Pants may not be worn in a slouched or low-rider style. No pants with holes or excessive wear are allowed.

Shorts

Boys & Girls: Shorts are to be solid navy blue or khaki in a flat panel or pleated front and must be no shorter than two inches above the knee and no longer than the knee.

The following are not allowed: Cargo shorts and large patch pockets (pockets sewn on the outside of the clothing: All shorts must be uniform style. Shorts may not be worn in a slouched or low-rider style. No shorts with holes or excessive wear are allowed.

Skirts/Skorts/Jumpers

Girls: All skirts, skorts, and jumpers must be no shorter than two inches above the knee and no longer than the knee. Plaids must match the pattern in the French Toast School Uniform Catalog. Our school plaid is navy/red. Skirts and skorts must be solid navy, khaki, or navy/red plaid, with a pleated front in uniform style and material. Jumpers must be solid navy, khaki, or navy/red plaid, with a pleated or flat front in classic uniform style and material. 'Polo' style dresses for girls are acceptable in solid navy blue or red only and must be of uniform style. Tan A line dresses with matching belt are acceptable as well.

Sweaters/Outerwear

Boys & Girls: Sweaters, vests, and cardigans must be solid navy blue, white, or red. Sweater vests and long sleeve pullover sweaters are acceptable only with a collared shirt underneath. Jackets, coats, or windbreakers (appropriate for very cold days) must be solid navy blue or black. The lining of these may be a different color. Outerwear may have a hood, but the hood may not be worn inside school buildings. Sweatshirt hoodies or pullover sweatshirts are not allowed.

Socks/Tights

Boys & Girls: Socks must be solid white, navy blue, tan/khaki, or black. Tights may be solid white or navy blue only. Leggings (footless tights) are not allowed. Visible logos are not allowed.

Shoes

Boys & Girls: Shoes must be a solid black or brown, including soles, with no visible logos. All shoes should have a formal appearance. Dress shoes, or loafer style, are recommended, however, athletic shoes of proper color, including soles, are allowed. Shoelaces must be the same color as the shoe, and must be tied during school hours. Slip on shoes must have a backing and a closed toe. Shoe boots are acceptable. Tall boots of any type are not allowed (cowboy boots, 'Ugg' style boots, etc.). Flip flops are not allowed. 'Crocs' are not allowed. Shoes with heels are discouraged as they prohibit the ability to play and run safely.

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Accessories/Ties

Boys & Girls: Belts must be navy blue, black, or brown only. Scarves and sashes are not allowed. Accessories, such as hair ribbons, bows, etc., must be school colors and should be understated. Earrings should be small and understated. Other jewelry is discouraged and should remain hidden. Hair pieces are not allowed. Students have the responsibility to avoid apparel or accessories that are so extreme that they interrupt school decorum, student concentration, or adversely affect the educational process. Extreme includes any piercing of the body with the exception of the ear. Gauging of the ear is considered extreme and not allowed. Ties may be worn with long or short sleeved white dress shirts only and must be school colors (red, white, or navy blue). Backpacks may be any color. Rolling backpacks are not allowed as they cause tripping and scratch the floors.

Grooming

Attire must be clean and in good repair. Hair and body must be maintained in a clean and healthy manner. Deodorant should be used when necessary. Hair must be styled in a manner that is not distracting to the learning environment. Mohawks and dying hair in unnatural colors are examples of unacceptable hair styles. Bangs either need to be clipped, pulled back or trimmed so they do not cover eyes or create the need to constantly flip or push them back.

Free Dress Days

GWA believes that the uniform we require should be a source of pride. As such, "Free Dress" days will be very infrequent and designated by school administration. Even on designated "Free Dress" days the standards we require for cleanliness, modesty, clean clothing in good repair and grooming still apply. GWA reserves the right to be the ultimate authority in deciding what constitutes appropriate school attire.

IntermediateMiddle School Additions to Dress Code (Grades 6-7 Only)

Students in Grades 6-7 (~~middle-intermediate~~ school students) may wear any of the above items as presented in the K-5 Dress Code. In addition, ~~middle-intermediate~~ school students may wear the following:

~~**Outerwear:** Intermediate school students may wear GWA jackets and sweaters (must be purchased through GWA or GWA approved retailer). Students may add patches and/or pins appropriate for school (athletics, clubs, etc.). Students may have their names embroidered at their own cost.~~

~~**Dress-Down Days:** On dress down days (Fridays), ~~middle-intermediate~~ school students may wear uniform shoes with jeans and GWA Spirit T-Shirts (available through the front office). Jeans should not be skin tight and should not have holes or sign of excessive wear. Jean shorts must be no shorter than two inches above the knee and no longer than the knee. Students may also wear college themed T-Shirts on dress-down days with their uniform outerwear. Students may NOT wear sports jerseys; ~~sweatshirts~~, or random T-shirts on dress down days. Please use guidelines above.~~

~~**Outerwear:** Middle school students may wear GWA letterman style jackets and sweaters (must be purchased through GWA or GWA approved retailer). Students may add patches and/or pins appropriate for school (athletics, clubs, etc.). Students may have their names embroidered at their own cost.~~

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PROPOSAL FOR BOARD ACTION

Proposal Title: _____

Submitted by: _____

Sponsoring Committee: _____

Please briefly describe: (1) the situation giving rise to the proposal, (2) the background behind the proposal, (3) your assessment of the situation/background, and (4) your recommendation to the Board.

