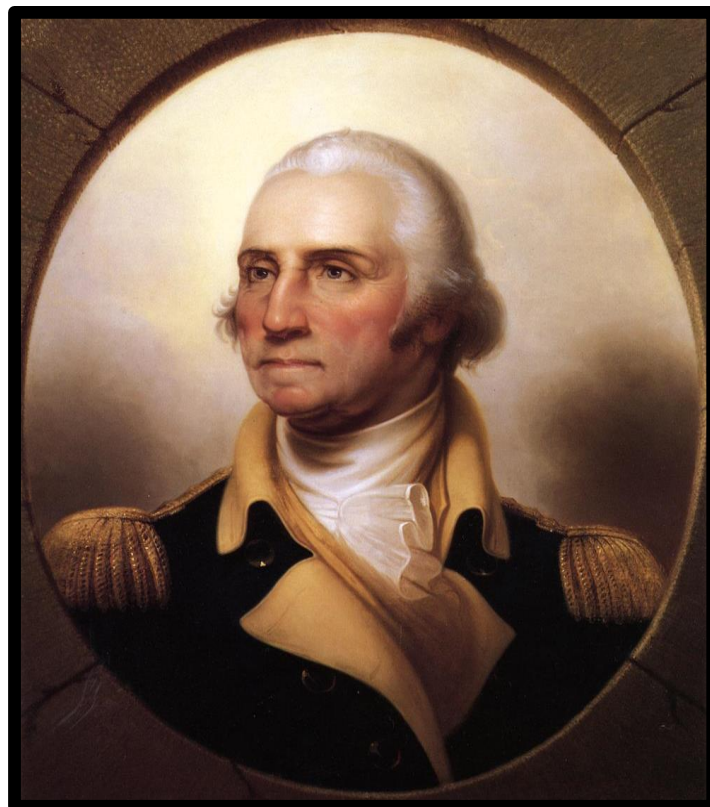


George Washington

ACADEMY



**PARENT /STUDENT
HANDBOOK**

Revised: July 1, 2015

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WELCOME
TO
George Washington
ACADEMY

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

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

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

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

Our **Belief Statements** are as follows:

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

Our **School Motto** is:

“Building a Strong Foundation”

What We Offer

Academic Program / Curriculum

George Washington Academy uses the research based, academically rigorous Core Knowledge Sequence to ensure that students not only meet, but far exceed the Utah State/Common Core Standards. Core Knowledge is a solid, shared, sequential, and specific curriculum, based on the principles of establishing a national cultural literacy or broad base of common knowledge. Our certified teachers receive extensive training in the implementation of Core Knowledge.

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

- Saxon Math
- Spalding Language Arts
- Shurley English
- Six Traits of Writing

Core Knowledge Sequence

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

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

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

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

- *Cultural Literacy* (E.D. Hirsch, Jr.)
- *The Schools We Need, and Why We Don't Have Them* (E.D. Hirsch, Jr.)

- *Books to Build On: A Grade-by-Grade Resource Guide* (John Holden & E.D. Hirsch, Jr.)
- *What your ___ Grader Needs to Know* (E.D. Hirsch, Jr.) (available in K-6)
- *The Dictionary of Cultural Literacy* (E.D. Hirsch, Jr.)

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

Saxon Math

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

Because Saxon Math is an accelerated program, we encourage early preparation for the academic rigor. Families may download Saxon placement tests from Saxon publishers (<http://saxonpublishers.harcourtachieve.com>) to determine their student's current level of performance. Students should be able to complete tests with 85% accuracy. We also suggest downloading the Saxon Reteachings (lesson reviews) from the GWA Website and working with your child to prepare them for the accelerated math pace. Be aware that we are working one year ahead, so use the list below to select the proper materials for your students.

- Current kindergartners use Saxon Math 1
- First graders use Saxon Math 2
- Second graders use Saxon Math 3
- Third graders use Saxon Math 4
- Fourth graders use Saxon Math Intermediate 5
- Fifth graders use Saxon Math Course 1 (Math 6)
- Sixth graders use Saxon Math Course 2 (Math 7)
- Seventh graders use Saxon Math Course 3 (Math 8)
- Eighth graders use Algebra 1 (Math 9) or Secondary Math 1, depending on grades and placement

Spalding Language Arts

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

Shurley English

Shurley English is a dynamic English curriculum for grades K–8. It is known for its unique blend of grammar, skills, and writing. Shurley English is a rigorous curriculum that brings back student teacher interaction, promotes higher-order thinking skills, and provides measurable academic achievement. Shurley’s most defining teaching model, the *Question and Answer Flow*, is highly successful because it utilizes the different learning styles of students, includes enough repetition for students to master grammar easily, and incorporates the part-to-whole philosophy. Shurley English writing teaches concrete organizational patterns for a variety of writing purposes. Shurley students produce writing that is clear, readable, and understandable.

Six Traits of Writing

Taught in grades 1-8, Six Traits of Writing is a writing model used to assess and teach writing, based on six qualities seen in outstanding written work. The traits are: Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions. Descriptions of the Traits follow:

Ideas/Content: This trait addresses the writer’s theme along with the supporting details that develop and enrich that theme. Regardless of the type or purpose of writing, ideas should be clear, complete, and well-developed. One clear focus should be apparent, but development and details should be thorough, balanced, and well suited to audience and purpose.

Organization: This trait addresses the structure of a piece of writing including the thread of central meaning and the patterns that hold the piece together. Regardless of the type or purpose of writing, a well-thought out order of ideas should be apparent. The structure should suit the topic, with a consciously planned opening and closing, each paragraph specific to one central idea, and transitions that tie the details together.

Voice: The type of voice will vary according to the purpose and type of piece, but it should be appropriately formal or casual, distant or intimate, depending on the audience and purpose.

Word Choice: This trait reflects the writer’s use of specific words and phrases to convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose.

Sentence Fluency: This trait addresses the rhythm and flow of language. Sentence structure should be strong and varied.

Conventions: This trait addresses the mechanics of writing, spelling, capitalization, punctuation, and paragraph breaks. It can also include proper format.

The six traits are used for consistency and built upon from year to year.

Reading Preparation

GWA uses a balanced literacy approach for teaching reading, which includes the following components used appropriately and for the most benefit in each grade.

- Core Knowledge Language Arts curriculum
- Leveled and/or Guided Reading (small group instruction)
- Reading A – Z books and assessments and RAZ-Kids (online leveled books)
- Core Knowledge books and content libraries
- Take-Home Library (Lower Grades)
- Choral (group) Reading
- Independent Reading
- Reading Specialists (Grades K-3) and Reading Interventions
- Self-selected books (G.W.A. Library and classroom libraries)
- Read Aloud
- Teacher Reading Aloud
- Partner or “Buddy” reading
- Readers Theater/Dramatization
- Literature Circles
- Reading Assessments (formal and informal)
- Scholastic Reading Inventory – SRI (Computerized Reading Assessment)

Parents wishing to prepare their children for enrollment in George Washington Academy are encouraged to review the grade-level book list in Appendix B at the back of this handbook. The list is not comprehensive, but is helpful in acquainting families with

appropriate reading expectations. We strongly advise that parents read with their student daily and encourage each student to also read independently.

