



G F A
GUARDIANS

Welcome to Good Foundations Academy

2025/2026



Guardians!

WELCOME TO OUR ANNUAL TITLE I MEETING

Agenda

- The annual Title I meeting is a requirement of all schools receiving Title I funding.
- History of GFA and Title I
- Parent & Family Engagement Policy
- Parent Compact

History of Good Foundations Academy

- ▶ Good Foundations Academy was approved by the Utah State Charter School Board and the Utah State Board of Education. GFA opened its doors to approximately 300 students for its inaugural school year in August of 2010.
- ▶ Good Foundations Academy is a tuition-free public charter elementary school. We offer a unique educational program with an emphasis on character and academic excellence.
- ▶ GFA serves students in Kindergarten through 6th Grade. We enroll students regardless of enrollment boundaries and will serve students of all income levels, cultural backgrounds, and academic abilities.

GFA MISSION & VISION

- Mission - Our mission is to provide excellence and fairness in education through a common educational foundation. This will be achieved by successfully teaching a carefully sequenced body of content and skills, and developing a school culture that instills the values of strong character in a democratic society.
- Our goal is to provide each student with knowledge, skills, and character through strong parent-teacher-student partnerships.

HISTORY OF TITLE I

- Title I was initially passed in 1965 under the Elementary and Secondary Education Act (ESEA). It is the largest federal assistance program for our nation's schools. These supplemental funds provide students the opportunity to receive a fair, equitable, and high-quality education, and help to close educational achievement gaps.

Purpose of Title 1

- Title 1 is a funding source, not a program.
- Help students achieve proficiency on state academic standards-especially in reading/language arts and mathematics.
- Help teachers improve by providing quality professional development.
- Strengthen parents' abilities to help their children succeed by providing quality parent involvement activities.

How did GFA become a Title 1 (Part A) School?

Based on the percent of low income children in the school, which is identified by the free/reduced-price lunch application.

- ◆ Having less than 40% low-income families makes GFA a “Targeted Assistance” school.
- ◆ Funding is based on the number of students who are from low-income families, but services are based on student need.
- ◆ Title 1 services are targeted to serve students identified as most academically at-risk regardless of family income level.
- ◆ Goals are set based on each participating student.

PARENT & FAMILY ENGAGEMENT POLICY

- The purpose of an effective parent and family engagement policy is to improve all students' academic achievement.
- We will distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet, during this meeting, or in the office.
- The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.

Participation in Title 1

Parent “Right to Know” requirement

- Qualifications of your child’s teacher
 - Degree and major
 - Licenses and certifications
- School seeks parent input:
 - into the planning and implementation of parent involvement activities
 - into the development of the School Plan
 - into the development of Parent-School Learning Compact and Parent & Family Engagement Policy
- Parent access to assessment and evaluation data
- Description of the curricula and interventions used in the school
- Parents may ask for meetings to make suggestions about the education of their children
- Parent & Family Engagement Policy

PARENT COMPACT

PARENT/GUARDIAN RESPONSIBILITIES

I want my child to achieve, therefore I will:

- Make certain my child attends school regularly and on time.
- See that my child is well-rested and has breakfast each day.
- Set aside a specific time and place for homework, assisting as necessary.
- Attend at least two conferences and communicate regularly with my child's teacher to ensure his/her academic success. Support the school and staff in maintaining proper discipline.
- Read with my child and let him /her see me read regularly.
- Encourage positive attitudes toward school.
- Volunteer in my child's classroom as appropriate.
- Review information and work sent home and respond as necessary.

PARENT COMPACT

STUDENT RESPONSIBILITIES

It is important that I learn, therefore I will:

- Attend school regularly and on time.
- Complete assignments and homework.
- Bring homework and supplies to school each day.
- Work to the best of my ability.
- Work cooperatively with classmates, teachers and staff.
- Respect myself, other people, and my school.
- Follow all school rules.
- Accept responsibility for my own actions.

PARENT COMPACT

TEACHER RESPONSIBILITIES

It is important that my students achieve, therefore I will:

- Hold expectations high for all students, believing that all students can learn.
- Provide high-quality instruction in a supportive and non-threatening environment.
- Provide meaningful homework.
- Communicate regularly with my students and their families through conferences, notes, phone calls, etc.
- Provide opportunities for parents to assist in the classroom in meaningful ways and to observe classroom activities.

PARENT COMPACT

PRINCIPAL RESPONSIBILITIES

I support this compact therefore I will:

- Provide an equitable learning environment for all children.
- Encourage the staff to provide parents with information about the total school program.
- Encourage our staff to provide avenues for positive and meaningful parent involvement.
- Schedule annual parent-teacher conferences for parents of children to attend.
- Provide reasonable parent access to staff members.
- Provide a variety of opportunities for parents to volunteer in their child's classroom.
- If needed and reasonable, provide parents opportunities to observe classroom activities.

HOW TITLE I FUNDS ARE UTILIZED TO SUPPORT THE PLAN/GOALS.

