



Good Foundations Academy

"Aim High, Work Hard, Be Great"

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PARENT HANDBOOK

2026-2027

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SECTION 1: GENERAL INFORMATION

OUR MISSION

Good Foundations Academy's mission is to provide excellence and fairness in education through a common foundation. This will be achieved by successfully teaching a contextual body of organized knowledge; the skills of learning, including higher order thinking; and the values of a democratic society. Our focus is helping students achieve "academic excellence through character education." We accomplish this with strong curriculum, best teaching practices, strong community values, and parent support. Our school motto sums up our focus by stating, "Aim High, Work Hard, Be Great!"

DECLARATION OF PRINCIPLES

1. Children yearn for meaning and require a basis of solid contextual common knowledge for the development of mature literacy and critical thinking, for growth and communication in a diverse society.
2. The educational "playing field" between students of differing backgrounds should be level to provide all students a basis to the greatest degree practicable, upon which they can build further knowledge and to develop the skills necessary to communicate and succeed.
3. The skills of learning – reading, writing, speaking, calculating, and higher order thinking – are most meaningfully learned from the knowledge or content of the curriculum, modeling, coaching, and sensible practice.
4. To thrive in work, citizenship, and personal growth, children must be taught the values of a democratic society. These values include: Respect for others – their property and rights; Responsibility for actions, honesty and social justice; Resourcefulness – being ready to learn, to serve, and to share.
5. Inclusiveness is fundamental in responding to the diverse needs of children and raising academic standards. All parents, regardless of economic status, should be free to choose this educational program for their children.
6. Teachers are professionals, with considerable autonomy, mastery, and independence.

ACADEMIC PROGRAM

Good Foundations Academy will utilize Core Knowledge Curriculum and the Character First Education Program to provide our students with the tools necessary to begin their life long journey of fulfilling their dreams and becoming productive members of our society.

At GFA, our goal is to provide a rich and balanced educational opportunity for all students. High standards are at the heart of our expectations, although we recognize every student has unique abilities, interests, and motivations. Our teachers teach for mastery of grade-level material, introducing new words and concepts daily in math, history, science and literature. As Dr. Hirsch states in his new book, *The Making of Americans*, "With a slow, tenacious buildup of knowledge and vocabulary in elementary school, high school will almost take care of

itself” (page 167). It is our goal that every child who successfully graduates from Good Foundations Academy will be prepared and motivated to succeed in high school and attend the college of his/her choice.

COMMON CORE STATE STANDARDS

Utah adopted the Common Core Standards in 2010, joining over 40 states in the USA who will now share a common set of benchmarks and educational goals. E. D. Hirsch, Jr., the founder of the Core Knowledge Foundation, participated in the development of the Common Core Standards.

At GFA, we believe that our curriculum is well-aligned with the Common Core standards in Math and English/Language Arts. We believe that Core Knowledge, Eureka Math, and our work with great literature will prepare our students to exceed the standards at every level.

CORE KNOWLEDGE CURRICULUM

The Core Knowledge Curriculum is based on the premise that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education. The Core Knowledge Curriculum explicitly lays out what content a child should know at each grade level and that content is connected and enriched across the grades in the subjects of language arts, mathematics, science, history, geography, and fine arts. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills build.

More information about Core Knowledge can be found by visiting their website: www.coreknowledge.org.

EUREKA MATH

Good Foundations Academy uses the Eureka Math series. It features best practices in research-based pedagogy and effective instruction in mathematics.

You can learn more about our math program at: <http://www.greatminds.org>.

Math Facts Mastery and Number Fluency

GFA's curriculum standards and Utah Common Core Standards for Math express the importance of math fact mastery for students in Elementary grades. GFA has articulated clear goals for math fact mastery from Kindergarten through 5th grade. Students in 6th grade are expected to have achieved mastery and will apply those skills in advanced mathematical computation and reasoning. Teachers will continually practice skip counting, base 10, and sprint exercises to improve math fluency as well.

CHARACTER FIRST

Character is the culmination of habits, resulting from the ethical choices, behaviors, and attitudes an individual makes, and is the “moral excellence” an individual exhibits when no one is watching. Character development is more than developing good behavior—but rather identifying and cultivating a set of inter- and intrapersonal skills that provide the framework to build and execute ethical behavior and build community. Character First! helps students build habits of honesty, diligence, responsibility, and caring. It prepares them to make good choices throughout their lives. More information about Character First! can be found by visiting their website: <https://characterfirsteducation.com/>.

Seven Foundation Stones of Character

Character is key to the school body. Good Foundations Academy is founded on the Seven Foundation Stones of Character.

- **Respect**
Showing consideration for others and their property; listening to and following instructions of those in authority; honoring others; following the Golden Rule; being courteous and polite.
- **Cooperation**
Listening to and paying attention to others; sharing and taking turns; doing a fair share of the work; acknowledging the contributions of others; serving others with patient and a positive attitude; working well with others.
- **Citizenship**
Using the rights and privileges one has as a member of the community to make that community a better place; being socially responsible; obeying the laws and rules; doing one's part for the common good; respecting authority; helping your community by volunteering service.
- **Integrity**
Knowing the difference between right and wrong and having the courage to do what is right, even when it is not easy to do; living up to the highest ethical standard; not compromising one's values; building and guarding your reputation.
- **Perseverance**
Sticking to a purpose and never giving up on what one has to do; being determined to improve; being committed to justice; not leaving things unfinished; striving for excellence.
- **Self-Control**
Being rational – acting out of reason, not anger; knowing the difference between what you have a right to do and what is right to do; being in control of yourself; not letting others influence your decision as to what is right or wrong; being disciplined; having power over what you do.
- **Responsibility**
Doing what we have said we will do; being accountable for our actions and consequences because we know right from wrong; being dependable and reliable; not making excuses or blaming others.

THE GFA PLEDGE

I am a GFA Guardian
I will show respect for people and property
I will use self-control and have the integrity to do what is right
I will be responsible for my choices
I will cooperate with others
I will practice citizenship to make our community a better place
I will persevere to reach my goals
I will strive for excellence
I am a GFA Guardian

BOARD OF DIRECTORS

Good Foundations Academy is governed by a Board of Directors. The Executive Director reports to the Board. The faculty and staff report to the Executive Director.

BOARD OF DIRECTORS

Jamie Walker - Chair	email: jwalker@gfautah.org
Micah Olson	email: molson@gfautah.org
Steve Hepburn	email: shepburn@gfautah.org
Tom Koehler	email: tkoehler@gfautah.org
Jed Daily	email: jdaily@gfautah.org
Heather Luther	email: hluther@gfautah.org
Suann Pledger	email: spedger@gfautah.org
Kathy Richins	email: krichins@gfautah.org

ADMINISTRATION & OFFICE STAFF

Lisa Erwin	Executive Director	email: lerwin@gfautah.org
Melissa Wood	K-3 Assistant Director	email: mwood@gfautah.org
Stephanie Prieto	SPED Coordinator 4-6 Student Services	email: sprieto@gfautah.org
Jana Adams	Office Manager	email: jadams@gfautah.org
Kira Ogden	Administrative Assistant	email: kogden@gfautah.org

FACULTY AND STAFF

Kindergarten

Camilla McCammon	email: cmccammon@gfautah.org
Elaine Rasmussen	email: erasmussen@gfautah.org
Courtney Chini	email: cchini@gfautah.org
Brijin Layton	email: blayton@gfautah.org

First Grade

Tami Davids	email: tdavids@gfautah.org
Elizabeth Vialpando	email: evialpando@gfautah.org
Aubrey Clark	email: aclark@gfautah.org

Second Grade

Shari Mabbitt	email: smabbitt@gfautah.org
Carrie Pankratz	email: cpankratz@gfautah.org
Madison Garcia	email: mgarcia@gfautah.org

Third Grade

Lori Genther	email: lgenther@gfautah.org
Geri Hofman	email: ghofman@gfautah.org
Darnelle Earl	email: dearl@gfautah.org

Fourth Grade

Kayla Bleach	email: kbleach@gfautah.org
Michelle Taylor	email: mtaylor@gfautah.org
Tracy Spangler	email: tspangler@gfautah.org

Fifth Grade

Lynn DeVarona	email: ldevarona@gfautah.org
Stephanie Robinson	email: srobinson@gfautah.org

Sixth Grade

Jennifer Jensen	email: jjensen@gfautah.org
Heather Smith	email: hsmith@gfautah.org

