

**These Minutes are Pending Board Approval**

**I Mission Statement:** “ACADEMICS. LEADERSHIP. COMMUNITY.”

## **George Washington Academy**

**Thursday, May 15, 2025**

**7:30 p.m.**

### **Board Meeting Minutes**

**Location:** George Washington Academy  
2277 South 3000 East  
St. George, Utah  
Learning Lab

*The Board Evaluation Training was held at 7:00 p.m. prior to the Board Meeting.*

*The Board meeting convened at 7:42 p.m.*

**Board Welcome:** Shannon Greer via Zoom

**Roll Call:** Casey Unrein

**Prayer:** Amanda Mortenson

**Pledge of Allegiance:** Casey Unrein

#### **GWA Year Goals:**

- Expanding student Leadership opportunities for ALL students
- Ensure ALL students are learning at High Levels
- Focus on Employee Mental Health with Better and Quicker Access

Board Members Present: Casey Unrein, Amanda Mortenson, Laura Pressley, Laura Snelson, Brady Pearce, Blake Clark, Shannon Greer, and Kevin Peterson via Zoom.

#### **Approval of Minutes:**

Laura P made a motion to approve the Minutes from the April 24th, 2025 Board Meeting as outlined in the Board Packet. Amanda seconded the motion. The motion passed unanimously. All present voted in favor: Casey Unrein, Amanda Mortenson, Laura Pressley, Laura Snelson, Brady Pearce, Blake Clark, and Kevin Peterson via Zoom. Shannon abstained since she was not at the April meeting.

#### **Public Opportunity to Address the Board:**

Rachel Richens wants to say she appreciates all that everyone does. She is looking forward to working with the board as the PTO Board Representative.

#### **Set time for adjournment**

Amanda set time for adjournment at 8:45.

### **Teacher Reports:**

Lexi Toia and Hannah Gillespie, Teacher Representatives gave the report. Lexi talked about the 5th grade. She said that last year the kids came to them at 64% proficient on their science rise and this year they will be leaving with a 72% proficient. Last year they came in at 57% proficient in math this year they are leaving at 67% proficient. As a team, each of the fifth grade classes are very proud of the progress their students have made. Today was an awesome day to celebrate the leaders the kids from kindergarten up to 7th grade are becoming.

Hannah talked about the kindergarten class. She said it was amazing to see these five and six year olds line up and take the microphone and give a whole presentation to their parents. The goal at the beginning of year was to have 80% of students be able to identify 30 numbers or more in one minute. There were 9% of students at the beginning of year that could do it. By the end of the year there were 59% of students that could do it. Tomorrow is Kindergarten graduation.

### **Administration Report:**

Blake Clark, the Executive Director gave the report. On the first sheet of the board update there's always a section of charter goals that comes word for word out of the charter. The first one is "board members will review and discuss internal and external student data presented by the director to assess goal achievement and academic progress." Please always ask if you want something specific. The second section is the percent of students demonstrating proficiency on each state mandated end of year assessment as compared to the average of Washington County School District and the state of Utah. Number three charter goal is percent of students demonstrating growth in each state mandated end of year assessment subject. The school won't get the language arts or writing assessment until late fall early winter. Blake will just focus on the data that we do have. RISE math scores are the highest they've been since 2021. The RISE science scores are the highest they've been since 2018. In Acadience reading proficiency by grade level the third grade hit 82%. Fourth grade 87%. Fifth grade 85%. Sixth grade 84%. At the beginning of the year the lofty goal was 80% by every grade. The reading growth from beginning of year to end of year for kindergarten went up 13%, first grade 13%, second grade was 6% and third grade 12%, fourth grade was 11% and sixth grade was 2%. There was an increase in every grade. Math growth, so far the data that they have. First grade they improved by 14% and in second grade it was 19%. The notable academic achievements, last year they shared a not so shiny star where the sixth graders scored 16% in math this year the sixth graders went up to 35% and in seventh grade now that same cohort that was at 16% in math this year grew by 47%, which is EOY to EOY. Blake went on to say that they scored 68% and this year we scored 64% so only 4% different from past trajectories even with the makeup that our team had to do. He also wanted to give a special shout out to some of the specific teachers they did have teachers that reached their goals. Mrs. Willets third grade class scored 80% proficiency in RISE math. Megan Pulzella 81% proficiency in RISE science. Kiera Fronick sixth grade honors class was 86% proficient. Tracy Baker seventh grade honors math was 100% proficient. The teacher that scored 80% in every test she took was fifth grade Jeanne Rouff's class. They scored 86% proficiency in RISE math, 95% proficiency in RISE science which the state has never seen a score like that before. 86% in Acadience reading and Jeanne achieved over 80% in every assessment that went through that class. Finally the second grade team met the goal of 80% in

every state assessment . In math they scored 87% and 81% in reading which was a lofty crazy goal and they did it. They are still waiting on some grades to finish the assessments which will be done on Monday. Shannon asked to circle back to RISE math, the third grade at 52% and the sixth grade at 51% with the state average being 59%. Blake said that third grade was down 10% from last year. They have already met with one teacher who reached out to them immediately after scores came in. Mandy Willets from 3rd grade scored 80%, she was the highest teacher in the grade using vertical learning boards. We are having everyone do that next year. They have set up ways to learn from the teachers that are using this method that were on the curriculum committee. The same type of thing was happening in the 6th grade. Blake gave percentages for past years, last year being 16%. in 2016 they scored 61%. 2017, 60%, 2018, 66%, 2020, 50%, 2021, 48%, 2022, 43%, 2023 and 2024, 16% and this year 51%. He said that the state average is at 36% and we are 15% higher than that. Even for third grade we are 5% higher than the state average. Kevin asked if they have the ability to look at those individual students that have been working with mathnasium to see the type of progress they've been able to make on the testing. Blake said they should have a report from mathnasium next week. Kevin said that he thinks that it would be good to look at specific data of the individual students that are getting that additional tutoring and seeing if there might be some skill sets that we could implement throughout the entire school to cover whatever gaps we're not seeing yet. Christine said that they qualified quite a few kids for special education that started out on the track of mathnasium but that intervention was not working so we tested and they qualified. The school went from 115 to 142 in special education this year. Blake said that they had 13 students which is the highest they've ever had graduate from ELL this year. Which is almost 20% of our students. They will be on watch for the next 2 to 3 years. When they started the ELL program we had one or two students to graduate, so they are on a good trajectory there as well. Amanda mentioned that her son had to leave GWA and that the new principal emailed her to say that he has some of the highest scores and she knows it's because of Ms. Baker and GWA. He has had two very different experiences but is doing so well because of the foundation GWA gave him.

### **Financial Report:**

Spencer Adams the Business Administrator gave the report. We are 83% of the way through the year as of the end of April. Not a lot has changed since last month. As far as the ratios go we are in a good position. We are looking at the ratios right now that's based on the forecast and not necessarily the actual. When it's all said and done and we get those savings on the various line items we will see the ratios jump as well. So although the ratios are looking healthy and strong right now Spencer said he is very optimistic that the ratios are going to be better than they are right now. As far as the revenue and expenses, Spencer said they are working on getting those federal funds and some of the state funds reimbursed through Utah grants. There should be some on the May allotment and the rest hopefully in June. He is working hard to get those submitted sooner rather than later so they aren't submitting them at the same time as the other schools. Also so they don't have to deal with receivables on the audit and they recognize all the cash is in our days cash on hand. It's looking like we will be able to do that again. It's just a matter of getting those through the approval process not only on our side but on the state side as well. One positive side to waiting to this point is we're able to request everything all at once as opposed to requesting a larger portion and then waiting for the approval process to go completely through and then once that's done we'd be able to request the rest. We should see it by the end of May, if not May than June. We are in a very solid position to close out the year. He said that the final

budget for this year and the initial budget for next year to you for approval on the next board agenda. Blake asked the TSSA through legislation this year did it would also encompass another line item moving forward because it jumped from this year's proposed amount by almost 100,000. Spencer said he would look into it and get back to him. Casey asked if they are still pending that allotment invoice from special ed the repayment. Spencer said that it's sitting in our deferred revenue so once we do have to pay that then it's not going to impact the bottom line at all. Casey then asked if he believed that the numbers this year will be similar to the ones last year. Last year the audited financials came in at around 900,000 and we were projecting 759,000. Spencer believed it would be similar. No reports are due in May.

### **Committee Reports (3 min each):**

- **Policies Committee** – Nothing to report.
- **Finance Committee** – Nothing to report.
- **Audit Committee** -The State assessment team just left the school and they were very pleased with everything.
- **Benefits Committee** – Nothing to report, just what's in the packet.
- **Curriculum Committee** – Just what is in the packet. The Admin team and Jenna Ayers met with all of the grade level teams and each of them shared highlights of the year and every team mentioned the impact that vertical boards have had this year. The curriculum committee was composed of some key stakeholders that really did a tremendous job rolling this out and now its year two of implementation. Casey asked what it meant when it said non-curricular taste to be implemented in August. Christine explained the importance of teaching the students the expectations of the vertical boards with non-curriculum related material, something fun and less academic prior to introducing the curriculum.
- **Outreach Committee** – Nothing to report.
- **Technology Committee** - Nothing to report.
- **LAND Trust Committee** – They are reviewing a large document. They are refining land trust so they need to review it. They will vote on some things as a committee but nothing for the board.
- **PTO Committee** – The new PTO was voted on. President is still Josh Serrano. Coming back as VP is Katie Haupt. Treasurer 1 is Delani Shaw again. Treasurer 2 is Tate Hoeffel Coolbaugh, she is new. Social Media Secretary is Jennifer Hare who is from last year. The new PTO Board Rep is Rachel Richins. Faculty appreciation was a success. They are still looking for a secretary. They have funded the graduations. The 16th will be when yearbooks are distributed. 16th and 19th are graduation ceremonies. May 20 and 21 are field days.
- **Board Development Committee** – They have reached out to 4 individuals to fill the vacant positions. One is grateful for the consideration but it's not the right time. Another one is interested. Shannon wanted to reach out to the board, if they know anyone who would be a good candidate, let her know. Hopefully we can get the position filled by the June Board meeting.
- **Campus Management Committee** – Nothing to report.

### **Discussion and/or Action Items:**

- Kevin made a motion to approve the Leader in Me Coaching/Membership in the amount of \$8,600 for the 2025-2026 School year as outlined in the board packet. Amanda seconded. The motion passed unanimously. All present voted in favor: Casey Unrein, Amanda Mortenson, Laura Pressley, Laura Snelson, Brady Pearce, Shannon Greer and Kevin Peterson via Zoom.
- Shannon made a motion to approve the Paragraphology in the amount of \$5,900 as outlined in the board packet. Amanda seconded the motion. The motion passed unanimously. All present voted in favor: Casey Unrein, Amanda Mortenson, Laura Pressley, Laura Snelson, Brady Pearce, Shannon Greer and Kevin Peterson via Zoom.
- Amanda made a motion to approve the proposal for Talkspace to renew in August of 2025 in the amount of \$52,000 as outlined in the board packet. Laura P Seconded the motion. Casey had requested that more information be sent, and Debbie gave him more information. Casey said that he remains skeptical about the \$52,000. He wondered about possibly hiring a full-time therapist. There were 59 in person meetings. Each participant gets one in-person meeting per month. Amanda said that this program also gives access to dependents. They can also attend group classes. Casey said that they had 50 participants out of a possibility of 260. Blake confirmed it needs to be offered to all employees not just the possibility of 100 because that's how many are using it. Other options have longer wait times. Brady asked if it was only available during business hours. Amanda confirmed they can text their therapist at any time. Casey said that the additional report he received said that the therapists were sending twice as many texts as the participants, suggesting they are very involved. The motion passed unanimously. All present voted in favor: Casey Unrein, Amanda Mortenson, Laura Pressley, Laura Snelson, Brady Pearce, Shannon Greer and Kevin Peterson via Zoom.
- Laura P made a motion to approve the Intercom system for the school, installed and purchased from Marshall Industries in the amount of \$89,707.16 as outlined in the board packet. Amanda seconded the motion. Kevin asked if the new system would be integrated into the new school. Steven said yes. Laura P asked if it would be done by the time school started, Steve said yes. Steve confirmed they will integrate with our current school speakers. Shannon asked if this is a not to exceed amount. Steve said this is the current amount and he can't foresee an issue where the price would change. Kevin asked why we went with Marshall instead of the other cheaper option. Steve said that Marshall has experience working with schools. The other option had some issues that they did not necessarily have solutions for. They had more confidence going with Marshall. Steve wanted to point out that this company did not provide switches. It should be about \$3,000, they will come back to the board if they need more. The motion passed unanimously. Amanda seconded. All present voted in favor: Casey Unrein, Amanda Mortenson, Laura Pressley, Laura Snelson, Brady Pearce, Shannon Greer and Kevin Peterson via Zoom.
- Amanda made a motion to approve the Mango Phone Bill in the amount of \$9,659.99 as outlined in the Board Packet. Brady seconded. Steve pointed out that the amount includes tax so it will actually be less. The motion passed unanimously. All present voted in favor: Casey Unrein, Amanda Mortenson, Laura Pressley, Laura Snelson, Brady Pearce, Shannon Greer and Kevin Peterson via Zoom.

**Hughes Update** - Amanda said that they have met with Hughes twice now. The first time they presented different layouts for the building. They listened to our feedback and came back with new plans. They have been very patient and kind to work with. The auditorium is going to be tricky. They are working to help us stay within our budget. Phase one will be the road to make sure carpool runs as smoothly as possible.

