

These Minutes are Pending Board Approval

Mission Statement: "ACADEMICS. LEADERSHIP. COMMUNITY."

George Washington Academy

Thursday January 22, 2026

7:00 p.m.

Board Meeting Minutes

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

The Board meeting convened at 7:00 p.m.

Board Welcome: Shannon Greer, President

Roll Call: Shannon Greer

Prayer: Kevin Peterson

Pledge of Allegiance: Chance Manzanares

Board Members Present: Kevin Peterson, Shannon Greer, Brady Pearce, Laura Pressley, Sharna Rowe, Casey Unrein, Laura Snelson, Rachel Richins, Blake Clark, and Shelbi Kelly.

Others Present: Christine Giles, Chance Manzanares, Debbie Kauvaka, Jenna Ayers, Steve Erickson, Spencer Adams, Lisa Riel, Emily Winona.

Strategic Planning

Laura Snelson led a discussion for the continuation of strategic planning. She had sent out a survey to be completed prior to the meeting. Only 6 board members had completed the survey. She had hoped to have more engagement from not only the board but the admin team as well. Clearer expectations were made and the survey will be sent out again to be completed prior to the next meeting. Laura S. and Sharna and any one else who wishes to meet prior to the meeting to streamline the discussion will meet between now and the February meeting.

Approval of Minutes:

Rachel made a motion to approve the Minutes from the December 11th, 2025 Board Meeting. Kevin seconded the motion. The motion passed unanimously. All present voted in favor: Kevin Peterson, Shannon Greer, Brady Pearce, Laura Pressley, Sharna Rowe, Casey Unrein, Laura Snelson, Rachel Richins.

Public Opportunity to Address the Board:

None

Set time for adjournment

Sharna set time for adjournment at 8:37.

Teacher Report:

Emily wanted to share some wins they received from the faculty and staff. Lexi Toia shared that the RISE testing is happening now. They don't have the data but will soon have it to make adjustments with their team. They just completed the Renaissance unit. Next week they will have Renaissance day where they will do different projects like painting on their back to replicate the Sistine Chapel. These hands-on activities help to cement the knowledge from the unit and ends up being one of the favorite days of the year. Lisa reported that Ms. Cooper had celebrated that she had a 6th grade student in her digital literacy class that struggled with being respectful and following directions. As they worked on the Stop Motion Project she began to see a shift. He collaborated effectively with group members and shifted to a win-win mind set. Their project was the best she has seen in all her years.

Administration Report:

Blake Clark gave the report. He had send out a board update that had a lot of data. Outlined in the update was data for behavior from August to December. There is academic reading data from BOY to MOY. Dips have been minimal. There are many grades that are close to the 80% growth. Kevin asked why there has been an improvement in the trajectory of the test scores. Blake said he believed it was because of the teachers and the instruction. The past few years they have invested a lot in instruction that the teachers have embraced. The report card came out in January, usually it comes out in October. The growth is higher than it has been. ELL went down to developing, Christine and the ELL team have created a plan they will share with the faculty. Looking forward to expansion. They are looking at the feedback from teachers about mathnasium - there was a survey given out. Many teachers want that time back for their students. The way the math center teaches is more of learning by memorization which is different than what is done in the classrooms with the vertical boards. They want to make sure the data is representative of turning into grade level standards. Shannon asked if Mathnasium only had a one year contract, it is. Christine said that Mathnasium made a significant pivot in January so they haven't seen any results yet. Casey asked how skilled they are at teaching math. Christine explained that they teach with a sit and get and memorize platform which conflicts with the way GWA teachers teach. Many students don't enjoy going since they just sit and do work sheets. All reports have been completed.

Financial Report: Spencer Adams gave the report. Looking at the budget report as of the end of December. The State Revenue from the forecasted column is trued up. Local revenue can fluctuate a little depending on the actuals as we go through the second half of the year. Federal revenue- IDEA and title funds are still waiting to be uploaded once they are awarded. Expenses are looking great. Most of the major categories are right on track. There are a couple that are trending a little high but really not too bad, especially when we consider the timing of the purchases being the beginning of the year. Looking to finish the year strong. We typically exceed the net income on the forecast column, there is no reason it won't happen again. Rachel asked if Mathnasium is on the budget. It's the third line. Sharna asked about all the colors on the report.

Kevin said that the very bottom is the spend carry over. Laura Snelson asked if grant money goes into the budget report. Spencer explained a few of the colors and line items. The board has the committee minutes to review for more explanation on what the finance committee talks about. Kevin said that the change column is the easiest way to read the report. Reports are not completely done but will be done by the 30th.

Committee Reports (3 min each):

- **Policies Committee** – Nothing to report.
- **Finance Committee** – Nothing to report.
- **Audit Committee** - Nothing to report.
- **Benefits Committee** – Nothing to report.
- **Curriculum Committee** – Nothing to report.
- **Outreach Committee** – Laura Pressley, April 24 there will be a school wide birthday party for the 20-year anniversary during the school lunch.
- **Technology Committee** - Nothing to report.
- **LAND Trust Committee** – Nothing to report.
- **PTO Committee** – PTSO this last meeting with students. It was a great opportunity to watch the kids step up. They are trying to figure out if the PTO is part of the school for tax filing purposes or its own. They are looking at getting 3 bids. It should take a few months to get it all figured out but they are working to make it its own entity. The Health and Safety fair is this Saturday.
- **Board Development Committee** – There will be 3 board seats available. If there is someone that has expressed interest or that anyone would like to refer please send names to Shannon.
- **Campus Management Committee** –Nothing to report.

Discussion and/or Action Items:

- Kevin made a motion to accept the Policy 365: E-bike, electric scooter, and other personal wheeled transportation policy as outlined in the board packet. Seconded by Rachel. Kevin asked how many bikes and wheeled vehicles come to school each day. There are about 20 kids now. Some of the vehicles that are being used go faster than the cars. Casey thinks the policy should lead with wheeled transportation policy instead of specifying types at the beginning. Shannon asked if the school has the authority to enforce things like making sure the bike is in a good working position. She said the intent is good but wants to make sure that what is written is actually enforceable. Sharna pointed out that putting in the policy that it is not the schools responsibility to maintain the kids' bikes does not mean they will not help. What do we do if the kids aren't wearing a helmet? Rachel said she believed it was important for the school to have a policy like this to show that the school values safety. Laura P. commented that along with the first priority being the safety of the students it was important to make sure that the liability is shifted. The motion was split 4 to 4. Brady, Laura P, Laura S and Rachel voted yes. Shannon, Sharna, Kevin and Casey voted no. More discussion about the importance of having a policy specifically for legal protection for the school. Brady said he voted yes

because he thought it was more important to have it than not have it and it can always be refined later. His concern is the enforcement of it. He wants to make sure that everyone is on the same page with how to enforce it. Kevin modified his motion. Kevin made a motion to approve the policy as is with expectation that within 60 days the concerns will be amended and brought back to the board. Rachel seconded the motion. Those in favor: Kevin Peterson, Shannon Greer, Brady Pearce, Laura Pressley, Sharna Rowe, Laura Snelson, Rachel Richins. Those opposed: Casey Unrein.

Kevin made a motion to continue the meeting. Brady seconded the motion.

- Brady made a motion to approve the Procedure 126: GWA Trust Land Council Procedures as outlined in the board packet. Casey seconded the motion. Shannon asked if this was a procedure or a policy? She feels that this should be a policy. Kevin said that all the emails from the Land Trust say it's a procedure. Brady suggested calling it "Procedure Policy". Shannon doesn't want to mix up what GWA calls a policy vs a procedure. Kevin asked what if you don't have 6 members? Blake said that you have to have 6 and if you don't, you need to appoint someone. If you have 10 then there needs to be a vote. Shannon wants to make sure that this reflects what we do here at GWA. She understands that some of the things that are required if we want the money need to be put a certain way which is fine and can be discussed. Shannon thinks that this should be a board committee and not an Executive Director responsibility. Brady made a motion to amend the title to be - GWA Trust Land Council Election Procedures Policy. Rachel seconded. Those in favor: Sharna, Kevin, Brady, Laura P, Rachel, Laura S. Those opposed Shannon and Casey. The motion carried.
- Rachel made a motion to approve the Policy 360: Suicide Prevention Policy as outlined in the board packet. Casey seconded the motion. Sharna asked if this was a new policy or replacing something. Shannon explained that this was a policy that was presented in the fall and it was sent back to the committee to make some changes. She asked how often this policy would have been good to have. Blake said that there have been at least 6 this year. Casey clarified that it does give the authority to have any staff member intervene. The motion passed unanimously. All present voted in favor: Kevin Peterson, Shannon Greer, Brady Pearce, Laura Pressley, Sharna Rowe, Casey Unrein, Laura Snelson, Rachel Richins.
- Kevin made a motion to proceed to apply for the CSP Grant. Sharna seconded the motion. Rachel feels like since the admin team wants to move forward that they should. Discussion was had whether or not GWA should apply for the CSP Grant. Many feel like this could be a two year process, where they may not get it the first year but can learn valuable lessons to help them get it the second year. That even if they don't get it this year, the school can get the feedback from the committee. There is concern that money will run out or not be available in the future. The majority of the work for applying for the grant falls on the admin team. Everyone on the team agrees that the work isn't a problem and that it's worth having two million to apply. Once the school decides to apply due to conflict of interest Shannon will have to excuse herself from the board. There is concern that the board is not ready to have her step down based on all of her knowledge of the school and its governance. Christine brought up that she thought since the school wasn't going to be completed until 2028 that GWA was not eligible for the grant. Next

year there will be three opportunities for grants. Blake brought up the importance of succession planning in the next year. Shannon asked that the discussion should start in December. The motion failed unanimously. All present voted against the motion as GWA is not eligible: Kevin Peterson, Shannon Greer, Brady Pearce, Laura Pressley, Sharna Rowe, Casey Unrein, Laura Snelson, Rachel Richins. Rachel made a new motion to discuss the grant in December of 2026. Kevin seconded the motion. The motion passed unanimously. All present voted in favor: Kevin Peterson, Shannon Greer, Brady Pearce, Laura Pressley, Sharna Rowe, Casey Unrein, Laura Snelson, Rachel Richins.

- Kevin made a motion to accept the Borrower's Counsel, Bond and Disclosures Counsel, Underwriter that was outlined in the board packet. Casey seconded the motion. Sharna asked for an abridged version of what the proposal meant. Casey wanted to know it wasn't strictly the cheapest but they were chosen based on how they gave a plan not just a quote. The motion passed unanimously. All present voted in favor: Kevin Peterson, Shannon Greer, Brady Pearce, Laura Pressley, Sharna Rowe, Casey Unrein, Laura Snelson, Rachel Richins.

Closed Meeting – Shannon Greer made a motion to go into a closed meeting in accordance with the Utah Open and Public Meetings Act for the purposes of discussing the character competence of an individual. Roll Call vote: Shannon Greer, yes. Casey Unrein, yes. Laura Pressley, yes. Brady Pearce, yes. Kevin Peterson, yes. Rachel Richins, yes. Laura Snelson, yes. Sharna Rowe, yes. The vote was unanimous. The meeting went into a closed session at George Washington Academy Learning Lab.

Reconvene — Kevin made a motion to extend the contract with the Executive Director for another year. Brady seconded the motion. The motion passed. Voting in favor: Kevin Peterson, Brady Pearce, Laura Pressley, Rachel Richins, Sharna Rowe and Laura Snelson. Those opposed: Shannon Greer and Casey Unrein. The motion carried.

Next Meeting: The next regular Board Meeting will be held on February 26, 2026 at 7:00 p.m.

Adjournment: The meeting adjourned at 1:10 am.