Specials

Andria Robison	Art	email: arobison@gfautah.org
Tessa Taylor	Library and Technology	email: ttaylor@gfautah.org
Wendy Jensen	Music	email: wjensen@gfautah.org
Steve Carty	Physical Education	email: scarty@gfautah.org

Special Education Resource Teachers

Stephanie Prieto	K-3 rd Grade	email: sprieto@gfautah.org
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Lunch Manager

Gladys Valdez	Food Service Director	email: gvaldez@gfautah.org
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Head Custodian

Chris Boots	Head Custodian	email: cboots@gfautah.org
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DAILY SCHOOL SCHEDULE

Morning Kindergarten

Monday – Thursday	8:00 – 11:00 AM
Friday (early release)	8:00 – 10:00 AM

Afternoon Kindergarten

Monday – Thursday	12:10 PM – 3:10 PM
Friday (early release)	11:00 AM – 1:00 PM

Grades Kindergarten (full day) – 6th

Monday – Thursday	8:00 AM – 3:10 PM
Friday (early release)	8:00 AM – 1:00 PM

LUNCH SCHEDULE

Kindergarten-Full Day	10:50 AM
1 st Grade	10:40 AM
2 nd Grade	11:10 AM
3 rd Grade	11:30 AM
4 th Grade	11:50 AM
5 th Grade	12:10 PM
6 th Grade	12:30 PM

SECTION 2: GFA POLICIES AND PROCEDURES

POLICIES & PROCEDURES

At a charter school, the Board of Directors and the Administration have very different roles. The primary role of the Board of Directors is to create policy in line with the school's charter and mission. The GFA Board of Directors is working diligently to prepare and approve policies to guide the Executive Director and guard the vision of the school. The Executive Director is responsible for developing procedures that reflect and interpret the Board's policies, and for ensuring efficient school operations. The Executive Director leads the school community in building the sort of school culture that brings the vision to life.

Academic Integrity Policy	Employee Code of Conduct & Appropriate Behavior Policy
Administration of Medication Policy	Enrollment and Lottery Policy
Administrative Procedures for the Reuse and Disposal of Textbooks	Ethics Policy
ARP ESSER Plan	Facility Use Policy
Anti-Harassment and Anti-Bullying Policy	Fee Waiver Policy
Artificial Intelligence Policy	Fundraising Policy
Attendance Policy	GFA Audit Committee
Assessment of Student Achievement Policy	GFA Plan for Harassment and Discrimination Free Learning
Background Check and Personal Reporting of Arrests	GRAMA Policy
Balanced Instructional Technology Use Policy	Harassment and Discrimination Notice
Budget Policy	Head Injury Policy
Cash Disbursement/Procurement Policy	Head Lice Procedures
Cash Receipts Policy	Home School Student Participation in Public School Achievement Tests
Child Abuse & Neglect Reporting Policy	Hotline Complaint Policy
Child Internet Protection Act (CIPA)	Instruction for Fifth Grade Maturation Policy
Communication and Grievance Escalation Policy	Intellectual Property Policy
Community Information Policy	Language Access Policy
Compliance Policy	Late and Missing Work Policy
Conflict of Interest Policy	Local Education (LEA) Fiscal Policy and Auditing Policy
Corporal Punishment Prohibition Policy	LEA-Specific Educator License
Data Governance Plan	Meal Charge Policy
Depreciation Threshold & Capitalization of Property Policy	Medical Recommendations Policy
Discrimination Policy	Measurable Revenues
Donations, Gifts, and Sponsors Policy	Medical Recommendations Policy
Dress Code Policy (Employee)	Metadata Dictionary – DPA
Drug-Free Workplace	Metadata Dictionary Element Definitions
Educator Exit & Engagement Policy	New Board Member Selection and Orientation Policy
Educator Licenses	New Student Assessment Policy
Electronic Meetings Policy	Network Use Policy
Emergency Preparedness Plan	Organizational Chart

Paid Parental and Postpartum Recovery Leave	School Uniform Policy (Student)
Paid Professional Hours Policy	Selection and Purchase of Instructional Materials Policy
Parent and Family Engagement Policy	SHINE Policy (Salary Supplement for Highly Needed Educators)
Parent-Employee Policy	Sibling Definition Policy
Parent and Family Engagement Policy	Special Education Policy
Parent Classroom Observation Policy	Special Meals Policy
Parent-Employee Policy	Staff Grievance Policy
Parent Grievance Policy	Student Discipline Policy
Privacy Policy Statement	Student Education Plan Policy
Private Services During School Policy	Student Transportation Policy
Program Accounting and Accounting Policy	Substitute Teachers Policy
Proper Use of Public Funds and Assets Policy	Supervision of Students at School-Sponsored Activities Policy
Protection of Pupil Rights Amendment & UT FERPA Policy	Teacher and Student Success Plan
Public Education Materials Development Policy	Technology Security Policy
Pupil Promotion/Retention Policy	Toilet Training Policy
Utah FERPA Policy	Volunteer Policy
Pupil Promotion/Retention Policy	Video Surveillance Policy
Reading and Literacy Policy	Website Privacy Notice
Records Retention & Disposal Policy	Wellness Policy
Responsible Use and Technology Resource Policy	
Reuse and Disposal of Textbooks Policy	
School Climate Survey Policy	
School Fee Schedule	
School Library Policy	

ACADEMIC INTEGRITY

Elementary school is a time for learning proper procedures for academic behavior, writing and research. The staff at Good Foundations Academy will help students learn and apply the rules. The goal is to teach students the basic standards for academic integrity now, so that they can be prepared to meet the challenges of higher education with confidence. The Executive Director will discipline students and inform parents based on what is best for the student's growth at school and their grade level. Older grades will be held to higher standards and lower grades will be guided through the educational process. The process listed in the policy will be typical practice of the Executive Director in incidences involving cheating or plagiarism, however, could change upon his/her discretion. (see the school website for more information).

AFTER-SCHOOL ACTIVITIES

Good Foundations Academy offers a wide variety of after-school activities free of charge. These programs are led by our Specials teachers to support and enrich our curriculum. For more information, please contact the office staff at (801)393-3950 or email askgfa@gfautah.org.

Our after school programs will be divided into two types of programs, “1-3rd grade” and “4-6th grade programs. They are free of charge and will include activities such as sports, choir, and art. These clubs will vary in type and students will represent GFA in the community.

ASSESSMENTS

Good Foundations Academy utilizes a variety of assessments throughout the school year. In kindergarten through grade 3, this will include DIBELS, a test of reading oral fluency. Classroom teachers also use curriculum and content assessments for all grades. Students in grades 3 – 6 will participate in all required state assessments in the RISE system. Since the state of Utah only test 3rd – 6th graders via RISE, GFA has decided to progress monitor students K-6 with the HMH Reading Inventory and DIBELS.

ATTENDANCE

A modified policy was approved in 2023. The following information is an abbreviated description of the GFA Attendance Policy. Please see the Policy Manual for full details.

Important work and learning happens every day at Good Foundations Academy; consequently, regular attendance is required for students to fully benefit from the educational opportunities offered. In addition to students’ benefiting from regular attendance the school is graded each year by the state with attendance being a key metric. We hope to be known as a top school that is noticed by the state and beyond. Therefore, regular attendance is something we value highly.

Parents must provide a valid excuse for absences. Failure to do so will result in the absence being recorded as “unexcused”. Student absences may be submitted online, or reported by telephone or email. Parents are asked to contact the office by 4:00 pm on the day of absence, for each day of absence.

Online: [Absence Form](#)

Email: attendance@gfautah.org

Telephone: (801) 393-2950

Valid excuses for absences include:

- an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional; serious illness may require a doctor’s note prior to excusing absences;
- mental or behavioral health of the school-age child;
- a family death;
- an approved school activity;
- an absence permitted by a school age child’s Individual Education Plan or Section 504 accommodation plan;

- a scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5); or any other excuse established as valid by the local charter school governing board.

Whether an absence is excused or unexcused, it causes a disruption in learning for the student and his/her classmates. At GFA, it is part of our mission to instill good character traits in our students, including respect and responsibility. A student shows respect through punctuality and responsibility by doing what is necessary to arrive at school on time and regularly.

Per Utah state law, should a student have ten or more consecutive unexcused absences, he or she shall be dropped from the School's enrollment, unless the student is a student with a disability and the exception in R277-419 applies. Re-entry into the School must follow the lottery enrollment process. In order for a student to count in the School's enrollment during an approved extended absence, the School must have ongoing contact with the student, provide work in advance, and set homework guidelines for the absence.

