

These Minutes are Pending Board Approval

Mission Statement: "ACADEMICS. LEADERSHIP. COMMUNITY."

George Washington Academy

Wednesday, August 27, 2025

7:00 p.m.

Board Meeting Minutes

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

Board Retreat was held at 4:30 p.m. prior to the Board Meeting.

The Board meeting convened at 7:15 p.m.

Board Welcome: Shannon Greer, President

Roll Call: Shannon Greer

Prayer: Kevin Peterson

Pledge of Allegiance: Kevin Peterson

GWA Year Goals:

Reviewed and discussed new goals from the Admin team.

Academics- By the end of the 2025-2026 school year, GWA students and teachers will work together to achieve an overall 8% increase in math fluency, making steady progress of 2% each quarter through consistent effort, collaboration, and support.

Leadership- Teachers will lead their own professional development by sharing and modeling best practices in academic instruction and behavior support, fostering a culture of shared leadership and continuous growth.

Community- Foster a positive school culture that motivates by embedding regular meaningful celebrations that recognize student achievement, personal growth, and staff contributions.

Board Members Present: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Shannon Greer, Laura Snelson and Blake Clark.

Others Present: Debbie Kauvaka, Steve Erickson, Christine Giles, Chance Manzanares, Emily Winona, Spencer Adams, Jenna Ayers, Lisa Riel, and Miguel Munoz.

Approval of Minutes:

Kevin made a motion to approve the minutes from the July 17th Board Meeting as outlined in the board packet. Rachel seconded the motion. The motion passed unanimously. All present voted in favor: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Shannon Greer, Laura Snelson.

Public Opportunity to Address the Board:

None

Set time for adjournment

Blake set time for adjournment as 8:30.

Teacher Reports:

Emily Winona, and Lisa Riel gave the report.

They talked with the kindergarten team, they are really happy with the culture that they are starting for a foundation for the kids. They are impressed with how prepared the students were. It went really well. They have taken to the routine very quickly

Administration Report: Blake Clark, Executive Director

Blake explained the board update that he sends out monthly, prior to the board meeting. Enrollment will be 1030 which is the highest he has seen ever. Blake explained the new attendance policy - they take it very seriously since they are there to protect the safety of the kids. There is a wait list of 149 students, mostly students K-4. He reviewed the summer Mathnasium report. Based on the numbers, attendance is important to mastering the skills. The kids that were there the most mastered more skills. He reviewed test scores for Reading, Math and Science. Blake brought up the back to school night, there was a great turn out. The PTO had a booth as well as the wellness center. Casey asked about the absentee number. 91% is good but if its always the same 9% that aren't coming to school is there a way to track that and is there something we should do about it?

Financial Report:

Spencer Adams gave the report. This is the first month of the year - July. There are a lot in red, thats because we have to use them before we get them. Regardless of where we are as long as we know why that's whats important. Overall starting the year really well. The finance committee keeps very detailed records. Once we get the trued up number we will know what the revenue will look like for the year. They are working with the auditors right now and will send the report once they get it.

Committee Reports (3 min each):

- **Policies Committee** – Nothing to report.
- **Finance Committee** – Nothing to report.
- **Audit Committee** - Nothing to report.
- **Benefits Committee** – Nothing to report.
- **Curriculum Committee** – Nothing to report.
- **Outreach Committee** – Nothing to report.
- **Technology Committee** - Nothing to report.

- **LAND Trust Committee** – Nothing to report. Sent an email to past members to gauge interest for this upcoming year.
- **PTO Committee** – Strong PTO team with good vision. Uniform sale went really well, almost doubling what they made previously.
- **Board Development Committee** – Just outlined what we will be doing the next couple of months. Nothing additional to report.
- **Campus Management Committee** – Nothing to report.

Shannon asked the new board members to choose a committee to be part of. Sharna and Sharon. Sharna accepted to be on the Audit committee and technology. Benefit committee Sharon. Policy committee needs

Rachel wants the technology and Health and Wellness, recruitment

Discussion and/or Action Items:

- Casey made a motion to approve the Update to Policy 440, Corporal Punishment as outlined in the board packet. Brady seconded that motion. Motion was amended to change the second page header to match the actual policy. The motion passed unanimously. All present voted in favor: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Shannon Greer, Laura Snelson.
- Laura P made a motion to approve the IT Service Contract in the amount of \$12,915. Seconded by Rachel. Rachel said that she did some research on it and it seemed like a good price. This was a multi year contract second of three years. The motion passed unanimously. All present voted in favor: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Shannon Greer, Laura Snelson.
- Kevin made a motion to pass the TSSA Framework and Budget in the amount of \$304,399 as outlined in the board packet. Seconded by Sharon. The motion passed unanimously. All present voted in favor: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Shannon Greer, Laura Snelson.
- Shannon abstained from the vote since she works for UAPCS. Kevin took over. Brady made a motion to approve the UAPCS Membership Dues in the amount of \$8,088 as outlined in the board packet. Rachel seconded the motion. Rachel asked to learn more about it. Blake said he outlined it in the packet but that they receive a lot of training from UAPCS and if they ever need extra support it comes out of this for no additional charge. Kevin commented that they have individuals that work with legislators. The motion passed unanimously. All present voted in favor: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Laura Snelson. Shannon Greer abstained.
- Kevin made a motion to accept the New Supplement -Highly Needed Educators (SHINE) Policy as outlined in the board packet. Laura S seconded the motion. The motion passed unanimously. All present voted in favor: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Shannon Greer, Laura Snelson.

- Sharna made a motion to approve the Solution Tree Professional Development in the amount of \$9,700 as outlined in the board packet. Kevin seconded the motion. Rachel asked if all teachers get to attend the training with the author. Blake said yes. It will be held on a teacher prep day. The motion passed unanimously. All present voted in favor: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Shannon Greer, Laura Snelson.

Hughes Construction Update:

They are getting close to having a finalized sketch. They are meeting tomorrow and want to spend the first 30 mins touring the campus.

Sponsorship Update: Shelbi Kelly updated the board on how many sponsors came in for the school year. There are 41 sponsors. Last year she raised \$42,600. This year it was \$46,500. Six businesses chose to upgrade to the Patriot level which was \$2,000. Several businesses donated gift cards. 18 Businesses have committed to do a booth at the 20 year anniversary celebration.

Closed Meeting – Kevin Peterson made a motion to go into a closed meeting in accordance with the Utah Open and Public Meetings Act for the purposes of discussing the character competence of an individual. Sharna Rowe seconded. Roll Call vote: Shannon Greer, yes. Casey Unrein, yes. Laura Pressley, yes. Brady Pearce, yes. Kevin Peterson, yes. Sharna Rowe, yes. Rachel Richins, yes. Sharon Moss, yes. Laura Snelson, yes. The vote was unanimous. The meeting went into a closed session at the Courtyard by Marriott Conference Room.

Reconvene — Kevin made a motion to act on the decision made during the closed session. Rachel seconded the motion. The motion passed unanimously. All present voted in favor: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Shannon Greer, Laura Snelson.

Next Meeting: The next regular Board Meeting will be held September 25, 2025.

Adjournment: Kevin motioned to adjourn. The meeting was adjourned at 10:30.

Written by Shelbi Kelly

These Minutes are Pending Board Approval

George Washington Academy

Wednesday, August 27, 2025

4:30 p.m. - 7:00 p.m.

Board Retreat Minutes

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

The Board Retreat convened at 4:30 p.m.

