

**These Minutes are Pending Board Approval**

**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, July 27, 2023**  
**7:30 p.m.**

**Board Meeting Minutes**

**Location:** Courtyard by Marriott  
185 South 1470 East  
St. George, UT 84790

*The Board Training was held at 4:00 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:** Joshua Serrano, Public

**Pledge of Allegiance:** Shannan Greer, President

Board Members Present: Kevin Peterson, Amanda Mortenson, Holly Myers and Shauna Mahoney. Shannon Greer, Casey Unrein, and Blake Clark.

Others Present: Deborah Odenwalder, Debbie Kuavaka, Christine Giles, Spencer Adams, Steven Erickson, Chance Manzanares, and Joshua Serrano.

**Approval of Minutes:** Casey motioned to approve the minutes from the June 22, 2023 Board Meeting as found in the board packet. Amanda Mortenson seconded. The motion passed unanimously. All present voted in favor: Shannon Greer, Kevin Peterson, Amanda Mortenson, Holly Myers, Casey Unrein, and Shauna Mahoney.

**Public Opportunity to Address the Board:**

None

**Set time for adjournment:** Blake Clark set time for adjournment at 8:20 p.m.

**Administration Report:** Blake requested a moment of silence for Ace Butterfus-Ramirez that passed away this summer. Blake reported on how the school did on data results from state testing. Blake indicated that it should be the last month of overtime the board will see due to

decisions made by the Board previously. Kevin asked if there was any more data coming from this past year's testing and Blake clarified that there isn't. Shannon reminds the Board that there will be a training on the state testing for the Board expected in November. Blake presented a video that he created regarding what GWA is doing now and he's planning on posting this video on social media. The Board gave feedback on the video and requested that it be added to the website in addition to the social media pages. Holly suggests that as the Board sees this video on the social pages, the Board should comment, like, and share as it will help with spreading its visibility. Shannon asks if all administration reports are complete for the month of July and Blake reports that all reports are complete.

**Financial Report:** Spencer Adams gives a report on the Financial Summary as of June 30, 2023. Spencer indicates that though close, this report isn't complete yet as the audit still needs to finish and it's expected that some transactions will trickle in. Overall GWA is doing great. Spencer reported that we had more than expected local revenue and are still waiting on some federal funds. Spencer explained the audit process briefly and then went through the expenses indicated. Overall a successful year financially and looking forward to another successful year. Kevin asked if this report has the parking lot second invoice. Spencer was waiting on to confirm that all three parking lot invoices were to be from last fiscal year from the financial committee. Kevin confirms that they were and Spencer will get that added to this report. Shannon asks if all Financial reports are complete for the month of July and Spencer reports that all reports are complete or will be done by the end of the month.

**Committee Reports:**

- **Policies Committee** – Nothing to report.
- **Finance Committee** – Nothing to report
- **Benefits Committee** – Nothing to report.
- **Curriculum Committee** – Nothing to report
- **Outreach Committee** – Nothing to report. Minutes are in the Board Packet.
- **Technology Committee** – Nothing to report.
- **LAND Trust Committee** – Nothing to report. May need new committee members. Shannon explained what this committee was to Joshua Serrano
- **PTO Committee** – Currently struggling to find sponsors. The Board gave suggestions on how to network for getting the word out to the community. Holly asked if the information that goes out has on it what the funds will be used for and Amanda reported that it did. Amanda will send information to Blake and he'll get it sent out to the parents.
- **Board Development Committee** – Shannon discussed increasing the Board members to 9 members with the focus on particular skill sets. Blake asked if the potential candidates should be emailed to Shannon and Shannon indicated yes. Shauna asked if we should send out this request to the parents and Shannon said that we should announce this search at Back to School night. Shannon expressed that we need to be open and upfront with potential members. Shannon put a timeframe of recruitment through the end of August with interviews beginning in September.
- **Campus Management Committee** – Steven reports that he's been speaking to the admin team about the All Staff Safety meeting and is requesting assistance in the Reunification training from the Hope Squad, the Lighthouse students, and the Board. Reunification is the process of getting students back to their parents after an unplanned separation. The

Board would be able to help by bringing their families to participate in the training on Friday, August 11th at 10:00 to 12:00 with the first half hour being instructional for how the parents and students will help with the training.

**Discussion and/or Action Items:**

- **Nomination and Voting on Board Leadership** - Shannon explains that we need to have a Secretary and the Chair position is open for nominations as well. Shannon reports that Holly Myers is stepping down from the Board once her position is filled. Chance asked if Shannon was willing to stay on as the Board Chair. Amanda made a motion to appoint Shannon Greer the Board Chair. Kevin seconded the motion. Chance asked how long Shannon was planning to stay with GWA and Shannon reports that she has no plans on leaving the Board in the foreseeable future. Shannon will recuse herself from the voting for Board Chair. The motion passed unanimously. All present voted in favor: Kevin Peterson, Amanda Mortenson, Holly Myers, Casey Unrein, and Shauna Mahoney. Kevin Peterson made a motion to appoint Shauna Mahoney as the Board Secretary and Shannon Greer seconded the motion. Shauna asked what duties it would entail and Shannon discussed what would currently be expected of the Board Secretary. Shauna Mahoney recused herself from the vote. The motion passed unanimously. All present voted in favor: Kevin Peterson, Shannon Greer, Amanda Mortenson, Holly Myers, and Casey Unrein.
- **Expenditures over \$5,000**
- **Roofing Project Transparency (Board Packet Pg. 14)** Steven included the information that was previously missing from the Roofing Project request at last month's Board meeting as requested by Blake. Steven gives an update on the status of the roofing project.
- **2023-2024 GWA Early Learning Plan (Board Packet Pg. 23)** Kevin made a motion to accept the GWA Early Learning Plan as outlined in the packet. Shauna seconded the motion. The motion passed unanimously. All present voted in favor: Kevin Peterson, Shannon Greer, Amanda Mortenson, Holly Myers, Casey Unrein, and Shauna Mahoney.
- **Policy 515 - Kindergarten Policy (Board Packet Pg. 31)** Casey made a motion to approve Policy 515 - Kindergarten Policy and Kevin seconded the motion. Kevin asked if Kindergarten half-day is just an option. Blake confirmed that it is and Shannon explained that the option was necessary as per changes in the State Legislation. Holly asked if the admin is anticipating this option being used and Blake explained that GWA had already been allowing half day in certain situations. Blake reports that these legislation changes will allow GWA to be paid for full day Kindergarten which means that tracking will have to be devised. The motion passed unanimously. All present voted in favor: Kevin Peterson, Shannon Greer, Amanda Mortenson, Holly Myers, Casey Unrein, and Shauna Mahoney.
- **Policy 565 - Instructional and Supplement Materials Policy (Board Packet Pg. 33)** Casey makes motion to approve Policy 565 - Instructional and Supplement Materials Policy and Amanda seconded the motion. Blake explains that parents can challenge only supplemental and not instructional material. Casey explains that it's because instructional is approved in Board Meetings which is where the parent has the opportunity to challenge. Shannon asks questions on specific lines in the policy. Casey and Blake explained how the policy was modeled. The Board discussed how the committee should

be made up with. Board asked to change the line of the composition of the committee in policy and switch the term, “Supplement Material Review Committee” to “Curriculum Committee”. Casey amends his motion to approve Policy 565 - Instructional and Supplemental Materials Policy, changing line 3h which defines the Supplement Material Review Committee to indicate that it will be composed of the existing Curriculum Committee, as defined by the GWA by-laws, at the time of the Challenge and to change the policy to reflect this change at any other mention of the previous Supplement Material Review Committee throughout the document to avoid the confusion and to change line 6j from “...Executive Director or Board Chair...” to “Executive Director and an additional Board Member”. Amanda seconded the amended motion. Before the vote, Shannon notes that it’s the understanding that this policy will come back for Board Approval once changes are made in August. The motion passed unanimously. All present voted in favor: Kevin Peterson, Shannon Greer, Amanda Mortenson, Holly Myers, Casey Unrein, and Shauna Mahoney.

- **Policy 570 - Individual Freedom in Public Education Policy (Board Packet Pg. 41)**  
Casey made a motion to approve Policy 570 - Individual Freedom in Public Education Policy and Holly seconded the motion. Casey and Blake report that this policy is almost word for word from the State and Shannon notes that this policy will need to be adjusted as the State rolls out changes. The Board discussed the terminology in the policy and the law. Due to Holly leaving before this vote, Holly recused herself from the vote. Shauna seconded the motion in Holly’s leave. The motion passed unanimously. All present voted in favor: Kevin Peterson, Shannon Greer, Amanda Mortenson, Casey Unrein, and Shauna Mahoney. Holly was absent for the vote.

Holly Myers left the Board Meeting at 9:00 PM

**Closed Meeting** – *none*.

**Reconvene** — Take all appropriate action in relation to closed session items.

**Next Meeting:** The next regular Board Meeting will be held on August 24th, 2023 at 7:30 pm.

**Adjournment:** The board adjourned at 9:12 p.m. Kevin motioned to adjourn. Motion carried.

Written by Deborah Odenwalder, Board Clerk



# Financial Summary

as of July 31, 2023

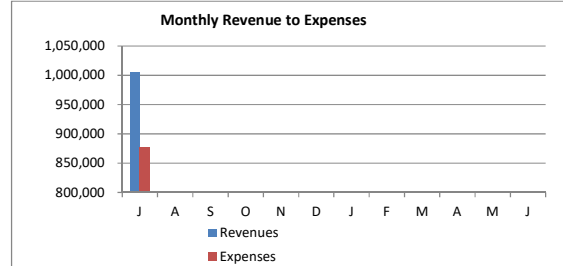
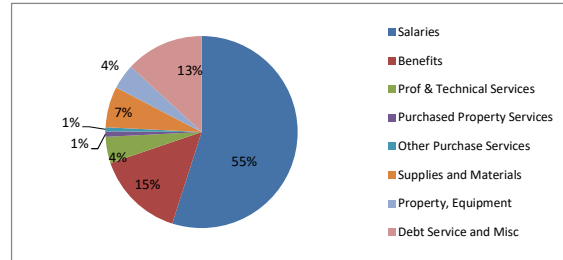
8.3% through the Year

## BUDGET REPORT

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

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	1013	1010	1005	
<b>Revenue</b>				
1000 Local	\$ 37,184	\$ 412,758	\$ 412,758	9%
3000 State	\$ 966,069	\$ 9,559,025	\$ 9,579,180	10%
4000 Federal	\$ -	\$ 426,905	\$ 426,905	0%
<b>Total Revenue</b>	\$ 1,003,253	\$ 10,398,688	\$ 10,418,843	10%
<b>Expenses</b>				
100 Salaries	\$ 307,273	\$ 5,555,364	\$ 5,591,364	5%
200 Benefits	\$ 108,357	\$ 1,512,700	\$ 1,512,700	7%
300 Prof & Technical Services	\$ 23,602	\$ 448,910	\$ 448,910	5%
400 Purchased Property Services	\$ 8,003	\$ 91,280	\$ 91,280	9%
500 Other Purchase Services	\$ 5,188	\$ 71,924	\$ 71,924	7%
600 Supplies and Materials	\$ 117,781	\$ 696,952	\$ 696,952	17%
700 Property, Equipment	\$ 175,899	\$ 433,081	\$ 433,081	41%
800 Debt Service and Misc	\$ 130,932	\$ 1,333,313	\$ 1,333,313	10%
<b>Total Expenses</b>	\$ 877,035	\$ 10,143,524	\$ 10,179,524	9%
<b>Net Income from Operations</b>	\$ 126,218	\$ 255,164	\$ 239,319	53%
Operating Margin	12.6%	2.5%	2.3%	

## EXPENSES



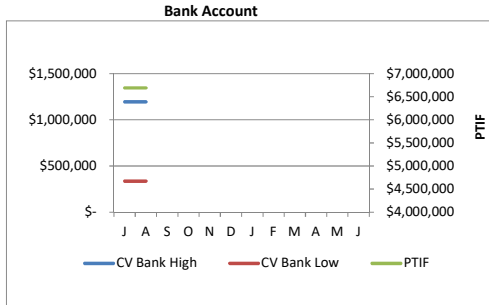
## RATIOS

	Actual	Goal	Covenant	Prior Mth Change
Operating Margin	2.3%	5%		0.00%
Debt Service Coverage	1.19	1.25	1.05	0.00
Days Cash on Hand	283	130	30	(0)
Building Payment %	12.6%	< 22%		0.00%

## CASH

Month Ending Cash Balance	\$ 7,884,376
Days Cash on Hand	283

Includes \$6,690,087 PTIF



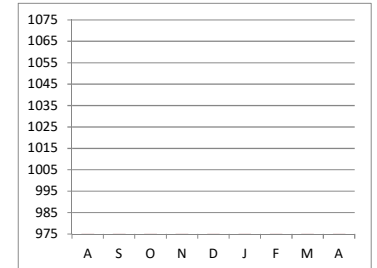
## RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 5,841,739	\$ 5,841,739
Reserves Added this Year	\$ 126,218	\$ 239,319
Project 1	\$ -	\$ -
<b>New Reserve Balance</b>	\$ 5,967,957	\$ 6,081,058

## ENROLLMENT

	A	S	O	N	D	J	F	M	A
K									
1									
2									
3									
4									
5									
6									
7									
<b>Total</b>	0	0	0	0	0	0	0	0	0

WPU #DIV/0!



