

**These Minutes are Pending Board Approval**

**Mission Statement:** "ACADEMICS. LEADERSHIP. COMMUNITY."

## **George Washington Academy**

**Thursday, December 12, 2024**

**7:00 p.m.**

### **Board Meeting Agenda**

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

*The Board meeting convened at 7:00 p.m.*

**Board Welcome:** Shannon Greer, President

**Roll Call:** Shannon Greer, President

**Prayer:** Kevin Peterson

**Pledge of Allegiance:** Kevin Peterson

Board members present: Shannon Greer, Amanda Mortenson, Blake Clark, Kevin Peterson, Casey Unrein, Austin Reber and Laura Snelson and Deborah Odenwalder joined Via Zoom.

Board Members Not Present: Laura Pressley and Brady Pearce.

Others Present: Chance Manzanares, Christine Giles, Steve Erickson, and Shelbi Kelly.

**GWA Year Goals:**

- Expanding student Leadership opportunities for ALL students
- Ensure ALL students are learning at High Levels
- Focus on Employee Mental Health with Better and Quicker Access

**Approval of Minutes:**

Kevin made a motion to approve the November 14, 2024 Board Meeting Minutes as outlined in the packet. Austin seconded the motion. The motion passed unanimously. All present voted in favor: Shannon Greer, Amanda Mortenson, Kevin Peterson, Casey Unrein, Austin Reber and Laura Snelson and Deborah Odenwalder joined Via Zoom.

**Public Opportunity to Address the Board:**

None

**Set time for adjournment** Shannon set the target time for one hour.

**Teacher Reports:** Lexi Toia talked to Mrs. Willits and she reported that the third graders recently held their Rome Day celebrations. They had 5 different rotations of activities that related to ancient Rome. They had Roman numerals, catapults, civic crowns, Roman foods and mosaics. The kids were allowed to dress up and they had a lot of fun. She also gave a shout out to Sarah Eliason who teaches 5th grade. Their class goal was to get 85% on their dividing fractions test. Their class got a 93% average. To celebrate they did a conga line around her classroom. Hannah Gillespie said she spoke with Lauri VanWagoner for reading. They're still doing testing right now but she said they're working on the essential standard of finding a main idea and key details in text. She says it's going well. She said our school wide goal of increasing math fact fluency is also going well. October shows that they increased their fluency by 3% and the goal is to increase by at least 2% each quarter. They are also in charge of the Leader in Me assembly tomorrow. They're singing Think Win Win and performing a skit that the kids came up with on their own. The school choir will be performing tomorrow too.

**Administration Report:** Executive Director, Blake Clark gave the update. He said that the total student count remains at 1,018. He said that he and Christine will be working on the math data tomorrow and he will send that to the board before January. He said that they set some pretty high goals at the beginning of the year and have made strides to reach them, which is awesome. Blake said that they talked about having the teachers go to the Solution Tree Conference in Las Vegas, they have different speakers on all different content which is amazing that they won't be hearing the same thing. They need to pinpoint it down to June and within driving distance. They will come up with a survey and see what the teachers think. He said that there is more incentive now that they are allocated their hourly rate. All State reports are done.

**Financial Report:** Spencer Adams the Business Administrator gave the report. He said the biggest thing to pay attention to is that they received some of the true-up and some of the forecast columns in the state revenue have been adjusted, some have gone up and others down just a little bit based on what we will be receiving. Overall it was an increase of about \$326,000. So a really good update as far as that goes. You'll notice some of the adjustments that were done in the Finance Committee meeting to some of those other forecasts. The mindset and strategy is to really adjust that forecast to what we're anticipating, in years past we've kept it inflated, just kind of cushioned. Ratios are looking great. We're well above our goals in each of those and continue to trudge along throughout the year. We'll just continue to watch each of the line items and adjust as needed. Shannon mentioned that we're trying to be realistic with our budget so that as we look for financing for our expansion, we've got real numbers and it looks accurate.

**GWA Expansion :** Shannon Greer led the discussion to prepare board members for the State Charter School Board meeting that will be held January 16. She went back and listened to questions that were asked last January and compiled several components and questions that were asked or that she thought might be asked. Shannon said that what she would like to do tonight is talk briefly about these questions, identify who from the board wants to take the questions and own them, and maybe put together some thoughts so that if they are asked you have something formulated. Blake asked if it was only the board members that could speak. Shannon said that it will only be board members around the table, board members and Blake but that if a member of his team can better answer something they can defer to them. Shannon left it up to Blake, which

members of his team he will be bringing. Shannon also said that they will be looking to make sure everyone is invested. They don't want to hear from just one person, they want to hear from many people. Shannon will make sure everyone has the application. Make sure to read it so you are aware of what they have, so you'll know what they know. Casey brought up that many of the supplemental information are links, so be aware of that. Speaking to the academic component, Shannon asked Blake how our current academic performance warrants an expansion? Shannon went on to clarify that year one and two we're not really expanding beyond our charter numbers, what our goals is, is that we will be able to fill the seats that we've already agreed to and then at year three, move past what we currently have to be able to add additional students. To be clear, we need building space. To answer, Blake said that he would put together some numbers just like we did in the proposal of us against the neighboring district also against the state. He wants to show the positive trajectory we've had since the pandemic where other school are still climbing out of it, we're soaring above those post-pandemic levels. Shannon asked if Blake would make a powerpoint and if anyone can send him their information to make sure it's all cohesive. Blake agreed to do that. They are anticipating the ability to use the powerpoint, Shannon will double check, they can also bring copies to hand out if they need. Shannon also answered the question about the set up. There will be a table set up similar to the set up of our board meetings where the State Charter Board Members as well as the school Board Members will be seated. Behind them there will be the other schools that are waiting to participate. Everything is recorded and put up on YouTube, each expanding school will have 30 minutes to present and answer questions. Since it is in a State building, everyone will need to show an ID. Blake said that he is comfortable with taking on the whole Academic section. He said that the last question: what programs or practices will you replicate or improve in the expanded school?, since we are built on a collaborative model where our teams work together, having a sixth teacher on that team or more teachers teaching that same content or grade level doesn't change anything for us, it just gives more brains to collaborate with. Blake will be able to explain that the systems won't change. Shannon said that the Financial Stability component will rely on Kevin and Casey to talk about. They said they feel comfortable with that. Shannon asked if they feel comfortable with explaining where funding will be coming from. Kevin said they would be bonding for additional portion that it would be, we've met with individuals to discuss in terms of what rates terms and conditions and also verified with that that no current bonds would jeopardize the bonds we already have. Casey just wanted to mention cash on hand. Kevin said again, it's all ratios, cash on hand, debt service income. Kevin also things it's important to explain to them that we will increase enrollment but we are not basing these terms and conditions off of immediate increase in enrollment. We're basing all this on additional again, re-emphasizing, the additional building is to serve the current student body that we have here because we've outgrown our space with the desire to add additional students at the right time and right place as we grow into it. Blake set a deadline for January 10th to get him the bullet points for the powerpoint. Laura S, asked how Blake would answer the question about the academics. Blake said that he would talk about the data that they track. How our school compares to the state averages and other charter schools or even other Washington County schools in our area to make sure we continue to be a school of choice. Shannon reiterated that this section would be covered by Blake and his team, and to make sure that we aren't putting other schools down or being disrespectful in anyway. Casey said that we should mention that we are having to use non-standard spaces in order to continue to serve our population. Blake agreed and said that the question about diversity in the facility and logistics, we have had to cut the library in half but also our numbers, proficiency and growth continue to

increase while having our ELL and SPED population and Title I increase which is really unheard of and important to point out. Shannon thinks we should be aware that we may be asked about the low math scores. We can show that we've been innovative by bringing in Mathnasium. Offering help during the day, summertime and after school. I think if they ask the question, it gives us the opportunity to be reflective of our student population and our practice and what we're doing to support them. Blake said that the math data showed us a blind spot with our sixth graders. He said they changed the entire instructional framework around math and now they're seeing better results than they ever have. The next section, Enrollment and Community Demand, Shannon said she would have Laura P take charge of this section. Blake said that the more space we have our demand increases. He said that the wait list in the spring and late winter show a tremendous need for the services that we provide at our school because we can't take that many students that populate the other schools around us. Shannon agrees that the parents want to go with the sure thing, where they can start school from the beginning of the year. Kevin said that if they bring up demographics around the school, he has that information but he said it doesn't matter because we are still drawing students from all over, more of a destination rather than an option. Shannon said that there will be a lot more students with all the new homes in the area and with kids being able to walk to school now. Steve said that if they can support the powerpoint we can print it out. Blake said he would make it look more professional by putting it into a folder with the 3 pillars and the 20 yr logo on it. Shannon said that there are different ways that they vote, sometimes it's one school and vote other times it's talk to all the schools and vote at the end. Last year Valley Academy went and they were only there for about 10 minutes, they didn't have many questions. Next section, Operational Capacity. Shannon said that this gets into how will the school be recruiting, where are we going to be pulling our teacher from? Blake said the partnership with SUU has been amazing and will continue. Casey said that we will be adding 6-7 new teachers over the next 5 years. Kevin said that we don't need additional students in order to fund what we are trying to do. We aren't adding 30 new teachers and 150 kids year one. We are bursting at the seams, we want to do the expansion and we'll grow into it as we need to. Shannon said that Beehive Academy will be there, that she read through their proposal and it's very powerful. They will be replicating a whole new building in a different location, they have a lot of great things going on. They have funding sources that are going to help them build their whole building. Shannon said that about 10 years ago she spoke with Rebecca Cisneros who is now a State Charter School Board Member she said that research shows that if an A school replicates or expands, historically they are a B school until, it takes a couple of years and they get back to the A school standards. She said to be intentional to retain the good quality. Blake said that to maintain the school culture with a larger student body that it's important to him that the school connect. He doesn't want to manage two schools to maintain just one culture. Amanda said a strength that our school has is that we are going to start integrating more kindergartners and the new students will be integrated into the current school and culture from the beginning. Shannon asked Amanda to be ready to speak to this point if asked at the meeting. Shannon does not foresee the need for any governance changes, the board is already at 9 members. She asked Blake if he thought there were any operational changes that will need to be made. He said that with the other space he will need to have another instructional coach. Blake said that he thinks that it's going to need to be specific to a secondary model and then to have one specific to an elementary model like we had before. Just based on the footprint of our school its currently working but even our current instructional coach is saying there are times where there's just no way to reach every teacher in a month to provide them the feedback and necessary time with

them. The next section Shannon talked about is Facility and Logistics was added even though we already have a building but we have met with contractors not to engage in contracts which is going to be important that they know because that will be a question. We have not engaged in a contract with anybody, but we have met with them to understand the process and our options. It will be important for them to know we have done our homework. We aren't just waiting for them to approve us then working on it, we've been doing it. Blake said that there are several of the contractors that are excited to work with us because we are a strong school. Shannon said that she spoke with several of the people who built the original school and they are excited by the growth and success as well. Shannon said that one of the questions that has come up, is what are we doing to recruit diverse populations? What are we doing to make sure all populations are interested and have access and are aware of our school? Blake said he feels like we have every system in place for special education to ELL to social and emotional supports. That has changed our population tremendously in the 7 years he's been here. Word of mouth and also advertising those supports. Marketing has changed to say that we support all students no matter where they are at. Kevin said that many of the contractors he works with are Hispanic and they are ecstatic that they are going to be at this school because they don't speak English but their kids do and they bring them to meetings and they are excited that they won't have to sell their businesses but that their kids will be able to take over and run their businesses. Amanda asked if we have statistics or how much ELL has expanded. She has spoken to a mom in Korean here, she knows there are Chinese families but can we get a break down of those numbers. Blake said yes. Shannon asked where are we going to market to the people who don't speak English. We have a lot of word of mouth and social media but what are we doing to attract everyone, including those that speak a different language. Blake said that there are many teachers and employees that reflect the diversity of the students, that if there is a language barrier they can help with that. Shannon brought up that the board intentionally expanded from 7 to 9 and that they sought after people with skills that were needed like in construction, a lawyer, and academic and data experience. Shannon said that a question that came up last year was how do you plan to supervise the project? She said that we will have a CGM that we will meet with in weekly meetings. We will have board members that will be in a tight relationship with them. It will be consistent and tight but the people with the experience will be doing the work. The next section is Long-Term Vision. Shannon said that this is something that has already been laid out in the application. Kevin said we want to grow, in order to grow we need a new building to expand. Blake said that we see that students and families want to participate in the things we do here. Kevin said, we've come to the conclusion that we want to accept more kids at kindergarten and get them started early on with the programs and the skill sets early on for the early intervention rather than waiting until it's longer. We aren't trying to go K-12. We are trying to educate these kids at the earliest age possible so they can be successful going forward. Shannon said that that is key point to talk about. We want to be able to provide an opportunity for the students to move through our program and get that concentrated effort very strategically designed. We want them in kindergarten and the only way to do that is to expand our numbers so we have space. Blake said that with the 7th graders consistently for the past few years have been leaving us at 99% on grade level in reading and math, it's honestly easier if they start with us and go through our program. Shannon wants to talk about that in our marketing. She said maybe we can pull out the statistics and say so many percent of students who have been with us since kindergarten are achieving these outcomes. Kevin said that looking at the data that was provided tonight, the difference between kindergarten, 1st, 2nd, 3rd grade and the ability to consistently be with some

of the students for an extended period of time just gives us that many more touching points. Blake said those are the grades where our retention is the highest. Kevin said that studies have proven that K-3 is so important for reading and math, after that it's just going to get harder and harder no matter what intervention you do. Blake asked if it was fine that the rest of his team participate remotely and stay in the school while he is the one that travels for the meeting. Shannon confirmed it was up to him which team members if any would attend. Casey said regarding the long-term vision, most schools have a capacity of 1200. That is what we want to try and get to. Get to our maximum and perfect the model. Kevin said that based on the building size, based on the traffic flow and based on the ability to draw, there are only so many hours in a school day that if you have more than that, you just don't have enough touches. Blake said he feels that what draws people to our school especially new 6th and 7th graders. They love that their teacher knows their name, their not just a number in a pool of 1,200 6th and 7th graders. We don't want to lose that. The conversation moved to different experiences with how students feel seen and cared for because the teachers and the staff know their names. It's very personable and the teachers and staff remember past students which is meaningful. Shannon went on to discuss the members of the Board that we will be meeting with.