The GFA Office will track attendance. Parents will be notified as follows:

Unexcused Absences

3 unexcused absences	parent will be emailed to review the Attendance Policy (Compulsory Education Violation – 1 st Warning)
5 unexcused absences	parent will fill out an "Absence Justification" form to provide written explanation of why the absences are occurring and how they will improve (Compulsory Education Violation – 2 nd Warning)
7 unexcused absences	parents meet with administration and develop a plan to resolve the problem; student may lose privileges, such as after-school activities, field trips, field day, and dress down days; (Notice of Compulsory Education Violation 1 st Citation)
10 unexcused absences	student may be withdrawn from school; will report parents to DCFS if School has reason to believe that parents, after receiving a Notice of Compulsory Education Violation, has failed to make a good faith effort to ensure that student receives an appropriate education (Notice of Compulsory Education Violation 2 nd Citation)

Excused Absences

7 excused absences	administration will gather information on why each absence has occurred making sure that illnesses, mental or behavioral health, family deaths, approved school activities, family events or proactive health care visits as defined by Section 53G-6-803(5), and IEP/504 related reasons are logged
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10 excused absences	parents meet with administration and develop a plan to help prevent the decline of the student's academic progress; student may lose privileges, such as after-school activities, field trips, field day, and dress down days
10+ excused absences	parents will work with Administration on a case-by-case basis to attempt to minimize absences; administrative determination will be based on student progress, reasons for absences and parental support in developing and enforcing a plan to ensure student makes progress in grade level work

Tardy and Early Check-out

Because the focus at GFA is on academic learning, we find that tardy students and those who regularly check out early are disruptive to the learning environment. School starts promptly at 8:00 and work continues until students are released at 3:10. We ask that you schedule doctor appointments and other activities outside of school hours. Please notify the office if doctor appointments are related to IEP or Section 504 needs.

Parents need to come to the office to check in students who are tardy and for early check-out. The GFA Office will track tardies and early checkouts. Parents will be notified as follows:

7 tardies/early checkouts	parent will be emailed and asked to review the Attendance Policy and the parent will fill out a form to provide written explanation of why the tardies and/or early checkouts are occurring and how they will improve
10 tardies/early checkouts	parents meet with administration and develop a plan to resolve the problem; warning to parents that their student may lose privileges, such as after-school activities, field trips, field day, and dress down days
15 tardies/early checkouts	student may lose privileges, such as after-school activities, field trips, field day, and dress down days
20 tardies/early checkouts	students with chronic unexcused absences may be referred to DCFS

Additional Absenteeism and Truancy Prevention and Intervention Measures:

Consistent with Utah Code § 53G-6-206, the School shall make efforts in addition to those above to promote regular attendance and to resolve and prevent absenteeism (including chronic absenteeism) and truancy issues. Such additional efforts shall include, as feasible:

- Counseling of students by School authorities
- Making any necessary adjustment to the curriculum and schedule to meet special needs of students
- Considering alternatives proposed by students' parents
- Voluntary participation in truancy mediation, if available

- Providing students' parents, upon request, with a list of resources available to assist parents in resolving their students' attendance problems

The School may employ other prevention and intervention measures at its discretion, including those measures listed under the definition of "intervention" in Utah Code § 53G-6-206.

Non-health related extended absences:

At GFA, our curriculum is continuously spiraling and connecting with new topics and information. Regular attendance is essential to academic success. Extended absences can result in significant loss of learning and motivation. We strongly encourage parents to plan recreational vacations for times when school is not in session.

Absences may be approved in advance for "extreme circumstances." If the extreme circumstance is approved, the teacher and parents will develop an Independent Learning Contract, with appropriate work and study opportunities to ensure continuation of the student's progress in academics. The work is due as defined in the next section, Make-up work and credit. The student is responsible for being prepared to take any tests immediately upon return, at teacher discretion.

Make-up work and credit:

Excused absences: Students will have 2 school days for every 1 day missed from school to turn in their work. All excused work must be turned in 2 days from the day of the student's return. For example, if a student is sick on Monday and returns on Tuesday, that work will be due on Thursday. If a student is absent on Monday and Tuesday for an illness, they will turn in work for both days by the following Tuesday (4 school days later).

Unexcused absences: Student's work will be classified as late and will receive credit based on the late work policy. Missing work will be given on the day of return and the student will have the allowed time in the Late and Missing Work Policy (per grade level) to receive partial credit. Any work turned in after the allowed time will be counted as a zero.

In order to guide students in developing study habits and organizational skills, GFA will implement the following School-wide late work procedures:

<i>Grade</i>	<i>Percent deduction for late work</i>	<i>Number of days allowed for late work to receive credit</i>
K	N/A	end of quarter
1	N/A	2 weeks or until next unit test
2	20%	3 days
3	30%	3 days
4	40%	2 days
5	50%	2 days
6	50%	1 day

Make-up work – Teachers will collect daily work when a student is absent and provide a packet of make-up work. If a sibling attends school, the teacher will send the work home with the sibling unless the parent makes other arrangements. If there is no sibling attending GFA, the parent is requested to pick up the work

from the classroom after school each day, to ensure that the absent student is able to keep up with his or her peers. Special accommodations may be made for unusual circumstances.

Sometimes it is not possible to make up the work/lecture/activity the student missed in the classroom. In these cases, the teacher is not responsible to create an assignment for the student to make up and the student will simply not receive credit for that day.

Specials: When a student misses a Specials class (excused or unexcused), the student will receive 0 points for that day for attendance and curriculum. Specials teachers offer after-school opportunities to make-up curriculum points for absences. Students may stay after school from 3:10 to 4:10 in order to make up their absence. Students still lose attendance points, but can make up curriculum points. Students must go to a make-up class no later than 2 weeks after the absence. Make-up days are announced at the beginning of each new quarter.

BOARD MEETINGS

The GFA Board of Directors meets in open meetings on the second Monday each month. Parents and other interested community members are welcome to attend. Please see the schedule on the web site for meeting dates at the following link: [Board Meetings](#).

CLASSROOM CELEBRATIONS

Our focus at Good Foundations Academy is on academics. Classroom parties are allowed as long as they have minimal impact on the learning environment. Classrooms may celebrate specific holidays, including:

- Fall Festival
- Thanksgiving
- Winter Holidays
- Valentine's Day
- End-of-School

Teachers may also reward students with special events, such as a Read-a-thon or Movie & Popcorn Day, for good behavior or special achievement. Whenever possible these celebrations should be at the end of the school day and last no more than 45 minutes.

GFA also encourages classrooms to host special events such as Middle Ages Day, Renaissance Fair, Classroom Open Houses, etc., which enrich and showcase our Core Knowledge curriculum. These events may occur during the school day or in the evenings. Parents are invited to attend these events and may be invited to make optional donations.

It is important that any classroom celebration is respectful of the learning environment at school and that discipline and orderly behavior is maintained. Celebrations may include treats, snacks, games, and activities connected to the curriculum. Activities and decorations should be appropriate for a public school setting, with no religious themes. Parents may be asked to make optional donations of cash and/or supplies for these events.

Teachers will set the dates and times of each celebration and will coordinate with the Room Parent. Volunteers are welcome! Many classroom celebrations are coordinated across the grade level.

Allergies: Please note that GFA guidelines require that food served must be store bought with proper labeling. No homemade food items are allowed. This requirement is in place to protect students that may have allergic reactions to food. Please be extremely careful and considerate of any food allergies in your classroom. Speak with the teacher to answer any questions about specific allergies.

School Uniforms and Costumes: Some special events include costumes or props related to the Core Knowledge curriculum. For example, students may be allowed to wear costumes for the Roman Festival or Middle Ages Day. When these events occur during the school day, GFA requires that students wear uniforms to school. Students may change into costumes for the duration of the special event or celebration, usually an hour or two in the afternoon.

COLD WEATHER RECESS AND OUTSIDE P.E.

Normally all students go outside for recess and outside P.E. Students are expected to come to school dressed appropriately for the outside weather conditions. Please see *School Uniform Policy* section for specific details. Students will not be sent outside in the case of rain, snow, any unsafe weather condition, or when temperatures are below “feels like” 19°F, as based on the Apple Weather App for Riverdale. Students recovering from illness may stay in from recess with a doctor’s note. The note from the doctor should include the related health reason and dates for the request, and should be submitted to the teacher.

COMMUNICATION POLICY

Good Foundations Academy recognizes the central role communication plays in the success of the school. Honest, open, responsible, and respectful communication is supported and expected. Parents are encouraged to first discuss any concerns, questions, or suggestions with their child’s teacher. If the issue is not resolved, parents may request a meeting with Administration. If not resolved at this point, parents may submit a request in writing to the Executive Director, requesting mediation with members of the Board. One or more members of the Board will meet with the Executive Director and parent(s) to review the issues and work toward resolution together.