Created by Red Apple



# Budget Detail Report

Actuals as of: **July 31, 2023**

Percentage of Year: **8.3%**



	(1005 Students)	Current Yr	(1000 Students)	1000			% Change From Prior Mth
	FY23 Actuals		Actuals	Approved Budget	Changes	Forecast	
<b>Revenue</b>							
<b>1000 Revenue From Local Sources</b>							
1510 Interest	\$ 222,417	\$ 36,668	\$ 163,000	\$ -	\$ 163,000	22.5%	0.0%
1600 Food Services	\$ 218,341	\$ 250	\$ 230,000	\$ -	\$ 230,000	0.1%	0.0%
1741 Student Activities and Fees	\$ 1,953	\$ -	\$ 2,000	\$ -	\$ 2,000	0.0%	0.0%
1741 Textbook and Library Fees	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
1920 Donations	\$ 14,778	\$ -	\$ 4,000	\$ -	\$ 4,000	0.0%	0.0%
1920 GWA Gives Back	\$ 1,289	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
1920 Background Checks	\$ 1,230	\$ 266	\$ 1,200	\$ -	\$ 1,200	22.2%	0.0%
1920 Staff Lounge	\$ 2,359	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%	0.0%
1920 Dixie Direct Fundraiser	\$ 8,480	\$ -	\$ 8,558	\$ -	\$ 8,558	0.0%	0.0%
1930 Sales of Assets	\$ 14,895	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%	0.0%
1990 Miscellaneous Income	\$ 5,921	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
<b>Total 1000:</b>	<b>\$ 491,663</b>	<b>\$ 37,184</b>	<b>\$ 412,758</b>	<b>\$ -</b>	<b>\$ 412,758</b>	<b>9.0%</b>	<b>0.0%</b>
<b>3000 Revenue From State Sources MSP</b>							
30-3005 Regular School Program K	\$ 267,157	\$ 40,018	\$ 480,215	\$ -	\$ 480,215	8.3%	0.0%
30-3010 Regular School Program 1-12	\$ 2,903,646	\$ 277,317	\$ 3,327,805	\$ -	\$ 3,327,805	8.3%	0.0%
30-3020 Professional Staff	\$ 201,927	\$ 21,894	\$ 259,100	\$ -	\$ 259,100	8.5%	0.0%
31-1205 Sped Educ Reg Add-On WPUS	\$ 414,092	\$ 44,313	\$ 451,736	\$ -	\$ 451,736	9.8%	0.0%
31-1210 Sped Educ Reg Self Contained	\$ 36,974	\$ 2,824	\$ 40,335	\$ -	\$ 40,335	7.0%	0.0%
31-1220 Sped Educ Extended Year Program	\$ 3,411	\$ 327	\$ 3,721	\$ -	\$ 3,721	8.8%	0.0%
31-1225 Sped Educ State Programs	\$ 6,742	\$ 696	\$ 7,355	\$ -	\$ 7,355	9.5%	0.0%
31-1278 Sped Educ Stipends Extended Year	\$ 672	\$ -	\$ 672	\$ -	\$ 672	0.0%	0.0%
31-5201 Class Size Reduction K-8	\$ 342,822	\$ 32,794	\$ 388,096	\$ -	\$ 388,096	8.4%	0.0%
31-5344 Enhancement for At-Risk Student	\$ 84,274	\$ 10,279	\$ 121,647	\$ -	\$ 121,647	8.4%	0.0%
31-5901 Career and Tech Ed Dist. Add-On	\$ 5,580	\$ 1,667	\$ 6,057	\$ -	\$ 6,057	27.5%	0.0%
31-5903 CTE Comprehensive Counseling	\$ 18,333	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
32-0500 Charter School Admin. Costs Base Funding	\$ 86,728	\$ 9,564	\$ 115,000	\$ -	\$ 115,000	8.3%	0.0%
32-5310 Flexible Allocation	\$ -	\$ 191	\$ -	\$ 2,292	\$ 2,292	8.3%	0.0%
32-5619 Charter School Local Replacement	\$ 2,712,083	\$ 259,881	\$ 3,074,000	\$ -	\$ 3,074,000	8.5%	0.0%
32-5651 Educator Professional Time	\$ 86,875	\$ 69,502	\$ 86,875	\$ -	\$ 86,875	80.0%	0.0%
32-5653 Public Ed Capital & Technology	\$ 128,603	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
33-5641 Early Intervention - OEK	\$ 137,500	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
33-5805 Early Literacy	\$ 29,411	\$ -	\$ 31,751	\$ -	\$ 31,751	0.0%	0.0%
34-5642 Elementary School Counselor Grant	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ 50,000	0.0%	0.0%
34-5807 Teacher Salary Supplement Program	\$ 3,570	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
34-5868 Teacher Supplies and Materials	\$ 7,372	\$ 5,902	\$ 7,335	\$ -	\$ 7,335	80.5%	0.0%
34-5876 Educator Salary Adjustment	\$ 239,059	\$ 43,781	\$ 509,000	\$ -	\$ 509,000	8.6%	0.0%
34-5911 ELL Software	\$ 4,226	\$ -	\$ 2,787	\$ -	\$ 2,787	0.0%	0.0%
35-5420 School Land Trust Program	\$ 137,330	\$ 145,119	\$ 144,463	\$ 656	\$ 145,119	100.0%	0.0%
35-5655 Digital Teaching & Learning	\$ -	\$ -	\$ 29,000	\$ -	\$ 29,000	0.0%	0.0%
35-5666 Professional Learning Grant	\$ 8,280	\$ -	\$ 8,907	\$ -	\$ 8,907	0.0%	0.0%
35-5678 TSSA	\$ 182,218	\$ -	\$ 231,049	\$ -	\$ 231,049	0.0%	0.0%
35-5679 School Based Mental Health Grant	\$ 55,474	\$ -	\$ 55,749	\$ -	\$ 55,749	0.0%	0.0%
35-5810 Library Books & Elective Resources	\$ 978	\$ -	\$ 1,062	\$ -	\$ 1,062	0.0%	0.0%
Library ARPA Physical Collection Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
Children & Teen Enhancement Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
38-5654 Period Products in Schools	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
38-5673 Substance Prevention	\$ 4,000	\$ -	\$ 3,980	\$ -	\$ 3,980	0.0%	0.0%
38-5674 Elementary Suicide Prevention	\$ 1,000	\$ -	\$ 995	\$ -	\$ 995	0.0%	0.0%
38-5697 LETRS Professional Development Grant	\$ 48,637	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
38-8070 School Lunch (Liquor Tax)	\$ 78,522	\$ -	\$ 90,000	\$ -	\$ 90,000	0.0%	0.0%
19-5601 Beverly Taylor Sorenson Grant	\$ 26,231	\$ -	\$ 30,333	\$ 17,207	\$ 47,540	0.0%	0.0%
<b>Total 3000:</b>	<b>\$ 8,313,727</b>	<b>\$ 966,069</b>	<b>\$ 9,559,025</b>	<b>\$ 20,155</b>	<b>\$ 9,579,180</b>	<b>10.1%</b>	<b>0.0%</b>
<b>4000 Revenue From Federal Sources</b>							
42-7210 ESSER CARES	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
42-7215 ESSER II CARES	\$ 22,140	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
42-7220 GEERS	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
42-7225 ESSER III ARP	\$ 33,005	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
45-7280 Corona Relief Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
45-7522 IDEA Pre-School	\$ -	\$ -	\$ 2,328	\$ -	\$ 2,328	0.0%	0.0%
45-7524 IDEA Flow-Through	\$ -	\$ -	\$ 139,374	\$ -	\$ 139,374	0.0%	0.0%
45-8075 National School Lunch Program	\$ 84,058	\$ -	\$ 80,000	\$ -	\$ 80,000	0.0%	0.0%
45-8075 Free & Reduced Reimbursement	\$ 99,229	\$ -	\$ 115,000	\$ -	\$ 115,000	0.0%	0.0%
45-8075 School Breakfast Program	\$ 30,481	\$ -	\$ 35,000	\$ -	\$ 35,000	0.0%	0.0%
45-8081 Emergency Operating Funds	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
47-7290 CARES UEN WiFi	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
48-7801 Federal Title I A	\$ 10,000	\$ -	\$ 47,055	\$ -	\$ 47,055	0.0%	0.0%
48-7860 Federal NCLB Title II A	\$ -	\$ -	\$ 8,148	\$ -	\$ 8,148	0.0%	0.0%
<b>Total 4000:</b>	<b>\$ 278,913</b>	<b>\$ -</b>	<b>\$ 426,905</b>	<b>\$ -</b>	<b>\$ 426,905</b>	<b>0.0%</b>	<b>0.0%</b>
<b>Total Revenue:</b>	<b>\$ 9,084,303</b>	<b>\$ 1,003,253</b>	<b>\$ 10,398,688</b>	<b>\$ 20,155</b>	<b>\$ 10,418,843</b>	<b>0.0%</b>	<b>0.0%</b>



(1005 Students)

Current Yr

(1000 Students)

1000

% Change From  
Prior Mth

	FY23 Actuals	Current Yr Actuals	Approved Budget	Changes	Forecast	% of Forecast	% Change From Prior Mth
<b>Expenses</b>							
<b>100 Salaries</b>							
121 Administration	\$ 356,367	\$ 41,111	\$ 504,916	\$ -	\$ 504,916	8.1%	0.0%
131 Teachers	\$ 2,498,655	\$ 216,172	\$ 2,962,835	\$ -	\$ 2,962,835	7.3%	0.0%
131 Special Education Salaries	\$ 205,576	\$ 18,358	\$ 300,208	\$ -	\$ 300,208	6.1%	0.0%
132 Substitute Teachers (PTO Stipend)	\$ -	\$ -	\$ 30,000	\$ -	\$ 30,000	0.0%	0.0%
132 SpEd Substitutes	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%	0.0%
131 Stipends / Merit Pay	\$ 53,715	\$ 1,000	\$ 88,020	\$ -	\$ 88,020	1.1%	0.0%
Summer Professional Development	\$ 12,000	\$ -	\$ 60,000	\$ -	\$ 60,000	0.0%	0.0%
LETRS Training Stipend	\$ 72,500	\$ -	\$ 72,500	\$ -	\$ 72,500	0.0%	0.0%
LAND TRUST - Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
Special Education Stipends (After School)	\$ 2,500	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
ESSER II - Stipends	\$ 11,125	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
ESSER III - After School Stipends	\$ 58,500	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
142 Counselor	\$ 159,809	\$ 14,765	\$ 235,501	\$ -	\$ 235,501	6.3%	0.0%
143 School Nurse	\$ 3,927	\$ -	\$ 9,584	\$ -	\$ 9,584	0.0%	0.0%
145 Librarian / Literacy Aide	\$ 15,068	\$ -	\$ 20,796	\$ -	\$ 20,796	0.0%	0.0%
152 Secretaries	\$ 115,362	\$ 3,495	\$ 133,065	\$ -	\$ 133,065	2.6%	0.0%
161 Teacher Aides, Reading Specialists & Subs	\$ 386,344	\$ -	\$ 440,616	\$ 36,000	\$ 476,616	0.0%	0.0%
161 LAND TRUST - K Aide/Student Support Para	\$ 34,000	\$ -	\$ 34,000	\$ -	\$ 34,000	0.0%	0.0%
161 SpEd Aides & Speech Therapist	\$ 136,091	\$ 1,579	\$ 171,383	\$ -	\$ 171,383	0.9%	0.0%
162 Computer Aides	\$ 19,526	\$ -	\$ 22,947	\$ -	\$ 22,947	0.0%	0.0%
182 Custodial & Maintenance	\$ 80,476	\$ 6,041	\$ 111,764	\$ -	\$ 111,764	5.4%	0.0%
191 Lunch Room Aide	\$ 226,047	\$ 4,752	\$ 352,229	\$ -	\$ 352,229	1.3%	0.0%
<b>Total 100:</b>	<b>\$ 4,447,588</b>	<b>\$ 307,273</b>	<b>\$ 5,555,364</b>	<b>\$ 36,000</b>	<b>\$ 5,591,364</b>	<b>5.5%</b>	<b>0.0%</b>
<b>200 Employee Benefits</b>							
220 Social Security	\$ 299,534	\$ 20,853	\$ 405,174	\$ -	\$ 405,174	5.1%	0.0%
LAND TRUST - BENEFITS	\$ 2,601	\$ -	\$ 2,601	\$ -	\$ 2,601	0.0%	0.0%
SpEd Social Security	\$ 20,869	\$ 1,109	\$ 36,459	\$ -	\$ 36,459	3.0%	0.0%
230 Retirement	\$ 193,174	\$ 17,569	\$ 313,975	\$ -	\$ 313,975	5.6%	0.0%
240 Group Insurance	\$ 591,967	\$ 47,753	\$ 697,840	\$ -	\$ 697,840	6.8%	0.0%
240 Deductible Stipend	\$ 26,368	\$ 6,171	\$ 23,000	\$ -	\$ 23,000	26.8%	0.0%
270 Worker's Compensation Fund	\$ 18,867	\$ 14,902	\$ 20,412	\$ -	\$ 20,412	73.0%	0.0%
280 Unemployment Insurance	\$ 7,633	\$ -	\$ 13,238	\$ -	\$ 13,238	0.0%	0.0%
<b>Total 200:</b>	<b>\$ 1,161,013</b>	<b>\$ 108,357</b>	<b>\$ 1,512,700</b>	<b>\$ -</b>	<b>\$ 1,512,700</b>	<b>7.2%</b>	<b>0.0%</b>
<b>300 Purchased Professional &amp; Technical</b>							
320 Special Education Contractors	\$ 114,204	\$ -	\$ 135,000	\$ -	\$ 135,000	0.0%	0.0%
320 Counseling Services - (FY20 LCSW-Mental Health)	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
330 Employee Training & Development	\$ -	\$ -	\$ 9,000	\$ -	\$ 9,000	0.0%	0.0%
TSSA - Training & Development	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ 30,000	0.0%	0.0%
LAND TRUST - Training & Development	\$ 1,232	\$ 7,074	\$ 24,000	\$ -	\$ 24,000	29.5%	0.0%
SpEd Training & Development	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ 6,000	0.0%	0.0%
LETRS Professional Learning Grant PD	\$ 48,637	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
330 SEDC Services	\$ 2,583	\$ -	\$ 3,891	\$ -	\$ 3,891	0.0%	0.0%
340 Audit	\$ 22,134	\$ -	\$ 14,134	\$ -	\$ 14,134	0.0%	0.0%
345 Business Manager Services	\$ 71,808	\$ 6,659	\$ 79,908	\$ -	\$ 79,908	8.3%	0.0%
349 Legal Services	\$ 4,113	\$ -	\$ 8,000	\$ -	\$ 8,000	0.0%	0.0%
350 Technical Services (IT)	\$ 88,356	\$ 8,261	\$ 102,000	\$ -	\$ 102,000	8.1%	0.0%
580 Admin & Teacher Travel (Meals)	\$ 11,358	\$ 377	\$ 7,000	\$ -	\$ 7,000	5.4%	0.0%
TSSA - Travel	\$ 20,280	\$ -	\$ 20,280	\$ -	\$ 20,280	0.0%	0.0%
LAND TRUST - Travel	\$ 6,000	\$ 908	\$ 6,000	\$ -	\$ 6,000	15.1%	0.0%
SpEd - Travel	\$ 5,075	\$ 323	\$ 3,697	\$ -	\$ 3,697	8.7%	0.0%
<b>Total 300:</b>	<b>\$ 431,780</b>	<b>\$ 23,602</b>	<b>\$ 448,910</b>	<b>\$ -</b>	<b>\$ 448,910</b>	<b>5.3%</b>	<b>0.0%</b>
<b>400 Purchased Property Services</b>							
411 Water/Sewage	\$ 8,867	\$ 989	\$ 12,000	\$ -	\$ 12,000	8.2%	0.0%
412 Disposal Services	\$ 14,246	\$ 1,456	\$ 15,480	\$ -	\$ 15,480	9.4%	0.0%
420 Cleaning Services	\$ 5,313	\$ 2,190	\$ 5,800	\$ -	\$ 5,800	37.8%	0.0%
431 Lawn Care Services	\$ 10,950	\$ 1,680	\$ 12,000	\$ -	\$ 12,000	14.0%	0.0%
431 Non-Technology Repairs & Maintenance	\$ 29,104	\$ 1,688	\$ 33,000	\$ -	\$ 33,000	5.1%	0.0%
432 Copy Machine Servicing	\$ 5,629	\$ -	\$ 13,000	\$ -	\$ 13,000	0.0%	0.0%
<b>Total 400:</b>	<b>\$ 74,109</b>	<b>\$ 8,003</b>	<b>\$ 91,280</b>	<b>\$ -</b>	<b>\$ 91,280</b>	<b>8.8%</b>	<b>0.0%</b>
<b>500 Other Purchased Services</b>							
522 Property & Liability Insurance	\$ 40,388	\$ 3,990	\$ 48,924	\$ -	\$ 48,924	8.2%	0.0%
530 Telephone	\$ 1,081	\$ 90	\$ 11,000	\$ -	\$ 11,000	0.8%	0.0%
540 Marketing	\$ 7,923	\$ 1,108	\$ 9,000	\$ -	\$ 9,000	12.3%	0.0%
590 Field Trips / Bus Rental	\$ 170	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%	0.0%
<b>Total 500:</b>	<b>\$ 49,562</b>	<b>\$ 5,188</b>	<b>\$ 71,924</b>	<b>\$ -</b>	<b>\$ 71,924</b>	<b>7.2%</b>	<b>0.0%</b>



