

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, August 24, 2023
7:30 p.m.

Board Meeting Minutes

Location: George Washington Academy
Library
2277 S 3000 E,
St. George, UT 84790

New Employee Meet and Greet will be held at 7:00 p.m. prior to the Board Meeting.

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

Board Welcome: Shannon Greer, President

Roll Call: Shannon Greer, President

Prayer: Joshua Serrano (Public)

Pledge of Allegiance: Casey Unrein

Board Members Present: Amanda Mortenson, Holly Myers Shauna Mahoney, Shannon Greer, Casey Unrein, and Blake Clark. Kevin Peterson will be joining the meeting shortly.

Others Present: Deborah Odenwalder, Christine Giles, Spencer Adams, Steven Erickson, Chance Manzanares, Jenna Ayers, Will Crowther, Kim Townes, Jocelyn Larkin, Jaxynn Smith, Rachel Richins, and Joshua Serrano

Approval of Minutes: Holly Myers motioned to approve the minutes from the July 27, 2023 Board Meeting as found in the board packet. Amanda Mortenson seconded. Shannon expressed her appreciation for all that were in attendance last time and that she was excited for the potential options. The motion passed unanimously. All present voted in favor: Shannon Greer, Amanda Mortenson, Holly Myers, Casey Unrein, and Shauna Mahoney.

Public Opportunity to Address the Board:

Joshua Serrano asked what GWA policy is in regards to gender identification in treatment of the affected students and if it was taught. Shannon Greer stated that there are laws that affect GWA's policies for this and asked Blake Clark to explain GWA policy and what laws impact those policies. Blake reports that gender identification isn't in any of the curriculum and the teachers won't teach it. By law, GWA isn't allowed to teach it and must refer to the child by the gender on

their birth certificate or as they are registered when using gender specific terms. Utah does have a transgender required policy that states when a student wants to have access to a bathroom different than the gender on their birth certificate then GWA will meet with the parents and if determined that it will be in the best interest of the child, will give the student access to a single stall bathroom so that they are not using the multi stall bathrooms. The teachers are actually trained to not only teach that subject but to also direct students that bring it up to discuss the matter with their parents instead.

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

Teacher Reports: Jaxynn Smith reported on the progress of Kindergarten through 3rd Grade. Kindergarten finished the Kindergarten assessments last week and had a great time meeting the new students and parents this week. Kindergarten started this Thursday and it went smoothly. 1st Grade report that the new flow charts will be very helpful this year to streamline behavior and academic protocols. They are reporting that they have had success already. The admin has set a goal to check-in everyday and teachers like these check-ins and appreciate them. 3rd Grade is starting a new Math competition that will be classed and grade based on March 20th at 8:30 AM. They will also utilize the calculators that Blake ordered to increase fluency. Finally they have had 6th Graders come into the 3rd Grade classroom and work as teacher assistants and the teachers and students have been enjoying this program.

Jocelyn Larkin reported on 4th Grade through 7th Grade. 4th Grade: Students have enjoyed daily writing in their composition book. They share ideas with each other and have felt proud of their writing. 5th Grade: We are working hard on the 7 habits and setting expectations. We are having success with the new behavior standards and positive narration. Our students are loving and enjoying a lot of STEM challenges and Team Building games. 6th Grade: Our 6th graders have had a wonderful first week of school! Students are eager to learn and are excited to move into the role of being in intermediate school; which comes with new responsibilities and special classes! We have noticed such a positive culture between our students and we appreciate their enthusiasm to learn! We created our class mission statement by writing it into a grade-wide rap! We are looking forward to performing it for the school someday! Coming together as a new team of teachers, we are united in putting each student first as we support each other! Intermediate Theater is so much fun! We have done pantomime and are currently working on improv. which the students seem to be loving. Providing electives is genius! Mr. Weber: A great start to the year! Thank you for letting me work with your young musicians!

Administration Report: Blake Clark reported on the Administration Report. Numbers on the student count in the Board Update are increasing as of Monday to about 1019 but there is no waitlist in any of the grades. Blake has pushed out a post on social media. Debbie Kauvaka and Blake Clark have given multiple tours in the past few days. Absences, Tardiness, and Overtime are also listed on the report. The 2023-24 Year Goals have changed based on the Board Retreat and have been communicated to GWA Faculty and Staff. Shannon had previously asked Blake to make sure that these goals were evident somewhere so he will be adding documentation here and

there throughout the year. The first attached is the upcoming event calendar that has been correct since the Board Retreat. Another goal is focusing on employee Mental health so the second page is a recharge and reconnect support groups for GWA educators that is being led out by GWA's social and emotional team. Blake and Amanda are working on getting the Mental Health program (TalkSpace) set up for the teachers but that it will have to go through the Benefits Committee. This program will provide a text feature for mental health check in. Blake thanked Amanda for doing the leg work on this and they now have a couple of quotes for discussion. Blake reports that the positive feedback has had a very positive impact on the staff. The last page is a QR barcode that will always be on the Patriot update and placed around the building that can be scanned to allow for the collection of positive feedback. Every Monday, Blake will take the ones from the previous week and share it with all the staff. To which the staff has responded positively to this as they work to create this culture change. The carpool system is going well and gets better every day. The back road has been extremely helpful, the parents have been really patient, and Steve has been great at communicating with the city and to pivot when needed. Blake reports that this year has been one of the most positive that he's been a part of in his 6 years here. There is a very united group of employees that care about the students and the parents are more on board than ever. The PTO brings a great energy and positivity that has influenced as well. The teachers included a sign-up sheet in the back to school information so GWA is seeing more involvement of parents than before. Blake reports that all the Reports Due in August have been completed and submitted. OEK report is no longer a valid report so it should have been taken off and Blake will share the new updated Reporting calendar with the Board Clerk. Board compliments that the pick especially has been noticeably faster.

Financial Report: Spencer Adams reported on the Financial Report. This report doesn't have a lot of information at this point because we are only one month into the fiscal year and it was a month with school not in session. On the summary page, Spencer pointed out that the Supplies and Materials line and the Property, Equipment line are both red and states that it's pretty normal for where the budget is at in the year. Spencer explained that these expenses are consistent with the ramping up for the upcoming school year and gave examples of these expenses from the Budget detail. There is nothing unplanned or unexpected at this point. Overall the budget is looking good. Are in a good place with revenue and have a good outlook on investments. Already at 25% of the forecast of revenue. The forecast is conservative to take into account variance of interest.

Kevin Peterson joined the Board meeting

Committee Reports:

- **Policies Committee** – Nothing to report. Still working on small updates. Blake reports that the policy from last month was in the board packet again due to the request from the Board to come back once requested changes were made. Not to vote on again but to verify that changes were made as requested.
- **Finance Committee** – Casey and Kevin note that money has been moved from the Money Market fund from the Checking account to allow for the collection of interest that

wouldn't be collected in the Checking account. The new back lot property is still being worked on but no change at this point. Casey asked what is happening with the fill that is being dumped on the property. Blake and Kevin reported that it was a part of the purchase agreement of that property.

- **Benefits Committee** – Nothing to report. Meeting should happen soon. Blake will have Reigena start the process.
- **Curriculum Committee** – Nothing to report
- **Outreach Committee** – Nothing to report. Holly states there is a lot of work they need to do but they have nothing to report at this time. A lot is coming from the Board Retreat.
- **Technology Committee** – Nothing to report.
- **LAND Trust Committee** – GWA did get the allotment so now they need to work on next year's plan.
- **PTO Committee** – Donuts with Parents is on Sept 5th and Amanda invited the Board to come and bring their family. That event will kick off the PTO's money drive. The PTO wanted to thank Blake and the Board for the help with Sponsorship. Amanda reports that they have been able to raise \$4000 from sponsorships including 18 returning sponsors. Blake thanked the PTO for the Snack bar they provided to the employees during their first staff meeting. The Board expressed their appreciation of the PTO as well.
- **Board Development Committee** – Nothing to report. Schedule is in the email that was sent previously.
- **Campus Management Committee** – Steve gave an update on the roof project. They are still working on it and are on the second part now. GWA has had a few leaks during the recent storms mostly in the Kindergarten area. He also pointed out the Emergency PBA. It is required that GWA refresh their Emergency plans every 3 years so that is why it's included for the Board's approval.

