



PARENT /STUDENT HANDBOOK

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WELCOME TO George Washington ACADEMY

*“Only by piling up specific, communally shared information can children learn to participate in complex cooperative activities with other members of their community.”
E.D. Hirsch, Jr.*

George Washington Academy is founded on the principle that educators, parents, and the community can create an academic environment that encourages students to excel. We challenge our students with an aggressive curriculum presented in a comprehensive, sequenced manner. The curriculum is solidly based on the principles of a classic education, and the belief that there is a body of information that all citizens need to create a culture of literacy. We believe that with a clearly defined curriculum and a direct instruction approach, our students will display an eagerness to learn. When students catch this vision they will all be able to achieve academic success and reach their fullest potential.

The **Mission Statement** of George Washington Academy is as follows:

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

Our **Belief Statements** are as follows:

- P** Provide an environment where children can learn, question and explore
- A** All Students have the ability to learn and succeed
- T** Teaching character development builds a strong foundation for life
- R** Responsibility for education lies with the student, family, school, and community
- I** Individual and unique differences enhance learning
- O** Open communication is essential for success
- T** True learning requires commitment, consistency, and creativity

Our **School Motto** is:

“Building a Strong Foundation”

What We Offer

Section 1: Academic Program / Curriculum

George Washington Academy uses the research based, academically rigorous Core Knowledge Sequence to ensure that students meet and exceed the Utah State/Common Core Standards. Core Knowledge is a solid, shared, sequential, and specific curriculum, based on the principles of establishing a national cultural literacy or broad base of common knowledge. Our certified teachers receive extensive training in the implementation of Core Knowledge.

To support Core Knowledge, we also use the following curriculums:

- Saxon Math
- Spalding Language Arts
- Shurley English
- Core Knowledge Language Arts
- Collections for Grades 6 and 7

1.1 Core Knowledge Sequence

The idea behind Core Knowledge is simple and powerful: knowledge builds on knowledge. The more you know, the more you are able to learn. This insight, well-established by cognitive science, has profound implications for teaching and learning. Nearly all of our most important goals for education—greater reading comprehension, the ability to think critically and solve problems, even higher test scores—are a function of the depth and breadth of our knowledge.

By outlining the precise content that every child should learn in language arts and literature, history and geography, mathematics, science, music, and the visual arts, the Core Knowledge curriculum represents a first-of-its kind effort to identify the foundational knowledge every child needs to reach these goals—and to teach it, grade-by-grade, year-by-year, in a coherent, age-appropriate sequence.

At GWA, Core Knowledge Scope and Sequence will be used to teach science, health, history, geography, music, and visual arts. Core Knowledge's strongest attributes can be summed up in the four “S's”: **Solid, Sequenced, Specific and Shared.**

Parents are encouraged to read the following books on Curriculum and Core Knowledge:

- *Cultural Literacy* (E.D. Hirsch, Jr.)

- *The Schools We Need, and Why We Don't Have Them* (E.D. Hirsch, Jr.)
- *Books to Build On: A Grade-by-Grade Resource Guide* (John Holden & E.D. Hirsch, Jr.)
- *What your ___ Grader Needs to Know* (E.D. Hirsch, Jr.) (available in K-6)
- *The Dictionary of Cultural Literacy* (E.D. Hirsch, Jr.)

Additional resources can be found in Appendix B, the curriculum reference section at the back of this handbook.

1.2 Saxon Math

GWA uses Saxon Math, an accelerated math program that relies heavily on incremental learning. Saxon students typically work one grade level ahead of traditional schools. Students systematically practice skills through paper and pencil activities as well as math games and the use of manipulatives. Daily practice continues until a skill is mastered and assessed, after which a greater incremental skill is introduced. On a typical day students are instructed as a group, guided through practice sessions, complete independent practice activities, and reinforce their lessons by completing appropriate homework. Assessments occur formally and informally throughout the process.

Because Saxon Math is an accelerated program, we encourage early preparation for the academic rigor. Students should be able to complete tests with 85% accuracy. We also suggest downloading the Saxon Re-teachings (lesson reviews) from the GWA Website and working with your child to prepare them for the accelerated math pace. Be aware that we are working one year ahead, so use the list below to select the proper materials for your students.

- Current kindergartners use Saxon Math 1
- First graders use Saxon Math 2
- Second graders use Saxon Math 3
- Third graders use Saxon Math 4
- Fourth graders use Intermediate 5
- Fifth graders use Course 1
- Sixth graders use Course 2
- Seventh graders use Course 3

1.3 Spalding Language Arts

GWA requires that students have specific instruction in reading, writing, spelling, and grammar to create a balanced and complete understanding of language arts. The Spalding system begins with very specific and ordered phonemic instruction and progresses with instruction on high frequency words, spelling and reading, English rules and concepts, composition writing, reasoning skills, and literary appreciation.

1.4 Shurley English

Shurley English is a dynamic English curriculum for grades K–7. It is known for its unique blend of grammar, skills, and writing. Shurley English is a rigorous curriculum that brings back student teacher interaction, promotes higher-order thinking skills, and provides measurable academic achievement. Shurley’s most defining teaching model, the *Question and Answer Flow*, is highly successful because it utilizes the different learning styles of students, includes enough repetition for students to master grammar easily, and incorporates the part-to-whole philosophy. Shurley English writing teaches concrete organizational patterns for a variety of writing purposes. Shurley students produce writing that is clear, readable, and understandable.

1.5 Reading Preparation

GWA uses a balanced literacy approach for teaching reading. To support our Core Knowledge Sequence and Spalding Curriculum we use Core Knowledge Language Arts and Collections, which are researched based and provide instructional support for English Language Arts.

Parents wishing to prepare their children for enrollment in George Washington Academy are encouraged to review the grade-level book list in Appendix B at the back of this handbook. The list is not comprehensive, but is helpful in acquainting families with appropriate reading expectations. We strongly advise that parents read with their student daily and encourage each student to also read independently.