**Closed Meeting** – *None*

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

**Next Meeting:** The next regular Board Meeting will be held on June 26, 2025 at 7:30 p.m.

**Adjournment:** Amanda motioned to adjourn. The board adjourned at 8:45

**Written by Shelbi Kelly.**

**GEORGE WASHINGTON ACADEMY**  
**Balance Sheet**  
As of May 31, 2025

	May 31, 25
<b>ASSETS</b>	
Current Assets	
Checking/Savings	
8110 · Cash in Banks	
8111 · Cache Valley Bank Accounts	
1 · Petty Cash	179.07
8111.1 · Cache Valley Bank (2050)	2,020.00
8111.3 · Cache Valley Checking (8114)	1,703,236.32
Total 8111 · Cache Valley Bank Accounts	1,705,435.39
8116 · PTIF	7,120,970.91
8120 · US Bank Accounts	
8120.1C · Principal Fund 2015 (80001)	69,030.66
8120.2 · Interest Fund 2008 (9002)	0.02
8120.2B · Interest Fund 2011 (5001)	0.01
8120.2C · Interest Fund 2015 (80002)	62,855.97
8120.3C · Reserve Fund 2015 (80003)	1,285,912.50
8120.5C · Repair & Rplcmnt 2015 (80005)	150,000.00
8120.6C · Expense Fund 2015 (80006)	85,390.80
Total 8120 · US Bank Accounts	1,653,189.96
Total 8110 · Cash in Banks	10,479,596.26
Total Checking/Savings	10,479,596.26
Other Current Assets	
8130 · Accounts Recievable	
8135 · Utah State Sales Tax	3,702.99
Total 8130 · Accounts Recievable	3,702.99
8150 · Prepaid Expenses	1,977.78
Total Other Current Assets	5,680.77
Total Current Assets	10,485,277.03
<b>TOTAL ASSETS</b>	<b>10,485,277.03</b>
<b>LIABILITIES &amp; EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	
9513 · Accounts Payable-bill.com	367,539.89
Total Accounts Payable	367,539.89

**GEORGE WASHINGTON ACADEMY**  
**Balance Sheet**  
As of May 31, 2025

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	May 31, 25
<b>Credit Cards</b>	
9531 · Visa Card	
9531a · VISA Card - Jessica's Card	3,296.96
<b>Total 9531 · Visa Card</b>	3,296.96
9532 · Lowe's	17.41
<b>Total Credit Cards</b>	3,314.37
<b>Other Current Liabilities</b>	
9510 · Accounts Payable	546.85
9530 · Accrued Liabilities	
9535 · Accrued Bond Liability	-104,442.68
<b>Total 9530 · Accrued Liabilities</b>	-104,442.68
9540 · Accrued Salaries & Withholdings	
9541 · Employee's Social Security	
9541.A · Employee FICA	22.32
9541.B · Employee's MEDICARE	5.22
<b>Total 9541 · Employee's Social Security</b>	27.54
9542 · Employer's Social Security	
9542.A · Employer's FICA	22.32
9542.B · Employer's MEDICARE	5.22
<b>Total 9542 · Employer's Social Security</b>	27.54
9543 · Federal Withholding	44.00
9544 · Utah State Withholding	17,212.00
<b>Total 9540 · Accrued Salaries &amp; Withholdings</b>	17,311.08
9540a · Payroll & Benefit YE Accrual	352,543.09
9550 · Due to Other Funds	315,684.26
9560 · Deferred Revenue	
9561 · Local	13,601.04
9563 · State	-315,684.26
<b>Total 9560 · Deferred Revenue</b>	-302,083.22
<b>Total Other Current Liabilities</b>	279,559.38
<b>Total Current Liabilities</b>	650,413.64
<b>Total Liabilities</b>	650,413.64



**GEORGE WASHINGTON ACADEMY**  
**Balance Sheet**  
As of May 31, 2025

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	May 31, 25
Equity	
30000 · Opening Balance Equity	193.93
9820 · Net Assets - Restricted	274,126.04
9830 · Retained Earnings	8,336,409.18
9850 · Unreserved Fund Balances	7,398.97
9859 · Undesignated Fund Balance	422,122.16
Net Income	794,613.11
Total Equity	9,834,863.39
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>10,485,277.03</b>



# Financial Summary

as of May 31, 2025

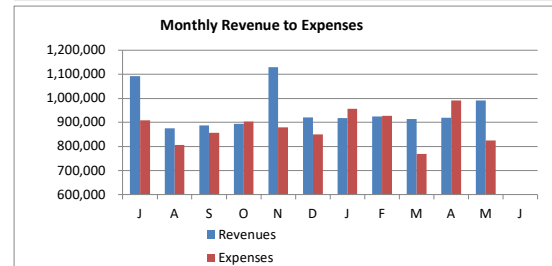
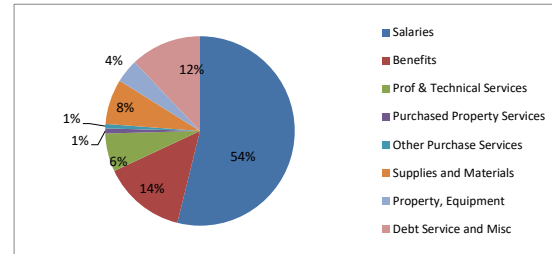
91.7% through the Year

## BUDGET REPORT

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

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment		1000	1016	
Revenue				
1000 Local	\$ 643,597	\$ 546,858	\$ 685,476	94%
3000 State	\$ 9,630,701	\$ 10,198,466	\$ 10,640,332	91%
4000 Federal	\$ 194,029	\$ 430,455	\$ 429,311	45%
Total Revenue	\$ 10,468,327	\$ 11,175,779	\$ 11,755,119	89%
Expenses				
100 Salaries	\$ 5,349,420	\$ 5,876,332	\$ 5,932,452	90%
200 Benefits	\$ 1,376,449	\$ 1,669,678	\$ 1,560,667	88%
300 Prof & Technical Services	\$ 583,916	\$ 631,679	\$ 721,892	81%
400 Purchased Property Services	\$ 81,623	\$ 92,280	\$ 91,928	89%
500 Other Purchase Services	\$ 73,873	\$ 75,838	\$ 81,403	91%
600 Supplies and Materials	\$ 764,431	\$ 730,928	\$ 853,310	90%
700 Property, Equipment	\$ 243,519	\$ 348,081	\$ 440,147	55%
800 Debt Service and Misc	\$ 1,200,482	\$ 1,334,712	\$ 1,334,712	90%
Total Expenses	\$ 9,673,713	\$ 10,759,528	\$ 11,016,511	88%
Net Income from Operations	\$ 794,614	\$ 416,251	\$ 738,608	108%
Operating Margin	7.6%	3.7%	6.3%	

## EXPENSES

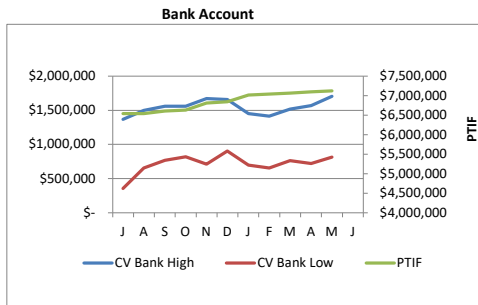


## RATIOS

	Actual	Goal	Covenant	Prior Mth Change
Operating Margin	6.28%	5%		-0.2%
Debt Service Coverage	1.58	1.25	1.05	-0.01
Days Cash on Hand	292	130	30	5
Building Payment %	11.6%	< 22%		0.0%
Unrestricted NI	\$ 702,718	\$250,000		\$ (441)
Maintenance of Effort	\$ -	\$552		\$ -

## CASH

Month Ending Cash Balance	\$ 8,826,406	Includes \$7,120,971 PTIF
Days Cash on Hand	292	

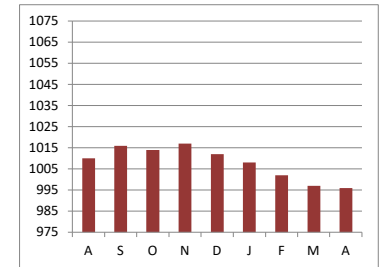


## RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 7,135,787	\$ 7,135,787
Reserves Added this Year	\$ 794,614	\$ 702,718
Project 1	\$ -	\$ -
New Reserve Balance	\$ 7,930,401	\$ 7,838,505

## ENROLLMENT

	A	S	O	N	D	J	F	M	A
K	139	141	139	139	138	137	136	136	136
1	134	136	136	137	137	136	137	135	134
2	139	138	137	137	136	137	136	137	137
3	134	136	136	136	139	137	138	137	137
4	138	140	138	138	138	139	137	136	136
5	125	125	126	125	125	127	127	127	127
6	106	105	107	106	105	103	101	100	100
7	95	95	95	99	94	92	90	89	89
Total	1010	1016	1014	1017	1012	1008	1002	997	996
WPU	916.70								