Discussion and/or Action Items:

- **Expenditures over \$5,000**
- **Yearly Renewal of GoGuardian (Board Packet Pg. 54)** Holly motioned to approve the yearly renewal of GoGuardian in the amount of \$9,550.95. Kevin seconded the motion. Holly asked if STS was the only vendor that bid this program. Steve responded that it was the better deal from what they had before. Chase asked if the older grades were able to bring home the devices and it was clarified that none of the grades are able to bring the devices home. Casey asked how the monitoring worked with the program. Blake and Shannon explained how the teachers were able to monitor physically and through the program. Casey asked if the teacher and admin side was necessary and Steve explained how GWA utilizes reports that are only available through the admin side but it needs the teacher side in order to generate some reports. The motion passed unanimously. All present voted in favor: Shannon Greer, Amanda Mortenson, Holly Myers, Casey Unrein, Kevin Peterson, and Shauna Mahoney.
- **565 - Instructional and Supplemental Materials Policy (Board Packet Pg. 11)** Informational only. No vote necessary.
- **Emergency Management Plan (Board Packet Pg. 17)** This is necessary to approve every 3 years. Kevin motioned to accept the Emergency Management Plan as outlined in the Board packet. Holly seconded. Casey pointed out that the Room 124 on the Teacher Room Assignments was listed as Music Adams whereas the current Music teacher is Mr.

Weber. Kevin amended the motion to replace Room 124 with “Music Weber”. Holly seconded. The motion passed unanimously. All present voted in favor: Shannon Greer, Amanda Mortenson, Holly Myers, Casey Unrein, Kevin Peterson, and Shauna Mahoney.

- **LEA - Specific License (Board Packet Pg. 51)** Kevin makes a motion to approve the LEA-Specific License approval with amending the assessment time frame to 3 years instead of 2 years. Amanda seconded. Blake gave some background on this situation and why it was necessary. It’s possible for this to be completed as early as 1 year but this requirement allows for 3 years. Casey asked if the accreditation system will flag us and Blake explained how that system works in relation to this requirement. The motion passed unanimously. All present voted in favor: Shannon Greer, Amanda Mortenson, Holly Myers, Casey Unrein, Kevin Peterson, and Shauna Mahoney.
- **Updated Food Services Coordinator Salary Schedule (Board Packet Pg. 52)** Holly makes a motion to accept the Updated Food Services Coordinator Salary Schedule as outlined in the Board packet. Shauna seconded. Casey asked if this was requested by the staff member and Holly asked how many staff would this change effect. Shannon informed that this request came from the finance committee and that it would affect 1 employee. Shannon gave some background on this proposal. Holly asked when this was in effect. Shannon clarified that it should be in effect once it was approved, not at the beginning of the month. Board clarified when the effect date should be on the schedule and it was determined that it should be the 16th of August. Holly amended the motion to approve the Updated Food Services Coordinator Salary Schedule as outlined in the Board packet with the change of effect date to be 08/16/23. Casey asked if we had any hourly employees left after this. Shannon stated that the custodial staff would still be hourly. Shannon also recommended that the financial committee will look at it at the next financial meeting. Shauna seconded the amendment. The motion passed unanimously. All present voted in favor: Shannon Greer, Amanda Mortenson, Holly Myers, Casey Unrein, Kevin Peterson, and Shauna Mahoney.
- **Occupational Therapy Contract, 2023-2024 (Board Packet Pg. 57)** Holly makes a motion to accept the Occupational Therapy Contract for the 2023-2024 school year as outlined in the Board Packet with Richard Hagan. Amanda seconded. Kevin asked if there was another option to split one with another school. Kim and her team have been looking since April but there isn’t an option currently. Blake reported that the contract in the Board packet has already been modified as Shannon requested the per diem to be changed in the contract. Mr. Hagan was uncomfortable taking the per diem out of the contract completely but agreed to the changes proposed. The Board asked how the OT program would work in regards to frequency and who would come each time. Kim answered questions of the Board. Casey pointed that this is a 2 year contract that has a 90 day cancellation policy but the old one didn’t. Kim clarified that the 90 days are with the company not with a specific OT. The Board debated the understanding on this part of the contract and determined that it did not include extreme situations regarding the well being of the student(s). Casey also pointed out that there used to be an hourly limit but didn’t see it in this one. Shannon pointed out that the financial committee could watch those numbers as a precaution. Shannon points out the changes on contract as she has it. Holly makes an amends her motion to include the changes on per diem as detailed in the updated contract. Amanda seconded the amended. The motion passed. Those in favor:

Shannon Greer, Amanda Mortenson, Holly Myers, Kevin Peterson, and Shauna Mahoney. Those against: Casey Unrein.

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 September 28th, 2023 at 7:30 pm.

Adjournment: The board adjourned at 8:32 p.m. Shannon motioned to adjourn. Motion carried.

Written by Deborah Odenwalder, Board Clerk

DRAFT



Financial Summary

as of August 31, 2023

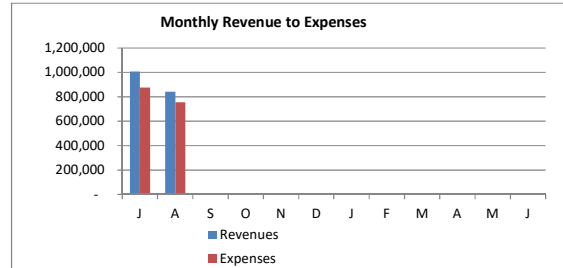
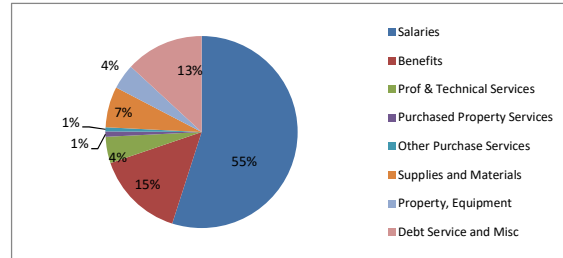
16.7% through the Year

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	
Revenue				
1000 Local	\$ 86,791	\$ 412,758	\$ 412,758	21%
3000 State	\$ 1,757,324	\$ 9,559,025	\$ 9,579,180	18%
4000 Federal	\$ -	\$ 426,905	\$ 426,905	0%
Total Revenue	\$ 1,844,115	\$ 10,398,688	\$ 10,418,843	18%
Expenses				
100 Salaries	\$ 718,564	\$ 5,555,364	\$ 5,591,364	13%
200 Benefits	\$ 203,033	\$ 1,512,700	\$ 1,512,700	13%
300 Prof & Technical Services	\$ 47,089	\$ 448,910	\$ 448,910	10%
400 Purchased Property Services	\$ 18,255	\$ 91,280	\$ 91,280	20%
500 Other Purchase Services	\$ 9,704	\$ 71,924	\$ 71,924	13%
600 Supplies and Materials	\$ 208,226	\$ 696,952	\$ 698,152	30%
700 Property, Equipment	\$ 227,113	\$ 433,081	\$ 433,081	52%
800 Debt Service and Misc	\$ 238,426	\$ 1,333,313	\$ 1,333,313	18%
Total Expenses	\$ 1,670,410	\$ 10,143,524	\$ 10,180,724	16%
Net Income from Operations	\$ 173,705	\$ 255,164	\$ 238,119	73%
Operating Margin	9.4%	2.5%	2.3%	

EXPENSES

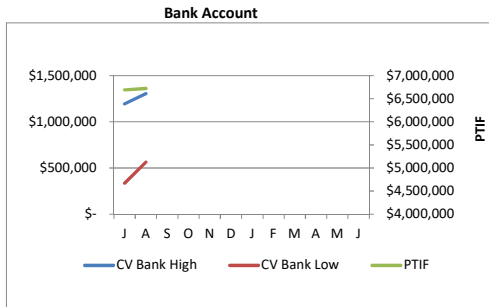


RATIOS

	Actual	Goal	Covenant	Prior Mth Change
Operating Margin	2.3%	5%		-0.01%
Debt Service Coverage	1.19	1.25	1.05	0.00
Days Cash on Hand	288	130	30	5
Building Payment %	12.6%	< 22%		0.00%

CASH

Month Ending Cash Balance	\$ 8,025,553	Includes \$6,720,209 PTIF
Days Cash on Hand	288	



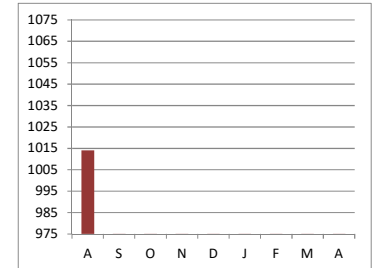
RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 5,841,739	\$ 5,841,739
Reserves Added this Year	\$ 173,705	\$ 238,119
Project 1	\$ -	\$ -
New Reserve Balance	\$ 6,015,444	\$ 6,079,858

ENROLLMENT

	A	S	O	N	D	J	F	M	A
K	134								
1	136								
2	135								
3	137								
4	135								
5	125								
6	115								
7	97								
Total	1014	0	0	0	0	0	0	0	0