1.6 Cursive Writing

From January 1 in third grade through seventh grade, the expectation is that cursive writing will be used on all assignments as per school procedure. See Cursive Writing Procedure 510.

Section 2: Homework

At George Washington Academy we believe that homework is a valuable part of the learning experience and reinforces the concepts taught in the classroom. Homework can assist students in learning independence, self-discipline, responsibility and good study habits. Please refer to Homework Policy 520.

Section 3: Student with Special Needs

Students with Disabilities: In compliance with Section 504 of the Rehabilitation Act (504) and the Americans with Disabilities Act (ADA), George Washington Academy will

provide reasonable accommodations to qualified individuals with disabilities. If you or your child has disabilities that require special accommodations, please contact the school.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. George Washington Academy acknowledges its responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against any person with disabilities shall knowingly be permitted in any program or practices in the school. If you have any questions regarding this matter please contact the Director of Special Education.

Child Find/Identifying Students for Special Education: Any child, enrolled at GWA, who is suspected of having a disability, should be referred to the special education administrator or designee, who will initiate the process for determining eligibility for special education and related services. Referral may be made by any source including school staff, parents, and other individuals.

Section 4: Student Grades

The grading periods at George Washington Academy are Trimesters. Progress reports are issued at the midpoint of each Trimester. Report cards will either be sent home at parent conferences or be available online on PowerSchool.

Grades at GWA are confidential and will be kept private according to the laws set forth in the Family Educational Rights and Privacy Act (FERPA). Reading grades aloud or having students call out their grades in class is not permitted.

Grades K-2 are graded on a numerical basis, according to the scale below.

- 4 = 90%-100% (Exceeding Benchmark)
- 3 = 75%-89% (At Benchmark)
- 2 = 60%-74% (Below/Approaching Benchmark)
- 1 = 59% and Lower (Far Below Benchmark)

Grades 3-7 use a standard letter grade system, wherein total points earned on tests, quizzes, reports, homework and other classroom assignments are converted to a grade, according to the table below.

- A = 93 – 100%
- A- = 90 – 92%
- B+ = 87 – 89%
- B = 83 – 86%
- B- = 80 – 82%

C+	= 77 – 79%
C	= 73 – 76%
C-	= 70 – 72%
D+	= 67 – 69%
D	= 63 – 66%
D-	= 55 – 62%
Below 55%	= F

Social and Personal Responsibility (Citizenship) and effort in grades K-7 will be scored with a letter grade, using rubrics which include adherence to GWA rules, preparedness, participation, and behavior. Copies of the rubrics used for Grades K-2 and Grades 3-7 are available on the GWA website.

4.1 Cheating/Plagiarism

Students are responsible for their own assignments. Cheating or plagiarizing the work of others is not tolerated. Students found to be cheating on their work will be subject to academic discipline as determined by the teacher/director. A determination as to whether a make-up assignment will be accepted will be made by the teacher and communicated to the student and their parents. Please refer to Cheating/Plagiarism Policy 535.

Section 5: Standardized Testing and Other Assessments

George Washington Academy will comply with the Utah State testing schedule for all required exams. The focus of the school is to develop mastery of the chosen curriculum. Formal and informal assessments occur throughout the learning process. Assessments are considered an essential element of our curriculum. Core Knowledge, Saxon Math, Shurley English, and Spalding Language Arts include formal assessments at regular intervals. The frequency of the assessments are based on the particular curriculum, pace and level of the students, as well as previously established dates, such as beginning and end of trimesters. Testing results will be reported to the State, as required by law. Parents will be notified of results, and be invited to share in discussion and interpretation of the results at formal SEP conferences. Administration collects the data and presents the results to the board for review. Please refer to State Mandated Testing Policy 585.

Section 6: Advancement / Retention

6.1 Advancement

George Washington Academy provides an advanced and challenging curriculum. On rare occasions, however, students may be considered for advancement due to age or ability level. While advancing students is generally discouraged, the process must begin

with teacher recommendation and requires a full battery of student testing and observation to assess whether the child will be successful not just academically, but also socially and emotionally in a higher grade level. Parents, teachers, and administration must all be in agreement that the move is beneficial in order to proceed.

6.2 Retention

It is our hope that each GWA student will realize their individual educational potential. There are times, however, when a student's performance does not merit promotion to the next higher grade. It is our belief that it is unfair to promote a student for social advancement if he/she is grossly unprepared for the academic workload of a higher grade. In cases of extremely low performance or prolonged failure to complete assignments, retention may be recommended. This is especially the case if it is determined that the student is developmentally delayed and repeating a grade would allow the student to succeed. When this occurs, a meeting with the parent(s), teacher, and principal will be arranged. Based on this discussion, a decision will be made to best meet the needs of the student. Parents may appeal retention decisions to the GWA Board. The Board reserves the right to make the final decision.

The decision will be based on one or more of the following factors:

- The student receives an "F" in math, reading or writing in consecutive trimesters.
- Classroom assessment results indicate the student scored at least one grade level below that expected in reading, writing or math.
- Classroom work in reading, writing and math has shown very little growth or improvement from the beginning of the school year.
- The student has missed twenty days or more of school (excused or unexcused) for the entire school year and has been unable to catch-up.
- Frustration levels or behaviors have impeded the student's learning in the classroom.

Please refer to Advancement and Retention Policy 550.

Section 7: Extracurricular Activities

George Washington Academy may provide field trips during the year. Parents will be notified of such trips in advance, and may be asked to volunteer to help with supervision or transportation. After-school activities based on parent and student interest and willing providers may be available. Activities could include, but are not limited to, Choir, Orchestra, Art, and Musical Theater.