Cursive Writing

From January 1 in third grade through eighth grade, the expectation is that cursive writing will be used on all assignments as per school policy.

Math Policy

All classes at George Washington Academy will teach out of the Saxon Math Curriculum. As part of GWA's academically rigorous curriculum, each grade will teach one grade level ahead for all students.

Students will be placed in the following courses:

- Kindergarteners into Saxon Math 1
- 1st Graders into Saxon Math 2
- 2nd Graders into Saxon Math 3
- 3rd Graders into Intermediate 4
- 4th Graders into Intermediate 5
- 5th Graders into Course 1 (Math 6)
- 6th Graders into Course 2 (Math 7)
- 7th Graders into Course 3 (Math 8)
- 8th Graders into Algebra I (Math 9) or Secondary Math 1

When a new student enters the school, any time after the first week of classes, he or she will be given a Saxon Baseline Test for the course they are to be assigned, purely for the purpose of establishing current levels (not for placement). Parents of any student who scores at a level lower than their current assigned grade level (two years lower than GWA level) must meet with administration prior to their student beginning classes at GWA. Students may not go down a level unless they have an Individualized Education Plan OR, unless after a minimum trial period of eight weeks in the GWA course, they continue to struggle despite classroom interventions and concerted effort on the part of the student and the parents. If the minimum trial period of eight weeks has passed and the student is not showing improvement, a change may be considered only if a meeting is held with the student's parents, math teacher, and school administration. Students may not be moved without the required meeting, administrative approval, and completed paperwork. If there is a reason for an exception to this policy it needs to be approved through the child's parents and the school administration.

CRITERIA FOR MOVING DOWN IN MATH:

The following reasons for moving down in math may be considered for students in all grades:

- The student has an Individualized Education Plan that requires specialized math instruction or Resource Math.
- Completion of the prior year's course with a grade of 'F' in two or more trimesters (or in the case of students in grades K-2 earn '1's in math all year).
- Before a child is allowed to move down in math, a conference must be held with the parents, the teacher who is advocating the move, and the administration. The parent(s) must complete and sign a "Parent Acknowledgement of Math Placement" form prior to final approval being granted.

CRITERIA FOR MOVING AHEAD IN MATH:

Students should not be encouraged to advance beyond courses taught at current grade levels without careful consideration. GWA already teaches math a year ahead and all courses are needed to build the foundations necessary for Pre-Algebra, Algebra I, Geometry, and Algebra II. In rare exceptions, when a child is extremely advanced in math, they may be permitted to skip a course if mastery is shown (see criteria below), and parents and administration approve the decision. In certain rare instances, students in Grades K-4 who have met the following criteria may be considered for advancement beyond their current grade level course:

- Completion of the prior year's course with a minimum of a B+ average (87-89%) on all cumulative tests and a minimum score of 87-89% on the End-of Year exam for the course that they would like to skip (the exam may be taken once and must be done within the first four weeks of school).
- Before a child is allowed to skip a course, a conference must be held with the parents, the teacher who is advocating skip, and the administration. The parent(s) must complete and sign a "Parent Acknowledgement of Math Placement" form prior to final approval being granted. Once a student begins Course I they must complete the following courses in the listed order: Course I, Course II, Course III, Algebra I, Geometry, and Algebra II. In some instances when the child has scored consistently high on their Benchmark tests, homework, and End-of-Course Tests in Course I and Course II as per the previously listed criteria, is emotionally mature enough to handle the course work, and has their parent's support, then skipping Course III may be considered. As per Saxon Math recommendations, Course III is the only course after beginning Course I that may be skipped, and only if the student meets all of the above listed requirements.

All math course changes involving advancement must be made within the first four weeks of school. This will allow the child to learn the concepts that have already been taught and earn a fair grade for the trimester in the new math course.

Parents should be aware that GWA only guarantees math courses up to Algebra 1. Students eligible for Geometry or any math level higher than that may need to do independent study or seek math instruction elsewhere. Additionally, it is important to note that students who skip more than one year ahead may have difficulty being placed appropriately when they leave GWA, as some middle and high schools do not currently offer higher level math courses for 9th graders.

Homework

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

- Meaningful homework is given out on a daily basis. Students in grades Kindergarten through Second grade will have 20 minutes of independent reading and approximately 40 minutes of homework on other assignments each day. Students in 3rd grade through 8th grade will have 30 minutes of independent reading and approximately 60 minutes on other assignments each day. Homework minutes will vary from student to student.
- Homework will be sent home generally every night. If a child is overwhelmed, parents are encouraged to contact their child's teacher.
- Homework should be purposeful, reasonable in the requirement of time spent, and designed specifically to meet the needs of the learner.
- It is expected that each educator will carefully explain homework so the student has an understanding of what is expected and the due dates for the assignments. Teachers will make sure students have time in class each day to write the homework assignments due in their planner. Parents should check their student's planner on a daily basis. They are also encouraged to check PowerSchool, the teacher or grade level's websites, and the weekly newsletter for important information regarding homework and upcoming assignments and events. If you do not have access to computers/internet, please contact the teacher directly by phone.
- Teachers are expected to correct and return homework assignments within a reasonable period of time.
- Students are expected to complete homework as assigned. It is also expected that parents help monitor their child's homework tasks and provide an appropriate environment conducive to helping the children concentrate and gain the appropriate knowledge and skills from doing each homework task.
- Parents are encouraged to check their student's progress online using PowerSchool and contact their child's teacher with questions and concerns. Student/Parent logins for PowerSchool are available from your child's teacher or the front office.
- Any missing make-up schoolwork is considered homework.
- If a student is absent, it is their responsibility to obtain and complete missed assignments.

George Washington Academy expects three things from your student:

1. They do their best.
2. Assignments are neat and presentable. If assignments do not meet these requirements, the student will be asked to redo the assignment.
3. Assignments are completed and returned to class on the day they are due.

Student with Special Needs

Students with Disabilities: In compliance with Section 504 of the Rehabilitation Act (504) and the Americans with Disabilities Act (ADA), George Washington Academy will provide reasonable accommodations to qualified individuals with disabilities. If you or your child has disabilities that require special accommodations, please contact the school.

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

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

Student Grades

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

Grades at GWA are confidential and will be kept private according to the laws set forth in the Family Educational Rights and Privacy Act (FERPA). Reading grades aloud or having students call out their grades in class is not permitted. Classroom volunteers will be allowed to take students' work home to be graded only where parental permission has been given for the child's work to be graded by someone other than a teacher or instructional aide.

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

4 = 90%-100% (Exceeding Benchmark)

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

Grades 3-8 use a standard letter grade system, wherein total points earned on tests, quizzes, reports, homework and other classroom assignments are converted to a grade, according to the table below.

A	= 93 – 100%
A-	= 90 – 92%
B+	= 87 – 89%
B	= 83 – 86%
B-	= 80 – 82%
C+	= 77 – 79%
C	= 73 – 76%
C-	= 70 – 72%
D+	= 67 – 69%
D	= 63 – 66%
D-	= 55 – 62%
Below 55%	= F

Social and Personal Responsibility (Citizenship) and effort in grades K-8 will be scored with a letter grade, using rubrics which include adherence to GWA rules, preparedness, participation, and behavior. Copies of the rubrics used for Grades K-2 and Grades 3-8 are available on the GWA website.