Brian Bowles - He's been a charter school person for years, he was a district superintendent before that and then he's been on higher ed boards and teaching at the higher ed level.

Stephanie Spiker - Higher Ed with the University of Utah. She likes innovation and is a risk taker and a literacy person.

Clint Beesinger - Newest member of the board, finance and building expansion guy. He asked about a plot graph. He is very aware of what we are doing here.

Cynthia Phillips - Private school director, probably won't be there, this should be her last meeting. She is a turnaround specialist.

Eric Olsen - Rep from State Board of Education may also be changing, he is very reflective and thoughtful. He listens and asks questions. Similar to Matt Hafen.

Crystal Bassett - Works for the Juab County School District. She is innovative so she will be excited to hear about Mathnasium. She is just finishing up her Doctorate. She was appointed.

Rebecca Cisneros - She was the director of the staff. She was the one that helped us make our first exhibit A. She is very knowledgeable. She has helped as a mentor until she got on the board. She was on the UAPCS Board for a while. She is in the realm of High school so she will be looking at things from that perspective. She is very funny.

In addition to the board there is the staff. Paul Kramer, Marie Steffensen, Lisa Cooper and one they just brought on as a remote working from Richfield. They won't be talking much. They are the ones who vetted our paperwork. They make sure the readers read the paperwork, they are the ones who collect any questions the readers might have and then they share it with the state charter school board. Paul Kramer will do the talking in the beginning but other than that they don't usually speak, they just sit there on the side. There are 3 schools meeting in the morning for approval of brand new schools and 4 expanding schools but there could be additional ones, this is all Shannon knows at this time for what to expect. Make sure to bring ID. The conversation led to whether or not the group should drive or fly. The money for travel would come from board development. They will look into the cost/time ratio with who will be traveling to see what the costs would be. Shannon asked that we run the proposal by Spencer. We don't want to be frivolous. We don't want to take less people just to save money. The plan is that

everyone who goes will have a voice to show that everyone is involved. Austin asked what everyone should wear. Shannon said professional attire, she would like to see a button up shirt or a sweater. Shannon asked Austin to think about the construction component or the parent component and be prepared to answer anything they ask to those points.

**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 January 23, 2025 at 7:30 p.m.

**Adjournment:** The Board adjourned at 8:18.

Written by Shelbi Kelly.

DRAFT



# Financial Summary

as of December 31, 2024

50.0% through the Year

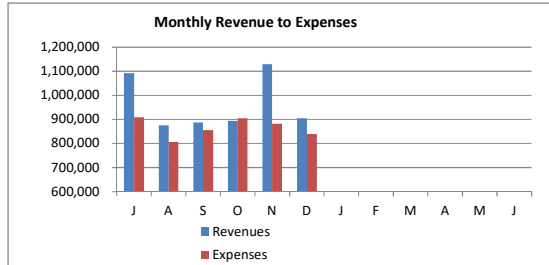
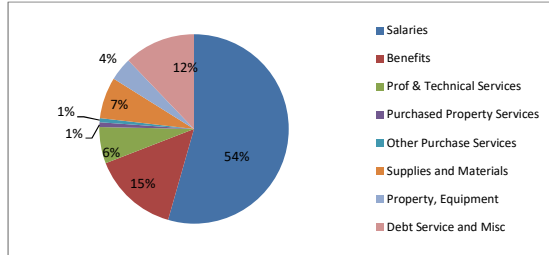
## BUDGET REPORT

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		1000	1016	
<b>Revenue</b>				
1000 Local	\$ 336,864	\$ 546,858	\$ 696,858	48%
3000 State	\$ 5,357,110	\$ 10,198,466	\$ 10,627,334	50%
4000 Federal	\$ 89,076	\$ 430,455	\$ 433,195	21%
<b>Total Revenue</b>	<b>\$ 5,783,050</b>	<b>\$ 11,175,779</b>	<b>\$ 11,757,387</b>	<b>49%</b>
<b>Expenses</b>				
100 Salaries	\$ 2,857,371	\$ 5,876,332	\$ 5,960,452	48%
200 Benefits	\$ 684,521	\$ 1,669,678	\$ 1,610,558	43%
300 Prof & Technical Services	\$ 278,888	\$ 631,679	\$ 673,931	41%
400 Purchased Property Services	\$ 48,706	\$ 92,280	\$ 91,080	53%
500 Other Purchase Services	\$ 24,864	\$ 75,838	\$ 75,838	33%
600 Supplies and Materials	\$ 491,288	\$ 730,928	\$ 773,079	64%
700 Property, Equipment	\$ 154,675	\$ 348,081	\$ 432,874	36%
800 Debt Service and Misc	\$ 657,211	\$ 1,334,712	\$ 1,334,712	49%
<b>Total Expenses</b>	<b>\$ 5,197,524</b>	<b>\$ 10,759,528</b>	<b>\$ 10,952,524</b>	<b>47%</b>
<b>Net Income from Operations</b>	<b>\$ 585,526</b>	<b>\$ 416,251</b>	<b>\$ 804,863</b>	<b>73%</b>

Operating Margin **10.1%** **3.7%** **6.8%**

## EXPENSES

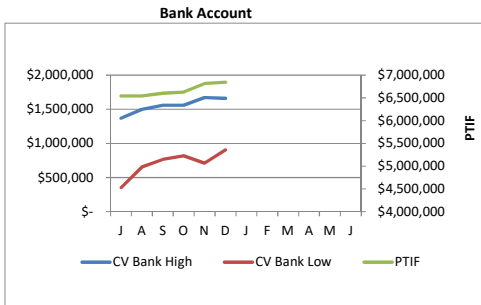


## RATIOS

	Actual	Goal	Covenant	Prior Mth Change
Operating Margin	6.85%	5%		-0.4%
Debt Service Coverage	1.63	1.25	1.05	-0.03
Days Cash on Hand	283	130	30	(4)
Building Payment %	11.7%	< 22%		-0.2%
Unrestricted NI	\$ 744,410	\$250,000		\$ (6,196)
Maintenance of Effort	\$ -	\$552		\$ -

## CASH

Month Ending Cash Balance	\$ 8,504,323	Includes \$6,843,402 PTIF
Days Cash on Hand	283	

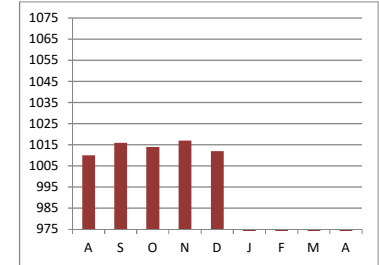


## RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 7,135,787	\$ 7,135,787
Reserves Added this Year	\$ 585,526	\$ 744,410
Project 1	\$ -	\$ -
<b>New Reserve Balance</b>	<b>\$ 7,721,313</b>	<b>\$ 7,880,197</b>

## ENROLLMENT

	A	S	O	N	D	J	F	M	A
K	139	141	139	139	138				
1	134	136	136	137	137				
2	139	138	137	137	136				
3	134	136	136	136	139				
4	138	140	138	138	138				
5	125	125	126	125	125				
6	106	105	107	106	105				
7	95	95	95	99	94				
<b>Total</b>	<b>1010</b>	<b>1016</b>	<b>1014</b>	<b>1017</b>	<b>1012</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	WPU	921.02							





# Budget Detail Report

Actuals as of: **December 31, 2024**

Percentage of Year: 50.0%



Revenue	(996 Students)	Current Yr Actuals	(1000 Students)	Approved Budget	1016			% Change From Prior Mth
	FY24 Actuals		Approved Budget		Changes	Forecast	% of Forecast	
<b>1000 Revenue From Local Sources</b>								
1510 Interest	\$ 448,400	\$ 222,067	\$ 300,000	\$ 150,000	\$ 450,000	49.3%	19.8%	
1600 Food Services	\$ 219,830	\$ 104,086	\$ 230,000	\$ -	\$ 230,000	45.3%	20.5%	
1741 Student Activities and Fees	\$ 125	\$ 15	\$ 300	\$ -	\$ 300	5.0%	200.0%	
1741 Textbook and Library Fees	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
1920 Donations	\$ 14,116	\$ 3,124	\$ 4,000	\$ -	\$ 4,000	78.1%	48.4%	
1920 Staff Lounge	\$ 2,681	\$ 1,240	\$ 3,000	\$ -	\$ 3,000	41.3%	48.0%	
1920 Dixie Direct Fundraiser	\$ 7,175	\$ -	\$ 8,558	\$ -	\$ 8,558	0.0%	0.0%	
1930 Sales of Assets	\$ 78	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%	0.0%	
1990 Background Checks	\$ 1,529	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
1990 Miscellaneous Income	\$ -	\$ 6,332	\$ -	\$ -	\$ -	0.0%	5406.1%	
<b>Total 1000:</b>	<b>\$ 693,934</b>	<b>\$ 336,864</b>	<b>\$ 546,858</b>	<b>\$ 150,000</b>	<b>\$ 696,858</b>	<b>48.3%</b>	<b>22.6%</b>	
<b>3000 Revenue From State Sources MSP</b>								
30-3005 Regular School Program K	\$ 479,589	\$ 271,308	\$ 390,014	\$ 152,602	\$ 542,616	50.0%	20.0%	
30-3010 Regular School Program 1-12	\$ 3,326,359	\$ 1,781,879	\$ 3,591,301	\$ (27,544)	\$ 3,563,757	50.0%	20.0%	
30-3020 Professional Staff	\$ 239,285	\$ 123,108	\$ 249,288	\$ (6,144)	\$ 243,144	50.6%	19.4%	
31-1205 Sped Educ Reg Add-On WPUS	\$ 538,986	\$ 331,661	\$ 678,233	\$ (30,627)	\$ 647,606	51.2%	18.9%	
31-1210 Sped Educ Reg Self Contained	\$ 33,883	\$ 30,697	\$ 61,393	\$ -	\$ 61,393	50.0%	20.0%	
31-1220 Sped Educ Extended Year Program	\$ 3,926	\$ 2,108	\$ 4,217	\$ (4)	\$ 4,213	50.0%	20.0%	
31-1225 Sped Educ State Programs	\$ 8,355	\$ 4,907	\$ 9,814	\$ -	\$ 9,814	50.0%	20.0%	
31-1278 Sped Educ Stipends Extended Year	\$ 3,024	\$ 1,344	\$ -	\$ 1,344	\$ 1,344	100.0%	20.0%	
31-5201 Class Size Reduction K-8	\$ 392,873	\$ 212,812	\$ 412,617	\$ 13,006	\$ 425,623	50.0%	20.0%	
31-5344 Enhancement for At-Risk Student	\$ 124,890	\$ 74,996	\$ 157,998	\$ (16,010)	\$ 141,988	52.8%	17.5%	
31-5901 Career and Tech Ed Dist. Add-On	\$ 6,230	\$ 3,171	\$ 5,965	\$ 129	\$ 6,094	52.0%	24.9%	
31-5903 CTE Comprehensive Counseling	\$ 20,000	\$ 10,000	\$ -	\$ 20,000	\$ 20,000	50.0%	20.0%	
32-0500 Charter School Admin--Costs Base Funding	\$ 114,540	\$ 58,305	\$ 115,000	\$ 1,610	\$ 116,610	50.0%	20.0%	
32-5310 Flexible Allocation	\$ 2,279	\$ 1,178	\$ 2,323	\$ 33	\$ 2,356	50.0%	20.0%	
32-5619 Charter School Local Replacement	\$ 3,111,614	\$ 1,681,719	\$ 3,317,000	\$ 46,438	\$ 3,363,438	50.0%	20.0%	
32-5651 Educator Professional Time	\$ 89,531	\$ 102,232	\$ -	\$ 102,232	\$ 102,232	100.0%	0.0%	
33-5805 Early Literacy	\$ 42,822	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
34-5642 Elementary School Counselor Grant	\$ 50,000	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
34-5666 Professional Learning Grant	\$ 8,989	\$ 4,391	\$ -	\$ 8,782	\$ 8,782	50.0%	22.5%	
34-5807 Teacher Salary Supplement Program	\$ 11,311	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
34-5868 Teacher Supplies and Materials	\$ 7,610	\$ 21,200	\$ 22,713	\$ (1,513)	\$ 21,200	100.0%	0.0%	
34-5876 Educator Salary Adjustment	\$ 564,864	\$ 297,233	\$ 598,011	\$ (7,089)	\$ 590,922	50.3%	19.7%	
34-5911 ELL Software	\$ 2,787	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
35-5420 School Land Trust Program	\$ 145,119	\$ 148,100	\$ 148,100	\$ -	\$ 148,100	100.0%	0.0%	
35-5655 Digital Teaching & Learning	\$ 58,794	\$ -	\$ -	\$ 49,660	\$ 49,660	0.0%	0.0%	
35-5678 TSSA	\$ 231,049	\$ 126,970	\$ 254,228	\$ (288)	\$ 253,940	50.0%	20.0%	
35-5679 School Based Mental Health Grant	\$ 55,060	\$ -	\$ 54,918	\$ -	\$ 54,918	0.0%	0.0%	
35-5810 Library Books & Elective Resources	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
35-5882 Beverly Taylor Sorenson Grant	\$ 47,540	\$ 25,200	\$ 30,333	\$ 20,067	\$ 50,400	50.0%	20.0%	
38-5608 Mental Health Screeners	\$ 42,395	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
38-5618 Early Interactive Software Program	\$ 10,246	\$ -	\$ -	\$ 33,151	\$ 33,151	0.0%	0.0%	
38-5654 Period Products in Schools	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
38-5673 Substance Prevention	\$ 4,000	\$ 4,000	\$ 4,000	\$ -	\$ 4,000	100.0%	0.0%	
38-5674 Elementary Suicide Prevention	\$ 1,000	\$ 1,000	\$ 1,000	\$ -	\$ 1,000	100.0%	0.0%	
38-5697 LETRS Professional Development Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
38-5914 School Safety Specialist	\$ 3,000	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
38-5914 School Safety Grant	\$ 59,438	\$ -	\$ -	\$ 54,033	\$ 54,033	0.0%	0.0%	
38-8070 School Lunch (Liquor Tax)	\$ 164,824	\$ 37,591	\$ 90,000	\$ 15,000	\$ 105,000	35.8%	33.2%	
<b>Total 3000:</b>	<b>\$ 10,006,212</b>	<b>\$ 5,357,110</b>	<b>\$ 10,198,466</b>	<b>\$ 428,868</b>	<b>\$ 10,627,334</b>	<b>50.4%</b>	<b>18.7%</b>	
<b>4000 Revenue From Federal Sources</b>								
45-7522 IDEA Pre-School	\$ 2,503	\$ -	\$ 2,503	\$ 41	\$ 2,544	0.0%	0.0%	
45-7524 IDEA Flow-Through	\$ 153,427	\$ -	\$ 153,247	\$ 2,699	\$ 155,946	0.0%	0.0%	
45-8075 Free & Reduced Reimbursement	\$ 131,759	\$ 50,100	\$ 132,555	\$ -	\$ 132,555	37.8%	29.0%	
45-8075 National School Lunch Program	\$ 56,316	\$ 25,562	\$ 57,480	\$ -	\$ 57,480	44.5%	33.2%	
45-8075 School Breakfast Program	\$ 29,548	\$ 13,414	\$ 29,467	\$ -	\$ 29,467	45.5%	32.3%	
45-8079 Local Food for Schools Co-Op	\$ 6,984	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
45-8080 Pandemic EBT	\$ 653	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
47-7290 CARES UEN WiFi	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
48-7801 Federal Title I A	\$ 43,465	\$ -	\$ 47,055	\$ -	\$ 47,055	0.0%	0.0%	
48-7860 Federal NCLB Title II A	\$ 11,706	\$ -	\$ 8,148	\$ -	\$ 8,148	0.0%	0.0%	
48-7860 Federal Title IV Repurposed to Title I	\$ 10,000	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
<b>Total 4000:</b>	<b>\$ 446,361</b>	<b>\$ 89,076</b>	<b>\$ 430,455</b>	<b>\$ 2,740</b>	<b>\$ 433,195</b>	<b>20.6%</b>	<b>30.7%</b>	
<b>Total Revenue:</b>	<b>\$ 11,146,507</b>	<b>\$ 5,783,050</b>	<b>\$ 11,175,779</b>	<b>\$ 581,608</b>	<b>\$ 11,757,387</b>	<b>49.2%</b>	<b>19.1%</b>	