Board Members Present: Kevin Peterson, Brady Pearce, Laura Pressley, Sharon Moss, Rachel Richins, Sharna Rowe, Casey Unrein, Shannon Greer, Laura Snelson, Blake Clark and Shelbi Kelly.

Others Present: Debbie Kauvaka, Steve Erickson, Christine Giles, Chance Manzanares.

The discussion was led by Shannon Greer.

Review of the Mission: Academics. Leadership. Community.

Had a discussion on how we would explain to a stranger the mission of the school.

Students are a name not a number.

It's a school of choice.

Their child feels comfortable being who they are, and more accepting of others around them.

Patriot time and helping students to extend.

Students leading their own learning. Nationally recognized in the art of collaboration.

Teachers work together to look at the students growth.

A school that starts at the foundation. Building a foundation.

Review of the Vision

To provide students with a high-quality, rigorous education in a supportive environment.

Focused on strong academics

To develop academically successful and personally capable students by emphasizing a rigorous Core Knowledge Curriculum, fostering leadership skills through the "leader in Me" program and 7 Habits.

We aim to build self-discipline, mutual respect, and strong foundations for a brother future

Motto: Building a strong foundation

Portrait of a GWA Graduate.

Review of the Charter Goals

The Charter is located on the website. It's an important document because it is a guiding document and a contract with the state charter school board. It's the accountability piece of who loaned us the money, stakeholders, state charter. The charter was renewed 8 years ago. Exhibit A: Discussion about the maturity of the document. Changes needing to be made - Shannon will start the process.

Boards 4 Main Responsibilities.

Ensure all laws and rules are followed

Ensure the charter is upheld

Ensure we are fiscally responsible

Ensure strong relationships with stakeholder

Board Goal Setting

Conversation around the questionnaire from May on how the board can approve. The board should start with coming to meetings prepared to ask questions.

Committee Assignment Discussion

Discussion was moved to the regular board meeting.

Strategic Planning

SWOT Analysis

Strengths

- Academic quality
- Location
- Retention of students and teachers
- Admin team size and depth
- Branding
- Partnerships with SUU and increases at Utah Tech
- Financial situation
- Hiring this year went really well
- Faculty and staff
- Leadership
- Experience and skill of admin team
- Stability retention of leaders
- Intentional focus on extra resources, math center reading center
- Measures taken to have greater security.
- Professional development

- Board training every month

Weaknesses

- Differentiating the middle school grades
- What to say to sell the 6th and 7th grade program
- Carpool situation
- Parental involvement
- The building layout
- Never have a sport team

Opportunities

- The new building - more people more choice for parents.. More
- 20th Anniversary - chance to reflect
- Kids have an opportunity to showcase what they are learning
- Professional development

Threats

- Voucher Bill
- Additional schools coming into the area
- Funding - Federal Level, recession etc
- Budget is set at 28 kids per class

Plan to meet with Suzanne Metzger to develop a robust strategic plan. Date to be determined.

Sept 25th or 26th

Nov 20th

Written by Board Clerk, Shelbi Kelly.



Financial Summary

as of August 31, 2025

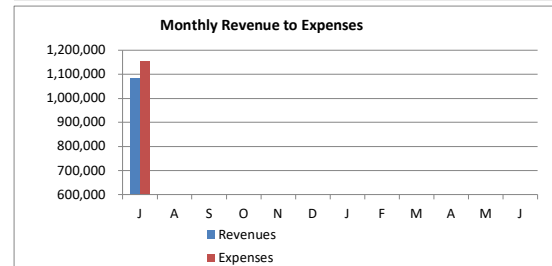
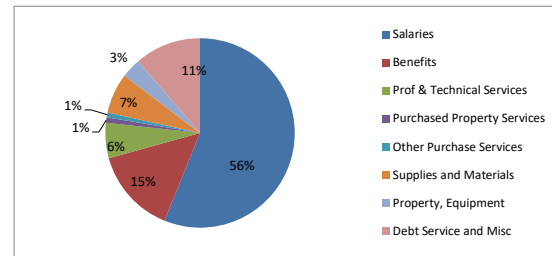
16.7% through the Year

BUDGET REPORT

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

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment		1000	1000	
Revenue				
1000 Local	\$ 90,318	\$ 596,858	\$ 596,858	15%
3000 State	\$ 2,046,013	\$ 11,247,066	\$ 11,251,256	18%
4000 Federal	\$ -	\$ 433,195	\$ 433,195	0%
Total Revenue	\$ 2,136,331	\$ 12,277,119	\$ 12,281,309	17%
Expenses				
100 Salaries	\$ 880,256	\$ 6,591,378	\$ 6,601,858	13%
200 Benefits	\$ 283,439	\$ 1,712,544	\$ 1,713,044	17%
300 Prof & Technical Services	\$ 54,931	\$ 700,900	\$ 709,828	8%
400 Purchased Property Services	\$ 22,125	\$ 108,080	\$ 108,080	20%
500 Other Purchase Services	\$ 13,460	\$ 99,075	\$ 99,075	14%
600 Supplies and Materials	\$ 239,826	\$ 801,216	\$ 801,216	30%
700 Property, Equipment	\$ 84,808	\$ 396,341	\$ 397,541	21%
800 Debt Service and Misc	\$ 215,948	\$ 1,334,712	\$ 1,334,712	16%
Total Expenses	\$ 1,794,793	\$ 11,744,247	\$ 11,765,355	15%
Net Income from Operations	\$ 341,538	\$ 532,873	\$ 515,955	66%
Operating Margin	16.0%	4.3%	4.2%	

EXPENSES

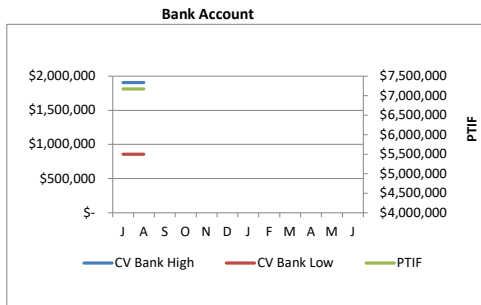


RATIOS

	Actual	Goal	Covenant	Prior Mth Change
Operating Margin	4.20%	5%		-0.1%
Debt Service Coverage	1.40	1.25	1.05	-0.01
Days Cash on Hand	282	130	30	(0)
Building Payment %	10.9%	< 22%		0.0%
Unrestricted NI	\$ 515,955	\$250,000		\$ (7,990)
Maintenance of Effort	\$ -	\$552		\$ -

CASH

Month Ending Cash Balance	\$ 9,078,332	Includes \$7,174,318 PTIF
Days Cash on Hand	282	

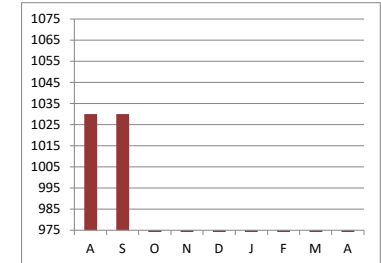


RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 9,640,018	\$ 9,640,018
Reserves Added this Year	\$ 341,538	\$ 515,955
Project 1	\$ -	\$ -
New Reserve Balance	\$ 9,981,556	\$ 10,155,973

ENROLLMENT

	A	S	O	N	D	J	F	M	A
K	140	140							
1	138	138							
2	140	140							
3	141	141							
4	135	135							
5	138	138							
6	110	110							
7	88	88							
Total	1030	1030	0	0	0	0	0	0	0
WPU	916.70								