Cheating/Plagiarism

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

Standardized Testing and Other Assessments

George Washington Academy will comply with the Utah State testing schedule for all required exams. The focus of the school is to develop mastery of the chosen curriculum. Formal and informal assessments occur throughout the learning process. Assessments are considered an essential element of our curriculum. Core Knowledge, Saxon Math, Shurley English, and Spalding Language Arts include formal assessments at regular intervals. The frequency of the assessments are based on the particular curriculum, pace and level of the students, as well as previously established dates, such as beginning and end of trimesters.

Testing results will be reported to the State, as required by law. Parents will be notified of results, and be invited to share in discussion and interpretation of the results at formal SEP conferences. Administration collects the data and presents the results to the board for review.

Advancement / Retention

Advancement

George Washington Academy provides an advanced and challenging curriculum. On rare occasions, however, students may be considered for advancement due to age or ability level. While advancing students is generally discouraged, the process must begin with teacher recommendation and requires a full battery of student testing and observation to assess whether the child will be successful not just academically, but also socially and emotionally in a higher grade level. Parents, teachers, and administration must all be in agreement that the move is beneficial in order to proceed.

Retention

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

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

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

- Frustration levels or behaviors have impeded the student's learning in the classroom.

Repeated absences or tardies may contribute to the need for retention.

1. Retention decisions will be based on attitude, academics, teacher recommendations, and parental input.
3. Each decision will be made on a case by case basis.
4. The final decision rests with the Director of George Washington Academy.

Extracurricular Activities

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

Student Council

The Student Council offers students in grades 5-8 meaningful and fun opportunities to participate in school operations. At the beginning of each school year, members of the Student Council will elect Student Body Officers from 6th and 7th grades. These officers will meet with classroom representatives and the Student Council Faculty Advisor(s) (appointed by the Executive Director).

Patriot Pride and Character Education

GWA and the PTO (Parent Teacher Organization) have collaborated on a school-wide incentive program to focus on and reward positive efforts by students, and to teach them the importance of rewards and consequences. Students may earn 'Bucket Filler' slips for good behavior and for promoting pro-social behaviors. We strongly believe in reinforcing the positive behaviors of good character and social responsibility that help shape children into strong adults. Each month, we choose a trait to focus on, such as 'Responsibility' or 'Compassion' and seek to develop a higher understanding of these traits throughout the year. Each month one student from each class is selected as 'Student of the Month' and is recognized for displaying these traits.

Videos and Instructional Electronic Communications Media

Electronic communications media includes, but is not limited to internet streaming, movies, videos, disks and/or tapes. Electronic communications media may be used in a school/classroom when it relates directly to a subject being studied, correlates with Utah

State/Common Core Standards and/or Core Knowledge objectives, and serves to enhance and enrich student learning.

Administrative Procedures:

1. 'G' rated movies are permitted in all classrooms.
2. Students will be allowed to view videos or movies with a rating of 'PG' only with written permission from the student's parents.
3. Occasionally, in 7th and/or 8th Grades, Core Knowledge content films may be shown *that relate to historical events studied in these grades* that may have a rating of 'PG-13.' These films will not be shown without written parental permission.
4. Films with a rating higher than 'PG-13' are prohibited in the school.
5. If a parent does not want their child to view the movie that is being shown in class an alternative assignment or project will be assigned to the student and an alternative setting will be provided.
6. Students excused from viewing electronic media may not be penalized in any way.
7. Movies and videos may not be used solely to entertain or reward students.

What We Require: Students

Dress Code

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

The potential benefits of school uniforms include:

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

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

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

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

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

Our school colors are:

Navy Blue

Red

White

Khaki

Shirts

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

Girls: Red, white, or navy blue knit polo shirts, loose fitting with no gathers or embellishments. A scalloped edge is acceptable if it is the same color as the shirt. White button-down dress shirts are acceptable in long, short or ¾ sleeve. Dress shirts must have a pointed collar or Peter-Pan collar.

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

Pants

Boys & Girls: Pants must be solid navy blue or khaki colored Docker or dress style, with either a flat or pleated front. All pants are to be hemmed. The following are not allowed: athletic wear, jeans, cargo style clothing, sweatpants, capris, cords, leggings, large patch pockets (pockets on the outside of the pants) All pants must be uniform style. Pants may not be worn in a slouched or low-rider style. No pants with holes or excessive wear are allowed.

Shorts

Boys & Girls: Shorts are to be solid navy blue or khaki in a flat panel or pleated front and of modest length.

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

Skirts/Skorts/Jumpers

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

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

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

'Polo' style dresses for girls are acceptable in solid navy blue only and must be of uniform style.

Sweaters/Outerwear

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

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

Socks/Tights

Boys & Girls: Socks must be solid white, navy blue, or tan/khaki. Black socks may be worn if they are not visible above the shoeline. Tights may be solid white or navy blue only.

Shoes

Boys & Girls: Shoes must be a solid black or brown. All shoes should have a formal appearance. Dress shoes, or loafer style, are recommended, however, athletic shoes of proper color, including soles, are allowed. Shoelaces must be the same color as the shoe, and must be tied during school hours. Slip on shoes must have a backing and a closed toe. Boots of any type are not allowed. Flip flops are not allowed. ‘Crocs’ are not allowed.

Accessories/Ties

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

Boys: Ties may be worn with long or short sleeved white dress shirts only and must be school colors (red, white, or navy blue).

Grooming

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

Free Dress Days

GWA believes that the uniform we require should be a source of pride. As such, "Free Dress" days will be very infrequent and designated by school administration. Even on designated "Free Dress" days the standards we require for cleanliness, modesty, clean

clothing in good repair and grooming still apply. GWA reserves the right to be the ultimate authority in deciding what constitutes appropriate school attire.

Student Conduct

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

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

Bullying and Hazing

GWA will not tolerate bullying and hazing and has procedures in place for students to report bullying anonymously. For our complete Bullying and Hazing Policy, see the GWA website at www.gwacademy.org. Bullying may also be reported directly to the Executive Director or school counselor.

Safe School Policy

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

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

- Frequent or flagrant disobedience to, or defiance of, school authority.
- Disruptive behavior, including the use of profane, vulgar, or abusive language.
- Willful destruction or defacing of school property.
- Actions, real or threatened, posing a threat to the health or safety of others.
- Bullying; emotional, physical or sexual harassment.
- Possession or use of pornographic material on school property.

- Possession or use of alcohol, tobacco or illegal drugs on school property.
- Identification or association with gangs.
- Possession or threatened use of a weapon, explosive, or noxious or flammable material.

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

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

Suspension

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

Expulsion

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

Emergency Procedures

A preparedness response is the best method to insure that the health and safety of students are safeguarded, any disruption to the education program is minimized, and students and employees are trained to respond to emergency situations.

To anticipate and prepare for such events, a school Emergency Preparedness and Incident Response Plan is maintained. An emergency preparedness committee will update the plan as needed. The committee will consist of appropriate school and community representatives which may include administrators, teachers, parents, community and municipal governmental officers, and fire and law enforcement personnel.

Governmental agencies and bodies vested with responsibility for directing and coordinating emergency services on local and state levels may be included on the committee.