(996 Students)

(1000 Students)

1016

	FY24 Actuals	Current Yr Actuals	Approved Budget	Changes	Forecast	% of Forecast	% Change From Prior Mth
<b>Expenses</b>							
<b>100 Salaries</b>							
121 Administration	\$ 504,125	\$ 262,405	\$ 520,202	\$ -	\$ 520,202	50.4%	20.0%
131 Teachers	\$ 2,940,993	\$ 1,548,890	\$ 3,147,493	\$ -	\$ 3,147,493	49.2%	18.4%
131 Special Education Salaries	\$ 295,586	\$ 149,280	\$ 297,081	\$ 35,000	\$ 332,081	45.0%	20.3%
131 Stipends / Merit Pay	\$ 136,787	\$ 51,201	\$ 88,020	\$ (21,600)	\$ 66,420	77.1%	662.8%
131 Summer Professional Development	\$ 7,000	\$ -	\$ 60,000	\$ -	\$ 60,000	0.0%	0.0%
131 Educator Professional Time Stipend	\$ 21,000	\$ -	\$ -	\$ 40,000	\$ 40,000	0.0%	0.0%
131 Mental Health Stipend	\$ 33,334	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
131 LETRS Training Stipend	\$ 50,000	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
131 TSSP After School Tutoring Stipends	\$ -	\$ -	\$ -	\$ 12,600	\$ 12,600	0.0%	0.0%
131 LAND TRUST - Stipends	\$ -	\$ -	\$ -	\$ 9,000	\$ 9,000	0.0%	0.0%
131 Special Education Stipends (After School)	\$ 1,998	\$ -	\$ -	\$ 1,120	\$ 1,120	0.0%	0.0%
132 Substitute Teachers (PTO Stipend)	\$ 24,255	\$ -	\$ 30,000	\$ -	\$ 30,000	0.0%	0.0%
132 SpEd Substitutes	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%	0.0%
142 Counselor	\$ 235,501	\$ 129,813	\$ 257,466	\$ -	\$ 257,466	50.4%	20.4%
143 School Nurse	\$ 6,234	\$ 4,326	\$ 9,921	\$ -	\$ 9,921	43.6%	10.1%
145 Librarian / Literacy Aide	\$ 21,374	\$ 11,204	\$ 22,279	\$ -	\$ 22,279	50.3%	23.6%
152 Secretaries	\$ 137,607	\$ 65,049	\$ 136,399	\$ -	\$ 136,399	47.7%	20.9%
152 Board Clerk	\$ -	\$ 5,160	\$ -	\$ 8,000	\$ 8,000	64.5%	5.5%
161 Teacher Aides, Reading Specialists & Subs	\$ 456,182	\$ 241,375	\$ 525,347	\$ (28,350)	\$ 496,997	48.6%	21.8%
161 TSSP - ELL Para's	\$ -	\$ 16,397	\$ -	\$ 25,350	\$ 25,350	64.7%	34.0%
161 LAND TRUST - K Aide/Student Support Para	\$ 40,585	\$ 21,497	\$ 34,000	\$ 3,000	\$ 37,000	58.1%	23.3%
161 SpEd Aides & Speech Therapist	\$ 190,806	\$ 110,671	\$ 235,040	\$ -	\$ 235,040	47.1%	20.8%
162 Computer Aides	\$ 22,777	\$ 12,217	\$ 24,576	\$ -	\$ 24,576	49.7%	22.3%
182 Custodial & Maintenance	\$ 113,144	\$ 62,561	\$ 120,493	\$ -	\$ 120,493	51.9%	19.4%
191 Lunch Room Aide	\$ 323,160	\$ 165,325	\$ 363,015	\$ -	\$ 363,015	45.5%	46.5%
<b>Total 100:</b>	<b>\$ 5,562,448</b>	<b>\$ 2,857,371</b>	<b>\$ 5,876,332</b>	<b>\$ 84,120</b>	<b>\$ 5,960,452</b>	<b>47.9%</b>	<b>22.6%</b>
<b>200 Employee Benefits</b>							
220 Social Security	\$ 368,910	\$ 185,145	\$ 426,210	\$ 6,328	\$ 432,538	42.8%	23.4%
220 LAND TRUST - BENEFITS	\$ 3,220	\$ 3,000	\$ 2,601	\$ 399	\$ 3,000	100.0%	0.3%
220 SpEd Social Security	\$ 34,373	\$ 19,256	\$ 41,090	\$ -	\$ 41,090	46.9%	20.1%
230 Retirement	\$ 253,729	\$ 131,694	\$ 345,373	\$ (70,373)	\$ 275,000	47.9%	20.5%
240 Group Insurance	\$ 643,286	\$ 290,942	\$ 725,754	\$ -	\$ 725,754	40.1%	20.0%
240 Mental Health	\$ -	\$ 22,886	\$ 60,000	\$ -	\$ 60,000	38.1%	61.0%
240 Deductible Stipend	\$ 36,882	\$ 5,197	\$ 35,000	\$ -	\$ 35,000	14.8%	0.0%
270 Worker's Compensation Fund	\$ 17,075	\$ 23,705	\$ 20,412	\$ 4,526	\$ 24,938	95.1%	1.1%
280 Unemployment Insurance	\$ 12,728	\$ 2,696	\$ 13,238	\$ -	\$ 13,238	20.4%	0.0%
<b>Total 200:</b>	<b>\$ 1,370,203</b>	<b>\$ 684,521</b>	<b>\$ 1,669,678</b>	<b>\$ (59,120)</b>	<b>\$ 1,610,558</b>	<b>42.5%</b>	<b>20.9%</b>
<b>300 Purchased Professional &amp; Technical</b>							
320 Special Education Contractors	\$ 134,028	\$ 68,598	\$ 135,000	\$ -	\$ 135,000	50.8%	23.8%
320 Counseling Services - (FY20 LCSW-Mental Health)	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
320 Math Center Contract	\$ -	\$ 41,000	\$ 80,000	\$ -	\$ 80,000	51.3%	0.0%
320 Guardian	\$ -	\$ -	\$ 60,000	\$ (60,000)	\$ -	0.0%	0.0%
330 Employee Training & Development	\$ 5,907	\$ 2,360	\$ -	\$ 62,232	\$ 62,232	3.8%	0.0%
330 TSSA - Training & Development (\$88,800 between PD/Travel)	\$ 32,977	\$ -	\$ 30,000	\$ 20,000	\$ 50,000	0.0%	0.0%
330 LAND TRUST - Training & Development	\$ 30,404	\$ 11,206	\$ 24,000	\$ -	\$ 24,000	46.7%	0.0%
330 SpEd Training & Development	\$ 2,970	\$ 2,340	\$ 6,000	\$ -	\$ 6,000	39.0%	0.0%
330 LETRS Professional Learning Grant PD	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
330 SEDC Services	\$ 3,861	\$ 2,535	\$ 3,891	\$ -	\$ 3,891	65.2%	0.0%
340 Audit	\$ 15,912	\$ 9,975	\$ 16,600	\$ -	\$ 16,600	60.1%	0.0%
345 Business Manager Services	\$ 79,908	\$ 41,154	\$ 82,308	\$ -	\$ 82,308	50.0%	20.0%
349 Legal Services	\$ 465	\$ 450	\$ 8,000	\$ -	\$ 8,000	5.6%	0.0%
350 Technical Services (IT)	\$ 101,974	\$ 88,084	\$ 147,600	\$ -	\$ 147,600	59.7%	16.4%
580 Admin & Teacher Travel (Meals)	\$ 27,248	\$ 738	\$ 7,000	\$ -	\$ 7,000	10.5%	113.3%
580 TSSA - Travel (\$88,800 between PD/Travel)	\$ 20,763	\$ 544	\$ 20,280	\$ 18,520	\$ 38,800	1.4%	0.0%
580 LAND TRUST - Travel	\$ 863	\$ 5,916	\$ 6,000	\$ -	\$ 6,000	98.6%	0.0%
580 SpEd - Travel	\$ 1,511	\$ 2,271	\$ 1,500	\$ 1,500	\$ 3,000	75.7%	0.0%
580 SpEd Contracted Employee Travel	\$ 3,386	\$ 1,717	\$ 3,500	\$ -	\$ 3,500	49.1%	141.5%
<b>Total 300:</b>	<b>\$ 462,177</b>	<b>\$ 278,888</b>	<b>\$ 631,679</b>	<b>\$ 42,252</b>	<b>\$ 673,931</b>	<b>41.4%</b>	<b>13.8%</b>
<b>400 Purchased Property Services</b>							
411 Water/Sewage	\$ 9,360	\$ 5,496	\$ 12,000	\$ -	\$ 12,000	45.8%	22.1%
411 Water Rights	\$ -	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%	0.0%
412 Disposal Services	\$ 17,063	\$ 8,387	\$ 15,480	\$ -	\$ 15,480	54.2%	29.2%
420 Cleaning Services	\$ 5,880	\$ 3,330	\$ 5,800	\$ 700	\$ 6,500	51.2%	0.0%
431 Lawn Care Services	\$ 12,430	\$ 7,735	\$ 12,000	\$ 4,100	\$ 16,100	48.0%	0.0%
431 Non-Technology Repairs & Maintenance	\$ 31,638	\$ 23,758	\$ 33,000	\$ -	\$ 33,000	72.0%	57.4%
432 Copy Machine Servicing	\$ 7,071	\$ -	\$ 13,000	\$ (6,000)	\$ 7,000	0.0%	0.0%
<b>Total 400:</b>	<b>\$ 83,442</b>	<b>\$ 48,706</b>	<b>\$ 92,280</b>	<b>\$ (1,200)</b>	<b>\$ 91,080</b>	<b>53.5%</b>	<b>31.1%</b>
<b>500 Other Purchased Services</b>							
518 Field Trips / Bus Rental	\$ 2,734	\$ 125	\$ 3,000	\$ -	\$ 3,000	4.2%	0.0%
522 Property & Liability Insurance	\$ 47,784	\$ 22,360	\$ 52,838	\$ -	\$ 52,838	42.3%	72.4%
530 Telephone	\$ 10,856	\$ 600	\$ 11,000	\$ -	\$ 11,000	5.5%	20.5%
540 Marketing	\$ 6,242	\$ 1,779	\$ 9,000	\$ -	\$ 9,000	19.8%	0.0%
<b>Total 500:</b>	<b>\$ 67,616</b>	<b>\$ 24,864</b>	<b>\$ 75,838</b>	<b>\$ -</b>	<b>\$ 75,838</b>	<b>32.8%</b>	<b>61.8%</b>