Employees will follow the same resolution process. Employees are encouraged to first discuss any concerns, questions, or suggestions with the person(s) involved. If the issue is not resolved, the employee may request a meeting with the Executive Director. If not resolved at this point, the employee may submit a request in writing to the Executive Director, requesting mediation with members of the Board. One or more members of the Board will meet with the Executive Director and employee(s) to review the issues and work toward resolution together.

Anonymous letters or other anonymous communications will not normally be considered. The exceptions to these approaches will be anonymous communications which allege criminal offence, fraud, abuse of a student and is accompanied by, or there exists, supporting information which suggests the allegation can be substantiated.

Most concerns can be resolved quickly by using the above policy. If, however you are not satisfied with the Executive Director or Board’s response, a further grievance may be submitted to Utah State Office of Education at the following address; 250 East 500 South Salt Lake City, UT, 84111.

DISCIPLINE CODE

High standards of conduct are essential to creating and maintaining a good learning environment. Every student has a right to feel safe and to learn in a respectful and orderly learning environment. Teachers have the right to teach in a respectful and orderly environment. GFA students are expected to be well-behaved at all times, respecting themselves, others, and property. The goal of disciplining any student is to restore the safe, respectful, and productive learning environment, and to help the misbehaving student accept responsibility and develop better self-discipline.

School officials shall strictly protect student confidentiality in matters of discipline and take all reasonable measures to keep information dissemination on a need to know basis.

BEHAVIOR EXPECTATIONS – PLEASE SEE THE MATRIX AT THE BACK OF THIS HANDBOOK

HARASSMENT AND BULLYING

Bullying – Defined as, the repeated intimidation of others by actual or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on another’s property – is prohibited at GFA. We use and train our 1st – 6th graders with our character education program to help our students understand this definition better.

Please see the GFA Policy Manual for the full Anti-Harassment Policy.

INFRACTIONS

The School reserves the right to judge the severity of any single infraction or the persistence of patterns of behavior that are disruptive to the learning environment. Student misconduct can be divided into two general types: major and minor. Neither minor nor major misconduct are permissible at Good Foundations Academy.

- Minor misconduct is defined as a situation where physical, emotional, or social safety of students or staff is not seriously threatened but where there is a problem to be resolved, such as disputes between students, leaving messes, name calling, yelling, and class disruptions.
- Major misconduct is defined as the willful and wanton acts of disrespect toward School staff members, students, or property. Examples of major misconduct include fighting; acts of defiance, insubordination, or disrespect; harassment/intimidation; possession, distribution, or accessing of pornography (printed, electronic, or otherwise); blatant use of profane language; willful destruction of School property; possession or use of alcohol, drugs, or weapons; and where persistent disobedience in minor misconduct areas become chronic (such cases may, in sum, become classified as major misconduct).

DISCIPLINE PROCEDURES

Proactive character education is the foundation of our discipline program. We begin each school year, and repeat throughout the year what our expectations are and assist the students to abide by them. Students will be taken through the “tier 1 and 2 interventions” process as outlined in the student discipline policy. Students will receive interventions at the classroom level first, before being referred to the office for assertive discipline.

SUSPENSION AND EXPULSION

Students who are unable to meet the behavioral expectations at Good Foundations Academy may be suspended or expelled. “Suspension” shall be exclusion from the regular School program for a definite period of time. A long-term suspension is suspension for more than ten (10) days. “Expulsion” shall be the permanent exclusion of a student from GFA. Students suspended more than three (3) times during an academic year may be subject to expulsion.

The decision to suspend a student for any number of days, from more than one (1) to ten (10), is made by the Executive Director in consultation with the teacher involved in the incident and the student’s primary teacher. The decision to suspend a student for any number of days more than ten (10) or to expel a student must be confirmed in a formal hearing (see Due Process section). Students will be expelled for behavior that is unlawful and/or that seriously threatens the health, safety and welfare of the student and/or others. In addition, students will be expelled in those situations where the same is required by law. Students subject to long-term suspension or expulsion, who qualify under the Individuals with Disabilities Education Act (IDEA) or Section 504, will have their suspensions and expulsions administered under the requirements of the respective act(s).

Suspension

Offenses that may result in suspension include, but *are not limited to*:

- Fighting (fist or otherwise) with the intent to do bodily harm to another person
- Assault, i.e., intentionally hurting another person
- Verbally abusing others
- Not following directions outside the building, or off school property
- Defying the valid authority of a teacher, administrator, or other adult at the school
- Bullying, or otherwise threatening another’s physical or emotional safety
- False report of fire/explosion
- Racial or sexual harassment
- Possession, distribution, or accessing of pornography (printed, electronic, or otherwise), etc.
- Use of alcohol or drugs
- Stealing or attempting to steal school or private property
- Defacing school property or property of others
- Unauthorized use of equipment
- Inappropriate use of the internet
- Committing an obscene act or engaging in habitual profanity or vulgarity

Expulsion

Offenses that may result in expulsion include, but *are not limited to*:

- Causing serious injury to another person
- Possession of, use, sale or, or furnishing any firearm, knife, explosive, or other dangerous object
- Unlawful possession, use, or sale of any controlled substance
- Distribution of, or facilitating access to, pornography (printed, electronic, or otherwise), etc.
- Robbery or extortion
- Offering, furnishing, or selling drug paraphernalia

- Criminal behavior
- Three (3) or more suspensions in one (1) year

DUE PROCESS

The right to due process in disciplinary proceedings is applicable in all instances where the behavior of the student is being evaluated for suspension or expulsion. The student and his/her parents/guardian has a right to be fully informed about his/her alleged breach of behavior and must be provided with an opportunity to respond to such charges.

GFA will have in place due process guidelines and procedures that include informal hearing, formal hearings, and appeals. All applicable requirements of state and federal law and constitutional due process will be adhered to. When requested by parents/guardian, a formal hearing shall be held as a part of the due process procedure for long-term suspensions (more than 10 days) and for expulsions.

The formal hearing shall consist of a panel of at least three (3) Board officials that will be given authority to decide the issue. Appeals of a formal hearing decision to the Board of Directors must be received by the Executive Director, in writing, with five (5) business days of the formal hearing decision.

EMERGENCY NOTIFICATION

In case of an emergency or other urgent situation, GFA will contact all parents using three forms of contact when possible

- by telephone using One Call
- by email using the One Call mailing list
- and by posting on Facebook, which also includes an automatic text to phone if parents have signed up for this feature

****NOTE:** It is the parents' responsibility to make sure the office has current phone number and email addresses on file.

ENROLLMENT / LOTTERY POLICY

In accordance with the Utah State Law, GFA will order, by random ("lottery") selection, all applicants for enrollment in a given grade. Once an applicant has been placed on the list by lottery, that applicant will retain the spot on the list until the applicant's parent or legal guardian either refuses an offered opening (whether directly, or by default should they fail to respond to an offer), or elects to remove the child's name from the list.

Siblings of children who are enrolled are given priority on the waiting list. This means that when a child fills an open slot, all of that child's siblings are either offered slots in their respective grades, or if there are no current openings, they are placed at the bottom of the sibling list for their respective grades. Sibling placement is done in the order of the lottery results. For purposes of priority enrollment at Good Foundations Academy (GFA), the GFA Board of Directors defines "siblings" as dependents of the same parent(s) or legal guardian(s). This may include sisters and brothers, half-sisters and half-brothers, step sisters and step brothers, adopted children and foster children. GFA reserves the right to require documentation of legal guardianship.

The lottery process shall proceed as follows:

1. Insert all Founding Member's children.
2. Fill 6th grade openings, then place their siblings in respective grades' priority lists.
3. Fill 5th grade openings, then place their siblings in respective grades' priority lists.
4. Fill 4th grade openings, and so on, through each grade down to Kindergarten.

The office staff will fulfill steps 2-4 as needed and following the lottery, they will offer open slots to applicants in writing within ten days or otherwise notify them of their position on the waitlist. Parents have until the date listed on the written notification to accept enrollment for their student. Failure to respond in writing by the deadline will result in removal from the enrollment process.

FIELD TRIPS

Good Foundations Academy recognizes the importance of out-of-classroom experiences for students. Each of our classes may take field trips during the year. Field trips will be tied to the curriculum and will serve as an enrichment activity for a given unit of study. They are considered part of the school day.