Written by Shelbi Kelly



Financial Summary

as of January 31, 2026

58.3% through the Year

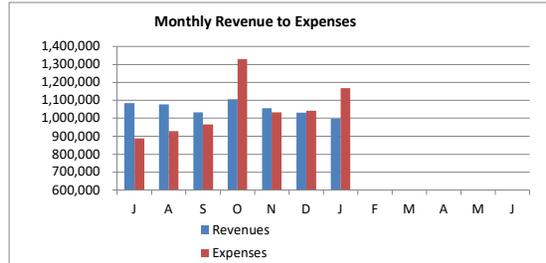
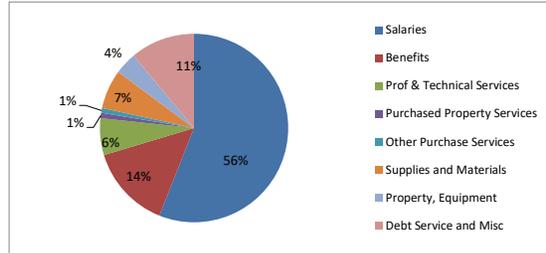
BUDGET REPORT

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

Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment			
1000 Local			
3000 State			
4000 Federal			
Total Revenue	\$ 7,386,541	\$ 12,277,119	58%
Expenses			
100 Salaries	\$ 3,754,246	\$ 6,591,378	56%
200 Benefits	\$ 1,046,514	\$ 1,712,544	61%
300 Prof & Technical Services	\$ 371,092	\$ 700,900	49%
400 Purchased Property Services	\$ 64,833	\$ 108,080	60%
500 Other Purchase Services	\$ 53,251	\$ 99,075	54%
600 Supplies and Materials	\$ 510,028	\$ 801,216	63%
700 Property, Equipment	\$ 250,145	\$ 396,341	55%
800 Debt Service and Misc	\$ 771,232	\$ 1,334,712	58%
Total Expenses	\$ 6,821,341	\$ 11,744,247	57%
Net Income from Operations	\$ 565,200	\$ 532,873	83%

Operating Margin	7.7%	4.3%	5.4%
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EXPENSES

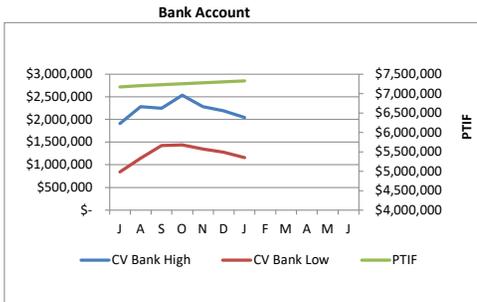


RATIOS

	Actual	Goal	Covenant	Prior Mth Change
Operating Margin	5.40%	5%		-0.2%
Debt Service Coverage	1.53	1.25	1.05	-0.02
Days Cash on Hand	285	130	30	(5)
Building Payment %	10.7%	< 22%		0.0%
Unrestricted NI	\$ 683,618	\$250,000		\$ (22,500)
Maintenance of Effort	\$ -	\$552		\$ -

CASH

Month Ending Cash Balance	\$ 9,367,985	Includes \$7,327,056 PTIF
Days Cash on Hand	285	



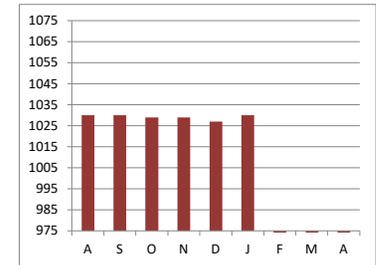
RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 9,640,018	\$ 9,640,018
Reserves Added this Year	\$ 430,320	\$ 683,618
Construction	\$ (527,768)	\$ (1,000,000)
New Reserve Balance	\$ 9,542,570	\$ 9,323,636

ENROLLMENT

	A	S	O	N	D	J	F	M	A
K	140	140	140	140	140	139			
1	138	139	138	139	135	138			
2	140	140	140	140	140	139			
3	141	141	140	141	141	141			
4	135	135	135	133	133	136			
5	138	137	139	139	140	141			
6	110	110	110	110	112	112			
7	88	88	87	87	86	84			
Total	1030	1030	1029	1029	1027	1030	0	0	0

WPU	921.38
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Created by Red Apple



Budget Detail Report

Actuals as of: **January 31, 2026**

Percentage of Year: **58.3%**



	(1016 Students)			1030			
	FY25 Actuals	Current Yr Actuals	Approved Budget	Changes	FY26 Forecast	% of Forecast	% Change From Prior Mth
Revenue							
1000 Revenue From Local Sources							
1510 Interest	\$ 437,000	\$ 242,995	\$ 350,000	\$ -	\$ 350,000	69.4%	15.6%
1600 Food Services	\$ 230,000	\$ 134,771	\$ 230,000	\$ -	\$ 230,000	58.6%	19.8%
1741 Student Activities and Fees	\$ 300	\$ 42	\$ 300	\$ -	\$ 300	14.0%	50.0%
1741 Textbook and Library Fees	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
1920 Donations	\$ 4,815	\$ 1,694	\$ 4,000	\$ -	\$ 4,000	42.4%	0.0%
1920 Staff Lounge	\$ 3,210	\$ 1,218	\$ 3,000	\$ -	\$ 3,000	40.6%	122.7%
1920 Dixie Direct Fundraiser	\$ 9,151	\$ -	\$ 8,558	\$ -	\$ 8,558	0.0%	0.0%
1930 Sales of Assets	\$ 1,000	\$ 20	\$ 1,000	\$ -	\$ 1,000	2.0%	0.0%
1990 Background Checks	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
1990 Miscellaneous Income	\$ -	\$ 70	\$ -	\$ -	\$ -	0.0%	55.6%
Total 1000:	\$ 685,476	\$ 380,810	\$ 596,858	\$ -	\$ 596,858	63.8%	17.2%
3000 Revenue From State Sources MSP							
30-3005 Regular School Program K	\$ 542,616	\$ 332,960	\$ 578,219	\$ (7,430)	\$ 570,789	58.3%	16.7%
30-3010 Regular School Program 1-12	\$ 3,563,757	\$ 2,162,427	\$ 3,692,961	\$ 14,372	\$ 3,707,333	58.3%	16.7%
30-3020 Professional Staff	\$ 243,144	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
31-1205 Sped Educ Reg Add-On WPUS	\$ 647,592	\$ 483,059	\$ 673,498	\$ 145,030	\$ 818,528	59.0%	16.1%
31-1210 Sped Educ Reg Self Contained	\$ 61,393	\$ 39,519	\$ 63,848	\$ 3,899	\$ 67,747	58.3%	16.7%
31-1220 Sped Educ Extended Year Program	\$ 4,213	\$ 2,827	\$ 4,384	\$ 462	\$ 4,846	58.3%	16.7%
31-1225 Sped Educ State Programs	\$ 9,814	\$ 6,669	\$ 10,207	\$ 1,226	\$ 11,433	58.3%	16.7%
31-1278 Sped Educ Stipends Extended Year	\$ 1,344	\$ 4,480	\$ -	\$ 4,480	\$ 4,480	100.0%	0.0%
31-5201 Class Size Reduction K-8	\$ 425,623	\$ 259,223	\$ 442,647	\$ 1,735	\$ 444,382	58.3%	16.7%
31-5344 Enhancement for At-Risk Student	\$ 141,988	\$ 83,120	\$ 147,667	\$ (8,055)	\$ 139,612	59.5%	15.7%
31-5901 Career and Tech Ed Dist. Add-On	\$ 6,342	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
31-5903 CTE Comprehensive Counseling	\$ 20,000	\$ 11,667	\$ -	\$ 20,000	\$ 20,000	58.3%	16.7%
32-0500 Charter School Base Funding	\$ 116,610	\$ 69,096	\$ 116,265	\$ 2,185	\$ 118,450	58.3%	16.7%
32-5310 Flexible Allocation	\$ 2,356	\$ 218,703	\$ 376,433	\$ (2,424)	\$ 374,009	58.5%	16.6%
32-5619 Charter School Local Replacement	\$ 3,363,438	\$ 2,179,823	\$ 3,628,000	\$ 108,840	\$ 3,736,840	58.3%	16.7%
32-5651 Educator Professional Time	\$ 102,232	\$ 110,841	\$ 107,296	\$ 3,545	\$ 110,841	100.0%	0.0%
34-5642 Elementary School Counselor Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
34-5659 Educator Support Prof Bonus	\$ -	\$ 61,209	\$ -	\$ 61,209	\$ 61,209	100.0%	0.0%
34-5666 Professional Learning Grant	\$ 8,782	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
34-5807 SHINE Teacher Salary Supplement Program	\$ -	\$ 21,607	\$ -	\$ 37,041	\$ 37,041	58.3%	16.7%
34-5868 Teacher Supplies and Materials	\$ 21,200	\$ 20,953	\$ 21,200	\$ (247)	\$ 20,953	100.0%	0.0%
34-5876 Educator Salary Adjustment	\$ 590,922	\$ 398,471	\$ 678,642	\$ 4,451	\$ 683,093	58.3%	16.7%
34-5911 ELL Software	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
35-5420 School Land Trust Program	\$ 148,100	\$ 157,343	\$ 157,343	\$ -	\$ 157,343	100.0%	0.0%
35-5655 Digital Teaching & Learning	\$ 49,660	\$ -	\$ 46,000	\$ (6,790)	\$ 39,210	0.0%	0.0%
35-5678 TSSA	\$ 253,940	\$ 177,566	\$ 304,399	\$ -	\$ 304,399	58.3%	16.7%
35-5679 School Based Mental Health Grant	\$ 54,918	\$ -	\$ 52,656	\$ -	\$ 52,656	0.0%	0.0%
35-5810 Library Books & Elective Resources	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
35-5882 Beverly Taylor Sorenson Grant	\$ 50,400	\$ 28,583	\$ 50,400	\$ (1,400)	\$ 49,000	58.3%	16.7%
38-0500 School Fees	\$ -	\$ 4,714	\$ -	\$ 4,714	\$ 4,714	100.0%	0.0%
38-5608 Mental Health Screeners	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
38-5618 Early Interactive Software Program	\$ 33,151	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
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%
38-5674 Elementary Suicide Prevention	\$ 1,000	\$ 1,000	\$ 1,000	\$ -	\$ 1,000	100.0%	0.0%
38-5697 LETRS Professional Development Grant	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
38-5813 Stipends for Future Educators (Student Teacher Stipend)	\$ -	\$ 13,000	\$ -	\$ 6,500	\$ 6,500	200.0%	100.0%
38-5914 School Safety Specialist	\$ 3,000	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
38-5914 School Safety Grant	\$ 63,797	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
38-8070 School Lunch (Liquor Tax)	\$ 105,000	\$ 46,367	\$ 90,000	\$ -	\$ 90,000	51.5%	20.1%
38-8084 Summer EBT Reimbursement	\$ -	\$ 866	\$ -	\$ 866	\$ 866	100.0%	0.0%
Total 3000:	\$ 10,640,332	\$ 6,900,093	\$ 11,247,066	\$ 394,208	\$ 11,641,274	59.3%	15.7%
4000 Revenue From Federal Sources							
45-7522 IDEA Pre-School	\$ 2,544	\$ -	\$ 2,544	\$ -	\$ 2,544	0.0%	0.0%
45-7524 IDEA Flow-Through	\$ 155,946	\$ -	\$ 155,946	\$ -	\$ 155,946	0.0%	0.0%
45-8075 Free & Reduced Reimbursement	\$ 119,000	\$ 58,004	\$ 132,555	\$ -	\$ 132,555	43.8%	19.1%
45-8075 National School Lunch Program	\$ 61,990	\$ 32,766	\$ 57,480	\$ -	\$ 57,480	57.0%	20.1%
45-8075 School Breakfast Program	\$ 31,692	\$ 14,868	\$ 29,467	\$ -	\$ 29,467	50.5%	16.6%
45-8079 Local Food for Schools Co-Op	\$ 2,936	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
45-8080 Pandemic EBT	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
47-7290 CARES UEN WIFI	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
48-7801 Federal Title I A	\$ 47,055	\$ -	\$ 47,055	\$ -	\$ 47,055	0.0%	0.0%
48-7860 Federal NCLB Title II A	\$ 8,148	\$ -	\$ 8,148	\$ -	\$ 8,148	0.0%	0.0%
48-7860 Federal Title IV Repurposed to Title I	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
Total 4000:	\$ 429,311	\$ 105,638	\$ 433,195	\$ -	\$ 433,195	24.4%	19.1%
Total Revenue:	\$ 11,755,119	\$ 7,386,541	\$ 12,277,119	\$ 394,208	\$ 12,671,327	58.3%	15.8%



