These minutes are Pending Board Approval

Mission Statement: *"ACADEMICS. LEADERSHIP. COMMUNITY."*

George Washington Academy

Thursday, July 16th, 2026
5:00 p.m.

Board Meeting Minutes

Location: NAI Excel Conference Room
243 E St. George Blvd., Suite 200
St. George, UT 84770

Continuation of Strategic Planning was held prior to the Board Meeting business. The Board Meeting convened at 5:00pm.

Board Welcome: Shannon Greer, President
Roll Call: Shannon Greer, President
Pledge of Allegiance: Casey Unrein

Board Members Present: Shannon Greer, Casey Unrein, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz, Brady Pearce and Blake Clark.
Kevin Peterson & Rachel Richins were present and remained seated as voting members until the transition of board membership.
David Stillman & Ericka Ivie were present for the meeting but did not assume voting privileges until the transition of board membership.

Board Members Not Present: None

Others Present: Lydia Mooney, Debbie Kauvaka, Steve Erickson, Sadie Carter
Spencer Adams via zoom.

A quorum was established.

GWA Year Goals: Blake Clark gave the report.
GWA was able to accomplish the academic goals set in place for the 25/26 school year .Outstanding growth was made in math fluency. With the new model in place with the Strategic plan, the goal is to be able to offer more support to the teachers, which was requested throughout the year. The goal is to make tracking progress and growth easier with this new system. The new 26/27 goals will be sent to the board clerk at Blake's earliest convenience, so that they can be added to future meeting agendas. The WIG goal needs to be determined by the teachers before this can be done. The goal is to have this information to the board clerk by the September meeting.

Approval of Minutes:
Casey Unrein made a motion to approve the Minutes from the June 25th, 2026 Board Meeting as outlined in the Board Packet.
Kevin Peterson seconded the motion.
The motion passed unanimously.

Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to approve the Minutes from the June 29th, 2026 Board Meeting as outlined in the Board Packet.
Rachel Richins seconded the motion.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Public Opportunity to Address the Board:
None

Set time for adjournment
Rachel Richins set time for adjournment at 6:35pm.

Teacher Reports:
Lydia Mooney introduced herself to the board.

Administration Report: Blake Clark gave the report.
The Leadership Retreat was held the 1st week of July and the main goal was to take the 3 strategic priorities and create goals specific to each priority and map out how to show the progress made monthly to the board. Each teacher prep day, the teachers will be able to choose between 3 different training break out sessions. Each session will align with one of the strategic priorities. Trainers may be used from in house or possibly brought in for these trainings. Academic excellence, student support & capacity & sustainability will be the 3 priority topics for these training sessions. This plan will be shared with faculty and staff on August 7th at the Employee Welcome Back training.
Current enrollment is 1,066. 251 students on the waitlist. Admin is calling the waitlist daily to bring in more people from the waitlist. At the end of July we are in a very good position. Our retention numbers are very high so we are seeing siblings on the waitlist. Currently trying to work through numbers so we can keep families together. Employee and sibling preferences are being taken into consideration when working through the waitlist.
The annual reporting calendar is expected by September. This report will be sent to the board clerk once it is received.

Hughes Construction Report: Blake Clark gave the report.
It was asked that the entire construction area could be fenced off to keep the students safe and out of hazardous materials.

Financial Report: Spencer Adams gave the report.
We have come to the end of the fiscal year, but Spencer did note that these are not the final numbers. There are still reports that need to go through. This is giving us a good idea of where we will end up but numbers are likely to change. Everything is looking positive and the school is currently in great shape. Federal revenue is lower because we are waiting on Title 1 funds to come through. They have been requested. It was a very healthy fiscal year. No concerns. Once the report is complete it will be distributed. It was asked if we received the disbursement back from the bonds. Spencer said we would see this in the July statement.
We will see line items added for the PTO on future balance sheets. There may be operational challenges and learning curves with the changes regarding the PTO but this is a positive change moving forward.

Committee Reports:

- **Policies Committee** – Nothing to report.
- **Finance Committee –** Nothing to report.
- **Audit Committee -** Nothing to report.
- **Benefits Committee** – Nothing to report.
- **Curriculum Committee** – Nothing to report.
- **Outreach Committee** –Nothing to report.
- **Technology Committee -** Nothing to report.
- **LAND Trust Committee –** Should hear back with more information in September about the randomized audit.
- **PTO Committee** – Met today about the uniform sale. Cash only to keep it legal. Spencer and Mr.Clark are working on square being an option for donation acceptance. This will be a benefit across the board for the school, not just PTO. The committee went through the calendar and will develop a budget soon.
- **Board Development Committee** – Nothing to report.
- **Campus Management Committee –** Nothing to report.

Discussion and/or Action Items:
Kevin Peterson made a motion to accept the Advanced Security Renewal in the amount of $11,205.00
Sharna Rowe seconded the motion.
This is a year to year contract and pricing is subject to change each year.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Sharna Rowe made a motion to approve the Blocksi Student Monitoring Renewal fee in the amount of $9,471.00
Rachel Richins seconded the motion.
One year subscription. This is for 3rd grade up only. This monitors every time a student is online. Reports will be sent to the teacher if a student is on something they shouldn't be. Certain sites can also be blocked completely. Training will be completed by the tech team. Multiple companies were looked at as options. Blocksi was the better financial option. An automatic report is sent to the tech team with data on students that have been blocked from sites. Parents can request access history for their own students.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Miguel Munoz made a motion to approve the Server for Intercom invoice in the amount of $5,506.25
Casey Unrein seconded the motion.
Steve presented the quotes for the Server for Intercom at the meeting, and they have been added to these minutes for reference. We currently only have one server at the school. This company can build a server from scratch. This company has previously built the servers for the school. The new construction will utilize the same intercom system and this server should be able to handle the capacity of the new build. The current system does not have the capacity to handle the systems currently running, which is why it needs to be updated. The bids from the other companies listed were much higher based on the fact that the servers they gave quotes for were much larger than the needs we have for our system.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to approve the Special Education Curriculum in the amount of $6,359.89
Rachel Richins seconded the motion.
It was noted that all members of staff and admin need to make sure 3 bids are listed and documented when getting bids from companies. These materials are additional workbooks for this school year only.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to accept the Independent Contractor Agreement for Prickly Pear Pediatric Therapy as outlined in the packet
Rachel Richins seconded the motion.
$75 an hour for the speech language pathologist. The pay doesn't increase, just the amount of hours due to workload with an increase of students.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Casey Unrein made motion to approve the Independent Contractor Agreement with Intermountain Speech Pathology Services
Laura Pressley seconded the motion.
$75 an hour for the speech language pathologist and the technician is $60 an hour. It was asked if it was possible to make these in house instead of independent contractors. The answer was that it is very hard to find full time speech language pathologists and their rates would be very high. It was a better financial decision to work with a hospital clinician.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to accept the Independent Contractor Agreement for Mountainland Rehabilitation as outlined in the packet
Rachel Richins seconded the motion
It was asked how often students require these services. It was noted that it varies from services being needed a few times a week to a few times a month depending on their IEP. There are 20-30 students who receive some form of physical therapy. It was also asked why the school covers these expenses for the students versus the parents. If it becomes a part of a student's IEP, the school becomes responsible. The school is required to offer whatever services are written in each student's individual plan.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion that we approve the Independent Contractor Agreement for Ryan Houston as outlined in the Board Packet
Sharna Rowe seconded the motion.
Ryan Houston is a Psychologist from Northern Utah, he is given per diem, hotel and accommodations while here. Federal Law determines how often he comes. This is based on when parents request testing for their child, as only a certain amount of days are given until they have to be tested. It was asked why GWA does not utilize a local psychologist? He is the only one that offers everything we need at a reasonable rate. He has been with the school for years.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Laura Snelson made a motion to approve the Strategic Plan Narrative, Board Level Strategic Planning Framework as outlined in the board packet
Rachel Richins seconded the motion.
Laura presented documents to the Board to support the discussion on the Strategic Plan Narrative, they have been added to these minutes for reference. It was asked how often the board will be reviewing the framework. It was discussed that every 6 months will be the goal, then changes can be corrected if needed. The plan will be to review what is not working and make changes. This framework gives a clear expectation and explanation of what academic excellence looks like at George Washington academy. This has revealed some blind spots within academics, which allows for great improvement. The Board is only approving what is in the Board Packet with the expectation that the second half of the framework will be created by the September Board Meeting, this will be done by Laura Snelson, Blake Clark and the admin team.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Rachel Richins made a motion to Update Policy 320 Bullying, Cyber- Bullying, Hazing, Abusive Conduct and Retaliation as outlined in the board packet.
Miguel Munoz seconded the motion.
This is the policy that the state looks at the most and the reports that are made to the state are very specific. This policy models the exact reporting that is given to the state.
It was noted that the policy needs to be corrected with specific grammar changes. Page one, section 6, there were 2 A's in the items listed. Section 13 there was an extra period after "13th". It was discussed that there needs to be consistency with line items throughout the document. It was also noted that there needs to be a section added to the policy on what happens if a parent violates the policy. This needs to be addressed for staff protection. It was discussed that the information from the Civility Policy be added into Policy 320 to ensure all areas are covered and this protection is offered. The policy was read out loud to the Board Members to ensure that it covered all intended areas.
-Rachel Richins amended the motion to update Policy 320 Bullying, Cyber- Bullying, Hazing, Abusive Conduct and Retaliation to include taking the information from the Civility Policy and adding that section to the policy 320
Miguel Munoz seconded the motion.
The motion did not pass unanimously.
Those who voted in favor: Laura Snelson
Those not in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Miguel Munoz and Brady Pearce.
-Kevin Peterson made a motion to approve the Policy 320 Bullying, Cyber- Bullying, Hazing, Abusive Conduct and Retaliation with the grammatical corrections
Rachel Richins seconded the motion.
The expectation was set that this policy goes back to the policy committee for them to have the discussion on the changes that need to be made in the policy. The policy will be revamped and brought back to the board in August.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

<u>Time was exceeded</u>. Shannon Greer made a motion to continue discussion at 6:46pm
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Laura Pressley made a motion to create Policy 425 Language Access
Laura Snelson seconded the motion.
This came from the surprise Land Trust audit. The policy committee created Policy 425. They spent a lot of time discussing it. Procedures will be created by the policy committee. The ability is in place to offer requests from parents for translations. The outreach committee is working on a system to allow the website to be offered in all languages. This policy includes needs for interpretation.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Kevin Peterson made a motion to accept the School Volunteer Procedure Policy 486 as outlined in the board packet
Brady Pearce seconded the motion.
It was asked, if by state law, we are required to pay for background checks. The answer was yes, it was then noted that the school may want to look at the financial commitment of this policy. Blake Clark mentioned that there shouldn't be a large number of people who meet the qualifications to have the background completed. The PTO Board Members are required to have their background checks done. Blake Clark is working on a script for a training that will be offered for this policy before school starts.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Reappointment of Board Members
Kevin Peterson made a motion to reappointment the board members that will be staying on for the 26/27 school year
Laura Snelson seconded the motion.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Kevin Peterson, Rachel Richins, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz and Brady Pearce.

Appointment of President/Chair:
Casey Unrein made a motion to reappoint Shannon Greer as Board President for one more year
Brady Pearce seconded the motion.
Prior to the vote, Shannon disclosed a conflict of interest should George Washington Academy apply for the charter school program grant, as she administers the grant program. She explained that, if the school applied, she would need to step away from her board chair responsibilities to avoid any actual or perceived conflict of interest.
Shannon provided an overview of the grant, including eligible uses of the up to $2 million in funding for charter school expansion, the application timeline, award process, and the opportunity to reapply in a future cycle if necessary.
The Board discussed the school's construction timeline, strategic planning efforts, administrative capacity, and the advantages and disadvantages of applying for the grant during the current cycle versus waiting until the following year. Discussion also included reimbursement timelines, recent changes to the grant program, and the school's ability to proceed with the expansion using previously approved bond funds if grant funding was not awarded.
The Board determined that the incoming board members would participate in the vote regarding Board Chair and that the outgoing board members would abstain from voting. Shannon then recused herself from the discussion and vote.

Following Shannon's recusal, the Board discussed leadership continuity and succession planning. Members expressed support for retaining Shannon as Board Chair for the 26/27 school year while developing a transition plan for future board leadership and pursuing the grant in a future application cycle that better aligned with the school's expansion timeline and administrative capacity.
The motion passed unanimously.
Those who voted in favor: Casey Unrein, Sharna Rowe, Laura Pressley, Laura Snelson, Miguel Munoz, Brady Pearce and incoming Board Members David Stillman and Ericka Ivie.
Outgoing board members present but did not vote: Kevin Peterson and Rachel Richins
Abstained from the vote: Shannon Greer

Appointment of CFO:
Casey Unrein made a motion to elect Sharna Rowe as CFO
Miguel Munoz seconded the motion.
Casey Unrein mentioned he may be moving within the next 13 months so he didn't feel comfortable taking on this role. It was discussed that Sharna has the experience needed for this role. She mentioned she would like further training to feel comfortable in the role. She will work with Kevin and Casey to prepare for the role.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Laura Pressley, Laura Snelson, Miguel Munoz, Brady Pearce and incoming Board Members David Stillman and Ericka Ivie.
Outgoing board members present but did not vote: Kevin Peterson and Rachel Richins
Abstained from the vote: Sharna Rowe

Appointment of Vice Chair of the Board:
Sharna Rowe made a motion to nominate Brady Pearce as Vice Chair of the Board
Laura Snelson seconded the motion.
This isn't a role that has been utilized in the past 5 years. It was previously filled with Board Members with the intent of transitioning to Board Chair, but each member resigned before the transition took place. For that reason, the position has remained unfilled. We will be building the plane as we fly it. This is a role Brady will take on with the expectation that in one year, when Shannon steps down as Board Chair, that he will step into the role. He will take the next year to learn from Shannon on what the role entails.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Laura Pressley, Laura Snelson, Miguel Munoz, Sharna Rowe and incoming Board Members David Stillman and Ericka Ivie.
Outgoing board members present but did not vote: Kevin Peterson and Rachel Richins
Abstained from the vote: Brady Pearce

Appointment of Board Secretary:
David Stillman made the motion to become Board Secretary
Laura Pressley seconded the motion.
This is a role that needs to be filled to be compliant. It is a role within the board and is an unpaid position. The expectation is 2-3 hours a month in addition to board meetings. This will be flexible for the person that takes on the role. This will be a role that supports the board clerk and sends notifications to the board members about important upcoming items.
The motion passed unanimously.
Those who voted in favor: Shannon Greer, Casey Unrein, Laura Pressley, Laura Snelson, Miguel Munoz, Sharna Rowe, Brady Pearce and incoming Board Member Ericka Ivie.
Outgoing board members present but did not vote: Kevin Peterson and Rachel Richins
Abstained from the vote: David Stillman

Closed Meeting – *None*

Reconvene — Take all appropriate action in relation to closed session items.