Created by Red Apple



Budget Detail Report

Actuals as of: **August 31, 2025**

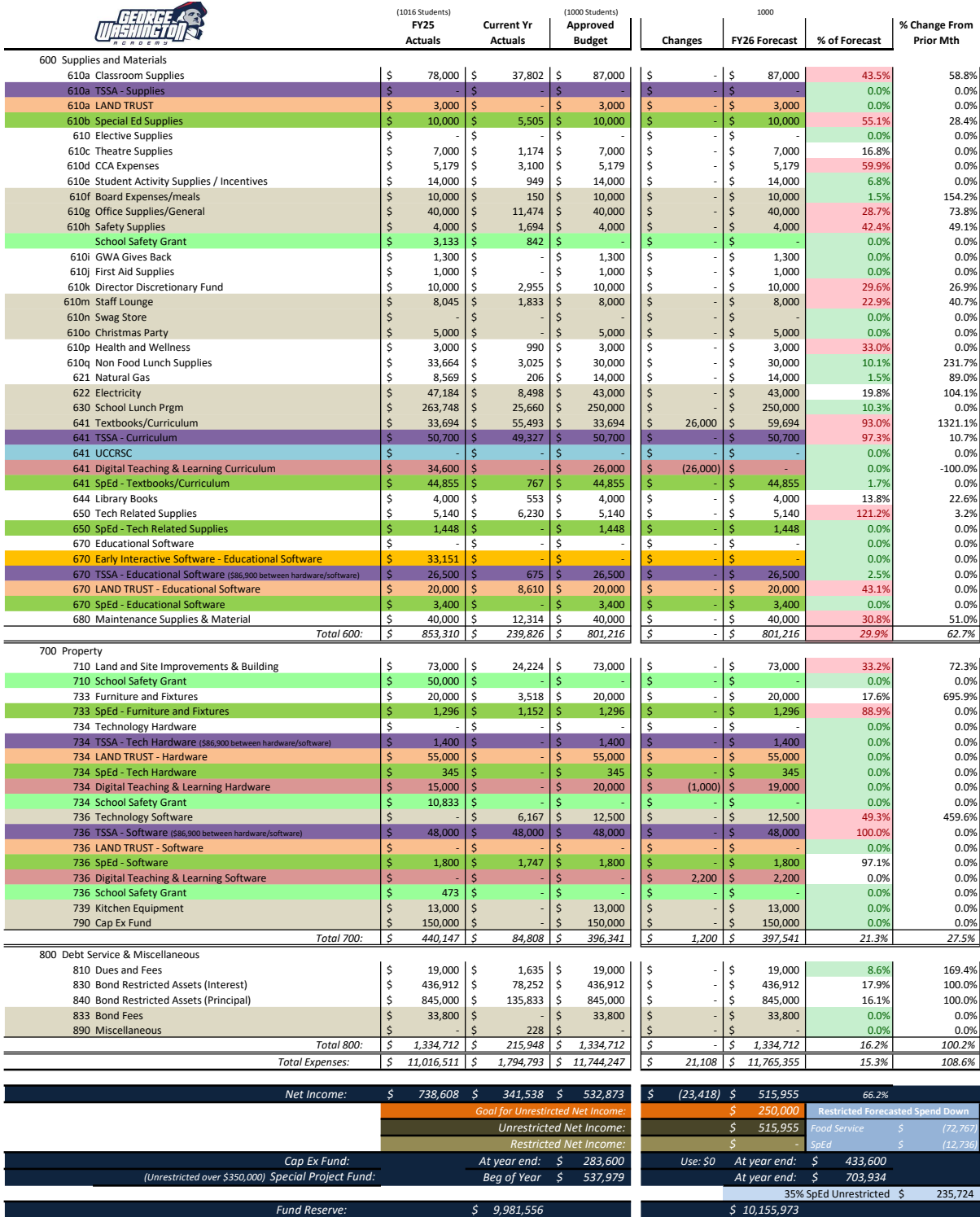
Percentage of Year: **16.7%**



	(1016 Students) FY25 Actuals	Current Yr Actuals	(1000 Students) Approved Budget		1000		% Change From Prior Mth
Revenue				Changes	FY26 Forecast	% of Forecast	
1000 Revenue From Local Sources							
1510 Interest	\$ 437,000	\$ 75,524	\$ 350,000	\$ -	\$ 350,000	21.6%	104.0%
1600 Food Services	\$ 230,000	\$ 14,734	\$ 230,000	\$ -	\$ 230,000	6.4%	18317.5%
1741 Student Activities and Fees	\$ 300	\$ -	\$ 300	\$ -	\$ 300	0.0%	0.0%
1741 Textbook and Library Fees	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
1920 Donations	\$ 4,815	\$ -	\$ 4,000	\$ -	\$ 4,000	0.0%	0.0%
1920 Staff Lounge	\$ 3,210	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%	0.0%
1920 Dixie Direct Fundraiser	\$ 9,151	\$ -	\$ 8,558	\$ -	\$ 8,558	0.0%	0.0%
1930 Sales of Assets	\$ 1,000	\$ 20	\$ 1,000	\$ -	\$ 1,000	2.0%	0.0%
1990 Background Checks	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
1990 Miscellaneous Income	\$ -	\$ 40	\$ -	\$ -	\$ -	0.0%	0.0%
Total 1000:	\$ 685,476	\$ 90,318	\$ 596,858	\$ -	\$ 596,858	15.1%	143.5%
3000 Revenue From State Sources MSP							
30-3005 Regular School Program K	\$ 542,616	\$ 94,058	\$ 578,219	\$ -	\$ 578,219	16.3%	100.0%
30-3010 Regular School Program 1-12	\$ 3,563,757	\$ 617,805	\$ 3,692,961	\$ -	\$ 3,692,961	16.7%	100.0%
30-3020 Professional Staff	\$ 243,144	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
31-1205 Sped Educ Reg Add-On WPUS	\$ 647,592	\$ 140,889	\$ 673,498	\$ -	\$ 673,498	20.9%	100.0%
31-1210 Sped Educ Reg Self Contained	\$ 61,393	\$ 11,291	\$ 63,848	\$ -	\$ 63,848	17.7%	100.0%
31-1220 Sped Educ Extended Year Program	\$ 4,213	\$ 808	\$ 4,384	\$ -	\$ 4,384	18.4%	100.0%
31-1225 Sped Educ State Programs	\$ 9,814	\$ 1,906	\$ 10,207	\$ -	\$ 10,207	18.7%	100.0%
31-1278 Sped Educ Stipends Extended Year	\$ 1,344	\$ 4,480	\$ -	\$ 4,480	\$ 4,480	100.0%	0.0%
31-5201 Class Size Reduction K-8	\$ 425,623	\$ 73,940	\$ 442,647	\$ -	\$ 442,647	16.7%	100.0%
31-5344 Enhancement for At-Risk Student	\$ 141,988	\$ 24,613	\$ 147,667	\$ -	\$ 147,667	16.7%	100.0%
31-5901 Career and Tech Ed Dist. Add-On	\$ 6,342	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
31-5903 CTE Comprehensive Counseling	\$ 20,000	\$ 3,333	\$ -	\$ -	\$ -	0.0%	99.9%
32-0500 Charter School Base Funding	\$ 116,610	\$ 19,378	\$ 116,265	\$ -	\$ 116,265	16.7%	100.0%
32-5310 Flexible Allocation	\$ 2,356	\$ 62,760	\$ 376,433	\$ -	\$ 376,433	16.7%	100.0%
32-5619 Charter School Local Replacement	\$ 3,363,438	\$ 611,318	\$ 3,628,000	\$ -	\$ 3,628,000	16.9%	100.0%
32-5651 Educator Professional Time	\$ 102,232	\$ 85,847	\$ 107,296	\$ -	\$ 107,296	80.0%	0.0%
33-5805 Early Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