(1016 Students)

(1000 Students)

1030

	FY25 Actuals	Current Yr Actuals	Approved Budget	Changes	FY26 Forecast	% of Forecast	% Change From Prior Mth
Expenses							
100 Salaries							
121.2 Administration	\$ 520,202	\$ 330,240	\$ 571,276	\$ -	\$571,276	57.8%	16.8%
131 Teachers	\$ 3,147,493	\$ 1,986,865	\$ 3,486,478	\$ -	\$3,486,478	57.0%	16.9%
131 Special Education Salaries	\$ 332,081	\$ 222,910	\$ 380,839	\$ -	\$380,839	58.5%	16.6%
131 Stipends / Merit Pay	\$ 66,420	\$ 71,669	\$ 106,500	\$ 15,000	\$ 121,500	59.0%	8.9%
131 Summer Professional Development	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ 60,000	0.0%	0.0%
131 Educator Professional Time Stipend	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ 40,000	0.0%	0.0%
131 Mental Health Stipend	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
131 Student Teacher Stipend	\$ -	\$ -	\$ -	\$ 6,000	\$ 6,000	0.0%	0.0%
131 SHINE Stipend	\$ -	\$ 32,500	\$ -	\$ 32,500	\$ 32,500	100.0%	0.0%
131 Educator Support Prof Bonus	\$ -	\$ 55,763	\$ -	\$ 61,209	\$ 61,209	91.1%	0.0%
131 LETRS Training Stipend	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
131 TSSP After School Tutoring Stipends	\$ 12,600	\$ -	\$ 12,600	\$ -	\$ 12,600	0.0%	0.0%
131 LAND TRUST - Stipends	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ 9,000	0.0%	0.0%
131 Special Education Stipends (After School)	\$ 1,120	\$ 4,000	\$ 1,120	\$ 4,480	\$ 5,600	71.4%	0.0%
132 Substitute Teachers (PTO Stipend)	\$ 30,000	\$ 710	\$ 30,000	\$ -	\$ 30,000	2.4%	0.0%
132 SpEd Substitutes	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%	0.0%
142 Counselor	\$ 257,466	\$ 163,265	\$ 282,455	\$ -	\$282,455	57.8%	16.8%
143 School Nurse	\$ 9,921	\$ -	\$ 10,517	\$ -	\$10,517	0.0%	0.0%
145 Librarian / Literacy Aide	\$ 22,279	\$ 14,054	\$ 24,795	\$ -	\$24,795	56.7%	14.5%
152 Secretaries	\$ 136,399	\$ 92,095	\$ 164,170	\$ -	\$164,170	56.1%	14.0%
152 Board Clerk	\$ 10,000	\$ 3,454	\$ 10,000	\$ -	\$10,000	34.5%	2.3%
161 Teacher Aides, Reading Specialists & Subs	\$ 466,997	\$ 300,789	\$ 575,993	\$ -	\$575,993	52.2%	16.5%
161 SEE Student	\$ -	\$ -	\$ -	\$ 8,106	\$ 8,106	0.0%	0.0%
161 TSSA - ELL Para's	\$ 25,350	\$ 25,350	\$ 25,350	\$ -	\$ 25,350	100.0%	0.0%
161 LAND TRUST - K Aide/Student Support Para	\$ 37,000	\$ 25,468	\$ 37,000	\$ -	\$ 37,000	68.8%	13.1%
161 SpEd Aides & Speech Therapist	\$ 235,040	\$ 148,362	\$ 268,517	\$ -	\$268,517	55.3%	14.4%
162 Computer Aides	\$ 24,576	\$ -	\$ 26,051	\$ (18,000)	\$ 8,051	0.0%	0.0%
162 Computer Aides - DTL	\$ -	\$ 14,189	\$ -	\$ 18,000	\$ 18,000	78.8%	15.5%
182 Custodial & Maintenance	\$ 120,493	\$ 75,193	\$ 167,136	\$ -	\$167,136	45.0%	15.4%
191 Lunch Room Aide	\$ 363,015	\$ 187,370	\$ 296,581	\$ -	\$296,581	63.2%	14.3%
Total 100:	\$ 5,932,452	\$ 3,754,246	\$ 6,591,378	\$ 127,295	\$ 6,718,673	55.9%	15.7%
200 Employee Benefits							
220 Social Security	\$ 422,000	\$ 243,906	\$ 473,936	\$ 500	\$ 474,436	51.4%	15.5%
220 LAND TRUST - BENEFITS	\$ 3,000	\$ 1,948	\$ 3,000	\$ -	\$ 3,000	64.9%	13.1%
220 SpEd Social Security	\$ 41,090	\$ 27,650	\$ 50,144	\$ -	\$ 50,144	55.1%	15.1%
230 Retirement	\$ 275,000	\$ 169,281	\$ 297,000	\$ -	\$ 297,000	57.0%	16.7%
240 Group Insurance	\$ 725,754	\$ 499,426	\$ 762,042	\$ -	\$ 762,042	65.5%	52.2%
240 Mental Health	\$ 48,885	\$ 56,334	\$ 52,000	\$ 4,334	\$ 56,334	100.0%	0.0%
240 Deductible Stipend	\$ 10,000	\$ 27,800	\$ 35,000	\$ -	\$ 35,000	79.5%	16.8%
270 Worker's Compensation Fund	\$ 24,938	\$ 16,668	\$ 26,185	\$ -	\$ 26,185	63.7%	13.1%
280 Unemployment Insurance	\$ 10,000	\$ 3,492	\$ 13,238	\$ -	\$ 13,238	26.4%	71.2%
Total 200:	\$ 1,560,667	\$ 1,046,514	\$ 1,712,544	\$ 4,834	\$ 1,717,378	60.9%	29.7%
300 Purchased Professional & Technical							
320 Special Education Contractors	\$ 155,000	\$ 89,835	\$ 145,000	\$ -	\$ 145,000	62.0%	25.5%
320 Counseling Services - (FY20 LCSW-Mental Health)	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
320 Math Center Contract	\$ 95,000	\$ 49,600	\$ 92,000	\$ -	\$ 92,000	53.9%	19.2%
330 Employee Training & Development	\$ 62,232	\$ 17,229	\$ 62,232	\$ (39,232)	\$ 23,000	74.9%	-3.7%
330 Educator Prof Time - Employee Training & Development	\$ -	\$ -	\$ -	\$ 62,232	\$ 70,841	0.0%	0.0%
330 TSSA - Training & Development (\$88,800 between PD/Travel)	\$ 50,000	\$ 3,458	\$ 50,000	\$ -	\$ 50,000	6.9%	21.1%
330 LAND TRUST - Training & Development	\$ 24,000	\$ 14,998	\$ 24,000	\$ -	\$ 24,000	62.5%	4.7%
330 SpEd Training & Development	\$ 6,000	\$ 4,217	\$ 6,000	\$ -	\$ 6,000	70.3%	1.3%
330 SEDC Services	\$ 3,891	\$ 2,575	\$ 3,891	\$ -	\$ 3,891	66.2%	0.0%
340 Audit	\$ 17,802	\$ 11,550	\$ 16,600	\$ -	\$ 16,600	69.6%	0.0%
345 Business Manager Services	\$ 82,308	\$ 49,455	\$ 84,777	\$ -	\$ 84,777	58.3%	10.2%
349 Legal Services	\$ 8,000	\$ 16,452	\$ 8,000	\$ 12,000	\$ 20,000	82.3%	0.0%
350 Technical Services (IT)	\$ 156,258	\$ 90,709	\$ 147,600	\$ 8,928	\$ 156,528	58.0%	16.8%
580 Admin & Teacher Travel (Meals)	\$ 7,000	\$ 2,957	\$ 7,000	\$ -	\$ 7,000	42.2%	-2.8%
580 TSSA - Travel (\$88,800 between PD/Travel)	\$ 38,800	\$ 8,418	\$ 38,800	\$ -	\$ 38,800	21.7%	348.0%
580 LAND TRUST - Travel	\$ 6,000	\$ 3,810	\$ 6,000	\$ -	\$ 6,000	63.5%	0.0%
580 SpEd - Travel	\$ 5,500	\$ 3,571	\$ 5,500	\$ -	\$ 5,500	64.9%	22.8%
580 SpEd Contracted Employee Travel	\$ 4,101	\$ 2,258	\$ 3,500	\$ -	\$ 3,500	64.5%	24.9%
Total 300:	\$ 721,892	\$ 371,092	\$ 700,900	\$ 43,928	\$ 753,437	49.3%	16.3%
400 Purchased Property Services							
411 Water/Sewage	\$ 12,000	\$ 7,564	\$ 12,000	\$ -	\$ 12,000	63.0%	14.2%
411 Water Rights	\$ 1,000	\$ 435	\$ 1,000	\$ -	\$ 1,000	43.5%	0.0%
412 Disposal Services	\$ 17,328	\$ 8,571	\$ 15,480	\$ -	\$ 15,480	55.4%	42.7%
420 Cleaning Services	\$ 6,500	\$ 2,515	\$ 6,500	\$ -	\$ 6,500	38.7%	319.2%
431 Lawn Care Services	\$ 16,100	\$ 9,540	\$ 16,100	\$ -	\$ 16,100	59.3%	9.8%
431 Non-Technology Repairs & Maintenance	\$ 36,000	\$ 36,208	\$ 57,000	\$ -	\$ 57,000	63.5%	6.6%
432 Copy Machine Servicing	\$ 3,000	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%
Total 400:	\$ 91,928	\$ 64,833	\$ 108,080	\$ -	\$ 108,080	60.0%	16.0%
500 Other Purchased Services							
518 Field Trips / Bus Rental	\$ 3,000	\$ 2,900	\$ 5,000	\$ -	\$ 5,000	58.0%	0.0%
522 Property & Liability Insurance	\$ 58,403	\$ 33,049	\$ 63,075	\$ -	\$ 63,075	52.4%	251.8%
530 Telephone	\$ 11,000	\$ 859	\$ 11,000	\$ -	\$ 11,000	7.8%	14.2%
540 Marketing	\$ 9,000	\$ 16,443	\$ 20,000	\$ -	\$ 20,000	82.2%	1.1%
Total 500:	\$ 81,403	\$ 53,251	\$ 99,075	\$ -	\$ 99,075	53.7%	81.7%