Created by Red Apple



# Budget Detail Report

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

Percentage of Year: **91.7%**



	(996 Students)			(1000 Students)			1016				(2 Students)		1000	
	FY24 Actuals	Current Yr Actuals	Approved Budget				Changes	FY25 Proposed Final Budget	% of Forecast	% Change From Prior Mth	Changes		FY26 Proposed Budget	
<b>Revenue</b>														
1000 Revenue From Local Sources														
1510 Interest	\$ 448,400	\$ 399,632	\$ 300,000				\$ 137,000	\$ 437,000	91.4%	10.3%	\$ (87,000)		\$ 350,000	
1600 Food Services	\$ 219,830	\$ 220,152	\$ 230,000				\$ -	\$ 230,000	95.7%	12.1%	\$ -		\$ 230,000	
1741 Student Activities and Fees	\$ 125	\$ 91	\$ 300				\$ -	\$ 300	30.3%	658.3%	\$ -		\$ 300	
1741 Textbook and Library Fees	\$ -	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
1920 Donations	\$ 14,116	\$ 4,815	\$ 4,000				\$ 815	\$ 4,815	100.0%	28.2%	\$ (815)		\$ 4,000	
1920 Staff Lounge	\$ 2,681	\$ 3,210	\$ 3,000				\$ 210	\$ 3,210	100.0%	59.2%	\$ (210)		\$ 3,000	
1920 Dixie Direct Fundraiser	\$ 7,175	\$ 9,151	\$ 8,558				\$ 593	\$ 9,151	100.0%	0.0%	\$ (593)		\$ 8,558	
1930 Sales of Assets	\$ 78	\$ -	\$ 1,000				\$ -	\$ 1,000	0.0%	0.0%	\$ -		\$ 1,000	
1990 Background Checks	\$ 1,529	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
1990 Miscellaneous Income	\$ -	\$ 6,546	\$ -				\$ -	\$ -	0.0%	0.3%	\$ -		\$ -	
<b>Total 1000:</b>	<b>\$ 693,934</b>	<b>\$ 643,597</b>	<b>\$ 546,858</b>				<b>\$ 138,618</b>	<b>\$ 685,476</b>	<b>93.9%</b>	<b>12.7%</b>	<b>\$ (88,618)</b>		<b>\$ 596,858</b>	
3000 Revenue From State Sources MSP														
30-3005 Regular School Program K	\$ 479,589	\$ 497,398	\$ 390,014				\$ 152,602	\$ 542,616	91.7%	10.0%	\$ 35,603		\$ 578,219	
30-3010 Regular School Program 1-12	\$ 3,326,359	\$ 3,266,400	\$ 3,591,301				\$ (27,544)	\$ 3,563,757	91.7%	10.0%	\$ 129,204		\$ 3,692,961	
30-3020 Professional Staff	\$ 239,285	\$ 223,138	\$ 249,288				\$ (6,144)	\$ 243,144	91.8%	9.8%	\$ (243,144)		\$ -	
31-1205 Sped Educ Reg Add-On WPUS	\$ 538,986	\$ 594,937	\$ 678,233				\$ (30,641)	\$ 647,592	91.9%	9.7%	\$ 25,906		\$ 673,498	
31-1210 Sped Educ Reg Self Contained	\$ 33,883	\$ 56,277	\$ 61,393				\$ -	\$ 61,393	91.7%	10.0%	\$ 2,455		\$ 63,848	
31-1220 Sped Educ Extended Year Program	\$ 3,926	\$ 3,862	\$ 4,217				\$ (4)	\$ 4,213	91.7%	10.0%	\$ 171		\$ 4,384	
31-1225 Sped Educ State Programs	\$ 8,355	\$ 8,997	\$ 9,814				\$ -	\$ 9,814	91.7%	10.0%	\$ 393		\$ 10,207	
31-1278 Sped Educ Stipends Extended Year	\$ 3,024	\$ 1,344	\$ -				\$ 1,344	\$ 1,344	100.0%	0.0%	\$ (1,344)		\$ -	
31-5201 Class Size Reduction K-8	\$ 392,873	\$ 390,155	\$ 412,617				\$ 13,006	\$ 425,623	91.7%	10.0%	\$ 17,024		\$ 442,647	
31-5344 Enhancement for At-Risk Student	\$ 124,890	\$ 130,823	\$ 157,998				\$ (16,010)	\$ 141,988	92.1%	9.3%	\$ 5,679		\$ 147,667	
31-5901 Career and Tech Ed Dist. Add-On	\$ 6,230	\$ 5,814	\$ 5,965				\$ 377	\$ 6,342	91.7%	10.0%	\$ (6,342)		\$ -	
31-5903 CTE Comprehensive Counseling	\$ 20,000	\$ 18,333	\$ -				\$ 20,000	\$ 20,000	91.7%	10.0%	\$ (20,000)		\$ -	
32-0500 Charter School Base Funding	\$ 114,540	\$ 106,893	\$ 115,000				\$ 1,610	\$ 116,610	91.7%	10.0%	\$ (345)		\$ 116,265	
32-5310 Flexible Allocation	\$ 2,279	\$ 2,160	\$ 2,323				\$ 33	\$ 2,356	91.7%	10.0%	\$ 374,077		\$ 376,433	
32-5619 Charter School Local Replacement	\$ 3,111,614	\$ 3,083,152	\$ 3,317,000				\$ 46,438	\$ 3,363,438	91.7%	10.0%	\$ 264,562		\$ 3,628,000	
32-5651 Educator Professional Time	\$ 89,531	\$ 102,232	\$ -				\$ 102,232	\$ 102,232	100.0%	0.0%	\$ 5,064		\$ 107,296	
33-5805 Early Literacy	\$ 42,822	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
34-5642 Elementary School Counselor Grant	\$ 50,000	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
34-5666 Professional Learning Grant	\$ 8,989	\$ 8,050	\$ -				\$ 8,782	\$ 8,782	91.7%	10.0%	\$ (8,782)		\$ -	
34-5807 Teacher Salary Supplement Program	\$ 11,311	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
34-5868 Teacher Supplies and Materials	\$ 7,610	\$ 21,200	\$ 22,713				\$ (1,513)	\$ 21,200	100.0%	0.0%	\$ -		\$ 21,200	
34-5876 Educator Salary Adjustment	\$ 564,864	\$ 541,974	\$ 598,011				\$ (7,089)	\$ 590,922	91.7%	9.9%	\$ 87,720		\$ 678,642	
34-5911 ELL Software	\$ 2,787	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
35-5420 School Land Trust Program	\$ 145,119	\$ 148,100	\$ 148,100				\$ -	\$ 148,100	100.0%	0.0%	\$ 9,243		\$ 157,343	
35-5655 Digital Teaching & Learning	\$ 58,794	\$ 49,660	\$ -				\$ 49,660	\$ 49,660	100.0%	0.0%	\$ (3,660)		\$ 46,000	
35-5678 TSSA	\$ 231,049	\$ 232,778	\$ 254,228				\$ (288)	\$ 253,940	91.7%	10.0%	\$ 50,459		\$ 304,399	
35-5679 School Based Mental Health Grant	\$ 55,060	\$ -	\$ 54,918				\$ -	\$ 54,918	0.0%	0.0%	\$ (2,262)		\$ 52,656	
35-5810 Library Books & Elective Resources	\$ -	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
35-5882 Beverly Taylor Sorenson Grant	\$ 47,540	\$ 46,200	\$ 30,333				\$ 20,067	\$ 50,400	91.7%	10.0%	\$ -		\$ 50,400	
38-5608 Mental Health Screeners	\$ 42,395	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
38-5618 Early Interactive Software Program	\$ 10,246	\$ -	\$ -				\$ 33,151	\$ 33,151	0.0%	0.0%	\$ (33,151)		\$ -	
38-5654 Period Products in Schools	\$ -	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
38-5673 Substance Prevention	\$ 4,000	\$ 4,000	\$ 4,000				\$ -	\$ 4,000	100.0%	0.0%	\$ -		\$ 4,000	
38-5674 Elementary Suicide Prevention	\$ 1,000	\$ 1,000	\$ 1,000				\$ -	\$ 1,000	100.0%	0.0%	\$ -		\$ 1,000	
38-5697 LETRS Professional Development Grant	\$ -	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
38-5914 School Safety Specialist	\$ 3,000	\$ 3,000	\$ -				\$ 3,000	\$ 3,000	100.0%	0.0%	\$ (3,000)		\$ -	
38-5914 School Safety Grant	\$ 59,438	\$ -	\$ -				\$ 63,797	\$ 63,797	0.0%	0.0%	\$ (63,797)		\$ -	
38-8070 School Lunch (Liquor Tax)	\$ 164,824	\$ 82,824	\$ 90,000				\$ 15,000	\$ 105,000	78.9%	14.4%	\$ (15,000)		\$ 90,000	
<b>Total 3000:</b>	<b>\$ 10,006,212</b>	<b>\$ 9,630,701</b>	<b>\$ 10,198,466</b>				<b>\$ 441,866</b>	<b>\$ 10,640,332</b>	<b>90.5%</b>	<b>10.3%</b>	<b>\$ 606,734</b>		<b>\$ 11,247,066</b>	
4000 Revenue From Federal Sources														
45-7522 IDEA Pre-School	\$ 2,503	\$ -	\$ 2,503				\$ 41	\$ 2,544	0.0%	0.0%	\$ -		\$ 2,544	
45-7524 IDEA Flow-Through	\$ 153,427	\$ -	\$ 153,247				\$ 2,699	\$ 155,946	0.0%	0.0%	\$ -		\$ 155,946	
45-8075 Free & Reduced Reimbursement	\$ 131,759	\$ 105,915	\$ 132,555				\$ (13,555)	\$ 119,000	89.0%	13.9%	\$ 13,555		\$ 132,555	
45-8075 National School Lunch Program	\$ 56,316	\$ 56,320	\$ 57,480				\$ 4,510	\$ 61,990	90.9%	14.4%	\$ (4,510)		\$ 57,480	
45-8075 School Breakfast Program	\$ 29,548	\$ 28,858	\$ 29,467				\$ 2,225	\$ 31,692	91.1%	14.3%	\$ (2,225)		\$ 29,467	
45-8079 Local Food for Schools Co-Op	\$ 6,984	\$ 2,936	\$ -				\$ 2,936	\$ 2,936	100.0%	0.0%	\$ (2,936)		\$ -	
45-8080 Pandemic EBT	\$ 653	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
47-7290 CARES UEN WiFi	\$ -	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
48-7801 Federal Title I A	\$ 43,465	\$ -	\$ 47,055				\$ -	\$ 47,055	0.0%	0.0%	\$ -		\$ 47,055	
48-7860 Federal NCLB Title II A	\$ 11,706	\$ -	\$ 8,148				\$ -	\$ 8,148	0.0%	0.0%	\$ -		\$ 8,148	
48-7860 Federal Title IV Repurposed to Title I	\$ 10,000	\$ -	\$ -				\$ -	\$ -	0.0%	0.0%	\$ -		\$ -	
<b>Total 4000:</b>	<b>\$ 446,361</b>	<b>\$ 194,029</b>	<b>\$ 430,455</b>				<b>\$ (1,144)</b>	<b>\$ 429,311</b>	<b>45.2%</b>	<b>15.9%</b>	<b>\$ 3,884</b>		<b>\$ 433,195</b>	
<b>Total Revenue:</b>	<b>\$ 11,146,507</b>	<b>\$ 10,468,327</b>	<b>\$ 11,175,779</b>				<b>\$ 579,340</b>	<b>\$ 11,755,119</b>	<b>89.1%</b>	<b>10.5%</b>	<b>\$ 522,000</b>		<b>\$ 12,277,119</b>	



<div><div><div><div><div><div></div><div>GEORGE</div></div><div><div>WASHINGTON</div><div>PROGRESS</div></div></div><div></div></div></div><div>(996 Students)</div></div> <div>FY24 Actuals</div>				<div>Current Yr Actuals</div>		<div>(1000 Students) Approved Budget</div>		<div>1016 FY25 Proposed Final Budget</div>			<div>% Change From Prior Mth</div>		<div>(2 Students) Changes</div>		<div>1000 FY26 Proposed Budget</div>	
Expenses																
100 Salaries																
121.2 Administration	\$	504,125	\$	481,991	\$	520,202		92.7%		10.1%	\$	51,074	\$	571,276		
131 Teachers		2,940,993	\$	2,805,019	\$	3,147,493		89.1%		9.7%	\$	338,985	\$	338,985		
131 Special Education Salaries	\$	295,586	\$	297,716	\$	297,081	\$	35,000	\$332,081	89.7%	11.0%	\$	48,758	\$	380,839	
131 Stipends / Merit Pay		136,787	\$	67,410	\$	88,020	\$	(21,600)	\$	66,420	101.5%	1.5%	\$	40,080	\$	106,500
131 Summer Professional Development	\$	7,000	\$	22,564	\$	60,000	\$	-	\$	60,000	37.6%	0.0%	\$	-	\$	60,000
131 Educator Professional Time Stipend	\$	21,000	\$	-	\$	-	\$	40,000	\$	40,000	0.0%	0.0%	\$	-	\$	40,000
131 Mental Health Stipend	\$	33,334	\$	-	\$	-	\$	-	\$	-	0.0%	0.0%	\$	-	\$	-
131 LETRS Training Stipend	\$	50,000	\$	-	\$	-	\$	-	\$	-	0.0%	0.0%	\$	-	\$	-
131 TSSP After School Tutoring Stipends	\$	-	\$	10,125	\$	-	\$	12,600	\$	12,600	80.4%	0.0%	\$	-	\$	12,600
131 LAND TRUST - Stipends	\$	-	\$	9,000	\$	-	\$	9,000	\$	9,000	100.0%	0.0%	\$	-	\$	9,000
131 Special Education Stipends (After School)	\$	1,998	\$	-	\$	-	\$	1,120	\$	1,120	0.0%	0.0%	\$	-	\$	1,120
132 Substitute Teachers (PTO Stipend)	\$	24,255	\$	2,737	\$	30,000	\$	-	\$	30,000	9.1%	0.0%	\$	-	\$	30,000
132 SpEd Substitutes	\$	-	\$	-	\$	5,000	\$	-	\$	5,000	0.0%	0.0%	\$	-	\$	5,000
142 Counselor	\$	235,501	\$	240,002	\$	257,466	\$	-	\$	257,466	93.2%	10.1%	\$	24,989	\$	282,455
143 School Nurse	\$	6,234	\$	6,944	\$	9,921	\$	-	\$	9,921	70.0%	11.2%	\$	596	\$	10,517
145 Librarian / Literacy Aide	\$	21,374	\$	22,098	\$	22,279	\$	-	\$	22,279	99.2%	12.1%	\$	2,516	\$	24,795
152 Secretaries	\$	137,607	\$	124,414	\$	136,399	\$	-	\$	136,399	91.2%	11.8%	\$	27,771	\$	164,170
152 Board Clerk	\$	-	\$	6,541	\$	-	\$	10,000	\$	10,000	65.4%	4.7%	\$	-	\$	10,000
161 Teacher Aides, Reading Specialists & Subs	\$	456,182	\$	509,010	\$	525,347	\$	(58,350)	\$	466,997	109.0%	15.7%	\$	108,996	\$	575,993
161 TSSA - ELL Para's	\$	-	\$	25,350	\$	-	\$	25,350	\$	25,350	100.0%	0.0%	\$	-	\$	25,350
161 LAND TRUST - K Aide/Student Support Para	\$	40,585	\$	37,000	\$	34,000	\$	3,000	\$	37,000	100.0%	0.0%	\$	-	\$	37,000
161 SpEd Aides & Speech Therapist	\$	190,806	\$	208,019	\$	235,040	\$	-	\$	235,040	88.5%	11.8%	\$	33,477	\$	268,517
162 Computer Aides	\$	22,777	\$	23,940	\$	24,576	\$	-	\$	24,576	97.4%	11.1%	\$	1,475	\$	26,051
182 Custodial & Maintenance	\$	113,144	\$	117,244	\$	120,493	\$	-	\$	120,493	97.3%	10.5%	\$	46,643	\$	167,136
191 Lunch Room Aide	\$	323,160	\$	332,296	\$	363,015	\$	-	\$	363,015	91.5%	12.1%	\$	(66,434)	\$	296,581
Raises													\$	-	\$	0
Total 100:	\$	5,562,448	\$	5,349,420	\$	5,876,332	\$	56,120	\$	5,932,452	90.2%	10.3%	\$	658,926	\$	6,591,378
200 Employee Benefits																
220 Social Security	\$	368,910	\$	349,145	\$	426,210	\$	(4,210)	\$	422,000	82.7%	10.4%	\$	51,936	\$	473,936
220 LAND TRUST - BENEFITS	\$	3,220	\$	3,000	\$	2,601	\$	399	\$	3,000	100.0%	0.0%	\$	-	\$	3,000
220 SpEd Social Security	\$	34,373	\$	35,932	\$	41,090	\$	-	\$	41,090	87.4%	11.0%	\$	9,054	\$	50,144
230 Retirement	\$	253,729	\$	241,530	\$	345,373	\$	(70,373)	\$	275,000	87.8%	9.8%	\$	22,000	\$	297,000
240 Group Insurance	\$	643,286	\$	661,055	\$	725,754	\$	-	\$	725,754	91.1%	9.1%	\$	36,288	\$	762,042
240 Mental Health	\$	-	\$	44,552	\$	60,000	\$	(11,115)	\$	48,885	91.1%	10.8%	\$	3,115	\$	52,000
240 Deductible Stipend	\$	36,882	\$	9,863	\$	35,000	\$	(25,000)	\$	10,000	98.6%	0.0%	\$	25,000	\$	35,000
270 Worker's Compensation Fund	\$	17,075	\$	23,913	\$	20,412	\$	4,526	\$	24,938	95.9%	-3.2%	\$	1,247	\$	26,185
280 Unemployment Insurance	\$	12,728	\$	7,459	\$	13,238	\$	(3,238)	\$	10,000	74.6%	1.4%	\$	3,238	\$	13,238
Total 200:	\$	1,370,203	\$	1,376,449	\$	1,669,678	\$	(109,011)	\$	1,560,667	88.2%	9.3%	\$	151,877	\$	1,712,544
300 Purchased Professional & Technical																
320 Special Education Contractors	\$	134,028	\$	149,561	\$	135,000	\$	20,000	\$	155,000	96.5%	10.9%	\$	(10,000)	\$	145,000
320 Counseling Services - (FY20 LCSW-Mental Health)	\$	-	\$	-	\$	-	\$	-	\$	-	0.0%	0.0%	\$	-	\$	-
320 Math Center Contract	\$	-	\$	89,000	\$	80,000	\$	15,000	\$	95,000	93.7%	8.5%	\$	(3,000)	\$	92,000
320 Guardian	\$	-	\$	-	\$	60,000	\$	(60,000)	\$	-	0.0%	0.0%	\$	-	\$	-
330 Employee Training & Development	\$	5,907	\$	45,778	\$	-	\$	62,232	\$	62,232	73.6%	4.0%	\$	-	\$	62,232
330 TSSA - Training & Development (\$88,800 between PD/Travel)	\$	32,977	\$	-	\$	30,000	\$	20,000	\$	50,000	0.0%	0.0%	\$	-	\$	50,000
330 LAND TRUST - Training & Development	\$	30,404	\$	11,206	\$	24,000	\$	-	\$	24,000	46.7%	0.0%	\$	-	\$	24,000
330 SpEd Training & Development	\$	2,970	\$	4,990	\$	6,000	\$	-	\$	6,000	83.2%	0.0%	\$	-	\$	6,000
330 SEDC Services	\$	3,861	\$	2,535	\$	3,891	\$	-	\$	3,891	65.2%	0.0%	\$	-	\$	3,891
340 Audit	\$	15,912	\$	17,802	\$	16,600	\$	1,202	\$	17,802	100.0%	0.0%	\$	(1,202)	\$	16,600
345 Business Manager Services	\$	79,908	\$	75,449	\$	82,308	\$	-	\$	82,308	91.7%	10.0%	\$	2,469	\$	84,777
349 Legal Services	\$	465	\$	1,225	\$	8,000	\$	-	\$	8,000	15.3%	0.0%	\$	-	\$	8,000
350 Technical Services (IT)	\$	101,974	\$	156,129	\$	147,600	\$	8,658	\$	156,258	99.9%	8.6%	\$	(8,658)	\$	147,600
580 Admin & Teacher Travel (Meals)	\$	27,248	\$	6,463	\$	7,000	\$	-	\$	7,000	92.3%	-6.8%	\$	-	\$	7,000
580 TSSA - Travel (\$88,800 between PD/Travel)	\$	20,763	\$	11,160	\$	20,280	\$	18,520	\$	38,800	28.8%	0.0%	\$	-	\$	38,800
580 LAND TRUST - Travel	\$	863	\$	3,059	\$	6,000	\$	-	\$	6,000	51.0%	0.0%	\$	-	\$	6,000
580 SpEd - Travel	\$	1,511	\$	5,458	\$	1,500	\$	4,000	\$	5,500	99.2%	0.0%	\$	-	\$	5,500
580 SpEd Contracted Employee Travel	\$	3,386	\$	4,101	\$	3,500	\$	601	\$	4,101	100.0%	0.0%	\$	(601)	\$	3,500
Total 300:	\$	462,177	\$	583,916	\$	631,679	\$	90,213	\$	721,892	80.9%	7.8%	\$	(20,992)	\$	700,900
400 Purchased Property Services																
411 Water/Sewage	\$	9,360	\$	10,139	\$	12,000	\$	-	\$	12,000	84.5%	12.2%	\$	-	\$	12,000
411 Water Rights	\$	-	\$	795	\$	1,000	\$	-	\$	1,000	79.5%	0.0%	\$	-	\$	1,000
412 Disposal Services	\$	17,063	\$	15,478	\$	15,480	\$	1,848	\$	17,328	89.3%	13.6%	\$	(1,848)	\$	15,480
420 Cleaning Services	\$	5,880	\$	5,960	\$	5,800	\$	700	\$	6,500	91.7%	0.0%	\$	-	\$	6,500
431 Lawn Care Services	\$	12,430	\$	14,250	\$	12,000	\$	4,100	\$	16,100	88.5%	9.0%	\$	-	\$	16,100
431 Non-Technology Repairs & Maintenance	\$	31,638	\$	35,001	\$	33,000	\$	3,000	\$	36,000	97.2%	2.3%	\$	21,000	\$	57,000
432 Copy Machine Servicing	\$	7,071	\$	-	\$	13,000	\$	(10,000)	\$	3,000	0.0%	0.0%	\$	(3,000)	\$	-
Total 400:	\$	83,442	\$	81,623	\$	92,280	\$	(352)	\$	91,928	88.8%	6.4%	\$	16,152	\$	108,080
500 Other Purchased Services																
518 Field Trips / Bus Rental	\$	2,734	\$	2,425	\$	3,000	\$	-	\$	3,000	80.8%	72.1%	\$	2,000	\$	5,000
522 Property & Liability Insurance	\$	47,784	\$	53,706	\$	52,838	\$	5,565	\$	58,403	92.0%	9.6%	\$	4,672	\$	63,075
530 Telephone	\$	10,856	\$	10,682	\$	11,000	\$	-	\$	11,000	97.1%	958.7%	\$	-	\$	11,000
540 Marketing	\$	6,242	\$	7,060	\$	9,000	\$	-	\$	9,000	78.4%	60.2%	\$	11,000	\$	20,000
Total 500:	\$	67,616	\$	73,873	\$	75,838	\$	5,565	\$	81,403	90.7%	32.3%	\$	17,672	\$	99,075