FIELD TRIP GUIDELINES

- All field trips must be approved by the Executive Director.
- Field trips will be coordinated by the teacher.
- Parents are welcome to join along on a field trip with prior approval from the teacher.
- The teacher-in-charge is responsible for ensuring that all students are accounted for on departure, arrival at destination(s), and on return, except those brought by their own parents.
- The parent or guardian of each student participant must sign a Field Trip Permission Slip.
- No student is allowed to leave before the termination of the field trip without notifying the teacher-in-charge first.

FREEDOM OF EXPRESSION

Students have the right to express themselves openly on school premises about matters of social, political, and religious importance. However, students may not express themselves in a way that causes a disruption of, or interference with, the orderly conduct of school activities or is inconsistent with the school's basic educational mission. Teachers and administrators may also edit the style and content of student speech at school assemblies, in the school newspaper, in school theatrical productions, and in other school-sponsored activities, where teachers and administrators have legitimate educational concerns.

HOMEWORK AND CLASS WORK

Homework and class work are a meaningful part of the academic environment. The work is carefully designed to enrich the curriculum or build practice skills. Late and missing work will be dealt with according to the Late and Missing Work Policy.

Students at GFA are expected to complete nightly reading as homework and document the reading in the form of a reading log or parent tracking sheet, indicating that the student has read the required weekly amount. Students are expected to complete Summer Reading assignments and may be assessed in the following school year.

INTERNET USE

GFA has the internet available for educational purposes only. Students may use the internet only when there is an adult present and may only access sites that contain appropriate material for school use. Any attempt to

access inappropriate material will subject the student to discipline under the school's discipline policy. Students may not download or install any programs on any computer except when expressly given an assignment to do so by a teacher.

Please see the Policy Manual for more details on the Children's Internet Protection Act (CIPA) Policy.

LUNCH PROCEDURES

All full day kindergarten and grade 1 – 6 students have lunch in the GFA cafeteria. GFA is committed to providing caring and effective supervision of all our students. Our lunch room is supervised by our Lunch Coordinator, with assistance from other staff. Parent volunteers are welcome. Please contact the office if you are available to help supervise lunch times.

Parents are welcome to join their children for lunch in the lunchroom without prior notice. Parents must check in at the reception desk, receive a visitor's badge, and join their student at their lunch tables in the cafeteria.

Students may bring lunch from home. Please be advised that GFA does not have microwave ovens for student use. Please provide all necessary napkins and utensils for your child's lunch. We do try to keep a small supply of plastic ware. We welcome any donations of plastic forks, spoons and napkins.

If a child does not have a lunch at the scheduled time, we will ask him or her to contact parents. You will be asked to bring a lunch for your child. If you are not able to bring a lunch, GFA will provide a lunch that meets USOE Child Nutrition Program requirements. Please assist GFA in keeping costs under control by using this service for emergencies only.

Current Emergency Lunch Menu (subject to change): Uncrustable (PB & J Sandwich) and milk

MEDICATION ADMINISTRATION / ALLERGIES

GFA recognizes that the health of a student may require administration of medication during the course of a school day. Accordingly, authorized school personnel may provide help with the administration of medication to students during times when the student is at school. Inasmuch as authorized school personnel provide assistance in a prudent and responsible manner, in substantial compliance with the licensed health care provider's written statement, they are not liable civilly or criminally for any adverse reaction suffered by the student as a result of taking the medication, or discontinuing the administration of the medication in accordance with policy and procedure.

GUIDELINES

- All medication must be delivered to the school by the student's parent/guardian.
- All medication must be delivered in a container that has been properly labeled by a pharmacy.
- Non-prescription, over the counter medication, must be in the original container and clearly labeled with child's name and dose, per doctor's orders, on the container.

Parents must fill out appropriate forms before students are allowed any medication in school. Please see the complete Administration of Medication Policy in the school office before expecting students to take medication at GFA.

Please see the Policy Manual for full details on the Administration of Medication in School Policy.

VOLUNTEER COMMITTEE

GFA has created a unique team of board members, administration, and teachers in order to help unite under a common vision. This team's goal is to make sure that all parents can be engaged in their student's education in some way by connecting to the GFA community. Parents are encouraged to engage at one of 3 levels.

1. Volunteer Committee Leadership: A board member, the executive director, a teacher, and parent representatives tasked to set the vision and plan out volunteer opportunities throughout the year.
2. Grade Level Parent Representatives: One parent from each grade level tasked to give feedback on behalf of their grade level at monthly meetings with the Leadership Committee. One rep from each grade level will also help recruit volunteers for events, donations, etc.
3. All Parents: Every parent at GFA will influence the direction of the school regardless of their involvement or not based on their communication with staff, community members, their student, and other parents. We ask that all parents unite in the vision of our school by serving alongside staff and students.

Parents will be notified throughout the year of volunteer opportunities. We love to work together as a community to build up students and look forward to all of the parent support this year.

PARENT/TEACHER CONFERENCES

Good Foundations Academy values our partnership with parents. Parent/Teacher Conferences are an important venue for communication and planning for your child's success. At conferences, you will receive current grades, information on classroom and school-wide assessments, and your child's individual progress in academic and character development. Please make every effort to attend Parent/Teacher Conferences.

PERSONAL PROPERTY

Personal property that is not related to the school's educational program or a specific learning activity should not be brought to school (including field trips). GFA provides playground balls and other recess equipment for recess. Toys, sports equipment, trading cards, and other personal items from home are not allowed. Students are invited to donate approved playground equipment to the class for general use. Please contact your child's teacher to see what is needed.

GFA will not be responsible for personal property that is lost or stolen. Guns (or look-a-likes), knives, or other weapons are not allowed and are subject to severe penalty.

Electronic devices may be used during the school day or during school-sponsored activities as follows:

- The devices must remain out of sight **during school hours** AND be turned off or in SILENT mode.
- If students intentionally use or respond to electronic devices during school hours, electronic devices may be confiscated and taken to the office.
- Devices may be retrieved by parent or legal guardian from the office. Students may also be subject to school discipline.

- Electronic devices must be either turned off or held in a secure place by the teacher, as determined by the individual teacher, during class quizzes, tests, and standardized assessments.
- Electronic devices inappropriately used or disclosed may be subject to search by school administrators based on reasonable suspicion.

Exceptions

Medical reasons – school administrators may give permission for students to possess electronic devices for good cause shown if the devices do not distract from the instructional or education process.

Parent request – Parent(s) may request that a student possess an electronic device on active mode at all times during the school day, with the exception of during course or subject tests and standardized assessments. School officials or teacher shall grant such requests for good cause shown. (Good cause may include medical needs or unusual family situations.)

Teacher permission - A teacher may permit a student to have an electronic device in his possession at all times during a regular school day, including during assessments, based on a written 504 plan, an IEP or legitimate circumstances as determined by the individual teacher.

A teacher may permit a student to have an electronic device in his possession at specific times during a regular school day, with the exception of during course or subject tests and standardized assessments, as part of regular classroom instruction. (For example, use of a Kindle or Nook reader for approved novels may be permitted.)

Emergency – Students may use electronic devices in situations that threaten the health, safety or well-being of students (including themselves), school employees or others.

Parents shall make requests for exceptions to the school policy to the Executive Director, Academic Director, or their student's individual teacher.

Please see the Technology and Electronic Device Policy for more information.

PUPIL PROMOTION/RETENTION

The following information is an abbreviated description of the GFA Pupil Promotion/Retention Policy. For the full policy, please visit <https://www.gfautah.org/policies-procedures>.

In order to sustain the high level of academic achievement that we envision for all students at GFA, decisions for promotion and retention will be made by the PPR Team. Students who meet or exceed grade-level benchmarks will be promoted to the next grade level.

When a classroom teacher identifies a student that is at risk of failing to meet these benchmarks, the teacher will notify the parents and continually monitor progress in communication with the parents. At 2nd conferences or as near as possible the teacher will inform the parents formally that they are planning to refer for retention or promotion. The teacher and parents will work together to provide any assistance and support needed. If the student is still at risk by 3rd Quarter Report Cards, the teacher will inform the parents and recommend the student to the PPR Team.

The PPR team will be comprised of the Executive Director or Academic Director, current teacher, next year's teacher, and Resource Teacher (if applicable). The team will review the data and make a decision for promotion

to the next grade level or retention. The current teacher and Executive Director and/or Academic Director will meet with the parents to inform of decision and options.

READING & LITERACY

The development of literacy is one of the primary aims and focuses of effort at GFA. This includes a great deal of reading from a variety of both fiction and non-fiction primary literature. Particularly in the early grades, GFA emphasizes repetitive, relevant reading.