Initial and refresher training will be provided to school staff in support of the plans and procedures. The plan will be validated by conducting exercises and drills in accordance with state yearly requirements to identify areas for additional training, revise procedures and insure continued readiness.

Evacuation routes are displayed in each class room.

Incident Response Flip Charts are available in each classroom to provide immediate information and direction for all persons on the premises in case of emergency.

Playground Rules

- All students must remain within the boundaries of the playground.
- All games should be played with a concern for others using the playground and everyone should be treated with respect.
- All rocks and sticks must stay on the ground.
- Appropriate language is required at all times.
- Tackle football or other tackle or contact games are not permitted.
- Playground equipment is to be used properly and for its intended purposes only.
- Students are not to purposely throw or kick playground equipment over any school fence.
- Students are not to climb school fences to retrieve playground equipment or for any other reason.
- Play needs to be responsible. Grabbing, kicking, pulling, fighting or pretending to fight is not permitted.
- Students are expected to care for and maintain the playground area by picking up any equipment/clothing that was brought outside for that break period.

Technology

Computer & Internet Acceptable Use Notification

The complete internet acceptable use policy is available on the GWA website and it is expected that students and parents will be familiar with it.

Acceptable Network Use

- Students will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy.

- Students who formally publish school related information on the Internet must have proper approvals and abide by school publishing guidelines and procedures.
- Students are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and using inappropriate language.

Unacceptable Network Use

- Students may not intentionally transmit or receive material in violation of law or school policy. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials, and information regarding weapons, controlled substances or alcohol, or incendiary devices. Users are prohibited from posting or sending content that contains threats or is hatefully or racially, ethically or otherwise objectionable.
- Students may not participate in or promote any illegal or inappropriate activities, disruptive use of the network, or activities of any kind that do not conform to the rules, regulations and policies of the GWA.
- Students may not use the network for product advertisement or political lobbying.
- Students may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers. Releasing personal information of others or that of organizations associated with the school is prohibited.
- Students may not intentionally harm or destroy school data, the network, or network performance. This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the school network to illegally access other systems.

Expectation of Privacy

- Student files, disks, documents, etc., which have been used or created with school electronic information resources are not considered private.
- Electronic mail transmissions of any kind are not private.
- Discussion/Submission
- Students will participate in a discussion with a parent or legal guardian, which includes proper behavior and use of the network.

Disciplinary Action

Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from school and appropriate legal action. Access to electronic information may be limited, suspended or revoked.

Cell Phone/Electronic Devices

Cell phones or any personal electronic devices (including but not limited to mp3 devices, i-Pods, smartphones, gaming devices etc.) may NOT be used at any time on campus during school hours. This includes taking pictures or text messaging. Electronic devices must be not be seen or heard during school hours.

At no time may electronic devices be used in restrooms or locker rooms.

Cell phones or electronic devices will be confiscated by teachers, staff, or administration if found in use by the student at any time during the school day. Items will be bagged, labeled and locked in the Director's office. If confiscated, a parent or legal guardian must meet with the Director in order to retrieve the device.

GWA is not responsible for damage to or loss of valuable items and does not carry insurance to cover replacement, or repair of, lost, stolen or damaged property belonging to individual students. It is recommended that students do not bring valuables onto the school campus.

The use of the camera function of a cell phone is strictly prohibited on school premises at all times. Students who violate this provision of the policy will have their cell phone confiscated and only returned to a parent, upon written request.

At no time may any electronic communication device or camera be utilized in a way that threatens, humiliates, harasses, or intimidates school-related individuals, including students, employees, and visitors; or violates local, state, or federal law. This includes the intent to annoy, alarm, intimidate, offend, abuse, threaten, harass, frighten, or disrupt the electronic communication of another.

A person is guilty of voyeurism that intentionally uses any recording device that is concealed or disguised to secretly or covertly record or view electronically any portion of an individual's body for which the individual has a reasonable expectation of privacy.

It is also prohibited for any individual to record, display or forward any material that could be considered pornographic, lewd or inappropriate in a secondary school setting.

The complete Use of Electronic Devices Policy may be found on the GWA website at www.gwacademy.org.

Exceptions

With prior approval of the administration, the above prohibitions may be relaxed under the following circumstances:

- The use is specifically required to implement a student's current and valid IEP

- The use is at the direction of a teacher for educational purposes
- The use is determined by the administration to be necessary for other special circumstances, health-related reasons, or emergency

Expectations: Parents

Volunteer Hours

As the parent of a GWA student, your involvement in our school and its continued operation is critical. Your time and effort help create a better educational experience for all of our students. Your assistance at school also demonstrates your commitment to your child and your child's education, and gives you a sense of personal pride in knowing that you have made a difference. Additionally, our teachers count on adult help and integrate it into their lesson plans, and our administrators benefit from the input and expertise of parents in the areas of school management and organization. Therefore, parental commitments must be consistent and dependable.

At George Washington Academy, we expect that each family will contribute a minimum of 40 hours per school year. Hours must be logged in on the computer at the front desk. This is an easy and convenient process. There will be many opportunities to volunteer, which will be brought to your attention as they arise. (Examples might include: classroom chairperson, classroom volunteer, correcting assignments, book fair, committee service, PTO service, helping with various school programs, library, art, or music assistant, cleaning, etc.)

Every family is expected to assist with supervision during the lunch periods, either in the lunch room or on the playground and this is our most critical need. PLEASE sign up for lunch duty before doing other volunteer hours. You will be able to sign up for lunch duty on days and times that are convenient for you, however we must have all families participating in order to be successful. If you are unable to fulfill your scheduled lunch assignment, it is your responsibility to locate a substitute, either by arranging for a friend or family member to be the substitute or by contacting another parent to trade shifts.

Your commitment to your school in the form of volunteer hours makes a significant difference in the success of your child and every child in the school. Thank you for caring enough to sacrifice some of your valuable time. Each family's completion of volunteer hours has significant operational impact on GWA, as these hours contributed allow for better educational outcomes as well as for controlled costs.

Volunteer Code of Conduct

Volunteers at George Washington Academy are expected to:

- Be on time and reliable in fulfilling volunteer commitments.
- Exercise kindness while volunteering. We hope you have fun.
- Respect and abide by the confidential nature of anything seen or heard.
- Be prompt and dependable.
- Conduct themselves in a businesslike and fair manner, without partiality to individual students.
- Motivate children to work and help them succeed in school.
- Graciously accept direction and constructive criticism from staff members for whom they are volunteering.
- Acknowledge the teacher as the authority in the classroom.
- Discuss disagreements or differences of opinion with a teacher outside the presence of children.
- Be respectful of the classroom by not disturbing a teacher's instructional time or student learning.
- Dress appropriately modest for the school environment
- Wear a current visitor or volunteer badge at all times while at the school.
- Record all volunteer hours, including those worked outside of school, on the computer on the Entrance Hall table next to the front office.
- Ensure that all children (e.g. younger siblings, non-students) accompanying the volunteer are supervised at all times. Children may only accompany volunteers in the lunchroom or hallways, or at recess. They may be in the classroom only with the teacher's permission, as long as they do not disturb or distract the class.
- Arrange for a replacement in the event they cannot meet their scheduled obligations.
- Call the school (435-673-2232) and inform the front office of any volunteer replacements.
- Your cooperation and support are deeply appreciated.