	(1016 Students)		(1000 Students)		1030			% Change From Prior Mth
	FY25 Actuals	Current Yr Actuals	Approved Budget	Changes	FY26 Forecast	% of Forecast		
600 Supplies and Materials								
610a Classroom Supplies	\$ 78,000	\$ 53,020	\$ 87,000	\$ -	\$ 87,000	60.9%	7.0%	
610a TSSA - Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
610a LAND TRUST	\$ 3,000	\$ 299	\$ 3,000	\$ -	\$ 3,000	10.0%	0.0%	
610b Special Ed Supplies	\$ 10,000	\$ 9,644	\$ 10,000	\$ -	\$ 10,000	96.4%	22.3%	
610 Elective Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
610c Theatre Supplies	\$ 7,000	\$ 1,769	\$ 7,000	\$ -	\$ 7,000	25.3%	12.0%	
610d CCA Expenses	\$ 5,179	\$ 3,163	\$ 5,179	\$ -	\$ 5,179	61.1%	0.0%	
610e Student Activity Supplies / Incentives	\$ 14,000	\$ 8,153	\$ 14,000	\$ -	\$ 14,000	58.2%	3.8%	
610f Board Expenses/meals	\$ 10,000	\$ 6,513	\$ 10,000	\$ -	\$ 10,000	65.1%	11.5%	
610g Office Supplies/General	\$ 40,000	\$ 22,282	\$ 40,000	\$ -	\$ 40,000	55.7%	15.4%	
610h Safety Supplies	\$ 4,000	\$ 1,944	\$ 4,000	\$ -	\$ 4,000	48.6%	0.6%	
School Safety Grant	\$ 3,133	\$ 842	\$ -	\$ -	\$ -	0.0%	0.0%	
610i GWA Gives Back	\$ 1,300	\$ -	\$ 1,300	\$ -	\$ 1,300	0.0%	0.0%	
610j First Aid Supplies	\$ 1,000	\$ 12	\$ 1,000	\$ -	\$ 1,000	1.2%	0.0%	
610k Director Discretionary Fund	\$ 10,000	\$ 3,755	\$ 10,000	\$ -	\$ 10,000	37.6%	1.5%	
610m Staff Lounge	\$ 8,045	\$ 3,993	\$ 8,000	\$ -	\$ 8,000	49.9%	7.3%	
610n Swag Store	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
610o Christmas Party	\$ 5,000	\$ 4,624	\$ 5,000	\$ -	\$ 5,000	92.5%	8.6%	
610p Health and Wellness	\$ 3,000	\$ 1,738	\$ 3,000	\$ -	\$ 3,000	57.9%	0.0%	
610q Non Food Lunch Supplies	\$ 33,664	\$ 14,286	\$ 30,000	\$ -	\$ 30,000	47.6%	27.3%	
621 Natural Gas	\$ 8,569	\$ 2,271	\$ 14,000	\$ -	\$ 14,000	16.2%	156.9%	
622 Electricity	\$ 47,184	\$ 32,221	\$ 43,000	\$ -	\$ 43,000	74.9%	11.0%	
630 School Lunch Prgm	\$ 263,748	\$ 174,500	\$ 250,000	\$ -	\$ 250,000	69.8%	22.2%	
641 Textbooks/Curriculum	\$ 33,694	\$ 57,634	\$ 33,694	\$ 26,000	\$ 59,694	96.5%	-1.7%	
641 TSSA - Curriculum	\$ 50,700	\$ 49,327	\$ 50,700	\$ -	\$ 50,700	97.3%	0.0%	
641 UCCRSC	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
641 Digital Teaching & Learning Curriculum	\$ 34,600	\$ -	\$ 26,000	\$ (26,000)	\$ -	0.0%	0.0%	
641 SpEd - Textbooks/Curriculum	\$ 44,855	\$ 3,759	\$ 44,855	\$ -	\$ 44,855	8.4%	52.4%	
644 Library Books	\$ 4,000	\$ 2,013	\$ 4,000	\$ -	\$ 4,000	50.3%	119.8%	
650 Tech Related Supplies	\$ 5,140	\$ 4,929	\$ 5,140	\$ 3,000	\$ 8,140	60.6%	0.0%	
650 SpEd - Tech Related Supplies	\$ 1,448	\$ -	\$ 1,448	\$ -	\$ 1,448	0.0%	0.0%	
670 Educational Software	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
670 Early Interactive Software - Educational Software	\$ 33,151	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
670 TSSA - Educational Software (\$86,900 between hardware/software)	\$ 26,500	\$ 675	\$ 26,500	\$ -	\$ 26,500	2.5%	0.0%	
670 LAND TRUST - Educational Software	\$ 20,000	\$ 17,910	\$ 20,000	\$ -	\$ 20,000	89.6%	0.0%	
670 SpEd - Educational Software	\$ 3,400	\$ -	\$ 3,400	\$ -	\$ 3,400	0.0%	0.0%	
680 Maintenance Supplies & Material	\$ 40,000	\$ 28,752	\$ 40,000	\$ -	\$ 40,000	71.9%	15.6%	
Total 600:	\$ 853,310	\$ 510,028	\$ 801,216	\$ 3,000	\$ 804,216	63.4%	12.0%	
700 Property								
710 Land and Site Improvements & Building	\$ 73,000	\$ 77,143	\$ 73,000	\$ 8,500	\$ 81,500	94.7%	3.9%	
710 School Safety Grant	\$ 50,000	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
733 Furniture and Fixtures	\$ 20,000	\$ 5,347	\$ 20,000	\$ -	\$ 20,000	26.7%	0.0%	
733 SpEd - Furniture and Fixtures	\$ 1,296	\$ 1,341	\$ 1,296	\$ 3,000	\$ 4,296	31.2%	16.4%	
734 Technology Hardware	\$ -	\$ 2,746	\$ -	\$ 3,000	\$ 3,000	91.5%	0.0%	
734 TSSA - Tech Hardware (\$86,900 between hardware/software)	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ 1,400	0.0%	0.0%	
734 LAND TRUST - Hardware	\$ 55,000	\$ 24,586	\$ 55,000	\$ -	\$ 55,000	44.7%	0.0%	
734 SpEd - Tech Hardware	\$ 345	\$ -	\$ 345	\$ -	\$ 345	0.0%	0.0%	
734 Digital Teaching & Learning Hardware	\$ 15,000	\$ 19,000	\$ 20,000	\$ (1,000)	\$ 19,000	100.0%	0.0%	
734 School Safety Grant	\$ 10,833	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
736 Technology Software	\$ -	\$ 7,807	\$ 12,500	\$ -	\$ 12,500	62.5%	0.0%	
736 TSSA - Software (\$86,900 between hardware/software)	\$ 48,000	\$ 48,000	\$ 48,000	\$ -	\$ 48,000	100.0%	0.0%	
736 LAND TRUST - Software	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
736 SpEd - Software	\$ 1,800	\$ 1,747	\$ 1,800	\$ -	\$ 1,800	97.1%	0.0%	
736 Digital Teaching & Learning Software	\$ -	\$ 2,200	\$ -	\$ 2,200	\$ 2,200	100.0%	0.0%	
736 School Safety Grant	\$ 473	\$ -	\$ -	\$ -	\$ -	0.0%	0.0%	
739 Kitchen Equipment	\$ 13,000	\$ 33,416	\$ 13,000	\$ 33,416	\$ 46,416	72.0%	0.0%	
790 Cap Ex Fund	\$ 150,000	\$ 26,812	\$ 150,000	\$ -	\$ 150,000	17.9%	0.0%	
790 Cap Ex Reimbursable	\$ -	\$ -	\$ -	\$ 6,680	\$ 6,680	0.0%	0.0%	
Total 700:	\$ 440,147	\$ 250,145	\$ 396,341	\$ 55,796	\$ 452,137	55.3%	1.3%	
800 Debt Service & Miscellaneous								
810 Dues and Fees	\$ 19,000	\$ 14,400	\$ 19,000	\$ -	\$ 19,000	75.8%	5.6%	
830 Bond Restricted Assets (Interest)	\$ 436,912	\$ 273,882	\$ 436,912	\$ -	\$ 436,912	62.7%	16.7%	
840 Bond Restricted Assets (Principal)	\$ 845,000	\$ 475,417	\$ 845,000	\$ -	\$ 845,000	56.3%	16.7%	
833 Bond Fees	\$ 33,800	\$ 7,500	\$ 33,800	\$ -	\$ 33,800	22.2%	158.6%	
890 Miscellaneous	\$ -	\$ 33	\$ -	\$ -	\$ -	0.0%	0.0%	
Total 800:	\$ 1,334,712	\$ 771,232	\$ 1,334,712	\$ -	\$ 1,334,712	57.8%	17.1%	
Total Expenses:	\$ 11,016,511	\$ 6,821,341	\$ 11,744,247	\$ 234,853	\$ 11,987,709	56.9%	17.2%	
Net Income:	\$ 738,608	\$ 565,200	\$ 532,873	\$ 159,355	\$ 683,618	82.7%		
					\$ 250,000	Restricted Forecasted Spend Down		
					\$ 683,618	Food Service	\$ (106,183)	
					\$ -	SpEd	\$ 134,880	
Cap Ex Fund:		At year end: \$ 283,600		Use: \$0	At year end: \$ 406,788			
(Unrestricted over \$350,000) Special Project Fund:		Beg of Year \$ 537,979			At year end: \$ 871,597			
						35% SpEd Unrestricted	\$ 286,485	
Fund Reserve:		\$ 10,070,338			\$ 10,323,636			

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of January 31, 2026

	Jan 31, 26
ASSETS	
Current Assets	
Checking/Savings	
1072 · Bill.com Money Out Clearing	100.00
8110 · Cash in Banks	
8111 · Cache Valley Bank Accounts	
1 · Petty Cash	179.07
8111.1 · Cache Valley Bank (2050)	106,788.35
8111.3 · Cache Valley Checking (8114)	1,933,961.25
Total 8111 · Cache Valley Bank Accounts	2,040,928.67
8116 · PTIF	7,327,056.29
8120 · US Bank Accounts	
8120.1C · Principal Fund 2015 (80001)	339,970.31
8120.2 · Interest Fund 2008 (9002)	0.02
8120.2B · Interest Fund 2011 (5001)	0.01
8120.2C · Interest Fund 2015 (80002)	150,090.37
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)	83,626.81
Total 8120 · US Bank Accounts	2,009,600.02
Total 8110 · Cash in Banks	11,377,584.98
Total Checking/Savings	11,377,684.98
Other Current Assets	
8130 · Accounts Recievable	
8135 · Utah State Sales Tax	4,244.68
Total 8130 · Accounts Recievable	4,244.68
Total Other Current Assets	4,244.68
Total Current Assets	11,381,929.66
TOTAL ASSETS	11,381,929.66
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
9513 · Accounts Payable-bill.com	21,392.35
Total Accounts Payable	21,392.35
Credit Cards	
9531 · Visa Card	
9531a · VISA Card - Jessica's Card	5,488.50
9531b · VISA Card - Blake's Card	108.00
9531e · VISA Card - Chance's Card	27.78
Total 9531 · Visa Card	5,624.28
9532 · Lowe's	269.01
Total Credit Cards	5,893.29
Other Current Liabilities	
9510 · Accounts Payable	646.85
9530 · Accrued Liabilities	
9535 · Accrued Bond Liability	547,742.71
Total 9530 · Accrued Liabilities	547,742.71
9540 · Accrued Salaries & Withholdings	
9544 · Utah State Withholding	17,080.00

GEORGE WASHINGTON ACADEMY

Balance Sheet

As of January 31, 2026

	<u>Jan 31, 26</u>
9545 · Payroll Liabilities	
9545.0 · HSA	2,000.00
Total 9545 · Payroll Liabilities	<u>2,000.00</u>
Total 9540 · Accrued Salaries & Withholdings	19,080.00
9540a · Payroll & Benefit YE Accrual	385,197.21
9560 · Deferred Revenue	
9561 · Local	26,994.30
Total 9560 · Deferred Revenue	<u>26,994.30</u>
Total Other Current Liabilities	<u>979,661.07</u>
Total Current Liabilities	<u>1,006,946.71</u>
Total Liabilities	1,006,946.71
Equity	
30000 · Opening Balance Equity	193.93
9820 · Net Assets - Restricted	274,126.04
9830 · Retained Earnings	9,635,684.77
9850 · Unreserved Fund Balances	7,398.97
9859 · Undesignated Fund Balance	422,122.16
Net Income	35,457.08
Total Equity	<u>10,374,982.95</u>
TOTAL LIABILITIES & EQUITY	<u><u>11,381,929.66</u></u>



PROPOSAL FOR BOARD ACTION

Proposal Title: PowerSchool Curriculum and Instruction (Chalk) Renewal

Submitted by: Steve Erickson

Originating Committee: Technology

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:

Renewal of PowerSchool Curriculum and Instruction (Chalk) software.