WPU 921.33



Created by Red Apple



Budget Detail Report

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

Percentage of Year: **16.7%**



Revenue	(1005 Students)	Current Yr Actuals	(1000 Students)	Approved Budget	1000			% Change From Prior Mth
	FY23 Actuals				Changes	Forecast	% of Forecast	
1000 Revenue From Local Sources								
1510 Interest	\$ 222,417	\$ 72,576	\$ 163,000	\$ -	\$ 163,000	44.5%	97.9%	
1600 Food Services	\$ 218,341	\$ 13,486	\$ 230,000	\$ -	\$ 230,000	5.9%	5294.4%	
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	\$ 197	\$ 4,000	\$ -	\$ 4,000	4.9%	0.0%	
1920 GWA Gives Back	\$ 1,289	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
1920 Background Checks	\$ 1,230	\$ 532	\$ 1,200	\$ -	\$ 1,200	44.3%	100.0%	
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%	
Total 1000:	\$ 491,663	\$ 86,791	\$ 412,758	\$ -	\$ 412,758	21.0%	133.4%	
3000 Revenue From State Sources MSP								
30-3005 Regular School Program K	\$ 267,157	\$ 80,036	\$ 480,215	\$ -	\$ 480,215	16.7%	100.0%	
30-3010 Regular School Program 1-12	\$ 2,903,646	\$ 554,634	\$ 3,327,805	\$ -	\$ 3,327,805	16.7%	100.0%	
30-3020 Professional Staff	\$ 201,927	\$ 43,788	\$ 259,100	\$ -	\$ 259,100	16.9%	100.0%	
31-1205 Sped Educ Reg Add-On WPUS	\$ 414,092	\$ 88,627	\$ 451,736	\$ -	\$ 451,736	19.6%	100.0%	
31-1210 Sped Educ Reg Self Contained	\$ 36,974	\$ 5,647	\$ 40,335	\$ -	\$ 40,335	14.0%	100.0%	
31-1220 Sped Educ Extended Year Program	\$ 3,411	\$ 654	\$ 3,721	\$ -	\$ 3,721	17.6%	100.0%	
31-1225 Sped Educ State Programs	\$ 6,742	\$ 1,393	\$ 7,355	\$ -	\$ 7,355	18.9%	100.1%	
31-1278 Sped Educ Stipends Extended Year	\$ 672	\$ -	\$ 672	\$ -	\$ 672	0.0%	0.0%	
31-5201 Class Size Reduction K-8	\$ 342,822	\$ 65,588	\$ 388,096	\$ -	\$ 388,096	16.9%	100.0%	
31-5344 Enhancement for At-Risk Student	\$ 84,274	\$ 20,558	\$ 121,647	\$ -	\$ 121,647	16.9%	100.0%	
31-5901 Career and Tech Ed Dist. Add-On	\$ 5,580	\$ 994	\$ 6,057	\$ -	\$ 6,057	16.4%	-40.4%	
31-5903 CTE Comprehensive Counseling	\$ 18,333	\$ 3,333	\$ -	\$ -	\$ -	0.0%	0.0%	
32-0500 Charter School Admin. Costs Base Funding	\$ 86,728	\$ 19,128	\$ 115,000	\$ -	\$ 115,000	16.6%	100.0%	
32-5310 Flexible Allocation	\$ -	\$ 383	\$ -	\$ 2,292	\$ 2,292	16.7%	100.5%	
32-5619 Charter School Local Replacement	\$ 2,712,083	\$ 519,762	\$ 3,074,000	\$ -	\$ 3,074,000	16.9%	100.0%	
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	\$ 6,945	\$ 31,751	\$ -	\$ 31,751	21.9%	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	\$ 87,563	\$ 509,000	\$ -	\$ 509,000	17.2%	100.0%	
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	\$ 37,768	\$ 90,000	\$ -	\$ 90,000	42.0%	0.0%	
19-5601 Beverly Taylor Sorenson Grant	\$ 26,231	\$ -	\$ 30,333	\$ 17,207	\$ 47,540	0.0%	0.0%	
Total 3000:	\$ 8,313,727	\$ 1,757,324	\$ 9,559,025	\$ 20,155	\$ 9,579,180	18.3%	81.9%	
4000 Revenue From Federal Sources								
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%	
Total 4000:	\$ 278,913	\$ -	\$ 426,905	\$ -	\$ 426,905	0.0%	0.0%	
Total Revenue:	\$ 9,084,303	\$ 1,844,115	\$ 10,398,688	\$ 20,155	\$ 10,418,843	0.0%	83.8%	



(1005 Students)

(1000 Students)

1000

	FY23 Actuals	Current Yr Actuals	Approved Budget	Changes	Forecast	% of Forecast	% Change From Prior Mth
Expenses							
100 Salaries							
121 Administration	\$ 356,367	\$ 84,271	\$ 504,916	\$ -	\$ 504,916	16.7%	105.0%
131 Teachers	\$ 2,498,655	\$ 464,442	\$ 2,962,835	\$ -	\$ 2,962,835	15.7%	114.8%
131 Special Education Salaries	\$ 205,576	\$ 45,560	\$ 300,208	\$ -	\$ 300,208	15.2%	148.2%
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	\$ 17,333	\$ 88,020	\$ -	\$ 88,020	19.7%	1633.3%
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	\$ 34,390	\$ 235,501	\$ -	\$ 235,501	14.6%	132.9%
143 School Nurse	\$ 3,927	\$ 407	\$ 9,584	\$ -	\$ 9,584	4.2%	0.0%
145 Librarian / Literacy Aide	\$ 15,068	\$ -	\$ 20,796	\$ -	\$ 20,796	0.0%	0.0%
152 Secretaries	\$ 115,362	\$ 15,297	\$ 133,065	\$ -	\$ 133,065	11.5%	337.7%
161 Teacher Aides, Reading Specialists & Subs	\$ 386,344	\$ 16,042	\$ 440,616	\$ 36,000	\$ 476,616	3.4%	0.0%
161 LAND TRUST - K Aide/Student Support Para	\$ 34,000	\$ 2,636	\$ 34,000	\$ -	\$ 34,000	7.8%	0.0%
161 SpEd Aides & Speech Therapist	\$ 136,091	\$ 7,017	\$ 171,383	\$ -	\$ 171,383	4.1%	344.4%
162 Computer Aides	\$ 19,526	\$ 1,478	\$ 22,947	\$ -	\$ 22,947	6.4%	0.0%
182 Custodial & Maintenance	\$ 80,476	\$ 14,277	\$ 111,764	\$ -	\$ 111,764	12.8%	136.3%
191 Lunch Room Aide	\$ 226,047	\$ 15,414	\$ 352,229	\$ -	\$ 352,229	4.4%	224.4%
Total 100:	\$ 4,447,588	\$ 718,564	\$ 5,555,364	\$ 36,000	\$ 5,591,364	12.9%	133.9%
200 Employee Benefits							
220 Social Security	\$ 299,534	\$ 48,495	\$ 405,174	\$ -	\$ 405,174	12.0%	132.6%
LAND TRUST - BENEFITS	\$ 2,601	\$ 357	\$ 2,601	\$ -	\$ 2,601	13.7%	0.0%
SpEd Social Security	\$ 20,869	\$ 3,126	\$ 36,459	\$ -	\$ 36,459	8.6%	181.9%
230 Retirement	\$ 193,174	\$ 38,255	\$ 313,975	\$ -	\$ 313,975	12.2%	117.7%
240 Group Insurance	\$ 591,967	\$ 84,276	\$ 697,840	\$ -	\$ 697,840	12.1%	76.5%
240 Deductible Stipend	\$ 26,368	\$ 11,971	\$ 23,000	\$ -	\$ 23,000	52.0%	94.0%
270 Worker's Compensation Fund	\$ 18,867	\$ 16,553	\$ 20,412	\$ -	\$ 20,412	81.1%	11.1%
280 Unemployment Insurance	\$ 7,633	\$ -	\$ 13,238	\$ -	\$ 13,238	0.0%	0.0%
Total 200:	\$ 1,161,013	\$ 203,033	\$ 1,512,700	\$ -	\$ 1,512,700	13.4%	87.4%
300 Purchased Professional & Technical							
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	\$ 15,406	\$ 24,000	\$ -	\$ 24,000	64.2%	117.8%
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	\$ 13,318	\$ 79,908	\$ -	\$ 79,908	16.7%	100.0%
349 Legal Services	\$ 4,113	\$ -	\$ 8,000	\$ -	\$ 8,000	0.0%	0.0%
350 Technical Services (IT)	\$ 88,356	\$ 16,523	\$ 102,000	\$ -	\$ 102,000	16.2%	100.0%
580 Admin & Teacher Travel (Meals)	\$ 11,358	\$ 527	\$ 7,000	\$ -	\$ 7,000	7.5%	39.8%
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	\$ 407	\$ 3,697	\$ -	\$ 3,697	11.0%	26.0%
Total 300:	\$ 431,780	\$ 47,089	\$ 448,910	\$ -	\$ 448,910	10.5%	99.5%
400 Purchased Property Services							
411 Water/Sewage	\$ 8,867	\$ 1,686	\$ 12,000	\$ -	\$ 12,000	14.1%	70.5%
412 Disposal Services	\$ 14,246	\$ 2,500	\$ 15,480	\$ -	\$ 15,480	16.1%	71.7%
420 Cleaning Services	\$ 5,313	\$ 7,590	\$ 5,800	\$ -	\$ 5,800	130.9%	246.6%
431 Lawn Care Services	\$ 10,950	\$ 2,530	\$ 12,000	\$ -	\$ 12,000	21.1%	50.6%
431 Non-Technology Repairs & Maintenance	\$ 29,104	\$ 3,949	\$ 33,000	\$ -	\$ 33,000	12.0%	133.9%
432 Copy Machine Servicing	\$ 5,629	\$ -	\$ 13,000	\$ -	\$ 13,000	0.0%	0.0%
Total 400:	\$ 74,109	\$ 18,255	\$ 91,280	\$ -	\$ 91,280	20.0%	128.1%
500 Other Purchased Services							
522 Property & Liability Insurance	\$ 40,388	\$ 7,980	\$ 48,924	\$ -	\$ 48,924	16.3%	100.0%
530 Telephone	\$ 1,081	\$ 180	\$ 11,000	\$ -	\$ 11,000	1.6%	100.0%
540 Marketing	\$ 7,923	\$ 1,544	\$ 9,000	\$ -	\$ 9,000	17.2%	39.4%
590 Field Trips / Bus Rental	\$ 170	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%	0.0%
Total 500:	\$ 49,562	\$ 9,704	\$ 71,924	\$ -	\$ 71,924	13.5%	87.0%