	(996 Students)			(1000 Students)			1016			% Change From Prior Mth	(2 Students)		
	FY24 Actuals	Current Yr Actuals	Approved Budget	Changes	FY25 Proposed Final Budget	% of Forecast	Changes	FY26 Proposed Budget	% of Forecast	Changes	FY26 Proposed Budget	Changes	FY26 Proposed Budget
600 Supplies and Materials													
610a Classroom Supplies	\$ 52,113	\$ 55,767	\$ 44,680	\$ 33,320	\$ 78,000	71.5%	8.7%	\$ 9,000	\$ 87,000				
610a TSSA - Supplies	\$ 7,610	\$ -	\$ 18,320	\$ (18,320)	\$ -	0.0%	0.0%	\$ -	\$ -				
610a LAND TRUST	\$ -	\$ 1,191	\$ 12,000	\$ (9,000)	\$ 3,000	39.7%	0.0%	\$ -	\$ 3,000				
610b Special Ed Supplies	\$ 9,522	\$ 4,505	\$ 10,000	\$ -	\$ 10,000	45.1%	9.3%	\$ -	\$ 10,000				
610 Elective Supplies	\$ -	\$ -	\$ 6,000	\$ (6,000)	\$ -	0.0%	0.0%	\$ -	\$ -				
610c Theatre Supplies	\$ 4,241	\$ 2,586	\$ 7,000	\$ -	\$ 7,000	36.9%	-11.9%	\$ -	\$ 7,000				
610d CCA Expenses	\$ 4,456	\$ 4,302	\$ 5,179	\$ -	\$ 5,179	83.1%	20.3%	\$ -	\$ 5,179				
610e Student Activity Supplies / Incentives	\$ 11,739	\$ 10,923	\$ 14,000	\$ -	\$ 14,000	78.0%	8.3%	\$ -	\$ 14,000				
610f Board Expenses/meals	\$ 3,666	\$ 6,157	\$ 10,000	\$ -	\$ 10,000	61.6%	138.2%	\$ -	\$ 10,000				
610g Office Supplies/General	\$ 34,581	\$ 39,487	\$ 35,000	\$ 5,000	\$ 40,000	98.7%	3.1%	\$ -	\$ 40,000				
610h Safety Supplies	\$ 1,602	\$ 1,958	\$ 4,000	\$ -	\$ 4,000	49.0%	0.0%	\$ -	\$ 4,000				
School Safety Grant	\$ 3,245	\$ 3,962	\$ -	\$ 3,133	\$ 3,133	126.5%	0.0%	\$ (3,133)	\$ -				
610i GWA Gives Back	\$ -	\$ (9)	\$ 1,300	\$ -	\$ 1,300	-0.7%	0.0%	\$ -	\$ 1,300				
610j First Aid Supplies	\$ 388	\$ 572	\$ 1,000	\$ -	\$ 1,000	57.2%	0.0%	\$ -	\$ 1,000				
610k Director Discretionary Fund	\$ 8,734	\$ 9,744	\$ 10,000	\$ -	\$ 10,000	97.4%	23.8%	\$ -	\$ 10,000				
610m Staff Lounge	\$ 5,033	\$ 8,045	\$ 6,000	\$ 2,045	\$ 8,045	100.0%	7.7%	\$ (45)	\$ 8,000				
610n Swag Store	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	\$ -	\$ -				
610o Christmas Party	\$ 4,975	\$ 4,999	\$ 5,000	\$ -	\$ 5,000	100.0%	0.0%	\$ -	\$ 5,000				
610p Health and Wellness	\$ 1,685	\$ 1,238	\$ 3,000	\$ -	\$ 3,000	41.3%	0.0%	\$ -	\$ 3,000				
610q Non Food Lunch Supplies	\$ 23,851	\$ 33,539	\$ -	\$ 33,664	\$ 33,664	99.6%	7.2%	\$ (3,664)	\$ 30,000				
621 Natural Gas	\$ 12,039	\$ 8,322	\$ 14,000	\$ (5,431)	\$ 8,569	97.1%	3.1%	\$ 5,431	\$ 14,000				
622 Electricity	\$ 43,346	\$ 43,172	\$ 43,000	\$ 4,184	\$ 47,184	91.5%	10.2%	\$ (4,184)	\$ 43,000				
630 School Lunch Prgm	\$ 248,244	\$ 263,748	\$ 230,000	\$ 33,748	\$ 263,748	100.0%	7.9%	\$ (13,748)	\$ 250,000				
641 Textbooks/Curriculum	\$ 47,705	\$ 31,245	\$ 79,794	\$ (46,100)	\$ 33,694	92.7%	43.7%	\$ -	\$ 33,694				
641 TSSA - Curriculum	\$ 39,200	\$ 42,533	\$ 39,200	\$ 11,500	\$ 50,700	83.9%	0.0%	\$ -	\$ 50,700				
641 UCCRSC	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	\$ -	\$ -				
641 Digital Teaching & Learning Curriculum	\$ 47,152	\$ 34,600	\$ 14,000	\$ 20,600	\$ 34,600	100.0%	0.0%	\$ (8,600)	\$ 26,000				
641 SpEd - Textbooks/Curriculum	\$ 922	\$ 28,938	\$ 29,855	\$ 15,000	\$ 44,855	64.5%	0.0%	\$ -	\$ 44,855				
644 Library Books	\$ 4,324	\$ 3,510	\$ 4,000	\$ -	\$ 4,000	87.8%	14.7%	\$ -	\$ 4,000				
650 Tech Related Supplies	\$ 46,519	\$ 3,772	\$ -	\$ 5,140	\$ 5,140	73.4%	1.8%	\$ -	\$ 5,140				
650 SpEd - Tech Related Supplies	\$ -	\$ 1,448	\$ -	\$ 1,448	\$ 1,448	100.0%	0.0%	\$ -	\$ 1,448				
734 Digital Teaching & Learning Hardware	\$ -	\$ 14,398	\$ -	\$ -	\$ -	0.0%	0.0%	\$ -	\$ -				
670 Educational Software	\$ 19,000	\$ -	\$ 15,700	\$ (15,700)	\$ -	0.0%	0.0%	\$ -	\$ -				
670 Early Interactive Software - Educational Software	\$ -	\$ 33,151	\$ -	\$ 33,151	\$ 33,151	100.0%	0.0%	\$ (33,151)	\$ -				
670 TSSA - Educational Software (\$75,900 between hardware/software)	\$ -	\$ 9,674	\$ 10,800	\$ 15,700	\$ 26,500	36.5%	0.0%	\$ -	\$ 26,500				
670 LAND TRUST - Educational Software	\$ 9,551	\$ 18,535	\$ 14,700	\$ 5,300	\$ 20,000	92.7%	0.0%	\$ -	\$ 20,000				
670 SpEd - Educational Software	\$ -	\$ -	\$ 3,400	\$ -	\$ 3,400	0.0%	0.0%	\$ -	\$ 3,400				
680 Maintenance Supplies & Material	\$ 37,421	\$ 38,419	\$ 40,000	\$ -	\$ 40,000	96.0%	1.8%	\$ -	\$ 40,000				
Total 600:	\$ 732,864	\$ 764,431	\$ 730,928	\$ 122,382	\$ 853,310	89.6%	7.0%	\$ (52,094)	\$ 801,216				
700 Property													
710 Land and Site Improvements & Building	\$ 99,353	\$ 62,376	\$ 25,000	\$ 48,000	\$ 73,000	85.4%	0.0%	\$ -	\$ 73,000				
710 School Safety Grant	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000	0.0%	0.0%	\$ (50,000)	\$ -				
733 Furniture and Fixtures	\$ 18,311	\$ 13,203	\$ 20,000	\$ -	\$ 20,000	66.0%	34.4%	\$ -	\$ 20,000				
733 SpEd - Furniture and Fixtures	\$ 1,533	\$ 1,080	\$ 1,296	\$ -	\$ 1,296	83.3%	0.0%	\$ -	\$ 1,296				
734 Technology Hardware	\$ 54,929	\$ -	\$ 2,700	\$ (2,700)	\$ -	0.0%	0.0%	\$ -	\$ -				
734 TSSA - Tech Hardware (\$75,900 between hardware/software)	\$ -	\$ -	\$ -	\$ 1,400	\$ 1,400	0.0%	0.0%	\$ -	\$ 1,400				
734 LAND TRUST - Hardware	\$ 18,607	\$ 56,901	\$ 55,000	\$ -	\$ 55,000	103.5%	0.0%	\$ -	\$ 55,000				
734 SpEd - Tech Hardware	\$ 3,108	\$ -	\$ 345	\$ -	\$ 345	0.0%	0.0%	\$ -	\$ 345				
734 ESSER III - Tech Hardware	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	\$ -	\$ -				
734 Digital Teaching & Learning Hardware	\$ -	\$ -	\$ 15,000	\$ -	\$ 15,000	0.0%	0.0%	\$ 5,000	\$ 20,000				
734 School Safety Grant	\$ 24,962	\$ 9,699	\$ -	\$ 10,833	\$ 10,833	89.5%	30.5%	\$ (10,833)	\$ -				
736 Technology Software	\$ 2,020	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	\$ 12,500	\$ 12,500				
736 TSSA - Software (\$75,900 between hardware/software)	\$ 38,782	\$ 54,818	\$ 48,000	\$ -	\$ 48,000	114.2%	0.0%	\$ -	\$ 48,000				
736 LAND TRUST - Software	\$ 10,773	\$ -	\$ 5,500	\$ (5,500)	\$ -	0.0%	0.0%	\$ -	\$ -				
736 SpEd - Software	\$ 2,771	\$ 1,680	\$ 1,800	\$ -	\$ 1,800	93.3%	0.0%	\$ -	\$ 1,800				
736 School Safety Grant	\$ 23,100	\$ 969	\$ -	\$ 473	\$ 473	204.9%	104.9%	\$ (473)	\$ -				
739 Kitchen Equipment	\$ 643	\$ -	\$ 23,440	\$ (10,440)	\$ 13,000	0.0%	0.0%	\$ -	\$ 13,000				
790 Cap Ex Fund	\$ 227,009	\$ 42,793	\$ 150,000	\$ -	\$ 150,000	28.5%	0.0%	\$ -	\$ 150,000				
Total 700:	\$ 525,901	\$ 243,519	\$ 348,081	\$ 92,066	\$ 440,147	55.3%	2.6%	\$ (43,806)	\$ 396,341				
800 Debt Service & Miscellaneous													
810 Dues and Fees	\$ 15,132	\$ 15,713	\$ 19,000	\$ -	\$ 19,000	82.7%	3.2%	\$ -	\$ 19,000				
830 Bond Restricted Assets (Interest)	\$ 469,512	\$ 430,386	\$ 436,912	\$ -	\$ 436,912	98.5%	10.0%	\$ -	\$ 436,912				
840 Bond Restricted Assets (Principal)	\$ 815,000	\$ 747,083	\$ 845,000	\$ -	\$ 845,000	88.4%	10.0%	\$ -	\$ 845,000				
833 Bond Fees	\$ 51,670	\$ 7,300	\$ 33,800	\$ -	\$ 33,800	21.6%	0.0%	\$ -	\$ 33,800				
890 Miscellaneous	\$ 618	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	\$ -	\$ -				
Total 800:	\$ 1,351,932	\$ 1,200,482	\$ 1,334,712	\$ -	\$ 1,334,712	89.9%	9.8%	\$ -	\$ 1,334,712				
Total Expenses:	\$ 10,156,583	\$ 9,673,713	\$ 10,759,528	\$ 256,983	\$ 11,016,511	87.8%	9.6%	\$ 727,736	\$ 11,744,247				
Net Income:	\$ 989,924	\$ 794,614	\$ 416,251	\$ 322,357	\$ 738,608	107.6%		\$ (205,735)	\$ 532,873				
Goal for Unrestricted Net Income:				\$ 250,000		Restricted Forecasted Spend Down		\$ 250,000					
Unrestricted Net Income:				\$ 702,718		Food Service	\$ (153,516)	\$ 532,873					
Restricted Net Income:				\$ 35,890		SpEd	\$ 35,890	\$ -					
Cap Ex Fund:		At year end:	\$ 176,393	Use: \$0	At year end:	\$ 283,600		\$ 433,600	At year end:				
(Unrestricted over \$350,000) Special Project Fund:		Beg of Year	\$ 185,261		At year end:	\$ 537,979		\$ 720,851.84	At year end:				
					35% SpEd Unrestricted	\$ 226,657							
Fund Reserve:			\$ 7,413,538		\$ 7,838,505				\$ 8,371,378				