	(996 Students) FY24 Actuals	Current Yr Actuals	(1000 Students) Approved Budget	Changes	1016 Forecast	% of Forecast	% Change From Prior Mth
<b>600 Supplies and Materials</b>							
610a Classroom Supplies	\$ 52,113	\$ 41,644	\$ 44,680	\$ 27,320	\$ 72,000	57.8%	5.5%
610a TSSA - Supplies	\$ 7,610	\$ -	\$ 18,320	\$ (18,320)	\$ -	0.0%	0.0%
610a LAND TRUST	\$ -	\$ 225	\$ 12,000	\$ (9,000)	\$ 3,000	7.5%	10.3%
610b Special Ed Supplies	\$ 9,522	\$ 3,166	\$ 10,000	\$ -	\$ 10,000	31.7%	10.0%
610 Elective Supplies	\$ -	\$ -	\$ 6,000	\$ -	\$ 6,000	0.0%	0.0%
610c Theatre Supplies	\$ 4,241	\$ 1,235	\$ 7,000	\$ -	\$ 7,000	17.6%	17.0%
610d CCA Expenses	\$ 4,456	\$ 3,180	\$ 5,179	\$ -	\$ 5,179	61.4%	0.0%
610e Student Activity Supplies / Incentives	\$ 11,739	\$ 6,452	\$ 14,000	\$ -	\$ 14,000	46.1%	26.3%
610f Board Expenses/meals	\$ 3,666	\$ 1,385	\$ 10,000	\$ -	\$ 10,000	13.9%	0.0%
610g Office Supplies/General	\$ 34,581	\$ 24,582	\$ 35,000	\$ -	\$ 35,000	70.2%	1.1%
610h Safety Supplies	\$ 1,602	\$ 1,570	\$ 4,000	\$ -	\$ 4,000	39.3%	0.0%
School Safety Grant	\$ 3,245	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
610i GWA Gives Back	\$ -	\$ -	\$ 1,300	\$ -	\$ 1,300	0.0%	0.0%
610j First Aid Supplies	\$ 388	\$ 206	\$ 1,000	\$ -	\$ 1,000	20.6%	0.0%
610k Director Discretionary Fund	\$ 8,734	\$ 5,084	\$ 10,000	\$ -	\$ 10,000	50.8%	0.0%
610m Staff Lounge	\$ 5,033	\$ 5,596	\$ 6,000	\$ -	\$ 6,000	93.3%	0.0%
610n Swag Store	\$ -	\$ 240	\$ -	\$ -	\$ -	0.0%	0.0%
610o Christmas Party	\$ 4,975	\$ 4,999	\$ 5,000	\$ -	\$ 5,000	100.0%	125.2%
610p Health and Wellness	\$ 1,685	\$ 592	\$ 3,000	\$ -	\$ 3,000	19.7%	14.3%
610q Non Food Lunch Supplies	\$ 23,851	\$ 17,987	\$ -	\$ 20,000	\$ 20,000	89.9%	7.3%
621 Natural Gas	\$ 12,039	\$ 1,423	\$ 14,000	\$ -	\$ 14,000	10.2%	101.0%
622 Electricity	\$ 43,346	\$ 27,550	\$ 43,000	\$ -	\$ 43,000	64.1%	10.2%
630 School Lunch Prgm	\$ 248,244	\$ 139,884	\$ 230,000	\$ (20,000)	\$ 210,000	66.6%	18.9%
641 Textbooks/Curriculum	\$ 47,705	\$ 21,512	\$ 79,794	\$ (46,100)	\$ 33,694	63.8%	1.0%
641 TSSA - Curriculum	\$ 39,200	\$ 42,533	\$ 39,200	\$ 11,500	\$ 50,700	83.9%	0.0%
641 UCCRSC	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
641 Digital Teaching & Learning Curriculum	\$ 47,152	\$ 34,600	\$ 14,000	\$ 20,600	\$ 34,600	100.0%	0.0%
641 SpEd - Textbooks/Curriculum	\$ 922	\$ 9,767	\$ 29,855	\$ 15,000	\$ 44,855	21.8%	0.0%
644 Library Books	\$ 4,324	\$ 2,733	\$ 4,000	\$ -	\$ 4,000	68.3%	0.0%
650 Tech Related Supplies	\$ 46,519	\$ 5,935	\$ -	\$ 2,700	\$ 2,700	219.8%	17.7%
670 Educational Software	\$ 19,000	\$ -	\$ 15,700	\$ (15,700)	\$ -	0.0%	0.0%
670 Early Interactive Software - Educational Software	\$ -	\$ 33,151	\$ -	\$ 33,151	\$ 33,151	100.0%	0.0%
670 TSSA - Educational Software (\$75,900 between hardware/software)	\$ -	\$ 9,674	\$ 10,800	\$ 15,700	\$ 26,500	36.5%	0.0%
670 LAND TRUST - Educational Software	\$ 9,551	\$ 18,535	\$ 14,700	\$ 5,300	\$ 20,000	92.7%	0.0%
670 SpEd - Educational Software	\$ -	\$ -	\$ 3,400	\$ -	\$ 3,400	0.0%	0.0%
680 Maintenance Supplies & Material	\$ 37,421	\$ 25,848	\$ 40,000	\$ -	\$ 40,000	64.6%	24.7%
<b>Total 600:</b>	<b>\$ 732,864</b>	<b>\$ 491,288</b>	<b>\$ 730,928</b>	<b>\$ 42,151</b>	<b>\$ 773,079</b>	<b>63.5%</b>	<b>8.9%</b>
<b>700 Property</b>							
710 Land and Site Improvements & Building	\$ 99,353	\$ 59,026	\$ 25,000	\$ 48,000	\$ 73,000	80.9%	1.1%
710 School Safety Grant	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	0.0%	0.0%
733 Furniture and Fixtures	\$ 18,311	\$ 10,235	\$ 20,000	\$ -	\$ 20,000	51.2%	5.8%
733 SpEd - Furniture and Fixtures	\$ 1,533	\$ 1,080	\$ 1,296	\$ -	\$ 1,296	83.3%	0.0%
734 Technology Hardware	\$ 54,929	\$ -	\$ 2,700	\$ (2,700)	\$ -	0.0%	0.0%
734 TSSA - Tech Hardware (\$75,900 between hardware/software)	\$ -	\$ -	\$ -	\$ 1,400	\$ 1,400	0.0%	0.0%
734 LAND TRUST - Hardware	\$ 18,607	\$ -	\$ 55,000	\$ -	\$ 55,000	0.0%	0.0%
734 SpEd - Tech Hardware	\$ 3,108	\$ -	\$ 345	\$ -	\$ 345	0.0%	0.0%
734 ESSER III - Tech Hardware	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
734 Digital Teaching & Learning Hardware	\$ -	\$ -	\$ 15,000	\$ -	\$ 15,000	0.0%	0.0%
734 School Safety Grant	\$ 24,962	\$ 4,033	\$ -	\$ 4,033	\$ 4,033	100.0%	0.0%
736 Technology Software	\$ 2,020	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
736 TSSA - Software (\$75,900 between hardware/software)	\$ 38,782	\$ 46,995	\$ 48,000	\$ -	\$ 48,000	97.9%	0.0%
736 LAND TRUST - Software	\$ 10,773	\$ -	\$ 5,500	\$ (5,500)	\$ -	0.0%	0.0%
736 SpEd - Software	\$ 2,771	\$ 1,680	\$ 1,800	\$ -	\$ 1,800	93.3%	0.0%
736 School Safety Grant	\$ 23,100	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
739 Kitchen Equipment	\$ 643	\$ -	\$ 23,440	\$ (10,440)	\$ 13,000	0.0%	0.0%
790 Cap Ex Fund	\$ 227,009	\$ 31,626	\$ 150,000	\$ -	\$ 150,000	21.1%	0.0%
<b>Total 700:</b>	<b>\$ 525,901</b>	<b>\$ 154,675</b>	<b>\$ 348,081</b>	<b>\$ 84,793</b>	<b>\$ 432,874</b>	<b>35.7%</b>	<b>0.8%</b>
<b>800 Debt Service &amp; Miscellaneous</b>							
810 Dues and Fees	\$ 15,132	\$ 12,738	\$ 19,000	\$ -	\$ 19,000	67.0%	3.3%
830 Bond Restricted Assets (Interest)	\$ 469,512	\$ 234,756	\$ 436,912	\$ -	\$ 436,912	53.7%	20.0%
840 Bond Restricted Assets (Principal)	\$ 815,000	\$ 407,500	\$ 845,000	\$ -	\$ 845,000	48.2%	20.0%
833 Bond Fees	\$ 51,670	\$ 2,800	\$ 33,800	\$ -	\$ 33,800	8.3%	0.0%
890 Miscellaneous	\$ 618	\$ (583)	\$ -	\$ -	\$ -	0.0%	0.0%
<b>Total 800:</b>	<b>\$ 1,351,932</b>	<b>\$ 657,211</b>	<b>\$ 1,334,712</b>	<b>\$ -</b>	<b>\$ 1,334,712</b>	<b>49.2%</b>	<b>19.4%</b>
<b>Total Expenses:</b>	<b>\$ 10,156,583</b>	<b>\$ 5,197,524</b>	<b>\$ 10,759,528</b>	<b>\$ 192,996</b>	<b>\$ 10,952,524</b>	<b>47.5%</b>	<b>19.5%</b>
<b>Net Income:</b>	<b>\$ 989,924</b>	<b>\$ 585,526</b>	<b>\$ 416,251</b>	<b>\$ 388,612</b>	<b>\$ 804,863</b>	<b>72.7%</b>	
					<b>\$ 250,000</b>	<b>Restricted Forecasted Spend Down</b>	
					<b>\$ 744,410</b>	<b>Food Service</b>	<b>\$ (79,284)</b>
					<b>\$ 60,453</b>	<b>SpEd</b>	<b>\$ 60,453</b>
<b>Cap Ex Fund:</b>		<b>At year end: \$ 176,393</b>		<b>Use: \$0</b>	<b>At year end: \$ 294,767</b>		
<b>(Unrestricted over \$350,000) Special Project Fund:</b>		<b>Beg of Year \$ 185,261</b>			<b>At year end: \$ 579,671</b>		
<b>Fund Reserve:</b>			<b>\$ 7,413,538</b>		<b>\$ 7,880,197</b>		

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of December 31, 2024

	Dec 31, 24
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
<b>8110 · Cash in Banks</b>	
8111 · Cache Valley Bank Accounts	
1 · Petty Cash	179.07
8111.1 · Cache Valley Bank (2050)	3,000.00
8111.3 · Cache Valley Checking (8114)	1,657,741.95
<b>Total 8111 · Cache Valley Bank Accounts</b>	1,660,921.02
8116 · PTIF	6,843,401.99
<b>8120 · US Bank Accounts</b>	
8120.1C · Principal Fund 2015 (80001)	644,186.08
8120.2 · Interest Fund 2008 (9002)	0.02
8120.2B · Interest Fund 2011 (5001)	0.01
8120.2C · Interest Fund 2015 (80002)	141,910.89
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)	72,404.49
<b>Total 8120 · US Bank Accounts</b>	2,294,413.99
<b>Total 8110 · Cash in Banks</b>	10,798,737.00
<b>Total Checking/Savings</b>	10,798,737.00
<b>Other Current Assets</b>	
8130 · Accounts Recievable	
8135 · Utah State Sales Tax	3,646.53
<b>Total 8130 · Accounts Recievable</b>	3,646.53
<b>Total Other Current Assets</b>	3,646.53
<b>Total Current Assets</b>	10,802,383.53
<b>TOTAL ASSETS</b>	<b>10,802,383.53</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
9513 · Accounts Payable-bill.com	30,301.47
<b>Total Accounts Payable</b>	30,301.47
<b>Credit Cards</b>	
9531 · Visa Card	
9531a · VISA Card - Jessica's Card	8,358.05
9531f · VISA Card - Christine's Card	64.46
<b>Total 9531 · Visa Card</b>	8,422.51
<b>Total Credit Cards</b>	8,422.51
<b>Other Current Liabilities</b>	
9510 · Accounts Payable	546.85
9530 · Accrued Liabilities	
9535 · Accrued Bond Liability	423,800.02
<b>Total 9530 · Accrued Liabilities</b>	423,800.02
9540 · Accrued Salaries & Withholdings	
9544 · Utah State Withholding	17,736.00
9545 · Payroll Liabilities	
9545.0 · HSA	-666.67
<b>Total 9545 · Payroll Liabilities</b>	-666.67

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of December 31, 2024

---

	Dec 31, 24
Total 9540 · Accrued Salaries & Withholdings	17,069.33
9540a · Payroll & Benefit YE Accrual	352,543.09
9550 · Due to Other Funds	315,684.26
9560 · Deferred Revenue	
9561 · Local	28,239.85
Total 9560 · Deferred Revenue	28,239.85
Total Other Current Liabilities	1,137,883.40
Total Current Liabilities	1,176,607.38
Total Liabilities	1,176,607.38
Equity	
30000 · Opening Balance Equity	193.93
9820 · Net Assets - Restricted	274,126.04
9830 · Retained Earnings	8,336,409.18
9850 · Unreserved Fund Balances	7,398.97
9859 · Undesignated Fund Balance	422,122.16
Net Income	585,525.87
Total Equity	9,625,776.15
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>10,802,383.53</b>



## PROPOSAL FOR BOARD ACTION

**Proposal Title:** Scissor Lift

**Submitted by:** Steve Erickson

**Originating Committee:** Campus Management

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 have some areas of the building that are around 20 feet high that are difficult to reach for maintenance such as changing light bulbs, painting, ceiling tiles, HVAC system.