Section 8: Student Council

The Student Council offers students in grades 5-7 meaningful and fun opportunities to participate in school operations. At the beginning of each school year, members of the Student Council will elect Student Body Officers from 6th and 7th grades. These officers will meet with classroom representatives and the Student Council Faculty Advisor(s) (appointed by the principal). Refer to Student Council Policy and Guidelines 315.

Section 9: Positive Behavior Intervention Program

GWA and the PTO (Parent Teacher Organization) have collaborated on a school-wide incentive program to focus on and reward positive efforts by students, and to teach them the importance of expectations. Students earn PRIDE cards for efforts considered above and beyond expectations.

Expectations: Students

Section 10: Dress Code

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

The potential benefits of school uniforms include:

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

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

Uniforms need to be plain, simple and conservative. All clothing worn during school hours must be solid colors; no prints, patterns or logos are allowed. There can be no embellishments on the clothing, such as large buttons, buckles, zippers, ruffles, lace, ties or emblems (even small emblems or logos). Buttons must be white or the same color as the clothing.

Clothing needs to fit properly – not “slouchy or skin tight.” Clothing needs to be clean and in good repair.

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

Our school colors are:

Navy Blue

Red

White

Khaki

10.1 Shirts

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

Girls: Red, white, or navy blue knit polo shirts, loose fitting with no gathers or embellishments. A scalloped edge is acceptable if it is the same color as the shirt. White button-down dress shirts are acceptable in long, short or $\frac{3}{4}$ sleeve. Dress shirts must have a pointed collar or Peter-Pan collar.

All shirts must have a collar. All buttons, except the top button, must be fastened. A front shirt pocket is acceptable. Tee-shirts and turtlenecks are not allowed. As with other clothing, no prints, patterns, striping or logos (other than the GWA logo) are allowed. Layering of shirts is not allowed. Undershirts of GWA colors may be worn – however they may not be visible except at the collar area and must be tucked in. All students are required to purchase at least one uniform shirt with the GWA logo for easy identification on field trips and to represent school pride. These shirts are available for purchase through the George Washington Academy PTO.

10.2 Pants

Boys & Girls: Pants must be solid navy blue or khaki colored Dockers or dress style, with either a flat or pleated front. All pants are to be hemmed. The following are not allowed: athletic wear, jeans, cargo style clothing, sweatpants, capris, cords, leggings, large patch pockets (pockets on the outside of the pants) All pants must be uniform style. Pants may

not be worn in a slouched or low-rider style. No pants with holes or excessive wear are allowed.

10.3 Shorts

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

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

10.4 Skirts/Skorts/Jumpers

Girls: All skirts, skorts, and jumpers must be no shorter than two inches above the knee and no longer than the knee. Plaids must match the pattern in the French Toast School Uniform Catalog. Our school plaid is navy/red.

Skirts and skorts must be solid navy, khaki, or navy/red plaid, with a pleated front in uniform style and material.

Jumpers must be solid navy, khaki, or navy/red plaid, with a pleated or flat front in classic uniform style and material.

'Polo' style dresses for girls are acceptable in solid navy blue or red only and must be of uniform style. Tan A line dresses with matching belt are acceptable as well.

10.5 Sweaters/Outerwear

Boys & Girls: Sweaters, vests, and cardigans must be solid navy blue, white, or red. Sweater vests and long sleeve pullover sweaters are acceptable only with a collared shirt underneath.

Jackets, coats, or windbreakers (appropriate for very cold days) must be solid navy blue or black. The lining of these may be a different color. Outerwear may have a hood, but the hood may not be worn inside school buildings. Sweatshirts hoodies, and/ or pullover sweatshirts are not allowed.

10.6 Socks/Tights

Boys & Girls: Socks must be solid white, navy blue, or tan/khaki. Black socks may be worn if they are not visible above the shoe line. Tights may be solid white or navy blue only. Leggings (footless tights) are not allowed. Visible logos are also not allowed.

10.7 Shoes

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

10.8 Accessories/Ties

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

10.9 Grooming

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

10.10 Free Dress Days/ Middle School Additions to Dress Code

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

Dress-Down Days (Middle School Only – Grades 6-7): On dress down days (Wednesdays), middle school students may wear uniform pants and shoes with GWA

Spirit T-Shirts (available through the school). Students may also wear college themed T-Shirts on dress-down days. Students may NOT wear sports jerseys or random T-shirts on dress down days. Please use guidelines above.

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

Please refer to Student Dress Code Policy 310.

Section 11: Student Conduct

Some of the most important lessons for any child to learn are to respect authority, respect the rights of others, take care of their own property, and respect the property of others. Students will not be allowed to disrupt the education of others. George Washington Academy focuses on guiding students to a proper response for any given situation. Discipline standards are set and enforced fairly and consistently. All students entering GWA will conduct themselves by following four school rules:

- Be respectful of yourself and others.
- Use your hands and feet in appropriate ways.
- Be a good caretaker of all things.
- Respect and obey all supervising adults.

11.1 Bullying

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

and/or employees will not be tolerated in GWA. Please refer to Bullying, Cyber-Bullying, Hazing and Retaliation Policy 320 for more details.

Section 12: Safe School Policy

In order to maintain a safe learning environment, free from unnecessary disruption, students at GWA are expected to follow accepted rules of conduct while demonstrating respect for faculty, staff and other students. Refusal to act in an appropriate manner will lead to disciplinary action, up to and including suspension or expulsion.

A partial list of actions that could lead to possible suspension or expulsion is below. In addition, the GWA Principal and School Board reserve the right to consider and implement suspension or expulsion of a student for any actions considered detrimental to the safety of students, faculty or staff, or of school property.

- Frequent or flagrant disobedience to, or defiance of, school authority.
- Disruptive behavior, including the use of profane, vulgar, or abusive language.
- Willful destruction or defacing of school property.
- Actions, real or threatened, posing a threat to the health or safety of others.
- Bullying; emotional, physical or sexual harassment.
- Possession or use of pornographic material on school property.
- Possession or use of alcohol, tobacco or illegal drugs on school property.
- Identification or association with gangs.
- Possession or threatened use of a weapon, explosive, or noxious or flammable material.