We need to renew this license because if we go back to paper planners, our teachers' Stanley's and Tumblers will finally lose the battle against the growing mountain of sticky notes.

Background Information, including a list of reviewing committees:

PowerSchool Curriculum & Instruction (Chalk) is the primary digital planning tool used by our teachers to manage their daily classroom activities. More than just a calendar, it functions as a digital teacher planner that links daily lesson plans directly to state standards. By using this platform, teachers can easily attach resources, track their pacing, and share successful lesson ideas with colleagues, making their day-to-day prep work more efficient and organized.

Assessment:

Recommendation:

We recommend that the board approve the renewal subscription from February 28, 2026-February 27, 2027, for the amount of \$6,626.91.

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



PowerSchool Group LLC
 150 Parkshore Dr.
 Folsom CA 95630

Quote #: Q-229134-1

Prepared By: Ragha Daram
Customer Name: George Washington Academy

Contract Term: 12 Months
Billing Frequency:
Start Date: February 28, 2026
End Date: February 27, 2027
Payment Terms: Net 30
Pricing Vehicle:

Customer Contact: Jessica Bentley
Title: Purchasing Secretary
Address: 2277 S. 3000 E., St. George
City: St George

State/Province: Utah
Zip Code: 84790
Phone # (435) 673-2232
Pricing Vehicle Contract #:

Contract Term : February 28, 2026 to February 27, 2027

Quote Summary		
License and Subscription Period(s)	License and Subscription	Total
Subscription Period 1: February 28, 2026 to February 27, 2027	USD 6,626.91	USD 6,626.91
Total Contract : February 28, 2026 to February 27, 2027	USD 6,626.91	USD 6,626.91

License and Subscription Fees

Subscription Period 1: License and Subscription Fees			
Product Description	Quantity	Unit	Price
Curriculum and Instruction Subscription	1.00	Students	USD 5,401.97
Chalk Implementation & Support	1.00	Each	USD 1,224.94
Subscription Period 1 License and Subscription Fees TOTAL:			USD 6,626.91
Total License and Subscription Fees :			USD 6,626.91

Subscription Start and End Dates shall be as set forth above. The Start Date may be delayed based upon the date that PowerSchool receives this executed quote or Customer's purchase order if one is needed. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then-current rates and enrollment per existing terms of the executed agreement between Customer and PowerSchool. Any applicable sales or other tax has not been added to this quote. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or executed agreement between the parties (e.g., services billed on time and material basis will be invoiced when such services are incurred).

All purchase orders must include the exact quote number of this quote. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions of this quote or any agreement executed between the parties. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will expire after 12 months.

If Customer pays in advance for any professional services, all professional services must be scheduled and delivered within twelve (12) months of the applicable quote start date, unless otherwise agreed in writing by PowerSchool; any portion of any prepaid amount for professional services that has not been used within such twelve (12) month period will be forfeited.

This quote incorporates any statement of work attached hereto. By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at: https://www.powerschool.com/MSA_2024

By either (i) executing this quote or (ii) accessing the services described on this quote, Customer agrees that after the contract term of this quote, the subscription for such services will continue for successive twelve (12) month subscription periods on the same terms and conditions as set forth herein, subject to a standard annual price uplift, unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the applicable current contract term.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

George Washington Academy

Signature:

Signature:



Printed Name: Jon Scrimshaw

Printed Name: Jessica Bentley

Title: Chief Accounting Officer

Title: Purchasing

Date: 13-FEB-2026

Date:

PO Number: _____



PROPOSAL FOR BOARD ACTION

Proposal Title: _____

Submitted by: _____

Originating 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:

Background Information, including a list of reviewing committees:

Assessment:

Recommendation:

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

750 – Time and Effort Standards Policy



George Washington Academy will ensure compliance in time and effort reporting for grant funding by creating a policy and procedures, per R277-113-(5), having them board approved, and posted to the school's website, per R277-113-(6). Documentation is required for all personnel paid with Federal and as required non-Federal funds. The documentation requirement will follow 2 CFR 200.430. Documentation of these expenses shall:

1. Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.
2. Be incorporated into official records.
3. Comply with established accounting policies and practices of George Washington Academy (GWA).
4. Reasonably reflect total activity for which the employee is compensated, not to exceed 100 percent.
5. Reasonably support the distribution of the employee's salary or wages among specific activities or cost objective(s), if the employee works on more than one objective or activity. The distribution ~~W~~ will be reflected as a percentage for each activity ~~to of~~ the employee's total time, ~~spent~~ not to exceed 100 percent. An employee may be funded via multiple sources, but only have one cost objective, ~~i.e. Special Education, Title I, General Education, Curriculum Improvement, Administrative, etc.~~
6. Budget estimates will be compared to actuals and updated as needed for accuracy of records. Budget estimates do not qualify as complete support.

See accompanying Procedure 750 – Time and Effort Standard Procedure at gwacademy.org/Procedures

Purpose

These procedures are established to fulfill the purpose of the Time and Effort Policy approved and established by the George Washington Academy's (GWA) Board of Directors.

Requirement

~~Federal and non-federally All Federal, special education the National School Lunch/Breakfast Programs and Perkins career technical education (CTE)~~ funded programs and cost objectives will require a time and effort documentation for all employees that work those efforts during the reporting period.

1. Time and effort forms

a. For Regular Salaries and Benefits;

i. Required information:

1. Name of LEA;
2. Name of employee;
3. Title of employee;
4. Start and end date of period being reported;
5. Certification statement stating distribution of the employee's time is accurate and represents 100% of the work performed during the period;
6. Distribution of time (by percentage not hours) by object code(s), program(s), and funding source(s); Based on actual work performed during the period;
7. Distribution must represent, but cannot exceed 100%; regardless of funding source;
8. Signature of Director or ~~D~~Director or SSupervisor with knowledge of work completed by employee; and
9. Date of signature by Director or direct supervisor (cannot be prior to the end date of the period covered by the certification).

ii. Option information:

1. Signature of employee; and
2. Date of signature of employee (cannot be prior to the end date of the period covered by the certification).

b. For Stipends paid for additional duties, not part of employees standard pay;

i. Required information:

1. Name of LEA;
2. Statement indicating what the stipend was for additional work on a specific cost objective;
3. The funding sources the stipends were paid through;
4. A list of the following:
 - a. Date stipend paid;

750 -Time and Effort Standards Procedure (cont.)

- b. Name of employee(s);
 - c. Amount paid per employee;
 - d. Signature of Director or Direct Supervisor with knowledge of stipend and work completed; and
 - e. Date of signature by Director or direct supervisor (cannot be prior to the final date of a stipend paid within the certification).
2. Timing
 - a. Certification for salaries and benefits will be provided at least semi-annually.
 - i. ~~Generally~~Certifications need to be signed 90 days shortly after the completion of the first six months of the fiscal year and end of the fiscal year
 - b. Certification for stipends for additional work will collected once per year once the final stipend has been paid.
3. Reconciliation
 - a. Payroll records must be reconciled to the time and effort certifications.
 - b. A reconciliation will occur quarterly~~semi-annually~~ between the payroll records and the time and effort documentation estimates using actuals. Adjustments will be made, as necessary, with communications of those changes provided to the Business Manager.
4. School Director or Supervisor of Cost Objectives Responsibilities
 - a. If an assignment change occurs ring at ~~the beginning~~any time during of the year, this must be communicated to the Business Manager promptly to adjust estimates and documentation needs. This is to include new hires to GWA.
 - b. Prior to the beginning of the new fiscal year the Business Manager will be provided with the estimated responsibilities of all personnel and the cost objectives they will be supporting;
 - i. This will include estimated break-outs of time between multiple objectives, if necessary for each individual.
 - c. ~~I~~Will provide to the beginning of the year the Business Manager and Director/Supervisor will work together to determine how funding will be applied to each individual(s) cost objectives.
 - d. Upon termination of an employee a final time and effort certification will be provided, if necessary, prior to final payment.
 - e. Procedures will be periodically reviewed by Administration to ensure continued compliance with new rules and regulations. Any needed ed changes will be documented and approved by the Board of Directors within a timely manner 120 days. R-277-113(6).
 - f. Provide training to employees on the time and effort documentation policy and procedures on an annual basis.
 - g. George Washington Academy will maintain records for 5 years. 2CFR 200.334~~Ensure proper retention of time and effort documentation in accordance with the GWA's record retention practices or State/Federal requirements whichever is greater.~~
 - h. Will maintain a system for tracking time and effort and ensure that it is effectively used by all staff.
 - g.i. Will address and investigate any issues that arise during reconciliation, source necessary information, and make any needed changes to procedures and staff training
5. Business Manager Responsibilities

750 -Time and Effort Standards Procedure (cont.)

- a. Will document estimated budgets and funding sources for each employee and cost objective for each fiscal year.
- b. Make updates to estimated budgets and actuals as assignment changes or termination and new hires occur.
- c. Complete the reconciliations of payroll documentation and time and effort certifications.
- d. Provide input to updates and changes to procedures ~~and~~ new rules and regulations occur.
- e. Collect and review time and effort certifications at least semi-annually and as needed for other times.
 - i. This will include ensuringe proper timing and accurate information
- f. Review with GWA Administration progress on budgets and estimates in time and effort certifications.



PROPOSAL FOR BOARD ACTION

Proposal Title: _____

Submitted by: _____

Sponsoring 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:

Background:

Assessment:

Recommendation:

Please submit this form with all accompanying paperwork to the Board Secretary, Matt Hafen, at mhafen@gwacademy.org by the 15th day of the month of the Board meeting.

WORKING WITH MARCI: YEAR 2

*STRENGTHENING SYSTEMS, DEEPENING CAPACITY, AND
SUSTAINING LEADERSHIP MOMENTUM*



Prepared by
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CONTEXT AND CONTINUITY

Over the past year, George Washington Academy has made intentional investments in strengthening leadership practice. Through site visits, workshops, and ongoing coaching, the Executive Director and leadership team have begun reshaping how communication, decision-making, and responsibility are experienced across the school.

Key areas of focus have included:

- Strengthening listening and communication through LAER
- Increasing transparency and clarity through a Decision Operating System
- Identifying and interrupting accidental diminisher tendencies
- Shifting leadership from intent-based to impact-based practice

This work has laid a strong foundation.

Year 2 is about building on that foundation—moving from insight to durable systems that develop capacity across the entire leadership team.

PURPOSE: FROM INSIGHT TO INFRASTRUCTURE

Year 2 coaching focuses on translating improved leadership behaviors into shared operating systems that:

- Make less-visible leadership work explicit
- Reduce dependency on any one individual
- Build confidence and capability across roles
- Support continuity during absences or transitions
- Align daily leadership practice with long-term succession readiness

This phase honors the progress already made and recognizes a clear next step: Leadership capacity must live in the system—not just in individuals.

HOW THIS WORK BUILDS ON EXISTING EFFORTS

The Roles Tune-Up is designed to integrate and extend the leadership practices already underway:

- LAER supports how leaders surface concerns, build trust, and navigate role tension during this work
- Decision Operating System provides structure for how role clarity decisions are made and communicated
- Multiplier shifts ensure responsibility redistribution builds capability—not dependency

Rather than introducing something new, this work weaves together everything the team has been practicing into a coherent operating system.

STRUCTURE & TIMELINE

Site Visit #1 — Leadership Work Mapping & System Insight

Focus: Making leadership work visible

- Launch with a Hopes & Fears Protocol to surface aspirations, pressures, and unspoken concerns related to leadership work
- Identify the full spectrum of leadership responsibilities required to keep the school functioning—both highly visible and less visible
- Map responsibilities without names attached to focus on the system, not individuals
- Analyze where less-visible work is concentrated, under-recognized, or dependent on a single person
- Surface role overlaps, gaps, and pressure points that create overload, fragility, or avoidance

Outcome: A shared, honest picture of how leadership work actually operates today—what is visible, what is carrying hidden weight, and where imbalance is quietly undermining trust, capacity, and sustainability.