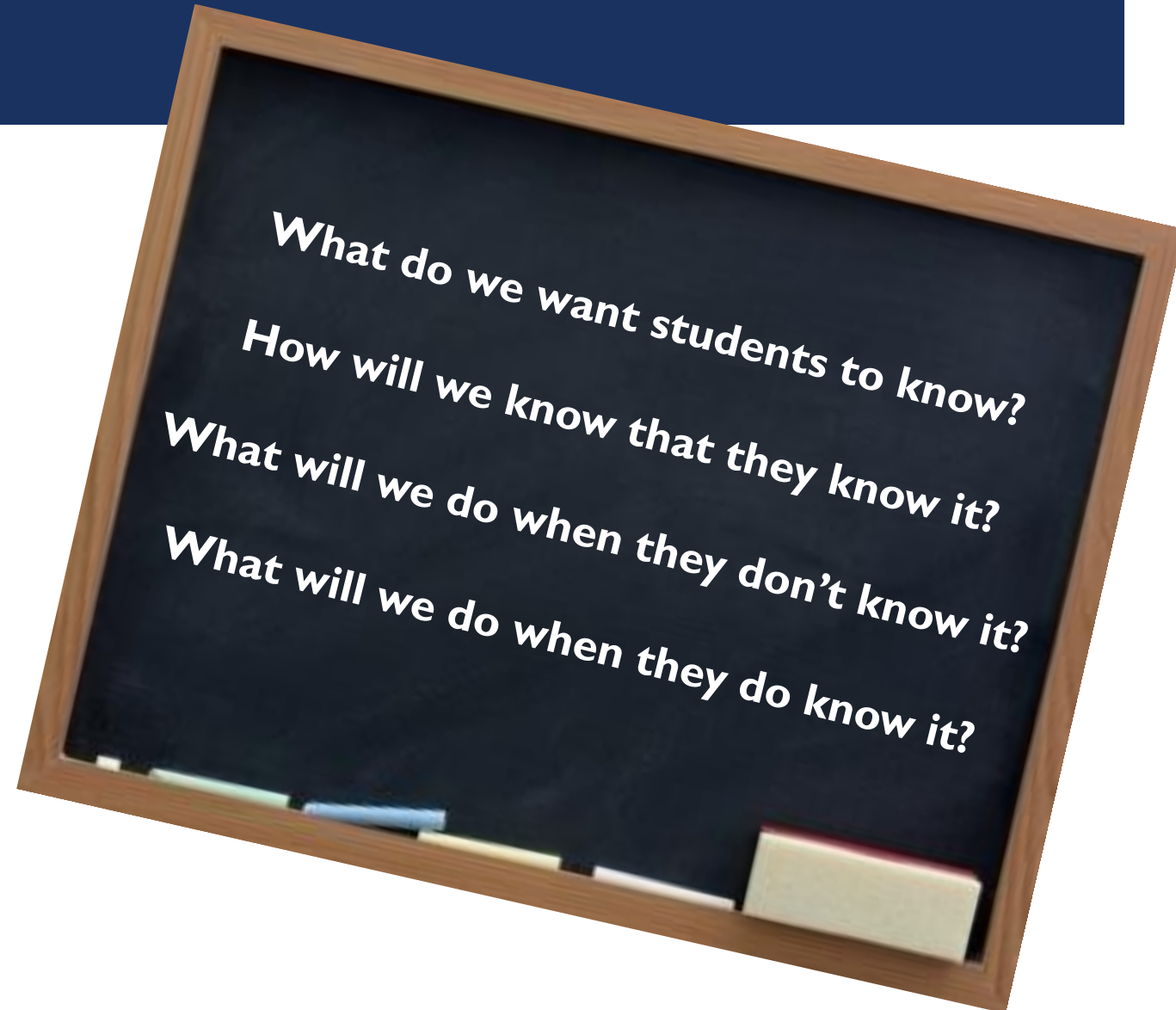
- We hire highly qualified Paraprofessionals to help achieve our goals.
- Purchase of supplies to assist our paraprofessionals working with our students.
- Intervention Programs

NEEDS ASSESSMENT

- A detailed scope and sequence of essential reading skills and math skills will be established.
- Review curriculum and resources to increase effectiveness of instruction
- We will identify those students who are at risk of not meeting our reading goals for the year.
- Use classroom data and assessment results to drive improvements to instruction and student achievement in math.