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

In the past we had borrowed or rented a lift to accomplish these tasks. The price for rental was around \$250 per day. We also had issues with needing it and they were not available.

Finance

### **Assessment:**

### **Recommendation:**

We propose to purchase a lift that we can store on site and use when needed. We feel that we can accomplish these tasks with a used lift for now and recommend going with United Rental for the amount of \$6000.00.

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





BRANCH DN4  
1280 REDLEDGE RD  
WASHINGTON UT 84780-1308  
435-628-4100  
435-528-4155 FAX

# 241755132

**Job Site**  
BRANCH DN4  
1280 REDLEDGE RD  
WASHINGTON UT 84780-1308  
**Office:** 435-628-4100 **Job:** 435-628-4100

**Customer #** : 6263658  
**Quote Date** : 11/22/24  
  
**UR Job Loc** :  
**UR Job #** :  
**Customer Job ID:**  
**P.O. #** : GEORGE WASHINGTON  
**Ordered By** : JESSICA BENTLEY  
**Written By** : CHRIS JONES  
**Salesperson** : CHRISTOPHER JONES

BRANCH DN4  
1280 REDLEDGE RD  
WASHINGTON UT 84780-1308

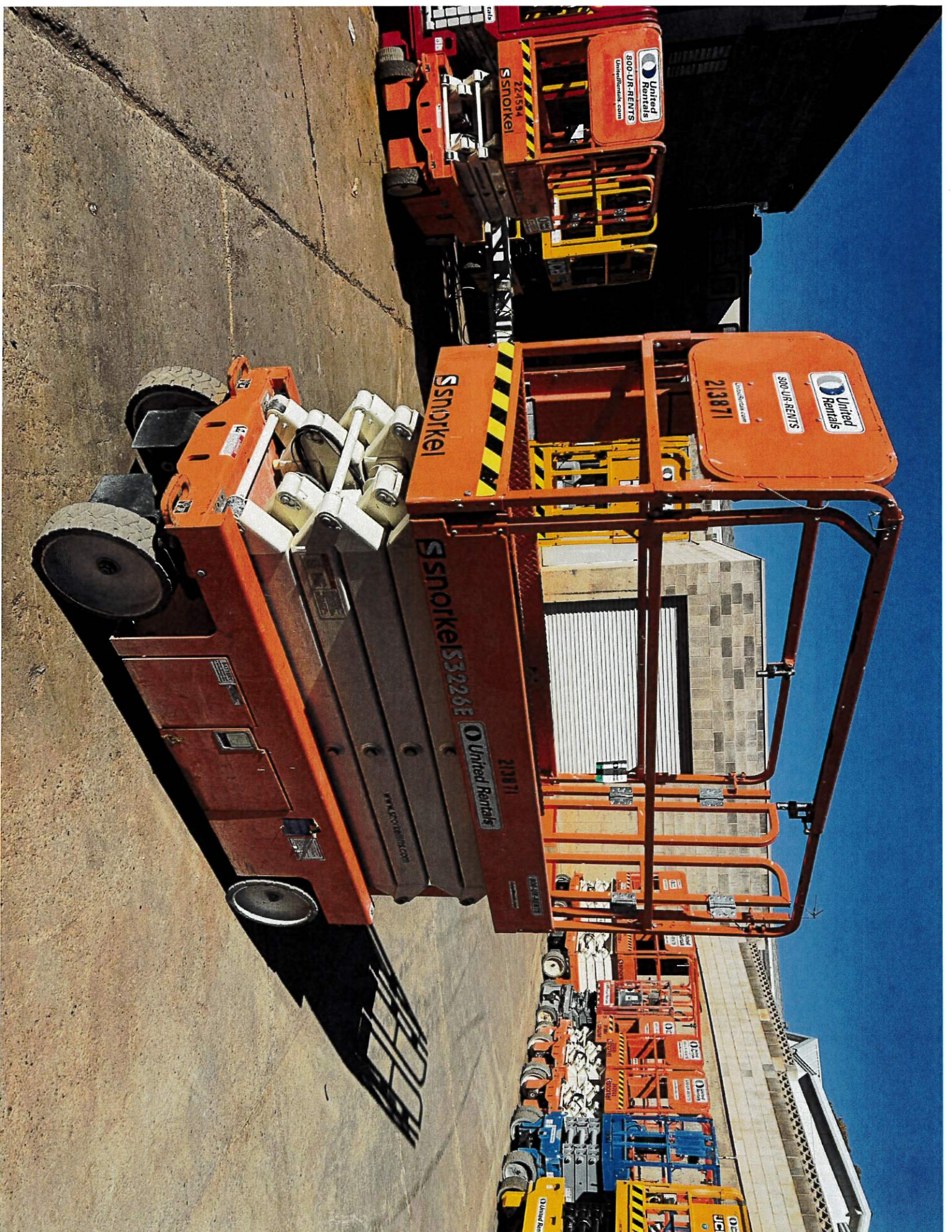
**This is not an invoice  
Please do not pay from this document**

Qty	Equipment #	Price	Amount
1	213871AH CC: 300-2515 SCISSOR LIFT 24-26' ELECTRIC 30-36" WIDE Make: SNORKEL Model: S3226E Serial #: S3226E-04-180800607 Model Year: 18 HR OUT: 342.400	6000.00	6000.00
<b>Sub-total:</b>			6000.00
<b>Tax:</b>			<del>405.00</del>
<b>Total:</b>			6405.00

Note: This proposal may be withdrawn if not accepted within 30 days.

WHERE PERMITTED BY LAW, UNITED RENTALS MAY IMPOSE A SURCHARGE OF 2.0% FOR CREDIT CARD PAYMENTS ON CHARGE ACCOUNTS. THIS SURCHARGE IS NOT GREATER THAN OUR MERCHANT DISCOUNT RATE FOR CREDIT CARD TRANSACTIONS AND IS SUBJECT TO SALES TAX.  
THIS IS NOT A SALE AGREEMENT/INVOICE. THE ITEMS LISTED ABOVE ARE SUBJECT TO AVAILABILITY AND ACCEPTANCE OF THE TERMS AND CONDITIONS OF UNITED'S SALE AGREEMENT/INVOICE WHICH ARE AMENDED FROM TIME TO TIME AND POSTED ONLINE AT <https://www.unitedrentals.com/legal/sale-agreement> AND INCORPORATED HEREIN BY REFERENCE. A PAPER COPY OF THE SALE AGREEMENT/INVOICE TERMS IS AVAILABLE UPON REQUEST.





United Rentals  
300-UR-RENTS  
UnitedRentals.com

213871

Snoitel

SSNOITELSS3226E

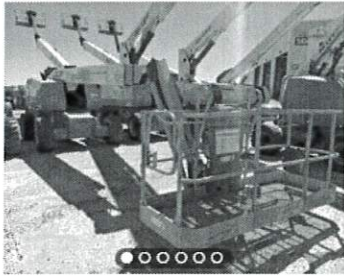
United Rentals

213871

www.unityrentals.com



2013 JLG 660SJ  
Telescopic Boom Lifts



USD \$25,000

Get Shipping Quotes

Hours: 4,233

Location: Parowan, Utah

Email Seller (702) 323-7461

Seller: Blue Point Sales & Metals

2016 JLG 1930ES  
Slab Scissor Lifts



USD \$5,500

Get Shipping Quotes

Hours: 302

Location: Parowan, Utah

Email Seller (702) 323-7461

Seller: Blue Point Sales & Metals

2016 JLG 1930ES  
Slab Scissor Lifts



USD \$5,500

Get Shipping Quotes

Hours: 313

Location: Parowan, Utah

Email Seller (702) 323-7461

Seller: Blue Point Sales & Metals

2016 JLG 1930ES  
Slab Scissor Lifts



USD \$5,500

Get Shipping Quotes

Hours: 423

Location: Parowan, Utah

Email Seller (702) 323-7461

Seller: Blue Point Sales & Metals

2007 JLG 1930ES  
Slab Scissor Lifts

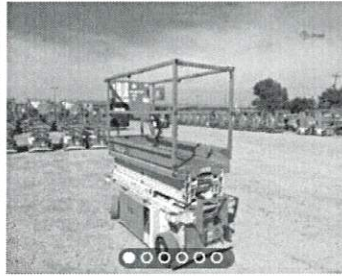


USD \$4,750

Get Shipping Q

Hours: 431

2015 JLG 1932RS  
Slab Scissor Lifts



USD \$5,500

Get Shipping Quotes

Hours: 403

2015 JLG 1932RS  
Slab Scissor Lifts



USD \$5,500

Get Shipping Quotes

Lift Capacity: 500 lb



+ Shipping Charge

Steven,

I have this scissor lift available in my dealer network. It will have to be shipped in if you do want to order it. With being a smaller business, I don't have any equipment on hand.

**YEAR: 2014**  
**MAKE: GENIE**  
**MODEL: GS3232**

- **38' MAX WORK HEIGHT**
- **32' MAX PLATFORM HEIGHT**
- **PLATFORM EXTENSION**
- **NEW NON MARKING TIRES**
- **ON BOARD CHARGER**
- **500LB CAPACITY**
- **336 HOURS**

\$12,950  
\$1300 shipping

Thank you for your Business!!!

Kevan Ellett  
Industrial Battery & Forklift Repair  
(435)703-5436  
430 S. 250 E.  
Ivins, Utah 84738  
[industrialbatteryrepair.com](http://industrialbatteryrepair.com)

New & Used Equipment Available!

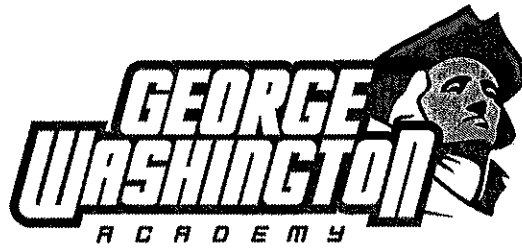


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----- On Fri, 15 Nov 2024 13:43:04 -0800 **Kevan Ellett** <[service@industrialbatteryrepair.com](mailto:service@industrialbatteryrepair.com)> wrote ----

One attachment • Scanned by Gmail





## PROPOSAL FOR BOARD ACTION

**Proposal Title:** Chalk Renewal

**Submitted by:** Steve Erickson

**Originating Committee:** Technology

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:**

This is the yearly renewal of the Chalk Software Platform (Curriculum and Instruction). Teachers use this every day for lesson planning and day to day schedule.

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

**Assessment:**

**Recommendation:**

We are recommended that we continue to renew this software for the term from February 2025 - February 2026 in the amount of \$6,193.37.

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



Submitted By: Steve Erickson

Date: 12/12/24 Vendor: \_\_\_\_\_

Website/Contact Info: Powerschool

**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. #  
2024-1395

School Credit Card Purchase

School Credit Card (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
		Chalk		
		Curriculum & Instruction		5,048. <sup>57</sup>
		Implementation & Support		1,144. <sup>80</sup>

**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: 736

Principal Discretionary Land Trust  
Curriculum CCA  
Student Incentives  
Special Education

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

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

**Procurement:**  
If the item is over \$100 and/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	
<b>TOTAL</b>	<b>\$ 6,193.<sup>37</sup></b>

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



Remit Email: aashna.narain@powerschool.com  
 Quote Date: 4-NOV-2024  
 Quote #: Q-916530-1

Sales Quote - This is Not An Invoice

Prepared By: Aashna Narain  
 Customer Name: George Washington Academy  
 Contract Term: 12 Months  
 Start Date: 28-FEB-2025  
 End Date: 27-FEB-2026  
 Billing Frequency: Annually

Customer Contact: Jessica Bentley  
 Title: Purchasing Secretary  
 Address: 2277 S. 3000 E., St. George  
 City: St George  
 State/Province: Utah  
 Zip Code: 84790  
 Phone #: (435) 673-2232

Product Description	Quantity	Unit	Extended Price
Initial Term 28-FEB-2025 - 27-FEB-2026 License and Subscription Fees			
Chalk Curriculum & Instruction	1.00	Each	USD 5,048.57
Chalk Implementation & Support	1.00	Each	USD 1,144.80

License and Subscription Totals: **USD 6,193.37**

**Quote Total**

<b>Initial Term</b>	<b>28-FEB-2025 - 27-FEB-2026</b>
<b>Amount To Be Invoiced</b>	<b>USD 6,193.37</b>

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions of the main services agreement executed between PowerSchool and Customer that is in effect at the time of this quote, or if no such agreement is in effect, then the terms and conditions found at [https://www.powerschool.com/MSA\\_Mar2024/](https://www.powerschool.com/MSA_Mar2024/), as may be amended.

By either (i) executing this quote or (ii) accessing the services described herein, Customer agrees that the subscription for such services will continue for succeeding subscription periods on the same terms and conditions as set forth herein (subject to a standard annual price uplift) unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the current subscription period.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

George Washington Academy

Signature:

Signature:



Printed Name: Eric Shander

Printed Name:

Jessica Bentley

Title: Chief Financial Officer

Job Title:

Purchasing

Date: 17-MAY-2024

Date:

PO Number: \_\_\_\_\_



## **PROPOSAL FOR BOARD ACTION**

**Proposal Title:** 2025-2026 School Year Calendar Updated

**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 update the 2025-2026 school year calendar with the updated dates from the Washington County School District's calendar.

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

**Assessment:**

**Recommendation:**

Review the attached calendar and approve.