34-5642 Elementary School Counselor Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
34-5666 Professional Learning Grant	\$ 8,782	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
34-5807 Teacher Salary Supplement Program	\$ -	\$ 6,174	\$ -	\$ -	\$ -	0.0%	100.0%
34-5868 Teacher Supplies and Materials	\$ 21,200	\$ 16,963	\$ 21,200	\$ -	\$ 21,200	80.0%	0.0%
34-5876 Educator Salary Adjustment	\$ 590,922	\$ 113,107	\$ 678,642	\$ -	\$ 678,642	16.7%	100.0%
34-5911 ELL Software	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
35-5420 School Land Trust Program	\$ 148,100	\$ 157,343	\$ 157,343	\$ -	\$ 157,343	100.0%	0.0%
35-5655 Digital Teaching & Learning	\$ 49,660	\$ -	\$ 46,000	\$ (6,790)	\$ 39,210	0.0%	0.0%
35-5678 TSSA	\$ 253,940	\$ -	\$ 304,399	\$ -	\$ 304,399	0.0%	0.0%
35-5679 School Based Mental Health Grant	\$ 54,918	\$ -	\$ 52,656	\$ -	\$ 52,656	0.0%	0.0%
35-5810 Library Books & Elective Resources	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
35-5882 Beverly Taylor Sorenson Grant	\$ 50,400	\$ -	\$ 50,400	\$ -	\$ 50,400	0.0%	0.0%
38-5608 Mental Health Screeners	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
38-5618 Early Interactive Software Program	\$ 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	0.0%	0.0%
38-5674 Elementary Suicide Prevention	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%	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	\$ 63,797	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
38-8070 School Lunch (Liquor Tax)	\$ 105,000	\$ -	\$ 90,000	\$ -	\$ 90,000	0.0%	0.0%
Student Teacher Stipend	\$ -	\$ -	\$ -	\$ 6,500	\$ 6,500	0.0%	0.0%
Total 3000:	\$ 10,640,332	\$ 2,046,013	\$ 11,247,066	\$ (2,310)	\$ 11,251,256	18.2%	95.2%
4000 Revenue From Federal Sources							
45-7522 IDEA Pre-School	\$ 2,544	\$ -	\$ 2,544	\$ -	\$ 2,544	0.0%	0.0%
45-7524 IDEA Flow-Through	\$ 155,946	\$ -	\$ 155,946	\$ -	\$ 155,946	0.0%	0.0%
45-8075 Free & Reduced Reimbursement	\$ 119,000	\$ -	\$ 132,555	\$ -	\$ 132,555	0.0%	0.0%
45-8075 National School Lunch Program	\$ 61,990	\$ -	\$ 57,480	\$ -	\$ 57,480	0.0%	0.0%
45-8075 School Breakfast Program	\$ 31,692	\$ -	\$ 29,467	\$ -	\$ 29,467	0.0%	0.0%
45-8079 Local Food for Schools Co-Op	\$ 2,936	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
45-8080 Pandemic EBT	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
47-7290 CARES UEN WIFI	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
48-7801 Federal Title I A	\$ 47,055	\$ -	\$ 47,055	\$ -	\$ 47,055	0.0%	0.0%
48-7860 Federal NCLB Title II A	\$ 8,148	\$ -	\$ 8,148	\$ -	\$ 8,148	0.0%	0.0%
48-7860 Federal Title IV Repurposed to Title I	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
Total 4000:	\$ 429,311	\$ -	\$ 433,195	\$ -	\$ 433,195	0.0%	0.0%
Total Revenue:	\$ 11,755,119	\$ 2,136,331	\$ 12,277,119	\$ (2,310)	\$ 12,281,309	17.4%	96.9%