Suspension and expulsion are last resorts. Except in the case of serious infractions, effort will be made to implement a discipline plan allowing the student to remain in school. This may include in-school suspension, attendance by a parent or guardian in class with the student, or other options as determined by the principal.

Students suspended from school are given the opportunity to make-up missed work. It is the responsibility of the student's parent(s), to contact their child's teacher(s) to obtain missed assignments, tests, and other classroom work. Please refer to Safe School Policy 805.

Section 13: Suspension/Expulsion

13.1 Suspension

The length of a suspension and the conditions for return will be determined by the principal, and communicated to the student and his/her parent(s). A suspension may extend to 10 school days. Prior to a suspended student's return, the student and his/her parents must meet with the principal to review acceptable behavioral standards and expectations.

13.2 Expulsion

Expulsion is the removal of a student from school for longer than 10 consecutive days, but not more than one school year. Expulsion will occur only after recommendation by the principal to the School Board. If expulsion is deemed necessary, the principal will contact the student and their parent(s), and will determine the conditions to be met by the student prior to a return to school. A student may be denied admission to school on the basis of having been expelled from any school during the preceding 12 months.

Mandatory Expulsion: Mandatory Expulsion will occur for the following offenses:

- Carrying, bringing, using, possessing, or threatening the use of a deadly weapon. A deadly weapon includes, but is not limited to, a firearm, loaded or unloaded, a knife, bludgeon or any other weapon or instrument which, in the manner in which it is used or intended to be used, is capable of producing serious bodily injury or death.
- The sale (including the exchange, distribution or gift) of drugs or controlled substances, as defined by state law, including anabolic steroids and prescription drugs.
- The commission of an act, which, if committed by an adult would be robbery or assault as defined by law.

See Suspension and Expulsion Policy 330

Section 14: Playground Rules

- All students must remain within the boundaries of the playground.
- All games should be played with a concern for others using the playground and everyone should be treated with respect.
- All rocks and sticks must stay on the ground.
- Appropriate language is required at all times.
- Tackle football or other tackle or contact games are not permitted.
- Playground equipment is to be used properly and for its intended purposes only.

- Students are not to purposely throw or kick playground equipment over any school fence.
- Students are not to climb school fences to retrieve playground equipment or for any other reason.
- Play needs to be responsible. Grabbing, kicking, pulling, fighting or pretending to fight is not permitted.
- Students are expected to care for and maintain the playground area by picking up any equipment/clothing that was brought outside for that break period.

Expectations: Parents

Section 15: Volunteer Hours

Each family will contribute a minimum of 30 hours per school year. Many Volunteer opportunities are provided throughout the year such as PTO activities, committees, classroom and lunch service. Volunteer hours need to be logged in on the computer at the front desk.

Section 16: Volunteer Code of Conduct

Volunteers at George Washington Academy are expected to:

- Be on time and reliable in fulfilling volunteer commitments.
- Exercise kindness while volunteering. We hope you have fun.
- Respect and abide by the confidential nature of anything seen or heard.
- Be prompt and dependable.
- Conduct themselves in a businesslike and fair manner, without partiality to individual students.
- Motivate children to work and help them succeed in school.
- Graciously accept direction and constructive criticism from staff members for whom they are volunteering.
- Acknowledge the teacher as the authority in the classroom.
- Discuss disagreements or differences of opinion with a teacher outside the presence of children.
- Be respectful of the classroom by not disturbing a teacher's instructional time or student learning.
- Dress appropriately modest for the school environment
- Wear a current visitor badge at all times while at the school.
- Record all volunteer hours, including those worked outside of school, on the computer on the Entrance Hall table next to the front office.
- Ensure that all children (e.g. younger siblings, non-students) accompanying the volunteer are supervised at all times. Children may only accompany volunteers in

the lunchroom or hallways, or at recess. They may be in the classroom only with the teacher's permission, as long as they do not disturb or distract the class.

- Your cooperation and support are deeply appreciated.

Section 17: Carpools

No one is allowed to ride a bicycle or walk onto the GWA school campus.

Because of limited drop off and pick up space, it is highly recommended that parents form carpools to reduce the number of vehicles entering and leaving the school site.

Section 18: Drop-off / Pick-up

To make sure the daily drop-off and pick-up of students runs smoothly, safely and efficiently, it is imperative that everyone follow the rules.

Drop-off is between 7:45 AM and 8:15 AM. Please do not arrive earlier than 7:55 AM unless you have a scheduled before-school meeting with a teacher. Students will not be allowed in the building before this time.

If you arrive after 8:15 AM, please park your vehicle in the lot and escort your student(s) into the building, then check them in at the office.

Upon arrival, pull all the way forward and as close to the curb as possible. Do not stop at the front doors. For safety reasons, all students must exit on the sidewalk side of the vehicle. Once students are dropped off, they are to go directly to their classroom to get ready for their school day to begin. Students will not be allowed to roam the hallways once they have entered the building.

Afternoon pick-up will occur at 2:50 PM Monday through Thursday, and 1:00 PM on Friday. All students will be dismissed at the afternoon bell. Students are to move to the outside of the school building and immediately locate their ride or gather in carpools and wait for their ride.

Section 19: Classroom Visits

You are encouraged to visit your child(ren)'s classrooms. You are welcome anytime, though advance scheduling is preferred. When you arrive at school, you must check in at the front desk and pick up a visitor's pass. While parental visits are encouraged, they must not interfere with the workings of the classroom. Please use restraint so as not to interfere with the authority of the teacher. If there is a specific concern or need, please make an appointment with the teacher for an appropriate time outside of the regular school day.