Carpools

Note: All students must be delivered to, and picked up from, the GWA school grounds by a properly licensed driver in a road legal motor vehicle regardless of how close they live to GWA. This is a safety requirement established by the City of St. George in agreement with GWA. No one is allowed to ride a bicycle or walk onto the GWA school campus.

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

Park and Ride: Carpools can also be utilized by families establishing a "park and ride" meeting point away from GWA campus. It can be at any parking lot. The idea is to meet at this location, load students in one vehicle and that vehicle actually delivers students to GWA or picks them up and delivers them to the "park and ride" location. If enough people do this it can greatly reduce congestion and wait time and increase safety especially during the after school pick-up time.

Drop-off / Pick-up

To make sure the daily drop-off and pick-up of students runs smoothly, safely and efficiently, it is imperative that everyone follow the rules. During the hours of Drop-Off and Pick-Up, all students shall be dropped off and/or picked up directly from/into a vehicle in designated drop-off/pick-up areas located on property owned by GWA. Should a parent/guardian elect to drop-off and/or pick-up a student by foot, such parent/guardian shall park his or her vehicle in a marked stall in a GWA owned parking area, turn off the engine, and walk with his/her student(s) using designated walkways/crosswalks and respecting any crossing guard's commands until they are in designated pick up or drop off areas shown on the GWA Pick-Up and Drop-Off Map or directly in the school.

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

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

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

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

St. George City has posted 'No U-Turn' Signs along 3000 East and will enforce this restriction. A 'No U-Turn' violation is a \$90 fine and they plan to enforce this restriction. They have also asked that all vehicles turn to the right (no left turn) when leaving the school and travel to the North to 2000 S. This will leave two lanes to enter the school and eliminate the crisscross pattern of people trying to turn left into the school and those trying to turn left leaving the school. Please be patient and courteous.

Classroom Visits

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

appointment with the teacher for an appropriate time outside of the regular school day. Class time is instruction time, not conference time.

Parent – Teacher Organization (PTO)

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

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

The motto of the PTO is “Patriot Quest – To Be Our Best!” To accomplish this, we need the support of every parent, and we look forward to working with you throughout the school year. The PTO has many programs already in place to encourage and support GWA students. A few of these are:

- Recognition of our “Character Trait Students of the Month.”
- Implementation and support of the Patriot Buck program.
- Coordination and support of the Gold Medal School program and our Hershey Track Meet.
- Financial support via fund-raising and acquiring corporate sponsors.
- Improving communication through our newsletter, our weekly article in The Spectrum and our bulletin board.
- Creation of the Uniform Closet for the sale, resale and recycling of school clothing.
- Assisting with our reading incentive program, science fair and talent show.
- Providing Teacher Appreciation recognitions.

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

Attendance / General

Attendance Policy

Consistent attendance is the first necessary requirement for academic achievement and personal development. This is especially true in the academically rigorous environment of

George Washington Academy. Frequent absences from the day-to-day classroom experience disrupt the instructional process. The benefits of instruction, once lost, cannot be entirely regained. The entire process of education requires continuity of instruction, class participation, learning experience, and study.

GWA highly encourages families to make it their goal to have 100% attendance. The intent of GWA's Attendance Policy is to insure that parents know how important it is for them to plan well in advance so that trips, vacations and other activities occur during those days when school is not in session.

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

As directed by Utah Administrative Rule R277-607-3:

The Attendance Procedures of GWA are developed with the intention of encouraging regular and punctual attendance and are consistent with Rule R277-607-3, and Utah Code 53A-11-101 through 53A-11-105.

The Board of Directors shall annually review attendance data and consider revisions to the Attendance Policy and Procedures to encourage student attendance.

The Attendance Policy and Procedures shall be included in the Parent/Student Handbook and the Parent/Student Handbook will be posted on the GWA website.

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

The Attendance Procedures shall include provisions for:

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

Utah Administrative Rule R277-607-5 directs parents and guardians of school-age minors to cooperate with their Charter School Board to secure regular attendance at school

The definitions of terms used in GWA's Attendance Policy and Procedures are consistent with the definitions found in the Utah Administrative Rule R277-607-1 and Utah Code 53A-11-101.

Attendance Procedure

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

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

EXCUSED ABSENCES

In accordance with Utah Code 53A-II-101, GWA has approved the following reasons for EXCUSED ABSENCES:

Illness (For illnesses lasting more than four days, a physician's note is required.)

Family Death or Emergency (parents need to notify both the teacher and the office as soon as the parents know an absence will be necessary.)

Medical and Dental Appointments (It is highly encouraged to schedule appointments outside of school hours.)

School Sponsored Activity

Absences Permitted by a Student's IEP

UNEXCUSED ABSENCES

UNEXCUSED ABSENCE: Any absence that cannot be defined as an excused absence.

In accordance with Utah Administrative Code R277-419, GWA students who are absent for more than 10 consecutive days will be removed from the school rolls as per Utah State Law. They may reapply for enrollment upon return, but must go to the end of the waitlist for their grade level. The only exception to this policy is if the absence was the result of a medically verifiable reason and the school was notified prior to the end of the 10 day period. In case of a medically verifiable incident, continuing contact with the school must be maintained.

Vacation days taken on school days will be recorded as unexcused absences. This includes ski trips, beach trips, recreational trips to destinations such as Disneyland, family reunions, hunting trips, etc. The school does not excuse children on the days before or after school holidays to extend vacation time. While we recognize and support the need for families to have time to play together and know that synchronizing parent work demands and requirements of the school schedule usually requires conscientious planning-ahead, the

summer, winter and spring breaks, along with multiple long weekends should provide adequate time for coordination. George Washington Academy's expectation is that parents will plan family trips during days when school is not in session.

EDUCATIONAL LEAVE

Utah Code 53A-II-1013 dictates that Educational Leave or other preapproved extended absence shall be granted IF it is determined that the absence will not adversely impact the school-age minor's education. Examples of Educational Leave are: trips to museums, international travel, service missions, and visits to historical sites. George Washington Academy will allow Educational Leave for a maximum of 5 days per school year. Educational Leave will not be granted during the state required testing window.

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

1. Parents must fill out a Request for Educational Leave form (305A) and submit it to the child's teacher regarding their planned trip a minimum of two weeks before the proposed trip. The form may be found on the school website in the Parent/Student Handbook section or in the front office.
2. A recommendation from the student's teacher will then be made to the Executive Director within three days on whether the proposed trip fits within the school's guidelines for Educational Leave. (The child's ability to maintain academic and social progress while missing the proposed school time and the unique nature of the situation will be considered.)
3. Parent(s) must then meet with the Executive Director, who will make the final determination of whether the absence can be excused through Educational Leave. A copy of the determination will be given to the teacher and the parent.
4. When an absence is excused through the process outlined above, an arrangement will be made for the child's teacher to collect make-up work for the child and/or an alternative assignment(s) will be arranged. Upon the child's return the child will be given the make-up work and a reasonable date will be set for completion and evaluation of the work.

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

*Form 305A to Request Educational Leave may be found and downloaded on the GWA website directly below the link for this policy.