# Early Learning Plan

## Planning Document 2025-2026

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code [53G-7-218](#), [53E-3-521](#), and Board Rule [R277-406](#).

### LEA Contact Information:

LEA Name

George Washington Academy

LEA Literacy Leader First and Last Name(s)

Heather Erickson

LEA Literacy Leader Email Address(es)

herickson@gwacademy.org

LEA Mathematics Leader First and Last Name(s)

Christine Giles

LEA Mathematics Leader Email Address(es)

cgiles@gwacademy.org

Please list your LEA Superintendency/Leadership that should be included in goal outcome communications. Please include their first and last name(s), title(s), and email address(es).

Blake Clark, Executive Director, [bclark@gwacademy.org](mailto:bclark@gwacademy.org), Christine Giles, Assistant Director, [cgiles@gwacademy.org](mailto:cgiles@gwacademy.org), Heather Erickson, Reading Specialist, [herickson@gwacademy.org](mailto:herickson@gwacademy.org)

## Literacy & Mathematics Curriculum:

### Literacy Curriculum:

Select your evidence-informed **core curriculum program(s) for grades K-3 literacy** along with the year published or edition.

\*Evidence-Informed Curriculum(s) (defined in [SB 127](#)) as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)

### [SB 127 \(2022\) Early Literacy Outcomes Improvement](#)

More than one box may be selected.

- ☒ CKLA (Amplify Core Knowledge Language Arts) 2nd Ed.
- ☐ EL Education Language Arts
- ☐ Imagine Learning EL Education
- ☐ Into Reading
- ☐ The Super Kids Reading Program (K-2)
- ☐ The Writing Road to Reading (Spalding)
- ☐ Wonders 2023
- ☐ 95% Group Core Phonics Program
- ☐ Bridge to Reading
- ☐ From Phonics to Reading Fluency Booster Practice Books
- ☐ Foundations K-3 2nd Ed. (11)
- ☒ Heggerty Phonemic Awareness 2022
- ☐ i-Ready Learning Magnetic Foundations 2023
- ☐ i-Ready Learning Magnetic Reading 2023
- ☐ IMSE Comprehensive and Morphology Orton Gillingham 2022
- ☐ PAF Reading Program 2023
- ☐ Phonics Suite Materials - Really Great Reading (Countdown, Blast, HD Word)
- ☐ Reading Horizons Discover Reading Foundations Kit 2023
- ☐ UFLI Foundations
- ☐ Other (Please add your evidence-informed curriculum below.)

Select your evidence-based **intervention program(s)/strategies for grades K-3 literacy** along with the year published or edition.

\*Evidence-based is defined in [SB 127](#) as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

### [SB 127 \(2022\) Early Literacy Outcome Improvement](#)

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

\*Software programs are not considered an eligible intervention curriculum for tier 2 and tier 3 instruction.

You are able to select more than one.

- ☒ 95% Group Phonics Lesson Library 1st Ed.
- ☒ 95% Group Phonological Awareness 1st Ed.
- ☐ Bridge The Gap 2020
- ☐ Read 180 Reading 2022
- ☐ Just Words (Wilson) 2009
- ☐ REWARDS 2nd Ed.
- ☐ SIPPS 4th Ed.
- ☒ SPIRE 4th Ed. 2020
- ☐ Voyager Passport 2020
- ☐ Wilson Reading System 4th Ed.
- ☐ Other (Please add your evidence-based instructional materials below.)

### Mathematics Curriculum:

List the evidence-informed **core curriculum** being used in tier 1 K-3 mathematics instruction.

For example: *Eureka Math Squared*, *iReady Classroom Mathematics 2024*, etc.

HMH Into Math

List the evidence-informed **intervention programs/strategies used for grades K-3 mathematics interventions**. For example: *Building Fact Fluency Kits*, *Kickstart Number Sense for Targeted Math Interventions*, *Bridges Interventions*, etc.

\*Software programs are not considered an eligible intervention curriculum for tier 2 and tier 3 instruction.

At George Washington Academy, Tier 2 math interventions are thoughtfully planned to provide targeted support based on student needs. Small group instruction is a key component, allowing teachers to focus on specific skill gaps using evidence-informed strategies. The Mathnasium Method is used to deliver customized, diagnostic-based instruction that builds number sense, fluency, and conceptual understanding through manipulatives, visuals, and guided practice. In the classroom, vertical whiteboard learning creates a multisensory and interactive environment that supports student engagement and deep thinking; while typically a Tier 1 practice, its structure is often adapted for Tier 2 interventions. Additional support is provided through supplemental fluency and number sense resources, including *HMH Into Math Intervention* materials, which offer targeted practice aligned to core concepts and help reinforce foundational skills.

### Components of Mathematics Instruction:

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Support Document: [Components of Early Mathematics Resources](#)



**Conceptual Understanding:** the comprehension and connection of concepts, operations, and relations. *For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks*

At George Washington Academy, a variety of evidence-based strategies are implemented to strengthen students' conceptual understanding in mathematics. Teachers design rich, open-ended tasks that promote reasoning and problem solving. These tasks are intentionally low-floor, high-ceiling to allow all students access while encouraging the use of multiple strategies and representations. The school has also adopted the principles of *Building Thinking Classrooms*, where students work in random groups at vertical whiteboards to foster visible thinking, collaboration, and deeper engagement. Meaningful mathematical discourse is emphasized through purposeful questioning, turn-and-talks, and structured group discussions, allowing students to explain their reasoning and learn from peers. Visual models and manipulatives—such as ten-frames, number lines, base-ten blocks, and rekenreks—are used consistently to bridge conceptual and procedural knowledge, particularly in Tier 2 small group instruction. Additionally, trained Mathnasium coaches provide targeted support in the Math Center through small-group sessions focused on foundational concepts using guided discovery and real-world applications tailored to each student's needs. Mathematical tasks that promote reasoning & problem solving. Teachers implement rich, open-ended tasks designed to deepen understanding and foster mathematical thinking. These tasks are often low-floor, high-ceiling to encourage multiple strategies and representations. Vertical Whiteboard Learning (Building Thinking Classrooms). GWA integrates the principles of *Building Thinking Classrooms* to encourage student-to-student discourse, collaboration, and visible thinking. These structures increase engagement while strengthening conceptual connections. Facilitating meaningful mathematical discourse. Teachers use purposeful questioning, turn-and-talks, and structured Use of Visual Models and Manipulatives. Tools such as ten-frames, number lines, base-ten blocks are incorporated into instruction to bridge conceptual and procedural knowledge, especially during Tier 2 small group support. Partner/group discussions to allow students to explain their reasoning and learn from peer strategies. Mathnasium Coaches in the Math Center: Small-group sessions led by trained coaches reinforce foundational concepts using guided discovery, visuals, and real-world application, aligned to each student's assessed needs.

**Procedural Fluency:** the meaningful, flexible, accurate, and efficient use of procedures to solve problems.

*For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)*

*The use of regular repeated timed testing will NOT be approved as research shows it is ineffective and damaging.*

At George Washington Academy, procedural fluency is developed through intentional and evidence-based instructional practices that promote accuracy, flexibility, and efficiency in problem-solving. Teachers build fluency from a foundation of conceptual understanding, ensuring students not only know how to perform procedures but also understand *why* they work. Students engage regularly in number talks, fluency routines, and strategy-based games that encourage mental math and promote efficient, accurate thinking. GWA educators collaborate regularly to share best practices and align instruction around effective fluency-building routines, drawing on resources from *HMH Into Math* and other high-quality programs. This supports this work by providing hands-on, engaging activities that reinforce core skills. These strategies are implemented during both core instruction and Tier 2 interventions, ensuring all students develop procedural fluency in meaningful and connected ways.

**Strategic and Adaptive Mathematics Thinking:** the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.

*For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.*

At George Washington Academy, strategic and adaptive mathematical thinking is cultivated through intentional engagement with the Utah Core Mathematics Standards, particularly the Standards for Mathematical Practice. Teachers design and facilitate rigorous, open-ended tasks that require students to make sense of problems, choose appropriate strategies, and persevere in solving them. Instruction regularly emphasizes reasoning, modeling, and the communication of mathematical thinking—encouraging students to justify their processes and defend their solutions. The use of vertical whiteboard learning, in alignment with *Building Thinking Classrooms*, creates opportunities for students to represent their thinking visually, collaborate in real time, and refine their strategies based on peer discussion and teacher feedback. Across all grade levels, students are guided to think flexibly, evaluate different solution paths, and develop confidence in problem solving—building a strong foundation for adaptive expertise in mathematics.

**Productive Disposition:** the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.

*For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.*

At George Washington Academy, fostering a productive disposition in mathematics is a key part of our instructional approach. Teachers intentionally create positive mathematical experiences that help students see math as useful, engaging, and relevant to their lives. Through goal setting and data tracking, students take ownership of their learning and recognize their growth over time. Classrooms emphasize a growth mindset by celebrating effort, persistence, and problem-solving rather than just correct answers. Teachers model and reinforce the idea that mistakes are a valuable part of learning, creating a safe environment where students feel confident to take risks. Strategies such as math journaling, reflection, and collaborative learning help students build resilience and a positive identity as mathematicians. These practices collectively support students in developing a steady, motivated approach to learning math with confidence and purpose.