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



**Academics.  
Leadership.  
Community.**



**Student  
2025-2026**

Revised 1/23/2025

Aug 11 (M)	1 <sup>st</sup> Day of School - Grades 1 <sup>st</sup> -7 <sup>th</sup>	Mar 9-13 (M-F)	Spring Break (No School)
Aug 18 (M)	1 <sup>st</sup> Day of School - Kindergarten	Apr 3 (F)	Spring Recess (No School)
Sept 1 (M)	Labor Day (No School)	May 22 (Th)	Last Day of School-Minimum Day 1pm
Sept 15-19 (M-F)	SLCs (Release at 1:00PM)	First Day of School - Grades 1 <sup>st</sup> - 7 <sup>th</sup>	
Oct 9-10 (Th-F)	Fall Break (No School)	First Day of School - Kindergarten	
Nov 26-28 (W-F)	SEOP/Thanksgiving Break (No School)	Last Day of School (Minimum Day - Out at 1pm)	
Dec 22 (M)-Jan 2 (F)	Winter Break (No School)	Teacher Prep Days - No Students 10/13, 12/1, 1/5, 3/16, 4/6	
Jan 19 (M)	Martin L. King, Jr. Day (No School)	Minimum Day (Release at 1:00PM)	
Feb 9-13 (M-F)	SLCs (Release at 1:00PM)	Quarter 1 - Aug 8-Oct 17, Quarter 2 - Oct 20-Dec 19	
Feb 16 (M)	President's Day (No School)	Quarter 3 - Jan 5-Mar 6, Quarter 4 - Mar 16-May 21	

JULY 2025						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2025						
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

SEPTEMBER 2025						
SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2025						
SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17*	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025						
SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

DECEMBER 2025						
SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19*	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2026						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6*	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2026						
SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026						
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

JUNE 2026						
SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



## PROPOSAL FOR BOARD ACTION

**Proposal Title:** Civility 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:**

Blake presented the attached Civility policy to help mitigate confrontation between stakeholders.

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

**Assessment:**

We used the civility policy from Vista School as the model

**Recommendation:**

Review the attached policy and approve.

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

## 110 - Civility Policy



The George Washington Academy (GWA) School Board believes that a safe, civil, and respectful environment is essential to the successful operation of schools. Conversely, uncivil conduct (see definition) interferes with students ability to learn, a school's ability to educate its students, and an administrator's ability to manage and lead the school community.

Through participation in school activities and/or school sponsored activities, students, staff, parents, community members, and administrators shall be accountable for the promotion of and demonstration of civil conduct, communication, and problem-solving throughout the school or at locations of school-sponsored activities. The Board is committed to support this expectation and will not condone or accept uncivil conduct (see definition) on school grounds, at school-sponsored activities, or in verbal, written or electronic communications whether by students, staff, parents, community members, or administrators.

The purpose of the George Washington Academy School Board's Civility Policy:

- To promote an environment that is safe, productive, and nurturing for students;
- To provide students with appropriate models for civil and respectful communication and problem-solving; and
- To support respectful and civil interaction and communication among students, staff, parents, community members, and administrators.

### **Uncivil Conduct:**

Definition: Conducting one's self in a discourteous or disrespectful manner when communicating or interacting with others.

Uncivil Conduct includes, but is not limited to, behaviors such as: directing vulgar, obscene or profane gestures or words at another individual; taunting, jeering, inciting others to taunt or jeer at an individual; interrupting another individual repeatedly or raising one's voice in anger at another person; imposing personal demands at times or in settings where they conflict with assigned duties and cannot reasonably be met; using derogatory epithets; gesturing in a manner that puts another in fear for his/her personal safety; invading the personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location, remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave; violating the privacy of another individual's belongings (except for lawful searches by school officials conducted in connection with the administration of school rules and applicable laws); or other similar disruptive conduct.

Uncivil conduct does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as:

1. the ideas are presented in a respectful manner and at a time and place that are appropriate, and
2. such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process.

## 110 – Civility Policy (cont.)

---

### **Implementation of the Civility Policy:**

In all cases, individuals who perceive they have been treated in an uncivil manner will be urged to resolve their concerns promptly through direct or assisted communication with the person(s) at the source of the concern. When this is not possible or appropriate, any person who needs help in identifying and/or using appropriate problem-solving procedures may seek assistance from a school administrator or supervisor.

Severe or persistent acts of uncivil conduct may be in violation of other George Washington Academy School Board's policies. Violation of such policies may result in further action as applicable. Nothing in this policy is intended to interfere with the ability of school officials to maintain order and discipline in the schools or to enforce school rules and applicable policies and laws.

The Director or designee shall communicate this policy annually with students, staff, parents, community members, and administrators.



## PROPOSAL FOR BOARD ACTION

**Proposal Title:** Health and Wellness Policy Update

**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:**

Steve Erickson met with the Health and Wellness committee to get feedback on replacing our old policy with a model policy provided by the state. Our lunch program assessments will be easier to match up with the model policy.

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

### **Assessment:**

We used the state's model policy and parts of our old policy to update the new policy.

### **Recommendation:**

Review the attached policy and approve.

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



### Rationale:

The link between nutrition, physical activity and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and life-long health and well-being. Healthy eating and physical activity are essential to reduce risk for many chronic diseases. Schools have a responsibility to help students learn, establish and maintain lifelong healthy eating and activity patterns. Well planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health as well as their behavior and academic achievement in school. Employee wellness also is an integral part of a healthy school environment, since school employees can be daily role models for healthy behaviors.

### Goal

All students at George Washington Academy (GWA) will possess the knowledge and skills necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All faculty and staff at GWA are encouraged to model healthy eating and physical activity as a valuable part of daily life.

To meet this goal, GWA adopts this school wellness policy with the following commitments to nutrition education, physical activity, nutrition guidelines, other school based activities, and implementations. This policy is designed to effectively utilize school and community resources to equitably serve the needs and interests of all students, families, and staff, taking into consideration difference in culture.

This policy will be made available to our stakeholders on the school website, through staff training, and education of the students and families.

GWA shall engage the community in supporting the work of the local school in creating continuity between schools and other settings for students and staff to practice lifelong healthy habits. GWA shall establish and maintain an infrastructure for management, oversight, implementation, communication, and monitoring of the policy. The GWA community (including parents, students, food service professionals, physical education teachers, school health professionals, community health partners, school nurses, the GWA board, and administrators) shall be encouraged and invited via email to participate in the development and assessment of the wellness policy. GWA may utilize a self-evaluation or planning tool to assess the effectiveness and quality of the policy.

### Nutrition

GWA is committed to providing meals to students that offer an abundance of fresh fruits and vegetables, whole grains, and fat-free or low-fat dairy products, provide zero grams of trans-fat per serving, and limit saturated fat

## 455 - Health and Wellness Policy (cont.)

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and sodium. Meal programs at GWA shall seek to help children develop lifelong healthy eating behaviors, support healthy choices, and improve overall student health and well-being through the following policies and practices.

### Nutrition Education

- Nutrition education is taught as part of the Utah Core Standards for Health Education in grades K-7 consistent with R277-700.
- The nutrition curriculum is based on the Utah Core Standards for Health Education, which includes culturally and developmentally appropriate material.
- Nutrition education is incorporated into classroom instruction beyond health in subject areas such as mathematics, social sciences, language arts, and science.
- School nutrition services and health educators coordinate to link the nutrition curriculum with activities in the cafeteria. The cafeteria is used to provide opportunities for students to apply lessons from the classroom and adopt healthy behaviors by choosing food in the cafeteria.
- Nutrition education and training are provided to teachers and other staff to help model and encourage healthy behaviors.

### School Food Culture

- Fresh fruits and vegetables, whole grains, and fat-free or low-fat dairy products are featured in school menus, are displayed in an attractive manner, and are prepared appropriately.
- Food items available to children through school meals, a la carte, celebrations, fundraisers, etc. support healthy food choices and the goal of improving student health and well-being.
- GWA shall provide an environment that ensures students have the best opportunity to practice healthy eating behaviors with minimal distractions. There shall be no advertising on GWA property that conflicts with health information provided through nutrition education and wellness efforts.
- All items sold to students during the school day meet the USDA Smart Snacks in School nutrition standards. Questions regarding food-related fundraisers, school stores, etc. should be directed to the Food Service Department.

### Eating Time

- GWA recognizes mealtime as an integral time that allows students to enjoy eating, explore and try healthy options, as well as socialize. Students shall be provided at a minimum of 10 minutes for traditional breakfast and breakfast after the bell models and 20 minutes for lunch, which excludes time to arrive at the cafeteria and waiting in line.
- Breakfast in the Classroom may be counted as instructional time.
- Students are served meals at an appropriate and reasonable time of day.
- Lunch shall follow recess whenever possible, which can help to increase the intake of healthy items, decrease food waste, and improve behavior. Considerations shall be made for students with medical needs, such as diabetes and hypoglycemia.

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pending Board approval 1-23-2025

Approved by the GWA Board on 07/16/2015, Revised 10/19/2018, Revised 5/27/2021

## Celebrations and Rewards

- GWA shall not regularly use food as a reward or incentive for children, as they may undermine healthy nutrition practices being taught, teach children to eat when they are not hungry, and set the stage for unhealthy habits that can contribute to obesity.
- Teachers and parent groups shall be provided with a list of fun, non-food rewards, and celebration ideas.
- Food and beverages shall not regularly be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

## Promotion & Marketing

Promotion of food and beverages on campus shall be limited to only items that meet the USDA Smart Snacks in School nutrition standards. Students shall receive consistent nutrition messaging across settings, including classrooms, gymnasiums, and cafeterias. Nutrition messages shall be emphasized to students by using these strategies:

- Display posters in classrooms, hallways, the cafeteria, etc. to promote healthy eating.
- Conduct taste tests with students to promote healthy options, inform menu development, and garner enthusiasm around trying new foods.
- Promote nutrition programs and provide nutrition tips and snacks at interactive family events such as parent-teacher conferences.
- Host a health and wellness fair to bring in community partners and provide nutrition resources.
- Nutrition messages shall be infused into the communication channels between GWA and households/community (newsletters, social media, websites, etc.).
- Create a wellness-focused school newsletter (Healthy Patriot) to promote healthy eating and physical activity to families.
- Share short nutrition and physical activity tips during the morning announcements.
- Allow students to visit the water fountain throughout the school day and to carry water bottles in class. Letters shall be sent home to parents to encourage participation.
- Promote a healthy topic each month on a bulletin board to be displayed in the school.
- Cafeterias shall be decorated with murals, artwork, posters, and table tents to promote good nutrition during breakfast and lunch.

## Special Diets

GWA is committed to providing all students with the nutritious and safe meals they need to be healthy. In order to ensure that all children shall have an equal opportunity to participate in school meal programs, GWA shall:

- Design menus to accommodate cultural food preferences and common dietary requests, including allergies.
- Implement a written procedure to process requests for meal modifications.

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pending Board approval 1-23-2025

Approved by the GWA Board on 07/16/2015, Revised 10/19/2018, Revised 5/27/2021



## 455 - Health and Wellness Policy (cont.)

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- Create a team of individuals such as a 504 coordinator, school nurse, menu planner, food service director, teachers, aides, etc. that is tasked to:
  - ensure each child with special dietary needs receives appropriate accommodations,
  - discuss and implement best practices,
  - safeguard student confidentiality,
  - protect children in situations where food is served outside the cafeteria, such as classroom parties, and
  - involve parents and guardians in the process to prevent miscommunication.

See USDA Guidance for more information.

## Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a Comprehensive School Physical Activity Program (CSPAP) framework. CSPAP framework reflects strong coordination with the following components:

- Quality physical education is the foundation.
- Physical activity before, during, and after school.
- Staff involvement and family and community engagement.

GWA shall ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in the "Physical Education" subsection). GWA shall be encouraged to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to; recess, classroom physical activity breaks, or physical education) shall not be withheld as punishment for any reason. Teachers and other school personnel shall not use physical activity (e.g., running laps, push-ups) as punishment. GWA shall provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, GWA shall ensure that its grounds and facilities are safe, and that equipment is available to students to be active. GWA shall conduct necessary inspections and repairs.

## Physical Education

GWA shall provide students with physical education using an age-appropriate, sequential physical education curriculum consistent with the Utah Core Standards for Physical Education in grades K-7, consistent with R277-700. The physical education curriculum shall promote the benefits of a physically active lifestyle and shall help students develop skills to engage in lifelong healthy habits, as well as incorporate health education concepts.

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pending Board approval 1-23-2025

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## 455 - Health and Wellness Policy (cont.)

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The curriculum shall support the essential components of physical education, such as:

- All students shall be provided an equal opportunity to participate in physical education classes taught by qualified teachers.
- All GWA students shall participate in physical education annually (R277-700).
- The GWA physical education program shall promote student physical fitness through individualized fitness and activity assessments and shall use criterion-based reporting for each student.
- All physical education classes shall be overseen by a licensed teacher who is certified or endorsed to teach physical education.
- IDEA requires that each child with a disability participates with nondisabled children in these programs and activities to the maximum extent appropriate to the needs of that child. Physical education services, specially designed if necessary, must be made available to every child with a disability receiving free appropriate public education unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades. Each public agency must take steps to provide nonacademic and extracurricular services and activities, including athletics, in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Guidance on the legal aspects of the provision of extracurricular athletic opportunities to students is provided under the IDEA link.

## Recess (Elementary)

GWA recognizes that recess is a necessary structural component of the elementary school day for all students.