Good Foundations Academy will be discerning when selecting books purchased by school funds, as well as in accepting book donations, so that all materials at the school support the school’s literacy goals. GFA Library will first purchase books from the Core Knowledge Sequence and the GFA Reading Lists (you can find the list at <http://gfallibrary.weebly.com/reading-lists.html> .) The Library may stock additional high-quality literature books (i.e. Newberry Honor, Beehive, Core Knowledge content) for student enjoyment. Teachers are encouraged to stock Classroom Libraries with books from GFA Reading Lists. Classrooms may stock additional high quality literature for student enjoyment. The Reading and Literacy Team will ensure that all Classroom Libraries and the GFA Library hold to the literacy standards as outlined in the policy through periodic walk-throughs.

READING HOMEWORK

In addition to regular homework assignments, each student should be read to or with every day.

- Teachers will set expectations for grades K-3.
- Students in grades 4 – 6 are required to read at least 20 minutes per night from approved literature.
 - If required reading is not assigned from the Core Knowledge Sequence or the approved additions to the Sequence, students shall select books from the approved reading lists for their grade. Required reading is limited to the approved lists in order to ensure that the principles of the policy are fulfilled.
 - Students may submit suggestions for additions to the reading lists to their teachers for consideration and possible approval.
 - Students are encouraged to read additional books of their own choosing over and above the required reading. Parents are encouraged to steer their children toward selections which support this policy.

RECOMMENDED READING FOR PARENTS

The Book of Virtues	William Bennett
Books that Build Character	William Kilpatrick
Why Johnny Can’t Tell Right from Wrong	William Kilpatrick
The Schools We Need	E. D. Hirsch, Jr.
The Knowledge Deficit	E. D. Hirsch, Jr.

What Your _____ Grader Needs to Know

E. D. Hirsch, Jr.

The Making of Americans

E. D. Hirsch, Jr.

Talent is Overrated

Geoff Colvin

Mindset

Carol Dweck

SUMMER READING

Summer Reading Lists aligned with Core Knowledge for the coming year are available on the GFA web page. The books for students entering kindergarten through 3rd grade are intended to be read to the child by the parent or another capable adult. Students entering 4th through 6th grade should be capable of reading the books themselves.

The reading will provide a common foundation for class discussion as students begin the new school year. Each class will provide opportunities in the Fall for students to share what they read and apply what they learned. Students who complete the work will receive credit in a grade-level appropriate manner.

REPORT CARDS & PROGRESS REPORTS

Progress Reports from the classroom teachers will be sent home at least once per quarter, at approximately nine weeks. Teachers will contact parents promptly if a student is not demonstrating mastery in a major skill or content area. The teacher, parent, and student will work together to develop a plan to help the student achieve mastery, which may include reviewing the material and re-assessing, tutoring, academic support services, or referral to the Student Support Team for further evaluation.

Report Cards will be presented to parents at Parent/Teacher Conferences after each Quarter. Good Foundations Academy will report student grades in the following format:

Percentage (%)	Grade
97% - 100%	A+
93% - 96%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+

63% - 66%	D
60% - 62%	D-
<60%	F

The Good Foundations Academy report cards will record student grades in the following subject areas, assessing mastery of standards as a primary metric in the following areas:

- Math
- Reading (includes literature, informational text, and foundational skills such as phonics and fluency)
- Writing (includes expository and narrative writing in any content area)
- Language (includes grammar, spelling, conventions, and vocabulary)
- History & Geography
- Science
- Music
- Physical Education
- Art

SIS GRADEBOOK

Good Foundations Academy uses a state online system for recording student grades. Parents with students in grades K – 6 will be given an online access code to view their child’s daily grades, missing work, and classroom test scores. Please contact the teacher for information on accessing these grades.

SPECIALS GRADING

At GFA, our Specials classes are an important part of our curriculum. Specials classes include Art, Library/Technology, Music, and Physical Education. The Specials teachers work with classroom teachers to coordinate Core Knowledge topics and Character lessons. Specials grades are counted in recognition of Summa Cum Laude and Cum Laude Honors.

Specials teachers will follow GFA grading scale. Specials Grades are weighted as follows:

Weighting 25% Attendance
 25% Participation/Behavior
 50% Curriculum

Absences in Specials Classes

When a student misses a Specials class, the student will receive 0 points for that day unless parent/student makes effort to make up missed work. Specials teachers offer after-school opportunities to make-up the curriculum points for absences. Students still lose attendance points, but can make up curriculum points.

Special Education & Specials

Students will not be penalized for missing specials classes due to time and services in the Resource Room. Students may be given tests or assignments from specials’ class to take to resource.

CHARACTER REPORT

The Good Foundations Academy charter requires accountability in tracking student growth in their understanding and demonstration of character as reflected in our Seven Foundation Stones. In the quarterly report card students will be tracked on their growth in character. As the class studies each new character trait, the students will receive marks for their growth and development in those traits. Traits that have not yet been studied will not be marked.

GFA recognizes that this is a subjective mark and will work with our teachers to ensure fair and consistent communications. Teachers will use data and guidelines from the *Character First!* curriculum. The Character report is intentionally being kept as a separate record from the academic report card to avoid confusion. Teachers will be using numbers to communicate with parents instead of grades for the same reason. Please see the key below.

The Character report will include the following information (this sample would be attached to the 2nd Quarter Report Card, when the first four Foundations Stones have been studied):

Key: 4 = Always 3 = Often 2 = Sometimes 1 = Needs Improvement

SAFETY PROCEDURES

Good Foundations Academy has a safety task force and emergency safety procedures. An Emergency Management Plan is available for review in the front office. ***In order to ensure the safe management of your child, each family must complete an Emergency Contact form. This form must be updated whenever there is a change in address, home or work phone numbers, or emergency contacts.*** It is vital that parents keep the school office up-to-date with this information in case of personal or school emergencies.

Creating and maintaining a safe learning environment is a top priority at GFA. Students will participate in various drills throughout the year, including, but not limited to, fire drills, earthquake drills, and lock down drills. All teachers and staff will be trained in the procedures and systematic refresher training will be included in emergency plans.

SCHOOL CALENDAR

The school calendar can be found on our website at <https://www.gfautah.org/school-year>. Any changes or additions to the calendar will be updated by Administration.

SCHOOL CANCELLATION/CLOSURE

Good Foundations Academy will follow the lead of the Weber School District in making the decision to cancel or delay classes due to weather or other unusual conditions that require the closing of school. Good Foundations Academy will announce any such closures via Facebook, email and on the One Call system. You may sign up to receive messages by text to your phone.

SCHOOL UNIFORM POLICY FOR STUDENTS

High academics, character, and a safe and disciplined learning environment are crucial to the success of Good Foundations Academy. Studies show that the adoption of a school uniform policy can also promote school safety, improve discipline, and enhance the learning environment. For these reasons, this policy is to be taken seriously. Our school uniform policy allows us to avoid knowing the social background of a student based on appearance, yet allowing the individual personality of each student to shine through.

Students are expected to dress and groom themselves in a neat modest way reflecting pride in themselves and their school. It is the responsibility of parents and children to ensure compliance with the dress code. If there are any questions, keep it simple, err on the conservative side, and don't be afraid to bring in pictures or the clothing and ask questions.

GENERAL GUIDELINES

- Clothing is neat and clean, will fit appropriately with no visible underclothing
- Polo shirts will be tucked in, whether worn with pants, shorts, skorts, or skirts
- Clothing or appearance will not cause distractions or safety hazards
- Hair must be clean, well-groomed, and not distracting to the learning environment. Hair color must appear natural.

APPROVED APPAREL

POLO SHIRTS (BOYS AND GIRLS)

- Long sleeve or short sleeve polo shirts
- Cap sleeve polo shirts are approved for girls
- Red (true red, not maroon), white, or blue (navy or light blue, not medium blue)
- White undershirts or camisoles are recommended with white polo shirts
- Turtlenecks or long-sleeve t-shirts in red, white or blue, worn under polo shirts is approved
- No visible logos or brand names

PANTS, SHORTS, SKIRTS, AND SKORTS (BOYS AND GIRLS)

- Docker-style (twill or poly/cotton fabric)
- Navy blue or tan/khaki
- Uniform-style Capri pants are allowed for girls if they meet the above standards.
- Shorts must be not shorter than 3" above the knee (width of an index card)

SKORTS, CULOTTES, JUMPERS, AND SKIRTS (GIRLS)

Skorts are a skirt with built in shorts, or skirts that look like a skirt in the front, and shorts in the back. Culottes are shorts that look like a skirt. Jumpers are made of the same fabric as skirts, skorts, and culottes. They have an attached top that are of the same color as well. Skorts, culottes, jumpers, and skirts are all acceptable for girls in uniform colors (navy and khaki/tan) under these guidelines.