## Goals:

### State Growth Goal:

The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

Per [53G-7-218](#) and [R277-406](#), an LEA that fails to meet the State Growth Goal in Math **MUST** participate in the USBE Math System of Support.

- ☒ We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

### Local Goals:

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. ([53G-7-218](#)) Please answer the questions below to generate your goals.

**Goal 1:** What is your LEAs last day of school?

May 21, 2026

What grade level will this goal focus on?

- ☐ Kindergarten  
☐ First Grade  
☐ Second Grade  
☒ Third Grade

What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Computation

What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- ☐ Maintain (for LEAs who have historically seen a negative change from BOY to EOY)
- ☒ 1%-3%
- ☐ 4%-6%
- ☐ 7%-10%
- ☐ 11% or higher

How will you achieve this goal? What evidence-based strategies will you implement?

To achieve increased growth in third-grade computation, we will implement a set of evidence-based strategies designed to build both conceptual understanding and procedural fluency. Instruction will emphasize the progression from visual models (such as base-ten blocks and number lines) to efficient algorithms, helping students make meaningful connections between concepts and procedures. Daily fluency routines using *Building Fact Fluency Kits* or similar tools will provide consistent, engaging practice with core computation skills. Targeted small group instruction will be informed by Acadience Math progress monitoring data, allowing teachers to focus on specific skill gaps and adjust instruction based on student needs. Additionally, number talks and math talks will be embedded into daily instruction to strengthen mental math strategies and encourage mathematical discourse. We will also incorporate *Building Thinking Classrooms* (BTC) practices, including random grouping and vertical board learning, to promote deep thinking, collaboration, and problem-solving in computation tasks. Professional Learning Communities (PLCs) will meet regularly to review data, align strategies, and support implementation of new instructional practices, with coaching provided as needed. Finally, students will participate in goal setting and reflection cycles, using bi-weekly progress monitoring to track their growth and build ownership of their learning. These combined efforts will create a comprehensive and responsive approach to improving computation outcomes for our third-grade students.

**Goal 2:** What is your LEAs last day of school?

May 21, 2026

What grade level will this goal focus on?

- ☐ Kindergarten
- ☒ First Grade
- ☐ Second Grade
- ☐ Third Grade

What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Computation

What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- ☐ Maintain (for LEAs who have historically seen a negative change from BOY to EOY)
- ☒ 1%-3%
- ☐ 4%-6%
- ☐ 7%-10%
- ☐ 11% or higher

How will you achieve this goal? What evidence-based strategies will you implement?

To increase fact fluency and computation growth in first grade, we will implement a series of evidence-based strategies focused on building foundational number sense and procedural fluency. Instruction will emphasize conceptual understanding through the use of manipulatives such as unifix cubes and ten-frames to support part-part-whole thinking and place value development. Students will participate in daily fluency routines for 5–10 minutes using *Building Fact Fluency Kits*, flashcards, and interactive games to build automaticity with addition and subtraction within 20. Small group instruction will be guided by Acadience Math data and in-class assessments, allowing for targeted intervention and flexible group adjustments. Teachers will regularly engage students in number talks to strengthen mental math strategies and promote mathematical discourse using visual models and academic vocabulary. A positive fluency culture will be fostered through student goal setting, classroom tracking charts, and celebration of growth with shout-outs and recognition. Ongoing professional collaboration during PLC meetings will support alignment of instruction and sharing of effective fluency strategies, with coaching and modeling available as needed. Additionally, families will receive at-home resources and monthly updates to reinforce fluency practice outside the classroom. Progress will be monitored bi-weekly through fluency assessments and Acadience computation probes, with mid-year data used to evaluate growth and adjust supports as needed. This collective effort aims to raise first-grade computation performance above the 60% state benchmark and lay a strong mathematical foundation for future success.

**Assurances:**

The LEA assures that it is in compliance with State Code 53E-4-307.5, [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

- ☒ Agree

The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

☒ Agree

Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.

☒ Agree

Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in [R277-406](#).

☒ Agree



## Fraud Risk Assessment

### INSTRUCTIONS:

- Reference the *Fraud Risk Assessment Implementation Guide* to determine which of the following recommended measures have been implemented.
- Indicate successful implementation by marking “Yes” on each of the questions in the table. Partial points may not be earned on any individual question.
- Total the points of the questions marked “Yes” and enter the total on the “Total Points Earned” line.
- Based on the points earned, circle/highlight the risk level on the “Risk Level” line.
- Enter on the lines indicated the entity name, fiscal year for which the Fraud Risk Assessment was completed, and date the Fraud Risk Assessment was completed.
- Print CAO and CFO names on the lines indicated, then have the CAO and CFO provide required signatures on the lines indicated.

# Fraud Risk Assessment

Continued

\*Total Points Earned: 395 /395 \*Risk Level: Very Low Low Moderate High Very High  
> 355 316-355 276-315 200-275 < 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	200	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	5	5
b. Procurement?	5	5
c. Ethical behavior?	5	5
d. Reporting fraud and abuse?	5	5
e. Travel?	5	5
f. Credit/Purchasing cards (where applicable)?	5	5
g. Personal use of entity assets?	5	5
h. IT and computer security?	5	5
i. Cash receipting and deposits?	5	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	20	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	10	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	20	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training ( <a href="https://training.auditor.utah.gov">training.auditor.utah.gov</a> ) within four years of term appointment/election date?	20	20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	20	20
7. Does the entity have or promote a fraud hotline?	20	20
8. Does the entity have a formal internal audit function?	20	20
9. Does the entity have a formal audit committee?	20	20

\*Entity Name: George Washington Academy

\*Completed for Fiscal Year Ending: 2025 \*Completion Date: 4/14/2025

\*CAO Name: Blake Clark \*CFO Name: Kevin Peterson

\*CAO Signature:  \*CFO Signature: 

\*Required



# Basic Separation of Duties

See the following page for instructions and definitions.

	Yes	No	MC*	N/A
1. Does the entity have a board chair, clerk, and treasurer who are three separate people?	x			
2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries?	x			
3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check "N/A".	x			
4. Are all the people who have access to blank checks different from those who are authorized signers?			x	
5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements?	x			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	x			
7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check "N/A".			x	
8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check "N/A".	x			
9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check "N/A".	x			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	x			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	x			
12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	x			

\* MC = Mitigating Control

# Basic Separation of Duties

## Continued

**Instructions:** Answer questions 1-12 on the Basic Separation of Duties Questionnaire using the definitions provided below.

☺ If all of the questions were answered “Yes” or “No” with mitigating controls (“MC”) in place, or “N/A,” the entity has achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will be answered “Yes.” 200 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

☹ If any of the questions were answered “No,” and mitigating controls are not in place, the entity has not achieved adequate basic separation of duties. Question 1 of the Fraud Risk Assessment Questionnaire will remain blank. 0 points will be awarded for question 1 of the Fraud Risk Assessment Questionnaire.

## Definitions:

**Board Chair** is the elected or appointed chairperson of an entity’s governing body, e.g. Mayor, Commissioner, Councilmember or Trustee. The official title will vary depending on the entity type and form of government.

**Clerk** is the bookkeeper for the entity, e.g. Controller, Accountant, Auditor or Finance Director. Though the title for this position may vary, they validate payment requests, ensure compliance with policy and budgetary restrictions, prepare checks, and record all financial transactions.

**Chief Administrative Officer (CAO)** is the person who directs the day-to-day operations of the entity. The CAO of most cities and towns is the mayor, except where the city has a city manager. The CAO of most local and special districts is the board chair, except where the district has an appointed director. In school districts, the CAO is the superintendent. In counties, the CAO is the commission or council chair, except where there is an elected or appointed manager or executive.

**General Ledger** is a general term for accounting books. A general ledger contains all financial transactions of an organization and may include sub-ledgers that are more detailed. A general ledger may be electronic or paper based. Financial records such as invoices, purchase orders, or depreciation schedules are not part of the general ledger, but rather support the transaction in the general ledger.

**Mitigating Controls** are systems or procedures that effectively mitigate a risk in lieu of separation of duties.

**Original Bank Statement** means a document that has been received directly from the bank. Direct receipt of the document could mean having the statement 1) mailed to an address or PO Box separate from the entity’s place of business, 2) remain in an unopened envelope at the entity offices, or 3) electronically downloaded from the bank website by the intended recipient. The key risk is that a treasurer or clerk who is intending to conceal an unauthorized transaction may be able to physically or electronically alter the statement before the independent reviewer sees it.

**Treasurer** is the custodian of all cash accounts and is responsible for overseeing the receipt of all payments made to the entity. A treasurer is always an authorized signer of all entity checks and is responsible for ensuring cash balances are adequate to cover all payments issued by the entity.



## **PROPOSAL FOR BOARD ACTION**

**Proposal Title:** FY25 Final Budget

**Submitted by:** Spencer Adams

**Originating Committee:** Finance Committee

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

### **Situation:**

Each year the board needs to vote on a final budget to close out the fiscal year.

### **Background Information, including a list of reviewing committees:**

The finance committee has met regularly throughout the year and are comfortable with the final numbers being presented.

### **Assessment:**

After reviewing trends from prior years, along with known expenses that have not hit the budget yet, we have adjusted the final numbers to reflect more realistically, yet conservatively, where we anticipate coming in at the end of the fiscal year.

### **Recommendation:**

It is recommended that the 'FY25 Proposed Final Budget' column being approved as the final FY25 budget.

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at [skelly@gwacademy.org](mailto:skelly@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.



## **PROPOSAL FOR BOARD ACTION**

**Proposal Title:** FY26 Original Budget

**Submitted by:** Spencer Adams

**Originating Committee:** Finance Committee

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

### **Situation:**

Each year the board needs to vote on an original budget to start out the upcoming fiscal year.

### **Background Information, including a list of reviewing committees:**

Blake and I have met several times reviewing plans for the upcoming year to ensure those plans would fit within the budget. Once the initial draft was complete, the finance committee went through and ironed it out.

### **Assessment:**

The State once again approved an increase to the WPU and local replacement fund. Even with the conservative approach to budgeting throughout the rest of the revenue, we are looking at an increase to revenue over \$522,000. With the already approved salary schedules being implemented, along with conservative budgets throughout, we once again have a very healthy budget to begin the year.

### **Recommendation:**

It is recommended that the 'FY26 Proposed Budget' column being approved as the original FY26 budget.

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at [skelly@gwacademy.org](mailto:skelly@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.



## **PROPOSAL FOR**

## **BOARD ACTION**

**Proposal Title:** Professional Geotechnical Services

**Submitted by:** Shannon Greer

**Originating Committee:**

**Situation:** A cost estimate for conducting a subsurface investigation, laboratory testing, engineering analysis and provide a geotechnical report for the proposed expansion.

**Background Information, including a list of reviewing committees:**

**Assessment:**

**Recommendation:** Approve the Cost Estimate of \$8,400.

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at [skelly@gwacademy.org](mailto:skelly@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.



Adobe Acrobat Sign

Proposal - George Washington ...

Options🔍?🌐



June 17, 2025

Hughes General Contractors, Inc.  
62 West Industrial Drive  
Washington, Utah 84780

Attention: Travis Davis  
email: travis@hughesgc.com

Subject: Proposal for Professional Geotechnical Services  
George Washington Academy Addition  
Washington, Utah  
Proposal No. 2251190

Applied Geotechnical Engineering Consultants, Inc., (AGEC) is pleased to provide a cost estimate for conducting a subsurface investigation, laboratory testing, engineering analysis and provide a geotechnical report for the proposed George Washington Academy Addition in Washington, Utah.

**PROPOSED CONSTRUCTION**

We understand it is proposed to construct an addition to the George Washington Academy as shown on Figure 1. It will be supported on conventional spread footings with slab on grade floors and constructed near to slightly above the existing grade. We understand the addition will be constructed using concrete tilt-up panels or reinforced concrete masonry units with a flat roof.

**ANTICIPATED SUBSURFACE CONDITIONS**


Based on our experience in the area, the subsurface conditions likely consist of near surface site grading fill or organic topsoil overlying lean clay. We anticipate that groundwater could be encountered at less than 5 feet below the existing grade.

3 required fields remaining

**PROPOSED STUDY**

Based on the request for proposal, proposed construction and the subsurface conditions anticipated, we recommend



 Adobe Acrobat Sign

Proposal - George Washington ...

Options 🔍 ? 🌐

### FEES

Based on the attached Scope of Services, the fees are summarized in Exhibit A (attached). Based on the subsurface conditions anticipated and the seismic parameters mapped for the site as per ASCE 7-16, a ground motion hazard analysis (GMHA) will likely provide more representative seismic lateral forces to be used for structural design. However, due to the type of proposed construction, we anticipate that the seismic forces will not likely govern the structural design. Consultation with the structural engineer could be considered to determine the potential impact of a change in seismic lateral forces used for design. If requested, we will provide a GMHA as part of our geotechnical study.

---

1420 South 270 East • St. George, Utah 84790 • (435) 673-6850 • FAX (435) 673-1044

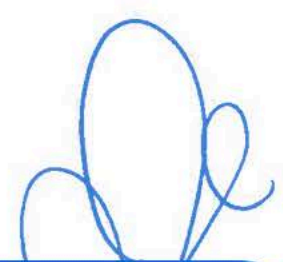
Hughes General Contractors, Inc.  
June 17, 2025  
Page 2

Proposal No. 2251190

We appreciate the opportunity of providing this proposal to you and look forward to working with you on this project. If this proposal meets with your approval, please sign the Engineering Services Agreement and return a copy to this office. Issuance of our reports is dependent on our receiving an executed copy of this agreement and/or payment for our services.