	(1016 Students)		(1000 Students)		1000		% Change From
	FY25	Current Yr	Approved				Prior Mth
	Actuals	Actuals	Budget	Changes	FY26 Forecast	% of Forecast	
Expenses							
100 Salaries							
121.2 Administration	\$ 520,202	\$ 92,326	\$ 571,276	\$ -	\$571,276	16.2%	106.3%
131 Teachers	\$ 3,147,493	\$ 537,840	\$ 3,486,478	\$ -	\$3,486,478	15.4%	112.1%
131 Special Education Salaries	\$ 332,081	\$ 64,227	\$ 380,839	\$ -	\$380,839	16.9%	97.7%
131 Stipends / Merit Pay	\$ 66,420	\$ 4,369	\$ 106,500	\$ -	\$ 106,500	4.1%	7.5%
131 Summer Professional Development	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ 60,000	0.0%	0.0%
131 Educator Professional Time Stipend	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ 40,000	0.0%	0.0%
131 Mental Health Stipend	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
131 Student Teacher Stipend	\$ -	\$ -	\$ -	\$ 6,000	\$ 6,000	0.0%	0.0%
131 LETRS Training Stipend	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
131 TSSP After School Tutoring Stipends	\$ 12,600	\$ -	\$ 12,600	\$ -	\$ 12,600	0.0%	0.0%
131 LAND TRUST - Stipends	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ 9,000	0.0%	0.0%
131 Special Education Stipends (After School)	\$ 1,120	\$ 4,000	\$ 1,120	\$ 4,480	\$ 5,600	71.4%	0.0%
132 Substitute Teachers (PTO Stipend)	\$ 30,000	\$ 710	\$ 30,000	\$ -	\$ 30,000	2.4%	0.0%
132 SpEd Substitutes	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%	0.0%
142 Counselor	\$ 257,466	\$ 45,576	\$ 282,455	\$ -	\$282,455	16.1%	106.8%
143 School Nurse	\$ 9,921	\$ -	\$ 10,517	\$ -	\$10,517	0.0%	0.0%
145 Librarian / Literacy Aide	\$ 22,279	\$ 1,568	\$ 24,795	\$ -	\$24,795	6.3%	0.0%
152 Secretaries	\$ 136,399	\$ 18,158	\$ 164,170	\$ -	\$164,170	11.1%	300.7%
152 Board Clerk	\$ 10,000	\$ 1,084	\$ 10,000	\$ -	\$10,000	10.8%	111.7%
161 Teacher Aides, Reading Specialists & Subs	\$ 466,997	\$ 32,480	\$ 575,993	\$ -	\$575,993	5.6%	16059.2%
161 TSSA - ELL Para's	\$ 25,350	\$ 990	\$ 25,350	\$ -	\$ 25,350	3.9%	0.0%
161 LAND TRUST - K Aide/Student Support Para	\$ 37,000	\$ 483	\$ 37,000	\$ -	\$ 37,000	1.3%	0.0%
161 SpEd Aides & Speech Therapist	\$ 235,040	\$ 20,600	\$ 268,517	\$ -	\$268,517	7.7%	586.4%
162 Computer Aides	\$ 24,576	\$ -	\$ 26,051	\$ (18,000)	\$ 8,051	0.0%	0.0%
162 Computer Aides - DTL	\$ -	\$ 1,733	\$ -	\$ 18,000	\$ 18,000	9.6%	0.0%
182 Custodial & Maintenance	\$ 120,493	\$ 17,750	\$ 167,136	\$ -	\$167,136	10.6%	146.1%
191 Lunch Room Aide	\$ 363,015	\$ 36,362	\$ 296,581	\$ -	\$296,581	12.3%	283.7%
Total 100:	\$ 5,932,452	\$ 880,256	\$ 6,591,378	\$ 10,480	\$ 6,601,858	13.3%	130.1%
200 Employee Benefits							
220 Social Security	\$ 422,000	\$ 57,071	\$ 473,936	\$ 500	\$ 474,436	12.0%	130.6%
220 LAND TRUST - BENEFITS	\$ 3,000	\$ 37	\$ 3,000	\$ -	\$ 3,000	1.2%	0.0%
220 SpEd Social Security	\$ 41,090	\$ 6,491	\$ 50,144	\$ -	\$ 50,144	12.9%	148.0%
230 Retirement	\$ 275,000	\$ 46,109	\$ 297,000	\$ -	\$ 297,000	15.5%	110.6%
240 Group Insurance	\$ 725,754	\$ 105,877	\$ 762,042	\$ -	\$ 762,042	13.9%	109.6%
240 Mental Health	\$ 48,885	\$ 56,333	\$ 52,000	\$ -	\$ 52,000	108.3%	1200.1%
240 Deductible Stipend	\$ 10,000	\$ 4,500	\$ 35,000	\$ -	\$ 35,000	12.9%	0.0%
270 Worker's Compensation Fund	\$ 24,938	\$ 7,021	\$ 26,185	\$ -	\$ 26,185	26.8%	22.9%
280 Unemployment Insurance	\$ 10,000	\$ -	\$ 13,238	\$ -	\$ 13,238	0.0%	0.0%
Total 200:	\$ 1,560,667	\$ 283,439	\$ 1,712,544	\$ 500	\$ 1,713,044	16.5%	147.9%
300 Purchased Professional & Technical							
320 Special Education Contractors	\$ 155,000	\$ 3,190	\$ 145,000	\$ -	\$ 145,000	2.2%	0.0%
320 Counseling Services - (FY20 LCSW-Mental Health)	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
320 Math Center Contract	\$ 95,000	\$ 5,600	\$ 92,000	\$ -	\$ 92,000	6.1%	0.0%
320 Guardian	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
330 Employee Training & Development	\$ 62,232	\$ 1,203	\$ 62,232	\$ -	\$ 62,232	1.9%	301.0%
330 TSSA - Training & Development (\$88,800 between PD/Travel)	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ 50,000	0.0%	0.0%
330 LAND TRUST - Training & Development	\$ 24,000	\$ 185	\$ 24,000	\$ -	\$ 24,000	0.8%	0.0%
330 SpEd Training & Development	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ 6,000	0.0%	0.0%
330 SEDC Services	\$ 3,891	\$ -	\$ 3,891	\$ -	\$ 3,891	0.0%	0.0%
340 Audit	\$ 17,802	\$ -	\$ 16,600	\$ -	\$ 16,600	0.0%	0.0%
345 Business Manager Services	\$ 82,308	\$ 14,130	\$ 84,777	\$ -	\$ 84,777	16.7%	100.0%
349 Legal Services	\$ 8,000	\$ 2,034	\$ 8,000	\$ -	\$ 8,000	25.4%	0.0%
350 Technical Services (IT)	\$ 156,258	\$ 25,473	\$ 147,600	\$ 8,928	\$ 156,528	16.3%	104.9%
580 Admin & Teacher Travel (Meals)	\$ 7,000	\$ 45	\$ 7,000	\$ -	\$ 7,000	0.6%	0.0%
580 TSSA - Travel (\$88,800 between PD/Travel)	\$ 38,800	\$ -	\$ 38,800	\$ -	\$ 38,800	0.0%	0.0%
580 LAND TRUST - Travel	\$ 6,000	\$ 3,071	\$ 6,000	\$ -	\$ 6,000	51.2%	0.0%
580 SpEd - Travel	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ 5,500	0.0%	0.0%
580 SpEd Contracted Employee Travel	\$ 4,101	\$ -	\$ 3,500	\$ -	\$ 3,500	0.0%	0.0%
Total 300:	\$ 721,892	\$ 54,931	\$ 700,900	\$ 8,928	\$ 709,828	7.7%	119.0%
400 Purchased Property Services							
411 Water/Sewage	\$ 12,000	\$ 2,145	\$ 12,000	\$ -	\$ 12,000	17.9%	112.8%
411 Water Rights	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%	0.0%
412 Disposal Services	\$ 17,328	\$ 728	\$ 15,480	\$ -	\$ 15,480	4.7%	0.0%
420 Cleaning Services	\$ 6,500	\$ 100	\$ 6,500	\$ -	\$ 6,500	1.5%	0.0%
431 Lawn Care Services	\$ 16,100	\$ 3,260	\$ 16,100	\$ -	\$ 16,100	20.2%	0.0%
431 Non-Technology Repairs & Maintenance	\$ 36,000	\$ 15,892	\$ 57,000	\$ -	\$ 57,000	27.9%	143.8%
432 Copy Machine Servicing	\$ 3,000	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
Total 400:	\$ 91,928	\$ 22,125	\$ 108,080	\$ -	\$ 108,080	20.5%	105.1%
500 Other Purchased Services							
518 Field Trips / Bus Rental	\$ 3,000	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%	0.0%
522 Property & Liability Insurance	\$ 58,403	\$ 9,393	\$ 63,075	\$ -	\$ 63,075	14.9%	100.0%
530 Telephone	\$ 11,000	\$ 316	\$ 11,000	\$ -	\$ 11,000	2.9%	53.4%
540 Marketing	\$ 9,000	\$ 3,751	\$ 20,000	\$ -	\$ 20,000	18.8%	243.2%
Total 500:	\$ 81,403	\$ 13,460	\$ 99,075	\$ -	\$ 99,075	13.6%	124.5%



GEORGE WASHINGTON ACADEMY

Balance Sheet

As of August 31, 2025

	Aug 31, 25
ASSETS	
Current Assets	
Checking/Savings	
8110 · Cash in Banks	
8111 · Cache Valley Bank Accounts	
1 · Petty Cash	179.07
8111.1 · Cache Valley Bank (2050)	1,590.96
8111.3 · Cache Valley Checking (8114)	2,281,665.87
Total 8111 · Cache Valley Bank Accounts	2,283,435.90
8116 · PTIF	7,201,529.84
8120 · US Bank Accounts	
8120.1C · Principal Fund 2015 (80001)	171,056.76
8120.2 · Interest Fund 2008 (9002)	0.02
8120.2B · Interest Fund 2011 (5001)	0.01
8120.2C · Interest Fund 2015 (80002)	79,819.49
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)	73,617.00
Total 8120 · US Bank Accounts	1,760,405.78
Total 8110 · Cash in Banks	11,245,371.52
Total Checking/Savings	11,245,371.52
Other Current Assets	
8130 · Accounts Recievable	
8134 · Federal	155,945.64
8135 · Utah State Sales Tax	4,337.68
Total 8130 · Accounts Recievable	160,283.32
8150 · Prepaid Expenses	1,977.78
Total Other Current Assets	162,261.10
Total Current Assets	11,407,632.62
TOTAL ASSETS	11,407,632.62
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9513 · Accounts Payable-bill.com	49,329.52
Total Accounts Payable	49,329.52
Credit Cards	
9531 · Visa Card	
9531a · VISA Card - Jessica's Card	15,480.93
9531b · VISA Card - Blake's Card	400.00
9531f · VISA Card - Christine's Card	28.49
Total 9531 · Visa Card	15,909.42
9532 · Lowe's	-1.56
Total Credit Cards	15,907.86
Other Current Liabilities	
9510 · Accounts Payable	546.85
9530 · Accrued Liabilities	
9535 · Accrued Bond Liability	214,085.41
Total 9530 · Accrued Liabilities	214,085.41