Section 20: Parent – Teacher Organization

Every parent with a child attending GWA is a member of the Parent-Teacher Organization (PTO). Your involvement with the PTO can provide a huge benefit to the educational experience of your child. It is the goal of the PTO to provide even greater opportunities for the students of GWA through:

- Fundraising for equipment and supplies.
- Creation of incentive programs for students.
- Coordinating the efforts of volunteers for classroom help, class activities, field trips, assemblies, and other volunteer-based activities.

The PTO has many programs already in place to encourage and support GWA students. A few of these are:

- Recognition of our “Character Trait Students of the Month.” and “Habit of the Month” recipients .
- Support of the PBIS program.
- Support of the Gold Medal School program.
- Financial support via fund-raising and acquiring corporate sponsors.
- Creation of the Uniform Closet for the sale, resale and recycling of school clothing.
- Assisting with our reading incentive program, science fair and talent show.
- Providing Teacher Appreciation recognitions.

Be sure to attend our monthly meetings, and find out how you can contribute to the continued strength of our organization and add to the educational experience of our GWA students.

Attendance / General

Section 21: Attendance Policy

Consistent attendance is the first necessary requirement for academic achievement and personal development. This is especially true in the academically rigorous environment of George Washington Academy. Frequent absences from the day-to-day classroom experience disrupt the instructional process. The benefits of instruction, once lost, cannot be entirely regained. The entire process of education requires continuity of instruction, class participation, learning experience, and study. GWA highly encourages families to make it their goal to have 100% attendance. The intent of GWA’s Attendance Policy is to insure that parents know how important it is for them to plan well in advance

so that trips, vacations and other activities occur during those days when school is not in session.

GWA is charged with the responsibility of enforcing the Utah Compulsory Education Requirements for the students who are enrolled in the school and GWA also has the responsibility of ensuring that the school meets the attendance component of Annual Yearly Progress, which is 93% school-wide average attendance.

As directed by Utah Administrative Rule:

The Attendance Procedures of GWA are developed with the intention of encouraging regular and punctual attendance, and are consistent with Utah Rules and Utah Codes. The Board of Directors shall annually review attendance data and consider revisions to the Attendance Policy and Procedures to encourage student attendance. The Attendance Policy and Procedures shall be included in the Parent/Student Handbook and the Parent/Student Handbook will be posted on the GWA website. The Executive Director or his designee shall establish programs and incentives which promote regular, punctual student attendance. The Attendance Procedures shall include provisions for:

- a) notifying parents of the Attendance Policy and Procedures.
- b) notifying parents as discipline or consequences progress.
- c) an opportunity to appeal disciplinary measures.
- d) school-age minors age 12 years or older or their parents to contest Notices of Truancy.

Utah Administrative Rules direct parents and guardians of school-age minors to cooperate with their Charter School Board to secure regular attendance at school. The definitions of terms used in GWA's Attendance Policy and Procedures are consistent with the definitions found in the Utah Administrative Rules and Utah Codes.

Attendance Procedure

The Executive Director or his designee will establish programs and incentives which promote regular, punctual student attendance.

When a student is absent, the parent or guardian needs to notify the school office before 8:15 AM on any day the child is absent. The parent is expected to inform the Attendance Secretary of the reason for the student's absence. If a parent does not call, GWA should attempt to contact the parent to notify the parent that the child is absent. If a parent does not communicate with the Attendance Secretary, the absence will be unexcused.

21.1 Excused Absences

In accordance with Utah Code, GWA has approved the following reasons for excused absences:

- Illness (For illnesses lasting more than four days, a physician's note is required.)
- Family Death or Emergency (Parents need to notify both the teacher and the office as soon as the parents know an absence will be necessary.)
- Medical and Dental Appointments (It is highly encouraged to schedule appointments outside of school hours.)
- School Sponsored Activity
- Absences Permitted by a Student's IEP

Make-up work due to excused absences: School work resulting from excused absences may be collected from the teacher AFTER the child returns to school (the teacher will gather the school work as assignments are given). At their discretion, teachers may provide routine assignments for students before they leave if convenient, however assignments requiring a lot of prep or explanation must wait until the student returns. Students are responsible for requesting and collecting missed work from their teacher, and will be given two school days for each day absent to complete missing assignments.

21.2 Unexcused Absences

Unexcused Absence: Any absence that cannot be defined as an excused absence.

Section 22: Educational Leave

Utah Code dictates that Educational Leave or other preapproved extended absence shall be granted IF it is determined that the absence will not adversely impact the school-age minor's education. Examples of Educational Leave are: trips to museums, international travel, service missions, and visits to historical sites. George Washington Academy will allow Educational Leave for a maximum of 5 days per school year.

The following procedures must be followed in order to take Educational Leave:

Parents must fill out a "Request for Educational Leave" form and submit it to the child's teacher regarding their planned trip a minimum of two weeks before the proposed trip. The form may be found on the school website or in the front office.

A recommendation from the student's teacher will then be made to the Executive Director within three days on whether the proposed trip fits within the school's guidelines for Educational Leave. (The child's ability to maintain academic and social progress while missing the proposed school time and the unique nature of the situation will be considered).

Parent(s) must then meet with the Executive Director, who will make the final determination of whether the absence can be excused through Educational Leave. A copy of the determination will be given to the teacher and the parent.

When an absence is excused through the process outlined above, an arrangement will be made for the child's teacher to collect make-up work for the child and/or an alternative assignment(s) will be arranged. Upon the child's return the child will be given the make-up work and a reasonable date will be set for completion and evaluation of the work.

Parents should be aware that the pace of a classroom day is somewhat unpredictable, due to individual needs, enrichment that may grow out of planned lessons, etc. If presentation of new concepts has been missed, parents may need to seek tutorial support and/or make adjustments to the family schedule to allow for catch-up time. Educational Leave may not exceed 5 school days per year.