Next Meeting: The next regular Board Meeting will be held August 27th 2026.

Adjournment: Kevin Peterson made a motion to adjourn at 7:42pm.

Written by: Sadie Carter

Board Action Requested

The Board was asked to review the Strategic Plan Narrative Board facing information and approve the foundational elements of the George Washington Academy Strategic Plan and Institutional Effectiveness Framework.(Full detail can be found in the Strategic Plan Narrative Document)

What the Board Is Being Asked to Approve

The Board is being asked to approve:

- Mission
- Vision
- Values
- Collective Commitments
- Three Core Elements
- Board-Level Strategic Priorities
- Institutional Effectiveness Framework
- Mission Fulfillment Framework
- Governance Monitoring Framework
- Three-Year Implementation Roadmap

The Board is not being asked to approve specific operational procedures, KPI formulas, targets, evaluation methodologies, or administrative processes. Those responsibilities remain within the authority of school leadership.

1. Mission, Vision, Core Values, and Collective Commitments

Reaffirm the previously adopted Mission Statement, and approve the Vision Statement, and Collective Commitments, and approve Academics, Leadership, and Community as the school's Core Values with the accompanying definitions included in the Strategic Plan.

2. Strategic Plan Core Elements

Approve the three Strategic Plan Core Elements as the primary organizational domains through which mission fulfillment will be pursued and monitored:

- Academic Excellence
- Student Support
- Capacity & Sustainability

Approve the strategic and operational definitions associated with each Strategic Plan Core Element.

Approve each pillar supporting each Strategic Plan Core Element

3. Board-Level Strategic Priorities

Approve the Strategic Priorities associated with each Core Element as the Board's primary governance priorities for monitoring organizational performance and strategic progress.

The Board recognizes that these Strategic Priorities are not separate initiatives, but represent the major organizational responsibilities that collectively support mission fulfillment.

While the Board monitors progress across all Strategic Priorities, leadership remains responsible for determining which specific initiatives, programs, and improvement efforts receive focused attention during implementation. Full description of Board level strategic priorities can be found in the Strategic Plan Document-Narrative

4. Strategic Alignment and Reporting Expectations

Approve the expectation that future initiatives, budget requests, major programs, and reporting structures be aligned to the approved Strategic Plan framework.

Future reporting should provide clear evidence of progress toward strategic priorities and include, where appropriate:

- Baseline information
- Trend data
- Outcome measures
- Progress indicators
- Resource implications
- Areas of strength
- Areas for improvement

The Board is not prescribing specific reporting templates, dashboards, or administrative processes. Leadership is responsible for designing and implementing reporting systems that support effective monitoring and decision-making.

5. Institutional Effectiveness Framework

Approve the use of the Strategic Plan as the foundation for George Washington Academy's Institutional Effectiveness Framework.

The Board recognizes Academic Excellence, Student Support, and Capacity & Sustainability as the primary domains through which organizational effectiveness and mission fulfillment will be monitored over time.

6. Leadership Responsibilities

Approve the expectation that leadership and administration will continue developing the implementation architecture associated with the Strategic Plan.

This work includes:

- Pillar definitions
- Strategic Priority alignment
- KPI development

- Baseline identification
- Target setting
- Reporting structures
- Dashboard development
- Evidence collection processes

Leadership/Admin Team Responsibility

Approval that the leadership and administrative team should bring back to the board a clear definition of each pillar, along with the corresponding strategic priority or priorities that emerge from the school's data. This ensures that the Strategic Plan is not based only on broad ideas, but on evidence-based needs, shared understanding, and measurable areas for:

Core Element → Strategic Priority Statement → Pillar → Sub Pillar → Strategic Definition → Operational Definition → Board Facing Strategic Priority → Program Facing Strategic Priority → Objectives → Smart Goals KPI → Baseline → Target → Owner → Board Decision Point improvement.

Leadership develops:

For each Core Element pillar and where applicable sub pillars, the leadership and administrative team should identify and document:

- **Operational Definition**
- What does this pillar mean at GWA?
- Operational Definition (where applicable)
- What does the sub-pillar mean at GWA?
- **Data Evidence**
- What data shows this pillar is a priority?
- **Strategic Priority**
- What specific area of improvement should GWA focus on?
- **KPI / Measure**
- How will progress be measured?
- **Baseline and Target**
- Where are we now, and where do we want to be?
- **Responsible Owner**
- Who will lead implementation and reporting?

Note: Some operational definitions for each pillar supporting the core theme were provided in the Strategic Plan Document as a baseline reference or examples, they can be modified and brought back to the board for approval.

Board Approval Requested

The Board is asked to approve the Strategic Planning Narrative and Board-Level Strategic Planning Framework as the governance framework that establishes the school's strategic direction.

This approval reaffirms the Mission, affirms the Vision, Core Values, Collective Commitments, Institutional Effectiveness Framework, Strategic Plan Core Elements, Board-Level Strategic Priorities, Mission Fulfillment Framework, Governance Monitoring Framework, and the overall strategic architecture presented in this document.

The Board is not being asked to approve the implementation architecture or the Final Strategic Plan at this time. Following Board approval, the Director and Leadership Team will develop the implementation architecture during the summer leadership retreat and return to the Board with recommendations for review and approval before the Final Strategic Plan is adopted.

George Washington Academy Strategic Planning Narrative Board Level Strategic Planning Framework

TABLE OF CONTENTS

Section 9. Implementation Roadmap

- **From Planning to Practice**
- **Guiding Principles**
- **Phase I: Alignment & Visibility**
- **Phase II: Integration & Capacity Building**
- **Phase III: Institutionalization & Continuous Improvement**
- **Role of the Board**
- **Role of Leadership**

Section 10. Board Review and Feedback Request

- **Purpose of Board Review**
- **Feedback Requested**
- **Anticipated Approval Action**
- **Expanded Role of Leadership**
- **Leadership and Administrative Responsibilities**

Part I (Front Matter, Executive Summary, and Strategic Foundation

FOREWORD

George Washington Academy has established a strong tradition of academic excellence, student achievement, family engagement, and responsible stewardship. These accomplishments have been made possible through the dedication of students, families, educators, staff, administrators, and Board members who have worked together in support of the school's mission.

As the Board reflected on the future of the school, an opportunity emerged to strengthen how organizational priorities, systems, and improvement efforts are aligned, monitored, and communicated. The purpose of this Strategic Plan is not to replace the many strengths already present within George Washington Academy. Rather, it is intended to organize, align, and make visible the systems that already contribute to student success while establishing a framework for accountability, continuous improvement, and long-term sustainability.

The Board recognizes that strategic planning is not a one-time event but an ongoing process of reflection, learning, and improvement. Through this Strategic Plan and Institutional Effectiveness Framework, George Washington Academy affirms its commitment to mission fulfillment and continuous improvement in service of students and families.

SECTION 1

EXECUTIVE SUMMARY

Introduction

George Washington Academy has a long history of academic excellence, strong governance, dedicated educators, engaged families, and a commitment to continuous improvement. Over many years, the school has developed systems, programs, practices, and organizational structures that have contributed to student success and organizational stability.

As the Board of Directors and school leadership reflected on the future of the organization, an opportunity emerged to strengthen how these existing systems are organized, aligned, monitored, and communicated. The purpose of this Strategic Plan and Institutional Effectiveness Framework is not to replace the many strengths already present within the school. Rather, it is intended to organize, align, and make visible the systems through which George Washington Academy fulfills its mission and pursues continuous improvement.

Why This Work Was Undertaken

Like many successful schools, George Washington Academy has developed numerous systems, programs, initiatives, and reporting practices over time. While these systems have contributed to organizational success, they have often existed within separate operational areas, committees, departments, or reporting structures.

The Board recognized an opportunity to strengthen organizational alignment by creating a written framework that:

- Clarifies strategic priorities.
- Strengthens vertical alignment from governance to classroom practice.
- Strengthens horizontal alignment across departments and programs.
- Preserves institutional knowledge.
- Improves monitoring and reporting.
- Supports evidence-informed decision-making.
- Strengthens long-term organizational sustainability.

What Emerged Through the Process

As the strategic planning process evolved, it became clear that a traditional strategic plan alone would not fully support the Board's goals for accountability, monitoring, and continuous improvement.

The work naturally expanded into the development of an Institutional Effectiveness Framework designed to connect strategic priorities, assessment, evaluation, reporting, governance, and continuous improvement into a single integrated system.

The result is a framework that not only identifies strategic priorities but also establishes a structure for monitoring progress, evaluating outcomes, supporting organizational learning, and informing future decision-making.

The Three Core Elements

The framework is organized around three interconnected Core Elements that collectively support mission fulfillment:

Academic Excellence

Academic Excellence reflects the school's commitment to high levels of student learning, instructional quality, academic growth, educator development, and educational innovation.

Student Support

Student Support reflects the school's commitment to ensuring that students are known, valued, supported, and positioned to thrive academically, socially, emotionally, and personally.

Capacity & Sustainability

Capacity & Sustainability reflects the systems, resources, governance structures, and organizational conditions necessary to sustain excellence over time.

Together, these three Core Elements provide a comprehensive framework for organizational effectiveness and mission fulfillment.

What the Board Is Being Asked to Approve

The Board is being asked to approve:

- Mission
- Vision
- Values
- Collective Commitments
- Three Core Elements
- Board-Level Strategic Priorities
- Institutional Effectiveness Framework
- Mission Fulfillment Framework
- Governance Monitoring Framework
- Three-Year Implementation Roadmap

The Board is not being asked to approve specific operational procedures, KPI formulas, targets, evaluation methodologies, or administrative processes. Those responsibilities remain within the authority of school leadership.

SECTION 2

STRATEGIC FOUNDATION

Honoring the Past While Preparing for the Future

George Washington Academy has established a strong tradition of academic excellence, student achievement, community involvement, and responsible stewardship. Throughout its history, the school has developed programs, systems, practices, and organizational structures that have contributed to positive outcomes for students and families.

Many of these systems have evolved over time through the dedication of board members, school leaders, faculty, staff, parents, and community partners. As a result, George Washington Academy enters this strategic planning process from a position of strength.

This Strategic Plan is not intended to replace those strengths. Rather, it is intended to provide a coherent framework that organizes, aligns, and makes visible the many systems already supporting student success and organizational effectiveness.

The Evolution of the Strategic Planning Process

As the Board and leadership team began examining the future direction of the school, it became clear that many important organizational systems already existed. The challenge was not the absence of effective practices, but the opportunity to strengthen how those practices were connected, monitored, and communicated.

As the work progressed, the planning process naturally expanded beyond a traditional strategic plan and evolved into a broader Institutional Effectiveness Framework that connects governance, strategic priorities, evaluation, reporting, and continuous improvement.

Mission

Board-Approved Mission Statement

George Washington Academy is a free K-7 public charter school. We are a community of learners who empower students to take ownership of their learning through academic excellence and student-led leadership. We are committed to student learning, peer collaboration, and data-driven best practices that support every student's success as a confident learner and leader in their classrooms, families, and communities.

The mission defines the fundamental purpose of George Washington Academy and serves as the guiding foundation for all organizational decisions, priorities, and actions.

Vision

George Washington Academy aspires to be a model learning community recognized for exceptional student achievement, outstanding teaching, and strong partnerships with families and the community.

The vision describes the future state toward which the school aspires and provides long-term direction for organizational growth and continuous improvement. During the strategic planning process, the consultant facilitated conversations designed to help Board members articulate what they hoped George Washington Academy would become and be recognized for in the future. Those conversations led to the articulation of the above vision statement, which reflects the Board's aspirations for the future direction of the school.

Core Values

During the strategic planning process, the Board reviewed the school's longstanding mission themes of Academics, Leadership, and Community. With the adoption of a formal Mission statement, the Board determined that these foundational concepts are most appropriately represented as the school's Core Values. The accompanying definitions were refined to reflect the enduring principles and priorities that guide the school's culture, decision-making, and strategic direction while preserving the spirit and intent of the original mission.

Academics

We value high levels of learning, intellectual growth, personal responsibility, and the pursuit of excellence for every student.

Leadership

We value character, responsibility, service, and the development of leadership that positively influences family, school, and community.

Community

We value meaningful relationships, collaboration, mutual respect, and active partnerships that strengthen student success and organizational excellence.

Prior definition for reference only no approval needed:

Academics - Empower students who are equipped to achieve and lead their own learning.

Leadership - Develop highly effective students who are leaders in their school and family.

Community - Establish a school community that values student voice, confirms their potential, and actively involves parents and families.

Collective Commitments

The Collective Commitments articulate the shared expectations that guide how members of the George Washington Academy community work, learn, and grow together. They represent the daily behaviors and practices that support the school's mission, values, and strategic priorities.

The Board recognizes the Collective Commitments as an important expression of the school's culture and identity and affirms their role in supporting student success and mission fulfillment.

2025–2026 Collective Commitments

CLIMATE

Build Intentional Positive Relationships

Commit to embracing everyone, showing them love, understanding, and patience. Believe in them, so that they can believe in themselves.

CULTURE

Create Shared Responsibility

Commit to high expectations, performance, and effectiveness through collaboration.

INSTRUCTION

Ensure Learning for ALL Students

Commit to ALL students learning at high levels through explicit instruction, engagement and academic rigor.

BEHAVIOR

Teach Behavior Standards Explicitly

Commit to teaching essential behavior standards daily through explicit instruction and modeling.

CELEBRATION

Celebrate Achievement & Growth in all Areas

Commit to celebrate the success of our school-wide, team, and individual goals, together as a school and within our teams & departments.

Strategic Planning Philosophy

Visibility Before Change

The purpose of the framework is not to create entirely new systems, but to make visible the systems, structures, practices, and programs that already contribute to organizational success.

Alignment Before Expansion

The framework is designed to strengthen vertical and horizontal alignment across all levels of the organization.

Evidence-Informed Decision-Making

George Washington Academy is committed to using reliable evidence to inform decision-making, monitor progress, evaluate initiatives, and support continuous improvement.

Continuous Improvement

Strategic planning is viewed as an ongoing process rather than a one-time event. The school is committed to regularly reviewing progress, evaluating outcomes, learning from evidence, and refining systems in support of mission fulfillment.

PART II

INSTITUTIONAL EFFECTIVENESS FRAMEWORK

SECTION 3

Institutional Effectiveness Framework

From Strategic Planning to Institutional Effectiveness

During the strategic planning process, it became clear that identifying strategic priorities alone would not ensure long-term success. Effective organizations require systems that connect planning, implementation, monitoring, evaluation, reporting, and continuous improvement.

As a result, the planning process evolved into the development of an Institutional Effectiveness Framework designed to support mission fulfillment through intentional alignment and evidence-informed decision-making.

The Institutional Effectiveness Framework provides the structure through which organizational priorities are translated into action, monitored through evidence, evaluated for effectiveness, and refined through continuous improvement.

What Is Institutional Effectiveness?

Institutional Effectiveness refers to the systematic process through which an organization plans, implements, monitors, evaluates, and improves its performance in support of its mission.