	(1005 Students) FY23 Actuals	Current Yr Actuals	(1000 Students) Approved Budget	Changes	1000 Forecast	% of Forecast	% Change From Prior Mth
<b>600 Supplies and Materials</b>							
610a Classroom Supplies	\$ 16,248	\$ 9,129	\$ 44,680	\$ -	\$ 44,680	20.4%	0.0%
TSSA - Supplies	\$ 3,167	\$ -	\$ 18,320	\$ -	\$ 18,320	0.0%	0.0%
LAND TRUST	\$ 11,967	\$ -	\$ 12,000	\$ -	\$ 12,000	0.0%	0.0%
ESSER II - Supplies	\$ 17,171	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
610b Special Ed Supplies	\$ 5,203	\$ 746	\$ 10,000	\$ -	\$ 10,000	7.5%	0.0%
610 Elective Supplies	\$ -	\$ -	\$ 6,000	\$ -	\$ 6,000	0.0%	0.0%
610c Theatre Supplies	\$ 6,886	\$ 909	\$ 7,000	\$ -	\$ 7,000	13.0%	0.0%
610d CCA Expenses	\$ 4,843	\$ -	\$ 5,179	\$ -	\$ 5,179	0.0%	0.0%
610e Student Activity Supplies / Incentives	\$ 13,613	\$ 1,234	\$ 14,000	\$ -	\$ 14,000	8.8%	0.0%
610f Board Expenses/meals	\$ 3,616	\$ -	\$ 7,000	\$ -	\$ 7,000	0.0%	0.0%
610g Office Supplies/General	\$ 27,127	\$ 4,835	\$ 28,000	\$ -	\$ 28,000	17.3%	0.0%
610h Safety Supplies	\$ 3,620	\$ 1,076	\$ 4,000	\$ -	\$ 4,000	26.9%	0.0%
610i GWA Gives Back	\$ 1,295	\$ -	\$ 1,300	\$ -	\$ 1,300	0.0%	0.0%
610j First Aid Supplies	\$ 862	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%	0.0%
610k Director Discretionary Fund	\$ 9,781	\$ 1,569	\$ 10,000	\$ -	\$ 10,000	15.7%	0.0%
610m Staff Lounge	\$ 5,772	\$ -	\$ 6,000	\$ -	\$ 6,000	0.0%	0.0%
610n Swag Store	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
610o Christmas Party	\$ 3,780	\$ -	\$ 4,018	\$ -	\$ 4,018	0.0%	0.0%
610p Health and Wellness	\$ 2,196	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%	0.0%
621 Natural Gas	\$ 13,652	\$ 221	\$ 14,000	\$ -	\$ 14,000	1.6%	0.0%
622 Electricity	\$ 38,935	\$ 3,596	\$ 43,000	\$ -	\$ 43,000	8.4%	0.0%
630 School Lunch Prgm	\$ 218,576	\$ 541	\$ 230,000	\$ -	\$ 230,000	0.2%	0.0%
641 Textbooks/Curriculum	\$ 36,474	\$ 29,469	\$ 56,800	\$ -	\$ 56,800	51.9%	0.0%
TSSA - Curriculum	\$ 39,200	\$ 39,200	\$ 39,200	\$ -	\$ 39,200	100.0%	0.0%
UCCRSC	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
Digital Teaching & Learning Curriculum	\$ 45,836	\$ 14,000	\$ 14,000	\$ -	\$ 14,000	100.0%	0.0%
SpEd - Textbooks/Curriculum	\$ 29,855	\$ -	\$ 29,855	\$ -	\$ 29,855	0.0%	0.0%
644 Library Books	\$ 5,318	\$ 74	\$ 4,000	\$ -	\$ 4,000	1.9%	0.0%
670 Educational Software	\$ 6,236	\$ -	\$ 15,700	\$ -	\$ 15,700	0.0%	0.0%
TSSA - Educational Software	\$ 10,800	\$ 10,246	\$ 10,800	\$ -	\$ 10,800	94.9%	0.0%
LAND TRUST - Educational Software	\$ 14,700	\$ -	\$ 14,700	\$ -	\$ 14,700	0.0%	0.0%
SpEd - Educational Software	\$ 690	\$ -	\$ 3,400	\$ -	\$ 3,400	0.0%	0.0%
680 Maintenance Supplies & Material	\$ 37,260	\$ 936	\$ 40,000	\$ -	\$ 40,000	2.3%	0.0%
<b>Total 600:</b>	\$ 634,679	\$ 117,781	\$ 696,952	\$ -	\$ 696,952	16.9%	0.0%
<b>700 Property</b>							
710 Land and Site Improvements & Building	\$ 24,089	\$ 6,994	\$ 25,000	\$ -	\$ 25,000	28.0%	0.0%
733 Furniture and Fixtures	\$ 19,702	\$ 300	\$ 20,000	\$ -	\$ 20,000	1.5%	0.0%
SpEd - Furniture and Fixtures	\$ 1,296	\$ -	\$ 1,296	\$ -	\$ 1,296	0.0%	0.0%
734 Technology Hardware	\$ 1,347	\$ -	\$ 2,700	\$ -	\$ 2,700	0.0%	0.0%
LAND TRUST - Hardware	\$ 49,510	\$ -	\$ 55,000	\$ -	\$ 55,000	0.0%	0.0%
SpEd - Tech Hardware	\$ 345	\$ -	\$ 345	\$ -	\$ 345	0.0%	0.0%
ESSER III - Tech Hardware	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
Digital Teaching & Learning Hardware	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ 15,000	0.0%	0.0%
736 Technology Software	\$ 599	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
TSSA - Software	\$ 48,000	\$ 32,525	\$ 48,000	\$ -	\$ 48,000	67.8%	0.0%
LAND TRUST - Software	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ 5,500	0.0%	0.0%
SpEd - Software	\$ 1,680	\$ 1,680	\$ 1,800	\$ -	\$ 1,800	93.3%	0.0%
739 Kitchen Equipment	\$ 23,440	\$ -	\$ 23,440	\$ -	\$ 23,440	0.0%	0.0%
790 Cap Ex Fund	\$ 177,616	\$ 134,400	\$ 235,000	\$ -	\$ 235,000	57.2%	0.0%
<b>Total 700:</b>	\$ 368,124	\$ 175,899	\$ 433,081	\$ -	\$ 433,081	40.6%	0.0%
<b>800 Debt Service &amp; Miscellaneous</b>							
810 Dues and Fees	\$ 13,191	\$ 889	\$ 15,000	\$ -	\$ 15,000	5.9%	0.0%
830 Bond Restricted Assets (Interest)	\$ 410,909	\$ 39,126	\$ 469,513	\$ -	\$ 469,513	8.3%	0.0%
840 Bond Restricted Assets (Principal)	\$ 711,396	\$ 67,917	\$ 815,000	\$ -	\$ 815,000	8.3%	0.0%
833 Bond Fees	\$ 7,300	\$ 23,000	\$ 33,800	\$ -	\$ 33,800	68.0%	0.0%
890 Miscellaneous	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
<b>Total 800:</b>	\$ 1,142,796	\$ 130,932	\$ 1,333,313	\$ -	\$ 1,333,313	9.8%	0.0%
<b>Total Expenses:</b>	\$ 8,309,651	\$ 877,035	\$ 10,143,524	\$ 36,000	\$ 10,179,524	8.6%	0.0%
<b>Net Income:</b>							
	\$ 126,218	\$ 255,164	\$ 255,164	\$ (15,845)	\$ 239,319	52.7%	
<b>Goal for Unrestricted Net Income:</b>				\$ 250,000	<b>Restricted Forecasted Spend Down</b>		
<b>Unrestricted Net Income:</b>				\$ 239,319	Food Service	\$ (82,614)	
<b>Restricted Net Income:</b>				\$ -	SpEd	\$ (58,923)	
<b>Cap Ex Fund:</b>							
<b>(Unrestricted over \$350,000) Special Project Fund:</b>				At year end: \$ 168,402	Use: \$177,616	At year end: \$ 269,002	
				Beg of Year \$ 97,843	At year end: \$ 97,843		
<b>Fund Reserve:</b>							
				\$ 6,096,903	\$ 6,081,058		



**GEORGE WASHINGTON ACADEMY**

**Balance Sheet**

As of July 31, 2023

	Jul 31, 23
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
8110 · Cash in Banks	
8111 · Cache Valley Bank Accounts	
1 · Petty Cash	179.07
8111.1 · Cache Valley Bank (2050)	1,188,521.48
8111.2 · Cache Valley Bank Debit (0459)	5,589.11
<b>Total 8111 · Cache Valley Bank Accounts</b>	<b>1,194,289.66</b>
8116 · PTIF	6,690,086.51
8120 · US Bank Accounts	
8120.1C · Principal Fund 2015 (80001)	274,304.49
8120.2 · Interest Fund 2008 (9002)	0.02
8120.2B · Interest Fund 2011 (5001)	0.01
8120.2C · Interest Fund 2015 (80002)	175,945.72
8120.3C · Reserve Fund 2015 (80003)	1,285,912.50
8120.5C · Repair & Rplcmnt 2015 (80005)	150,000.00
8120.6C · Expense Fund 2015 (80006)	53,255.20
<b>Total 8120 · US Bank Accounts</b>	<b>1,939,417.94</b>
<b>Total 8110 · Cash in Banks</b>	<b>9,823,794.11</b>
<b>Total Checking/Savings</b>	<b>9,823,794.11</b>
<b>Other Current Assets</b>	
8130 · Accounts Recievable	
8133 · State	-887.29
8135 · Utah State Sales Tax	3,973.14
<b>Total 8130 · Accounts Recievable</b>	<b>3,085.85</b>
<b>Total Other Current Assets</b>	<b>3,085.85</b>
<b>Total Current Assets</b>	<b>9,826,879.96</b>
<b>TOTAL ASSETS</b>	<b>9,826,879.96</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
9513 · Accounts Payable-bill.com	36,532.82
<b>Total Accounts Payable</b>	<b>36,532.82</b>
<b>Credit Cards</b>	
9531 · Visa Card	
9531a · VISA Card - Jessica's Card	2,661.17
9531b · VISA Card - Blake's Card	85.19
9531d · VISA Card - Shannon's Card	-1,000.00
<b>Total 9531 · Visa Card</b>	<b>1,746.36</b>
9532 · Lowe's	-899.14
<b>Total Credit Cards</b>	<b>847.22</b>
<b>Other Current Liabilities</b>	
9510 · Accounts Payable	479.66
9530 · Accrued Liabilities	
9535 · Accrued Bond Liability	107,042.70
<b>Total 9530 · Accrued Liabilities</b>	<b>107,042.70</b>
9540 · Accrued Salaries & Withholdings	
9544 · Utah State Withholding	11,811.00

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of July 31, 2023

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	Jul 31, 23
Total 9540 · Accrued Salaries & Withholdings	11,811.00
9540a · Payroll & Benefit YE Accrual	324,884.10
9560 · Deferred Revenue	
9561 · Local	9,177.31
9563 · State	400,000.00
Total 9560 · Deferred Revenue	409,177.31
Total Other Current Liabilities	853,394.77
Total Current Liabilities	890,774.81
Total Liabilities	890,774.81
Equity	
30000 · Opening Balance Equity	193.93
9820 · Net Assets - Restricted	315,298.41
9830 · Retained Earnings	8,062,029.81
9850 · Unreserved Fund Balances	7,398.97
9859 · Undesignated Fund Balance	422,122.16
Net Income	129,061.87
Total Equity	8,936,105.15
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>9,826,879.96</b>



## PROPOSAL FOR BOARD ACTION

**Proposal Title:** 565 - Instructional and Supplemental Materials Policy

**Submitted by:** Debbie Kauvaka

**Originating Committee:** Policies 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:**

The board approved this policy in the last board meeting contingent upon updates and wanted to see the updated policy. All changes are in red.

### **Background Information, including a list of reviewing committees:**

Changes made:

- 3h. change name of Supplemental Review Committee to Curriculum Committee
- 6b. add board member
- 6j. addition of the Executive Director and an additional board member
- change Supplemental Review Committee to Curriculum Committee in entire document

### **Assessment:**

### **Recommendation:**

Does not needed to be voted on. This is for review unless changes need to be made.

Please submit this form with all accompanying paperwork to the Board Secretary, Deborah Odenwalder, at [dodenwalder@gwacademy.org](mailto:dodenwalder@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.

### 1. **Purpose:**

George Washington Academy (GWA) will adopt learning materials that are in alignment with the GWA charter and with content and instructional philosophies of the Utah State Core Curriculum and Utah Effective Teaching Standards. These materials will be used as the principal source of study and provide comprehensive coverage of course content.

### 2. **Policy:**

Students will have access to current and legally compliant learning materials. GWA will follow efficient adoption and review procedures outlined in this policy for all content areas.

### 3. **Definitions:**

- a. "Learning material" means any learning material or resource used to deliver or support a student's learning, including textbooks, reading materials, videos, digital materials, websites, and other online applications used for any purpose, excluding the school library. This includes in-classroom collections, sometimes referred to as "Classroom Libraries." Learning material includes "instructional material" and "supplemental material" as defined below.
- b. "Instructional material" means learning material that the GWA Board adopts and approves for use within the George Washington Academy.
- c. "Supplemental material" means learning material that:
  - i. an educator selects for classroom use; and
  - ii. the GWA Board has not considered and adopted, approved, or prohibited for classroom use within the school.
- d. "Sensitive material" means a material that is pornographic or indecent material as that term is defined in UCA §76-10-1235.
  - i. For the purpose of this policy, sensitive material also includes material that promotes suicidal ideation, parasuicide or self-harm; or contains content not age appropriate for the school's age group due to vulgarity or violence; when:
    1. taken as a whole, does not have serious value for minors.
    2. Serious value includes only serious literary, artistic, political or scientific value for minors.
  - ii. "Sensitive material" does not include non-fiction material:
    1. for medical courses;
    2. for family and consumer science courses; or
    3. for another course the Utah State Board of Education ("USBE") exempts in USBE rule.
    4. Non-fictional material exempted under this section may contain fictional components used to explain a concept.

## 565 - Instructional and Supplemental Materials Policy (cont.)

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- e. “Age Appropriate” means generally suitable for students of the same age or level of social, emotional, and cognitive development when taking into consideration the ages of all minors who will be exposed to the material.
- f. “Prohibited material” means:
  - i. sensitive material,
  - ii. or any material that has been identified by the GWA Board, Administration or the GWA **Curriculum Committee** as prohibited for classroom use.
- g. “Challenge” means a request for review of learning material found in the school, excluding the library, and used for an instructional purpose. An individual with standing may challenge material by filing Form 565F1, “Request for Review of Supplemental Materials” form.
- h. **“Curriculum Committee” as defined by GWA Board bylaws.**
- i. “Standing” means the right to challenge learning materials at GWA.
  - i. Only parents and guardians, employees, and board members, with constituents that are currently enrolled and attending, have standing to challenge learning materials.
- j. “Constituents” means the individuals attending George Washington Academy.
- k. “Content Standards” mean the Utah State Core Curriculum and Utah Effective Teaching Standards.
- l. “Open-ended resource” means any online learning material that GWA does not contract with to provide services, does not control, and contains a potentially infinite number of accessible materials.