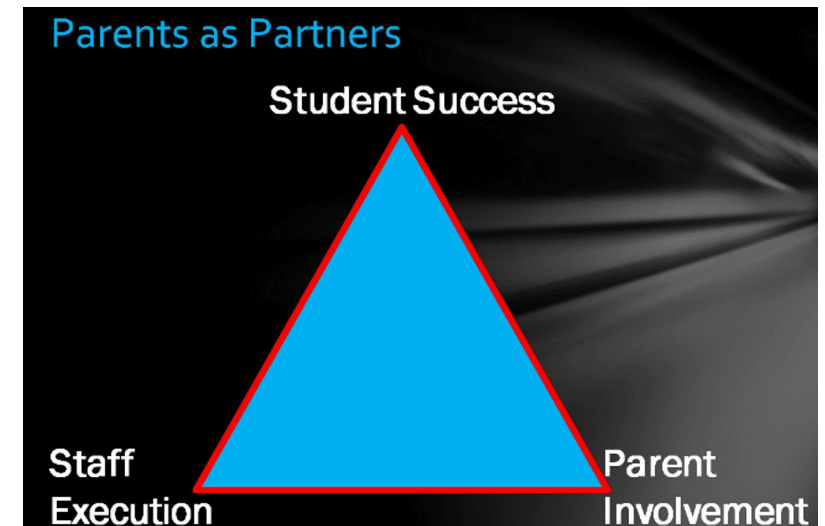
COMPREHENSIVE PLAN

- Grade Level PLCs
- Data driven planning and instruction
- Engagement and Collaborative Coaching
- Professional Development



Parents and Community

- Guardian Committee
 - Math and Literacy Nights
 - Love & Logic
 - Parent University
 - Book Fairs
 - Trunk or Treat
 - School Musical
 - Uniform Closet
 - Spirit Nights
- ▶ Classroom Volunteers
 - ▶ Family Engagement Newsletter
 - ▶ Facebook
 - ▶ Email
 - ▶ Web Page
 - ▶ Instagram



EXPECTATIONS & PROCEDURES

GFA Expectations & Procedures		Settings					
		Play-yard	Halls	Cafeteria	Bathroom	Office	Carpool
Expectations	Respect	Use positive language, have an inclusive attitude. Obey aides.	Stay at a volume zero or 1 in order to respect the classes in progress. Follow aide's instructions.	Use manners "Please and Thank you" toward the lunch workers, aides, and fellow Guardians.	Appropriately use the toilets and sinks.	Wait for an office member to help you. Say "excuse me" when getting an office members attention. Use manners.	Use kind words to your carpool teacher and all friends/siblings.
	Self-Control	Keep hands and feet to yourself. Choose school appropriate activities that you will enjoy.	Keep your hands and feet to yourself. Walk on the right side of the hallway.	Eat your own food and talk quietly. Leave your table when an adult excuses you.	Use your body for restroom and cleaning purposes only.	When waiting in chairs remain seated; when waiting for the phone stand in line patiently.	Keep your hands and feet to yourself. Keep your body off of the sidewalk and street.
	Responsibility	Use equipment for it's designed purpose. Be careful with equipment and only bring approved items.	Walk with a purpose.	Bring or order a lunch ahead of time every day. Put garbage in the trash can.	Wash and dry your hands. Report toilet and sink issues to the office.	Walk to the office with a purpose. Take care of business and head back to class with a purpose.	When your parents come, notify your teacher and go directly to your car.
	Cooperation	Work as a team, and think of your classmates before yourself. Follow the Golden Rule.	Be an example to your classmates by standing appropriately in line.	Work together to encourage friends to eat healthy and keep the cafeteria clean. Stay at a volume 2 at all times.	"Get in" and "Get out" fast so that other students may use the restroom.	Help friends to the office if a teacher or other adult gives you permission.	Help friends to see if their parent is coming and encourage them to go directly to their car.

EXPECTATIONS & PROCEDURES

GFA Expectations & Procedures		Settings					
		Gym (P.E.)	Art Room	Music Class	Library	Classrooms	VOLUME KEY
Expectations	Respect	Treat equipment as if it were your own.	Treat others and their property kindly. Keep negative opinions to yourself.	Handle and put instruments away with care.	Treat others as you would like to be treated.	Follow all instructions and expectations of your teacher.	0 = Voices Off 1 = Whisper
	Self-Control	Display good sportsmanship at all times to everyone.	Stay in your seat. Work quietly. If it's not yours you do not need to touch it.	Keep your volume aligned with the class. Stay in your seat during class time.	Enter quietly, maintain "library" voices. Hands and feet to self.	Keep hands and feet to yourself. Keep your brain and body focused on learning.	2 = Partner or Small Group
	Responsibility	Follow rules and directions as instructed.	Be on time and prepared for class. Have your art-shirt and homework ready when class starts.	Be attentive when lessons are being taught. Turn in work as assigned.	Use proper care for your library books and return them on time.	Turn work in on time, come to school every day on time, be organized, and keep a clean desk/locker.	3 = Class Conversation
	Cooperation	Work as a team. Arrive ready to learn.	Take turns with supplies. Help clean up at the end of class. Arrive ready to learn.	Sing the songs with your class. Participate in all activities. Arrive ready to learn.	Work together and stay on task. Arrive ready to learn.	Be a team! Celebrate your classmates' victory and value their success as much as your own. .	4 = Presentation

COORDINATION OF FUNDS

GFA follows state and federal regulations
and security procedures in all budgetary matters.
We work with our board for funding source
allocation determinations.

