

These Minutes are Pending Board Approval

Mission Statement: "ACADEMICS. LEADERSHIP. COMMUNITY."

George Washington Academy

Thursday April 23, 2026

7:00 p.m.

Board Meeting Minutes

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

Continuation of Strategic Planning was held prior to the Board Meeting business. The Board meeting convened at 7:00 p.m.

Board Welcome: Shannon Greer, President

Roll Call: Shannon Greer

Strategic Planning: Laura Snelson reported that they had met as a committee. They outlined goals for each of the strategic priorities that will be a component of the strategic plan. Shannon talked about the reason for putting the strategic plan in place is not because things are going poorly but to ensure they continue to grow and be better year after year even after the nine of them have moved on. Next steps include figuring out the systems that will be in place to collect the data.

Oath of Office: Miguel Munoz was sworn in as a member of the Board of Directors.

Approval of Minutes:

Kevin made a motion to approve the Minutes from the March 26th, 2026 Board Meeting as outlined in the Board Packet. Casey seconded the motion. Casey added that on page 4 Miguel Munoz name was spelled wrong and asked that it be changed. The motion passed unanimously. Those who voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer. Miguel Munoz abstained from voting as he was not present for the last meeting.

Public Opportunity to Address the Board:

None

Set time for adjournment:

Rachel set time for adjournment as 8:49.

Teacher Reports:

Lisa Riel talked about the last faculty meeting. She reviewed the new decision operating system. First the decision must clearly advance GWA's mission of Academics, Leadership, and Community and move the school closer to its long-term vision. If it doesn't move one of those pillars forward, it doesn't move forward. Next the decision must positively impact academic growth, behavioral success, or student experience and well-being. Next Those most affected by the decision- teachers, faculty/staff, parents, students, must have meaningful input before the decision is finalized. Input informs the decision, even if it does not determine it. NextThe decision must fit within our current and sustainable capacity, time, staffing, energy, budget, and training. If it creates overload, fragmentation, or burnout, it is not ready. Next, the decision must support long-term excellence, not just short-term relief. Finally, the decision should simplify, not complicate, reducing confusion, duplication, and competing priorities.

Emily Winona talked about how they practiced the decision operating system. They introduced the Houses of leadership system, which is inspired by Harry Potter. Each student would be sorted into a house for the entirety of their education here at GWA. Each house would have students from each grade. Their group would be like a community within that house. They earn points, an award system, where they are recognized for things they contribute to their team. If their house wins at the end of the year they get a huge celebration. Each member of the faculty and staff will also be in a house, they would be like the advisors. They are trying this out in the fifth grade right now.

Administration Report: Blake Clark gave the report. He said that the decision operating system is used for many reasons and that it helps decisions be more transparent. They have used it with the hiring process, Steve used it today with schedules. If there is a decision that affects more than one person or one team this is the lens to look through. It aligns to the strategic priorities and ultimately the mission as well. The report will be much bigger in May as the RISE testing is underway so the data for that will be coming in. There have been 28 new students added to the enrollment projections. There are now 251 on the waiting list. Shannon asked what save open spot current year was. Debbie said it's when a spot opens up for the current year, they can still be filling them. Essentially if someone didn't get in with the lottery they can fill that spot by taking it as it becomes open. There are two bills in the legislation update. One of which is limiting technology. A large portion of the parents that are touring the school say they are leaving their current school because its all instructions based on technology. As we look at IXL and Lexia and those tools it will be great to use them differently based on alignment with that law. More instruction will be face to face and less IXL. Blake said that the numbers will never be this high again since it will only be used when students login at home. They will have more face-to-face instruction from teachers. Blake praised the student leaders who participated in the ground breaking ceremony. All reports have been completed.

Financial Report: Spencer Adams gave the report. We are $\frac{3}{4}$ of the way through the year. The ratios are all looking good. When looking at the ratios for the bond compliance items they are well above the goal and the goals are set well above the requirements. We are not in jeopardy of missing out on those targets. Healthy budget. At the end of the year we will see the numbers go up as we normally do at this time of year. The other hot topic is reimbursements of grants.- final

numbers have been sent out, but the Utah grants have not been finalized. There is a good chunk of the other restricted funds that have been submitted. We won't see those until the June report. Everything is looking great. Well into the process of putting next year's budget together. Rachel asked where changes are made when committees make changes. They are made in real time and the best place to see them reflected is in the changes column. Next year's budget is on this report. Reports are done. The fraud risk assessment was in the packet. This is something that is done every year, it's a self assessment. Looking great as you can see. Since the first year of doing this they have received full marks.

Committee Reports (3 min each):

- **Policies Committee** – Nothing to report.
- **Finance Committee** – Nothing to report.
- **Audit Committee** - Casey Unrein said there was a brief meeting on site with staff and the minutes will be sent later.
- **Benefits Committee** – Nothing to report.
- **Curriculum Committee** – Nothing to report.
- **Outreach Committee** – 20th birthday party is tomorrow. The day will be really special tomorrow. Blake went over the calendar for upcoming events.
- **Technology Committee** - Nothing to report.
- **LAND Trust Committee** – Nothing to report.
- **PTO Committee** – PTO has planned a lot. The current PTO is working hard to finish the year smoothly. The next year's PTO team has all been assigned. They will be reviewing the bylaws for the new position of the Board Clerk who will be in charge of PTO finances.
- **Board Development Committee** – Nothing to report.
- **Campus Management Committee** – Radio testing was done today. It all came out really well. The facility manager they hired didn't work out but they have hired someone new already.