	(1005 Students) FY23 Actuals	Current Yr Actuals	(1000 Students) Approved Budget	Changes	1000 Forecast	% of Forecast	% Change From Prior Mth
600 Supplies and Materials							
610a Classroom Supplies	\$ 16,248	\$ 9,994	\$ 44,680	\$ -	\$ 44,680	22.4%	9.5%
TSSA - Supplies	\$ 3,167	\$ -	\$ 18,320	\$ -	\$ 18,320	0.0%	0.0%
LAND TRUST	\$ 11,967	\$ 11,655	\$ 12,000	\$ -	\$ 12,000	97.1%	0.0%
ESSER II - Supplies	\$ 17,171	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
610b Special Ed Supplies	\$ 5,203	\$ 1,405	\$ 10,000	\$ -	\$ 10,000	14.1%	88.3%
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	\$ 2,005	\$ 5,179	\$ -	\$ 5,179	38.7%	0.0%
610e Student Activity Supplies / Incentives	\$ 13,613	\$ 2,125	\$ 14,000	\$ -	\$ 14,000	15.2%	72.2%
610f Board Expenses/meals	\$ 3,616	\$ 324	\$ 7,000	\$ -	\$ 7,000	4.6%	0.0%
610g Office Supplies/General	\$ 27,127	\$ 10,796	\$ 28,000	\$ -	\$ 28,000	38.6%	123.3%
610h Safety Supplies	\$ 3,620	\$ 1,256	\$ 4,000	\$ -	\$ 4,000	31.4%	16.7%
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	\$ 4,603	\$ 10,000	\$ -	\$ 10,000	46.0%	193.4%
610m Staff Lounge	\$ 5,772	\$ 892	\$ 6,000	\$ -	\$ 6,000	14.9%	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	\$ 300	\$ 3,000	\$ -	\$ 3,000	10.0%	0.0%
621 Natural Gas	\$ 13,652	\$ 375	\$ 14,000	\$ -	\$ 14,000	2.7%	69.7%
622 Electricity	\$ 38,935	\$ 7,294	\$ 43,000	\$ -	\$ 43,000	17.0%	102.8%
630 School Lunch Prgm	\$ 218,576	\$ 18,464	\$ 230,000	\$ -	\$ 230,000	8.0%	3312.9%
641 Textbooks/Curriculum	\$ 36,474	\$ 57,221	\$ 56,800	\$ 1,200	\$ 58,000	98.7%	94.2%
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	\$ 1,922	\$ 4,000	\$ -	\$ 4,000	48.1%	2497.3%
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	\$ 9,551	\$ 14,700	\$ -	\$ 14,700	65.0%	0.0%
SpEd - Educational Software	\$ 690	\$ -	\$ 3,400	\$ -	\$ 3,400	0.0%	0.0%
680 Maintenance Supplies & Material	\$ 37,260	\$ 3,689	\$ 40,000	\$ -	\$ 40,000	9.2%	294.1%
Total 600:	\$ 634,679	\$ 208,226	\$ 696,952	\$ 1,200	\$ 698,152	29.8%	76.8%
700 Property							
710 Land and Site Improvements & Building	\$ 24,089	\$ 7,209	\$ 25,000	\$ -	\$ 25,000	28.8%	3.1%
733 Furniture and Fixtures	\$ 19,702	\$ 1,088	\$ 20,000	\$ -	\$ 20,000	5.4%	262.7%
SpEd - Furniture and Fixtures	\$ 1,296	\$ -	\$ 1,296	\$ -	\$ 1,296	0.0%	0.0%
734 Technology Hardware	\$ 1,347	\$ 86	\$ 2,700	\$ -	\$ 2,700	3.2%	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	\$ 27,025	\$ 48,000	\$ -	\$ 48,000	56.3%	-16.9%
LAND TRUST - Software	\$ 5,500	\$ 5,500	\$ 5,500	\$ -	\$ 5,500	100.0%	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	\$ 184,525	\$ 235,000	\$ -	\$ 235,000	78.5%	37.3%
Total 700:	\$ 368,124	\$ 227,113	\$ 433,081	\$ -	\$ 433,081	52.4%	29.1%
800 Debt Service & Miscellaneous							
810 Dues and Fees	\$ 13,191	\$ 1,341	\$ 15,000	\$ -	\$ 15,000	8.9%	50.8%
830 Bond Restricted Assets (Interest)	\$ 410,909	\$ 78,252	\$ 469,513	\$ -	\$ 469,513	16.7%	100.0%
840 Bond Restricted Assets (Principal)	\$ 711,396	\$ 135,833	\$ 815,000	\$ -	\$ 815,000	16.7%	100.0%
833 Bond Fees	\$ 7,300	\$ 23,000	\$ 33,800	\$ -	\$ 33,800	68.0%	0.0%
890 Miscellaneous	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
Total 800:	\$ 1,142,796	\$ 238,426	\$ 1,333,313	\$ -	\$ 1,333,313	17.9%	82.1%
Total Expenses:	\$ 8,309,651	\$ 1,670,410	\$ 10,143,524	\$ 37,200	\$ 10,180,724	16.4%	90.5%
Net Income:							
	\$ 173,705	\$ 255,164	\$ 255,164	\$ (17,045)	\$ 238,119	72.9%	
		Goal for Unrestricted Net Income:			\$ 250,000	Restricted Forecasted Spend Down	
		Unrestricted Net Income:			\$ 238,119	Food Service	\$ (82,614)
		Restricted Net Income:			\$ -	SpEd	\$ (58,923)
Cap Ex Fund:							
(Unrestricted over \$350,000) Special Project Fund:		At year end:	\$ 168,402	Use: \$177,616	At year end:	\$ 218,877	
		Beg of Year	\$ 97,843		At year end:	\$ 97,843	
Fund Reserve:							
			\$ 6,096,903		\$ 6,079,858		