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of August 31, 2025

	Aug 31, 25
9540 · Accrued Salaries & Withholdings	
9541 · Employee's Social Security	
9541.A · Employee FICA	-32.15
9541.B · Employee's MEDICARE	-7.52
Total 9541 · Employee's Social Security	-39.67
9542 · Employer's Social Security	
9542.A · Employer's FICA	-32.15
9542.B · Employer's MEDICARE	-7.52
Total 9542 · Employer's Social Security	-39.67
9544 · Utah State Withholding	18,066.00
Total 9540 · Accrued Salaries & Withholdings	17,986.66
9540a · Payroll & Benefit YE Accrual	385,197.21
9560 · Deferred Revenue	
9561 · Local	39,180.62
Total 9560 · Deferred Revenue	39,180.62
Total Other Current Liabilities	656,996.75
Total Current Liabilities	722,234.13
Total Liabilities	722,234.13
Equity	
30000 · Opening Balance Equity	193.93
9820 · Net Assets - Restricted	274,126.04
9830 · Retained Earnings	9,640,017.77
9850 · Unreserved Fund Balances	7,398.97
9859 · Undesignated Fund Balance	422,122.16
Net Income	341,539.62
Total Equity	10,685,398.49
TOTAL LIABILITIES & EQUITY	11,407,632.62



PROPOSAL FOR BOARD ACTION

Proposal Title: Emergency Response Plan

Submitted by: Steve Erickson

Originating Committee: Campus Management Committee

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

Situation:

Board approval of the updated Emergency Response Plan.

Background Information, including a list of reviewing committees:

Every year we update it with current phone numbers, staff members, maps, and any adjustments that may come from state updates.

Assessment:

Recommendation:

Please accept the new updated version sent out in a previous email.

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at skelly@gwacademy.org by the 15th day of the month of the Board meeting.



PROPOSAL FOR BOARD ACTION

Proposal Title: Update to Policy 320 - Bullying, Cyber-Bullying, Hazing, Abusive Conduct... Policy

Submitted by: Policies Committee

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:

Chance Manzanares was notified by the State of some updates that needed to be made to our current policy to be in alignment with state legislation.

Background Information, including a list of reviewing committees:

Chance Manzanares received an email from the State noting updates that need to be reflected in school policy. Chance provided the updates and they were provided to the Policies Committee.

Assessment:

Recommendation:

Approve the attached red-lined policy..

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at skelly@gwacademy.org by the 15th day of the month of the Board meeting.

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



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

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

Definitions

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

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

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

Training

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

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

Prohibitions

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

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

- a. a school employee;
 - b. a student; or
 - c. an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, or retaliation.
4. A school employee or student shall not make a false allegation of bullying, cyber-bullying, hazing, or retaliation against a school employee or student.
5. Students and employees shall not create, possess, or share recordings maliciously (to intimidate, embarrass, or retaliate).
- 4.a. Nothing in this policy is meant to prohibit recordings shared responsibly with GWA for reporting purposes. GWA will distinguish between recordings shared maliciously and recordings shared responsibly for reporting purposes.
- 5.6. Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

Investigations

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

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

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

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

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

Actions Required if Prohibited Acts are Reported

- 1. Each reported complaint will include:
 - a. the name of complaining party;
 - b. the name of offender (if known);
 - c. the date and location of incident(s); and
 - d. a statement describing the incident(s), including names of witnesses (if known).
- 2. Each reported violation of the prohibitions noted previously will be promptly investigated by a school administrator or an individual designated by a school administrator. A report of bullying, cyberbullying, hazing, and retaliation may be made anonymously, but GWA will not take formal disciplinary action based solely on an anonymous report.
- 3. Verified violations of this policy and/or these procedures shall result in consequences or penalties. Any retaliation by a student or employee will be cause for discipline. Making a false report is also a violation for which a student or employee may be disciplined. Consequences or penalties may include but are not limited to:
 - a. For students such discipline may include:
 - i. suspension or removal from school;
 - ii. suspension or removal from a school-sponsored team or activity;
 - iii. suspension of school sponsored transportation;
 - iv. lesser disciplinary action; and/or
 - v. other appropriate interventions.

- b. For employees such discipline must include formal disciplinary action (see, Administrative Procedures for Board Policy P-4: Discipline of District Employees). Formal disciplinary actions include, but are not limited to:
 - i. written reprimand;
 - ii. suspension with or without pay;
 - iii. probation;
 - iv. demotion; and
 - v. dismissal.
- c. For parents, adverse actions include, but are not limited to:
 - i. removal from the school;
 - ii. restricted access to campus;
 - iii. restricted access to school events or school sponsored activities; and
 - iv. restricted/directed communication with district employees and activities.
- d. Malicious sharing of recordings of incidents - students who create, possess, or share recordings (audio, video, or digital) of bullying, cyber-bullying, hazing, abusive conduct, or retaliation will be subject to disciplinary action in accordance with school policies.
 - i. Disciplinary responses may include, but are not limited to:
 - 1. confiscation of the recording and device (in compliance with school search and seizure policies);
 - 2. parental notification and required meeting;
 - 3. restorative or educational interventions;
 - 4. suspension or loss of technology privileges; and/or
 - 5. other consequences consistent with school discipline procedures.
 - iv-6. students who appropriately provide evidence to GWA during an investigation will not face disciplinary action for doing so.
- 4. If an investigation confirms that an incident of bullying, cyber-bullying, harassment, or retaliation has occurred, the supervisor may, if appropriate, take positive restorative justice practice action and support involved students through trauma-informed practices. Such actions must be in conjunction with other appropriate disciplinary actions.
 - a. Administration will document the incident in our SIS system.
 - b. A victim is not required to participate in a restorative justice practice.
 - c. If the school or district would like a student victim to participate in a restorative justice practice, the school must notify the victim's parent of the proposed restorative justice practice and obtain consent from the victim's parent before including the victim in the process.
 - d. School administrators must contact the student services department prior to implementing any restorative justice practice.
- 5. The school administration will notify parents by email or phone call if their student threatens to commit suicide, or if the student is involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation. GWA shall provide the parent with prevention materials, including suicide prevention and information on ways to limit the student's access to fatal means, including a firearm or medication. The school administration will ensure that parents are communicated with regularly during the course of an investigation and notified about the result of the investigation. School administrators shall then work with students and their parents to ensure that the students involved can appropriately and safely continue with their education.