- Length and style to meet the same guidelines as shorts
- Skirts and jumpers must be worn with leggings or uniform color shorts underneath. (See legwear section for colors)
- Jumpers must be worn with a visible polo shirt underneath (See legwear section for colors)
- Polo dresses

SWEATER VESTS, CARDIGAN SWEATERS, AND SWEATSHIRTS

- Solid color (red, white, or navy) sweaters, sweater vests and cardigan-style, *not hooded*, sweaters are approved for classroom wear
- Crew neck sweatshirts (red, white, or navy) may be worn in class over the top of a polo shirt. (color must be seen). (GFA sweatshirts are acceptable)

SHOES

- Any color
- Non-marking soles
- No open toes
- No flip flops
- No lights
- No Heelies
- No crocs
- No sport sandals, such as Keen or Teva
- No slippers or moccasins
- No snow boots or boots with fur

LEGWEAR

- Socks and shoelaces should not be distracting
- Tights, leggings, and bike shorts for girls are approved in uniform colors (red, white, navy blue, light blue) and only worn under skorts, culottes, jumpers, skorts, and shorts.
 - No rainbow or obvious designs allowed on legwear, tights, or bike shorts

OUTERWEAR

- Students are encouraged to wear appropriate clothing for recess in cold weather, including boots, jackets, mittens, and hats
- Outerwear is not allowed inside the classroom – students are encouraged to wear long sleeve polo shirts, sweaters, sweatshirts, and/or turtle necks in cooler weather.

OPTIONAL

Logo Wear

GFA is contracting with national vendors to have the school uniform clothing with the GFA logo, including polo shirts, sweater vests, and cardigan-style sweaters.

Other Optional items

- Belt
- “Spirit Wear” – approved t-shirts or sweatshirts as determined by GFA
- Hats **for outside wear only**
- Boots **for outside wear only**

ALTERNATIVE DAYS

SPIRIT FRIDAYS:

Fridays will be known as Spirit Days where students may wear shirts and sweatshirts with the GFA logo. Field day shirts, school play shirts, or other school activities shirts are acceptable. Students may also wear a university or military logo on these days as well. **No College team, NFL, NBA, MLB, type of jersey allowed.**

DRESS DOWN DAYS STANDARDS

GFA has several scheduled Dress Down Days as a reward for good character. On scheduled days, students may earn the privilege to wear street clothes to school that meet the following guidelines:

- Clothing shall be modest and clean
- Shirts shall meet the pants or skirt: no belly shirts, no visible undergarments
- Shirts shall be solid or patterned, and may include elementary age-appropriate words or images (example: butterfly, sports themes, Disney characters/G-rated characters, etc.)
- Sweatshirts and hoodies are allowed if they meet the above requirements
- Shoes shall be appropriate for school activities: no high heels, no flip flops, no lights or heelies
- Skorts or skirts *with shorts underneath* are allowed
- No tank tops, spaghetti straps, or sleeveless tops

SCIENCE FAIR

The Scientific Method is reiterated throughout the intermediate grades and is an important component of Core Knowledge and the Common Core Standards. At GFA we require students to understand and apply this knowledge. Each year, the fourth, fifth and sixth grade classes will participate in a science event. This allows the students to use the skills that are attained in science classes and to be creative with their learning and understanding of science. Our goal is to produce students who are capable of thinking creatively and scientifically, able to demonstrate time-management skills for larger projects, and skilled in oral presentations.

Teachers will grade the projects as a major project in the Science grade. Students receive points for participation as part of their grade. We will follow the procedures shown below:

4 th Grade – Demonstration Event	5 th Grade – Classroom Competition	6 th Grade – Qualifying for Jr. Ritchie Science Fair at Weber State University
• Investigate Scientific Method	• In-class whole group science experiment/project • Assessment on Scientific Method	• 1st place, 2nd place, 3rd place for the grade level • Judges will be invited by the grade level teachers • 3 winners per grade level; Ribbons for place winners and honorary mention; (participation ribbons for all?) • Place winners go to Weber

SOCIAL MEDIA

GFA uses social media to keep in touch with our community. Our Facebook page is very active and usually has the most current announcements.

Facebook: Find us on Facebook by searching **Good Foundations Academy**.

SPECIAL EDUCATION RESOURCES AND STUDENT MODIFICATION PLANS (I.E. IEPs AND 504s)

Please see the Policy Manual for the full Special Education/IDEA Policy.

It is the goal of GFA to build a culture where excellence and fairness are evident in all we do. Our curriculum is truly rigorous and requires a great deal of commitment and hard work for success. Students with disabilities will be offered access to the full range of our curriculum, including Core Knowledge, Eureka Math, and Character First! All students are held accountable for completing work assigned, for producing work to meet GFA standards (with accommodations/modifications when required), and for growing in character and academic

skills. Our students with IEPs are integrated into the classroom as much as possible, where they are exposed to an advanced curriculum and effective instruction in a culture of success and student accountability.

It is the role of the parent(s) to notify GFA of any existing Individual Education Plans (IEPs) or 504 Plans. Without knowing that the student has been identified to have a specific educational need, GFA cannot provide support for the student to reach his individual educational potential. Please note that if specific materials have been requested from a student's previous school, there is a 30-day window for transfer of materials. If you have personal copies of an IEP or 504, please assist GFA by providing the office with a copy for your student's file.

If your student does not have a specific educational/modification plan, but you have concerns about your child's educational progress, please meet with your child's teacher and/or K-3/4-6 Assistant Director or Executive Director.

As a charter school, GFA has an internal reporting system that is designed to provide prompt and effective resolution of any concerns. If a parent believes his child is not receiving appropriate services, the following resolution process is available:

SPECIAL EDUCATION REFERRAL

A parent or teacher may refer a child for special education testing at any time. Parents may contact the Executive Director or Academic Director for details. In general, GFA teachers monitor the progress of all students through classroom assessment and daily work and school-wide assessment. When concerns arise, the teacher will provide classroom interventions and communicate with the Resource Teacher/Academic Director, as needed. When a referral for special education testing is made (by parents or teachers), a team meeting is planned to determine what testing is appropriate. GFA is responsible for responding to the request within 45 school days to indicate if testing has been approved.

SPECIAL EDUCATION RESOLUTION PROCESS

1. Discuss questions and concerns with classroom teacher, and/or the IEP team.
2. If concerns are not resolved, parents may contact the Executive Director. The Executive Director will follow-up with the teachers and may provide clarification and direction as needed. It is the Executive Director's duty to ensure compliance with all state and federal laws regarding Special Education.
3. If the concerns are still not resolved, parents may contact the Board of Directors. The Executive Director reports directly to the Board of Directors. The Board of Directors may review the case and provide direction to the Executive Director for further resolution.
4. If the GFA internal reporting system does not provide a satisfactory resolution, parents may turn to the Utah State Board of Education(USBE) for help. The USBE has its own resolution process, which is made up of four additional levels. The first USBE level is to provide a written complaint to the USBE Special Education department. USBE will contact GFA and pursue resolution.
5. If needed, the parent and/or GFA may request a Facilitator from USBE. The state will provide a Facilitator paid for by USBE to help the parents and GFA resolve concerns. The Facilitator will meet with both parties and provide guidance toward resolution.

6. If further assistance is needed, the parent and/or GFA may request a Mediator. A Mediator will also meet with both parties, and any documents created in the Mediation process become legally binding on both sides.
7. Finally, the parent may request a Due Process Hearing. In this situation, the case is presented before a Hearing Officer, generally including a lawyer for each party. If a Resolution Agreement is not reached in the given time, a Hearing is scheduled and the Hearing Officer will make a final determination. The Hearing Officer's judgment is final and legally binding.

There are multiple opportunities to reach resolution before the situation reaches costly court proceedings. GFA is committed to meeting all state compliance standards and has been working with a Mentor from USBE to ensure our program is in compliance.

STUDENT RECORDS

Parents/guardians have the right to inspect and review all of their student's education records maintained by the school. The school shall establish appropriate procedures for the granting of a request by a parent/guardian for access to the education records of their child within a reasonable period of time, but in no case more than forty-five (45) days after the request has been made.