### 4. Learning Material selection and deselection

- a. Learning material shall be selected by each educator in compliance with this policy.
- b. Educators should first consider learning material within the USBE Recommended Instructional Materials (“RIMS”) for any selection.
- c. Prohibited materials shall not be selected as learning material.
- d. All learning materials used must be directly related to the Utah Core Content Standards.
- e. Educators must exercise caution when selecting learning materials and shall ensure that such materials are age-appropriate and align with the school's educational goals and community standards.
- f. Any learning material that is deemed inappropriate or not aligned with the Utah Core Content Standards shall not be used.
- g. If an educator is uncertain whether learning material is prohibited by law, the educator must consult with the Executive Director or designee before using it.
- h. Learning material that is software or online tools are subject to the same review as any other supplemental or instructional material..
- i. In compliance with UCA §53G-4-402 (24)(e), any contract for learning material that is online or digital materials must include a provision that the provider give notice to GWA for any material changes, excluding regular informational updates on current events.
- j. Supplemental material
  - i. GWA shall have the discretion to select learning materials for use by the school. GWA may select learning materials recommended by the USBE or other learning materials it considers appropriate to teach the standards.
  - ii. GWA must follow all established purchasing and inventory procedures.

## 565 - Instructional and Supplemental Materials Policy (cont.)

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- iii. In compliance with UCA §53G-4-402 (24)(a)(iii)(B), nothing in this policy shall prohibit GWA from prohibiting specific material within schools.
- iv. Any use of open-ended resource requires that the educator:
  - 1. Use GWA approved digital citizenship practices.
  - 2. Provide appropriate supervision.
  - 3. Provide appropriate Internet Content Filtering.
  - 4. For open-ended resources, educators may only use those approved through GWA's software approval process.
- v. A person with standing may challenge an educator's use of supplemental material in accordance with the procedures outlined in Section 6 of this policy.

### k. Instructional material

- i. Learning material selected or supported at the school level is considered instructional material and must be adopted and approved by the school board in an open meeting in compliance with UCA §53G-4-402.
- ii. Selection will be handled by the **Curriculum Committee**, established by the GWA Board.
- iii. Learning material currently being recommended for adoption will be announced on the board meeting agenda.
- iv. At least two public meetings will be held before adopting or approving the learning material to provide two opportunities for GWA educators and parents of students enrolled in GWA to express views and opinions on the recommendation prior to Board adoption. Once learning materials have been adopted by the Board, they are "instructional materials."

### l. Deselection and Removal

- i. Any Learning material identified as Sensitive material or Prohibited material under this policy, shall also be removed from use as Learning material.
- ii. Materials may be deselected
  - 1. That do not meet the requirements for material selection,
  - 2. do not currently align or relate to the subject curriculum or educational goals of the course.

## 5. Transparency

- a. All Instructional material used by George Washington Academy shall be readily accessible and available for a parent to view, in compliance with UCA §53G-4-402 (24)(b)(i). Content formats and access rights may vary, therefore we commit to making material, at a minimum, accessible at GWA onsite in physical or digital format upon prior appointment.

## 6. Procedure for Review of Learning Material

- a. Because instructional material is adopted by the Board following public notice and public input, instructional materials may not be challenged. Supplemental material may be challenged by a person with standing in accordance with the procedures set forth below.
- b. The school official, staff member, **or board member** receiving a complaint about supplemental material being used by an educator in a school shall refer the individual to the educator using the

## 565 - Instructional and Supplemental Materials Policy (cont.)

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- supplemental material. The educator will meet with the individual and explain the intended purpose and use of the supplemental material in question.
- c. If the individual is not satisfied after meeting with the educator, the individual shall be referred to the executive director.
  - d. If, after an informal meeting with the executive director, the individual wishes to file a Request for Review of Supplemental Materials, formally challenging the supplemental material, the executive director or designee shall provide and explain the procedures in this policy.
  - e. Individuals with continued objections to supplemental material shall:
    - i. read or review the supplemental material as a whole before filing a Request for Review of Supplemental Materials.
    - ii. consider the criteria for selecting learning material as explained.
  - f. If the individual chooses to file the form in a formal challenge, the individual must articulate the basis for the challenge. Individuals seeking to challenge material shall complete the process outlined in this policy for each challenged material.
  - g. Upon receipt of the completed Request for Review of Supplemental Materials Form, the Executive Director or designee shall convene the **Curriculum Committee** for supplemental materials.
  - h. Supplemental Material Review Process.
    - i. Each member of the **Curriculum Committee** shall read challenged supplemental material that is written in its entirety or review the non-written challenged supplemental material as a whole prior to participating in committee discussions or participating in decision making.
    - ii. The **Curriculum Committee** will make a determination about the challenged material based only on the following factors:
      1. Whether the supplemental material constitutes sensitive material. In deciding whether the material constitutes sensitive material, the Committee must consider all elements of the definitions of pornographic or indecent materials as defined in Utah Code §76-10-1235, §76-10-1201, §76-10-1203, and §76-10-1227.
      2. Whether the supplemental material is age appropriate due to vulgarity and/or violence. In deciding whether the material is age appropriate due to vulgarity and/or violence, the Committee must consider the material taken as a whole and consider whether it has serious literary, artistic, political, or scientific value.
      3. The Committee shall use objective criteria to determine the supplemental materials serious literary, artistic, political, educational or scientific value, and may include reliable, expert reviews of the supplemental material or other objective sources. Those on the Committee may rely on their experience and background and contemporary community standards to determine whether the supplemental material is or is not age appropriate.
    - iii. The **Curriculum Committee's** decision shall be made by a simple majority of Committee members who participate in the review.

- iv. The **Curriculum Committee** shall review no more than two (2) different challenged supplemental materials for every two meetings, thereby allowing Committee members to make sound decisions and to be considerate of Committee members' time.
- v. Potential actions of the **Curriculum Committee** may include:
  1. Retain the supplemental material,
  2. Remove the supplemental material from the educator's curriculum, or
  3. Where the supplemental material is being used school-wide, remove the supplemental material from some school classrooms in which the committee determines that the supplemental material is not age appropriate for that course's target student population.
- vi. The **Curriculum Committee** shall write a rationale for the committee's decision, including:
  1. Formal findings,
  2. Reason for the recommended action based on the factors identified in this Policy, and
  3. Recommended age-appropriate level (if applicable).
- vii. This rationale shall be provided with the action regardless of the recommended action.
- viii. The **Curriculum Committee Chair** shall provide the individual challenging the material with a written decision of the Committee's determination.
- ix. The determination of the **Curriculum Committee** shall be documented.
- x. If the supplemental material is being used school-wide and the **Curriculum Committee** approves total removal of the material from the School, the challenged supplemental material shall not be selected for future purchases or used in the future within the school.
- i. If the **Curriculum Committee** decision is not satisfactory to all parties, said parties shall submit a formal written request for appeal stating their rationale and assessment.
- j. Upon receipt of an appeal, The **Curriculum Committee Chair** shall form and reconvene the **Curriculum Committee with the addition of the Executive Director and an additional Board Member**.
- k. If the **Curriculum Committee** determines to retain the challenged supplemental material, the same material may not be subject to a second challenge for at least 3 years.
- l. An individual challenging supplemental material is limited to 3 challenges to materials per school calendar year.
- m. The **Curriculum Committee** decisions are final decisions and not subject to appeal through the GWA Board.
- n. If the committee identifies supplemental material that contains sensitive material with no serious value for minors as defined in UCA §76-10-1227 (2)(c)
  - i. The committee should refer that supplemental material to GWA Administration for ratification of the finding, and upon ratification:
    1. Removal of the supplemental material throughout George Washington Academy (including the GWA Library).





## **PROPOSAL FOR BOARD ACTION**

**Proposal Title:** Emergency Management Plan

**Submitted by:** Steve Erickson

**Originating Committee:** Campus Management 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:**

Every three years the Campus Management committee looks over the Emergency Management plan and makes adjustments. The committee reviewed this in our August meeting. We are now presenting it to the Board for approval.

### **Background Information, including a list of reviewing committees:**

Most of the plan has remained the same. Names, maps, phone numbers have been changed on a yearly basis.

### **Assessment:**

### **Recommendation:**

Please accept the updated Emergency Management plan for the 2023-24 school year.

Please submit this form with all accompanying paperwork to the Board Secretary, Deborah Odenwalder, at [dodenwalder@gwacademy.org](mailto:dodenwalder@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.



# **George Washington Academy School Emergency and Response Plan**

**Created in accordance with State Board Rule R277-400**

*George Washington Academy*  
2277 S 3000 E, St. George, Utah 84790  
**Updated 07/20/2023 - Approved 9/24/2020 - Reapproved 8/24/2023**

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# Purpose

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Pursuant to Utah Code § 53G-4-402(18), the Board shall adopt and implement a comprehensive emergency response plan to prevent and combat violence in the schools, on school grounds, on school vehicles, and in connection with school-related activities and events. Existing plans shall be modified as needed to conform to the requirements of rules issued by the State Board of Education. Plans shall be reviewed at least once every three years and updated as needed.

Utah Code § 53G-4-402(18)(a)

Utah Admin. Rules R277-400-3(5)

# Definitions

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- "Emergency" means a natural or man-made disaster, accident, act of war, or other circumstances that could reasonably endanger the safety of school children or disrupt the operation of the school.
- "Emergency Preparedness Plan" means policies and procedures developed to promote the safety and welfare of students, protect school property, or regulate the operation of schools during an emergency occurring within an LEA or a school.
- "Emergency Response Plan" means a plan developed by an LEA or a school to prepare and protect students and staff in the event of school violence emergencies.
- "Plan(s)" means an LEA's or a school's emergency preparedness and emergency response plan.
- "Memorandum of Understanding (MOU)" means one or more parties enter an agreement to provide for their mutual assistance in situations involving disasters, hazards, or other emergency situations in Washington County, State of Utah.

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# School Leadership Information

## Chain of Command

Title	Name	Cell Phone
<b>Executive Director</b>	Blake Clark	
<b>Assistant Director</b>	Steven Erickson	
<b>Assistant Director</b>	Chance Manzanares	
<b>Assistant Director</b>	Christine Giles	
<b>Executive Secretary</b>	Debbie Kauvaka	
<b>Board President</b>	Shannon Greer	
<b>Counselor</b>	Anjanae Merida	
<b>Technology</b>	John Siggard	
<b>School Law Enforcement Liaison</b>	Officer Todd Pitcher	
<b>School Law Enforcement Liaison</b>	Officer James Wittwer	
<b>Facility Manager</b>	Rod Sedgwick	
<b>Head Custodian</b>	Nicole Jensen	

## Community Emergency Services Contact Information

- **St. George Police Department Dispatch** - 435-627-4300  
School located in CAT area 10.
- **St. George Fire Department** - 435-634-5820  
Fire Station 3 Address: 2315 South River Road
- **Washington County Sheriff's Office** - (435) 656-6500  
750 S 5300 W Hurricane, UT 84737
- **Southwest Utah Public Health Department** - 435-673-3528  
620 S. 400 E. St. George, UT 84770

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# Public Information Contact

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- **Cherry Creek Radio** - 435-673-3579  
B 92.1; KDXU 890 AM; KUNF 1210 AM; KREC 98.1; KSNN 106.1; KXFF 107.1
- **Canyon Media** - 435-628-3643  
Kony 99.9; Planet 94.1; KCLS 101.5; Fox News 93.1 FM, 1450 AM; KZHK 95.9
- **KCSG Local Television** - 435-674-7500

## Campus Management/School Safety Committee

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Utah State Board of Education Rules R277-400-3

George Washington Academy shall appoint a committee to assist with development or revision or review of emergency response plans. The committee shall consist of appropriate school and community representatives. It may include administrators, teachers, parents, officers of other governmental entities (municipalities, counties, or others), and fire and law enforcement personnel. The committee shall include representatives of governmental agencies and bodies vested with responsibility for directing and coordinating emergency services on local and state levels.

Utah Admin. Rules R277-400-3(4)

Steve Erickson (Chair, Assistant Director)	Rod Sedgwick (Facility Manager)	Kevin Peterson (Board Member Rep)
Brian Dower (Teacher)	Michael Wellhoff (Teacher)	Brynn Bell (Behavior Specialist)
Officer Todd Pitcher (Law Enforcement Rep)	Officer James Wittwer (Law Enforcement Rep)	Name (Emergency Responder Rep)
Kenneth Childs (Parent)	Name (Parent)	Name (Parent)

### Committee Meeting Schedule:

The School Safety Committee will meet on a monthly basis or as needed to review plans, procedures, and other pertinent information.

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# Notice and Preparation

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Utah State Board of Education Rules R277-400-4

A copy of this emergency response plan shall be filed in the Executive Director's office. At the beginning of each school year, written notice of the pertinent portions of George Washington Academy's (GWA) plan shall be provided to the parents or guardians of students.

- This will be done through an email to the parent or guardian of each student.

GWA shall also designate an Emergency Preparedness/Emergency Response week each year before April 30.

- GWA Safety week will be held in September.

Utah Admin. Rules R277-400-4(1), (2), (3)

## Procedure for Notifying Parents and Students

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Utah State Board of Education Rules R277-400-4

A school's emergency response plan shall include procedures to notify students, to the extent practicable, who are off campus at the time of a school violence emergency consistent with Subsection 53G-4-402(18)(b)(v).

If the student is participating in a school-related activity, then;

- The Executive Director or their designee will send a communication through a phone call, text, and/or email to the teacher and parent/guardian of those students instructing them to not come back to the school unless otherwise notified.
- Pickup procedures will be arranged by the teacher and the parents at a location other than the school premises.

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# Emergency Warning System

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GWA uses a service called School Messenger. This service is a web-based program that allows the school to send blast emails, texts, or phone calls to all parents. The service also allows for mobile access so that blasts can be sent even when away from the building.

In the event of an emergency, the Executive Director or Designee will access the program and send a blast with important and pertinent information to all employees and parents/guardians as soon as possible. Follow-up blasts will be sent as needed.

## Educational Services

---

Utah State Board of Education Rules R277-400-5

GWA shall create procedures to ensure reasonably adequate educational services and supervision are provided during an emergency including an extended emergency situation;

- Evacuation procedures that provide reasonable care and supervision of a student until the student is released to a responsible party.
  - GWA teachers and staff are responsible for the students that are in their care throughout the emergency and are only released when directed by the administration.
  - During any emergency situation or an extended emergency situation, the reunification procedures may be activated. Please follow the reunification procedures as outlined in the reunification section.
- GWA shall not release a student who is under 15 years old unless a parent or other responsible person has been notified and assumed responsibility for the student.
  - GWA is currently a K-7 school that requires a parent/guardian to pick up their child and will not release any student without a parent/guardian or authorized designee present. GWA currently does not have any students over the age of 15 enrolled.

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# School Building Access

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Utah State Board of Education Rules R277-400-5

With respect to building access during an emergency by various groups (including students, employees, community members, lessees, invitees, and others), the emergency response plan shall consider identified time periods and shall address the possession and use of school building keys by designated administrators and employees. The plan may include restricted access for some individuals.

Utah Admin. Rules R277-400-5(1)(c)

- All employees have access to a room key and an electronic key card that gives them entry into the school. They have access to these keys throughout the year and can enter the building when needed, but need to follow the building access policy.
- All other persons can only access the building during school hours through the front main door of the school which gives them access to the lobby. Once in the lobby, all persons without a key will need to check in at the front office.
- During an emergency, the front door may be locked and no person will be able to enter.