- a. The school will produce and maintain a record in the SIS system that verifies that the parent was notified of the incident or threat. See, Record of Parent Notification of Student Threat or Incident.
 - b. This record shall not be kept in any student's cumulative file.
 - c. The school will maintain this record in accordance with state and federal privacy laws.
 - d. The Family Educational Rights and Privacy Act does not permit sharing information regarding any discipline a school may have imposed on a student perpetrator with the victim or victim's parents.
 - e. The school shall provide a student a copy of this record that relates to the student if the student requests a copy of the record.
 - f. The school shall expunge this record, by shredding or deleting digital files, if the student to whom the record relates has graduated from GWA and requests the record be expunged.
6. Compliance with the Office for Civil Rights when Civil Rights Violations Occur:
- a. the school is responsible for identifying bullying, cyber-bullying, and hazing incidents about which it knows or reasonably should have known when it involves a protected class. The school must take immediate and appropriate action to investigate or otherwise determine what occurred.
 - i. these duties are the school's responsibility to investigate regardless of whether a person makes a complaint, a person requests the school to take action, or a person identifies the bullying, cyber-bullying or hazing as a form of discrimination.
- .
- ~~e.b.~~ if it is determined that the bullying, cyber-bullying, or hazing occurred as a result of the student-victim's membership in a protected class, the school shall take prompt and effective steps reasonably calculated to:
- i. end the bullying, cyber-bullying, or hazing
 - ii. eliminate any hostile environment,
 - iii. assess prevalence in school culture, physical facilities, and systemic practices to prevent its recurrence
7. Actions must also include, as appropriate:
- a. procedures for protecting the victim and other involved individuals from being subjected to: a. further bullying, cyber-bullying, or hazing, and b. retaliation for reporting the bullying, cyber-bullying or hazing;
 - b. prompt reporting to law enforcement of all acts of bullying, cyber-bullying, hazing, or retaliation that constitute suspected criminal activity;-
 - c. creation of an Individualized Action Plan – when an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation is verified, the administration will develop a written Action Plan in consultation with relevant staff, parents/guardians, and, when appropriate, the student(s) involved.
 - i. the Action Plan will:
 1. identify the specific supports and interventions for the targeted student(s);
 2. outline the corrective and educational actions for the student(s) who engaged in the behavior;
 3. establish safety measures and monitoring procedures;
 - ~~b.~~4. include timelines for implementation and follow-up.

- d. parent communication and updates - parents/guardians of both the targeted student(s) and the student(s) who engaged in the behavior will be notified in writing when an Action Plan is created.
 - i. the school will provide:
 - 1. an initial summary of the Action Plan within five (5) school days of verification of the incident;
 - 2. regular updates (at least once every 30 days, or more frequently as needed) regarding the progress and implementation of the Action Plan;
 - 3. a final communication when the Action Plan is considered completed or closed.
 - ii. parents/guardians may request a meeting with administration at any point during the Action Plan to discuss supports, progress, or concerns.
- ~~e.e.~~ procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to student or employee discipline; and
- ~~d.f.~~ procedures for providing due process rights under Utah Code Section 53G-11-501 (licensed staff) and local employee discipline policies prior to employee discipline or Utah Code Section 53G-8-202 and local policies (students) prior to long term (more than 10 day) student discipline.

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

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

Grievance Process for Incident of Abusive Conduct

1. For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.

- a. a school employee who has experienced an incident of abusive conduct and is not satisfied with initial efforts to resolve the issue, may submit a written grievance with the school employee's Executive Director within thirty (30) calendar days of the incident.
- b. the written grievance described in Subsection (1) shall include:
 - i. the date of the incident;
 - ii. circumstances of the incident;
 - iii. and the signature of the school employee submitting the grievance to the Executive Director.
- c. within ten (10) business days of receiving the written grievance, the Executive Director shall meet with the school employee to discuss the grievance and possible resolutions.
- d. within ten (10) business days after the meeting described in Subsection (3), the Executive Director shall respond to the school employee in writing explaining the Executive Director's position and offer options for substantive resolution of the complaint.
- e. if the response by the Executive Director described in Subsection (4) does not satisfactorily resolve the issue, the school employee may appeal the Executive Director's response in writing within ten (10) business days after receipt of the response to the Charter School Board.
- f. within ten (10) business days after receipt of the grievance appeal described in Subsection (5), GWA's Charter School Board shall meet with the school employee to discuss the grievance and possible resolutions.
- g. within fifteen (15) calendar days after the meeting, GWA's Charter School Board shall respond in writing with a final resolution of the grievance.
- h. the LEA's Charter School Board written response shall be the final administrative action in the matter.

Additional Notes

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

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- i. whether the speech was violent or whether there is a history of violence from the student/s who initiated the speech (Note: true threats are not protected by the First Amendment if it advocates “imminent” violence or unlawful conduct. Thus, a message that threatens physical harm, even if it isn’t meant to be serious, may not be protected by the First Amendment and the person who utters such a message may be disciplined by GWA.).



PROPOSAL FOR BOARD ACTION

Proposal Title: Create new Policy 495 - Suicide Prevention Policy

Submitted by: Policies Committee

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:

This policy was provided by Anjanae Merida, School Counselor, and Brynn Bell, School LCSW.

Background Information, including a list of reviewing committees:

Anjanae and Brynn attended a conference that spoke on the need for a policy on the process of preventing suicide within the school. The policy was presented to the Policies Committee and approved.

Assessment:

Recommendation:

Approve the attached policy.

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at skelly@gwacademy.org by the 15th day of the month of the Board meeting.

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

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

Definitions

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

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

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

Training

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

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

Prohibitions

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

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- a. a school employee;
 - b. a student; or
 - c. an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, or retaliation.
4. A school employee or student shall not make a false allegation of bullying, cyber-bullying, hazing, or retaliation against a school employee or student.
5. Students and employees shall not create, possess, or share recordings maliciously (to intimidate, embarrass, or retaliate).
- 4.a. Nothing in this policy is meant to prohibit recordings shared responsibly with GWA for reporting purposes. GWA will distinguish between recordings shared maliciously and recordings shared responsibly for reporting purposes.
- 5.6. Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

Investigations

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

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

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

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

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

Actions Required if Prohibited Acts are Reported

- 1. Each reported complaint will include:
 - a. the name of complaining party;
 - b. the name of offender (if known);
 - c. the date and location of incident(s); and
 - d. a statement describing the incident(s), including names of witnesses (if known).
- 2. Each reported violation of the prohibitions noted previously will be promptly investigated by a school administrator or an individual designated by a school administrator. A report of bullying, cyberbullying, hazing, and retaliation may be made anonymously, but GWA will not take formal disciplinary action based solely on an anonymous report.
- 3. Verified violations of this policy and/or these procedures shall result in consequences or penalties. Any retaliation by a student or employee will be cause for discipline. Making a false report is also a violation for which a student or employee may be disciplined. Consequences or penalties may include but are not limited to:
 - a. For students such discipline may include:
 - i. suspension or removal from school;
 - ii. suspension or removal from a school-sponsored team or activity;
 - iii. suspension of school sponsored transportation;
 - iv. lesser disciplinary action; and/or
 - v. other appropriate interventions.