Sincerely,

APPLIED GEOTECHNICAL ENGINEERING CONSULTANTS, INC.



Arnold DeCastro, P.E.

<

3 required fields remaining

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## **PROPOSAL FOR BOARD ACTION**

**Proposal Title:** Special Education Independent Contractor Agreement--- UPDATED

**Submitted by:** Mireille Dennis Evans, Special Education Director

**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:**

The Special Education Independent Contractor Agreement template has been updated---

1. Insurance, Section 6: Language has been added to include the requirement that the contractor maintain either a Workers' Compensation Insurance Policy or a valid Workers' Compensation Waiver.
2. Confidentiality, Section 8: Language has been added to address the requirements for student data protection as outlined in Utah Code Section 53E-9-309.

### **Background Information, including a list of reviewing committees:**

1. Insurance, Section 6: Although Workers' Compensation Policies or Waivers are required and maintained on file for all contractors, this requirement was not previously included in the Independent Contractor Agreement.
2. Confidentiality, Section 8: The agreement did not incorporate all of the requirements outlined in Utah Code Section 53E-9-309 (Student Data Protection).

### **Assessment:**

n/a

### **Recommendation:**

The attached revised Independent Contractor Agreement should be reviewed and approved by the Board to ensure compliance with GWA policies and applicable state regulations.

Upon approval, the updated agreement will be distributed for signature by all parties for the 2025–2026 school year, replacing the currently signed version on file.

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at [skelly@gwacademy.org](mailto:skelly@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.

## GWA INDEPENDENT CONTRACTOR AGREEMENT

THIS INDEPENDENT CONTRACTOR AGREEMENT ("*this Agreement*"), is entered into effective the **1st day of August, 20\_\_** by and between: George Washington Academy, a Utah non-profit corporation ("*GWA*"), and \_\_\_\_\_ ("*Contractor*").

### RECITALS

WHEREAS Contractor has experience as a \_\_\_\_\_, and has the necessary training, equipment, and supplies to perform the services set forth in this Agreement; and

WHEREAS Contractor desires to contract with GWA and GWA desires to contract with Contractor to provide such services, on the terms, covenants, and conditions hereafter set forth.

### AGREEMENT

1. Scope of Work: GWA has hired Contractor to provide the following services:

---

Contractor will provide these services on an as needed basis and only when GWA requests such services, or as otherwise agreed by the parties. Contractor agrees to be reasonably available to GWA for this purpose.

2. Term of Agreement: The term of this Agreement and the performance of services hereunder shall commence on the date signed and will continue as long as GWA retains the services and talents of Contractor.

2.1. GWA shall have the right to immediately terminate this Agreement upon GWA's determination that it no longer requires the services of Contractor or Contractor has failed to perform the services required hereunder in accordance with the terms of the Agreement. Such termination shall be accomplished by delivery of written notice of termination ("Notice of Termination") to Contractor. Unless otherwise indicated in the Notice of Termination, such termination shall be effective immediately upon delivery of the Notice of Termination to Contractor. For purposes hereof, the Notice of Termination shall be deemed delivered (a) upon transmission by GWA to Contractor at the e-mail address set forth below if delivery is by e-mail; (b) at the time of personal delivery, if delivery is in person; (c) one (1) business day after deposit with an express overnight courier for United States deliveries, or two (2) business days after such deposit for deliveries outside of the United States, with proof of delivery from the courier requested; or (d) three (3) business days after deposit in the United States mail by certified mail (return receipt requested) for United States deliveries when addressed to Contractor at the address set forth below or at such other address as Contractor may designate by giving ten (10) days' advance written notice to GWA.



2.2. Contractor may terminate this Agreement upon 10 days written notice to GWA, at the address provided below.

Upon termination of this Agreement as set forth herein, all rights and obligations of the parties hereunder shall cease.

3. Compensation: Compensation shall be at a rate of \$\_\_\_\_\_ and is based solely on work that is performed pursuant to the terms of this Agreement, properly recorded, and invoiced.

4. Payment Terms: Contractor will invoice GWA \_\_\_\_\_ for services provided during the previous month and shall include with the invoice such documentation as GWA may require substantiating the compensation requested. GWA shall submit payment to Contractor **within 15 days of receipt**.

5. Relationship of Parties: In all matters relating to this Agreement, Contractor is not an employee of GWA but is engaged as an independent contractor in a professional capacity. As such, Contractor is not entitled to any of the employee benefits provided by GWA to its employees, nor is Contractor eligible for unemployment benefits or workers compensation. Furthermore, GWA is not responsible for paying any income taxes, unemployment taxes, Social Security taxes or any other taxes to any government agency in relation to the services provided hereunder.

5.1. Contractor agrees to indemnify and hold harmless GWA from all claims or suits related to any of the matters set forth in section 5.

5.2. No agent, employee or servant of one party shall be or be deemed to be the employee, agent, or servant of the other.

5.3. Contractor shall be solely and entirely responsible for its acts, damages, losses, and/or injuries, and for the acts, damages, losses, and/or injuries of its agents, employees, servants, and subcontractors in connection with the performance of this Agreement.

5.4. Neither party shall act on behalf of or represent directly or by implication as having authority to act on behalf of the other party, except as specifically set forth in this Agreement.

5.5. USBE shall have permission to request information directly from Contractor as it relates to services provided and this Agreement.

6. Insurance: Contractor shall obtain, at its expense, and keep in effect during the term of this Agreement, insurance that is standard in Contractor's industry as well as **Workers Compensation or Workers Compensation Waiver**. This coverage may be written in combination with commercial general liability insurance maintained by Contractor (with separate limits). Limits of coverage per accident or occurrence shall not be less than \$1,000,000 per incident, and \$3,000,000 annually.

7. Background Check: Contractor shall submit to and pay for a current criminal background check and provide the results of the same to GWA. Contractors who work directly with students and/or who may have unsupervised access to children may be subject to a higher-level background check prior to beginning work.

8. Confidentiality: Contractor has, or will have, access to certain confidential, personally identifiable Student Data. Student Data refers to all personally identifiable student information, including personal and family details, social, behavioral, and psychological information, academic performance and progress, and program goals. Contractor shall use Student Data strictly for the purpose of providing the contracted services to GWA within the terms of the agreement.

Access to Student Data is strictly limited to individuals with a legitimate "need to know" to effectively provide services or support the student. Unless the student's parent gives written consent through GWA authorizing otherwise, Student Data may only be shared with those directly involved in the student's education, including special education teachers, general education teachers, related service providers, and the special education director. As authorized by law or court order, Contractor shall share Student Data with law enforcement when legally required.

Contractor will take reasonable measures to ensure that all Student Data received will be safeguarded to protect against intentional or accidental disclosure to any third party, or unauthorized access to such information. GWA or its designee may audit Contractor at any time to verify compliance. Upon completion of the Agreement (if not renewed), or at the request of GWA, Contractor shall return, destroy, or permanently delete all Student Data in its possession.

9. Interpretation: The parties agree that this Agreement is the product of negotiation and expressly waive the rule of interpretation of a writing against the drafter.

10. Indemnity: Contractor agrees to indemnify and hold GWA harmless from all claims, judgments, costs, suits, debts or liabilities, including attorney fees, resulting from Contractor's performance or failure to perform any activities hereunder or in relation to this Agreement or from violation of any federal or state laws or regulations. In addition thereto, Contractor shall defend and hold GWA harmless from any worker's compensation claim or unemployment insurance claim made by Contractor, its officers, directors, employees, agents and servants or made on Contractor's behalf.

11. Non-Assignment: Contractor may not assign this Agreement without GWA's written consent.

12. Default: Attorney Fees and Costs: Should any party default in any of the covenants or agreements herein contained, that defaulting party shall pay all costs and expenses, including reasonable attorney fees, which may arise or accrue from enforcing this Agreement or in pursuing any remedy provided hereunder or by applicable law or in defending in any such action, as applicable, whether such remedy is pursued by filing suit or otherwise.



13. No Waiver: The failure of any party hereto to exercise any right, power, or remedy provided under this Agreement or otherwise available in respect hereof at law or in equity, or to insist upon compliance by any other party hereto with its obligations hereunder, and any custom or practice of the parties at a variance with the terms hereof, shall not constitute a waiver by such party of its right to exercise any such or other right, power, or remedy or to demand such compliance.

14. Severability: If any provisions of this agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of the Agreement is invalid or unenforceable, but that by limiting such provision it would become valid or enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

15. Notices: All notices or communications to be given under this Agreement shall be given in writing and either personally delivered or deposited in the mail to the address shown below of the party entitled to receive notice, postage prepaid, registered or certified, or e-mailed to Contractor at the e-mail address listed below. The e-mail address or address of either party may be changed by written notice to the other party.

16. Entire Agreement: This written document contains the entire understanding and agreement of the parties on the subject matter set forth herein and supersedes any prior agreement relating to these matters. No promises or inducements have been made other than those reflected herein, and no party is relying on any statement or representation by any person except those set forth herein, including without limitation oral or written summaries of this Agreement. All negotiations, understandings, representations and preliminary agreements are merged herein. This Agreement supersedes and replaces all previous agreements entered into by the parties. The parties intend this document to be the final and exclusive expression of their agreement.

17. Modification: This Agreement may not be modified, amended or revoked unless in writing signed by all the parties hereto.

18. Governing Law, Jurisdiction, and Choice of Forum: This Agreement shall be governed by and construed in accordance with the laws of the State of Utah, without giving effect to the principles of conflicts of law thereof. Any action brought to enforce or interpret any provision of this Agreement or that otherwise arises under this Agreement shall be brought in the Fifth Judicial District Court for Washington County, State of Utah.

19. Binding Effect: This Agreement shall apply to, inure to the benefit of and bind all parties hereto, their permitted assigns, heirs, personal representatives and other successors.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year signed below.

**George Washington Academy, a Utah Non-Profit Corporation**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Address: 2277 South 3000 East  
Saint George, UT 84790

**Contractor**

Name: \_\_\_\_\_

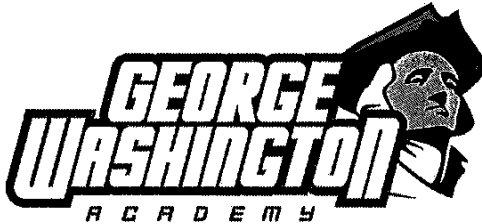
Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Email Address: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_



## **PROPOSAL FOR BOARD ACTION**

**Proposal Title:** Carpet Replacement

**Submitted by:** Steve Erickson

**Originating Committee:** Campus Management

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:**

We have a few classrooms that need carpet fixed or replaced.

**Background Information, including a list of reviewing committees:**

The carpet in Rooms 113, 126, and 127 is in need of repair due to wear and damage. In addition, Rooms 105, 107, 128, 130, and 131 require full carpet replacement. To manage costs and timing, we had several companies provide bids for both partial and full repairs, giving us the option to address some rooms now and others later.

**Assessment:**

**Recommendation:**

We were not able to take this to a committee do provide a recommendation. We have used Cody Alexander in the past to do the rooms in the older part of the building. The other companies are also well established so any option should be good options. Each company believes they can get it done before school starts.

Please submit this form with all accompanying paperwork to the Board Clerk, Shelbi Kelly, at [skelly@gwacademy.org](mailto:skelly@gwacademy.org) by the 15<sup>th</sup> day of the month of the Board meeting.



**Sunset Flooring**  
 1361 E. Red Hills Pkwy Ste A  
 St. George, UT 84770  
 U.S.A.

Voice: (435)-688-1811  
 Fax: (435)-688-7087

# QUOTATION

Quote Number: 18445  
 Quote Date: Jun 4, 2025  
 Page: 1

Quoted To:
GEORGE WASHINGTON ACADEMY 2277 S 3000 E 435-862-7518 ST GEORGE, UT 84770 U.S.A.

Ship To:
GEORGE WASHINGTON ACADEMY 2277 S 3000 E EACH ROOM 435-862-7518 4 ROOMS TOTAL ST GEORGE, UT 84770 U.S.A.

Customer ID	Good Thru	Payment Terms	Sales Rep
GEORGE_W	7/4/25	50% Down - Balance Due upon Completio	

Floor prep may be needed once existing flooring is removed and/or once installer is on site and may result in an extra charge.

Quantity	Item	Description	Unit Price	Amount
83.40		OPTION RUBBER BASE		
		Broadloom Commercial Carpet	15.00	1,251.00
83.40		Install and put under rubber base LEAVE	6.25	521.25
		EXISTING BASE		
3.00		Glue	65.00	195.00
83.40		Glue Down Carpet Removal	3.00	250.20
Subtotal				2,217.45
Sales Tax				
TOTAL				2,217.45

## Authorization Signature and Date

**SPECIAL ORDERS CAN NOT BE CANCELED OR RETURNED**

**IF PAYING WITH A CREDIT CARD THERE WILL BE A 3% PROCESSING FEE**

TERMS: Half down on total price is required to order. All accounts are due upon completion. FINANCE CHARGES of 1.5% per month (ANNUAL PERCENTAGE RATE OF 18%) on all past due accounts.

CONDITIONS OF SALE: Sunset Flooring agrees to sell and the purchaser agrees to buy all of the merchandise described above at the price and upon the terms herein stated. Time is of the essence of this contract and if default be made by the purchaser in any part of any of the terms of sale, the Seller may, at its election file a lien on the premises improved (if any) and/or file suit to collect the amount due, including the right, if elected by Seller, to foreclose on the lien. If collection is made by lien or otherwise the Purchaser agrees to pay amount due until paid, also collection costs including reasonable attorney's fees. These conditions of sale shall apply to any changes made to the original.