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# Emergency Preparedness Training for School Occupants

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Utah State Board of Education Rules R277-400-6

GWA shall provide procedures for a student to receive age-appropriate emergency preparedness training including:

- (a) rescue techniques;
- (b) first aid;
- (c) safety measures appropriate for specific emergencies; and
- (d) other emergency skills.

- GWA will accomplish this through teacher-led lesson plans and through safety week which will be held in September of each year.

During each school year, GWA shall conduct emergency drills at least once each month during school time.

- GWA shall alternate one of the following practices or drills with required

Fire/Evacuation drills:

- Shelter in place;
- Earthquake;
- Lockdown or Secure for violence;
- Hold (keeping halls and/or common areas clear);
- Bomb threat;
- Civil disturbance;
- Flood;
- Hazardous materials spill;
- Utility failure;
- Wind or other types of severe weather;
- Parent and student reunification;
- Shelter and mass care for natural and technological hazards; or
- An emergency drill appropriate for the particular school location.

Fire drills shall include the complete evacuation of all persons from the school building.

- GWA will evacuate the school building during each fire drill.

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GWA may make an exception for the staff member responsible for notifying the local fire emergency contact and handling emergency communications.

- GWA will have the facility manager, or designee, contact the alarm company or emergency contact before each drill is activated.

GWA shall have one fire/evacuation drill in the first 10 days of the regular school year and one fire/evacuation drill every other month during the school year.

- GWA schedules the first fire/evacuation drill on the first Friday the students and staff are back in school.
- The Campus Management Committee/Safety Committee will set a drill schedule to alternate fire/evacuation drills and other drills throughout the year.

GWA shall notify the local fire department prior to each fire/evacuation drill if notice is required by the local fire chief.

- This will be done by the facility manager or other designee before each drill.

When a fire alarm system is provided, an LEA shall initiate by activation of the fire alarm system.

- GWA will initiate the fire alarm by;
  - Pull station
  - Water valve test (sprinkling system) which is located in the janitor closet next to room 131.

In cooperation with a local law enforcement agency, GWA shall:

- establish a parent and student reunification plan.
  - GWA will follow the reunification plan that is outlined in the Reunification Plan section of this document.
- as part of the registration and enrollment process, GWA will annually provide parents with a summary of parental expectations and notification procedures related to the school's parent and student reunification plan.
  - GWA will send an email to all parents as part of the registration and enrollment process, the notification procedures, and reunification expectations.
- GWA will publish the reunification plan/procedures and expectations on the school's website.

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- GWA will post the reunification plan and expectations on the school's website.

## Emergency Preparation

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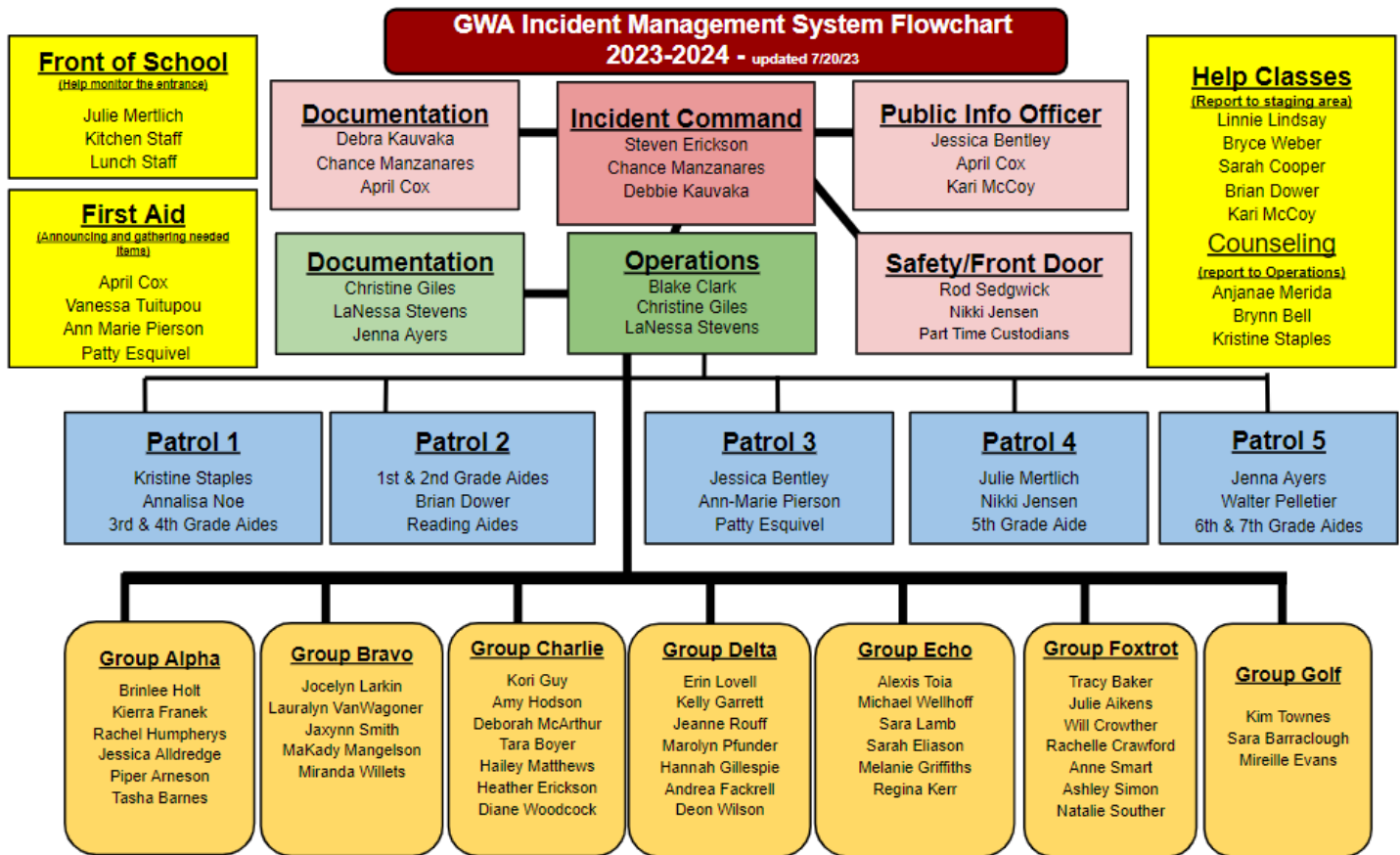
- Binders that include the steps for the incident management system are created and updated annually and are given to the Executive Director, Assistant Director, and School Law Enforcement Liaison.
- Binder with photos and maps of the school is created and is given to law enforcement so they have visuals if they need to enter the building in an emergency situation. A binder is also stored in the front office.
- Each classroom is equipped with an emergency backpack and emergency bucket.
- Each classroom is equipped with granola bars and water bottles for each individual.
- Each classroom is equipped with an IMS standard response protocol handout that outlines steps to be followed during specific emergencies.
- Positions are assigned to staff members and radios are distributed to those positions that are required to communicate when needed in an emergency.
- AED device is located in the front office.

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# Incident Command System



All assigned positions are three deep meaning that if the first person on the list is absent, the second person takes their place and then the third

# GWA Emergency Radio Procedure

---

## Use Channel:

(4 on the Retevis model 2-way radio)

Communications need to be **CLEAR and SHORT**.

## TO TALK:

**Wait for a break in communication** (do not “talk over someone else” when they are talking, Wait for your turn).

**Press and hold the talk button.** (only press the talk button when you are ready to talk. Doing so randomly causes radio interference).

**State who you are talking to and report** or ask for information.

**Release the talk button.**

### Example:

“Operations, Patrol 3 beginning sweep.”

“Operations, Patrol 5 sweep complete. All locked and clear.”

“Operations, Group Alpha all present and accounted for.”

“Operations, Group Foxtrot, one student, Jack Douglas not accounted for. Last seen in Library.”

### Response:

Operations should repeat back your communication. **If they do, and it is correct, the conversation is over.** If they repeat something other than what you said, repeat your statement. Again listen for them to repeat it. Again, if correct the conversation is over. Do not say anything else. **Keep your finger off of the Talk button, except to talk.**

If Operations fails to repeat your communication after a reasonable period of time, **wait for a break and repeat your communication.**

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# FIRST RESPONSE - Activate the Incident Management System

---

## GWA SCHOOL INCIDENT MANAGEMENT PLAN

- Take appropriate action, depending on the emergency condition, to assure the safety of students.
- Verify and account for all students.
- Report to your Group Leader, and receive information from: “Group Leader, Operations, or Incident Command.”
- Maintain order and safety of all students.
- Implement further action as directed by: “Group Leader, Operations, or Incident Command.”

## SECOND RESPONSE - Specific steps related to a specific type of Emergency

---

### FIRE/EVACUATION

- Have Students line up in “Fire Drill Order.”
- Grab your classroom Emergency Backpack.
- Listen for the all-clear over the intercom (Hold and Wait).
- Verify your exit route is safe and clear.
- Have students begin exiting the classroom according to your designated route (posted on the inside of your classroom door), staying on your specified side of the hallway.
- Teacher is the last one out of the classroom verifying that the room is clear and that the classroom door is locked.
- Move with students to your designated location at the “Staging Area.”
- Hold up Green Card if all students, who came to school, are present and accounted for.
- Hold up Red Card if you are missing a student or have an extra student.

### EARTHQUAKE

- At the first sign of the ground or building shaking, have everyone: “STOP, DROP, COVER, & HOLD.”
- Remain in this sheltered position, Under a Desk or Table until the shaking stops.

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- When the shaking stops, evacuate students from the building according to the “FIRE” evacuation procedure. The Fire Alarm, may or may not sound.
- If you smell gas or see smoke or fire, exit the building immediately according to the “FIRE” evacuation procedure, including accountability and reporting guidelines.

## **SECURE**

### **(Potential Threat Outside the Building)**

- All students are to immediately return to their classrooms if outside.
- Specials: Stay in specials.
- Secure, (lock), all classroom doors.
- Close (outside) window blinds to limit the visibility of offenders that are outside the building so they cannot see students and prepare for Lockdown, if necessary. **DO NOT COVER THE CLASSROOM DOOR WINDOW - AS WE PATROL THE HALLWAYS, WE NEED TO SEE IN THE CLASSROOM. BE PREPARED TO BLOCK THE WINDOW IF WE GO INTO LOCKDOWN.**
- Account for all students.
- Remain in the classroom until a clear signal is given.
- Lunch will be eaten in the classroom. Hot lunch students will go to the lunchroom and return to their classroom.
- All recess and gym time is canceled.
- Listen for further instructions from Admin.

**PREPARE TO IMMEDIATELY GO TO LOCKDOWN IF A PERSON ENTERS THE BUILDING.**

## **LOCKDOWN**

### **(Dangerous Intruder Inside the Building)**

- Immediately secure (emergency lock), all classroom doors and, if able, barricade doors.
- Close blinds and cover classroom door windows to limit the visibility of offenders so they cannot see students.
- Turn out all the lights.
- Move students to a designated safe location in the classroom
- Silence all cell phones.
- Limit all sound in the room. Talking or other noises can attract unwanted attention.
- Ignore all intercom announcements or alarms.
- Remain in secure mode until cleared by police.
- Special Instructions for Faculty and Staff
  - If you see anyone approaching the building with what appears to be a weapon or evil intent, call 911 and alert the office.
  - Never leave the safety of cover unless given specific instructions by police to do so.

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- Keep your hands up and in plain view when approaching a Police Officer.
- If violence is taking place inside YOUR classroom if possible fight and/or exit immediately to a safe location. Break windows if necessary
- A sweep of the building by law enforcement will be rapid and conducted by armed officers ready to shoot to kill.

## **SHELTER IN PLACE**

**(Potentially Hazardous Outside Environment, Storm, Flood, Contamination, etc.)**

- If outdoors, immediately move all students into their classroom.
- During lunch or prep time, teachers are to immediately return to their classrooms and take charge of their students.
- Keep physical activity to an absolute minimum to conserve uncontaminated inside air.
- Students may use restrooms, but must immediately return to their classroom.
- No one is to leave the building until told to do so by administration or has been cleared through the office even if it is the end of the school day, recess, or lunch-time.

## **HOLD**

**(Medical Emergency or Altercation in hallways or common areas)**

- Clear the hallways and remain in their area or room until the “All Clear” is announced
- Close and lock the door
- Account for students and adults
- Business as usual

## **Reunification Procedures**

---

### **PREPARATION**

- Ensure that all students’ Emergency Cards are updated and printed yearly and upon registration and placed in the Reunification binders.
- Class set of blank sticker name tags for each student that the teacher can write their student's names on. **THESE STICKERS MUST BE ADDED TO EMERGENCY BACKPACKS IN EACH CLASSROOM.**
- Updated Emergency Flyer will be distributed to all parents and put on the school website. Parents will be informed that a photo ID will be required to reunite with a student.

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- Drills will be planned and executed as scheduled throughout the school year.
- 2 Tables, Emergency Backpack, and Trauma Kit stored in the outdoor shed (southeast corner of the field) for reunification.

## **THE REUNIFICATION PROCESS**

1. Establish a Parent Check-In Location.
2. Deliver the students to the student staging area, beyond the field of vision of parents/guardians. “Greeters” direct parents/guardians to the Parent check-In location, and help them understand the process.
3. Parents/guardians complete Reunification Cards.
4. Procedure allows parents/guardians to self-sort during check-in, streamlining the process.
5. Runner recovers student from the student staging area.
6. Controlled lines of sight allow for communication and other issues to be handled with diminished drama or anxiety.
7. Medical or investigative contingencies are anticipated.

## **IMPLEMENTATION** (used in a drill or actual emergency)

- Activate the Incident Command System
- Following an incident (lockout, fire drill, etc.) - if it is determined to activate the reunification plan, follow the reunification procedures.

Once students are safe and secure follow the outlined procedures based on location to reunite students with parents/guardians.

- Teachers will apply the name tags to each student.
- Teachers that have students for one subject must also have knowledge and roster information for those students.

## **Reunification Procedures** **STUDENTS IN BUILDING**

- Students will stay in their classroom with their teacher until called to the cafeteria.
- Parents will ONLY be allowed to pick up students after they have gone through the Check-in process. The Check-in area is located at the front of the school (East Entrance). After checking in the parents will be directed to the waiting area (back of the school by the basketball hoops).
- Parents will need to park in the front parking lot of the school and go to the Check-in area (sorted by their last name).
- Tables will be set up and designated staff “Greeters” will manage the flow of parents. “Greeters” will

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hand the parents a clipboard and a parent handout to fill out who they are picking up.

- “Greeters” will also remind parents that they must show a valid photo ID
- If they do not have an ID they will be directed to another table where designated staff will help identify and those that need to speak to a counselor.
- Once the parent has made it to the front of the line they will talk to the “Checkers”. The Checkers have binders with preprinted Emergency Cards for each student. They will pull that card out and hand it to a “Runner”.
- Parents will then be directed to the waiting and pick up area.
- The Runner will enter the building and go to the Intercom Station. Designated staff will call these students over the intercom to the cafeteria where they will meet up with the “Flow Monitors”.
- The “Flow Monitors” will check the student’s name tag and Emergency Card to make sure they match.
- The “Runner” will then bring them out the back door of the cafeteria and to the waiting and pick up area.
- The “Reunifier” will be by the waiting area and will release the students to the correct parent.
- Parents will exit through the front drive through gate and go to their parked car.