22.1 Monitoring Absences

A Notice of Compulsory Education Violation.

and/or

A student who is 12 years old or older may be given a **Notice of Truancy** indicating that they have accumulated 5 or more truanicies (unexcused absences). The Notice of Truancy will be mailed to the student's parent. It will direct the student and his parent to meet with the principal or his designee and to cooperate with the school board to secure regular attendance by the student. Notices of Truancy may be contested by the student or by his parents by contacting the principal or his designee.

The Notice of Compulsory Education Violation will include the required language outlined in Utah Code. A **Notice of Compulsory Education Violation** will be mailed to the parent by certified mail. **A parent who receives a Notice of Compulsory Education Violation will be directed to meet with the principal or his designee to discuss the student's attendance problems.**

Students who continue to accumulate unexcused absences will be monitored to determine if the parent is intentionally and recklessly failing to cooperate with the principal or his designee to secure regular attendance by the student. The School Board and the principal or his designee shall initiate efforts, as reasonably as possible, to resolve attendance problems in accordance with Utah Code.

After a parent has been served with a Notice of Compulsory Education Violation, if the student accumulates 5 or more additional unexcused absences during the remainder of the school year and it is determined that the parent is intentionally or recklessly failing to

comply with the Compulsory Education Law, then the parent's violation will be reported to the County Attorney for referral to Juvenile Court. If a student accumulates 20 absences (unexcused or excused) in one school year, they will need to reapply for admission for the following year with preference given to applicants who are already on the wait-list.

22.2 Late Arrivals

It is important that students arrive on-time for school. Having a few extra minutes prior to the late bell helps them unwind, relax, and prepare for the day. Late arrival, on the other hand, is disruptive to the class and the teacher, and puts the late arriving student at a disadvantage. **The morning Drop-Off Period for students is 7:45 AM to 8:15 AM. The late bell rings at 8:15 AM.** Anyone arriving at their classroom after 8:15 AM may be marked tardy. A tardy is excused only for the following reasons: medical or dental appointments, traffic delays that affect several school families traveling the same route, or family emergencies. Office staff will make the final determination as to whether a tardy is excused or unexcused. Tardy students must check-in at the office for a tardy slip before reporting to class. If the student is more than five (5) minutes late, the parent needs to accompany the student to the office. To encourage punctuality, the Attendance Secretary will use the following procedure: (unless the secretary is aware of extraordinary circumstances contributing to these tardies):

The Attendance Secretary, when time allows, will send an automated phone call to the tardy student's parent each time the student is tardy.

In addition, the following will happen at the designated intervals:

- 6 Tardies Parents will be notified by email.
- 12 Tardies Parents must submit a letter or email to the Attendance Secretary specifying a reason for the tardies, including a plan for the student to arrive at school on time.
- 18 Tardies Parents meet with the Executive Director, or his designee, to explain reasons for tardies and discuss a solution.
- 20 Tardies Disciplinary action (student may be suspended).
Parents will need to reapply for admission for the following year with preference given to applicants who are already on the wait-list.

The Executive Director may also authorize the GWA teachers to establish consequences for being tardy to their classrooms and to implement incentives for being on-time. Please refer to Attendance Policy 305.

Section 23: Students' Personal Items

To help George Washington Academy maintain an atmosphere of uniformity and equality, students will not be allowed to use personal electronic devices at school. This includes cell phones, MP3 players, video games, phone watches, and other similar items. Use of these devices at school disrupts classroom activities and detracts from learning.

Any of these devices brought to school and found to be a disruption will be confiscated and held by the administration until retrieved by a parent. George Washington Academy accepts no responsibility for personal electronics, confiscated or not. Please remind your student that where there are items of significant monetary value, there are often situations where they could be damaged or stolen.

Bicycles, skates, scooters, roller blades, and skateboards are likewise prohibited on school grounds and will be subject to confiscation. In all cases, items not related to school, including toys, are better left at home. Refer to policy 335.

23.1 Search and Seizure

The Utah State Legislature and the Utah Board of Education have charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. Utah law (Section 53A-11-1305) directs the Utah State Board of Education and local boards of education to have rules in place to protect individual student rights and guard against excessive intrusion. In the discharge of that responsibility, school authorities of George Washington Academy may search school property such as lockers used by students, or the person or property, including backpacks, purses and belongings, electronic devices, and vehicles of students, in accordance with policy. The complete Search and Seizure policy may be found on the GWA website and/or in our Policies and Procedures manual. Refer to Policy 405

Section 24: Lost and Found

Please label all clothing, backpacks, and other items with the owner's name. Items found at school with no identification will be placed in the Lost and Found. Unclaimed items will be donated to charity on a regular basis.

Section 25: School Fees

Middle school fees are required for 6th and 7th grade students. GWA administration will work to avoid fees when possible, but many expenses in the operation of schools are beyond the ordinary costs of education. Your student may be charged fees for school materials, activities, and programs if they are in 6th and 7th grade.

Any fees associated with a GWA activity shall be set by the Principal and Board, and will be clearly communicated to parents. Families unable to meet fee requirements may apply for a fee waiver. Students may also perform a work assignment or public service as payment-in-kind in lieu of a fee. The work must be a fair exchange of time for the value of the fee waived.

Section 26: Donations

George Washington Academy always welcomes gifts, donations, or grants of any kind. We are a 501(c)3, and any deduction may be tax deductible. All donations will be recorded by the school, with a receipt given to the donor for tax purposes. Donations will not give a child preference in the school.

Health and Safety

Section 27: Immunizations

All children who attend school are required by the Utah Immunization Rule for Students to provide proof of immunization, an exemption, or proof of immunity against a disease for which vaccination is required.