Schools:

- Shall provide at least 20 minutes of active daily recess to all elementary school students.
- Shall not withhold recess, PE, or other physical activities as a punishment for poor behavior, incomplete class work, or remediation purposes.
- Shall not require students to engage in physical activity as punishment (such as running extra laps).
- Shall provide recess before lunch when schedules allow.
  - Considerations shall be made for students with medical needs, such as diabetes and hypoglycemia.
- Shall offer outdoor recess when weather is feasible for outdoor play. Considerations shall be made for heat, cold, or other extreme weather conditions.
  - In the event that the school must conduct indoor recess, teachers and staff shall follow indoor recess guidelines that promote physical activity for students.
- Shall make accommodations for students to participate indoors for poor air quality on mandatory action days.
- Shall create schedules for recess to complement, not substitute, physical education class.
- Shall provide recess monitors or teachers to encourage students to be active and serve as role models by being physically active alongside the students whenever feasible.

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pending Board approval 1-23-2025

Approved by the GWA Board on 07/16/2015, Revised 10/19/2018, Revised 5/27/2021

## Classroom Physical Activity Breaks

GWA recognizes that students are more attentive and ready to learn if provided with periodic breaks where they can be physically active or stretch. Students shall be offered periodic opportunities to be active or to stretch throughout the day on all or most days of a typical school week. Teachers shall provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks shall complement, not substitute, physical education, recess, and class transition periods.

GWA shall provide resources, tools, and technology with ideas for classroom physical activity breaks. Healthy Bodies Healthy Minds Flipbook is a resource providing short activities that can be done in a classroom setting. Additional resources and ideas are available through USDA and the Alliance for a Healthier Generation.

## Active Academics

Teachers shall incorporate movement and kinesthetic learning approaches into core subject instruction when possible (e.g., science, mathematics, language arts, social studies) and do their part to limit sedentary behavior during the school day. GWA shall support classroom teachers in incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources.

Teachers shall serve as role models by being physically active alongside the students whenever feasible.

## Before and After School Activities

GWA shall offer opportunities for students to participate in physical activity before and/or after the school day through a variety of methods. GWA shall encourage students to be physically active before and after school. For non-active activities and clubs, GWA shall encourage movement breaks and healthy snacks.

## Active Transport

GWA shall support active transport to and from school, such as walking or biking. Under Utah Code (Utah Code 53G-4-402), GWA is required to create and distribute a Safe Routes Plan. The Safe Routes Plans shall encourage an increase in walking and biking to school.

## Health Promotion

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pending Board approval 1-23-2025

Approved by the GWA Board on 07/16/2015, Revised 10/19/2018, Revised 5/27/2021

## 455 - Health and Wellness Policy (cont.)

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### Staff Wellness

The GWA wellness committee shall develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan shall be based on input solicited from staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among staff.

GWA shall encourage staff to serve as positive role models for healthy eating and physical fitness. GWA shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nursing Mothers Accommodations - see Policy 290 Nursing Mothers Accommodations on gwacademy.org

GWA shall develop a Comprehensive School Physical Activity framework that allows staff to participate in or lead physical activity opportunities throughout the school day. An employee wellness program shall be implemented in each building to meet the unique wellness needs of school staff.

### Chronic, Infectious & Acute Disease Management

GWA shall have a minimum of one professional registered school nurse who can assist with the management of chronic, infectious, and acute diseases the students may have. The school nurse is the best person to manage these conditions in the school setting.

GWA shall have at least one automated external defibrillator (AED) per school. This device should be examined monthly to make sure all components are working properly.

A minimum of two school employees shall be certified in first aid and cardiopulmonary resuscitation (CPR). At least one person certified in first aid and CPR shall be on-site when school is in session (R392-200-9).

Before the school nurse can delegate a medical task to a school employee, the nurse shall complete an individualized healthcare plan (IHP) or emergency action plan (EAP). The delegated task shall be identified in the IHP (R156-31b-701a). The Utah Department of Health has created simplified IHPs and EAPs for use in [GWA] for students with the most common chronic health conditions (allergies, asthma, diabetes, seizures). These forms can be found at <http://choosehealth.utah.gov/prek-12/school-nurses/guidelines/forms.php>.

GWA shall provide seizure awareness training to all teachers and administrators of students with epilepsy. GWA shall provide seizure awareness training for all school staff who interact with or supervise students (Utah Code 53G-9-213).

### Medication Management

(see GWA Policy 490 – Medication and Administration at gwacademy.org)

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pending Board approval 1-23-2025

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## Mental Health

Mental health means a person's emotional, psychological, and social well-being which can affect how a person thinks, feels, and acts including how a person handles stress, relates to others, and makes healthy choices (R277-625).

Mental health is more than the absence of illness, it is an integral component of health and well-being. GWA understands the role mental health plays in the school context because it is central to our students' social, emotional, and academic success. When students' mental health is supported they are better able to learn, make decisions, build relationships, cope with life's challenges, and thrive.

Mental health exists on a continuum and is determined by a complex interplay of individual, social, and structural stresses and vulnerabilities. Promoting mental wellness and reducing mental illness for all students is a priority that can be achieved by implementing school-based mental health policies and practices. These efforts are categorized by: prevention, identification, intervention, and recovery.

### Prevention

Prevention efforts in GWA involve a variety of proactive strategies with the goal of increasing student well-being and reducing future mental health challenges in our school community. The goal of our prevention efforts is to decrease risk factors and increase key protective factors in students, such as resilience, feelings of safety and connectedness to school, appropriate social connections with both adults and peers, social-emotional competence, and a knowledge of development. These protective factors mitigate the effects of risks to students, build students' strengths, and promote the healthy development of students.

### Education

GWA commits to teaching the mental and emotional health standards as part of the Health Education Core Standards in grades K-7, and utilizes vetted resources provided by the USBE.

### Identification

#### Mental Health Screening

Routine mental health screenings are a key part of understanding youth mental health. Mental health screenings in schools, with active, written consent from parents, allow staff to identify potential mental health conditions early and connect students with help.

GWA may provide mental health screenings for students within the school setting for the purpose of identifying if a student is experiencing, or is at risk of experiencing, issues related to the student's mental health. Mental health screenings are NOT a diagnostic tool or process, or a system or process used by a student's teacher to observe behavior for the purpose of targeted learning interventions.

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pending Board approval 1-23-2025

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## 455 - Health and Wellness Policy (cont.)

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According to Board Rule R277-625, mental health screenings may only screen for depression, anxiety, and suicidal ideation. At this time, no other mental health conditions may be screened. While behavioral screenings are not equivalent to mental health screenings, a screener that includes questions regarding depression, anxiety, or suicidal ideation does fall under the mental health screening program and must adhere to the same policies. A list of up-to-date approved mental health screening tools can be found here.

GWA follows the guidelines outlined within 53F-2-522 and R277-625 regarding Mental Health Screening.

### Intervention

GWA utilizes a tiered system of support to structure and deliver mental health interventions to students. Universal, school-wide programs which include mental health literacy and efforts to reduce stigma surrounding mental health issues are provided within GWA. Additionally, GWA provides targeted and individualized interventions to students who have been identified as needing additional support through identification and assessment efforts. Targeted and individualized mental health interventions include individual and/or group counseling and/or therapy provided by professionals working within the scope of practice of their license. Intervention may also be provided through contracted services from community mental health professionals.

GWA only provides these services to students upon written parental consent as referenced in GWA consent policy and procedure in accordance with 53E-9-203. Parental consent is not required when GWA staff believes a student is at risk of attempting suicide, physical self-harm, or harming others. GWA staff may intervene to ask the student questions about their student's suicidal thoughts, physically self-harming behavior or thoughts of harming others for the purposes of referring the student to appropriate prevention services and immediately informing the student's parents as referenced in [GWA procedure about parental notification].

### Recovery

#### Return to Learn

Students may need to leave school temporarily to access more intensive mental health support. GWA supports students returning to school by partnering with community providers, parents, and the student to develop a transition plan.

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## Monitoring and Evaluations

The GWA Health and Wellness Committee will meet triennially along with ongoing monitoring and evaluation of the Health and Wellness Policy which is crucial to ensure its ongoing effectiveness and relevance.

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pending Board approval 1-23-2025

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## 455 - Health and Wellness Policy (cont.)

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### Assessment Resources:

This GWA Wellness Policy Evaluation Tool was created using the Utah State Board of Education (USBE) Model Wellness Policy as a guide and is meant to assist GWAs in identifying any gaps within their own policies and practices. [https://utahgov.co1.qualtrics.com/jfe/form/SV\\_9WXW2GY9cpPexXo](https://utahgov.co1.qualtrics.com/jfe/form/SV_9WXW2GY9cpPexXo)

A triennial assessment of the GWA Wellness Policy is required by USDA FNS for those participating in the National School Lunch Program. <https://www.fns.usda.gov/school-meals/local-school-wellness-policy>.

WellSAT: A quantitative assessment tool to help you score and improve your local school wellness policy.

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This policy may be updated to reflect new federal and state guidelines.

### **Nutrition Education**

~~The school cafeteria or eating area serves as a learning laboratory to support nutrition education through menu offerings and signage.~~

~~The school will provide education for students, families, and staff to help them learn skills needed to practice lifelong healthy eating.~~

~~The classroom, cafeteria and other school venues provide clear and consistent messages that explain and reinforce healthy eating and physical activity habits.~~

### **Promotion of Healthy Eating and Nutrition Guidelines**

~~Promotion and marketing of a variety of healthy foods, including fruits, vegetables, whole grain and low fat dairy products. This includes all foods sold by GWA. By July 1, 2015, all foods must comply with the federal Smart Snacks.~~

~~Offer lunch service which is a good source of nutrients, moderate in sodium, moderate or low in fat, and moderate in sugar that is not naturally occurring in the food and moderate in calories.~~

~~Classroom celebrations should encourage healthy choices and portion control. Celebrations involving treat food will be limited to Halloween, Christmas, and Valentine's Day. During these three food parties, a healthy food option should also be offered alongside the treats. Students who want to bring treats for their birthday should be encouraged to bring non-food items or healthy snacks instead.~~

~~Drinks should be limited to water, 1% (or lower) milk, fat free chocolate milk, and juices that are 100% juice with no sugar added.~~

~~Strive to improve student nutrition behaviors on the school campus; include an increase of healthier meal choices by students to include fruits, vegetables, whole grains, and low fat dairy products.~~

~~Serve school meals which meet the USDA nutrition standards for all meals as well as provide sufficient choices.~~

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pending Board approval 1-23-2025

Approved by the GWA Board on 07/16/2015, Revised 10/19/2018, Revised 5/27/2021

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## 455 - Health and Wellness Policy (cont.)

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~~Designated lunch periods for all students should offer sufficient time to enjoy eating healthy foods. Lunch periods will be scheduled near the middle of the school day when possible.~~

~~Students shall be encouraged to try healthy food items with which they are not familiar to promote healthy eating habits.~~

~~Support healthy eating by utilizing the food service area as a learning laboratory to support classroom instruction through menu offerings and signs supporting healthy eating.~~

~~Food and beverages are not used as reward or punishment. Time scheduled for lunch should never be shortened or taken away.~~

~~Provide students opportunities to practice healthy habits including choosing from healthy food options, eating in relaxed and comfortable surroundings, and enjoying daily physical activity.~~

~~GWA will not restrict incentive programs.~~

### **Special Diets**

~~GWA is committed to providing all students with the nutritious and safe meals they need to be healthy. In order to ensure that all children shall have an equal opportunity to participate in school meal programs, GWA shall:~~

~~Design menus to accommodate cultural food preferences and common dietary requests, including allergies.~~

~~Implement a procedure to process requests for meal modifications~~

### **Physical Activity**

~~GWA will ensure that all students receive regular, age appropriate quality physical education.~~

~~Provide within the school environment safe enjoyable activities for all students, including those who are not athletically gifted and those with special needs.~~

~~Promote the benefits of doing regular amounts of physical activity.~~

~~Schools should ensure that physical activity facilities on school grounds are kept safe and well maintained.~~

~~Physical activity should be encouraged throughout the school day to help improve on-task behavior.~~

~~Students will be encouraged to be physically moving during recess.~~

~~Teachers and staff are encouraged not to withhold recess, PE, or other physical activities as a punishment for poor behavior, incomplete class work, or remediation purposes.~~

### **Goals for Other School Based Activities**

~~The before and after school environment includes physical activity and promotes healthy eating habits as outlined above, including clubs, celebrations, fundraisers, meetings, and any other extra-curricular activities.~~

~~Dining room supervisory staff (teachers, aids, janitorial staff, etc.) shall receive appropriate training in how to maintain a safe, orderly, and pleasant eating environment.~~

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pending Board approval 1-23-2025

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## 455 - Health and Wellness Policy (cont.)

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### **Staff as Role Models**

~~Train staff who supervise student dining areas to encourage healthy eating patterns through positive experiences, allowing students adequate time to eat.~~

~~Offer opportunities and encouragement for staff to model healthy eating habits.~~

### **Food Safety/Food Security**

~~All foods made on campus will comply with state and local food safety and sanitation regulations.~~

~~Implement Hazard Analysis and Critical Control Point (HACCP) plans and guidelines to prevent food illness in school.~~

~~All food service equipment and facilities must meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety.~~

### **Measuring Implementation:**

~~Form a committee of shareholders to oversee and make recommendations for school wellness. This committee will be made up of parents, students, teachers, school health professionals, school administrators, the school board, and the general public. This committee will not exclude any person who wishes to be a member. The committee chair will be responsible for development, implementation, periodic review, and update of the wellness policy. The committee will meet triennially in a public forum advertised to the school, on the school website and by social media. The committee chair will report to GWA's Board of Directors.~~

~~Prepare and submit a triennial report from the school's wellness committee to the Board's Campus Management/Safety Committee regarding the progress toward implementation of the school wellness policy and recommendations for any revisions to the policy as necessary.~~

~~Periodically assess how well the policy is being managed and enforced.~~

~~Conduct a triennial review of the progress toward school wellness policy goals and identify areas for improvement. This review will include a survey of school staff, parents, and students in order to provide a good sample of overall school wellness and compliance.~~

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pending Board approval 1-23-2025

Approved by the GWA Board on 07/16/2015, Revised 10/19/2018, Revised 5/27/2021



## **PROPOSAL FOR BOARD ACTION**

**Proposal Title:** Time and Effort Standards Policy Update

**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:**

We need to update the Time and Effort Policy to reflect new guidelines. Red Apple Financial has provided a model policy and procedure for us to use

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

**Assessment:**

We used the model policy and procedure provided by Red Apple and made minor adjustments to adapt to our school.