## Reunification Procedures

### STUDENTS OUTSIDE OR AT OFF-SITE LOCATION

SAME PROCEDURES WILL BE FOLLOWED AS OUTLINED ABOVE WITH THE EXCEPTION THAT STUDENTS WILL BE LINED UP BY CLASS IN A DESIGNATED AREA.

### Off School Premises (Crimson View Elementary) or other designated area

--Follow the procedure outlined above.

--MOU with School District.

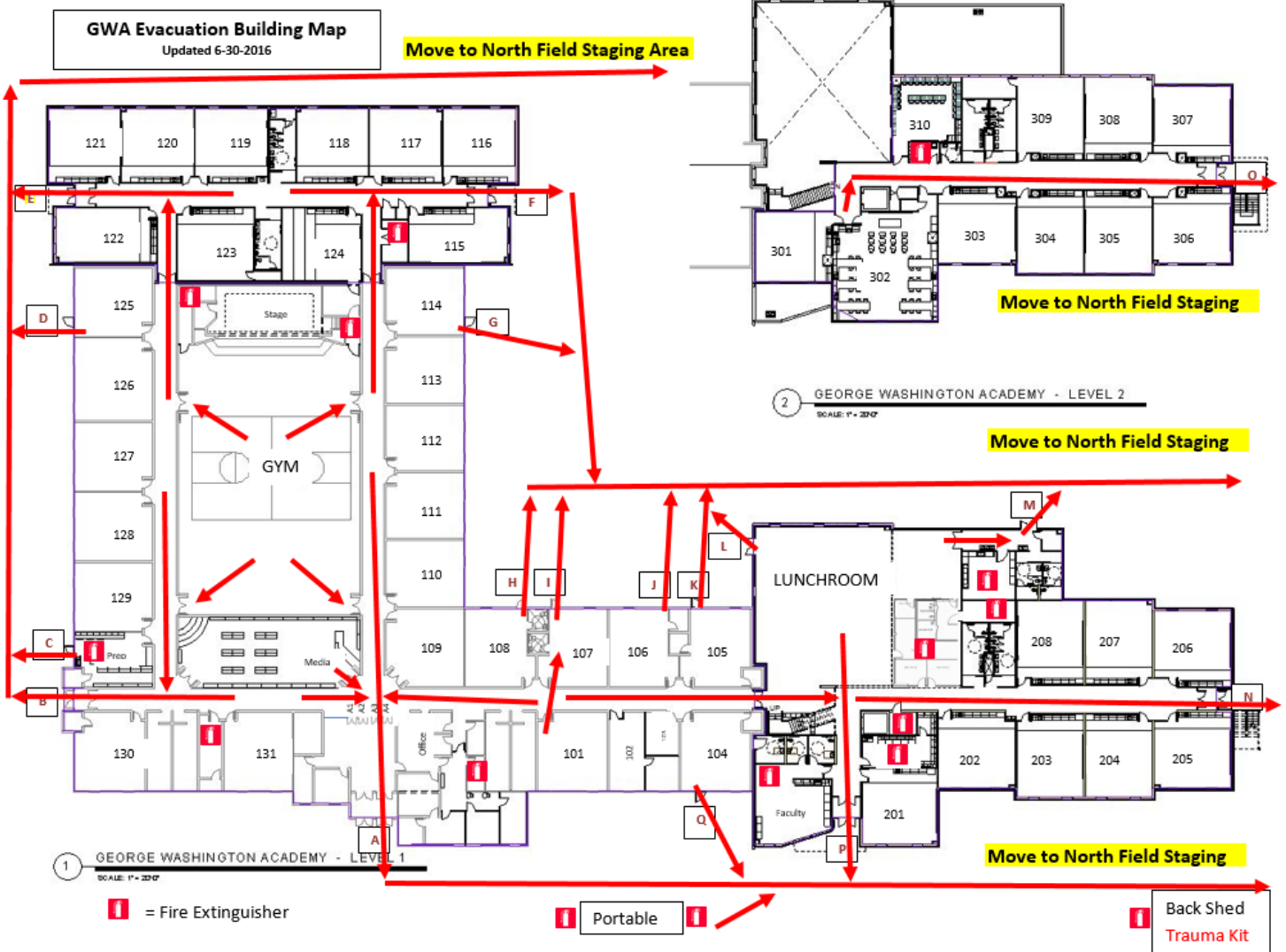
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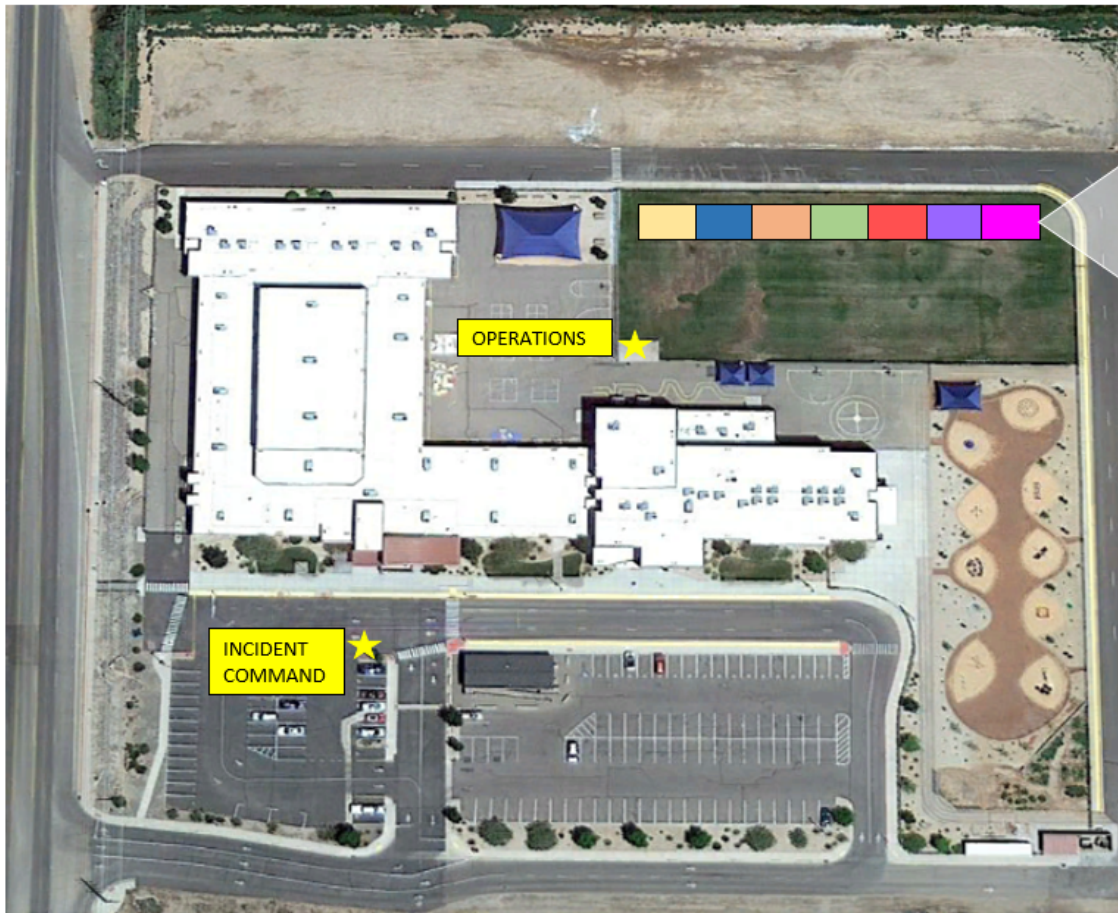
# School Evacuation Plans

## Evacuation Map



George Washington Academy  
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 Updated 07/20/2023 - Approved 9/24/2020 - Reapproved 8/24/2023

# Staging Map and Assignments



Group	GL	Name	R	Post #
Alpha		Barnes	127	1
		Arneson	128	
		Allredge	131	2
	3	Humpherys	129	
	2	Franeck	130	3
Bravo	1	Holt	119	
		Mangelson	126	4
	3	Smith	120	
	2	VanWagoner	121	5
	1	Larkin	122	
		Willets	125	6
Charlie		Boyer	118	
	3	McArthur	117	7
	2	Hodson	116	
	1	Guy	115	8
		Matthews	113	
		Erickson	114	9
Delta		Woodcock	101	
		Pfunder	108	10
		Gillespie	107	
		Fackrell	106	11
	1	Wilson	105	
Echo	1	Lovell	207	12
	2	Garrett	206	
	3	Rouff	205	13
		Eliason	204	
	1	Toia	203	14
	2	Wellhoff	307	
Foxtrot	3	Lamb	306	15
		Kerr	308	
		Griffiths	305	16
	1	Baker	304	
	2	Aikens	303	17
Golf	3	Crowther	302	
		Crawford	310	18
		Smart	111	
		Simon	112	19
	Souther	110		
	Townes	104	20	

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## Staging Assignments

Group	GL	Name	R	Post #
Alpha		Barnes	127	1
		Arneson	128	
		Alldredge	131	2
	3	Humpherys	129	
	2	Franek	130	3
	1	Holt	119	
Bravo		Mangelson	126	4
	3	Smith	120	
	2	VanWagoner	121	5
	1	Larkin	122	
		Willetts	125	6
Charlie		Boyer	118	
	3	McArthur	117	7
	2	Hodson	116	
	1	Guy	115	8
		Matthews	113	
		Erickson	114	9
		Woodcock	101	
Delta		Pfunder	108	10
		Gillespie	107	
		Fackrell	106	11
		Wilson	105	
	1	Lovell	207	12
	2	Garrett	206	
	3	Rouff	205	13
Echo		Eliason	204	
	1	Toia	203	14
	2	Wellhoff	307	
	3	Lamb	306	15
		Kerr	308	
		Griffiths	305	16
Foxtrot	1	Baker	304	
	2	Aikens	303	17
	3	Crowther	302	
		Crawford	310	18
		Smart	111	
		Simon	112	19
		Souther	110	
Golf	1	Townes	104	20

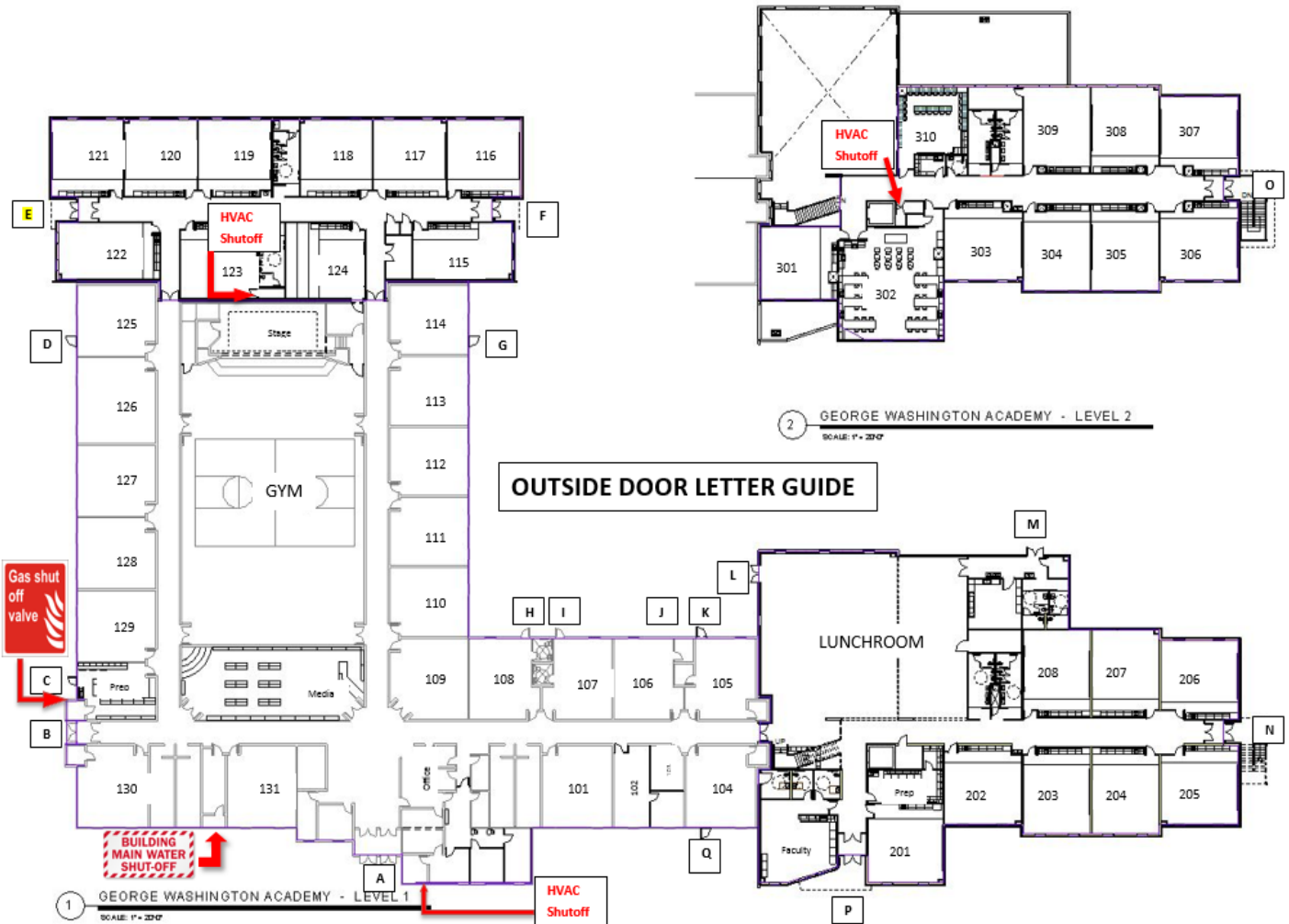
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# School Map/Floor Plan

This is a current map of the school with gas & water shutoffs, HVAC shut-offs, and room numbers. In addition, each door has a specific letter assigned to it.