MAKE-UP WORK DUE TO ABSENCES: In general, school work resulting from absences may be collected from the teacher **AFTER** the child returns to school (the teacher

will gather the school work as assignments are given). At their discretion, teachers may provide routine assignments for students before they leave if convenient, however assignments requiring a lot of prep or explanation must wait until the student returns. Students are responsible for requesting and collecting missed work from their teacher. See GWA's Late Work Policy for deadlines.

MONITORING ABSENCES

- When a student has accumulated 3 unexcused absences or 4 excused absences the parents will be notified to make sure they understand the policy.
- Students who accumulate more than 5 excused absences will be monitored by the GWA Attendance Secretary and reported to the Executive Director or his or her designee to determine if intervention is appropriate.
- When a student has accumulated 5 or more unexcused absences the parent may receive:

1) A request to report to the Executive Director in person or to the Attendance Secretary by email to provide an explanation for the unexcused absences

Or

2) A Notice of Compulsory Education Violation

and/or

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

- The Notice of Compulsory Education Violation will include the required language outlined in Utah Code 53A-II-101.5. A Notice of Compulsory Education Violation will be mailed to the parent by certified mail. A parent who receives a Notice of Compulsory Education Violation will be directed to meet with the Executive Director or his or her designee to discuss the student's attendance problems.
- Students who continue to accumulate unexcused absences will be monitored to determine if the parent is intentionally and recklessly failing to cooperate with the Executive Director or his or her designee to secure regular attendance by the student. The School Board and the Executive Director or his or her designee shall initiate efforts, as reasonably as possible, to resolve attendance problems in accordance with Utah Code S3A-II 103.

- After a parent has been served with a Notice of Compulsory Education Violation, if the student accumulates 5 or more additional unexcused absences during the remainder of the school year and it is determined that the parent is intentionally or recklessly failing to comply with the Compulsory Education Law, then the parent's violation will be reported to the County Attorney for referral to Juvenile Court.
- If a student accumulates 20 absences (unexcused or excused) in one school year, they will need to reapply for admission for the following year with preference given to applicants who are already on the wait-list.

LATE ARRIVALS- It is important that students arrive on-time for school. Having a few extra minutes prior to the late bell helps them unwind, relax, and prepare for the day. Late arrival, on the other hand, is disruptive to the class and the teacher, and puts the late arriving student at a disadvantage.

The morning Drop-Off Period for students is 7:50 AM to 8:10 AM.

The Late Bell rings at 8:15 AM. Anyone arriving at their classroom after 8:15 AM may be marked tardy. A tardy is excused only for the following reasons: medical or dental appointments, traffic delays that affect several school families traveling the same route, or family emergencies. Office staff will make the final determination as to whether a tardy is excused or unexcused. Tardy students must check-in at the office for a tardy slip before reporting to class. If the student is more than five (5) minutes late, the parent needs to accompany the student to the office.

To encourage punctuality, the Attendance Secretary will use the following procedure: (unless the secretary is aware of extraordinary circumstances contributing to tardiness).

1. 3 Tardies - Parents will be notified by email.
2. 6 Tardies - Parents must submit a letter or email to the Attendance Secretary specifying a reason for the tardies, including a plan for the student to arrive at school on time.
3. 9 Tardies - Parents will meet with the Executive Director, or his or her designee, to explain reasons for tardies and discuss a solution.
4. 12 Tardies - Disciplinary action (student may be suspended).
5. 20 Tardies- Parents will need to reapply for admission for the following year with preference given to applicants who are already on the wait-list.

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

Students' Personal Items

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

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

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

Lost and Found

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

School Fees

Middle school fees are required for 7th and 8th grade students. GWA administration will work to avoid fees when possible, but many expenses in the operation of schools are beyond the ordinary costs of education. Your student may be charged fees for school materials, activities, and programs.

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

Donations

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

Health and Safety

Immunizations

http://www.immunize-utah.org/pdf/Immunization_Guidebook.pdf

SCHOOL ENTRY REQUIREMENTS FOR GRADES K-12

The following vaccines are required for students entering Kindergarten:

- 5 DTP/DTaP/DT* (DTaP)
- 4 Polio**
- 2 Measles, Mumps, Rubella (MMR)
- 3 Hepatitis B
- 2 Hepatitis A
- 2 Varicella (Chickenpox) - *history of disease is acceptable, parent must sign verification statement on school immunization record*

The following vaccines are required for students entering Seventh Grade:

- 1 Tdap
- 3 Hepatitis B
- 2 Varicella (Chickenpox) - *history of disease is acceptable, parent must sign verification statement on school immunization record*

Kindergarten through Grade 12 : ALL students Kindergarten through grade 12 are required to have two doses of the MMR vaccine.

★ Effective December 1, 2014, students entering kindergarten and seventh grade in 2015-2016 school year are required to have two doses of the Chickenpox vaccine.

★ Effective December 1, 2014, students entering seventh grade in 2015-2016 school year are required to have one dose of the Meningococcal vaccine.

*DTP/DTaP/DT/DTaP - Only four doses are required if fourth dose was administered on or after the fourth birthday.

**Polio - Only three doses are required if third dose was administered on or after the fourth birthday.

All students must provide documentation of current immunizations before being allowed to attend school. A parent may obtain an exemption for their child from the Health Department. A student for whom an exemption has been obtained will be excluded from school if an outbreak of any vaccine-preventable disease occurs. Exclusion is for the duration of the outbreak.

Illness / Accidents

In case of illness, students will come to the school office and telephone their parent/guardian. Students who are ill (fever, vomiting, excessive coughing, runny nose and/or eyes) must be picked up immediately from school. If a parent cannot be reached, the emergency contact listed on the student enrollment form will be notified to come and pick up the student.

If a student feels ill, but there are no obvious symptoms of illness, the school secretary may, after conferring with the parent, invite the student to rest in the school office for 15 to 30 minutes to determine if the symptoms will subside. If the student is not feeling better after 30 minutes, the parents will be contacted again and will need to pick up the student within one hour. If the child is not picked up within one hour a secondary contact may be asked to pick up the ill student.

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

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

Appointments: Parents, guardians or guardian approved adults are encouraged to schedule appointments for students outside of school hours whenever possible.

Records

Each student will have a health card filled out by his or her parent/guardian as part of school enrollment. Students will not be allowed at school without a health card on file in the front office or on the current student information system. Students with health concerns, chronic illness, or in need of medication during school hours will have a "health alert" folder which will be kept at the school office. This folder will contain information on procedures to follow in case of illness or emergency, as well as any necessary parental permission.

At the beginning of each school year, staff will review student health alert files. Student needs will be individually discussed by the teacher, office staff and director at this time.

Medications

Students in need of medication during the day will need a doctor's note, the medication in the original container, and a signed release form. Office staff will dispense medications if they comply with this policy. Students with asthma may carry their inhaler only if the office has the above three items on file, as well as a special release form. A note signed by

a parent or guardian must be sent for all non-prescription medications. Under no circumstances should students carrying non-prescription medications including ibuprofen, cough drops, etc. share with a fellow student. Violation of these policies place the student and others at great risk of personal harm, and as such, will result in disciplinary action.

Concussion and Head Injury

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

The complete Concussion and Head Injury Policy is available on the GWA website.