**Recommendation:**

Review the attached policy and approve.

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

## 750 – Time and Effort Standards Policy

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Documentation is required for all personnel paid with Federal and as required non-Federal funds. The documentation requirement will follow 2 CFR 200.430. Documentation of these expenses shall:

1. Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.
2. Be incorporated into official records.
3. Comply with established accounting policies and practices of George Washington Academy (GWA).
4. Reasonably reflect total activity for which the employee is compensated, not to exceed 100 percent
5. Reasonably support the distribution of the employee's salary or wages among specific activities or cost objective(s), if the employee works on more than one objective or activity. Will be reflected as a percentage for each activity to the employee's total time spent not to exceed 100 percent. An employee may be funded via multiple sources, but only have one cost objective i.e. Special Education, Title I, General Education, Curriculum Improvement, Administrative, etc.
6. Budget estimates will be compared to actuals and updated as needed for accuracy of records. Budget estimates do not qualify as complete support.

See accompanying Procedure 750 – Time and Effort Standard Procedure at [gwacademy.org/Procedures](http://gwacademy.org/Procedures)

# 750 – Time and Effort Standards Procedure



## Purpose

These procedures are established to fulfill the purpose of the Time and Effort Policy approved and established by the George Washington Academy's (GWA) Board of Directors.

## Requirement

All Federal, special education the National School Lunch/Breakfast Programs and Perkins career technical education (CTE) funded programs and cost objectives will require a time and effort documentation for all employees that work those efforts during the period.

1. Time and effort forms
  - a. For Regular Salaries and Benefits;
    - i. Required information:
      1. Name of LEA;
      2. Name of employee;
      3. Title of employee;
      4. Start and end date of period being reported;
      5. Certification statement stating distribution of the employee's time is accurate and represents 100% of the work performed during the period;
      6. Distribution of time (by percentage not hours) by object code(s), program(s), and funding source(s); Based on actual work performed during the period;
      7. Distribution must represent but cannot exceed 100%;
      8. Signature of Director or Director Supervisor with knowledge of work completed by employee; and
      9. Date of signature by supervisor (cannot be prior to the end date of the period covered by the certification).
    - ii. Option information:
      1. Signature of employee; and
      2. Date of signature of employee (cannot be prior to the end date of the period covered by the certification).
  - b. For Stipends paid for additional duties, not part of employees standard pay;
    - i. Required information:
      1. Name of LEA;
      2. Statement indicating what the stipend was for additional work on a specific cost objective;
      3. The funding sources the stipends were paid through;
      4. A list of the following:
        - a. Date stipend paid;
        - b. Name of employee(s);

## 750 -Time and Effort Standards Procedure (cont.)

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- c. Amount paid per employee;
- d. Signature of Director or Direct Supervisor with knowledge of stipend and work completed; and
- e. Date of signature by supervisor (cannot be prior to the final date of a stipend paid within the certification).

### 2. Timing

- a. Certification for salaries and benefits will be provided at least semi-annually.
  - i. Generally to be signed shortly after the completion of the first six months of the fiscal year and end of the fiscal year
- b. Certification for stipends for additional work will collected once per year once the final stipend has been paid.

### 3. Reconciliation

- a. Payroll records must be reconciled to the time and effort certifications.
- b. A reconciliation will occur quarterly between the payroll records and the time and effort documentation estimates using actuals. Adjustments will be made, as necessary, with communications of those changes provided.

### 4. School Director or Supervisor of Cost Objectives Responsibilities

- a. If an assignment change occurring at the beginning of the year this must be communicated to the Business Manager promptly to adjust estimates and documentation needs. This is to include new hires to GWA.
- b. Prior to the beginning of the new fiscal year the Business Manager will be provided with the estimated responsibilities of all personnel and the cost objectives they will be supporting;
  - i. This will include estimated break-outs of time between multiple objectives, if necessary for each individual.
- c. Will provide to the beginning of the year the Business Manager and Director/Supervisor will work together to determine how funding will be applied to each individual(s) cost objectives.
- d. Upon termination of an employee a final time and effort certification will be provided, if necessary, prior to final payment.
- e. Procedures will be periodically reviewed by Administration to ensure continued compliance with new rules and regulations. Any need changes will be documented and approved by the Board of Directors within a timely manner.
- f. Provide training to employees on the time and effort documentation policy and procedures.
- g. Ensure proper retention of time and effort documentation in accordance with the GWA's record retention practices or State/Federal requirements whichever is greater.

### 5. Business Manager Responsibilities

- a. Will document estimated budgets and funding sources for each employee and cost objective for each fiscal year.
- b. Make updates to estimated budgets and actuals as assignment changes or termination and new hires occur.
- c. Complete the reconciliations of payroll documentation and time and effort certifications.
- d. Provide input to updates and changes to procedures and new rules and regulations occur.

## 750 -Time and Effort Standards Procedure (cont.)

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- e. Collect and review time and effort certifications at least semi-annually and as needed for other times.
  - i. This will include ensure proper timing and accurate information
- f. Review with GWA Administration progress on budgets and estimates in time and effort certifications.



## PROPOSAL FOR BOARD ACTION

**Proposal Title:** Professional Learning Grant

**Submitted by:** B. Clark

**Originating Committee:** Finance

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 have received a Professional Learning Grant in the amount of \$102,000 that must be spent on Educator Professional Development, Travel, Associated Meals, and Stipends paid at the employee's daily rate. We have looked at various options in the summer months and have sent a survey to teachers and have chosen the Solution Tree PLC Conference in Las Vegas June 24-26, this conference has all new speakers. Topics to continue helping our teachers and admin improve in systems and instructional best practices.

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

### **Assessment:**

The Finance Committee has approved a not to exceed motion of \$102,000, which is the total of the grant to be spent on Registration, hotel, food, travel, and hourly rate stipends.

### **Recommendation:**

It is our recommendation to mirror the above mentioned proposal of not to exceed \$102,000 for all expenses.

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





Solution Tree Conference	\$36,912.00
Transportation	\$2,350.00
Hotel	
Dinner 2	
Lunches 3	
Total	\$39,262.00
Budget	\$55,000



## PROPOSAL FOR BOARD ACTION

**Proposal Title:** Reading Specialist/ Instructional Coach Salary Schedule

**Submitted by:** B.Clark

**Originating 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:**

We have posted a Reading Specialist Position for next year and as we have reviewed the job description and needed training/education we are wanting to include the same lanes as the teacher schedule.

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

### **Assessment:**

Based on the LETRS trainings and contiunal learning of the intervention, we think that a Masters Degree is not a required degree for this position.

### **Recommendation:**

It is my recommendation to approve this upadted salary schedule that mirrors the Masters and Master plus lane (as the current salary schedule as the current scheudle only included these two lanes) and add Bachelors and Bachelors +30 to the schedule.

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

## Instructional Coach/Reading Specialist Salary Schedule

Step	Lane 1			Lane 2			Lane 3			Lane 4		
	Salary	*Legislative Increase	Total	Salary	*Legislative Increase	Total	Salary	*Legislative Increase	Total	Salary	*Legislative Increase	Total
1	\$59,699	\$8,904	\$68,603	\$63,871	\$8,904	\$72,775	\$68,314	\$8,904	\$77,218	\$72,486	\$8,904	\$81,390
2	\$60,437	\$8,904	\$69,341	\$64,661	\$8,904	\$73,565	\$69,693	\$8,904	\$78,597	\$73,382	\$8,904	\$82,286
3	\$61,173	\$8,904	\$70,077	\$65,449	\$8,904	\$74,353	\$71,073	\$8,904	\$79,977	\$74,276	\$8,904	\$83,180
4	\$61,913	\$8,904	\$70,817	\$66,240	\$8,904	\$75,144	\$71,868	\$8,904	\$80,772	\$75,174	\$8,904	\$84,078
5	\$63,063	\$8,904	\$71,967	\$67,470	\$8,904	\$76,374	\$73,074	\$8,904	\$81,978	\$76,570	\$8,904	\$85,474
6	\$64,027	\$8,904	\$72,931	\$68,502	\$8,904	\$77,406	\$74,006	\$8,904	\$83,015	\$77,741	\$8,904	\$86,645
7	\$64,993	\$8,904	\$73,897	\$69,536	\$8,904	\$78,440	\$75,040	\$8,904	\$84,054	\$78,914	\$8,904	\$87,818
8	\$65,957	\$8,904	\$74,861	\$70,568	\$8,904	\$79,472	\$76,072	\$8,904	\$85,086	\$80,085	\$8,904	\$88,989
9	\$66,922	\$8,904	\$75,826	\$71,601	\$8,904	\$80,505	\$77,105	\$8,904	\$86,166	\$81,257	\$8,904	\$90,161
10	\$67,886	\$8,904	\$76,790	\$72,633	\$8,904	\$81,537	\$78,237	\$8,904	\$87,247	\$82,428	\$8,904	\$91,332
11	\$68,851	\$8,904	\$77,754	\$73,666	\$8,904	\$82,570	\$79,370	\$8,904	\$88,327	\$83,600	\$8,904	\$92,504
12	\$70,328	\$8,904	\$79,232	\$75,246	\$8,904	\$84,150	\$80,954	\$8,904	\$90,128	\$85,393	\$8,904	\$94,297
13	\$71,368	\$8,904	\$80,272	\$76,359	\$8,904	\$85,263	\$82,067	\$8,904	\$91,168	\$86,656	\$8,904	\$95,560
14	\$72,407	\$8,904	\$81,311	\$77,471	\$8,904	\$86,375	\$83,180	\$8,904	\$92,207	\$87,918	\$8,904	\$96,822
15	\$73,446	\$8,904	\$82,350	\$78,583	\$8,904	\$87,487	\$84,292	\$8,904	\$93,247	\$89,180	\$8,904	\$98,084
16	\$74,501	\$8,904	\$83,405	\$79,712	\$8,904	\$88,616	\$85,421	\$8,904	\$94,286	\$90,461	\$8,904	\$99,365
17	\$75,573	\$8,904	\$84,477	\$80,859	\$8,904	\$89,763	\$86,554	\$8,904	\$95,325	\$91,763	\$8,904	\$100,667
18	\$76,662	\$8,904	\$85,566	\$82,024	\$8,904	\$90,928	\$87,698	\$8,904	\$96,364	\$93,085	\$8,904	\$101,989
19	\$77,769	\$8,904	\$86,673	\$83,208	\$8,904	\$92,112	\$88,876	\$8,904	\$97,403	\$94,429	\$8,904	\$103,333
20	\$78,894	\$8,904	\$87,798	\$84,412	\$8,904	\$93,316	\$90,076	\$8,904	\$98,442	\$95,795	\$8,904	\$104,699
21	\$80,036	\$8,904	\$88,940	\$85,634	\$8,904	\$94,538	\$91,262	\$8,904	\$99,471	\$97,182	\$8,904	\$106,086
22	\$81,196	\$8,904	\$90,100	\$86,876	\$8,904	\$95,780	\$92,150	\$8,904	\$100,494	\$98,591	\$8,904	\$107,495
23	\$82,375	\$8,904	\$91,279	\$88,137	\$8,904	\$97,041	\$93,080	\$8,904	\$101,563	\$100,022	\$8,904	\$108,926
24	\$83,573	\$8,904	\$92,477	\$89,419	\$8,904	\$98,323	\$94,072	\$8,904	\$102,632	\$101,477	\$8,904	\$110,381
25	\$84,790	\$8,904	\$93,694	\$90,721	\$8,904	\$99,625	\$95,072	\$8,904	\$103,701	\$102,955	\$8,904	\$111,859
26	\$86,026	\$8,904	\$94,930	\$92,044	\$8,904	\$100,948	\$96,085	\$8,904	\$104,770	\$104,456	\$8,904	\$113,360
27	\$87,282	\$8,904	\$96,186	\$93,388	\$8,904	\$102,292	\$97,108	\$8,904	\$105,839	\$105,981	\$8,904	\$114,885
28	\$88,558	\$8,904	\$97,462	\$94,763	\$8,904	\$103,657	\$98,132	\$8,904	\$106,908	\$107,530	\$8,904	\$116,434
29	\$89,855	\$8,904	\$98,759	\$96,141	\$8,904	\$105,045	\$100,166	\$8,904	\$108,000	\$109,105	\$8,904	\$118,009
30	\$91,172	\$8,904	\$100,076	\$97,550	\$8,904	\$106,454	\$101,351	\$8,904	\$109,125	\$110,704	\$8,904	\$119,608

Proposed in Board Meeting on 1/23/25  
Proposed Effective 2/1/2024

**225 - Pay Scale Advancement Policy Approved April 25, 2013, Draft Revised March 24, 2014**  
 Employees will advance up the pay scale one year at a time. Any deviations from this procedure are subject to Board approval prior to Letters of Employment being sent out. 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 pay scale until the beginning of the fiscal year following their first complete year of employment at GWA.  
*(This Policy will be included at the bottom of all current and future pay scales)*