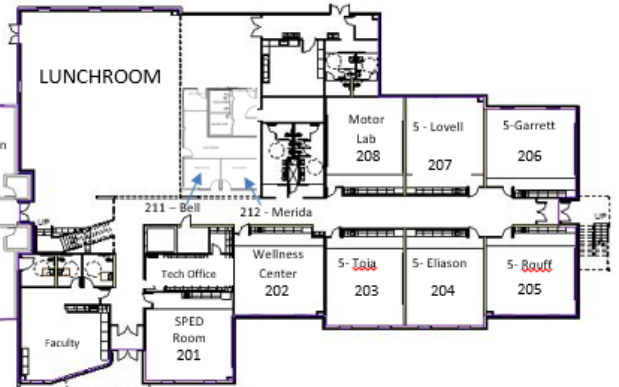
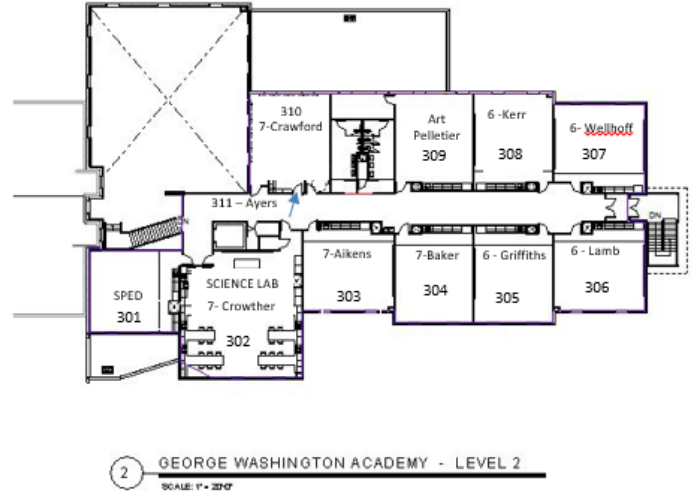
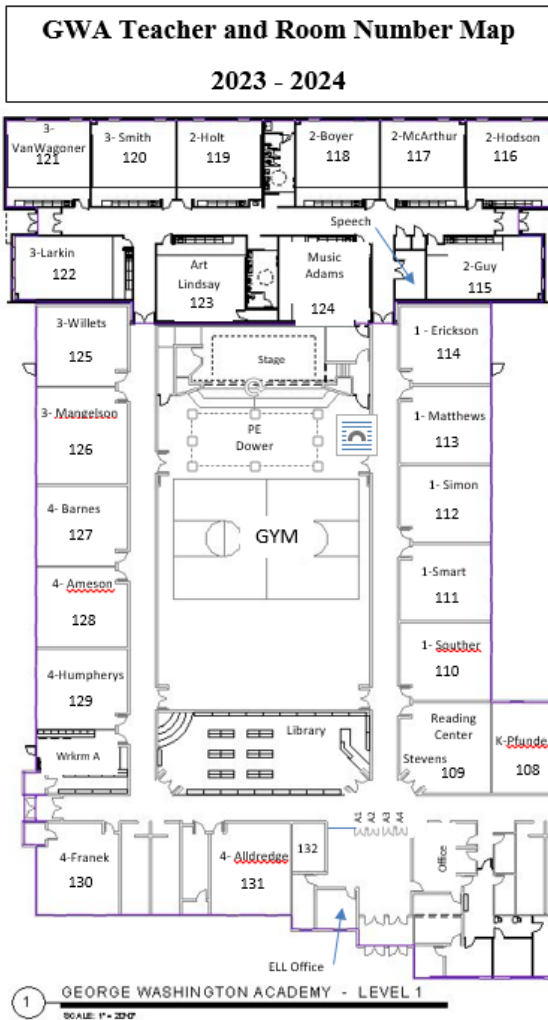


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# Teacher Room Assignments

Below are teacher assignments for each room.



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# Traumatic Event Crisis Intervention Plan

---

Following a school emergency of any kind, it is essential to implement a RECOVERY plan. This plan focuses on the physical and emotional aspects of returning to normal. The following is the outline for a Crisis Team and how it would be used at GWA to meet the emotional needs of the students following an emergency or crisis.

All forms and the following plan will be overseen by the school counselor with assistance from the Washington County School District Crisis Management team.

## ASSESSING RESPONSE NEEDS

Please respond to the five questions listed below. The information generated will help your team to better determine what is required to effectively meet the needs of your students and staff.

1. How many people, and who can we expect to be impacted?
2. How much disruption, and what kind, should be anticipated?
3. What additional information is required and how might it be obtained?
4. What resources are required for the initial response?
  - Is this an incident our TECIP Team can handle in-house?
  - If not, how much outside support will be required?
5. How critical/traumatic is this incident (what is the Scale of Response)?

## TRAUMATIC EVENT CRISIS INTERVENTION PLAN Scale of Response

*Level 1: Situation confined to an individual or small group.*

*Level 2: Class or grade level affected.*

*Level 3: Multiple grade levels and potentially entire building impacted.*

*Level 4: Multiple buildings and a sizable portion of the district were impacted.*

*Level 5: Catastrophic incident with widespread and profound impact on the entire school community.*

## **Traumatic Event Briefing Outline**

The purpose of a traumatic event briefing is to consult with and inform staff, allow for psychological decompression, and offer suggestions for stress management. Five primary steps guide this process.

1. **Assemble staff (participants):** Set aside time to conduct this important meeting prior to the start of the school day (if at all possible). Thank everyone for attending the meeting.

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2. **Provide facts regarding the traumatic event:** State to the best of your knowledge factual information that is available (e.g., when and where the incident took place, who was involved, and response up to the time of meeting).
3. **Highlight and normalize common reactions:** Accentuate basic reactions following a traumatic event. Call attention to typical cognitive, physical, behavioral, and emotional symptoms.
4. **Introduce the building intervention focus and priorities:** Review teacher "Go Pack" materials (e.g., classroom presentation guide, at-risk list, sign-in / out sheet, passes, room deployment chart, fact sheet). Note school crisis support personnel. Briefly outline the response plan.
5. **Provide direction for stress management:** Summarize typical stress management actions to avoid/reduce exposure, reappraise/reinterpret stressors, reduce arousal, and/or ventilate arousal.

# Emergency Response Review and Coordination

---

Utah State Board of Education Rules R277-400-6 and R277-400-7

GWA shall, by July 1 of each year, certify to the Executive Director that the school emergency response plan has been practiced and has been presented to and reviewed by the school's teachers, administrators, students and their parents or guardians, and public safety representatives.

Utah Admin. Rules R277-400-3(1)

- During each drill, documentation is collected and reviewed.
- After each drill an After Action report is generated and placed in a binder and stored in the front office for documentation.
- These are reviewed and shared with the Executive Director at the end of the school year.

GWA shall provide annual training to school staff on their roles, responsibilities, and priorities in the emergency response plan. Utah Admin. Rules R277-400-7(1)(a). GWA shall conduct emergency drills as required by the Utah State Board of Education Rules R277-400-6 and R277-400-7(1)(b).

- Online Training - This is sent to all employees before school starts.
  - SafeSchool Training Videos - Safety tips, Incident Management, Roles and Responsibilities, Emergency Procedures, First Aide and Health Emergencies, Emergency Management
- On-Site Training - This is done throughout the year
  - The week before school starts all employees go through each drill and expectations
  - Once a month a drill is held for all employees and students
  - Safety Week - all drills are practiced
  - Professional development days for additional training.

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# Prevention and Intervention

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Utah State Board of Education Rules R277-400-8

GWA shall provide a school with comprehensive violence prevention and intervention strategies as part of GWA's regular curriculum including

- Resource lessons and materials on anger management;
- Conflict resolution;
- Respect for diversity and other cultures.

This will be accomplished through the counselor and scheduled throughout the year during the counselor's time in each classroom.

GWA shall develop a student assistance program.

- This will be created and led by the counselor.

## Cooperation with Governmental Entities

---

Utah State Board of Education Rules R277-400-9

GWA may enter into cooperative agreements with other governmental entities to establish proper coordination and support during emergencies.

- This is done by inviting a representative from different entities to be on our Campus Management committee. In the committee meetings, there are opportunities for each entity to offer feedback.

GWA shall cooperate with other governmental entities to provide emergency relief services.

- GWA will coordinate with Washington County and Washington County School District and obtain an MOU.

GWA's plans shall contain procedures for assessing and providing the following for public

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emergency needs:

- School facilities;
- Equipment;
- Personnel

GWA shall delineate communication channels and lines of authority within the school. See page 5 in this document.

## **Fiscal Accountability**

---

Utah State Board of Education Rules R277-400-10

GWA shall address procedures for recording the school funds expected for;

- Emergencies
- Assessing and repairing damage;
- Seeking reimbursement for emergency expenditures

Any expenses needed for emergencies will be discussed in the Campus Management Committee and the Finance Committee.

## **School Carbon Monoxide Detection**

---

Utah State Board of Education Rules R277-400-11

GWA shall install carbon monoxide detectors in August 2019. These will be monitored by the current alarm company.

# APPENDIX



## INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

### COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

## HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



## SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



## LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



## EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



## SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.



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# STANDARD RESPONSE PROTOCOL

## PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

## SECURE

“Get Inside. Lock outside doors”



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

### SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

### WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.



### WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

## LOCKDOWN

“Locks, Lights, Out of Sight”



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

### SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

### SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

### WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

### CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.





# GWA Emergency Response Handout

## Parent Communication

- You will need to opt-in to our communication platform, SchoolMessenger, to receive text messages. Please text “Y” (or “yes”) to 67587.
- You may receive a text, phone, or email message from GWA informing you of an emergency at the school along with important information.
- Go to the GWA website for updates: [www.gwacademy.org](http://www.gwacademy.org)
- We may also use media such as TV or radio to update you.
- Please do not call the school as it will interrupt the emergency response and recovery efforts there.

## How will students be released for Reunification

### 1. QUICK RELEASE

- a. The emergency may warrant a QUICK RELEASE (such as power shut down at the school).
- b. Students will need to be picked up by their parents using regular carpool procedures.

### 2. CONTROLLED RELEASE

- a. The emergency may warrant a CONTROLLED RELEASE (such as school building has been damaged, crime scene).
- b. Follow signs to a Check-in area.
- c. Fill out a Parent Reunification card for each child & show photo ID.
- d. You will be directed to a Reunification area where your child will be brought to you.
- e. Please note that this CONTROLLED RELEASE may occur at a site other than the school.
- f. Check email and media stations for updates.

## Everyday Safety - Checking in & Checking Students out

- All visitors are required to sign in at the front office.
- Photo ID may be required to pick up a student at any time other than the regular dismissal time.
- Students will be checked-out only to those adults who have prior approval from parents.
- Please make sure the school has your current contact information, including **updated cell phone numbers**, and the contact information of those adults who have your approval to pick up your child.

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## Reunification Parent Information Map



- Students will stay in their classroom with their teacher until called to the cafeteria.
- Parents will **ONLY** be allowed to pick up students after they have gone through the Check-in process. The Check-in area is located at the front of the school (East Entrance). After checking in the parents will be directed to the waiting area (back of the school by the basketball hoops).
- Parents will need to park in the front parking lot of the school and go to the Check-in area (sorted by their last name).
- Tables will be set up and designated staff “Greeters” will manage the flow of parents. “Greeters” will hand the parents a clipboard and a parent handout to fill out who they are picking up.
- “Greeters” will also remind parents that they must show a valid photo ID.
- If they do not have an ID they will be directed to another table where designated staff will help identify and those that need to speak to a counselor.
- Once the parent has made it to the front of the line they will talk to the “Checkers”. The Checkers have binders with preprinted Emergency Cards for each student. They will pull that card out and hand it to a “Runner”.
- Parents will then be directed to the waiting and pick up area.
- The Runner will enter the building and go to the Intercom Station. Designated staff will call these students over the intercom to the cafeteria where they will meet up with the “Kidherds”.
- The “Kidherds” will check the student’s name tag and Emergency Card to make sure they match.
- The “Runner” will then bring them out the back door of the cafeteria and to the waiting and pick up area.
- The administration will be by the waiting area and will release the students to the correct parent.
- Parents will exit through the front drive through gate and go to their parked car.

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## **PROPOSAL FOR BOARD ACTION**

**Proposal Title:** LEA-Specific License

**Submitted by:** Christine Giles

**Sponsoring Committee:** Tracy Baker, our seventh grade math teacher, must fulfill requirements to become endorsed in secondary mathematics to continue in her current teaching position. In order to accomplish this, the George Washington Academy Board Directors must approve her enrollment and time required to complete the endorsement.

**Situation:** An LEA-Specific License, including endorsements, is issued by the state board at the request of an LEA's governing body that is valid for an employee to fill a position in the LEA if other licensing routes for the applicant are untenable or unreasonable. The LEA governing board will agree to having the applicant complete necessary requirements within a period of two calendar years.

**Background:** Tracy Baker has a Masters Degree in Mathematics Education with a concentration in K-6. The endorsement will qualify her to teach mathematics in a K-12 classroom.

**Assessment:** Tracy Baker has set the goal to complete the endorsement within a two-year time period. The GWA administration will support Tracy so that she will be able to complete this requirement.

**Recommendation:** I recommend the GWA Board of Directors grant Tracy Baker the permission to pursue this needed endorsement so that we can retain her on our faculty and benefit from her experience in our seventh grade classroom.



## PROPOSAL FOR BOARD ACTION

**Proposal Title:** Updated Food Services Coordinator Salary Schedule

**Submitted by:** Spencer Adams

**Originating Committee:** Finance 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:**

When looking at the landscape of similar positions in the area and comparing the job requirements and pay they were receiving, it was felt that an adjustment to the salary schedule should be made.

### **Background Information, including a list of reviewing committees:**

### **Assessment:**

By switching the pay schedule to a salary position, this allows for even distribution over the course of the year. Including a 6% increase in pay also allows the school to meet it's desire to be above the surrounding areas pay schedules for that position.

### **Recommendation:**

It is recommended that the proposed salary schedule be approved to switch from an hourly position to salary and include a 6% increase in pay.

Please submit this form with all accompanying paperwork to the Board Secretary, Deborah Odenwalder, at [dodenwalder@gwacademy.org](mailto:dodenwalder@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.

## Food Services Coordinator

Step	Salary, Non Exempt 200 Days
1	\$44,275
2	\$45,160
3	\$46,078
4	\$47,014
5	\$47,968
6	\$48,940
7	\$49,930
8	\$50,956
9	\$52,000
10	\$53,041
11	\$54,100
12	\$55,177
13	\$56,289
14	\$57,419
15	\$58,566
16	\$59,731
17	\$60,931
18	\$62,149
19	\$63,385
20	\$64,653

**Proposed in Board Meeting on 8/24/2023**

**Proposed Effective 8/1/2023**

### 225 - Pay Scale Advancement Policy Approved April 25, 2013, Draft Revised January 26, 2018

Employees will advance up the pay scale one year at a time. Any deviations from this procedure must be reported to the GWA Finance Committee. Employees who have completed a full year at GWA will automatically move up to the next level on the pay scale the following school year. Employees hired after the beginning of the fiscal year, July 1st, and before December 31st, will also move up one level on the pay scale. Employees hired on or after January 1st of the next year will remain on their current level of the pay scale until the beginning of the fiscal year following their first completed year of employment at GWA.

*[This Policy will be included at the bottom of all current and future pay scales]*



## PROPOSAL FOR BOARD ACTION

**Proposal Title:** Yearly Renewal of GoGuardian

**Submitted by:** Steve Erickson

**Originating Committee:** Technology 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:**

Renewal of student monitoring software.

**Background Information, including a list of reviewing committees:**

This software is used by the teacher to monitor the student access on Chromebooks.

**Assessment:**

**Recommendation:**

Please accept the renewal quote for \$9550.95.

Please submit this form with all accompanying paperwork to the Board Secretary, Deborah Odenwalder, at [dodenwalder@gwacademy.org](mailto:dodenwalder@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.



Submitted By: STEVE ERICKSON

Date: 8/14/2023 Vendor: GO GUARDIAN (STS)

Website/Contact Info: \_\_\_\_\_

**BILL/SHIP TO:** George Washington Academy  
2277 S. 3000 E.  
St. George, UT 84790

**This is a/an (Circle One):**

Purchase Order/Invoice P.O. # \_\_\_\_\_

School Credit Card Purchase \_\_\_\_\_

School Debit (Admin) \_\_\_\_\_

Authorization for Travel \_\_\_\_\_

Dates of Travel: \_\_\_\_\_

Reimbursement Request (Fill Out Below & Attach all Receipts)

Teacher Supply Account Purchase? Y N

QTY	ITEM #	DESCRIPTION (include dates as applicable)	UNIT PRICE	LINE TOTAL
		GO GUARDIAN YEARLY RENEWAL		\$9,550.95

**Budget Category: (Administration Only)**

300 Professional & Technical Budget Detail: \_\_\_\_\_

400 Purchased Property Services Budget Detail: \_\_\_\_\_

500 Other Purchased Services Budget Detail: \_\_\_\_\_

600 Supplies & Materials Budget Detail: \_\_\_\_\_

700 Property Budget Detail: \_\_\_\_\_

Principal Discretionary Land Trust  
Curriculum CCA

Student Incentives  
Special Education

Other: \_\_\_\_\_

Notes: \_\_\_\_\_

**Procurement:**  
If the item/service is over \$1,000, you are required to request 3 bids.

Please attach all bids to this requisition and a brief explanation of why you chose the vendor.