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of August 31, 2023

	<u>Aug 31, 23</u>
ASSETS	
Current Assets	
Checking/Savings	
8110 · Cash in Banks	
8111 · Cache Valley Bank Accounts	
1 · Petty Cash	179.07
8111.1 · Cache Valley Bank (2050)	799,575.18
8111.2 · Cache Valley Bank Debit (0459)	5,589.11
8111.3 · Cache Valley Checking (8114)	500,000.00
Total 8111 · Cache Valley Bank Accounts	<u>1,305,343.36</u>
8116 · PTIF	6,720,209.15
8120 · US Bank Accounts	
8120.1C · Principal Fund 2015 (80001)	343,109.22
8120.2 · Interest Fund 2008 (9002)	0.02
8120.2B · Interest Fund 2011 (5001)	0.01
8120.2C · Interest Fund 2015 (80002)	221,974.72
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)	55,944.16
Total 8120 · US Bank Accounts	<u>2,056,940.63</u>
Total 8110 · Cash in Banks	<u>10,082,493.14</u>
Total Checking/Savings	<u>10,082,493.14</u>
Other Current Assets	
8130 · Accounts Recievable	
8133 · State	898.00
8134 · Federal	168,521.16
8135 · Utah State Sales Tax	3,710.33
Total 8130 · Accounts Recievable	<u>173,129.49</u>
Total Other Current Assets	<u>173,129.49</u>
Total Current Assets	<u>10,255,622.63</u>
TOTAL ASSETS	<u><u>10,255,622.63</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9513 · Accounts Payable-bill.com	56,485.02
Total Accounts Payable	<u>56,485.02</u>
Credit Cards	
9531 · Visa Card	
9531a · VISA Card - Jessica's Card	-832.42
9531b · VISA Card - Blake's Card	485.19
9531d · VISA Card - Shannon's Card	-1,000.00
Total 9531 · Visa Card	<u>-1,347.23</u>
9532 · Lowe's	1,352.54
Total Credit Cards	<u>5.31</u>
Other Current Liabilities	
9510 · Accounts Payable	479.66
9530 · Accrued Liabilities	
9535 · Accrued Bond Liability	214,085.41
Total 9530 · Accrued Liabilities	<u>214,085.41</u>
9540 · Accrued Salaries & Withholdings	

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of August 31, 2023

	<u>Aug 31, 23</u>
9544 · Utah State Withholding	15,697.00
Total 9540 · Accrued Salaries & Withholdings	15,697.00
9540a · Payroll & Benefit YE Accrual	324,884.10
9560 · Deferred Revenue	
9561 · Local	33,432.44
9563 · State	400,000.00
Total 9560 · Deferred Revenue	433,432.44
Total Other Current Liabilities	988,578.61
Total Current Liabilities	1,045,068.94
Total Liabilities	1,045,068.94
Equity	
30000 · Opening Balance Equity	193.93
9820 · Net Assets - Restricted	315,298.41
9830 · Retained Earnings	8,291,834.95
9850 · Unreserved Fund Balances	7,398.97
9859 · Undesignated Fund Balance	422,122.16
Net Income	173,705.27
Total Equity	9,210,553.69
TOTAL LIABILITIES & EQUITY	10,255,622.63



PROPOSAL FOR BOARD ACTION

Proposal Title: UAPCS Membership Benefits & Dues

Submitted by: B. Clark

Originating Committee: NA

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: Our annual membership dues are due September 30th 2023.

Background Information, including a list of reviewing committees:

Assessment: UAPCS continues to provide great training and

benefit for our faculty and staff.

Recommendation:

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



Submitted By: Blake Clark

Date: 8/21/23 Vendor: _____

Website/Contact Info: VAPCS

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. # 2023-871

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
<u>1003</u>		<u>23-24 membership dues</u>	<u>8.00</u>	<u>8,024.00</u>

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 Curriculum Land Trust CCA

Student Incentives

Special Education

Other: _____

Notes: _____

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

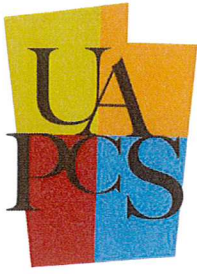
Please attach all bids to this requisition and a brief explanation of why you chose the vendor.

Subtotal	
Shipping	
Sales Tax	
TOTAL	<u>\$4,018.00</u>

Blake Clark 8/22/23
Executive Director's Approval Date
(For purchases up to \$2,000)

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

Board Chair or Date
Board Member on Finance Committee
For purchases over \$5,000
*Purchases over \$5,000 MUST be approved in a board meeting



Utah Association of Public Charter Schools
 P.O. Box 576 American Fork, UT 84003-9998

www.utahcharters.org
 info@utahcharters.org

Invoice

Date	Invoice #
08/01/2023	2023/2024 - 75

Bill To
George Washington Academy 2277 South 3000 East St. George, Utah 84790

QTY	Description	Rate	Amount
1003	<p>2023-2024 Membership Dues per student</p> <p>This invoice reflects 75% of the total membership dues amount based on your projected enrollment and is due September 30, 2023.</p> <p>You will receive a second invoice in October for the final membership dues amount which will reflect your actual enrollment and payments received. This invoice will be due December 1, 2023.</p> <p>These membership dues cover a period from July 1, 2023 to June 30, 2024. Charter schools are considered members upon receipt of payment.</p>	8.00	\$8,024.00
<p>Please note our new PO Box: You may pay by check to Utah Association of Public Charter Schools P.O. Box 576 American Fork, UT 84003-9998 or request a pay online link by emailing ashly@utahcharters.org</p>		TOTAL DUE	\$6,018.00



UTAH ASSOCIATION OF
PUBLIC CHARTER SCHOOLS



**2023-2024
Membership
Benefits**

www.utahcharters.org
info@utahcharters.org

PO BOX 576
American Fork, UT 84003

801-836-7028



Welcome Message

Royce Van Tassell, UAPCS Executive Director

We are ever so lucky to be part of Utah schools. We get to be crucial partners with parents helping to open and stretch a child's mind, showing them the beauty and opportunity all around.

We work within rules set by our authorizers, the State Board of Education and the Legislature. The women and men who create those rules need to understand our daily challenges, and how they can help us and parents meet the needs of the children in our classroom.

That help can come in several ways. Most obviously, they create the budget that funds charter schools, complete with its nuances, strings and red tape. Over the past couple years, UAPCS has worked closely with our public officials to simplify that budget. Every time there's a new line item, we have new reports, audits, monitoring visits, etc.

And we've had remarkable success. Even as funding for charter schools has gone up and continues to increase year over year, the number of line items in that budget is shrinking. Not as fast as we'd like, but we're making progress. Our message of flexibility and local control is getting through.

To help our elected officials better understand the challenges in charter schools, we are scheduling monthly meetings with members of the Legislature at charter schools across the state. They want to see the good work you are doing, and what we need to better meet students' and families' needs. I've already spoken to some members of Congress and the Legislature, and will be contacting you over the coming weeks to organize more opportunities.

As I explained a few months ago, after extensive discussions with our board, UAPCS has raised its annual dues from \$6/student to \$8/student. This increase is the first time UAPCS has ever increased membership dues. We resisted that need for many years, but to keep the great staff we have we simply couldn't avoid it any longer. Precisely because Debby, Shannon, Gina, Joylin, April and Ashly love charterland so much, they have been willing to work for much less than they're worth. But that couldn't last forever.

We know every dollar in charterland is precious. And we will do more and better with this increase. Expect to see us visiting your schools more often. We want to build more bridges between charter schools, so you can more easily share your struggles and successes, problems and solutions. Our opportunities to share give us strength, confidence and compassion. And we can all use more of that in charterland!

So we look forward to working closely with and for you over the coming year. We all hope your summer has been relaxing, invigorating and fun – welcome back to another great year in charterland!



Why We Love UAPCS

We are grateful to work with UAPCS. Their **knowledge** and **resources** are **invaluable** to Roots Charter High School. We use their APPEL Program, attend their conference, and always refer to them for **advocacy help** and **relationship-building** with our fellow Charter Schools. We love UAPCS at Roots.

-Tyler Bastian, Director, Roots Charter High School

The **support** that Treeside Charter School has received through the UAPCS administrative and APPEL training programs has been **invaluable**. We look forward to attending the summer conferences each year to **network** with other charter schools and **stay current** on educational trends.

-Rachel Bruson, Director, Treeside Charter School

As a new administrator in a charter school, the ACES training was invaluable! Shannon made it **convenient** and **worthwhile** to attend as she brought in such wonderful presenters to give us an overview of all the big picture topics we need a handle on as directors. With her own personal rich experience in charter schools, Shannon was able to give our school **incredible ideas** of how to organize and **be effective** in reaching our goals. She even came to give **individual training** to our school's board! The support to a new director like myself has been **so appreciated**.

-Kenna Wolfley, Director, Mountain Sunrise Academy



Membership Has Its Benefits

Advocacy

- Trusted Voice in Funding Discussions & Policy Drafting
- Advocate at Federal, State, & Local Level
- Charter Day on the Hill
- Credit Enhancement Program
- Policy Protection
- Legislative Town Halls

Training

- Training for Administration, Board Members & School Personnel
- Mentoring Service
- Regional Administrator Retreats
- ACES Course
- New Board Chair Bootcamp
- Book Reviews
- Annual Conference

Support

- Member Meetings
- Job Fair
- Shared Services: 401K, Legal, P&C, and Health Benefits
- Fingerprinting Service
- Charterology Magazine
- On Demand Video Training Library
- Customized Listing in Online Charter School Directory

APPEL

- Support for Teacher Licensing
- Personalized Learning Plan
- Teacher Candidate Check-in
- Administrator and Teacher Mentor Training and Support
- PPAT Support
- Teacher Training Classes

Only  \$8 a student!