Site Visit #2 — Capacity Building & Responsibility Alignment

Focus: Strengthening capacity across the full leadership spectrum

- Examine the capacity required to carry both visible and less-visible responsibilities effectively
- Identify where expectations exceed current skill, time, clarity, or support
- Determine what training, coaching, documentation, or shared practice would strengthen coverage
- Redistribute responsibilities intentionally to reduce dependency and bottlenecks
- Apply a succession lens: Which responsibilities become vulnerable when someone is unavailable—planned or unplanned?

Outcome: A more balanced leadership system where responsibility aligns with capacity and more leaders feel confident stepping into essential work—without over-reliance on any one individual.

Site Visit #3 — Shared Accountability & System Sustainability

Focus: Making capacity durable and transferable

- Finalize a shared map of leadership responsibilities across roles
- Establish norms for coverage, communication, and decision-making when responsibilities shift
- Reassess succession readiness across both visible and less-visible leadership work
- Set clear leadership commitments that strengthen continuity moving into the next school year

Outcome: A sustainable leadership system that reduces fragility, builds trust, and supports continuity—regardless of who occupies each role.

DELIVERABLES

By the conclusion of the Roles Tune-Up, the school will have:

- A clear, role-based leadership responsibility map
- Defined minimum capacity expectations for leadership roles
- A plan for building capacity across the team
- Reduced dependency on individual leaders
- Stronger coverage during absences
- Increased succession readiness by design
- A leadership culture grounded in shared ownership and accountability

INVESTMENT

Total Investment: \$15,000

Includes:

- Three on-site visits
- Six hours of facilitated workshops
- In-person coaching office hours at each visit
- Custom design and preparation
- Post-visit synthesis and guidance
- Ongoing email/phone support between visits

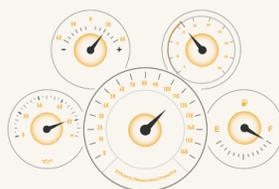
This investment reflects a Year 2 partnership focused on sustaining momentum, strengthening leadership infrastructure, and ensuring the school is prepared for future transitions with confidence.

CLOSING PERSPECTIVE

Year 2 work is about making leadership strength durable. When communication systems are clear, decision processes are transparent, and leadership capacity is shared, schools regain momentum—and sustain it over time.

This proposal reflects a commitment not just to improvement, but to continuity, resilience, and long-term success for George Washington Academy.

This work directly supports the Executive Director's commitment to clarity, shared ownership, and leadership sustainability. By making both visible and less-visible leadership responsibilities explicit, the team strengthens mutual understanding of how each role contributes to school success—and builds confidence in stepping in for one another when needed.





PROPOSAL FOR BOARD ACTION

Proposal Title: Trust Land Plan 26-27

Submitted by: B. Clark

Originating Committee: Trust Land 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:

The Trust Land Committee has met three times this year to review the current school plan, gather teacher feedback on the upcoming plan, and incorporate that feedback into the attached 2026–27 plan. We will be receiving an additional \$40,000 next year, and the committee has decided to apply the majority of these funds toward additional teacher assistants to support students during the school day, with a smaller portion allocated to after-school reading tutoring.

Background Information, including a list of reviewing committees:

Assessment:

Teachers were surveyed on areas where they would like additional support next year, and their feedback has been thoughtfully integrated into the upcoming plan.

Recommendation:

After collaborative discussion as a committee, we recommend that the Board review the proposed school plan for the 2026–27 school year.

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

School LAND Trust Plan 2026-2027 - George Washington Academy

Please Finish your Plan Submission

Saving Your Work:

- **Most sections autosave:** After completing a section, click on a blank screen area to save.
- **Some sections require manual save:** For the "Action Plan Steps and Expenditures" sections, you **must click "Save."**
- **Best practice:** Save your work in a separate document as a backup.

Important:

- Each goal needs at least one trust land expenditure.
- Clearly describe how funds will achieve each goal. Unclear or misaligned expenses will result in the plan being returned for edits.

At least one goal is required.

Goal #1

close

Goal Statement

close

Councils will formulate concise and impactful student-centered, data-driven, and evidence-based goal statements. A goal statement should answer the question "*What specific academic outcomes will students achieve by the end of the upcoming school year as a direct result of the Land Trust Plan?*"

Example: *By the end of the school year, we will have 60% of K-6 students achieve Typical or Better growth in literacy skills as measured by the Acadience Reading EOY Pathways of Progress composite score.*

By the end of the school year, we will demonstrate an increase of 2% in mathematics and literacy in Acadience Math & Reading.

Refer to R277-477-4 for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- College and Career Readiness
(secondary schools only)
- English/Language Arts
- Graduation Rate Increase (secondary schools only)
- Mathematics
- Science

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each

academic area selected above, there must be a corresponding measurement.

We will review formative assessment results, progress-monitoring data, benchmark and interim assessments, along with additional data points, to ensure we are effectively meeting the needs of all students in Math and Reading. Acadience Math and Reading will serve as key tools for monitoring our progress toward these goals. Our focus remains on improving outcomes across all grade levels and ensuring meaningful academic growth for every student.

Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*

GWA remains committed to implementing research-based instructional strategies and advancing our work through thoughtful and innovative use of technology.

1. Instructional Software Investment (\$20,000)

We will purchase research-based instructional software designed to increase rigor while providing targeted support for students who need additional time and practice with specific skills and standards. Our charter goal is to perform at least 10% above the state average across academic areas, and we are approaching that benchmark in Math, ELA, and Science. To support this work, we will invest in Learning A-Z, GoGuardian, SWANK, TypingClub, Lexia, IXL and Panorama.

2. Hardware Investment (\$55,000)

The selected software will be supported through updated hardware purchases to

better meet student learning needs. Input will be gathered from instructional team leaders as well as the Technology and Curriculum Committees to ensure alignment with instructional priorities. All orders will be submitted between July 1, 2026, and December 1, 2026. Planned purchases include Chromebooks, desktops, laptops, charging stations and headphones.

Together, these investments will strengthen instructional capacity, increase access to high-quality learning tools, and provide direct support to students who require additional resources to be successful.

Action Steps and Expenditures must be saved manually using this button:

SAVE ACTION PLAN STEPS

Category	Description	Estimated Cost		
Software < \$5,000	Various technology software that supports state standards and adopted curricula	\$20,000.00	<input type="button" value="Edit/Cancel"/> <input type="button" value="Save"/>	<input type="button" value="Delete"/>
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	Chromebook and Desktop Computers, Charging Stations, and Headphones etc.	\$55,000.00	<input type="button" value="Edit/Cancel"/> <input type="button" value="Save"/>	<input type="button" value="Delete"/>
	Total:	\$75,000.00		

[Scroll to the top to add a goal.](#)

Goal #2

Goal Statement

Councils will formulate concise and impactful student-centered, data-driven, and evidence-based goal statements. A goal statement should answer the question "What

specific academic outcomes will students achieve by the end of the upcoming school year as a direct result of the Land Trust Plan?"

Example: *By the end of the school year, we will have 60% of K-6 students achieve Typical or Better growth in literacy skills as measured by the Acadience Reading EOY Pathways of Progress composite score.*

Our goal is to increase student proficiency by at least 3% across all state-mandated academic areas, including ELA, Math, and Science. To measure progress and ensure accountability, we will use RISE summative, interim, and benchmark assessments, along with Acadience Math and Reading data collected at Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).

In ELA, we are currently performing 14% above the state average; however, some grade levels remain in the high-50% proficiency range. In Math, we are averaging 8% above the state, with several grades still in the 50% proficiency range. In Science, performance is nearly 30% above the state average, yet some grade levels continue to score in the high-60% proficiency range.

While these results reflect strong performance compared to the state, they also highlight clear opportunities for continued improvement. Our focus remains on closing gaps, strengthening instruction, and ensuring consistent growth and proficiency for all students across all grade levels.

Academic Area

close

Refer to [R277-477-4](#) for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- College and Career Readiness
(*secondary schools only*)
- English/Language Arts
- Graduation Rate Increase (*secondary schools only*)
- Mathematics
- Science

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

We will meet weekly to monitor student progress and closely examine patterns of growth and areas where additional support may be needed. Through this ongoing review, we will ensure that appropriate interventions and extension opportunities are in place to better support every learner.

Student progress will be continuously monitored using Acadience Reading and Math progress-monitoring data, along with RISE benchmark, interim, and summative assessments. We will use our PLC processes to collaboratively analyze data, adjust instruction, and refine supports, ensuring we are as effective and responsive as possible in meeting the needs of all students.

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

- 1. We will hire a paraprofessional for reading groups. (\$10,000)*
- 2. The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
- 3. We will purchase reading software to complement classroom literacy instruction. (\$5,000)*

We are continuing to strengthen our PLC process by prioritizing meaningful collaboration across all settings throughout the school. Schedules have been intentionally aligned to ensure that teachers have dedicated time during the school day to collaborate with their teams within contract hours.

As this work continues, we are committed to providing ongoing, research-based professional learning for our staff. This professional development will focus on areas such as effective collaboration, high-impact instructional practices, data-informed decision-making, assessment literacy, and leadership development, ensuring that our educators are well supported and continuously growing in their practice.

Action Steps and Expenditures must be saved manually using this button:

SAVE ACTION PLAN STEPS

Category	Description	Estimated Cost		
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	Staff Training and Development as well as associated registration/travels costs, meals, lodging etc.	\$30,000.00	<div style="display: flex; justify-content: space-around; align-items: center;"> <div>Edit/Cancel</div> <div>Delete</div> </div> <div style="text-align: center; margin-top: 5px;">Save</div>	

	Total:	\$30,000.00	
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[Scroll to the top to add a goal.](#)

Goal #3

close

Goal Statement

close

Councils will formulate concise and impactful student-centered, data-driven, and evidence-based goal statements. A goal statement should answer the question *"What specific academic outcomes will students achieve by the end of the upcoming school year as a direct result of the Land Trust Plan?"*

Example: *By the end of the school year, we will have 60% of K-6 students achieve Typical or Better growth in literacy skills as measured by the Acadience Reading EOY Pathways of Progress composite score.*

By the end of the year our students will increase in proficiency in all state-mandated reporting academic areas, including science, math, and ELA by 2% on the RISE and Acadience Assessments.

Academic Area

close

Refer to [R277-4.77-4](#) for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- College and Career Readiness
(*secondary schools only*)
- English/Language Arts
- Graduation Rate Increase (*secondary schools only*)
- Mathematics
- Science

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

We will use RISE summative, interim, and benchmark assessments, along with Acadience Math and Reading data, to measure student growth and proficiency.

In ELA, we are currently performing 14% above the state average; however, some grade levels remain in the high-50% proficiency range. In Math, we are averaging 8% above the state, with several grades still in the 50% proficiency range. In Science, performance is nearly 30% above the state average, yet some grade levels continue to perform in the high-60% proficiency range.

While these outcomes demonstrate strong performance relative to the state, they also highlight opportunities for continued improvement. Our focus remains on strengthening instruction, closing gaps, and ensuring consistent growth and

proficiency for all students across all grade levels.

Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*

We will hire teacher assistants and interventionists to provide targeted in-school reading interventions and support for students identified as at risk in reading and math as well as students that need to extend their learning. Student progress will be closely monitored using benchmark assessments, progress-monitoring tools, and Common Formative Assessment data to better identify and address specific skill gaps.

We will analyze the needs of students in grades K–7 to identify academic and behavioral skill deficiencies and provide targeted support through individualized and small-group instruction. These interventions and extensions are designed to accelerate student learning and support progress toward grade-level expectations. Student growth will be measured using Acadience Reading and Math assessments.