Subtotal	\$9,550.95
Shipping	
Sales Tax	
<b>TOTAL</b>	<b>\$9,550.95</b>

\_\_\_\_\_  
Executive Director's Approval (For purchases up to \$2,000) Date \_\_\_\_\_

\_\_\_\_\_  
Approving Board Member (For purchases between \$2,001 - \$5,000) Date \_\_\_\_\_

\_\_\_\_\_  
Board Chair or Board Member on Finance Committee (For purchases over \$5,000) Date \_\_\_\_\_

\*Purchases over \$5,000 MUST be approved in a board meeting

**Superior Technical Solutions**

3588 Church Rocks Dr  
Saint George, UT 84790  
(435) 574-9311  
john@stsutah.com  
http://www.stsutah.com



# INVOICE

**BILL TO**

George Washington Academy  
2277 S 3000 E  
St George, UT 84790 USA

**SHIP TO**

George Washington  
Academy  
2277 S 3000 E  
St George, UT 84790 USA

**INVOICE #** 6818

**DATE** 07/31/2023

**DUE DATE** 08/15/2023

**TERMS** Net 15

---

DESCRIPTION	QTY	RATE	AMOUNT
<b>Software</b> GoGuardian 12 Month Teacher/Admin Bundle (Renewal)	615	15.53	9,550.95

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BALANCE DUE

**\$9,550.95**





## PROPOSAL FOR BOARD ACTION

**Proposal Title:** Occupational Therapy Contract, 2023-2024

**Submitted by:** Mireille Evans

**Sponsoring Committee:** n/a

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:**

GWA is in need of an occupational therapy service provider for our students with OT as a related service in their IEP or 504 Accommodation Plan.

Our previous occupational therapist, Katie Mangus, is not returning to GWA this year. Her 2023-2024 contractor agreement was reviewed and approved by the Board at the April meeting.

### **Background:**

Richard Hagan Occupational Therapy proposes to provide OT services using an assigned Occupational Therapist, Certified Occupational Therapy Assistant, and/or Motor Technician. Students with an IEP will receive services from either an in-person Motor Technician with virtual COTA support or from an in-person Motor Technician only. All providers will have oversight and direction from a licensed occupational therapist. The hourly rate varies. The specific service arrangements will be designated by the special education director based on individual level of need as described in the IEP. 504 Students will receive services from an in person Motor Technician.

### **Assessment:**

n/a

### **Recommendation:**

The recommendation is to approve the attached contract as written.

Please submit this form with all accompanying paperwork to the Board Secretary, Jaycee Rogers, at [jrogers@gwacademy.org](mailto:jrogers@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.

## **OCCUPATIONAL THERAPY & FINE MOTOR SERVICES CONTRACT**

This OCCUPATIONAL THERAPY & FINE MOTOR SERVICES CONTRACT (herein referred to as “Agreement”) is made and entered into effective as of 08/014/2023 by and between George Washington Academy (the “School”) and Richard Hagen Occupational Therapy, LLC d/b/a Richard Hagen Educational Therapy Professionals.

WHEREAS the School desires to contract with Richard Hagen Educational Therapy Professionals to provide Occupational Therapy services and Fine Motor services for the 2023 – 2024 school year; and

WHEREAS Richard Hagen Educational Therapy Professionals has agreed to perform these services for the School under the terms and conditions set forth in this Agreement,

THEREFORE, in consideration of the mutual promises set forth in this Agreement, it is hereby agreed between the School and Richard Hagen Educational Therapy Professionals as follows:

I. **RICHARD HAGEN EDUCATIONAL THERAPY PROFESSIONALS WILL:**

- A. Perform Occupational Therapy Services and Fine Motor services in accordance with the Individual Education Program (IEP) for each individual Student and/or for Students not on an IEP who have been specifically referred to Richard Hagen Educational Therapy Professionals for services under the terms of this Agreement by the School (each a “Student” and collectively the “Students”)
- B. Provide the following services through the assigned Occupational Therapist, Certified Occupational Therapy Assistant, and/or Motor Technician:
  1. Evaluate each Student and provide evaluation results and intervention recommendations;
  2. Set up appropriate treatment plans and collaborate on goals and progress benchmarks for each Student;
  3. Formulate and provide methods of intervention to be used for each Student;
  4. Provide therapy services which may include
    - a. direct Student intervention,
    - b. teletherapy Student intervention,
    - c. monthly Student supervision by the OT
    - d. collaboration on a Student with teacher, staff, and/or parent,
    - e. Student screenings,
    - f. Student evaluations and assessments,
    - g. Student sensory observations,
    - h. evaluation write-ups, IEPs, intervention documentation,
    - i. providing therapy resources upon request, and teacher/staff training meetings as requested and authorized by the School
  5. Participate in IEPs for each student receiving and/or evaluated for Occupational Therapy services
  6. Insurance Contractor shall obtain, at Contractor’s expense, and keep in effect during the term of this Agreement, insurance that is standard in Contractor’s industry. This coverage may be written in combination with commercial

general liability insurance maintained by Contractor (with separate limits). Limits of coverage per accident or occurrence shall not be less than \$ 1,000,000 per incident, and \$3,000,000 annually.

7. Background Check Contractor shall submit to and pay for a current criminal background check and provide the results of the same to GWA. Contractors who work directly with students and/or who may have unsupervised access to children may be subject to a higher level background check prior to beginning work.
8. Confidentiality Contractor has, or will have, access to certain Confidential Information. Confidential information refers to all information about a student including personal and family information, social, behavioral, and psychological information, academic performance and progress, and program goals. Contractor shall only use the Confidential Information to render services to GWA. Contractor will take reasonable measures to ensure that any Confidential Information received will be safeguarded so as to protect against intentional or accidental disclosure to any third-party to gain unauthorized access to such information.
9. Consult with staff concerning Student progress, interventions, and recommendations
10. Consult on physical arrangements of the classroom to meet the Student's needs as requested
11. Assist the teacher and aide to understand appropriate treatments through demonstration and supervision in the classroom; and
12. Prepare and provide regular treatment and progress notes. Treatment notes will be written for each intervention session with a Student. Progress notes will be provided as required by law for each semester
13. Provide requested/required information regarding student services for depositions, court hearings, mediations, etc
14. Provide other Occupational Therapy and or Fine Motor services as needed and appropriate under state and national licensure.

C. Conform to all applicable policies of the School, State and Federal Regulatory statutes.

D. Richard Hagen Educational Therapy Professionals will submit a monthly invoice to the School by the 20<sup>th</sup> of the following month.

## II. SCHOOL WILL:

- A. Provide overall supervision of services to the Students on an IEP to determine whether the IEP developed by the Special Education Department is being carried out properly
- B. Provide Payment to Richard Hagen Educational Therapy Professionals as follows:
  1. Be responsible for payment of fees for services rendered by a Licensed Occupational Therapist or Certified Occupational Therapy Assistant contracted with Richard Hagen Educational Therapy Professionals at the rate of seventy three dollars (\$73.00) per hour, for services rendered by a Motor Technician contracted with Richard Hagen Educational Therapy Professionals at the rate of

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fifty three dollars (\$53.00) per hour, as well provide as reimbursement to Richard Hagen Educational Therapy Professionals for the cost of assessment protocols utilized for student evaluations.

2. Provide payment for travel to and from School for travel time greater than 20 minutes each direction. The travel time rate is the same hourly rate per license/position as listed above (IIB1) and will be for the actual amount of time spent traveling for the services provider
3. Provide payment to Richard Hagen Educational Therapy Professionals within 30 days from the date of invoice for services provided.

C. Not hire, contract with, or otherwise obtain services directly or indirectly from any Occupational Therapist, Certified Occupational Therapy Assistant, Motor Technician, Speech Language Pathologist, Speech Technician, Speech Language Aide, School Psychologist or any other service provider who has provided services to the School in behalf of Richard Hagen Educational Therapy Professionals for a period of no less than 2 years after termination of this Agreement with Richard Hagen Educational Therapy Professionals

### III. TERM AND TERMINATION:

This Agreement shall be effective on the date signed and remain in full force and effect for the remainder of the specified school year, unless and until one of the parties gives ninety (90) days' notice in writing to the other party of its intention to terminate this Agreement. Upon termination of this agreement, IIB and IIC will continue to be fulfilled and held enforceable.

### IV. REVIEW AND RENEWAL AT END OF SCHOOL YEAR:

The provisions of the Agreement and the program of services carried out pursuant thereto shall be reviewed and examined prior to the end of the school year to determine whether the provisions of this Agreement shall be modified and/or continued for the next school year.

### V. INDEPENDENT CONTRACTOR STATUS:

The relationship of Richard Hagen Educational Therapy Professionals to the School shall be that of an independent contractor and nothing in this Agreement should be construed to create a partnership, joint venture, agency or employer-employee relationship between the parties.

### VI. OWNERSHIP OF MATERIALS CREATED BY RICHARD HAGEN EDUCATION THERAPY PROFESSIONALS:

School acknowledges that Richard Hagen Educational Therapy Professionals may utilize materials that it has developed to assist it in providing the services described in this Agreement. Richard Hagen Educational Therapy Professionals owns such materials

including any enhancements or revisions to such materials (“Richard Hagen Educational Therapy Professionals Proprietary Information”). Richard Hagen Educational Therapy Professionals Proprietary Information shall include, but shall not be limited to, templates and component objects, including database schema templates, report templates, guidelines, testing methodologies and documentation, support therapy methodologies and documentation. School acknowledges that the Richard Hagen Educational Therapy Professionals Proprietary Information is the sole property of Richard Hagen Educational Therapy Professionals for use by Richard Hagen Educational Therapy Professionals. Richard Hagen Educational Therapy Professionals hereby grants to the School a royalty-free, nonexclusive, nontransferable license to use the Richard Hagen Educational Therapy Professionals Proprietary Information in connection with and as necessary to receive the benefits of the services provided by Richard Hagen Educational Therapy Professionals under this Agreement. Upon termination of this Agreement, the School shall no longer use and shall return (and destroy all copies of) all Richard Hagen Educational Therapy Professionals Proprietary Information.

## VII. MISCELLANEOUS:

- A. Assignment. Neither party will assign any part or all of this Agreement without the other party’s prior written consent. Any attempt to assign in violation of this section is void in each instance. Notwithstanding the foregoing, a party may assign this Agreement (or any of its rights and obligations under this Agreement) upon notice to the other party in connection with any merger, consolidation, reorganization, sale of all or substantially all of its assets or any similar transaction.
- B. Governing Law/Venue. This Agreement is governed by Utah law, excluding its conflicts of law rules. Contractor irrevocably submits to venue and exclusive personal jurisdiction in the federal and state courts in St. George, Washington County, Utah, for any dispute arising out of this Agreement, and waives all objections to jurisdiction and venue of such courts.
- C. Notices. Notices under this Agreement are sufficient if given by nationally recognized overnight courier service, certified mail (return receipt requested), facsimile or electronic mail with confirmation or personal delivery to the other party at the address below the party’s signature line below. If no address is listed for the School, notice to the School will be effective if given to the last known address. Notice is effective: (a) when delivered personally, (b) three business days after sending by certified mail, (c) on the business day after sending by a nationally recognized courier service, or (d) on the business day after sending by facsimile or electronic mail with electronic confirmation to the sender. A party may change its notice address by giving notice in accordance with this section.
- D. Severability. If any provision of this Agreement is determined by any court or governmental authority to be unenforceable, the parties intend that this Agreement be enforced as if the unenforceable provisions were not present and that any partially valid and enforceable provisions be enforced to the extent that they are enforceable

- E. No Waiver. A party does not waive any right under this Agreement by failing to insist on compliance with any of the terms of this Agreement or by failing to exercise any right hereunder. Any waivers granted hereunder are effective only if recorded in a writing signed by the party granting such waiver.
- F. Cumulative Rights/Construction. The rights and remedies of the parties under this Agreement are cumulative, and either party may enforce any of its rights or remedies under this Agreement or other rights and remedies available to it at law or in equity. The section headings of this Agreement are for convenience only and have no interpretive value.
- G. Survival. The following provisions survive termination or expiration of this Agreement: the payment provisions in Article II.B; the no-hire provision of Article II.C; the independent contractor provision of Article V; the ownership of materials and intellectual property provision of Article VI; and this general section of Article VII, including without limitation, Limitation of Liability (Section VII.I).
- H. Injunctive Relief. School acknowledges that any material breach of Article II.C (no hire provision) or Article VI (ownership of materials and intellectual property) by School would cause Richard Hagen Educational Therapy Professionals irreparable harm for which it has no adequate remedies at law. Accordingly, Richard Hagen Educational Therapy Professionals is entitled to specific performance or injunctive relief for any such breach.
- I. LIMITATION OF LIABILITIES. EXCEPT FOR LOSSES, DAMAGES OR LIABILITIES (i) ARISING UNDER ARTICLE II.C, OR (ii) ARISING OUT OF ANY ARISING OUT OF ANY BREACH OF THE OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY OBLIGATIONS UNDER ARTICLE VI OF THIS AGREEMENT BY THE SCHOOL OR ITS PERSONNEL, (A) NEITHER PARTY WILL BE LIABLE (WHETHER IN CONTRACT OR IN TORT) UNDER ANY CIRCUMSTANCES FOR ANY INDIRECT, CONSEQUENTIAL (INCLUDING BUT NOT LIMITED TO LOST OPPORTUNITIES OR PROFITS), OR PUNITIVE DAMAGES, EVEN IF IT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND (B) THE AGGREGATE LIABILITY UNDER THIS AGREEMENT OF RICHARD HAGEN EDUCATIONAL THERAPY PROFESSIONALS WILL NOT EXCEED THE TOTAL AMOUNT PAID BY SCHOOL PURSUANT TO THIS AGREEMENT.
- J. Entire Agreement. This Agreement constitutes the complete and final agreement of the parties pertaining to the services to be provided hereunder and supersedes the parties' prior agreements, understandings and discussions relating to such services. No modification of this Agreement is binding unless it is in writing and signed by the School and Richard Hagen Educational Therapy Professionals.

K. Counterparts and Electronic Signature. This Agreement may be executed by facsimile or electronic mail (by exchange of .pdf signed copies) and in counterparts, each of which (including signature pages) will be deemed an original, but all of which together will constitute one and the same instrument.

[REMAINDER OF THIS PAGE INTENTIONALLY LEFT BLANK]

This Agreement is signed by duly authorized representatives of the parties

George Washington Academy

\_\_\_\_\_  
Date

Signature: \_\_\_\_\_

Name (& Title): \_\_\_\_\_

School Notices to:

Address: \_\_\_\_\_  
\_\_\_\_\_

Email: \_\_\_\_\_

Richard Hagen Occupational Therapy, LLC d/b/a Richard Hagen Educational Therapy Professionals

By: Richard Hagen  
Richard Hagen, Owner

8-14-2023  
Date

Notices to:

Address: 535 South 650 West  
Hurricane, Utah 84737

Email: admin@edutherapypro.com