APPEL CLASSES 2023-2024

UAPCS is pleased to offer several Pedagogical courses during the 2023-2024 school year.

- These classes will be held in person only.
- Each course will meet one day from the hours of 8:30 a.m. to 4:30 p.m. You must attend all the entire day to be given credit.
- Participants will receive instruction, and then after class have assignments to be completed before receiving credit.
- Credit for the course will be given in MIDAS.
- Each course is \$275. After you sign up, you will be invoiced for the class. You may not attend unless payment is received.
- Sign-ups will be sent out to individuals registered with our program that have a professional learning plan in place three weeks prior to the course.

COURSES:

September 9, 2023-----Scope and Sequence

October 14, 2023-----Creating and Managing a Learning Environment

November 11, 2023-----PPAT Bootcamp

January 20, 2024-----Strategies for Teaching Diverse Learners

February 10, 2024-----Introduction to Special Education

March 9, 2024-----Literacy in the Content Area

April 13, 2024-----Math Methods

May 11, 2024-----Foundations of Literacy Bootcamp



Administrative Retreats

Social Emotional Learning

with J. Lynn Jones

Objective: Administrative training and networking opportunities with Utah Charter School Administrators.

Link to register: <https://forms.gle/cniWAaurRTymiGKT7>

Retreat Schedule:

- September 25, 2023, 9am-1pm, at the Hyatt Place Farmington, 222 N. Union Ave, Farmington, Utah.
- September 27, 2023, 11am-2:30pm, at St George Academy, 280 E 3090 S, Washington, UT.

For additional training opportunities visit utahcharters.org.



PROPOSAL FOR BOARD ACTION

Proposal Title: Teacher Student Success Act (TSSA) Framework

Submitted by: B.Clark

Originating 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:

Every year we need to update our framework and goals relating to certain areas of the TSSA Guidelines and funds

Background Information, including a list of reviewing committees:

Assessment:

These funds have been working to help with the goals outlined in the framework providing technology, after school tutoring, hands on manipulatives related to extension, intervention, and Tier 1 learning, an ELL interventionist and Professional Development for our teachers.

Recommendation:

We have already allocated for these funds in this year's budget in these specific areas through the finance committee. It is recommended we approve this TSSA Framework for this current school year.

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

Teacher Student Success Act Framework



At George Washington Academy we are committed to the success of all students. In the 2023-2024 school year we are focused on improving our overall reading growth for all students. We are committed to a 1-3% increase in the RISE state assessments on average in grades 3-7.

We will achieve this goal by:

- implementing current best practices in teaching strategies as well as technology implementation in all classrooms.
- offering before and after school programs focused on skills where students are deficient.
- integrating contents in a cross-curricular manner using our STEM library and resources.
- focusing on English Language Learners by providing additional support daily for these students.
- offering professional development opportunities focused on Tier 2 instruction as well as collaboration among grade-level teachers and content teams.

Budget Allocations

- GWA may spend up to 30% of its allocation to help with technology purchases in hardware and software for technological implementations (~\$58,800)
- GWA may spend up to 5% of the allocation for before/after-school programs in the areas of math and reading for K-7 students (~\$9,800)

- GWA may spend up to 20% integrating cross-curricular materials in our STEM Library. (~\$39,200)
 - GWA may spend up to 10% supporting the increasing population of English Language Learners (~\$19,600)
 - GWA may spend up to 35% of the allocation supporting teachers with various professional development opportunities. (~\$68,600)
-



PROPOSAL FOR BOARD ACTION

Proposal Title: 2024-2025 Student Calendar

Submitted by: Debbie Kauvaka

Originating Committee: Administration

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:

We need to approve the 2024-2025 Student Calendar. We have aligned holidays, teacher prep days, and start and end dates to the Washington County School District's calendar.

Background Information, including a list of reviewing committees:

Assessment:

Recommendation:

Approve the 2024-2025 calendar.

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

“Building a strong foundation”



Student
2024-2025

Pending Approval 9/28/2023

Aug 12 (M)*	1 st Day of School - Grades 1-7	Mar 10-14 (M-F)	Spring Break (No School)
Aug 22 (Th)*	1 st Day of School - Kindergarten	Apr 7-11 1 F-M	*SLCs (Release at 1:00PM)
Sept 2 (M)	Labor Day (No School)	Apr 18-20 (F-M)	Easter/Spring Recess (No School)
Sept 16-20 (M-F)	*SLCs (Release at 1:00PM)	May 22 (Th)	Last Day of School-Minimum Day 1pm
Oct 17-18 (Th-F)	Fall Break (No School)	*First Day of School (Grades 1-7)	
Nov 27-29 (W-F)	SEOP/Thanksgiving Holiday (No School)	*First Day of School (Kindergarten)	
Dec 23 (M)-Jan 2 (Th)	Christmas/Winter Holiday (No School)	Teacher Prep Day - No School 10/21, 12/2, 1/3, 3/17	
Jan 13-17 (M-F)	*SLCs (Release at 1:00PM)	Minimum Day (Release at 1:00PM)	
Jan 20 (M)	Martin L. King, Jr. Day (No School)	*Last Day of School - Grades K-7 (Min Day)	
Feb 17 (M)	President's Day (No School)	*End of Trimester (T1-Nov. 8, T2-Feb. 21, T3-May 22)	

JULY 2024						
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AUGUST 2024						
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SEPTEMBER 2024						
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NOVEMBER 2024						
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MARCH 2025						
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MAY 2025						
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JUNE 2025						
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PROPOSAL FOR BOARD ACTION

Proposal Title: Policy 320: Bullying, Cyber-Bullying, Hazing, Abusive Conduct and Retaliation

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:

New legislation requires LEAs to amend their policies to reflect the suicide prevention information a school shall provide the parent of a child who has threatened suicide or has been involved in a bullying incident or other abusive conduct. A sentence on page 7 was added to our policy to clarify this. The prevention information that will be distributed has been added to the Procedures page on the website.

Background Information, including a list of reviewing committees:

Assessment:

Recommendation:

Review the red-lined policy for the update.

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

320 – Bullying, Cyber-Bullying, Hazing, Abusive Conduct and Retaliation Policy



Bullying, cyber-bullying and hazing of students and employees are prohibited, are against federal, state and local policy, and are not tolerated by George Washington Academy (GWA). GWA is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, GWA has in place policies, procedures, and practices designed to reduce and eliminate bullying, cyber-bullying, and hazing—including civil rights violations or actions based on a student’s or employee’s actual or perceived race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes—as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, and hazing of students and/or employees by students and/or employees will not be tolerated in GWA.

School officials have the authority to discipline students for off-campus speech and behavior that causes or threatens a substantial disruption on campus or during school activities, including violent altercations, or a significant interference with a student’s educational performance and involvement in school activities. If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code Section 53G-8-205 and, loss of participation in extracurricular activities, and/or probation. If after an investigation, a school employee is found to have violated this policy, the employee shall be disciplined by appropriate measures up to, and including, termination.

Definitions

1. “Abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine:
 - a. is intended to cause intimidation, humiliation, or unwarranted distress;
 - b. results in substantial physical or psychological harm as a result of intimidation, humiliation, or unwarranted distress; or
 - c. exploits an employee's known physical or psychological disability
 - i. a single act does not constitute abusive conduct, unless it is an especially severe and egregious act that meets the standard under Subsection (A)(1), (2), or (3).
2. “Bullying” means a school employee or student intentionally committing a written, verbal, or physical act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:
 - a. causing physical or emotional harm to the school employee or student;
 - b. causing damage to the school employee's or student's property;
 - c. placing the school employee or student in reasonable fear of:
 - i. harm to the school employee's or student's physical or emotional well- being; or
 - ii. damage to the school employee's or student's property;
 - d. creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - i. the pervasiveness, persistence, or severity of the actions; or
 - ii. a power differential between the bully and the victim; or
 - e. substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.
 - f. the conduct described above constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

320 – Bullying, Cyber-Bullying, Hazing, Abusive Conduct and Retaliation Policy (cont.)