Kindergarten Entry Requirements

The following vaccines are required for students entering kindergarten:*

- 5 DTP/DTaP/DT- 4 doses if 4th dose was given on/after the 4th birthday
- 4 Polio- 3 doses if 3rd dose was given on/after the 4th birthday
- 2 Measles, Mumps, and Rubella (MMR)
- 3 Hepatitis B
- 2 Hepatitis A
- 2 Varicella (Chickenpox)

Seventh Grade Entry Requirements

The following vaccines are required for students entering seventh grade:*

- 1 Meningococcal
- 1 Tdap (Tetanus/Diphtheria/acellular Pertussis)
- 2 Varicella (Chickenpox)
- 3 Hepatitis B

*Proof of immunity to disease(s) can be accepted in place of vaccination only if a document is presented to the school from a healthcare provider stating the student previously contracted the disease.

To receive a Utah vaccination exemption form, a legally responsible individual of a child must complete the online education module, print the Utah vaccination exemption form and provide a signed copy to the school. The online education module is available on the Utah Immunization Program website www.immunize-utah.org. A student for whom an exemption has been obtained will be excluded from school if an outbreak of any vaccine-preventable disease occurs. Exclusion is for the duration of the outbreak.

A student who has not provided a school with a complete immunization record at the time of enrollment can attend the school on a conditional enrollment. Conditional enrollment is a period where the student's immunization record is under review by the school or for 21 calendar days after the day a school provides written notice to a student's legally responsible individual, in person or by mail. Students who do not comply at the end of the conditional enrollment period must be excluded from attending the school until proper documentation of immunization records has been provided to the school.

Section 28: Illness / Accidents

When a student becomes ill at school, appropriate healthcare will be given until a parent, guardian, or adult designated by the parent or guardian can pick them up. A student who is ill must be signed out at the office before leaving.

In the case of serious accident or injury, parents will be notified immediately. If the accident or illness is determined to be of a serious or life threatening nature, the principal has the authority to call emergency services and seek proper medical attention at the parent's expense. For minor injuries, a teacher or employee of the school who has first-aid training will administer first aid.

In the interest of maintaining the health of all students, please do not send your child to school with any symptoms of actual illness.

Section 29: Concussion and Head Injury

GWA has a thorough policy for identifying and treating symptoms of concussion and/or head injury. When a student shows any signs, symptoms, or behaviors consistent with a concussion, he or she shall be removed immediately from class, recess, play, etc. and parent(s)/guardian(s) will be notified.

The following situations indicate a medical emergency:

- Any student with a witnessed loss of consciousness (LOC) of any duration (may be spine boarded and transported immediately to nearest Emergency Department via emergency vehicle).

- Any student who has the following symptoms of a concussion, and who is not stable (i.e., condition is worsening), is to be transported immediately to the nearest Emergency Department via emergency vehicle:
 - Deterioration of neurological function
 - Decreasing level of consciousness
 - Decrease or irregularity in respirations
 - Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - Mental status changes: lethargy, difficulty maintaining arousal, confusion or agitation
 - Seizure activity

A student who is symptomatic but stable, may be transported by his or her parents.

A student diagnosed with a concussion shall be withheld from activity for the remainder of the day. In the event that a student's parent(s) cannot be reached, and the student is able to be sent home:

- GWA will ensure that the student will be with a responsible individual, who is capable of monitoring the student and understanding the home care instructions, before allowing the student to go home.
- A representative from GWA (Principal, Vice Principal, Front Office Manager, or teacher) should continue efforts to reach a parent.
- If there is any question about the status of the student, or if the student cannot be monitored appropriately, the student should be referred to an Emergency Department for evaluation. A representative from GWA will accompany the student and remain with the student until a parent/guardian arrives.

Please refer to Concussion and Head Injury Policy 810 on the GWA website.

Section 30: Wellness

We are committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating habits and regular physical activity.

All students in grades K-5 have at least 30 minutes per day of supervised recess/PE, preferably outdoors, during which the school encourages moderate to vigorous physical activity. All students are expected to be outside during recess breaks. In extreme weather, children will be allowed to remain in the building in a designated area. If you wish for your child not to attend recess due to health problems, please notify the teacher in writing. If your request is for more than three days, a note from a doctor is necessary.

To ensure sufficient energy and alertness at school, we encourage all children to have a proper night's sleep and a quality breakfast at home before coming to school. During the school day, students will have 25 minutes to eat lunch Monday through Friday (scheduled between 10:30 AM and 1:00 PM). There may also be classroom snacks, provided by parents. If you bring snacks for the class, note that we do not allow homemade treats (health dept. policy) – please bring healthy store bought items only.

Drinking water and hand-washing facilities are available for students at all times.

Physical Activity Opportunities and Physical Education

The physical education classes are designed to stress physical fitness and encourage healthy, active lifestyles. The classes consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

Classroom Treats

Refer to Policy 455

Communicating with GWA

Section 31: Communication with Parents

Open communication with parents is vital to GWA's success. Accordingly, parents are welcome to visit the school or classrooms at any time. We ask that parents not disturb the teacher or students, or interfere with classroom instruction. Conferences to discuss your child's needs must be held by appointment – before or after regular school hours. In addition to open access to the classroom, parents will receive a weekly newsletter from the teacher. Teachers will be accessible to parents through personal contact, e-mail, and telephone. The school web site (<http://www.gwacademy.org>) contains all of our contact information. Please check the web site frequently to learn of upcoming events and news. Our teachers also have links to their personal web pages. Information is updated regularly on these sites.

Section 32: Board Meetings

All Board meetings are open to the public and we encourage parents to attend. They are held the fourth Thursday of every month except November and December. They begin at 7:30 PM and are held at GWA (see posted or emailed agendas for exact location).