Action Steps and Expenditures must be saved manually using this button:

SAVE ACTION PLAN STEPS

Category	Description	Estimated Cost		
----------	-------------	----------------	--	--

Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	We will hire (5) grade level assistants/ interventionists to meet the need of our various students.	\$74,000.00	Edit/Cancel Save	Delete
	Total:	\$74,000.00		

[Scroll to the top to add a goal.](#)

Goal #4

close

Goal Statement

close

Councils will formulate concise and impactful student-centered, data-driven, and evidence-based goal statements. A goal statement should answer the question *"What specific academic outcomes will students achieve by the end of the upcoming school year as a direct result of the Land Trust Plan?"*

Example: *By the end of the school year, we will have 60% of K-6 students achieve Typical or Better growth in literacy skills as measured by the Acadience Reading EOY Pathways of Progress composite score.*

Using data from state assessments, we will identify students who qualify for targeted after-school interventions. Through structured after-school programs in Reading, we aim to increase student performance by at least 2% on Acadience Reading.

Academic Area

close

Refer to [R277-4.77-4](#) for a list of priority academic areas. A council may, supported by a council's data discussion, include goals in other areas if priorities have been addressed, or another area is a priority of the local board.

Please **select only** the priority area/s that your data determines as an area of most

critical academic need. For each academic priority selected, there **must** be a corresponding assessment or data tool in the Measurements section. *If academic areas are selected that don't have a corresponding measurement, the plan may be sent back for edits.*

Priorities

- College and Career Readiness
(secondary schools only)
- English/Language Arts
- Graduation Rate Increase (secondary schools only)
- Mathematics
- Science

Other Academic Areas in Core Standards

- CTE (Career and Technical Education)
- Educational Technology/Library/Media
- Financial Literacy
- Fine Arts
- Health
- Physical Education
- Social Studies
- Technology
- World Languages

Measurements

close

Describe the data and/or other relevant indicators supporting the decision of the council to identify this academic area as a "most critical academic need."

What measurements will be used to indicate success? Limit the data sources to meaningful tools so that progress may be gauged. Please remember, for each academic area selected above, there must be a corresponding measurement.

In ELA, we are currently performing 14% above the state average; however, some grade levels continue to score in the high-50% proficiency range. To monitor growth and student proficiency, we will use RISE summative, interim, and benchmark assessments, along with Acadience Reading data.

Action Plan Steps and Expenditures

close

Action plan steps should be specific and clear on what is being purchased with School LAND Trust funds and how the steps support the goal. Please:

- List and number the specific steps.
- Write the School LAND Trust funding amount in parentheses at the end of each action step.

If implementing cross-curricular methods (using art to support a math goal) that do not have an assessment or data tool, explain how the method will be implemented in the action plan steps.

Example:

1. *We will hire a paraprofessional for reading groups. (\$10,000)*
2. *The paraprofessional will work with small groups of students to provide structured support in areas of reading that the students are struggling with.*
3. *We will purchase reading software to complement classroom literacy instruction. (\$5,000)*

1. Staff Stipends for After-School Reading Intervention (\$15,000)

We will provide stipends to GWA employees who support and facilitate after-school reading intervention programs. Student needs will be identified using academic data, and staff will be invited to lead targeted programs aligned to those needs.

Intervention services will be delivered by interventionists trained in the 95 Percent Group reading framework, a research-based program designed to support students requiring additional instruction. Certified interventionists will provide one-on-one and small-group instruction (no more than five students per group) to ensure targeted, effective support. Student progress will be monitored using Acadience Reading progress-monitoring data, with a goal of achieving at least 2% growth from Beginning of Year to End of Year.

2. Instructional Supplies for Intervention (\$3,000)

We will purchase essential instructional materials and supplies to support effective intervention implementation. These supplies will include curriculum materials, paper, folders, binders, pencils, and other reading resources and manipulatives necessary to support targeted small-group and individualized instruction.

Action Steps and Expenditures must be saved manually using this button:

SAVE ACTION PLAN STEPS

Category	Description	Estimated		
----------	-------------	-----------	--	--

		Cost		
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	Stipends for educators to provide interventions for the after school reading program	\$15,000.00	Edit/Cancel Save	Delete
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	Supplies need for the after school reading program.	\$3,000.00	Edit/Cancel Save	Delete
	Total:	\$18,000.00		

[Scroll to the top to add a goal.](#)

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Expendable items that are consumed, wornout or lose identity through use (paper, science and art supplies), food for a cooking class, a field trip, or a parent night (consistent with LEA policy)	\$3,000.00
Hardware > \$5,000 and furniture to house trust purchases; book cases, carts for devices	\$55,000.00
Software < \$5,000	\$20,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	\$89,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	\$30,000.00
Total:	\$197,000.00

Funding Estimates – Please Update

Estimates	Totals	
Carry-over from 2024-2025	\$5,536.65	
Distribution for 2025-2026	\$157,343.11	
Total Available Funds for 2025-2026	\$162,879.76	

Estimated Funds to be Spent in 2025-2026	\$ 160000 ↕	<input type="button" value="Update"/>
Estimated Carry-over from 2025-2026	\$2,879.76	
Estimated Distribution for 2026-2027	\$195,289.61	
Total Available Funds for 2026-2027	\$198,169.37	
Summary of Estimated Expenditures for 2026-2027	\$197,000.00	
Estimated Carry-over to 2027-2028	\$1,169.37	

The Estimated Distribution is subject to change if student enrollment counts change.

Publicity

[Click here to order free stickers for identifying School LAND Trust purchases such as books or computers.](#)

The following items are the proposed methods of how the Plan would be publicized to the community:

- Letters to policymakers and/or administrators of trust lands and trust funds
- Other: Please explain
- School assembly
- School marquee
- School newsletter or website
- Social Media
- Stickers that identify purchases made with School LAND Trust funds

Council Plan Approval

Please indicate the voting results to approve this school plan.

Number Approved:

Number Not Approved:

Number Absent:

Date:



Please attach relevant documents here. *If attaching data to support the Measurement section, please ensure it does not include any student data.*

Please submit comments below.

Comments are only seen by those involved in submitting or reviewing plans and cannot be edited or removed.

There is a 1000 character limit on the comments. SAVE button shows when entry is made. Character Count: 0

Review before Submission

Please review the following before submitting (once approved, this report is public):

- **Spelling & grammar**
- **There is no student or personal data**

Once submitted the report may only be revised through the review process by the LEA Reviewer or Charter (Business Administrator) Reviewer. Once the

review is complete, the report may not be edited.

This form is ready for display on the public website. Spelling and grammar have been checked. There is no student data included.

[BACK](#)



PROPOSAL FOR

BOARD

ACTION

Proposal Title: LRB Public Finance Advisors Compensation Agreement

Submitted by: Kevin Peterson

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: To proceed with the proposed bond issuance, GWA must retain qualified bond counsel and an underwriting team. Counsel is necessary to ensure legal, regulatory, and tax compliance, while underwriting is required to structure, price, market, and place the bonds effectively. Timely engagement of both is critical to meet financing objectives and market timelines. We have retained LRB Public Finance Advisors to complete the process.

Background Information, including a list of reviewing committees:

David Robertson of LRB Public Finance Advisors, in coordination with the Finance Committee, has issued the compensation agreement to support GWA's upcoming bond issuance.

Assessment: The previous bond issuance was reviewed for consistency.

Recommendation: A recommendation has been made to approve the contract with LRB Public Finance Advisors.

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

**AGREEMENT FOR FINANCIAL ADVISORY AND CONSULTING SERVICES
FOR GEORGE WASHINGTON ACADEMY**

THIS AGREEMENT for Financial Consulting Services (the “Agreement”) is made as of _____, (the “Effective Date”), by and between GEORGE WASHINGTON ACADEMY (“GWA”), and LRB PUBLIC FINANCE ADVISORS, INC., (“LRB”) a Utah corporation having its corporate offices at the address of 41 North Rio Grande, Suite 101, Salt Lake City, Utah 84101 (the “Financial Consultant”).

WHEREAS, the Financial Consultant is an experienced and fully qualified firm, acting in a fiduciary role, provides financial and consulting services, as more fully set forth herein, to and for local governmental and nonprofit entities including charter schools; and

WHEREAS, GWA wishes to engage the Financial Consultant to provide the Services defined below and for the purposes set forth in this Agreement;

NOW, THEREFORE, in consideration of the mutual promises and covenants contained in this Agreement, GWA and the Financial Consultant agree as follows:

1. *General Scope of Services.*

During the Term of this Agreement, the Financial Consultant will perform and provide the services needed, required or desired by GWA, which may include, but are not limited to the following (collectively, and combined with the detailed services set forth in Section 2 below, the “Services”):

- (a) information and analysis regarding the best methods of issuing debt and all related matters including, but not limited to, rating agency presentations, debt structuring, market conditions, comparable interest rates, quantitative analysis, investment of bond proceeds, etc.;
- (b) assist with presentation(s) and application(s) to an entity to act as a conduit issuer for municipal bonds and request any enhancement or other programs as appropriate and applicable;
- (c) assist with presentation(s) and application(s) for any loan or loan program that may be appropriate and applicable;
- (d) advice on potential facility leases, as applicable;
- (e) formulation of debt policies and procedures for GWA, as needed;
- (f) financial modeling and preliminary feasibility of capital projects, as needed;
- (g) advice and assistance with multi-year financial forecasting; and
- (h) other financial and consulting services as requested by GWA.

2. *Detailed Scope of Services—Particular to Debt Issuance*

During the Term hereof, with respect to any particular debt issuance by GWA, the Financial Consultant will provide the following particular Services, as appropriate and necessary, for the issuance and placement or sale of each such debt issue:

- (a) consult with and advise GWA regarding the recommended size, structure and other specifications of the particular issue;

- (b) furnish information and advice concerning current market conditions for the particular type of debt to be issued;
- (c) advice on potential facility leases, including terms, purchase options, business items and related items as appropriate;
- (d) assist in application to a conduit issuer for the issuance of municipal bonds and related enhancement programs in preparation of materials, presentations and related needs as appropriate and applicable;
- (e) assist in application(s) for loan(s) or loan program(s) in preparation of materials, presentations and related needs as appropriate and applicable;
- (f) assist in the formulation of a coordinated plan and schedule for the authorization, issuance and placement or sale of the particular debt issuance;
- (g) prepare, as necessary, a detailed quantitative analysis of the debt issue;
- (h) assist GWA in selecting other professional services necessary, possibly with formal Request for Proposals (RFP's), to complete debt transaction(s) which could include underwriter, bond counsel, disclosure counsel, borrower's counsel, trustee, paying agent, financial printing, feasibility consultant, GWA, title services and others, as applicable;
- (i) consult with and work with bond counsel, legal counsel and other consultants selected by GWA as necessary and appropriate;
- (j) review and comment on all bond or debt related documents;
- (k) attend document review meetings, due diligence sessions, coordination meetings with GWA officials and others and attend all meetings as necessary or as requested by GWA;
- (l) assist GWA in compiling financial and demographic information related to the particular debt issue as needed;
- (m) advise GWA regarding the method of placement or sale of the particular debt issue and assist in identifying potential purchasers as needed and appropriate;
- (n) seeing to the closing of transactions that includes, amongst other duties, drafting a closing memorandum including wire instructions, attending pre-closing and closing of the particular debt issue and other;
- (o) as appropriate and applicable, advise GWA officials to and participate in any presentations to be made to any of the credit rating services or bond insurers for the purpose of obtaining credit rating services or bond insurance for the debt issue, assist in compiling the required information and financial data for the presentations and, upon request, accompany GWA's representatives during the rating agencies' and/or insurers' presentations whether held here or out of state; and
- (p) generally work with professionals representing GWA in preparation for the debt issuance.