- g. “bullying” includes relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation.
- 3. “Civil rights violation” means bullying, cyber-bullying, or hazing that is targeted at a student or employee upon the students’ or employees’ identification as part of any group protected from discrimination under the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;
 - b. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or
 - c. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability;
- 4. “Cyber-bullying” means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.
- 5. “Disruptive student behavior” means the same as that term is defined in Utah Code Subsection 53G-8-210(1)(a).
 - a. disruptive student behavior includes:
 - i. the grounds for suspension or expulsion described in Utah Code Section 53G8-205 ;and
 - ii. the following conduct described in Utah Code Subsection 53G-8-209 (2)(b):
 - 1. use of foul, abusive, or profane language while engaged in school related activities;
 - 2. illicit use, possession, or distribution of controlled substances or drug paraphernalia, and the use, possession, or distribution of an electronic cigarette as defined in Utah Code Section 76-10-101, tobacco, or alcoholic beverages contrary to law; and
 - 3. hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under Utah law.
- 6. “Hazing” means a school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:
 - a. endangers the mental or physical health or safety of a school employee or student;
 - i. involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - ii. involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or
 - iii. involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and
 - b. is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for in a school or school sponsored team, organization, program, club, or event; or

320 – Bullying, Cyber-Bullying, Hazing, Abusive Conduct and Retaliation Policy (cont.)

- c. is directed toward a school employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
 - d. the conduct described in this Subsection F constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
7. “Parent” means a student’s parent or guardian.
 8. “Restorative justice practice” means a discipline practice designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.
 9. “Retaliation” means an act of communication intended:
 - a. as retribution against a person for reporting bullying, cyber-bullying, or hazing; or
 - b. to improperly influence the investigation of, or the response to, a report of bullying or hazing.
 10. “School” means a public elementary or secondary school, including a charter school
 11. “School board” means:
 - a. a local school board; or
 - b. a charter school governing board.
 12. “School employee” means an individual working in the individual’s official capacity as:
 - a. a school teacher;
 - b. a school staff member;
 - c. an administrator; or
 - d. an individual who is employed, directly or indirectly, by a school, school board, or school district;
 13. “Trauma-Informed Care” means a strengths-based service delivery approach grounded in an understanding of and responsiveness to the impact of trauma, emphasizing physical, psychological, and emotional safety for both offenders and victims, and creating opportunities for victims to rebuild a sense of control and empowerment.
 14. “Volunteer” means a person working under the direct supervision of a licensed educator.

Training

1. All students, school employees, coaches, and volunteers at GWA will receive annual training from a qualified professional regarding bullying, cyber-bullying, and hazing and retaliation. This training will address:
 - a. overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;
 - b. relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
 - c. bullying, cyber-bullying, and hazing of a sexual nature or with sexual overtones;
 - d. cyber-bullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school;
 - e. bullying, cyber-bullying, hazing and retaliation based upon the students’ or employees’ identification as part of any group protected from discrimination under the following federal laws:
 - i. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;

- ii. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or
 - f. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability; and training on civil rights violations will include compliance when civil rights violations are reported;
 - g. bullying, cyber-bullying, hazing and retaliation including training and education specific to bullying based upon students' or employees' actual or perceived, characteristics, including race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes or and conformance or failure to conform to stereotypes; and
 - h. awareness and intervention skills such as social skills training.
2. A licensed educator shall supervise volunteers and is responsible for ensuring the volunteer is trained in the above areas. Volunteers shall report to their supervisor if the volunteer witnesses or is notified of a bullying, cyber-bullying, hazing, or retaliation incident among students or if the volunteer has reason to suspect such an incident. Volunteers shall not engage in bullying activities themselves and must follow policy requirements or may be asked to leave GWA if in violation of this policy.
 3. GWA will implement a youth suicide prevention program for students as described in Utah Code Section 53E-9-702.
 4. All licensed educators must complete 2 hours of professional development in youth suicide prevention training once every license renewal cycle.
 5. In addition to training for all school employees, students, employees, and volunteer coaches involved in any extra-curricular activity shall:
 - a. participate in initial bullying and hazing prevention training prior to participation in the extra-curricular activity;
 - b. participate in initial bullying, cyber-bullying, and hazing prevention training to be completed by every employee by January 30, 2019 and repeated at least every three years thereafter;
 - c. receive information annually of the prohibited activities list provided previously in this Policy and the potential consequences for violation of this Policy.
 6. Annually, all students who are at least eight years old, parents, and school employees shall sign that they have reviewed this policy.
 7. A copy of Board Policy G-20 shall be included in all student handbooks and provided to students and parents during registration.
 8. A copy of Board Policy G-20 shall be included in all employee handbooks.
 9. At least once every other year, each school will also conduct a student assessment of the prevalence of bullying in the school, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

Prohibitions

1. A school employee or student shall not engage in bullying a school employee or student:
 - a. on school property;
 - b. at a school related or sponsored event
 - c. while the school employee or student is traveling to or from a location or event described above in Subsection A (1) or (2)
2. A school employee or student shall not engage in hazing or cyber-bullying a school employee or student at any time or in any location.
3. A school employee or student shall not engage in retaliation against:

320 – Bullying, Cyber-Bullying, Hazing, Abusive Conduct and Retaliation Policy (cont.)

- a. a school employee;
 - b. a student; or
 - c. an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, or retaliation.
4. A school employee or student shall not make a false allegation of bullying, cyber-bullying, hazing, or retaliation against a school employee or student.
 5. Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

Investigations

GWA will promptly and reasonably investigate allegations of bullying, cyber-bullying, and/or hazing. GWA Administration and/or counselor will be responsible for handling all complaints by students and employees alleging bullying, cyber-bullying, or hazing, as outlined in the procedures below:

1. gather reports (written if at all possible) from all parties involved.
2. determine if statements from witnesses (and parents) are warranted and gather those statements.
3. determine if a violation of school policy has occurred.
4. if violations have occurred determine what consequences would be appropriate with the goals of:
 - a. ensuring all students are able to have access to the most appropriate education setting possible
 - b. ensuring all students are safe and able to attend school
 - c. correcting future inappropriate behaviors related to bullying, hazing, etc.
5. verify all parties involved understand confidentiality and the need to not discuss the issues with others not outlined in this policy.

It is GWA’s policy, in compliance with state and federal law, that students have a limited expectation of privacy on the school’s Internet system, and routine monitoring or maintenance may lead to discovery that a user has violated district policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of the above policy will be confiscated for investigation and may be turned over to law enforcement.

1. In accordance with State Board of Education Administrative Rule Subsection R277-613-4(1)(c), school administrators shall
 - a. investigate allegations of incidents of bullying, cyber-bullying, hazing, and retaliation in accordance with this section; and
 - b. provide an individual who investigates allegations of incidents of bullying, cyber-bullying, hazing, and retaliation with adequate training on conducting an investigation.
2. GWA is required to investigate allegations of incidents described in Subsection (A)(1) by interviewing at least the alleged victim and the individual who is alleged to have engaged in prohibited conduct.
 - a. GWA may also interview the following as part of an investigation:
 - i. parents of the alleged victim and the individual who is alleged to have engaged in prohibited conduct;
 - ii. any witnesses;
 - iii. school staff; and
 - iv. other individuals who may provide additional information.
 - b. An individual who investigates an allegation of an incident shall inform an individual being interviewed that:

320 – Bullying, Cyber-Bullying, Hazing, Abusive Conduct and Retaliation Policy (cont.)

- i. to the extent allowed by law, the individual is required to keep all details of the interview confidential; and
 - ii. further reports of bullying may become part of the investigation.
3. The confidentiality requirement in Subsection (B)(2) does not apply to:
 - a. conversations with law enforcement professionals;
 - b. requests for information pursuant to a warrant or subpoena;
 - c. a state or federal reporting requirement; or
 - d. other reporting required by this rule.
4. In conducting an investigation under this section, GWA may:
 - a. review disciplinary reports of involved students; and
 - b. review physical evidence, consistent with search and seizure law in schools, which may include:
 - i. video or audio;
 - ii. notes;
 - iii. email;
 - iv. text messages;
 - v. social media; or
 - vi. graffiti.
5. GWA will coordinate investigations of bullying, cyber-bullying, and retaliation with law enforcement if there is a possibility that the alleged behavior has in any way violated the law.