Health and Wellness

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

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

To ensure sufficient energy and alertness at school, we encourage all children to have a proper night's sleep and a quality breakfast at home before coming to school. During the school day, students will have 25 minutes to eat lunch Monday through Thursday (scheduled between 11:05 AM and 1:15 PM), with no lunch on Friday due to the early release time. There may also be classroom snacks, provided by parents. If you bring snacks for the class, note that we do not allow homemade treats (health dept. policy) – please bring healthy store bought items only.

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

For GWA's Health and Wellness policy, please see our website at www.gwacademy.org.

Physical Activity Opportunities and Physical Education

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

Classroom Treats

Sugary snacks and treats are strongly discouraged. We are a Gold Medal School and as such, we encourage healthy habits. Additionally, we have many students with allergies. Please check with the teacher before handing out any treats or snacks. Again, homemade treats are in violation of Health Dept rules. Please limit treats to healthy store bought items and consider bringing small toys or stickers in lieu of treats for classroom celebrations.

Discipline

It is the belief of George Washington Academy that all students have the right to learn in a safe and caring environment. Students are expected to respect the rights and property of others and to act on the belief that each individual has value. We believe that self-esteem is enhanced and fostered as students learn to accept responsibility for their own actions and decisions.

Each teacher will review the discipline policy of George Washington Academy with his or her students and discuss their plan to deal with disruptive behavior. If infractions cannot be resolved within the classroom, the situation will be referred to the administration. This applies also to those who do not follow the GWA dress code.

Certain circumstances may justify physically restraining a student either to protect the child or another individual. A school employee may, when acting within the scope of his/her employment, use such physical restraint as may be reasonable and prudent. Since the classroom teacher works most closely with the children, he or she carries the bulk of the discipline responsibility. It is important that teachers work with parents in these matters, and that communication remain open and honest. We expect all GWA students to act and behave appropriately while at school. Children are expected to maintain high standards of behavior. Student misbehavior will be logged in PowerSchool.

Discipline Hierarchy of Consequences

GWA will use the following Discipline Hierarchy of Consequences for students sent to the office for misbehavior:

George Washington Academy Discipline Hierarchy of Consequences

If it is determined by office staff that a student has violated the school rule for which they were sent to the office, then the following Hierarchy of consequences will apply based on the total number of recorded offenses for the school year. Consequences will be administered by administration. Completion of all in-school-suspension time will depend

on the student being cooperative and completing assigned work before returning to class. In each case an email will be sent to the student's parent.

1. Warning
2. 30 minutes of in-school-suspension.
3. 45 minutes of in-school-suspension.
4. 1 hour of in-school-suspension.
5. 2 hours of in-school-suspension.
6. 3 hours of in-school-suspension.
7. 4 hours of in-school-suspension.
8. 1 day of in-school-suspension.
9. 3 days of in-school-suspension.
 - a. Day 1. Full day at office. (Can earn 1 hour back in class on day 2)
 - b. Day 2. Full day at office less earned classroom time. (Can earn 2 hours back in class on day 3)
 - c. Day 3. Full day at office less earned classroom time.
 - d. Day 4. Back in class full day.
10. 5 days of in-school-suspension.
 - a. Day 1 full day in office. (Can earn 1 hour back in class on day 2)
 - b. Day 2. (Can earn 2 hours back in class on day 3)
 - c. Day 3. (Can earn 3 hours back in class on day 4)
 - d. Day 4. (Can earn 4 hours back in class on day 5)
 - e. Day 5.
 - f. Day 6. Back in class full day.

(Time back in class is earned by being cooperative and completing assigned tasks for that day.)

11. Out of School Suspension or Expulsion from GWA.

Administration reserves the right to move a student ahead on the hierarchy list or use "Out of School Suspension," if the negative behavior is judged extreme. The hierarchy is progressive for the entire school year. It starts over at the beginning of each new school year.

Search and Seizure

The Utah State Legislature and the Utah Board of Education have charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. Utah law (Section 53A-11-1305) directs the Utah State Board of Education and local boards of education to have rules in place to protect individual student rights and guard against excessive intrusion. In the discharge of that responsibility, school authorities of George Washington Academy may search school property such as lockers used by

students, or the person or property, including backpacks, purses and belongings, electronic devices, and vehicles of students, in accordance with policy. The complete Search and Seizure policy may be found on the GWA website.

Communicating with GWA

Communication with Parents

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

Board Meetings

All Board meetings are open to the public and we encourage parents to attend. They are held the fourth Thursday of every month except November and December. They begin at 7:00 PM and are held at GWA (see posted or emailed agendas for exact location).

Addressing Concerns

To promote and to model respect to our students, members of the GWA community who have a question, concern or need for information will identify the person best able to answer their question or concern and will approach that person in a positive manner. If a member of the community does not know who the best person is to answer their question or concern, they should ask a member of the administrative staff, beginning with one of the school secretaries.

If a parent has a question related to instruction or that relates to the classroom in any way, the classroom teacher should be the first person to whom the parent would go for information and/or resolution. If the parent does not feel their concern has been resolved by the teacher, they should ask the teacher for a meeting with 1) the Assistant Director: Curriculum, Instruction and Assessment, if the concern is academically related, or 2) the Assistant Director: Dean of Students, if the concern is not academically related, or 3) another appropriate Administrator. If the parent desires, they may speak with the secretary to make an appointment with the Executive Director. When setting a meeting directly with

the secretary, parents should have already tried to address the issue with the teacher and should feel comfortable asking the teacher for an administrative conference. If the parent feels the teacher and Director have not sufficiently resolved their concern, they may bring their concern to the Chair of the Governing Board. All requests or concerns to the Governing Board must be done in writing or email format.

To maintain GWA's positive communication model, anonymous written communication (outside of the annual school survey) will be discarded.

Communication with Students

Communication with students by all adults in our community shall be undertaken with our school mission in mind:

- To honor each child as an individual.
- To provide a fun, nurturing learning environment that is safe physically and emotionally.
- Positive communication will be used by all staff, at all times. Corrections, when necessary, shall be undertaken within the context of encouragement and shall utilize suggested measures in the CHAMP's and Character and Competence programs.
- Positive communication will be taught in a concrete manner to students.
- Positive communication will be modeled by staff for families and students.
- Positive communication will be addressed through regular, written communication from the school administration.
- GWA understands that achievement is most effectively achieved through properly reinforced effort. Staff members will watch for opportunities to notice and acknowledge effort in a positive manner.
- If a student needs to be corrected, it is best done in close proximity to the student using a normal voice tone and calm manner.
- If a group of students are involved in a negative situation, staff members shall separate the students and counsel with them individually.
- Communication with students will reinforce GWA's culture of inclusiveness, kindness and teamwork.
- Communication with students will characterize our belief in the unlimited value of each individual student to our school community.

Electronic Communication

GWA will utilize, to the extent possible, email as the primary means of communicating with parents and currently enrolled students as it is our goal to reduce paper usage throughout the school in an effort to save natural and school resources.

Student Information System

GWA has a Student Information System (PowerSchool) which can be accessed from GWA's website. Parents and students are encouraged to check the online grading system

to see the status of assignments, grades and attendance and to communicate with teachers at any time during the school year. Questions on how to log in may be addressed by calling the front office.