SPECIALS CLASSES

Specials classes are an important part of our curriculum. Our Specials teachers coordinate their lessons to the Core Knowledge topics being introduced in the homeroom classes. The teachers also support and reinforce lessons in character development. GFA offers the following Specials classes:

Subject	Grades	Teacher
PE	K-6	Steve Carty
Music	K-6	Wendy Jensen
Art	K-6	Andria Robison
Library	K-6	Tessa Taylor
Technology	1-6	Tessa Taylor

SUPERVISION: BEFORE AND AFTER SCHOOL

Doors open at 7:40 a.m. Students will go directly to their classroom. Students arriving after 8:00 a.m. are tardy. Parents are asked to park and accompany the student to the office to be signed in. Extenuating circumstances may be allowed at the Executive Director's discretion for severe weather, highway accidents, or other unexpected delays and the students may not be counted tardy.

Students need to be picked up after school by 3:30 p.m. (1:20 p.m. on Friday). Students who are not picked up will be taken to the office to call their parents. If the parents are not available to pick up the student, the child will be taken to the Extended Day Care for a fee.

TEACHER REQUEST POLICY

Good Foundations Academy will allow parents who have unique and special academic concerns to follow the guidelines below and submit a teacher request form for the upcoming school year. This form is due by the last day of school in May.

- GFA is committed to the success of all students and we work hard to place them in the best possible learning environment.
- Many factors are reviewed in the placement decisions including but not limited to: academic and social considerations, total class size, male/female ratio, and heterogeneous grouping. The final decision on all student placements rests with the Executive Director after due consideration of staff recommendations and parent requests.
- Because our grade level teams put class recommendations together before the end of the school year, only requests received by the last day of school will be considered. Due to staff and enrollment changes, teacher placements are not final until August. The final placement decision is based upon a variety of factors and the final decision is made by the Executive Director. Late requests, emails or verbal messages will not be considered.
- It is not possible to honor all requests. Teaching assignments may need to be changed late in the summer and requested teachers may not be available.
- Parents may request a particular type of classroom environment, with or without specifying teachers.
- Parents are cautioned not to request placement or non-placement based upon what they may have heard about a teacher or teachers from other parents or community members. Just as each child is unique, so is each teacher.
- Parents will be notified of their child's class assignment in August.

TRANSPORTATION

Parents who choose to enroll their children in a charter school are responsible for transportation to and from school.

NOTIFICATION

If your child will be riding home with another adult for carpooling on a regular basis, please notify the teacher in advance. The teacher will release your child to the carpooling adult.

If your child will be riding home with another adult on short notice, contact the office. The office will notify the teacher to release the child to the adult you specify at the end of day. If that person is picking your child up during the school day, he or she should be prepared to provide identification to the office. Without prior parental consent, students will not be released during the school day to anyone who is not on the Emergency Contact list.

TV AND MOVIE VIEWING POLICY

Subject to the stipulations stated below, the viewing of movies and videos (in full or clips) shall be for clear educational purposes linked to relevant topics of study. Teachers and students (via personal technology, such as iPods) are prohibited from showing any movies that are rated *PG-13*, *R*, or *X* in class, on school property, or on any school-sponsored outing (including buses). This includes all online movie and video resources, such as YouTube.

A movie with a rating of *G*, *PG*, or *Not Rated* may be shown if it meets the “clear educational purpose” test and has been approved by the Executive Director. G-rated movies are approved for students in Kindergarten through grade 6.

PG-rated movies and Not Rated movies may be allowed for students in grades 4 – 6, however, prior to showing a PG movie, teachers must notify parents as least one day in advance and parents must be given the opportunity to have their child opt out. Students may also choose to opt out. Those who choose not to participate must be provided with an alternative, but equally worthwhile, learning experience.

If an outing involves staying in a hotel or motel, teachers will make provision with the hotel to eliminate TV and Movie access to the rooms being used by students and chaperones. If limited access to TV is required as part of the educational purpose of the outing, appropriate limits will be made with the hotel personnel and will be specified in the trip plan that is turned into the office by the teacher(s) leading the trip.

VISITORS AND VOLUNTEERS

Every visitor to GFA, to include volunteers, must sign in at the front office and pick up a visitor badge. All visitors must wear the visitor badge for the duration of their time on GFA property.

GFA may require a volunteer who will be given unsupervised access to the student(s) in connection with the volunteer’s assignment to submit, by signed release, to a criminal records background check as a condition for appointment as a volunteer.

Good Foundations Academy’s focus is educational excellence in knowledge, skills, and character utilizing strong parent-teacher-student partnerships. Parental involvement can make the difference between success and failure. We believe that parents want to play a strong role in their children’s education and will play an active role at GFA. Working together, we will give our children the tools they need to succeed.

All families are encouraged to volunteer. Volunteer hours will be recorded and maintained in a volunteer database for easy access.

VOLUNTEER CODE OF CONDUCT

Good Foundation Academy Volunteers shall:

- be punctual and dependable in fulfilling volunteer commitments.
- exhibit kindness while volunteering for Good Foundations Academy.
- respect and abide by the confidential nature of anything they might see or hear while volunteering.
- conduct themselves in a business-like and fair manner, without partiality to individual students.
- motivate children to work and help them succeed in school.
- acknowledge the teacher as the authority in the classroom.
- be respectful of the classroom by not disrupting a teacher’s instructional time or student learning.
- dress modestly and appropriately for a school environment.
- wear a visitor’s badge at all times when volunteering at the school.
- sign in and out at the front office when volunteering at the school.
- record all GFA volunteer hours, including those worked outside of school, on the log sheet in the front office.
- provide a copy of a valid driver’s license and proof of insurance to the front office, if transporting students.
- ensure that each child in the car has a properly functioning seatbelt when transporting students.

- ensure that all children (e.g. younger siblings, non-students) accompanying the volunteer on school premises are supervised at all times.
- notify the front office or classroom teacher if unable to meet scheduled obligation.

SECTION 3: VENDORS AND CONTRACTED SERVICES

NEXT GENERATION ACADEMY

Support services for students such as extended care, kindergarten enrichment, and the Bible Explorers program are available through Next Generation.

CONTACT INFORMATION

5099 S. 1050 W.

Riverdale UT 84405

kids@redemptionutah.com

385-515-0572

BUSINESS OFFICE

Rich Eccles and Sharon Newbold manage our payroll, accounting, and budget functions, working in close communication with the Executive Director and Board of Directors.

SPECIAL EDUCATION SERVICES

Good Foundations Academy contracts with several professionals for services related to Special Education.

Sage SpEd Consulting

Aspen Hill Speech Pathology Group

Charter School Therapy: Occupational Therapy



bul·ly·ing [boollee ing] (n): The repeated intimidation of others by actual or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on another's property

If you are, here is what you should do:

1. Look at the person who is bullying you directly in their eye and state you would like them to stop the behavior.
2. The person who is bullying you has 2 choices. He/she can stop the behavior or continue it. If the behavior stops the problem is solved!! If the behavior continues go to step 3.
3. As hard as it may be, go tell an adult in charge. Usually a classroom teacher or aide.
4. The teacher/ aide should address the problem with the student and the student's parents. Expectations should be retold to the person who is bullying.
5. If harassing continues, the issue is now a concern of the Executive Director. The Director should be informed of the history of the situation and then establish a behavior contract with the student.
6. If the student does not follow the contract he/she is subject to In School Detention, Out of School Suspension, or eventually Expulsion may occur.

GFA BEHAVIOR MATRIX

	Play-yard	Halls	Cafeteria	Bathroom	Office	Carpool
<i>Respect</i>	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.
<i>Self-Control</i>	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.
<i>Responsibility</i>	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.
<i>Cooperation</i>	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.

	Gym (PE)	Art Room	Music Class	Library	Classrooms	VOLUME KEY
<i>Respect</i>	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
<i>Self-Control</i>	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
<i>Responsibility</i>	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
<i>Cooperation</i>	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

SECTION 4: ACKNOWLEDGEMENT

All quality students are capable of learning to accept responsibility for their own education and behavior by arriving on time, turning in homework and class work on time, being prepared with class supplies, etc., and taking responsibility for their actions. The philosophy and practices GFA incorporates acknowledge that young people are free to act and are therefore moral “agents,” accountable for their actions.

Our policies will encourage discipline, hard work, cooperation, decision making, and acceptance of the consequences for decisions made. Such policies, and a clear understanding of academic expectations, help our students to choose their quest for intellectual and personal growth. The students’ sense of alignment between their personal educational goals and these of their school further reinforce their desire to accept responsibility for their education.

I have read the above information regarding the program and policies of Good Foundations Academy and understand that by voluntarily enrolling my student, I accept the philosophy of Good Foundations Academy and agree to abide by these policies set forth.