At George Washington Academy, Institutional Effectiveness serves as the organizational framework that connects:

- Strategic Planning
- Organizational Performance
- Evidence Collection
- Continuous Improvement
- Governance Oversight
- Mission Fulfillment

The framework is intended to support organizational learning while strengthening accountability and transparency.

Strategic Planning and Institutional Effectiveness

Strategic Planning establishes direction.

Institutional Effectiveness establishes the systems through which progress is monitored and evaluated.

Together they create a continuous cycle of improvement:

Mission
↓
Strategic Priorities
↓
Implementation
↓
Evidence
↓
Evaluation
↓
Improvement
↓
Mission Fulfillment

This relationship ensures that strategic planning remains an active organizational process rather than a static document.

Vertical Alignment

Vertical alignment refers to the connection between governance priorities and daily organizational practice.

The framework establishes a clear line of sight from Board priorities to classroom and operational implementation.

Board Priorities
↓
Leadership Goals
↓
Programs, Systems & Practices
↓
Classroom and Operational Implementation
↓
Student and Organizational Outcomes

This alignment helps ensure that decisions made at every level of the organization contribute to shared priorities and mission fulfillment.

Horizontal Alignment

Horizontal alignment refers to the coordination of efforts across departments, programs, grade levels, and operational functions.

The Institutional Effectiveness Framework helps ensure that Academic Excellence, Student Support, and Capacity & Sustainability function as interconnected systems rather than isolated initiatives.

This alignment strengthens collaboration, reduces duplication, and improves organizational coherence.

Strategic Priorities as the Governance Bridge

One of the most important developments emerging from this process was the creation of Board-Level Strategic Priorities. These Strategic Priorities serve as the bridge between governance and implementation.

The Board governs through Strategic Priorities.

Leadership is implemented through programs, systems, and operational practices.

This distinction strengthens accountability while preserving administrative flexibility.

Continuous Improvement

George Washington Academy is committed to a culture of continuous improvement.

Continuous improvement is supported through an ongoing cycle of:

Review
↓
Reflect
↓
Learn
↓
Improve
↓
Monitor

This process encourages organizational learning while promoting thoughtful and sustainable improvement.

Evidence-Informed Decision-Making

The framework supports the responsible use of evidence to inform organizational decisions.

Evidence may include:

- Student achievement data
- Growth measures
- Program evaluations
- Financial information
- Enrollment data
- Stakeholder feedback
- Governance reviews

The purpose of evidence is not merely to report performance but to support learning, reflection, and improvement.

Mission Fulfillment

Mission fulfillment serves as the ultimate purpose of the Institutional Effectiveness Framework.

The framework exists to help the organization answer a central question:

To what extent is George Washington Academy fulfilling its mission?

All planning, monitoring, evaluation, and improvement activities are ultimately intended to support this purpose.

Institutional Effectiveness at George Washington Academy

The Institutional Effectiveness Framework represents an important evolution in how George Washington Academy organizes and monitors its work.

Rather than creating new organizational structures, the framework provides a coherent system for aligning existing strengths, preserving institutional knowledge, strengthening governance oversight, and supporting continuous improvement.

The framework is intended to help ensure that the school remains focused on mission fulfillment while building organizational capacity for the future.

PART III

STRATEGIC PLAN CORE ELEMENTS

SECTION 4: CORE ELEMENT 1- Academic Excellence

Operational Definition

Academic Excellence refers to the systems, practices, programs, and organizational conditions that support high levels of student learning, academic growth, instructional quality, and educational achievement.

This Core Element encompasses curriculum, instruction, assessment, educator development, academic intervention, and innovation designed to support student success.

Strategic Definition

Academic Excellence reflects George Washington Academy's commitment to ensuring that every student has access to high-quality learning experiences that promote growth, achievement, and future readiness.

The school recognizes that sustained academic excellence requires rigorous curriculum, effective instruction, meaningful assessment, strong educator capacity, targeted academic support, and a commitment to continuous improvement.

Academic Excellence therefore serves as the primary pathway through which the school fulfills its educational mission.

Why Academic Excellence Matters

Student learning is central to the purpose of the school.

Academic Excellence ensures that students develop the knowledge, skills, habits, and dispositions necessary to succeed academically and contribute meaningfully to their communities.

The Board recognizes that strong academic outcomes require intentional alignment among curriculum, instruction, assessment, intervention, professional learning, and innovation.

The Academic Excellence Core Element provides the framework through which these systems are aligned, monitored, and continuously improved.

Board-Level Strategic Priorities

The Strategic Plan identifies thirteen Board-Level Strategic Priorities across the three Core Elements of Academic Excellence, Student Support, and Capacity & Sustainability.

These Strategic Priorities are not intended to represent thirteen separate initiatives. Rather, they reflect the major organizational responsibilities that collectively support mission fulfillment. Because George Washington Academy functions as an interconnected system, the Board monitors progress across all Strategic Priorities as part of its governance responsibilities.

The Board has identified four Strategic Priorities within Academic Excellence.

Together, these priorities define the primary governance focus for academic performance and improvement.

Strategic Priority AE-1- Student Learning & Growth

Ensure high levels of student learning and growth through rigorous curriculum, effective instruction, meaningful assessment, and targeted academic support.

The Board recognizes student learning and growth as the central outcome of Academic Excellence.

Strategic Priority AE-2 - Teacher Excellence & Professional Capacity

Strengthen teacher effectiveness through professional learning, coaching, collaboration, and continuous improvement.

The Board recognizes that educator quality is one of the most important factors influencing student success.

Strategic Priority AE-3 - Evidence-Based Improvement

Advance data literacy, program evaluation, and evidence-based decision-making throughout the academic program.

While the Institutional Effectiveness Framework provides an organization-wide structure for evaluation and continuous improvement, this Strategic Priority focuses specifically on the use of evidence to strengthen curriculum, instruction, assessment, intervention, and academic decision-making.

Strategic Priority AE-4 - Innovation, Future Readiness & Organizational Learning

Promote innovation and continuous improvement through the responsible evaluation of emerging educational practices and technologies.

This priority supports the school's commitment to thoughtfully evaluating innovations, including educational technology and artificial intelligence, through evidence-informed inquiry and continuous improvement.

Academic Excellence Pillars

The Strategic Priorities are supported through five interconnected pillars.

Pillar 1: Curriculum & Instruction

Focuses on curriculum alignment, instructional quality, instructional coherence, and effective teaching practices.

Pillar 2: Assessment & Data Literacy

Focuses on assessment systems, data use, progress monitoring, and evidence-informed decision-making.

Pillar 3: Teacher Excellence

Focuses on professional learning, instructional coaching, collaboration, evaluation, and professional growth.

Pillar 4: Academic Support

Focuses on intervention systems, enrichment opportunities, differentiated instruction, and support for diverse learner needs.

Pillar 5: Innovation & Enrichment

Focuses on educational innovation, enrichment opportunities, emerging practices, future readiness, and organizational learning.

Academic Excellence Cascade

Academic Excellence
↓
Strategic Priorities
↓
Pillars
↓
Programs, Systems & Practices
↓
Leadership Initiatives
↓
Indicators & KPIs
↓
Student Learning Outcomes

Measuring Academic Excellence

Progress within Academic Excellence may be monitored through a combination of outcome, implementation, and perception measures.

Examples include:

- Student Achievement
- Student Growth
- Curriculum Alignment
- Instructional Effectiveness
- Academic Intervention Outcomes
- Professional Learning Participation
- Program Evaluation Findings

The Board monitors governance-level indicators while leadership and staff monitor operational implementation measures.

Academic Excellence and Mission Fulfillment

Academic Excellence contributes directly to mission fulfillment by ensuring that students experience high-quality learning opportunities and demonstrate meaningful academic growth.

Through rigorous curriculum, effective instruction, targeted support, educator development, and continuous improvement, George Washington Academy seeks to provide students with the knowledge, skills, and opportunities necessary to achieve their full potential.

Academic Excellence therefore serves as a foundational pathway through which the school's mission is realized.

SECTION 5 - CORE ELEMENT 2 - Student Support

Operational Definition

Student Support refers to the systems, structures, services, relationships, and practices that promote student well-being, engagement, belonging, leadership development, and overall success.

This Core Element encompasses the academic, behavioral, social, emotional, and relational supports that help students fully access learning opportunities and participate meaningfully in the school community.

Strategic Definition

Student Support reflects George Washington Academy's commitment to creating an environment where students are known, valued, supported, and empowered to succeed.

The school recognizes that student success is influenced by more than academic instruction alone. Students are most likely to thrive when they experience positive relationships, effective support systems, a sense of belonging, opportunities for leadership, and meaningful partnerships between school and home.

Student Support therefore represents the organizational commitment to developing the whole child while creating conditions that enable both academic achievement and personal growth.

Why Student Support Matters

Student achievement and student well-being are interconnected.

Students are more likely to engage in learning, persist through challenges, and achieve their potential when they feel safe, connected, supported, and valued.

George Washington Academy recognizes that effective student support systems strengthen not only individual outcomes but also the overall culture and effectiveness of the school.

The Student Support Core Element provides the framework through which these conditions are intentionally developed, monitored, and continuously improved.

Board-Level Strategic Priorities

Strategic Priority SS-1- Student Well-Being & Belonging

Promote student well-being through safe, supportive, and inclusive learning environments.

The Board recognizes that student well-being and a positive school climate are essential conditions for learning, engagement, and healthy development.

Strategic Priority SS-2 - Family & Community Partnerships

Strengthen family and community partnerships that support student success.

The Board recognizes that meaningful collaboration among families, educators, and community stakeholders contributes to stronger student outcomes and a stronger school community.

Strategic Priority SS-3 - Responsive Student Support Systems

Ensure timely identification and support of students' academic, behavioral, social, and emotional needs.

The Board supports systems that proactively identify challenges, provide targeted interventions, and promote student success through coordinated support services.

Strategic Priority SS-4 - Leadership, Character & Citizenship

Develop student leadership, responsibility, and character consistent with the school's mission and values.

The Board supports opportunities for students to develop leadership competencies, contribute positively to their communities, and build the skills necessary to become engaged and responsible citizens.

Student Support Pillars

Pillar 1: Student Well-Being

Focuses on physical, emotional, social, and psychological well-being.

Representative areas include:

- Student wellness
- School climate
- Student belonging
- Positive relationships
- Safe learning environments

Pillar 2: Attendance & Engagement

Focuses on promoting consistent attendance, engagement, and participation in learning.

Representative areas include:

- Attendance monitoring
- Chronic absenteeism prevention
- Student engagement
- Family outreach

Pillar 3: Behavior & Positive School Culture

Focuses on creating positive learning environments that encourage responsibility, respect, and productive behavior.

Representative areas include:

- Positive behavior supports
- Behavior intervention systems
- School culture
- Restorative practices

Pillar 4: Family & Community Engagement

Focuses on strengthening partnerships among families, educators, and community stakeholders.

Representative areas include:

- Parent communication
- Parent involvement
- Community partnerships
- Volunteer engagement
- PTSO participation

Pillar 5: Student Leadership & Citizenship

Focuses on developing leadership competencies, responsibility, citizenship, and positive contributions to the school community.

Representative areas include:

- Leader in Me
- Student leadership opportunities
- Citizenship development
- Service learning
- Leadership competencies

Pillar 6: Tiered Student Support Systems

Focuses on ensuring students receive appropriate academic, behavioral, social, and emotional support based on identified needs.

Representative areas include:

- MTSS
- Counseling supports
- Intervention systems
- Student success planning
- Academic and behavioral support coordination

Student Support Cascade

Student Support
↓
Strategic Priorities
↓
Pillars

↓
Programs, Systems & Practices
↓

Leadership Initiatives
↓
Indicators & KPIs
↓
Student Success Outcomes

Measuring Student Support

Progress within Student Support may be monitored through a combination of outcome, implementation, and perception indicators.

Examples include:

- Student well-being
- Student belonging
- Attendance
- Intervention effectiveness
- Family engagement
- Leadership development
- Student support outcomes

Student Support and Mission Fulfillment

Student Support contributes directly to mission fulfillment by ensuring students have access to the relationships, services, opportunities, and supports necessary to thrive.

Through well-being initiatives, responsive support systems, family partnerships, leadership development, and positive school culture, George Washington Academy seeks to develop students who are prepared for success both inside and outside the classroom.

SECTION 6 - CORE ELEMENT 3 - Capacity & Sustainability

Operational Definition

Capacity & Sustainability refers to the organizational systems, resources, infrastructure, governance structures, leadership practices, and operational processes that support the long-term success and stability of George Washington Academy.

This Core Element encompasses the conditions necessary to sustain educational excellence, support continuous improvement, and ensure responsible stewardship of organizational resources.

Strategic Definition

Capacity & Sustainability reflects George Washington Academy's commitment to building and maintaining the organizational capacity necessary to fulfill its mission over time.

The school recognizes that student success depends upon effective governance, strong leadership, qualified personnel, sound financial management, efficient operations, responsible growth, and a culture of continuous improvement.

Capacity & Sustainability therefore represents the organizational foundation that enables Academic Excellence and Student Support to flourish.

Why Capacity & Sustainability Matters

Educational excellence cannot be sustained without strong organizational systems.

High-performing schools require effective governance, strategic leadership, financial stability, operational reliability, and the ability to adapt to changing needs and opportunities.

The Board recognizes that maintaining excellence requires ongoing investment in people, systems, infrastructure, planning, and organizational learning.

Board-Level Strategic Priorities

Strategic Priority CS-1

Financial Stewardship & Sustainability

Maintain sound financial stewardship and long-term organizational sustainability.

The Board prioritizes responsible resource allocation, fiscal accountability, and long-range financial planning.

Strategic Priority CS-2

Human Capital Excellence

Recruit, develop, and retain high-quality personnel.

The Board recognizes that organizational success depends upon attracting, supporting, and retaining highly effective and mission-aligned employees.

Strategic Priority CS-3

Organizational Capacity & Operational Excellence

Strengthen operational systems, technology infrastructure, and organizational effectiveness.

The Board supports the development of systems that improve efficiency, reliability, communication, compliance, and organizational performance.

Strategic Priority CS-4 - Growth & Facility Readiness

Support responsible growth, enrollment stability, and facility planning.

The Board seeks to ensure that growth remains aligned with organizational capacity and mission fulfillment.

Strategic Priority CS-5 - Governance & Institutional Effectiveness

Enhance institutional effectiveness through aligned governance, strategic planning, performance monitoring, and continuous improvement.

Throughout this framework, governance is referenced in several contexts. The Governance Monitoring Framework describes how the Board exercises oversight responsibilities. The Governance Pillar describes the systems and structures that support effective governance. Governance & Institutional Effectiveness, as a Strategic Priority, reflects the organizational outcome of maintaining effective governance, accountability, and continuous improvement systems.

Capacity & Sustainability Pillars

Pillar 1: Governance

Focuses on governance structures, policy oversight, board development, and strategic accountability.

Pillar 2: Human Capital

Focuses on recruitment, retention, professional growth, leadership development, and succession planning.