Actions Required if Prohibited Acts are Reported

1. Each reported complaint will include:
 - a. the name of complaining party;
 - b. the name of offender (if known);
 - c. the date and location of incident(s); and
 - d. a statement describing the incident(s), including names of witnesses (if known).
2. Each reported violation of the prohibitions noted previously will be promptly investigated by a school administrator or an individual designated by a school administrator. A report of bullying, cyberbullying, hazing, and retaliation may be made anonymously, but GWA will not take formal disciplinary action based solely on an anonymous report.
3. Verified violations of this policy and/or these procedures shall result in consequences or penalties. Any retaliation by a student or employee will be cause for discipline. Making a false report is also a violation for which a student or employee may be disciplined. Consequences or penalties may include but are not limited to:
 - a. For students such discipline may include:
 - i. suspension or removal from school;
 - ii. suspension or removal from a school-sponsored team or activity;
 - iii. suspension of school sponsored transportation;
 - iv. lesser disciplinary action; and/or
 - v. other appropriate interventions.
 - b. For employees such discipline must include formal disciplinary action (see, Administrative Procedures for Board Policy P-4: Discipline of District Employees). Formal disciplinary actions include, but are not limited to:
 - i. written reprimand;
 - ii. suspension with or without pay;

- iii. probation;
 - iv. demotion; and
 - v. dismissal.
 - c. For parents, adverse actions include, but are not limited to:
 - i. removal from the school;
 - ii. restricted access to campus;
 - iii. restricted access to school events or school sponsored activities; and
 - iv. restricted/directed communication with district employees and activities.
4. If an investigation confirms that an incident of bullying, cyber-bullying, harassment, or retaliation has occurred, the supervisor may, if appropriate, take positive restorative justice practice action and support involved students through trauma-informed practices. Such actions must be in conjunction with other appropriate disciplinary actions.
 - a. Administration will document the incident in our SIS system.
 - b. A victim is not required to participate in a restorative justice practice.
 - c. If the school or district would like a student victim to participate in a restorative justice practice, the school must notify the victim's parent of the proposed restorative justice practice and obtain consent from the victim's parent before including the victim in the process.
 - d. School administrators must contact the student services department prior to implementing any restorative justice practice.
5. The school administration will notify parents by email or phone call if their student threatens to commit suicide, or if the student is involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation. GWA shall provide the parent with prevention materials, including suicide prevention and information on ways to limit the student's access to fatal means, including a firearm or medication. The school administration will ensure that parents are communicated with regularly during the course of an investigation and notified about the result of the investigation. School administrators shall then work with students and their parents to ensure that the students involved can appropriately and safely continue with their education.
 - a. The school will produce and maintain a record in the SIS system that verifies that the parent was notified of the incident or threat. See, Record of Parent Notification of Student Threat or Incident.
 - b. This record shall not be kept in any student's cumulative file.
 - c. The school will maintain this record in accordance with state and federal privacy laws.
 - d. The Family Educational Rights and Privacy Act does not permit sharing information regarding any discipline a school may have imposed on a student perpetrator with the victim or victim's parents.
 - e. The school shall provide a student a copy of this record that relates to the student if the student requests a copy of the record.
 - f. The school shall expunge this record, by shredding or deleting digital files, if the student to whom the record relates has graduated from GWA and requests the record be expunged.
6. Compliance with the Office for Civil Rights when Civil Rights Violations Occur:
 - a. the school is responsible for identifying bullying, cyber-bullying, and hazing incidents about which it knows or reasonably should have known when it involves a protected class. The school must take immediate and appropriate action to investigate or otherwise determine what occurred.

320 – Bullying, Cyber-Bullying, Hazing, Abusive Conduct and Retaliation Policy (cont.)

- i. these duties are the school’s responsibility to investigate regardless of whether a person makes a complaint, a person requests the school to take action, or a person identifies the bullying, cyber-bullying or hazing as a form of discrimination.
 - b. if it is determined that the bullying, cyber-bullying, or hazing occurred as a result of the student-victim’s membership in a protected class, the school shall take prompt and effective steps reasonably calculated to:
 - i. end the bullying, cyber-bullying, or hazing
 - ii. eliminate any hostile environment,
 - iii. assess prevalence in school culture, physical facilities, and systemic practices to prevent its recurrence
7. Actions must also include, as appropriate:
 - a. procedures for protecting the victim and other involved individuals from being subjected to: a. further bullying, cyber-bullying, or hazing, and b. retaliation for reporting the bullying, cyber-bullying or hazing;
 - b. prompt reporting to law enforcement of all acts of bullying, cyber-bullying, hazing, or retaliation that constitute suspected criminal activity;
 - c. procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to student or employee discipline; and
 - d. procedures for providing due process rights under Utah Code Section 53G-11-501 (licensed staff) and local employee discipline policies prior to employee discipline or Utah Code Section 53G-8-202 and local policies (students) prior to long term (more than 10 day) student discipline.

Annual Reporting of Allegations of Bullying, Cyber-bullying, Hazing, and Retaliation

1. GWA is required by Utah Code Subsection 53E-3-401 (3) and State Board of Education Administrative Rule R277-613 to report the following annually, on or before June 30, to the Superintendent (USBE) in accordance with the Superintendent's submission requirements:
 - a. a copy of GWA's policy required in Section R277-613-4;
 - b. implementation of the signed statement requirement described in Utah Code Subsection 53G-9-605 (3)(g);
 - c. verification of GWA 's training of school employees relating to bullying, cyber- bullying, hazing, and retaliation , and abusive conduct described in Utah Code Section 53G-9-607;
 - d. incidents of bullying, cyber-bullying, hazing, and retaliation;
 - e. the number of incidents described in Subsection (4) required to be reported separately under federal law, including the reporting requirements in:
 - i. Title VI of the Civil Rights Act of 1964;
 - ii. Title IX of the Education Amendments of 1972; or
 - iii. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990; and
 - iv. the number of incidents described in Subsection (4) that include a student who was bullied, cyber-bullied, hazed, or retaliated against due to or based on the student's actual or perceived characteristics, including disability, race, national origin, religion, sex, gender identity, or sexual orientation.

Grievance Process for Incident of Abusive Conduct

320 – Bullying, Cyber-Bullying, Hazing, Abusive Conduct and Retaliation Policy (cont.)

1. For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.
 - a. a school employee who has experienced an incident of abusive conduct and is not satisfied with initial efforts to resolve the issue, may submit a written grievance with the school employee’s Executive Director within thirty (30) calendar days of the incident.
 - b. the written grievance described in Subsection (1) shall include:
 - i. the date of the incident;
 - ii. circumstances of the incident;
 - iii. and the signature of the school employee submitting the grievance to the Executive Director.
 - c. within ten (10) business days of receiving the written grievance, the Executive Director shall meet with the school employee to discuss the grievance and possible resolutions.
 - d. within ten (10) business days after the meeting described in Subsection (3), the Executive Director shall respond to the school employee in writing explaining the Executive Director’s position and offer options for substantive resolution of the complaint.
 - e. if the response by the Executive Director described in Subsection (4) does not satisfactorily resolve the issue, the school employee may appeal the Executive Director’s response in writing within ten (10) business days after receipt of the response to the Charter School Board.
 - f. within ten (10) business days after receipt of the grievance appeal described in Subsection (5), GWA’s Charter School Board shall meet with the school employee to discuss the grievance and possible resolutions.
 - g. within fifteen (15) calendar days after the meeting, GWA’s Charter School Board shall respond in writing with a final resolution of the grievance.
 - h. the LEA’s Charter School Board written response shall be the final administrative action in the matter.

Additional Notes

1. This policy does not prohibit expressive activity protected by the First Amendment of the United States Constitution. However, if off-campus speech that may constitute a bullying, cyber-bullying, or hazing incident creates a substantial disruption to the school environment, under *Tinker v. Des Moines*, 393 U.S. 503 (1969), GWA may take disciplinary action against the student who initiated the speech. Factors that GWA may consider in determining whether a substantial disruption has occurred are:
 - a. whether there is a verbal or physical confrontation over the incident at school;
 - b. whether there is likely to be a verbal or physical confrontation based on evidence of a prior relationship between the victim and the student who initiated the speech;
 - c. whether any part of the speech that gave rise to the incident was repeated at school;
 - d. whether students are discussing the incident during class or if it otherwise is disrupting school work;
 - e. whether there is a widespread whispering campaign or rumor sparked by the off- campus incident that disrupts the school environment and students’ abilities to focus on school;
 - f. whether administrators who dealt with the incident were pulled from their ordinary tasks to address the incident and how much time it took out of an administrator’s day to do so;

320 – Bullying, Cyber-Bullying, Hazing, Abusive Conduct and Retaliation Policy (cont.)

- g. whether speech similar to the off-campus speech in this incident has occurred in the past and has resulted in violence or near violence at school;
- h. whether there is a negative effect on classroom activities as a result of the off-campus incident;
or
- i. whether the speech was violent or whether there is a history of violence from the student/s who initiated the speech (Note: true threats are not protected by the First Amendment if it advocates “imminent” violence or unlawful conduct. Thus, a message that threatens physical harm, even if it isn’t meant to be serious, may not be protected by the First Amendment and the person who utters such a message may be disciplined by GWA.).