3. Detailed Scope of Services—Particular to General Financial Consulting

With respect to any Services which do not lead to the issuance of debt, a detailed statement of work for each Service will be agreed upon in advance in writing between the parties and will be incorporated as an addendum to this agreement once signed by both parties.

4. Term of Financial Consultant Agreement

GWA and the Financial Consultant agree that the initial term of this Agreement will be for two (2) years (from the Effective Date of this Agreement (“Initial Term”)), and shall automatically renew for additional periods of

one (1) year (each, a “Renewal Term,” and the Initial Term and Renewal Terms, collectively, constitute the “Term”), unless terminated within 30-days prior written notice of the renewal anniversary.

5. Representations of GWA.

GWA represents and warrants that, in connection with any issuance of debt or request for the Financial Consultant to proceed with any other services as provided for under the provisions of this Agreement, GWA will take the following actions, among other actions as may be appropriate and necessary, to accomplish the authorization, issuance and sale of a particular debt issue, or to facilitate the timely processing and completion of other services requested by GWA.

- (a) cooperate with the Financial Consultant in all respects to facilitate the transaction;
- (b) provide the Financial Consultant with all relevant information and data GWA may have in its possession or under its control which is reasonably required by the Financial Consultant and is considered material to the transaction;
- (c) take reasonable action to pass, as it pertains to the issuance of municipal bonds, all required resolutions and take all other reasonable legislative or administrative actions as necessary or as advised by counsel to authorize, issue and sell any particular debt issue, or to allow for completion of other services, and to assure compliance with all constitutional provisions, laws, ordinances, rules and regulations pertaining thereto;
- (d) furnish the Financial Consultant with certified copies of the minutes of all meetings and other proceedings taken in connection with a particular debt issue or other service related matters, all affidavits of publication relating thereto and all other certificates and documents to successfully market a debt issue and make delivery thereof, or complete other requested services, as needed;
- (e) authorize the preparation and distribution of all documentation related to the particular service, including but not limited to, offering information provided to prospective purchasers of any particular debt issue;
- (f) request issuer’s counsel, borrower’s counsel, board members and GWA’s personnel, as appropriate, to review and approve all offering information or other documentation related to a transaction prior to its distribution;
- (g) if a credit rating or bond insurance will be applied for on a particular debt issue, GWA will contract directly with the rating agency for the rating, or the bond insurer for the insurance or surety, and will make available to the rating agency or bond insurer all information and financial data reasonably requested;
- (h) select and retain professionals as needed for each issue of debt and as may be needed in connection with the completion of other services under this contract (such as issuer’s counsel, borrower’s counsel, bond counsel, engineers, appraisers, feasibility consultants, etc.) and pay the agreed fees and expenses of those contracts; and
- (i) compensate the Financial Consultant for all Services rendered under this Agreement and any amendments hereof in accordance with Paragraph 6 below.

6. General Payment of Compensation, Costs and Expenses.

GWA shall compensate the Financial Consultant for Services rendered under this Agreement as follows:

- (a) for Services rendered in accordance with this Agreement, compensation will be as outlined in Attachment A. For Services of the Financial Consultant that do not lead to the actual issuance of debt, compensation will be determined based upon the scope of work performed, as documented in a statement of work or other similar document. Compensation will be mutually agreed upon as the

scope of work is defined, and may be in the form of either agency commission or an agreed-to fee for Services;

- (b) certain expenses that may be incurred by the Financial Consultant will be charged to GWA at cost such as mailing or shipping costs of offering information, printing of bond or note instruments, special computer services, advertising, out-of-state travel, closing expenses and actual costs of copying or printing any offering information shall be borne by GWA. In the event all such other expense exceeds the sum of \$250.00, such expense shall be approved by GWA before it is incurred;
- (c) with respect to the costs and expenses of a particular transaction that are not specifically mentioned or provided for in this Section 6, GWA and the Financial Consultant will agree on and arrange for their payment, as the requirements of the particular transaction or engagement are specified.

7. *Payment Methods.*

- (a) after the sale and upon delivery of proceeds of any debt issue, or other provisions as outlined in Attachment A, the Financial Consultant shall submit an invoice to GWA for the services rendered by the Financial Consultant with respect to such debt and payment of the fee amount shall be due at the time of closing on the debt transaction;
- (b) for the completion of requested Services which do not involve the issuance of debt, any fee amount required to be paid hereunder shall be billed and paid in periodic payments (most often monthly) as set forth in the applicable statement of work

8. *Financial Consultant an Independent Contractor.*

For purposes of this Agreement and the Services to be performed hereunder, the Financial Consultant, its officers, employees and agents shall not be considered to be officers, employees, agents or servants of GWA. The Financial Consultant is and shall be considered to be an independent contractor in all respects and as such its personnel will not be supervised by GWA officers or personnel and GWA will not furnish facilities or equipment to the Financial Consultant for its use in the performance hereof.

9. *Conflict of Interest*

As your Financial Consultant pursuant to the Agreement for Financial Advisory and Consulting Services for GWA entered into between GWA and LRB Public Finance Advisors, Inc., under the requirements of MSRB Rule G-42 we apprise GWA as follows:

The Financial Consultant represents that it knows of no other current conflict(s) of interest or potential conflict of interest in providing services to GWA. Should a situation come to our attention whereby an interest of GWA is in conflict with the interests of the Financial Consultant or of another client of the Financial Consultant, the Financial Consultant shall promptly disclose the conflict to GWA and enter into discussions to appropriately resolve the conflict. The Financial Consultant has not represented any party with a known conflict of interest with GWA. If Financial Consultant determined in the future to represent any party with a conflict with GWA, Financial Consultant would first seek to resolve any potential conflict to the satisfaction of both parties. The Financial Consultant requests that GWA advise the Financial Consultant of any concerns that may have as such concerns arise so that Financial Consultant can fully examine and resolve any conflict of interest.

As the Financial Consultant is compensated for its financial advisory services set out in Sections 3 & 6 of this Agreement, and the method of payment being a fee based upon successful closing of a transaction, this may be viewed as a conflict because the Financial Consultant may have an incentive to recommend unnecessary financings or financings that may be disadvantageous to GWA. These conflicts are mitigated by (1) the ability of GWA to terminate our service for cause, (2) our fiduciary obligation to put the interests of GWA ahead of our own, (3)

receiving input from other professionals engaged in the transaction, (4) GWA own understanding of the scope of the project, and (5) other commonly available information.

10. Additional Services.

If authorized in advance by GWA and in compliance with the terms of this Agreement, the Financial Consultant may furnish services in addition to the basic services described herein. Compensation for those additional services shall be as mutually agreed to by the parties.

11. No Sales Obligation of the Financial Consultant.

GWA acknowledges that neither the Financial Consultant nor its principals shall be obligated in any way for any part of a distribution, underwriting, placement, issuance or sale of any bonds, notes or other forms of indebtedness relating to this Agreement.

12. Amendments.

The parties hereto may request changes in the Services or other provisions of this Agreement at any time, but no change shall be effective until it has been mutually agreed to by the parties in writing or is required to be made pursuant to or because of changes in federal, state or local laws relating to debt issuance by local governments. Except for amendments due to changes in law which shall be deemed to take place immediately as of the effective date of the change in law, all other amendments must be in writing and authorized by both parties, by a duly executed amendment of this Agreement.

13. Termination.

Unless previously terminated according to Section 4 of this Agreement, it is agreed that either party may terminate this Agreement by providing the other party at least sixty (60) days written notice of termination. Any such termination shall be accomplished by one party giving the other party written notice thereof. Neither party shall have any liability to the other for damages or other losses because of a termination of this Agreement unless that termination is wrongful and not done in good faith; provided, however, if a termination should occur, GWA agrees to pay the Financial Consultant all amounts due for Services actually performed through and including the termination date and the Financial Consultant shall deliver to GWA all data, reports and information that would be due on the termination date. All relevant documents, materials and work-in-progress will be turned over to GWA.

14. Miscellaneous.

- (a) *Governing Law.* This Agreement shall be governed in all respects by the laws of the State of Utah, without regard to the conflict of laws rules thereof.
- (b) *Successors and Assigns.* This Agreement may not be assigned by either party without the written consent of both GWA and the Financial Consultant; provided, however, the Financial Consultant has the right to assign this Agreement as part of a merger, consolidation, or other type of acquisition, as long as the assignee agrees to assume all of Financial Consultant's obligations hereunder.
- (c) *Entire Agreement.* This Agreement is the full and entire understanding and agreement of the parties with regard to the subjects discussed herein.
- (d) *Notices.* All notices and other communications required or permitted under this Agreement shall be in writing and may be sent by personal delivery, telecopy, overnight delivery service or U.S. Mail, in which event it may be mailed by first-class, certified or registered, postage prepaid. All such notices

and communications shall be addressed to the Financial Consultant at the following address at such other address that the Financial Consultant shall have furnished to GWA in writing.

Laura D. Lewis, Managing Partner
LRB Public Finance Advisors, Inc.
41 North Rio Grande Street, Suite 101
Salt Lake City, UT 84101
(With a copy to the Compliance Officer)

Notices to be mailed to GWA shall be sent to:

GWA CHATER SCHOOLS
Attn: Board Chair
2277 South 3000 East
St. George, UT 84790

- (e) *Severability.* If any provision of this Agreement shall be determined, by a court of competent jurisdiction, to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.
- (f) *Titles and Subtitles.* The titles of the paragraphs and subparagraphs of this Agreement are for convenience of reference only and are not to be considered in construing this Agreement.
- (g) *Counterparts.* This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.
- (h) *Further Assurances.* Each party to this Agreement shall do and perform or cause to be done and performed all such further acts and things and shall execute and deliver all such other agreements, certificates, instruments and documents as the other party hereto may reasonably request in order to carry out the intent and accomplish the purposes of this Agreement and the consummation of the transactions contemplated hereby.

[The remainder of this page was intentionally left blank]

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their respective officers thereunto duly authorized this ___ day of _____, 2026.

GEORGE WASHINGTON ACADEMY

By: _____

Name: _____

Title: _____

LRB PUBLIC FINANCE ADVISORS, INC.

By: _____

David Robertson
Principal / Owner

Attachment A

The following schedule provides a general range of fees for services for the benefit of GWA.

I. For Financial Services provided pursuant to paragraphs 1 & 2 of the Agreement related to the structuring and issuance of debt.

- A. The fee for any debt transaction will be \$59,500.
- B. For services outside those listed in the Utah Charter School Finance Authority's Request of Qualifications, LRB proposes the following hourly fee schedule. Work on an hourly basis will only be performed with an approved scope of services by GWA prior to commencing such project. Fees will be based upon designation of personnel providing such service as follows:
 - 1) \$100 for any LRB employee position for general staff
 - 2) \$130 for any LRB employee position with an analyst designation
 - 3) \$150 for any LRB employee position with a senior analyst designation
 - 4) \$195 for any LRB employee position with a vice president designation
 - 5) \$235 for any LRB employee position with a partner designation

II. Other Consulting Services:

- A. For services other than debt related transactions, LRB will quote GWA a "not to exceed" fee when we have a reasonable understanding of the detailed scope of work that will be required by GWA. Should the scope change, we reserve the right to negotiate with GWA a fair increase to the fee quote.



PROPOSAL FOR

BOARD

ACTION

Proposal Title: UCFSA Financing and CEP Application Fee

Submitted by: Kevin Peterson

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: To proceed with the proposed bond issuance, GWA must apply to the UCFSA and file an application with the CEP so we can start the bond issuance. We have retained LRB Public Finance Advisors to complete the process.

Background Information, including a list of reviewing committees: Part of the bonds process is that we have to place a \$35,000 deposit with the CEP for the application process to cover the necessary fees and cost.

Assessment: This deposit is standard operating procedure for all parties interested in obtaining new bonds with the backing of the state.

Recommendation: A recommendation has been made to approve the deposit in the amount of \$35,000.

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