Pillar 3: Financial Stewardship

Focuses on budgeting, resource allocation, fiscal accountability, and long-term sustainability.

Pillar 4: Operations & Organizational Systems

Focuses on compliance, communication systems, safety, operational processes, and organizational coordination.

Pillar 5: Technology Infrastructure

Focuses on information systems, network infrastructure, data systems, educational technology support, and technology planning.

Pillar 6: Enrollment & Growth Management

Focuses on enrollment stability, student retention, marketing, outreach, and long-term capacity planning.

Pillar 7: Facilities & Resource Planning

Focuses on facility planning, maintenance, space utilization, and future growth readiness.

Institutional Effectiveness

Focuses on strategic planning, KPI monitoring, evaluation, dashboard reporting, mission fulfillment assessment, and continuous improvement.

Capacity & Sustainability Cascade

Capacity & Sustainability
↓
Strategic Priorities
↓
Pillars
↓
Programs, Systems & Practices
↓
Leadership Initiatives
↓
Indicators & KPIs
↓
Organizational Outcomes

Measuring Capacity & Sustainability

Examples of governance-level measures may include:

- Financial sustainability
- Staff retention
- Operational effectiveness
- Enrollment stability
- Facility utilization
- Governance effectiveness
- Strategic plan implementation
- Mission fulfillment indicators

Capacity & Sustainability and Mission Fulfillment

Capacity & Sustainability serves as the organizational foundation that supports all aspects of mission fulfillment.

Without effective governance, qualified personnel, sound financial management, reliable systems, responsible growth, and continuous improvement processes, the school's ability to sustain Academic Excellence and Student Support would be diminished.

By strengthening organizational capacity and long-term sustainability, George Washington Academy creates the conditions necessary for enduring success and continued mission fulfillment.

PART IV

GOVERNANCE, ACCOUNTABILITY & IMPLEMENTATION

SECTION 7

Mission Fulfillment Framework

Mission as the Central Organizing Principle

The mission of George Washington Academy represents the school's fundamental purpose and serves as the foundation for all organizational decisions, priorities, systems, and improvement efforts.

While strategic plans often focus on goals, initiatives, and performance indicators, the Board recognizes that the ultimate purpose of these efforts is not simply organizational performance. The ultimate purpose is mission fulfillment.

Mission fulfillment therefore serves as the highest-level outcome of the Strategic Plan and Institutional Effectiveness Framework.

Every Core Element, Strategic Priority, Pillar, Program, System, and Improvement Effort exists to support the successful fulfillment of the school's mission.

What Is Mission Fulfillment?

Mission Fulfillment refers to the extent to which George Washington Academy successfully achieves the outcomes, purposes, and aspirations expressed within its mission statement.

Mission fulfillment is not determined by a single metric, program, or initiative.

Rather, it is informed through multiple forms of evidence that collectively demonstrate whether the organization is successfully advancing its mission.

Mission fulfillment therefore represents the integration of organizational performance, student outcomes, student experiences, governance effectiveness, and organizational sustainability.

The Three Core Elements as Pathways to Mission Fulfillment

The Board recognizes that mission fulfillment is achieved through the collective contribution of the three Core Elements.

Academic Excellence

Contributes through student learning, academic growth, instructional quality, and educational achievement.

Student Support

Contributes through student well-being, belonging, leadership development, family engagement, and responsive support systems.

Capacity & Sustainability

Contributes through governance effectiveness, organizational capacity, financial stewardship, operational excellence, and continuous improvement.

Together, these Core Elements provide the evidence necessary to understand whether the organization is fulfilling its mission.

Multiple Sources of Evidence

Mission fulfillment should be informed through multiple sources of evidence including:

- Student achievement
- Student growth
- Student support outcomes
- Program evaluations
- Governance reviews
- Financial reports
- Enrollment information
- Stakeholder feedback
- Strategic priority monitoring

The purpose of this evidence is not merely to document performance, but to support reflection, learning, and continuous improvement.

Mission Fulfillment and Continuous Improvement

Mission fulfillment is viewed as an ongoing process rather than a fixed destination.

The Board expects the organization to:

Review
↓
Reflect
↓
Learn
↓
Improve
↓
Monitor

Through this cycle, mission fulfillment becomes both an outcome and a process of organizational learning.

Mission Fulfillment at George Washington Academy

Mission fulfillment represents the ultimate measure of success.

The Strategic Plan and Institutional Effectiveness Framework exist to support this purpose by aligning priorities, systems, evidence, governance, and continuous improvement around a common mission.

SECTION 8

Governance Monitoring Framework

Purpose

The Governance Monitoring Framework establishes how the Board of Directors monitors progress, evaluates organizational performance, supports accountability, and ensures mission fulfillment.

The purpose of the framework is to create a clear distinction between governance responsibilities and administrative responsibilities while ensuring that the Board receives meaningful information regarding organizational performance and strategic progress.

Governance Philosophy

The Board governs through strategic direction, accountability, monitoring, and stewardship.

The Board does not manage daily operations, supervise programs, or direct implementation activities.

Instead, the Board establishes priorities, monitors outcomes, reviews evidence, and ensures that organizational systems remain aligned with the mission and long-term interests of the school.

Board Responsibilities

The Board is responsible for:

- Preserving and advancing the mission.

- Establishing strategic direction.
- Approving the Strategic Plan.
- Monitoring progress toward strategic priorities.
- Reviewing organizational performance.
- Ensuring financial stewardship.
- Supporting organizational sustainability.
- Evaluating governance effectiveness.
- Supporting continuous improvement.

The Board monitors outcomes but does not manage implementation.

Director Responsibilities

The Director is responsible for:

- Implementing the Strategic Plan.
- Leading organizational improvement efforts.
- Managing programs, systems, and personnel.
- Developing implementation strategies.
- Establishing operational procedures.
- Monitoring operational performance.
- Reporting progress to the Board.

The Director serves as the primary link between governance priorities and organizational implementation.

Leadership Responsibilities

The leadership team is responsible for:

- Supporting implementation.
- Monitoring organizational performance.
- Coordinating programs and systems.
- Collecting and analyzing evidence.
- Supporting continuous improvement efforts.
- Providing information necessary for governance reporting.

Strategic Priority Monitoring

The Board monitors the Strategic Plan primarily through the Board-Level Strategic Priorities.

The Strategic Priorities serve as the governance bridge between the Board and organizational implementation.

The Board therefore focuses on questions such as:

Academic Excellence

- Are students learning and growing?
- Are educators supported and developing?
- Are decisions informed by evidence?
- Are innovations producing meaningful results?

Student Support

- Do students experience belonging and support?
- Are families engaged?
- Are support systems effective?
- Are students developing leadership and citizenship skills?

Capacity & Sustainability

- Are resources being managed responsibly?
- Is organizational capacity growing?
- Are operational systems effective?
- Is growth sustainable?
- Is governance effective?

Governance Monitoring Cycle

The Board's monitoring process follows a continuous cycle:

Review
↓
Reflect
↓
Discuss
↓
Respond
↓
Monitor

This cycle supports accountability while respecting the distinction between governance and administration.

Governance and Mission Fulfillment

The Board's ultimate responsibility is to ensure mission fulfillment.

Mission fulfillment is therefore the central lens through which governance decisions should be considered.

The Board regularly asks:

- Are we advancing our mission?
- Are students benefiting from our efforts?
- Are resources aligned with priorities?
- Are organizational systems functioning effectively?
- Are we learning and improving over time?

SECTION 9

Implementation Roadmap

From Planning to Practice

The Strategic Plan and Institutional Effectiveness Framework establish a long-term direction for George Washington Academy.

The Board recognizes that meaningful organizational improvement occurs through a deliberate and sustainable process rather than through immediate implementation of every component of a strategic framework.

For this reason, the Board has adopted a phased implementation approach designed to build upon existing strengths while strengthening alignment, accountability, and continuous improvement.

Guiding Principles

Implementation of the Strategic Plan will be guided by the following principles:

Build Upon Existing Strengths

The framework is intended to strengthen and organize existing practices rather than replace them.

Alignment Before Expansion

Priority will be given to improving alignment among existing systems before introducing new initiatives.

Evidence Before Assumptions

Organizational decisions should be informed by evidence whenever possible.

Sustainability Before Complexity

Systems should be implemented at a pace that can be supported and sustained over time.

Continuous Improvement

The framework should evolve as the organization learns, grows, and gains new insights.

Year X: Alignment & Visibility – to be determined by the board

Primary Focus:

- Strategic Plan adoption
- Alignment of existing systems
- Governance reporting alignment
- Initial dashboard development
- Institutional Effectiveness awareness

Year X: Integration & Capacity Building

Primary Focus:

- Strategic Priority monitoring
- KPI refinement
- Leadership capacity development
- Program evaluation expansion
- Dashboard expansion
- Mission Fulfillment monitoring

Year X: Institutionalization & Continuous Improvement

Primary Focus:

- Full Institutional Effectiveness integration
- Innovation and organizational learning
- Dashboard maturity
- Continuous improvement cycles
- Mission Fulfillment monitoring

Role of the Board

Throughout implementation, the Board's role remains focused on governance rather than administration.

The Board will:

- Monitor progress.
- Review evidence.
- Support strategic direction.
- Ensure accountability.
- Preserve mission focus.

- Promote organizational sustainability.

Role of Leadership

Leadership is responsible for determining how the framework is operationalized.

This includes:

- Implementation planning.
- Operational decision-making.
- Program management.
- Resource allocation.
- KPI development.
- Reporting processes.
- Continuous improvement activities.

SECTION 10

Board Review and Feedback Request

Purpose of Board Review

The purpose of this draft is to provide Board members and school leadership with an opportunity to review the proposed Strategic Plan and Institutional Effectiveness Framework and provide feedback prior to final adoption.

The Board is invited to review the proposed framework and consider whether it:

- Aligns with the mission and values of George Washington Academy.
- Reflects the school's priorities and aspirations.
- Strengthens governance and accountability.
- Preserves administrative flexibility.
- Supports mission fulfillment and long-term sustainability.

Feedback Requested

The Board is specifically asked to provide feedback regarding:

Strategic Foundation

- Mission
- Vision
- Values
- Collective Commitments

Strategic Architecture

- Core Elements
- Strategic Priorities
- Pillars
- Sub-Pillars

Governance Framework

- Institutional Effectiveness Framework
- Governance Monitoring Framework
- Mission Fulfillment Framework

Implementation Framework

- Timeline Roadmap TBD by the board
- Governance Monitoring Approach

Anticipated Approval Action

Following review and revision, the Board may be asked to formally consider adoption of or reaffirmation of:

- Mission
- Vision
- Values
- Collective Commitments
- Strategic Plan Core Elements
- Board-Level Strategic Priorities
- Institutional Effectiveness Framework
- Mission Fulfillment Framework
- Governance Monitoring Framework
- Implementation Roadmap

The Board would not be asked to approve operational procedures, KPI formulas, targets, reporting methodologies, or administrative implementation processes, which remain within the authority of school leadership.

Expanded Role of Leadership

Leadership and Administrative Responsibilities

The Board recognizes that approval of the Strategic Plan establishes the strategic framework but does not complete the implementation architecture.

The leadership and administrative team are expected to continue the development of the Strategic Plan cascade by bringing forward recommendations for sub pillar definitions, operational definitions, evidence sources, strategic priorities informed by school data, measures, KPIs, baselines, targets, reporting structures, and responsible owners.

This work should be aligned to the approved Core Elements and Strategic Priorities and should support evidence-informed decision-making, continuous improvement, and effective governance monitoring.

The Board's role is to review, discuss, and approve strategic direction and monitoring expectations. Leadership remains responsible for developing and implementing the operational systems, measures, and reporting structures necessary to support the Strategic Plan and Institutional Effectiveness Framework.

School leadership will periodically return to the Board with recommendations and progress reports as the implementation architecture is developed.

File Server Replacement

Prepared for **GWA**

By Garrick Poulson | garrick@stsutah.com
Valid until Tuesday, July 14, 2026

			$5,496.25
Product	**Quantity**	**Price**	**Amount**
Server Replacement (Custom built, no singular brand, AMD EPYC 4585PX processor, 500GB SSD x2, 4TB SSD x2, 32GB DDR5 RAM)	1	$5,496.25	$5,496.25

Subtotal	$5,496.25
Shipping	$10.00
Tax	$0.00
Total	**$5,506.25**

GW Academy - HPE Server

Quote #020133 v1

Prepared For:	Prepared by:	Date Issued:
George Washington Academy George Washington Academy Accounts Payable 2277 S 3000 E St George, UT 84790 **P:** (435) 673-2232 **E:** jbentley@gwacademy.org	**DHE Computer Systems - CO** Nick Raimondi 7076 South Alton Way Building C Centennial, CO 80112 **P:** 3032906050 **E:** Nick.Raimondi@dhecs.com	**07.14.2026** Expires: **07.31.2026**

Products

Description		Price	Qty	Ext. Price
P93189-005	**HPE ProLiant DL365 Gen11 9115 2.6GHz 16c 1P 2x32GB-R 8SFF MR408i-o NC BCM57416 2x800W PS NA Server** HPE ProLiant DL365 Gen11 9115 2.6GHz 16c 1P 2x32GB-R 8SFF MR408i-o NC BCM57416 2x800W PS NA Server	$8,784.00	1	$8,784.00
P40497-B21	**HPE 480 GB Solid State Drive - 2.5" Internal - SATA (SATA/600) - Read Intensive - Server Device Supported - 0.5 DWPD** HPE 480 GB Solid State Drive - 2.5" Internal - SATA (SATA/600) - Read Intensive - Server Device Supported - 0.5 DWPD	$1,749.73	2	$3,499.46
P40500-B21	**HPE 3.84 TB Solid State Drive - 2.5" Internal - SATA (SATA/600) - Read Intensive - Server Device Supported - 0.5 DWPD** HPE 3.84 TB Solid State Drive - 2.5" Internal - SATA (SATA/600) - Read Intensive - Server Device Supported - 0.5 DWPD	$6,948.87	2	$13,897.74
ITG-HP-SERVER-PROMO	**HP PROMO - Server Configuration** HP PROMO - Server Configuration	$75.00	1	$75.00
			Subtotal:	**$26,256.20**

Quote Summary	Amount
Products	$26,256.20
Total:	**$26,256.20**

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

Acceptance

DHE Computer Systems - CO	**George Washington Academy**	
Nick Raimondi	George Washington Academy	
Signature / Name	Signature / Name	Initials
07/14/2026		
Date	Date	

GW Academy - Lenovo Server	Quote #020188 v1

Prepared For:	Prepared by:	Date Issued:
George Washington Academy	**DHE Computer Systems - CO**	**07.15.2026**
George Washington Academy Accounts Payable 2277 S 3000 E St George, UT 84790	Nick Raimondi 7076 South Alton Way Building C Centennial, CO 80112	Expires: **08.14.2026**
P: (435) 673-2232 **E:** jbentley@gwacademy.org	**P:** 3032906050 **E:** Nick.Raimondi@dhecs.com	

Products

Description		Price	Qty	Ext. Price
7D9CSERS00	**CUSTOM THINKSYSTEM SR645 V3-3YR BASE WARRANTY GEORGE WASHINGTON ACADEMY MC98242137 08/14/2026**	$17,573.98	1	$17,573.98
			Subtotal:	**$17,573.98**

Quote Summary	Amount
Products	$17,573.98
Total:	**$17,573.98**

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors.