George Washington Post

Periodic newsletters from the school will be distributed to GWA families via email. A few paper copies of the newsletter will be kept at the front desk for families who prefer a printed copy. The newsletter will contain notification of important dates and events, as well as pertinent school news and information.

Parent Surveys

Each year families will have the opportunity to express their level of satisfaction with all aspects of GWA's program. It is the goal of GWA to have 100% parent participation in the parent surveys.

Non-Custodial Parent/Guardian

GWA abides by the provisions of the Family Education Right to Privacy Act with respect to the rights of noncustodial parents. In the absence of a court order to the contrary, the school will provide the non-custodial parent access to the academic records and to other school-related information regarding the student. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

Likewise, non-custodial parents will have access to students during school hours in the same way that custodial parents do (including picking up the student from school) unless documentation to the contrary is presented to the school.

Academic Communication

Report Cards

Report cards will be issued by the week following the end of each Trimester.

Testing

Testing will be used to ensure that student progress is accurately measured through standardized achievement tests. GWA recognizes its responsibility to implement standardized testing procedures in accordance with state and federal laws. Information from such student standardized testing may be used by GWA as an additional tool to plan, measure and evaluate the effectiveness of the school's educational program

Academic Calendar

By March, the calendar for the upcoming year will be published to the parents via the website. The academic calendar will closely follow the Washington County School District traditional year calendar and will provide for a minimum of 180 instructional days as per state law.

Parent-Teacher Conferences

Parent-teacher conferences will be held three times each year. Parents are encouraged to attend conferences to review student performance and if necessary set academic goals. Parent/Teacher conferences are listed in the school calendar. In addition, conferences may be scheduled at any time parents or teachers feel it would be beneficial.

Classroom Communication

Newsletters from teacher will be sent home weekly. The newsletter will outline class news and the curriculum that will be taught in the upcoming week. Newsletters will be sent via email. If you prefer a paper copy, please make arrangements with your child's teacher.

GWA's Parent/Student/Teacher Educational Agreement

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

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

- Review and be familiar with GWA policies (available on the GWA website at www.gwacademy.org)
- Attend all scheduled parent/teacher conferences during the school year.
- Communicate regularly with school staff about my child's progress.
- Read with and/or check that my child is reading independently every night.
- Check that my child is doing his/her homework every night and contact the classroom teachers if my child is struggling academically.
- Volunteer regularly throughout the school year (40 hours annually) and include lunch duty as part of those hours.
- Make sure my child attends school and arrives on time every day in accordance with the school's schedule.
- Make sure that my child is prepared to learn every day by only bringing in materials which are relevant, getting a good night's sleep and making sure that my child is able to eat a quality breakfast before school.
- Accept George Washington Academy's policies and procedures and work with the school staff to make sure that my child is following the school and class rules so as to protect the safety, feelings and rights of other students, staff, parents and him or herself.
- Make sure my child's uniform is clean and ready to wear every day.
- Treat other parents/guardians, students and staff with respect. Be direct and respectful in communication with all members of the school's community.

George Washington Academy Students are expected to:

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

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

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

George Washington Academy

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

<http://www.gwacademy.org>

Phone: (435) 673-2232

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APPENDIX A

Supplemental Curriculum Information

Additional Resources

Information about the Core Knowledge curriculum may be found at
<http://www.coreknowledge.org>.

Other curriculum information is available at:

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

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

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

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

Grade Level Core Knowledge Reading Lists

1st Grade:

Don Quixote (Miguel de Cervantes)

The Tale of Peter Rabbit (Beatrix Potter)

The Hobbit (J.R.R. Tolkien)

2nd Grade:

A Christmas Carol

Charlotte's Web

Peter Pan

3rd grade:

Alice in Wonderland

Selections from The Hobbit

Selections from The Lord of the Rings

(Kenneth Grahame)

4th Grade:

Gulliver's Travels (Jonathan Swift)

The Legend Of Sleepy Hollow

(Washington Irving)

Rip Van Winkle (Washington Irving)

Pollyanna (Eleanor H. Porter)

Robinson Crusoe (Daniel Defoe)

Treasure Island (Robert Louis Stevenson)

King Arthur

Robin Hood

5th grade:

The Adventures of Tom Sawyer

(Mark Twain)

Adventures of Sherlock Holmes

(Arthur Conan Doyle)

Narrative of the life of Frederick Douglass

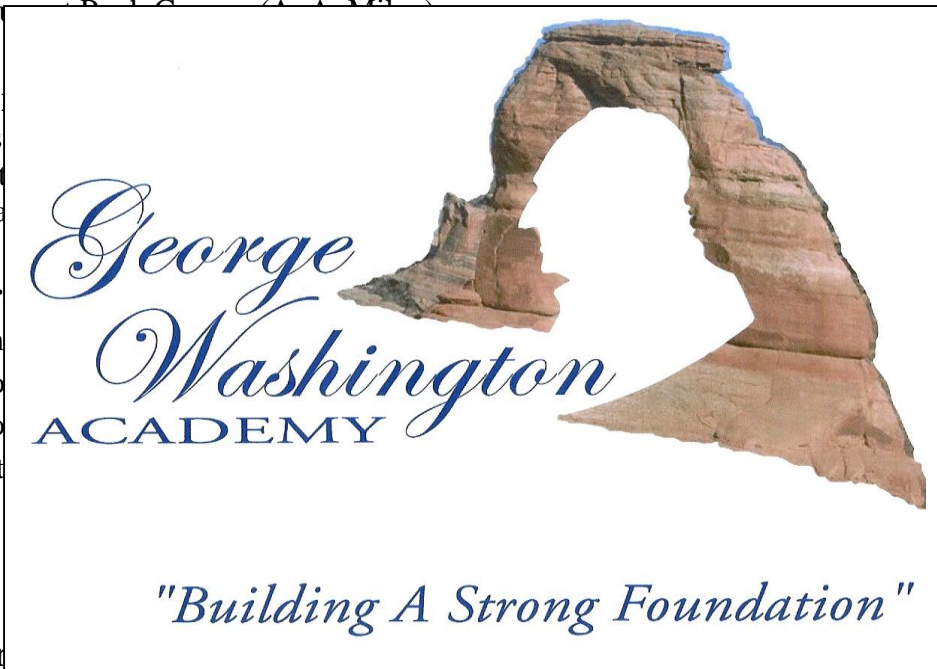
(Frederick Douglass)

Little Women (Louisa May Alcott)

A Midsummer Night's Dream for Young

People (ed. Diane Davis)

Secret Garden (Frances Hodgson Burnett)



6th grade:

The Iliad and The Odyssey (Homer)

The Prince and the Pauper (Mark Twain)

Julius Caesar for Young People

(ed. Diane Davis)

7th grade

The Call of the Wild (Jack London)

Dr. Jekyll and Mr. Hyde

(Robert Louis Stevenson)

Diary of a Young Girl (Anne Frank)

Cyrano de Bergerac (Edmond Rostand)

8th grade

Animal Farm (George Orwell)

The Good Earth (Pearl S. Buck)

Selections from "I Know Why the Caged

Bird Sings" (Maya Angelou)

Twelfth Night (William Shakespeare)