Situation:

Background:

Assessment:

Recommendation:

Please submit this form with all accompanying paperwork to the Board Secretary, Matt Hafen, at mhafen@gwacademy.org by the 15th day of the month of the Board meeting.

Jointly Developed

Parents and family members will be involved in the development of the school parent and family engagement policy through committee review.

Parent/Family Input

1. Parents and family members will be involved in the planning, review, and improvement of parent and family engagement programs through being a part of the Adult Learning and Modeling Family Action Team led by a GWA employee/the school counselor.
2. ~~The school will provide parents and family with the opportunity for regular meetings to formulate suggestions and participate in decision making regarding their children's education through participation on the Curriculum Committee. It is required to have at least one parent as part of the committee.~~ Parents are invited participate in student-led conferences, school activities, meetings with administration, board committees, Adult Learning and Modeling Action Team meetings, and to monthly Board meetings. Parents are also encouraged to be a part of the PTO, which contributes most of their time providing support doing what's best for the school and the students.
3. Parents and family will be involved in the development of the schoolwide Title 1 plan by being given time to review the plan and give feedback ~~through a common document.~~ Parents will also be involved in helping to create the plan alongside administration.

Annual Title 1 Meeting

The school will convene an annual meeting ~~that will be recorded and emailed to at the beginning of each school year as part of Back to School night that will~~ inform parents and families ies of the requirements of Title 1, the school's participation and the parent's right to be involved.

Communication

1. GWA will notify parents and family of the engagement policy through clear and precise language. It will be delivered orally through a face-to-face meeting at Back to School night, as well as reiterated by classroom teachers during SEP's and then in a written document: "GWA Parent-Student-School Compact".
2. GWA will notify parents and family regarding any Title 1 program in a timely manner. No less than two weeks prior to the initiation of the program will parents be informed through email or flyer home.

School-Parent/Family Compact

In order to jointly develop with parents a school-parent compact, a draft will be written and sent out to the Policy Committee (a parent is required to be a member) and the Adult Learning and Modeling Action Team, the Parent Board as well as the Leader in Me Lighthouse Family Action Team.

Capacity Building

1. GWA provides many opportunities for family capacity and strong parental and familial engagement. Our parents are encouraged and reminded to volunteer as much as possible. They are asked to come into classrooms to do clerical work or lead as the Room Parent. Parents are asked to present any expertise they have to the students. Parents organize and participate in the annual school Carnival, Talent show, etc.

- Monthly parent nights are conducted to support parents at home with social, emotional, and parenting skills.
2. In order to support parents and families to work with their children to improve academic achievement, STEM night was developed for all to participate and engage in with family members. A fun literacy night for the family is planned to educate family members about reading and how to engage with reading at home.
 3. GWA educates all faculty and staff in the value and usefulness of parent/family contributions by pointing out all the ways parents and families are useful, i.e. in the classroom, lunchroom, and out at recess. Administration dedicates a training at the beginning of the year in regard to reaching out and communicating with and working with parents as equal partners in their child's education. Teachers are encouraged to invite parents collectively, individually and personally to the classroom to support the learning of the students.
 4. The Counselor at GWA coordinates and integrates parent and family engagement programs with other Federal, State and local programs. One such program is the monthly family nights.
 5. Information regarding any family program is communicated through the classroom teachers via their weekly newsletters. GWA also has a weekly newsletter that is sent home via email along with any printed flyers that are sent home with the students. GWA is aware of every family that may need an alternative language flyer to be sent home. Through the school counselor, such flyers are created to create equitable access to the information.
 6. Any time a parent requests information to better understand any program, the office staff answers the question or provides the information necessary. If the office does not have the answer, they will find someone who can help with the answer.

Annual Evaluation

1. Every year, parents are asked to give feedback about school culture, curriculum, classroom teacher through a parent survey that is created from GWA. Another survey is sent to parents through the Leader in Me program that measures school climate and culture with leadership.
 - a. Within the survey, parents are asked what are, if any, any difficulties they may be facing, i.e.: limited English, disabled, economically disadvantaged;
 - b. Within the survey, parents are asked if their academic needs are being met and they are confident in helping their child at home. If not, what are they needing.
 - c. Within the survey, parents are asked what has helped them the most to be involved at GWA.
2. GWA will use the findings of the annual evaluation to improve the practice that parents are needing to be more successful. Suggestions made to improve better family engagement will be seriously considered and the policy will be reevaluated every year during the summer to implement the new practice at the beginning of the school year.