Acceptance

DHE Computer Systems - CO	**George Washington Academy**	
Nick Raimondi	George Washington Academy	
Signature / Name	Signature / Name	Initials
07/15/2026		
Date	Date	

Customer Name: GEORGE WASHINGTON ACADEMY

Customer Number: 1214046613

Bid Request No. BRDND010872971

Created On: 15-Jul-2026

Master Contract No. MC98242137

Contract: 5341580412

Sales Representative: Delmar Gibbs

Phone Number:

Email: dgibbs@lenovo.com

Deal Registered: No

NOTE: Effective 5/10/2021 the format of this quote has changed. Additional recommended products are included in this quote. These recommended products are NOT required for purchase and should be added as recommended only to customer quotes.

This Lenovo quote is a **preliminary quote and the final contract** will be released to distribution and should be used to generate your final pricing, after distributor markup, to our customer. **Please note that CTO quotes will result in one custom PN and one price for a CTO Config + Warranty, please use the PDF contract to verify final PN and price.** Channel Partners, please work with your distributor before generating your final pricing quote to our end-user customer. Once you know an order is forthcoming, please let me know so I can ensure this bid pricing is released to distribution for order placement and fulfillment.

PRODUCT AND SERVICE DETAILS

Part Number	Description	F/B	Qty	List Price		Start Date	End Date	
7D9CSERS00	ThinkSystem SR645 V3-3yr Base Warranty	F	1	41,375.01		15-Jul-2026	14-Aug-2026	

Did you know that Lenovo can help wrap all of your hardware, software and services into a single cost-effective fixed monthly payment by using Lenovo Financial Services? Conserve capital, lower your cost of use and gain top performance with ongoing support. **Ask us how!**

CONFIGURATION DETAILS

Components	Description	Qty
7D9CSERS00	ThinkSystem SR645 V3-3yr Base Warranty	1
BLK4	ThinkSystem V3 1U 10x2.5" Chassis	1
BFYA	Operating mode selection for: "Maximum Efficiency Mode"	1
BVGL	Data Center Environment 30 Degree Celsius / 86 Degree Fahrenheit	1
BREE	AMD EPYC 9124 16C 200W 3.0GHz Processor	1
BQ26	ThinkSystem SR645 V3/SR635 V3 Performance Heatsink (Neptune Air)	1
C0DF	Platform Secure Boot Enable	1
BQ37	ThinkSystem 32GB TruDDR5 4800MHz (2Rx8) RDIMM-A	1

5977	Select Storage devices - no configured RAID required	1
B8NY	ThinkSystem RAID 940-8i 4GB Flash PCIe Gen4 12Gb Adapter	1
BYLR	ThinkSystem 2.5" VA 480GB Read Intensive SATA 6Gb HS SSD v2	2
BYLU	ThinkSystem 2.5" VA 3.84TB Read Intensive SATA 6Gb HS SSD v2	2
B8N0	ThinkSystem 1U 8x2.5" SAS/SATA Backplane	1
B5T1	ThinkSystem Broadcom 5719 1GbE RJ45 4-port OCP Ethernet Adapter	1
BLKB	ThinkSystem V3 1U x16/x16 BF PCIe Gen5 Riser1	1
BLK9	ThinkSystem V3 1U MS LP+LP BF Riser Cage	1
BNFG	ThinkSystem 750W 230V/115V Platinum Hot-Swap Gen2 Power Supply v3	2
6400	2.8m, 13A/100-250V, C13 to C14 Jumper Cord	2
BH9N	ThinkSystem V3 1U Standard Fan Option Kit v2	6
BLKD	ThinkSystem 1U V3 10x2.5" Media Bay w/ Ext. Diagnostics Port	1
B8LA	ThinkSystem Toolless Slide Rail Kit v2	1
BPKR	TPM 2.0	1
B7XZ	Disable IPMI-over-LAN	1
AUNP	ThinkSystem RAID 930/940 SuperCap	1
BRPJ	XCC Platinum	1
BQ2A	ThinkSystem SR645 V3 MB	1
C8WR	SR645 V3 Laser service indicator	1
BHSS	MI for PXE with RJ45 Network port	1
BK14	Low voltage (100V+)	1
B8KV	ThinkSystem 1U 8x2.5" SAS/SATA HDD Type Label	1
BPK3	ThinkSystem WW Lenovo LPK	1
B97B	XCC Label	1
B8JV	ThinkSystem 750W Pt Power Rating Label WW	1
AUTQ	ThinkSystem small Lenovo Label for 24x2.5"/12x3.5"/10x2.5"	1
C0FA	ThinkSystem SR645 V3 Agency Label without ES Mark	1
BQPS	ThinkSystem logo Label	1
BQF4	ThinkSystem SR645 V3 Service Label for WW	1
AWF9	ThinkSystem Response time Service Label LI	1
BQF0	ThinkSystem SR645 V3 model name Label	1
BT96	ThinkSystem SR645 V3 Power Cable, MciroHi 2X8 to MicroHi 2X8, 210mm	1
BA2P	ThinkSystem 1U SFF RAID to Front 10x2.5" AnyBay Backplane SAS/SATA G4 Y Cable	1
BC0M	ThinkSystem Supercap Cable	1
BE0C	N+1 Redundancy Without Over-Subscription	1
BU1E	Top Choice flag	1
BQ2D	ThinkSystem MS CPU Dummy	1
AVEN	ThinkSystem 1x1 2.5" HDD Filler	4
BK70	ThinkSystem V3 1U Supercap Holder Kit	1
B8NB	ThinkSystem 1U MS LP Riser Filler	1
B8NJ	ThinkSystem 1U MS Fan Dummy	2
B5X6	ThinkSystem 1U 2x2.5" Fixed Filler	1
AUWG	Lenovo ThinkSystem 1U VGA Filler	1
BQ2P	ThinkSystem SR645 V3 Absolut-RoW RoT Module	1
B989	ThinkSystem V2 1U Package	1
A2HP	Configuration ID 01	1
5374CM1	Configuration Instruction	1
B8Q5	ThinkSystem RAID 940-8i 4GB Flash PCIe Gen4 12Gb Adapter Placement	1
A2JX	Controller 01	1
A2HP	Configuration ID 01	1
7S0XCTO5WW	XClarity Controller Platin-FOD	1

SBCV	Lenovo XClarity XCC2 Platinum Upgrade (FOD)	1
7Q01CTS2WW	SERVER PREMIER NBD RESP	1
QAAB	SR645 V3	1
QA18	Premier	1
QA0Y	Months	36
QA11	Next Business Day	1

Distributor	Partner Number	Partner Address
TD Synnex US	1213385517	44201 Nobel Dr

Reseller	Partner Number	Partner Address
DHE Computer Systems	1213378547	7076 S Alton Way

TERMS AND CONDITIONS

Prices quoted are valid through

14-Aug-2026

but are subject to change due to events outside Lenovo's reasonable control which may necessitate a price increase, including but not limited to price increases directly or indirectly caused by changes in taxes, tariffs, import/export quotas, or other market changes. Unless specifically identified in this quote, pricing quoted does not include applicable taxes, fees, tariffs, changes due to import/export quotas, or other charges which may be imposed on the items purchased.

Unless there is a specific written agreement between purchaser and Lenovo, all purchases are subject to the Lenovo Terms and Conditions (the “Lenovo Terms”) displayed at the following internet address: https://download.lenovo.com/lenovo/content/pdf/tnc/tc2.pdf. The terms of this price quote shall supersede any conflicting terms contained in a customer purchase order. Any conflicting or additional terms contained in such purchase order are not valid and will not be considered a part of any agreement between the parties related to this quote, its acceptance, or Lenovo’s acceptance of a related order.

The prices set out in this Lenovo quotation are valid only for the period expressly stated herein and are subject to change due to events outside Lenovo's reasonable control which may necessitate a price increase, including but not limited to price increases directly or indirectly caused by changes in taxes, tariffs, import/export quotas, material increase in component costs or other market changes. In such cases, and notwithstanding any separate written agreement, Lenovo may adjust price and re-issue the quote at any time prior to shipment even if Lenovo has confirmed the receipt of Customer’s order and/or accepted Customer’s order. Any such separate written agreement shall be deemed amended to include the foregoing upon acceptance of a purchase order by Lenovo. Lenovo will notify Customer of any changes in pricing for products purchased prior to shipment of product. Unless specifically identified in this quote, pricing quoted does not include applicable taxes, fees, tariffs, changes due to import/export quotas, or other charges which may be imposed on the items purchased.

Unless there is a specific written agreement between purchaser and Lenovo, all purchases are subject to the Lenovo Terms and Conditions (the “Lenovo Terms”) displayed at the following internet address: https://download.lenovo.com/lenovo/content/pdf/tnc/tc2.pdf. The terms of this price quote shall supersede any conflicting terms contained in a customer purchase order. Any conflicting or additional terms contained in such purchase order are not valid and will not be considered a part of any agreement between the parties related to this quote, its acceptance, or Lenovo’s acceptance of a related order.

Notwithstanding any agreement to the contrary, even if included in the Lenovo Terms, Lenovo shall not be liable for any failure or delay in the performance of any potential obligations, to the extent such failure or delay is caused by acts of God, fire, flood, earthquakes, accidents, explosions, other elements of nature; strikes or any labor disturbance; shortage of labor, fuel, power, or raw materials; inability to obtain (or a material increase in cost of) supplies, raw materials, or fuel; inability to obtain, or delays of, transportation facilities; acts of war; terrorism, sabotage, riots, civil disorders, restraints, rebellions, or revolutions; epidemics or pandemics; communication line or power failures; acts of government, governmental laws or regulations whether valid or invalid (including, but not limited to, priorities, requisitions, allocations, imposed tariffs, import/export quotas, and price adjustment restrictions); court orders, regulations or directions of government, or any officer, department, agency or committee thereof, for purposes of national defense or national interest; or any other cause beyond the reasonable control of Lenovo.

Thank you for choosing Lenovo!

These Minutes are Pending Board Approval

George Washington Academy

Thursday, July 16, 2026
5:00 p.m.

Board Retreat Minutes

Board Members Present: Shannon Greer, David Stillman, Casey Unrein, Sharna Rowe, Ericka Ivie, Laura Pressley, Laura Snelson, Miguel Munoz, Brady Pearce and Blake Clark

Board Members Not Present: None

A quorum was established.

Others Present: Debbie Kauvaka, Steve Erickson, Sadie Carter

Retreat Welcome: Shannon Greer

Governing for Greatness was the theme. This information was from the book written by Brian L. Carpenter. His philosophies have been used by the Board for years. His information is National, not Utah based, so some information may differ. Now that a Strategic Plan has been established we have a great foundation, but we need to always be forward thinking. There needs to be continued education and training regardless of background and experience of the Board Members to ensure best practices. The training received tonight was focused on the acronym APPLE.

Ask Great Questions- Board members need to hold themselves and each other accountable by asking the right questions. For example, are we fulfilling our mission? How do we know our students are succeeding? Are we allocating resources and finances appropriately? What are we not asking? The questions need to be intentional. Ensure that the questions being asked are not only supporting your ideas and opinions but those that are best for the school as a whole.

Plan Strategically- The board will find success by staying focused on the future by monitoring progress and leading with vision rather than getting caught in day to day operations. Allow the focuses that need to be within certain departments and committees stay within their appropriate departments. This allows the focus of the Board to remain on its own priorities. Mr.Clark asked that questions about the board update be emailed to him prior to the board meeting. The board needs to make sure they are reviewing the board packet before the meeting so they can be prepared with appropriate questions and discussions. The Strategic Plan will help ensure that academics are being monitored throughout the year with detailed information and support from its core pillars.

Protect the Charter Agreement- It is the Board's responsibility to protect the school's Charter Agreement ensuring long-term sustainability. What is the Board's role in ensuring long-term fidelity to the Charter? Understanding the Charter is crucial, it was suggested that Board Members review this document, exhibit A in particular. The board needs to understand what all departments are doing so everyone is on the same page and can answer any questions that come our way. This is done by all of the reports at the Board Meetings. The board's job is to always envision the bigger picture and focus on a path to create it. What should be safeguarded at George Washington Academy? The kids and the future of their education. Supporting the executors of these things, teachers, admin, staff. High standard of education.

Lead through Governance- The Board leads through policy, not emotion. All decisions need to be made with this in mind. Board members and the admin team need to focus on their roles and trust that everyone is accomplishing what needs to be done. Accountability will be checked at board meetings. It was asked that the Board members review the section starting on page 55 in the Governing for Greatness book before the next board meeting. It was asked that each board member take a chapter out of the book that they feel comfortable presenting on. Shannon will send out an email and allow the members time to choose the topic they choose. They will need to report back with their choice.

Evaluate Student Success- Every decision made by the Bard should ultimately support better outcomes for students. This is done by the admin team reporting back to the Board at the meeting with appropriate data and reports. The topics of conversations should always focus on the students' success. We need to make sure that all the decisions made by the Board are consistently moving the needle forward with the school's academic success. As the Board members prepare for each meeting, they need to ask how this meeting and questions asked will do this.

The meeting was closed by Shannon stating that she wants the goal of the Board to be to build strong governance. This means coming prepared to the meetings and asking appropriate questions and always focusing on the betterment of the school.

A document will be sent to the Board from Shannon so the Board can choose which committees they would like to be involved and where they feel they would be most impactful. She will also be sending the Board Information for 26/27 via email.