**Sunset Flooring**  
 1361 E. Red Hills Pkwy Ste A  
 St. George, UT 84770  
 U.S.A.

Voice: (435)-688-1811  
 Fax: (435)-688-7087

# QUOTATION

Quote Number: 18546  
 Quote Date: Jun 16, 2025  
 Page: 1

Quoted To:
GEORGE WASHINGTON ACADEMY 2277 S 3000 E 435-862-7518 ST GEORGE, UT 84770 U.S.A.

Ship To:
GEORGE WASHINGTON ACADEMY 2277 S 3000 E 435-862-7518 ST GEORGE, UT 84770 U.S.A.

Customer ID	Good Thru	Payment Terms	Sales Rep
GEORGE_W	7/16/25	50% Down - Balance Due upon Completi	

Floor prep may be needed once existing flooring is removed and/or once Installer is on site and may result in an extra charge.

Quantity	Item	Description	Unit Price	Amount
		OPTION RUBBER BASE PATCHES IN CARPET EXISTING 4 AREAS		300.00
Subtotal				300.00
Sales Tax				
<b>TOTAL</b>				<b>300.00</b>

## Authorization Signature and Date

**SPECIAL ORDERS CAN NOT BE CANCELED OR RETURNED**

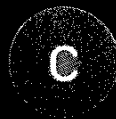
**IF PAYING WITH A CREDIT CARD THERE WILL BE A 3% PROCESSING FEE**

TERMS: Half down on total price is required to order. All accounts are due upon completion. FINANCE CHARGES of 1.5% per month (ANNUAL PERCENTAGE RATE OF 18%) on all past due accounts.

CONDITIONS OF SALE: Sunset Flooring agrees to sell and the purchaser agrees to buy all of the merchandise described above at the price and upon the terms herein stated. Time is of the essence of this contract and if default be made by the purchaser in any part of any of the terms of sale, the Seller may, at its election file a lien on the premises improved (if any) and/or file suit to collect the amount due, including the right, if elected by Seller, to foreclose on the lien. If collection is made by lien or otherwise the Purchaser agrees to pay amount due until paid, also collection costs including reasonable attorney's fees. These conditions of sale shall apply to any changes made to the original.

4:59

45%



Cody

figured out. I'm just bidding one room and then u can decide how many rooms u want to do depending on price. If that makes sense.

Wednesday 12:04 PM

Any luck?

Delivered

Today 4:58 PM

Looks like for each class room it's 93.33 yds, 120 ft black rubber base, new glue, removal of existing carpet and base, floor prep and installation of New Carpet. \$3426.57 per class room

+ iMessage





# Estimate

Carpets Plus  
1301 W. Sunset Blvd.  
St George, UT 84770  
Phone: 435-628-0870  
Email: carpetsplus@cplhp.com

Order #	Date
62215	05/30/2025



<b>Bill To:</b>	
George Washington Academy 2277 South 3000 East St. George, UT 84790 Phone: 862-6318	
Customer: George Washington Academy	

<b>Ship To:</b>
George Washington Academy 2277 S 3300 E St George Jessica 435-862-7518 jbentley@gwacademy.org
Contact: George Washington Academy PO Number: Patch Carpet 3 Rooms

Sales Rep	Payment Terms	FOB Point	Carrier	Ship Service	Date Scheduled
Kurt	COD	Origin	Will Call		05/30/2025

Item #	Type	Number	Description	Unit Price	Qty Ordered	Total Price
1	Sale	Labor-Misc	Patch Carpet In Rooms 126 - 127 - 113	\$225.00	1 ea	\$ 225.00

Subtotal: \$225.00  
Sales Tax: \$0.00  
Total: \$225.00  
Paid: \$0.00  
Balance Due: \$225.00

Approval: \_\_\_\_\_ Date: \_\_\_\_\_

May 30, 2025 11:49:36 AM MDT



# Estimate

Carpets Plus  
1301 W. Sunset Blvd.  
St George, UT 84770  
Phone: 435-628-0870  
Email: carpetsplus@cplhp.com

Order #	Date
62201	05/30/2025



<b>Bill To:</b>	
George Washington Academy 2277 South 3000 East St. George, UT 84790 Phone: 435-862-6318	
Customer: George Washington Academy	

<b>Ship To:</b>
George Washington Academy 2277 S. 3000 E. St George Jessa 435-862-7518 jbentley@gwacademy.org ROOM 107
Contact: George Washington Academy

Sales Rep	Payment Terms	FOB Point	Carrier	Ship Service	Date Scheduled
Kurt	COD	Origin	Will Call		05/30/2025

Item #	Type	Number	Description	Unit Price	Qty Ordered	Total Price
1	Sale	Labor Note	---ROOM 107 - BROADLOOM CARPET---	\$0.00	1 ea	\$ 0.00
2	Note					
3	Sale	Prod-Carpet	MK Scholarship II 26 oz Nylon Carpet 12 x 64	\$35.36	85.33 sqyd	\$ 3,017.27
4	Sale	Labor Carpet Designer	Install Glue Down Carpet & Glue	\$8.50	85.33 sqyd	\$ 725.30
5	Sale	Labor Remove & Dispose of Carpet and Pad	Labor Remove & Dispose of Glue Down Carpet	\$8.75	85.33 sqyd	\$ 746.64
6	Sale	Freight-Shipping	Freight/Shipping Charge NO RETURNS ON SPECIAL ORDER MERCHANDISE ! PRICING SUBJECT TO CHANGE DAILY	\$85.33	1 ea	\$ 85.33

Subtotal: \$4,574.55  
Sales Tax: \$0.00  
Total: \$4,574.55  
Paid: \$0.00  
Balance Due: \$4,574.55

Approval: \_\_\_\_\_ Date: \_\_\_\_\_

May 30, 2025 10:16:21 AM MDT



# Estimate

Carpets Plus  
1301 W. Sunset Blvd.  
St George, UT 84770  
Phone: 435-628-0870  
Email: carpetsplus@cplhp.com

Order #	Date
62199	05/30/2025



<b>Bill To:</b>
George Washington Academy 2277 South 3000 East St. George, UT 84790 Phone: 435-862-6318
Customer: George Washington Academy

<b>Ship To:</b>
George Washington Academy 2277 S. 3000 E St George Jessica 435-862-7518 jbentley@gwacademy.org ROOM 105

Contact: George Washington Academy

Sales Rep	Payment Terms	FOB Point	Carrier	Ship Service	Date Scheduled
Kurt	COD	Origin	Will Call		05/30/2025

Item #	Type	Number	Description	Unit Price	Qty Ordered	Total Price
1	Sale	Labor Note	ROOM 105 - BROADLOOM CARPET	\$0.00	1 ea	\$ 0.00
2	Note					
3	Sale	Prod-Carpet	MK Scholarship II 26 oz Nylon Carpet 12 x 64	\$35.36	85.33 sqyd	\$ 3,017.27
4	Sale	Labor Carpet Designer	Install Glue Down Carpet & Glue	\$8.50	85.33 sqyd	\$ 725.30
5	Sale	Labor Remove & Dispose of Carpet and Pad	Labor Remove & Dispose of Glue Down Carpet	\$8.75	85.33 sqyd	\$ 746.64
6	Sale	Freight-Shipping	Freight/Shipping Charge NO RETURNS ON SPECIAL ORDER MERCHANDISE ! PRICING SUBJECT TO CHANGE DAILY	\$85.33	1 ea	\$ 85.33

Subtotal: \$4,574.55  
Sales Tax: \$0.00  
Total: \$4,574.55  
Paid: \$0.00  
Balance Due: \$4,574.55

Approval: \_\_\_\_\_ Date: \_\_\_\_\_

May 30, 2025 10:13:23 AM MDT



# Estimate

Carpets Plus  
1301 W. Sunset Blvd.  
St George, UT 84770  
Phone: 435-628-0870  
Email: carpetsplus@cplhp.com

Order #	Date
62205	05/30/2025



<b>Bill To:</b>	
George Washington Academy 2277 South 3000 East St. George, UT 84790 Phone: 862-6318	
Customer: George Washington Academy	

<b>Ship To:</b>
George Washington Academy 2277 S. 3000 E. St George Jessica 435-862-7518 jbentley@gwqcademy.org ROOM 128
Contact: George Washington Academy PO Number: Room 128 Broadloom

Sales Rep	Payment Terms	FOB Point	Carrier	Ship Service	Date Scheduled
Kurt	COD	Origin	Will Call		05/30/2025

Item #	Type	Number	Description	Unit Price	Qty Ordered	Total Price
1	Sale	Labor Note	ROOM 128 - BROADLOOM CARPET	\$0.00	1 ea	\$ 0.00
2	Sale	Prod-Carpet	MK Scholarship II 26 oz Nylon Carpet	\$35.36	82.67 sqyd	\$ 2,923.21
3	Sale	Labor Carpet Designer	Install Glue Down Carpet & Glue	\$8.90	82.67 sqyd	\$ 735.76
4	Sale	Labor Remove & Dispose of Carpet and Pad	Labor Remove & Dispose of Glue Down Carpet	\$8.75	82.67 sqyd	\$ 723.36
5	Sale	Freight-Shipping	Freight/Shipping Charge NO RETURNS ON SPECIAL ORDER MERCHANDISE ! PRICING SUBJECT TO CHANGE DAILY	\$82.67	1 ea	\$ 82.67

Subtotal:	\$4,465.00
Sales Tax:	\$0.00
Total:	\$4,465.00
Paid:	\$0.00
Balance Due:	\$4,465.00

Approval: \_\_\_\_\_ Date: \_\_\_\_\_

May 30, 2025 11:22:36 AM MDT



# Estimate

Carpets Plus  
1301 W. Sunset Blvd.  
St George, UT 84770  
Phone: 435-628-0870  
Email: carpetsplus@cplhp.com

Order #	Date
62209	05/30/2025



<b>Bill To:</b>
George Washington Academy 2277 South 3000 East St. George, UT 84790 Phone: 862-6318
Customer: George Washington Academy

<b>Ship To:</b>
George Washington Academy 2277 S. 3000 E. St George Jessica 435-862-7518 jbentley@gwqcademy.org ROOM 130
Contact: George Washington Academy PO Number: Room 130 Broadloom

Sales Rep	Payment Terms	FOB Point	Carrier	Ship Service	Date Scheduled
Kurt	COD	Origin	Will Call		05/30/2025

Item #	Type	Number	Description	Unit Price	Qty Ordered	Total Price
1	Sale	Labor Note	ROOM 130 - BROADLOOM CARPET	\$0.00	1 ea	\$ 0.00
2	Sale	Prod-Carpet	MK Scholarship II 26 oz Nylon Carpet	\$35.36	82.67 sqyd	\$ 2,923.21
3	Sale	Labor Carpet Designer	Install Glue Down Carpet & Glue	\$8.90	82.67 sqyd	\$ 735.76
4	Sale	Labor Remove & Dispose of Carpet and Pad	Labor Remove & Dispose of Glue Down Carpet	\$8.75	82.67 sqyd	\$ 723.36
5	Sale	Freight-Shipping	Freight/Shipping Charge NO RETURNS ON SPECIAL ORDER MERCHANDISE I PRICING SUBJECT TO CHANGE DAILY	\$82.67	1 ea	\$ 82.67

Subtotal: \$4,465.00  
Sales Tax: \$0.00  
Total: \$4,465.00  
Paid: \$0.00  
Balance Due: \$4,465.00

Approval: \_\_\_\_\_ Date: \_\_\_\_\_

May 30, 2025 11:23:36 AM MDT





# Estimate

Carpets Plus  
1301 W, Sunset Blvd.  
St George, UT 84770  
Phone: 435-628-0870  
Email: carpetsplus@cplhp.com

Order #	Date
62210	05/30/2025



<b>Bill To:</b>	
George Washington Academy 2277 South 3000 East St. George, UT 84790 Phone: 862-6318	
Customer: George Washington Academy	

<b>Ship To:</b>
George Washington Academy 2277 S. 3000 E. St George Jessica 435-862-7518 jbentley@gwacademy.org ROOM 131

Contact: George Washington Academy PO Number: Room 131 Broadloom
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Sales Rep	Payment Terms	FOB Point	Carrier	Ship Service	Date Scheduled
Kurt	COD	Origin	Will Call		05/30/2025

Item #	Type	Number	Description	Unit Price	Qty Ordered	Total Price
1	Sale	Labor Note	ROOM 131 - BROADLOOM CARPET	\$0.00	1 ea	\$ 0.00
2	Sale	Prod-Carpet	MK Scholarship II 26 oz Nylon Carpet	\$35.36	82.67 sqyd	\$ 2,923.21
3	Sale	Labor Carpet Designer	Install Glue Down Carpet & Glue	\$8.90	82.67 sqyd	\$ 735.76
4	Sale	Labor Remove & Dispose of Carpet and Pad	Labor Remove & Dispose of Glue Down Carpet	\$8.75	82.67 sqyd	\$ 723.36
5	Sale	Freight-Shipping	Freight/Shipping Charge NO RETURNS ON SPECIAL ORDER MERCHANDISE I PRICING SUBJECT TO CHANGE DAILY	\$82.67	1 ea	\$ 82.67

Subtotal: \$4,465.00  
Sales Tax: \$0.00  
Total: \$4,465.00  
Paid: \$0.00  
Balance Due: \$4,465.00

Approval: \_\_\_\_\_ Date: \_\_\_\_\_

May 30, 2025 11:25:34 AM MDT