Section 33: Addressing Concerns

If you have a concern, please try to work with the person directly involved before contacting the principal. In most cases, a complaint or dispute can be resolved directly between the parties involved. Remember gossip is an infection that only grows when the problem is not faced with the person who is directly affected. It benefits no one and can create hurt and mistrust. Please remember to make an appointment with the teacher to discuss concerns. We ask that you do not interrupt class or talk to the teacher in passing. If the problem cannot be resolved between parties, parents or teachers should bring the issue to the principal for mediation. In extreme cases, when meeting with the principal has failed to resolve the concern, parents may want to bring their issue to the attention of the Board. To do so, a “Request to Address the Board” form must be completed and returned to the Executive Director. Forms for this purpose are available at the front office. This form is due to the Board Secretary on the Friday preceding the week of the Board meeting.

Section 34: Notification of Rights under FERPA

It is the policy of George Washington Academy (GWA) to follow state and federal laws and guidelines pertaining to the Family Educational Rights and Privacy Act (FERPA). GWA’s complete FERPA policy is available on our website and in our Forms, Policies & Procedures manual.

GWA’s Parent/Student/Teacher Educational Agreement

George Washington Academy wants to ensure that all GWA students acquire the skills and knowledge they need to reach their full academic and social potential. In order to reach this goal, faculty, staff, students and parents must each do their part to ensure the safety of our students, and present them with a suitable learning environment.

George Washington Academy Parents/Guardians are expected to support their children’s learning in the following ways:

- Attend all scheduled parent/teacher conferences during the school year.
- Communicate regularly with school staff about my child's progress.
- Read with and/or check that my child is reading independently every night.
- Check that my child is doing his/her homework every night and contact the classroom teachers if my child is struggling academically.
- Volunteer regularly throughout the school year.

- Make sure my child attends school and arrives on time every day in accordance with the school's schedule.
- Make sure that my child is prepared to learn every day by only bringing in materials which are relevant, getting a good night's sleep and making sure that my child is able to eat a quality breakfast before school.
- Accept George Washington Academy's policies and procedures and work with the school staff to make sure that my child is following the school and class rules so as to protect the safety, feelings and rights of other students, staff, parents and him or herself.
- Make sure my child's uniform is clean and ready to wear every day.
- Treat other parents/guardians, students and staff with respect. Be direct and respectful in communication with all members of the school's community.

George Washington Academy Students are expected to:

- Come to school prepared to learn by bringing all relevant materials and leaving any objects that will interfere with their learning at home.
- Participate in class and school activities and raise their hand if they have a question or do not understand something.
- Attend school and arrive on time each day in accordance with the school's schedule.
- Complete all class and homework assignments on time and to the best of their ability.
- Read every night for at least 20 minutes.
- Wear their school uniform clothes and shoes every day.
- Follow school and class rules. They understand that if they do not follow school and class rules a consequence will be given.
- Be responsible for their behavior and follow teachers' directions.
- Treat other students, parents/guardians and staff with respect.
- Behave in such a way as to protect the safety, feelings and rights of other students, staff, parents and themselves.
- Attend recommended extra help or tutoring sessions when assigned by the teacher.

George Washington Academy's Administrators, Faculty and Staff Members commit to:

- Treat parents/guardians and students with respect.
- Provide a safe and positive learning environment.

- Provide students with a strong foundation so that they may one day become thriving and successful members of the community.
- Maintain high academic expectations for all students.
- Assess students on a regular basis and work with parents to provide quality instruction.
- Communicate regularly with parents through parent-teacher conferences, progress reports, report cards, email, and other school communication formats.
- Support GWA's behavioral policy by informing parents/guardians if their child receives a disciplinary violation and reporting to the principal any behavior that warrants a school violation.
- Be direct and respectful in communication with all members of George Washington Academy.

George Washington Academy

2277 S. 3000 E., St. George, UT 84790

<http://www.gwacademy.org>

Phone: (435) 673-2232

Fax: (435) 673-0142

APPENDIX A

Supplemental Curriculum Information

Section 35: Additional Resources

Information about the Core Knowledge curriculum may be found at

<http://www.coreknowledge.org>.

Other curriculum information is available at:

Spalding Language Arts <http://www.spalding.org>

Saxon Math <http://saxonpublishers.harcourtachieve.com>

Shurley English <http://www.shurley.com>

Six Traits of Writing <http://www.thetraits.org/definitions.php>

Section 36: Grade Level Core Knowledge Reading Lists

1st Grade:

The Tale of Peter Rabbit (Beatrix Potter)

The House at Pooh Corner (A. A. Milne)

2nd Grade:

A Christmas Carol (Charles Dickens)

Charlotte's Web (E. B. White)

Peter Pan (James M. Barrie)

3rd grade:

Alice in Wonderland (Lewis Carroll)

Selections from The Arabian Nights

Selections from the Wind in the Willows
(Kenneth Grahame)

4th Grade:

Gulliver's Travels (Jonathan Swift)

The Legend Of Sleepy Hollow
(Washington Irving)

Rip Van Winkle (Washington Irving)

Pollyanna (Eleanor H. Porter)

Robinson Crusoe (Daniel Defoe)

Treasure Island (Robert Louis Stevenson)

King Arthur

Robin Hood

5th grade:

The Adventures of Tom Sawyer
(Mark Twain)

Adventures of Sherlock Holmes

(Arthur Conan Doyle)

Narrative of the life of Frederick Douglass
(Frederick Douglass)

Little Women (Louisa May Alcott)

A Midsummer Night's Dream for Young
People (ed. Diane Davis)

Secret Garden (Frances Hodgson Burnett)

Don Quixote (Miguel de Cervantes)

6th grade:

The Iliad and The Odyssey (Homer)

The Prince and the Pauper (Mark Twain)

Julius Caesar for Young People
(ed. Diane Davis)

7th grade

The Call of the Wild (Jack London)

Dr. Jekyll and Mr. Hyde
(Robert Louis Stevenson)

Diary of a Young Girl (Anne Frank)

Cyrano de Bergerac (Edmond Rostand)