Written by: Sadie Carter

Financial Summary

as of July 31, 2026

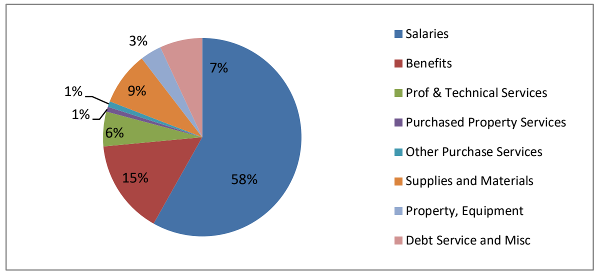
8.3% through the Year

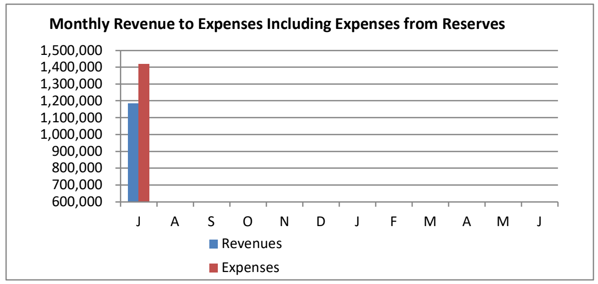
BUDGET REPORT

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

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment		1000	1030	
Revenue				
1000 Local	$ 48,774	$ 646,858	$ 662,080	7%
3000 State	$ 1,134,614	$ 12,291,526	$ 12,291,526	9%
4000 Federal	$ -	$ 481,027	$ 481,027	0%
Total Revenue	*$ 1,183,388*	*$ 13,419,411*	*$ 13,434,633*	9%
Expenses				
100 Salaries	$ 417,704	$ 7,628,008	$ *7,255,230*	6%
200 Benefits	$ 128,864	$ 1,937,394	$ *1,910,927*	7%
300 Prof & Technical Services	$ 24,840	$ 700,971	$ *700,971*	4%
400 Purchased Property Services	$ 17,802	$ 103,330	$ *103,330*	17%
500 Other Purchase Services	$ 7,388	$ 116,100	$ *116,100*	6%
600 Supplies and Materials	$ 166,076	$ 1,062,924	$ *1,079,146*	15%
700 Property, Equipment	$ 72,854	$ 439,666	$ *439,666*	17%
800 Debt Service and Misc	$ 122,453	$ 864,713	$ 864,713	14%
Total Expenses	*$ 957,981*	*$ 12,853,106*	*$ 12,470,083*	8%
Net Income from Operations	***$ 225,407***	***$ 566,305***	***$ 964,550***	**23%**
Operating Margin	***19.0%***	***4.2%***	***7.2%***	

EXPENSES





RATIOS

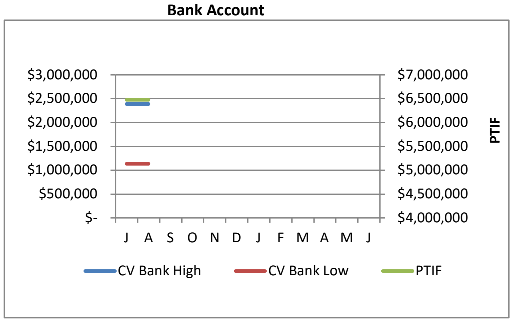
	Actual	*Goal*	*Covenant*	*Prior Mth Change*
Operating Margin	7.18%	**5%**		**2.1%**
Debt Service Coverage	2.19	**1.25**	**1.05**	**0.68**
Days Cash on Hand	259	**130**	**30**	**16**
Building Payment %	6.5%	**< 22%**		**-4.0%**
Unrestricted NI	$ 964,550	**$250,000**		**$ 315,959**
Maintenance of Effort	$ -	**$552**		**$ -**

CASH

Month Ending Cash Balance	$ 8,860,778
Days Cash on Hand	259

Includes $6,471,713 PTIF

Bank Account



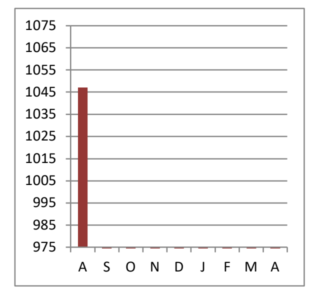
RESERVES/BOND

	Actual Ytd	Forecast	Change From Prior Month
Last Year Reserve Balance	$ 9,640,018	$ 9,640,018	
Reserves Added this Year	$ 201,373	$ 964,550	
Project 1	$ (461,442)	$ (461,442)	$ 461,442
New Reserve Balance	***$ 9,379,949***	***$ 10,143,126***	

ENROLLMENT

	A	S	O	N	D	J	F	M	A
K	139								
1	139								
2	140								
3	139								
4	140								
5	139								
6	119								
7	92								
Total	1047	0	0	0	0	0	0	0	0

WPU	933.38



Created by Red Apple

Budget Detail Report

Actuals as of: ***July 31, 2026*** Percentage of Year: 8.3%

	(1030 Students) FY26 Actuals	Current Yr Actuals	(1020 Students) Approved Budget	Changes	1030 Forecast	% of Forecast	% Change From Prior Mth
Revenue							
1000 Revenue From Local Sources							
1510 Interest	$ 395,136	$ 31,364	$ 400,000	$ -	$ 400,000	7.8%	0.0%
1600 Food Services	$ 235,480	$ -	$ 230,000	$ -	$ 230,000	0.0%	0.0%
1741 Student Activities and Fees	$ 117	$ -	$ 300	$ -	$ 300	0.0%	0.0%
1741 Textbook and Library Fees	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
1920 Parent Teacher Organization	$ -	$ 11,222	$ -	$ 11,222	$ 11,222	100.0%	0.0%
1920 Donations	$ 3,727	$ 6,000	$ 4,000	$ 4,000	$ 8,000	75.0%	0.0%
1920 Staff Lounge	$ 3,152	$ -	$ 3,000	$ -	$ 3,000	0.0%	0.0%
1920 Dixie Direct Fundraiser	$ 8,063	$ -	$ 8,558	$ -	$ 8,558	0.0%	0.0%
1930 Sales of Assets	$ 60	$ -	$ 1,000	$ -	$ 1,000	0.0%	0.0%
1990 Background Checks	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
1990 Miscellaneous Income	$ 1,543	$ 188	$ -	$ -	$ -	0.0%	0.0%
Total 1000:	*$ 647,278*	*$ 48,774*	*$ 646,858*	*$ 15,222*	*$ 662,080*	*7.4%*	*0.0%*
3000 Revenue From State Sources MSP							
30-3005 Regular School Program K	$ 570,463	$ 49,560	$ 601,791	$ -	$ 601,791	8.2%	0.0%
30-3010 Regular School Program 1-12	$ 3,706,516	$ 322,229	$ 3,859,683	$ -	$ 3,859,683	8.3%	0.0%
31-1205 Sped Educ Reg Add-On WPUS	$ 818,528	$ 78,391	$ 940,688	$ -	$ 940,688	8.3%	0.0%
31-1210 Sped Educ Reg Self Contained	$ 67,747	$ 5,628	$ 67,531	$ -	$ 67,531	8.3%	0.0%
31-1220 Sped Educ Extended Year Program	$ 4,846	$ 463	$ 5,556	$ -	$ 5,556	8.3%	0.0%
31-1225 Sped Educ State Programs	$ 11,433	$ 1,207	$ 14,484	$ -	$ 14,484	8.3%	0.0%
31-1278 Sped Educ Stipends Extended Year	$ 4,480	$ -	$ 4,480	$ -	$ 4,480	0.0%	0.0%
31-5201 Class Size Reduction K-8	$ 444,382	$ 38,745	$ 464,841	$ -	$ 464,841	8.3%	0.0%
31-5344 Enhancement for At-Risk Student	$ 139,612	$ 14,107	$ 169,281	$ -	$ 169,281	8.3%	0.0%
31-5903 CTE Comprehensive Counseling	$ 20,000	$ -	$ -	$ -	$ -	0.0%	0.0%
32-0500 Charter School Base Funding	$ 118,450	$ 9,880	$ 118,565	$ -	$ 118,565	8.3%	0.0%
32-5310 Flexible Allocation (Teacher and Classroom Salary Support)	$ 373,888	$ 32,652	$ 391,776	$ -	$ 391,776	8.3%	0.0%
32-5619 Charter School Local Replacement	$ 3,736,840	$ 325,882	$ 3,868,860	$ -	$ 3,868,860	8.4%	0.0%
32-5651 Educator Professional Time	$ 110,841	$ -	$ 111,642	$ -	$ 111,642	0.0%	0.0%
32-5846 SCSB Start Up Grant	$ -	$ -	$ 196,563	$ -	$ 196,563	0.0%	0.0%
34-5659 Educator Support Prof Bonus	$ 61,209	$ -	$ -	$ -	$ -	0.0%	0.0%
34-5807 SHiNE ~~Teacher Salary Supplement Program~~	$ 37,041	$ 2,945	$ 35,290	$ -	$ 35,290	8.3%	0.0%
34-5868 Teacher Supplies and Materials	$ 20,953	$ -	$ 20,953	$ -	$ 20,953	0.0%	0.0%
34-5876 Educator Salary Adjustment	$ 683,093	$ 58,601	$ 703,213	$ -	$ 703,213	8.3%	0.0%
35-5420 School Land Trust Program	$ 157,343	$ 194,324	$ 194,324	$ -	$ 194,324	100.0%	0.0%
35-5655 Digital Teaching & Learning	$ 39,210	$ -	$ -	$ -	$ -	0.0%	0.0%
35-5678 TSSA	$ 304,399	$ -	$ 320,015	$ -	$ 320,015	0.0%	0.0%
35-5679 School Based Mental Health Grant	$ 52,656	$ -	$ 51,490	$ -	$ 51,490	0.0%	0.0%
35-5882 Beverly Taylor Sorenson Grant	$ 49,000	$ -	$ 49,000	$ -	$ 49,000	0.0%	0.0%
38-0500 School Fees	$ 4,714	$ -	$ -	$ -	$ -	0.0%	0.0%
38-5608 Mental Health Screeners	$ 2,253	$ -	$ -	$ -	$ -	0.0%	0.0%
38-5295 School Leader	$ 120	$ -	$ -	$ -	$ -	0.0%	0.0%
38-5673 Substance Prevention	$ 4,000	$ -	$ 4,000	$ -	$ 4,000	0.0%	0.0%
38-5674 Elementary Suicide Prevention	$ 1,000	$ -	$ 1,000	$ -	$ 1,000	0.0%	0.0%
38-5813 Stipends for Future Educators (Student Teacher Stipend)	$ 13,000	$ -	$ 6,500	$ -	$ 6,500	0.0%	0.0%
38-5914 School Safety Specialist	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
38-5914 School Safety Grant	$ 50,797	$ -	$ -	$ -	$ -	0.0%	0.0%
38-8070 Liquor Tax	$ 94,542	$ -	$ 90,000	$ -	$ 90,000	0.0%	0.0%
38-8084 Summer EBT Reimbursement	$ 866	$ -	$ -	$ -	$ -	0.0%	0.0%
39-0500 Children & Teen Enhancement Grant	$ 3,000	$ -		$ -		0.0%	0.0%
Total 3000:	*$ 11,707,222*	*$ 1,134,614*	*$ 12,291,526*	*$ -*	*$ 12,291,526*	*9.2%*	*0.0%*
4000 Revenue From Federal Sources							
45-7522 IDEA Pre-School	$ 2,563	$ -	$ 2,563	$ -	$ 2,563	0.0%	0.0%
45-7524 IDEA Flow-Through	$ 156,849	$ -	$ 156,849	$ -	$ 156,849	0.0%	0.0%
45-8075 Free & Reduced Reimbursement	$ 117,035	$ -	$ 118,000	$ -	$ 118,000	0.0%	0.0%
45-8075 National School Lunch Program	$ 66,810	$ -	$ 66,000	$ -	$ 66,000	0.0%	0.0%
45-8075 School Breakfast Program	$ 29,026	$ -	$ 29,467	$ -	$ 29,467	0.0%	0.0%
45-8079 Local Food for Schools Co-Op	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
48-7801 Federal Title I A	$ -	$ -	$ 108,148	$ -	$ 108,148	0.0%	0.0%
Total 4000:	*$ 372,283*	*$ -*	*$ 481,027*	*$ -*	*$ 481,027*	*0.0%*	*0.0%*
Total Revenue:	*$ 12,726,783*	*$ 1,183,388*	*$ 13,419,411*	*$ 15,222*	*$ 13,434,633*	*8.8%*	*0.0%*