- b. For employees such discipline must include formal disciplinary action (see, Administrative Procedures for Board Policy P-4: Discipline of District Employees). Formal disciplinary actions include, but are not limited to:
 - i. written reprimand;
 - ii. suspension with or without pay;
 - iii. probation;
 - iv. demotion; and
 - v. dismissal.
- c. For parents, adverse actions include, but are not limited to:
 - i. removal from the school;
 - ii. restricted access to campus;
 - iii. restricted access to school events or school sponsored activities; and
 - iv. restricted/directed communication with district employees and activities.
- d. Malicious sharing of recordings of incidents - students who create, possess, or share recordings (audio, video, or digital) of bullying, cyber-bullying, hazing, abusive conduct, or retaliation will be subject to disciplinary action in accordance with school policies.
 - i. Disciplinary responses may include, but are not limited to:
 - 1. confiscation of the recording and device (in compliance with school search and seizure policies);
 - 2. parental notification and required meeting;
 - 3. restorative or educational interventions;
 - 4. suspension or loss of technology privileges; and/or
 - 5. other consequences consistent with school discipline procedures.
 - iv-6. students who appropriately provide evidence to GWA during an investigation will not face disciplinary action for doing so.
- 4. If an investigation confirms that an incident of bullying, cyber-bullying, harassment, or retaliation has occurred, the supervisor may, if appropriate, take positive restorative justice practice action and support involved students through trauma-informed practices. Such actions must be in conjunction with other appropriate disciplinary actions.
 - a. Administration will document the incident in our SIS system.
 - b. A victim is not required to participate in a restorative justice practice.
 - c. If the school or district would like a student victim to participate in a restorative justice practice, the school must notify the victim's parent of the proposed restorative justice practice and obtain consent from the victim's parent before including the victim in the process.
 - d. School administrators must contact the student services department prior to implementing any restorative justice practice.
- 5. The school administration will notify parents by email or phone call if their student threatens to commit suicide, or if the student is involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation. GWA shall provide the parent with prevention materials, including suicide prevention and information on ways to limit the student's access to fatal means, including a firearm or medication. The school administration will ensure that parents are communicated with regularly during the course of an investigation and notified about the result of the investigation. School administrators shall then work with students and their parents to ensure that the students involved can appropriately and safely continue with their education.

- a. The school will produce and maintain a record in the SIS system that verifies that the parent was notified of the incident or threat. See, Record of Parent Notification of Student Threat or Incident.
 - b. This record shall not be kept in any student's cumulative file.
 - c. The school will maintain this record in accordance with state and federal privacy laws.
 - d. The Family Educational Rights and Privacy Act does not permit sharing information regarding any discipline a school may have imposed on a student perpetrator with the victim or victim's parents.
 - e. The school shall provide a student a copy of this record that relates to the student if the student requests a copy of the record.
 - f. The school shall expunge this record, by shredding or deleting digital files, if the student to whom the record relates has graduated from GWA and requests the record be expunged.
6. Compliance with the Office for Civil Rights when Civil Rights Violations Occur:
- a. the school is responsible for identifying bullying, cyber-bullying, and hazing incidents about which it knows or reasonably should have known when it involves a protected class. The school must take immediate and appropriate action to investigate or otherwise determine what occurred.
 - i. these duties are the school's responsibility to investigate regardless of whether a person makes a complaint, a person requests the school to take action, or a person identifies the bullying, cyber-bullying or hazing as a form of discrimination.
- .
- ~~e.b.~~ if it is determined that the bullying, cyber-bullying, or hazing occurred as a result of the student-victim's membership in a protected class, the school shall take prompt and effective steps reasonably calculated to:
- i. end the bullying, cyber-bullying, or hazing
 - ii. eliminate any hostile environment,
 - iii. assess prevalence in school culture, physical facilities, and systemic practices to prevent its recurrence
7. Actions must also include, as appropriate:
- a. procedures for protecting the victim and other involved individuals from being subjected to: a. further bullying, cyber-bullying, or hazing, and b. retaliation for reporting the bullying, cyber-bullying or hazing;
 - b. prompt reporting to law enforcement of all acts of bullying, cyber-bullying, hazing, or retaliation that constitute suspected criminal activity;-
 - c. creation of an Individualized Action Plan – when an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation is verified, the administration will develop a written Action Plan in consultation with relevant staff, parents/guardians, and, when appropriate, the student(s) involved.
 - i. the Action Plan will:
 1. identify the specific supports and interventions for the targeted student(s);
 2. outline the corrective and educational actions for the student(s) who engaged in the behavior;
 3. establish safety measures and monitoring procedures;
 - ~~b.~~4.include timelines for implementation and follow-up.

- d. parent communication and updates - parents/guardians of both the targeted student(s) and the student(s) who engaged in the behavior will be notified in writing when an Action Plan is created.
 - i. the school will provide:
 - 1. an initial summary of the Action Plan within five (5) school days of verification of the incident;
 - 2. regular updates (at least once every 30 days, or more frequently as needed) regarding the progress and implementation of the Action Plan;
 - 3. a final communication when the Action Plan is considered completed or closed.
 - ii. parents/guardians may request a meeting with administration at any point during the Action Plan to discuss supports, progress, or concerns.
- ~~e.e.~~ procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to student or employee discipline; and
- ~~d.f.~~ procedures for providing due process rights under Utah Code Section 53G-11-501 (licensed staff) and local employee discipline policies prior to employee discipline or Utah Code Section 53G-8-202 and local policies (students) prior to long term (more than 10 day) student discipline.

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

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

Grievance Process for Incident of Abusive Conduct

1. For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.

- a. a school employee who has experienced an incident of abusive conduct and is not satisfied with initial efforts to resolve the issue, may submit a written grievance with the school employee's Executive Director within thirty (30) calendar days of the incident.
- b. the written grievance described in Subsection (1) shall include:
 - i. the date of the incident;
 - ii. circumstances of the incident;
 - iii. and the signature of the school employee submitting the grievance to the Executive Director.
- c. within ten (10) business days of receiving the written grievance, the Executive Director shall meet with the school employee to discuss the grievance and possible resolutions.
- d. within ten (10) business days after the meeting described in Subsection (3), the Executive Director shall respond to the school employee in writing explaining the Executive Director's position and offer options for substantive resolution of the complaint.
- e. if the response by the Executive Director described in Subsection (4) does not satisfactorily resolve the issue, the school employee may appeal the Executive Director's response in writing within ten (10) business days after receipt of the response to the Charter School Board.
- f. within ten (10) business days after receipt of the grievance appeal described in Subsection (5), GWA's Charter School Board shall meet with the school employee to discuss the grievance and possible resolutions.
- g. within fifteen (15) calendar days after the meeting, GWA's Charter School Board shall respond in writing with a final resolution of the grievance.
- h. the LEA's Charter School Board written response shall be the final administrative action in the matter.

Additional Notes

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

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- i. whether the speech was violent or whether there is a history of violence from the student/s who initiated the speech (Note: true threats are not protected by the First Amendment if it advocates “imminent” violence or unlawful conduct. Thus, a message that threatens physical harm, even if it isn’t meant to be serious, may not be protected by the First Amendment and the person who utters such a message may be disciplined by GWA.).

Prevention

Protecting the health and well-being of all students is of utmost importance to George Washington Academy (GWA). The school has adopted a suicide prevention policy which is summarized below:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends.
- GWA will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at-risk, information gathering will occur by a trained school staff member who will notify parent/guardian and work with the student and help connect the student to appropriate local resources.
- Students will have access to national resources that they can contact for additional support.
- All school personnel will receive annual training on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.
- All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends.
- Students are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help.
- Important note: While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first when communicating with emergency personnel as well as with parents/guardians.

Intervention

When a student is identified by a peer, educator, or other source as potentially suicidal, the student shall be seen by a school-employed mental health professional, such as a school psychologist, school counselor, school social worker, within the same school day to complete the Information-Gathering Tool (American School Counselor Association), contact parent/guardian, and facilitate referral (if appropriate).

Educators shall also report any written threats and expressions about suicide and death in school assignments to the appropriate school-employed mental health professional and the same intervention procedure above will be followed within the same school day it was reported.