	(1030 Students) FY26 Actuals	Current Yr Actuals	(1020 Students) Approved Budget	Changes	1030 Forecast	% of Forecast	% Change From Prior Mth
Expenses							
100 Salaries							
121 Administration	$ 550,941	$ 47,795	$ 579,089	$ 12,355	$591,444	8.1%	0.0%
131 Teachers	$ 3,428,820	$ 280,803	$ 3,894,224	$ (249,786)	$3,644,438	7.7%	0.0%
131 Special Education Salaries	$ 381,593	$ 31,737	$ 459,141	$ 18,750	$477,891	6.6%	0.0%
131 Stipends / Merit Pay	$ 121,154	$ 3,637	$ 121,500	$ -	$ 121,500	3.0%	0.0%
131 Summer Professional Development	$ -	$ -	$ 60,000	$ -	$ 60,000	0.0%	0.0%
131 Educator Professional Time Stipend	$ 22,996	$ -	$ 40,000	$ -	$ 40,000	0.0%	0.0%
131 Student Teacher Stipend	$ -	$ -	$ 6,000	$ -	$ 6,000	0.0%	0.0%
131 SHiNE Stipend	$ 32,500	$ -	$ 32,500	$ -	$ 32,500	0.0%	0.0%
131 Educator Support Prof Bonus	$ 55,763	$ -	$ -	$ -	$ -	0.0%	0.0%
131 TSSP After School Tutoring Stipends	$ 12,600	$ -	$ 12,600	$ -	$ 12,600	0.0%	0.0%
131 LAND TRUST - Stipends	$ 875	$ -	$ 15,000	$ -	$ 15,000	0.0%	0.0%
131 Special Education Stipends (After School)	$ 4,000	$ -	$ 5,600	$ -	$ 5,600	0.0%	0.0%
132 Substitute Teachers (PTO Stipend)	$ 17,834	$ 952	$ 30,000	$ 70,000	$ 100,000	1.0%	0.0%
132 SpEd Substitutes	$ -	$ -	$ 5,000	$ -	$ 5,000	0.0%	0.0%
142 Counselor	$ 280,955	$ 23,538	$ 287,064	$ 7,150	$294,214	8.0%	0.0%
143 School Nurse	$ 14,522	$ 325	$ 14,623	$ -	$14,623	2.2%	0.0%
145 Librarian / Literacy Aide	$ 24,650	$ -	$ 26,048	$ 522	$26,570	0.0%	0.0%
152 Secretaries	$ 149,479	$ 5,409	$ 177,911	$ 4,236	$182,147	3.0%	0.0%
152 Board Clerk	$ 5,566	$ 935	$ 10,000	$ -	$10,000	9.4%	0.0%
161 Teacher Aides, Reading Specialists & Subs	$ 569,480	$ 599	$ 556,217	$ 2,098	$558,315	0.1%	0.0%
161 SEE Student	$ 7,530	$ -	$ 11,805	$ -	$11,805	0.0%	0.0%
161 TSSA - ELL Para's	$ 25,350	$ -	$ 92,015	$ -	$ 92,015	0.0%	0.0%
161 LAND TRUST - K Aide/Student Support Para	$ 37,000	$ -	$ 68,000	$ -	$ 68,000	0.0%	0.0%
161 SpEd Aides & Speech Therapist	$ 264,432	$ 4,063	$ 417,049	$ (36,734)	$380,315	1.1%	0.0%
162 Computer Aides	$ 6,387	$ -	$ 9,624	$ 554	$ 10,178	0.0%	0.0%
162 Computer Aides - DTL	$ 18,000	$ -	$ 18,000	$ -	$ 18,000	0.0%	0.0%
182 Custodial & Maintenance	$ 135,482	$ 8,609	$ 179,577	$ (11,127)	$168,450	5.1%	0.0%
191 Lunch Room Aide	$ 322,067	$ 9,302	$ 325,000	$ (16,375)	$308,625	3.0%	0.0%
Raises			$ 174,421	$ (174,421)	$0		
Total 100:	*$ 6,489,976*	*$ 417,704*	*$ 7,628,008*	*$ (372,778)*	*$ 7,255,230*	*5.8%*	*0.0%*
200 Employee Benefits							
220 Social Security	$ 423,268	$ 27,101	$ 541,589	$ (26,467)	$ 515,121	5.3%	0.0%
220 LAND TRUST - BENEFITS	$ 3,000	$ -	$ 6,000	$ -	$ 6,000	0.0%	0.0%
220 SpEd Social Security	$ 46,225	$ 2,761	$ 65,622	$ -	$ 65,622	4.2%	0.0%
230 Retirement	$ 289,565	$ 23,846	$ 320,760	$ -	$ 320,760	7.4%	0.0%
240 Group Insurance	$ 830,443	$ 72,467	$ 924,000	$ -	$ 924,000	7.8%	0.0%
240 Mental Health	$ 56,334	$ -	$ -	$ -	$ -	0.0%	0.0%
240 Deductible Stipend	$ 45,091	$ -	$ 40,000	$ -	$ 40,000	0.0%	0.0%
270 Worker's Compensation Fund	$ 23,205	$ -	$ 26,185	$ -	$ 26,185	0.0%	0.0%
280 Unemployment Insurance	$ 4,986	$ 2,689	$ 13,238	$ -	$ 13,238	20.3%	0.0%
Total 200:	*$ 1,722,117*	*$ 128,864*	*$ 1,937,394*	*$ (26,467)*	*$ 1,910,927*	*6.7%*	*0.0%*
300 Purchased Professional & Technical							
320 Special Education Contractors	$ 165,492	$ -	$ 165,000	$ -	$ 165,000	0.0%	0.0%
320 Math Center Contract	$ 97,600	$ -	$ -	$ -	$ -	0.0%	0.0%
330 Employee Training & Development	$ 29,358	$ 3,380	$ 23,000	$ -	$ 23,000	14.7%	0.0%
330 Educator Prof Time - Employee Training & Development	$ -	$ -	$ 71,642	$ -	$ 71,642	0.0%	0.0%
330 TSSA - Training & Development ($88,800 between PD/Travel)	$ 3,558	$ -	$ 50,000	$ -	$ 50,000	0.0%	0.0%
330 LAND TRUST - Training & Development	$ 21,554	$ -	$ 24,000	$ -	$ 24,000	0.0%	0.0%
330 SpEd Training & Development	$ 4,217	$ -	$ 6,000	$ -	$ 6,000	0.0%	0.0%
330 SEDC Services	$ 2,575	$ -	$ 3,891	$ -	$ 3,891	0.0%	0.0%
340 Audit	$ 21,963	$ -	$ 21,963	$ -	$ 21,963	0.0%	0.0%
345 Business Manager Services	$ 84,780	$ 7,277	$ 87,321	$ -	$ 87,321	8.3%	0.0%
349 Legal Services	$ 16,452	$ -	$ 20,000	$ -	$ 20,000	0.0%	0.0%
350 Technical Services (IT)	$ 156,009	$ 13,706	$ 164,354	$ -	$ 164,354	8.3%	0.0%
580 Admin & Teacher Travel (Meals)	$ 3,606	$ 477	$ 7,000	$ -	$ 7,000	6.8%	0.0%
580 TSSA - Travel ($88,800 between PD/Travel)	$ 11,280	$ -	$ 38,800	$ -	$ 38,800	0.0%	0.0%
580 LAND TRUST - Travel	$ 5,966	$ -	$ 6,000	$ -	$ 6,000	0.0%	0.0%
580 SpEd - Travel	$ 8,183	$ -	$ 8,000	$ -	$ 8,000	0.0%	0.0%
580 SpEd Contracted Employee Travel	$ 3,768	$ -	$ 4,000	$ -	$ 4,000	0.0%	0.0%
Total 300:	*$ 636,361*	*$ 24,840*	*$ 700,971*	*$ -*	*$ 700,971*	*3.5%*	*0.0%*
400 Purchased Property Services							
411 Water/Sewage	$ 12,573	$ 847	$ 12,000	$ -	$ 12,000	7.1%	0.0%
411 Water Rights	$ 435	$ -	$ 1,000	$ -	$ 1,000	0.0%	0.0%
412 Disposal Services	$ 14,747	$ -	$ 15,480	$ -	$ 15,480	0.0%	0.0%
420 Cleaning Services	$ 2,615	$ 1,792	$ 6,500	$ -	$ 6,500	27.6%	0.0%
431 Lawn Care Services	$ 14,510	$ 900	$ 16,100	$ -	$ 16,100	5.6%	0.0%
431 Non-Technology Repairs & Maintenance	$ 45,455	$ 14,263	$ 52,250	$ -	$ 52,250	27.3%	0.0%
Total 400:	*$ 90,335*	*$ 17,802*	*$ 103,330*	*$ -*	*$ 103,330*	*17.2%*	*0.0%*
500 Other Purchased Services							
518 Field Trips / Bus Rental	$ 4,296	$ -	$ 5,000	$ -	$ 5,000	0.0%	0.0%
522 Property & Liability Insurance	$ 49,608	$ 7,281	$ 80,000	$ -	$ 80,000	9.1%	0.0%
530 Telephone	$ 11,143	$ 107	$ 11,100	$ -	$ 11,100	1.0%	0.0%
540 Marketing	$ 16,396	$ -	$ 20,000	$ -	$ 20,000	0.0%	0.0%
Total 500:	*$ 81,443*	*$ 7,388*	*$ 116,100*	*$ -*	*$ 116,100*	*6.4%*	*0.0%*

	(1030 Students) FY26 Actuals	Current Yr Actuals	(1020 Students) Approved Budget	Changes	1030 Forecast	% of Forecast	% Change From Prior Mth
600 Supplies and Materials							
610a Classroom Supplies	$ 69,727	$ 20,710	$ 87,000	$ -	$ 87,000	23.8%	0.0%
610a TSSA - Supplies	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
610a LAND TRUST	$ 299	$ -	$ 3,000	$ -	$ 3,000	0.0%	0.0%
610b Special Ed Supplies	$ 12,534	$ 2,454	$ 10,000	$ -	$ 10,000	24.5%	0.0%
610c Theatre Supplies	$ 4,395	$ -	$ 7,000	$ -	$ 7,000	0.0%	0.0%
610d CCA Expenses	$ 3,680	$ -	$ 5,179	$ -	$ 5,179	0.0%	0.0%
610e Student Activity Supplies / Incentives	$ 12,429	$ 728	$ 14,000	$ -	$ 14,000	5.2%	0.0%
610f Board Expenses/meals	$ 14,611	$ -	$ 15,000	$ -	$ 15,000	0.0%	0.0%
610g Parent Teacher Organization	$ -	$ -	$ -	$ -	$ 11,222	0.0%	0.0%
610h Office Supplies/General	$ 31,720	$ 3,399	$ 40,000	$ -	$ 40,000	8.5%	0.0%
610i Safety Supplies	$ 2,442	$ 2,352	$ 4,000	$ -	$ 4,000	58.8%	0.0%
School Safety Grant	$ 842	$ -	$ -	$ -	$ -	0.0%	0.0%
610j GWA Gives Back	$ -	$ -	$ 1,300	$ -	$ 1,300	0.0%	0.0%
610k First Aid Supplies	$ 12	$ -	$ 1,000	$ -	$ 1,000	0.0%	0.0%
610l Director Discretionary Fund	$ 5,655	$ 56	$ 10,000	$ -	$ 10,000	0.6%	0.0%
610m Staff Lounge	$ 5,559	$ 1,299	$ 8,000	$ -	$ 8,000	16.2%	0.0%
610n Christmas Party	$ 4,580	$ -	$ 5,000	$ -	$ 5,000	0.0%	0.0%
610o Health and Wellness	$ 1,738	$ -	$ 3,000	$ -	$ 3,000	0.0%	0.0%
610p Non Food Lunch Supplies	$ 22,151	$ 122	$ 30,000	$ -	$ 30,000	0.4%	0.0%
621 Natural Gas	$ 6,018	$ 99	$ 7,000	$ -	$ 7,000	1.4%	0.0%
622 Electricity	$ 50,035	$ 4,735	$ 50,000	$ -	$ 50,000	9.5%	0.0%
630 School Lunch Prgm	$ 280,023	$ -	$ 300,000	$ -	$ 300,000	0.0%	0.0%
641 Textbooks/Curriculum	$ 58,092	$ 32,172	$ 79,694	$ -	$ 79,694	40.4%	0.0%
641 TSSA - Curriculum	$ 49,327	$ 50,700	$ 50,700	$ -	$ 50,700	100.0%	0.0%
641 SpEd - Textbooks/Curriculum	$ 3,759	$ 32,669	$ 30,000	$ 5,000	$ 35,000	93.3%	0.0%
644 Library Books	$ 2,664	$ -	$ 4,000	$ -	$ 4,000	0.0%	0.0%
644 Children & Teen Enhancement Grant	$ 2,806	$ -	$ -	$ -	$ -	0.0%	0.0%
650 Tech Related Supplies	$ 10,899	$ -	$ 8,140	$ -	$ 8,140	0.0%	0.0%
650 SpEd - Tech Related Supplies	$ 938	$ -	$ 1,448	$ -	$ 1,448	0.0%	0.0%
SCSB Start Up Grant Expenses (Furniture, Tech, Curriculum, etc.)	$ -	$ -	$ 196,563	$ -	$ 196,563	0.0%	0.0%
670 Educational Software	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
670 Early Interactive Software - Educational Software	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
670 TSSA - Educational Software ($86,900 between hardware/software)	$ 675	$ -	$ 26,500	$ -	$ 26,500	0.0%	0.0%
670 LAND TRUST - Educational Software	$ 17,910	$ 12,971	$ 20,000	$ -	$ 20,000	64.9%	0.0%
670 SpEd - Educational Software	$ -	$ -	$ 3,400	$ -	$ 3,400	0.0%	0.0%
680 Maintenance Supplies & Material	$ 45,314	$ 1,610	$ 42,000	$ -	$ 42,000	3.8%	0.0%
Total 600:	*$ 720,834*	*$ 166,076*	*$ 1,062,924*	*$ 16,222*	*$ 1,079,146*	*15.4%*	*0.0%*
700 Property							
710 Land and Site Improvements & Building	$ 81,494	$ 9,310	$ 81,500	$ -	$ 81,500	11.4%	0.0%
710 School Safety Grant	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
733 Furniture and Fixtures	$ 16,154	$ 2,172	$ 25,000	$ -	$ 25,000	8.7%	0.0%
733 SpEd - Furniture and Fixtures	$ 1,341	$ 1,279	$ 4,296	$ -	$ 4,296	29.8%	0.0%
734 Technology Hardware	$ 2,745	$ 4,096	$ 3,000	$ 19,000	$ 22,000	18.6%	0.0%
734 TSSA - Tech Hardware ($86,900 between hardware/software)	$ -	$ 1,400	$ 1,400	$ -	$ 1,400	100.0%	0.0%
734 LAND TRUST - Hardware	$ 53,537	$ -	$ 55,000	$ -	$ 55,000	0.0%	0.0%
734 SpEd - Tech Hardware	$ -	$ -	$ 345	$ -	$ 345	0.0%	0.0%
734 Digital Teaching & Learning Hardware	$ 19,000	$ -	$ 19,000	$ (19,000)	$ -	0.0%	0.0%
734 School Safety Grant	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
736 Technology Software	$ 17,425	$ 4,762	$ 13,125	$ 2,200	$ 15,325	31.1%	0.0%
736 TSSA - Software ($86,900 between hardware/software)	$ 49,102	$ 48,000	$ 48,000	$ -	$ 48,000	100.0%	0.0%
736 LAND TRUST - Software	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
736 SpEd - Software	$ 1,747	$ 1,835	$ 1,800	$ -	$ 1,800	101.9%	0.0%
736 Digital Teaching & Learning Software	$ 2,200	$ -	$ 2,200	$ (2,200)	$ -	0.0%	0.0%
736 School Safety Grant	$ -	$ -	$ -	$ -	$ -	0.0%	0.0%
739 Kitchen Equipment	$ 33,416	$ -	$ 35,000	$ -	$ 35,000	0.0%	0.0%
790 Cap Ex Fund	$ 157,187	$ -	$ 150,000	$ -	$ 150,000	0.0%	0.0%
Total 700:	*$ 435,348*	*$ 72,854*	*$ 439,666*	*$ -*	*$ 439,666*	*16.6%*	*0.0%*
800 Debt Service & Miscellaneous							
810 Dues and Fees	$ 16,829	$ 520	$ 19,000	$ -	$ 19,000	2.7%	0.0%
830 Bond Restricted Assets (Interest)	$ 469,512	$ 28,997	$ 386,913	$ -	$ 386,913	7.5%	0.0%
840 Bond Restricted Assets (Principal)	$ 815,000	$ 67,917	$ 425,000	$ -	$ 425,000	16.0%	0.0%
833 Bond Fees	$ 46,950	$ 25,019	$ 33,800	$ -	$ 33,800	74.0%	0.0%
890 Miscellaneous	$ 33	$ -	$ -	$ -	$ -	0.0%	0.0%
Total 800:	*$ 1,348,324*	*$ 122,453*	*$ 864,713*	*$ -*	*$ 864,713*	*14.2%*	*0.0%*
Total Expenses:	*$ 11,524,738*	*$ 957,981*	*$ 12,853,106*	*$ (383,023)*	*$ 12,470,083*	*7.7%*	*0.0%*

Net Income:	*$ 1,202,045*	*$ 225,407*	*$ 566,305*	*$ 398,245*	*$ 964,550*	*23.4%*	
		Goal for Unrestircted Net Income:			*$ 250,000*	**Restricted Forecasted Spend Down**	
		Unrestricted Net Income:			*$ 964,550*	*Food Service $*	*(163,768)*
		Restricted Net Income:			*$ -*	*SpEd $*	*24,034*
Cap Ex Fund:	*At year end:*	*At year end:*	*$ 283,600*	*Use: $0*	*At year end:*	*$ 433,600*	
(Unrestricted over $350,000) Special Project Fund:	*Beg of Year*	*Beg of Year*	*$ 537,979*		*At year end:*	*$ 1,152,529*	
					35% SpEd Unrestricted		$ 329,241
Fund Reserve:	*#VALUE!*	*$ 9,841,391*			*$ 10,604,568*		

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of July 31, 2026

	Jul 31, 26	Jun 30, 26	$ Change
ASSETS			
Current Assets			
Checking/Savings			
8110 · Cash in Banks			
8111 · Cache Valley Bank Accounts			
1 · Petty Cash	179.07	179.07	0.00
8111.1 · Cache Valley Bank (2050)	100,000.00	100,000.00	0.00
8111.3 · Cache Valley Checking (8114)	2,288,886.17	2,311,037.23	-22,151.06
Total 8111 · Cache Valley Bank Accounts	2,389,065.24	2,411,216.30	-22,151.06
8116 · PTIF	6,471,712.58	6,450,225.88	21,486.70
8120 · US Bank Accounts			
8120.1C · Principal Fund 2015 (80001)	174,873.48	106,985.25	67,888.23
8120.2 · Interest Fund 2008 (9002)	0.02	0.02	0.00
8120.2B · Interest Fund 2011 (5001)	0.01	0.01	0.00
8120.2C · Interest Fund 2015 (80002)	111,331.45	106,502.46	4,828.99
8120.3C · Reserve Fund 2015 (80003)	1,285,912.50	1,285,912.50	0.00
8120.5C · Repair & Rplcmnt 2015 (80005)	150,000.00	150,000.00	0.00
8120.6C · Expense Fund 2015 (80006)	99,193.06	96,577.48	2,615.58
Total 8120 · US Bank Accounts	1,821,310.52	1,745,977.72	75,332.80
8121 · US Bank Accounts 2026			
8121.4 · Reserve Fund 2026 (4004)	1,188,633.13	1,188,000.00	633.13
8121.7 · Project Fund 2026 (4007)	14,817,499.36	14,809,606.73	7,892.63
8121.8 · Cap Interest Fund 2026 (4008)	1,153,419.94	1,152,805.56	614.38
8121.9 · COI Fund 2026 (4009)	56,372.51	120,770.00	-64,397.49
8121.9A · Project Equity Fund 2026 (4010)	1,723,242.76	1,722,324.86	917.90
Total 8121 · US Bank Accounts 2026	18,939,167.70	18,993,507.15	-54,339.45
Total 8110 · Cash in Banks	29,621,256.04	29,600,927.05	20,328.99
Total Checking/Savings	29,621,256.04	29,600,927.05	20,328.99
Other Current Assets			
8130 · Accounts Recievable			
8133 · State	3,000.00	47,896.76	-44,896.76
8134 · Federal	0.00	108,148.13	-108,148.13
8135 · Utah State Sales Tax	3,760.57	3,992.26	-231.69
Total 8130 · Accounts Recievable	6,760.57	160,037.15	-153,276.58
8150 · Prepaid Expenses	9,450.00	9,450.00	0.00
Total Other Current Assets	16,210.57	169,487.15	-153,276.58
Total Current Assets	29,637,466.61	29,770,414.20	-132,947.59
TOTAL ASSETS	**29,637,466.61**	**29,770,414.20**	**-132,947.59**
LIABILITIES & EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
9513 · Accounts Payable-bill.com	15,680.32	477,895.86	-462,215.54
Total Accounts Payable	15,680.32	477,895.86	-462,215.54
Credit Cards			
9531 · Visa Card			
9531a · VISA Card - Jessica's Card	1,806.06	2,441.98	-635.92
9531b · VISA Card - Blake's Card	10.35	471.82	-461.47
Total 9531 · Visa Card	1,816.41	2,913.80	-1,097.39
Total Credit Cards	1,816.41	2,913.80	-1,097.39
Other Current Liabilities			
2100 · Payroll Liabilities	-507.08	0.00	-507.08
9510 · Accounts Payable	745.91	745.91	0.00
9530 · Accrued Liabilities			
9535 · Accrued Bond Liability	107,042.70	-0.01	107,042.71
Total 9530 · Accrued Liabilities	107,042.70	-0.01	107,042.71
9540 · Accrued Salaries & Withholdings			
9541 · Employee's Social Security			
9541.A · Employee FICA	-365.52	0.00	-365.52
9541.B · Employee's MEDICARE	-85.48	0.00	-85.48
Total 9541 · Employee's Social Security	-451.00	0.00	-451.00
9542 · Employer's Social Security			
9542.A · Employer's FICA	-365.52	0.00	-365.52
9542.B · Employer's MEDICARE	-85.48	0.00	-85.48
Total 9542 · Employer's Social Security	-451.00	0.00	-451.00
9543 · Federal Withholding	-586.00	0.00	-586.00
9544 · Utah State Withholding	15,506.00	16,377.00	-871.00
9545 · Payroll Liabilities			
9545.2 · 401k Employee Contribution	-362.20	0.00	-362.20
9545.5 · Utah State Unemployment	2,688.97	1,538.64	1,150.33
Total 9545 · Payroll Liabilities	2,326.77	1,538.64	788.13
Total 9540 · Accrued Salaries & Withholdings	16,344.77	17,915.64	-1,570.87
9540a · Payroll & Benefit YE Accrual	462,693.20	462,693.20	0.00
9560 · Deferred Revenue			
9561 · Local	13,099.34	13,099.34	0.00
9560 · Deferred Revenue - Other	196,563.00	196,563.00	0.00
Total 9560 · Deferred Revenue	209,662.34	209,662.34	0.00
Total Other Current Liabilities	795,981.84	691,017.08	104,964.76
Total Current Liabilities	813,478.57	1,171,826.74	-358,348.17
Total Liabilities	813,478.57	1,171,826.74	-358,348.17
Equity			
30000 · Opening Balance Equity	194.08	194.08	0.00
9820 · Net Assets - Restricted	274,126.04	274,126.04	0.00
9830 · Retained Earnings	27,894,746.21	9,635,687.77	18,259,058.44
9850 · Unreserved Fund Balances	7,398.97	7,398.97	0.00
9859 · Undesignated Fund Balance	422,122.16	422,122.16	0.00
Net Income	225,400.58	18,259,058.44	-18,033,657.86
Total Equity	28,823,988.04	28,598,587.46	225,400.58
TOTAL LIABILITIES & EQUITY	**29,637,466.61**	**29,770,414.20**	**-132,947.59**

PROPOSAL FOR BOARD ACTION

Proposal Title: UAPCS Membership Dues

Submitted by: B. Clark

Originating Committee: N/A

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

Situation:

George Washington Academy is a member of the Utah Association of Public Charter Schools (UAPCS). Being a part of the organization means we have access to instructional, behavioral and operational trainings as part of our membership dues.

Background Information, including a list of reviewing committees:

Assessment:

Recommendation:

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

GEORGE WASHINGTON ACADEMY

Submitted By: B. Clark

Date: 8/11/26 Vendor: ______

Website/Contact Info: ______

BILL/SHIP TO: George Washington Academy
2277 S. 3000 E.
St. George, UT 84790

This is a/an (Circle One):

Purchase Order/Invoice P.O. # ______

School Credit Card Purchase

School Credit Card (Admin)

Authorization for Travel
Dates of Travel: ______

Reimbursement Request
(Fill Out Below & Attach all Receipts)

Teacher Supply Account Purchase? Y N

QTY	ITEM #	DESCRIPTION (include dates as applicable)	UNIT PRICE	LINE TOTAL
		UAPCS Membership Dues		
1,031		per student	8.00	
		1,031 projected		
		based on 10/1/25		

Subtotal	
Shipping	
Sales Tax	
TOTAL	8,248.00

Procurement:
If the item is over $100 and/service is over $1,000, you are required to request 3 bids.

Please attach all bids to this requisition and a brief explanation of why you chose the vendor.

Budget Category: (Administration Only)

300 Professional & Technical — Budget Detail: ______
400 Purchased Property Services — Budget Detail: ______
500 Other Purchased Services — Budget Detail: ______
600 Supplies & Materials — Budget Detail: ______
700 Property — Budget Detail: ______

Principal Discretionary — Land Trust
Curriculum — CCA
Student Incentives
Special Education

Other: ______

Notes: ______

______ 8/11/26

Executive Director's Approval — *Date*
(For purchases up to $2,000)

______

Approving Board Member — *Date*
(For purchases between $2,001 - $5,000)

______

Board Chair or — *Date*
Board Member on Finance Committee
For purchases over $5,000
**Purchases over $5,000 MUST be approved in a board meeting*

UTAH ASSOCIATION OF
PUBLIC CHARTER SCHOOLS

UAPCS 2026-2027 Membership Invoice

BILL TO:
George Washington Academy

Invoice Date: August 1, 2026
Payment Due: September 15, 2026

Description	**Amount**
UAPCS 2026-2027 Membership Dues	
Projected Student Enrollment (USBE): 1,031	
Rate: $8.00 per student	
TOTAL AMOUNT DUE	**$8,248.00**

REMIT PAYMENT TO:
UAPCS
PO Box 576
American Fork, UT 84003

Questions? Contact us at info@utahcharters.org

UTAH ASSOCIATION OF
PUBLIC CHARTER SCHOOLS

I am constantly amazed at the new reasons I find to celebrate being part of Utah's charterland. Just today I spoke with a charter school director who's put together a performing arts program so attractive that at least one family – enrolled at another school! – wants to go into their own pocket (instead of dealing with the administrivia of dual enrollment) so their child can take a performing arts class from this one.

There are lots of ways the family and the relevant schools could do this, but this path seems to avoid the most administrivia, so they are just working together to meet this student's needs. And to the school's credit, they contacted me to make sure they aren't cutting any corners or violating any laws. So we did some research – and voila, a student's and a family's needs are being met. It really is amazing to see innovation happen in real time!

As much fun as the new and the innovative is, I am equally thrilled to be see announcements for events celebrating the 20th or 25th anniversary of the founding of several charter schools. Durability matters. It shows that you are meeting the needs of the students and families not just of a founding generation, but of succeeding generations of families. You have created a solid foundation; in entrusting their children to your care for 5 or 6 hours a day, parents rely on your durable, proven judgment and track record.

How wonderful it is to be part of this lasting and innovative community! UAPCS continues to look for ways to better meet your needs. We are meeting weekly with the House and Senate chairs of the Public Education Appropriations committees, members of the State Board of Education, State Superintendent Molly Hart and their staffs. It's our job to make sure you and your schools have the funding and flexibility you need to meet the needs of families who entrust their children with you.

Fortunately, we have a long track record of giving policy makers sound advice and accurate, timely information. Not only do policy makers listen when we speak, but they seek our input on the nuances and structures of charterland. Whether that's being part of a coalition to stop nuisance OPMA lawsuits, ensuring equitable treatment between all LEAs in special education funding, or eliminating duplicative, unnecessary red tape, UAPCS is the key partner with Utah's policy makers in shaping a supportive charter school environment.

PO BOX 576 American Fork, UT 84003 info@utahcharters.org

George Washington Academy
2277 S. 3000 E
St. George, UT

Survey / Subdivision Platting Fee Proposal

Prepared By: Ken Hawkes, PLS

5746 South 1475 East OGDEN UTAH 84403
Main (801) 394-4515 S.L.C. (801)-521-0222 Fax (801) 394-4515

Client: Hughes General Contractors
Travis Davis
801-860-1553
travis@hughesgc.com

August 12, 2026

Project Name: GWA St. George sub

Travis,

We appreciate the opportunity to provide you with a proposal for Professional Land Surveying services for the Property located at the George Washington Academy at approximately 2277 S. 3000 E, St. George, Utah, (Washington County Parcel #SG-5-3-3-2311, SG-5-3-3-233 and SG-LDT-2), and shown on Exhibit A. After reviewing the information you provided, together with our experience preparing Boundary Surveys and ALTA/NSPS Land Title Surveys, we are prepared to provide the following services:

PROFESSIONAL LAND SURVEYING SERVICES:

Tasks and Deliverables

JUC Meeting

- Attend and coordinate with St. George City JUC Development Review Team on vacating easements and subdivision approvals.

JUC MEETING COORDINATION FEES: $625.00

Easement Vacation Documentation

- Prepare descriptions of Public Utility Easement and Waterline easement needing to be vacated.
- Prepare exhibits of each easement needing to be vacated.

EASEMENT VACATION FEES: $1,635.00

Minor Final Subdivision Plat

- Prepare a 1 Lot, Minor Final Subdivision that meets the St. George City Application requirements, certified by a licensed land surveyor.
- GBE will submit the Minor Subdivision Plat to the city, attend one each, planning commission and city council meetings if required for approval, and address city comments.
- Field stake lot corners

MINOR SUBDIVISION SURVEYING FEES: $5,605.00

TOTAL SUBDIVISION SURVEYING FEES: $7,865.00

Timelines and Deliverables

The following quantity of drawings, estimates, or specifications is to be furnished by the Surveyor:

- Final Plat with supporting documentation for City submittal.
- PDF of the Maps for your Use (Large prints Available on request).
- Mylar Copy of Final Plat for Recording.

Terms and Conditions

- **Mechanic's Lien Rights:**
  - This agreement with Great Basin Engineering (GBE) shall not be construed to alter, affect, or waive any mechanic's lien or similar legal remedy to which GBE may be entitled for the performance of services pursuant to this agreement.

- **Client Obligations:**
    - The client agrees to provide GBE with the name and address of the record owner of the property that is the subject of the project and any necessary permissions to access the site and adjoining properties as required.
    - Supply GBE with a Recent Title Report of the Subject property, with backup documents for the exceptions to the Title Report.
    - Notice to Proceed and Access to Property (Site Contact if Needed)

Scope of Services:

- This agreement is limited to the scope defined herein and explicitly excludes additional surveys or deliverables such as but not limited to:
    - New easements
    - Right-of-way dedication drawings and descriptions
    - Boundary line adjustments
- Any additional work outside the defined scope shall require a written authorization signed by both parties to amend or expand this agreement.

- **Fee Adjustments and Work Suspension:**
    - Fees are based on GBE's understanding of the proposed work and site conditions.
    - GBE reserves the right to stop work and request additional fees before proceeding if ambiguities or challenges arise in retracing the property boundaries that require additional research, fieldwork, or site investigations beyond the anticipated scope.
    - GBE also reserves the right to request additional fees should the project scope change significantly during the survey process.

- **Fee Validity:**
    - Quoted fees are valid for 30 days from the date of this document. GBE reserves the right to revise the fee schedule if this period lapses prior to the commencement of survey work.

- **Liability Limitations:**
    - Due to the size and complexity of the proposed project, GBE limits its general liability to an amount not exceeding two times the quoted fee in dollars. This limitation applies in cases of gross negligence or errors and omissions as defined by Utah State Code.

- **Additional Services and Reimbursable Expenses:**
    - Reimbursable expenses shall be invoiced at cost plus 10%. Examples include, but are not limited to, government fees, printing, messenger services, and excessive mileage.
    - Fees shall be billed monthly and are payable within **45** days of invoice issuance. Interest will accrue at a rate of 1.5% per month on accounts overdue by **90** days.

Sincerely,

GREAT BASIN ENGINEERING, Inc.

Ken B. Hawkes P.L.S.
Project Manager

After reviewing this proposal, please sign, date, and fax a copy of this proposal back to us so that we can begin work.

Notice to Proceed:

By: ____ Date: ___________________________

Title: ____