Discussion and/or Action Items:

- Laura Pressley made a motion to adopt the Revision to Policy 365 Wheeled Device Transportation as redlined in the packet. Rachel seconded the motion. Kevin wants to make sure everyone has the boundary map. He suggested getting it through Hughes or Method Studio. Shannon suggested putting it on the website and bringing it up on the back to school night. Miguel would like to see the defined terms used more consistently throughout the policy. Laura amended her motion to move forward to adopt 365 Wheeled Device Transportation Policy as redlined with the amendment of including the devices as a defined term and making sure they are consistent in using the defined terms throughout the policy. Rachel seconded the motion. Shannon asked that Miguel get with Laura who is on the policy committee to ensure that the changes are made. She then asked that it be brought back next month just for everyone to review. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.

- Laura made a motion to adopt the Revisions to Policy 415 Drug free Workplace and Reasonable Suspicion. Kevin seconded the motion. Sharna asked how the reasonable suspicion and checklist form would work. It will be used as a tool, it will be filled out and signed by two people. Shannon asked where the training will come from. Blake said that the school resource officer may provide training. Shannon asked that once the training is complete that they report back. Casey noted that the header needed to be changed to procedure instead of policy. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.
- Casey made a motion to approve the Storage Containers from Custom Container in the amount of \$10,990. Rachel seconded the motion. Sharna asked where they are going to put them. Steve said the back parking lot, in the corner, at an angle. The reason we need it is because there are things that need to be stored during the expansion and because when the fire marshal walked through there is some stuff they are storing in little nooks that shouldn't be stored, like next to water heaters which makes it a fire hazard. Miguel asked if there is any way to make it not an eyesore. Suggestions were made to have students paint them. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.
- Casey made a motion to approve Core Knowledge Language Arts Materials and Resources in the amount of \$33,083.43. Sharna seconded the motion. Sharna asked why there are different numbers being asked for. Blake said it was because they do an inventory and figure out how many they need vs how many they can reuse. Casey asked about the originating committee for the selection. Shannon said that it comes from the curriculum committee which could have been lost with the turnover. Kevin asked Spencer to look up how much was spent, it was \$29,249. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.
- Sharna made a motion to approve the Into Math Curriculum for the 2026-2027 School Year in the amount of \$40,240.29. Seconded by Rachel. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.
- Sharna made a motion to approve the Leader in Me Subscription and Coaching Day in the amount of \$9,450. Miguel seconded the motion. Rachel asked who was being coached. Blake said they have a Leader in Me coach from Franklin Covey that comes and will either speak with the whole staff, or the action team within Leader in Me or even the student action team. They usually break it down to two half days but they can do one full day as well. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.

- Kevin made a proposal to approve the GMP contract with Hughes construction in the amount of \$17,228,062. Brady seconded the motion. There was some discussion which included Shannon bringing up that the first page of the document has listed all the contingencies. Kevin pointed out that there are \$2.1 million of total cost is contingency funds to ensure the project gets completed. Rachel wanted to make sure there was enough transparency that everyone knows how much money is being spent on the construction for expansion and asked can we really do this. Shannon said yes, that because of the previous board members and all the work that has gone on in past years they are in a good position and the school can in fact responsibly move forward with the expansion. Casey wanted to make sure what the bond money was being used for. David said that they should make sure to use the bond money first, then the schools money. David said that the school is in the top 10% of financially-operated schools in the country. He said financially and management wise the school is in a great position to this. There will be regular reporting to ensure transparency. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.
- Kevin made a motion to approve the Proposed Salary Schedules 26/27 as outlined in the board packet. Laura Snelson seconded the motion. Sharna asked if this happens every year, and they confirmed that it does. Kevin said that with wages they try to be 5% better than the district. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.
- Kevin made a motion to Adoption of a resolution authorizing the expansion of the school's facilities and financing for the project. Brady seconded the motion. David explained that this document gives Shannon or any one authorized to act in her stead the authority to act, to sign all the bond documents. He said that the next major step is the bond. They are releasing an offering document, they'll price the bonds, and then there'll be a bond closing. This document authorized the designated official. This is also updating the schools continuing disclosure undertaking just to make sure that as they're sharing information with investors in the future everything is updated and current. Casey brought up that there is a bond officer which is Spencer. He also asked if there is an added work load with the new bonds in comparison with the old bonds. David said no. Rachel asked who helps keep us compliant. Spencer and Kevin. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.
- Kevin made a motion to approve the Touchmath Curriculum in the amount of \$25,597.60. Sharna seconded the motion. The motion passed unanimously. All present voted in favor: Laura Snelson, Casey Unrein, Sharna Rowe, Brady Pearce, Laura Pressley, Rachel Richins, Kevin Peterson, Shannon Greer and Miguel Munoz.
- Kevin made the motion to approve the LEA Specific 3 year contract for Tracy Baker as outlined in the board packet. Casey seconded the motion. Shannon let everyone know that this is something that will be posted on the website. The motion passed unanimously.

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

Hughes Construction Update: David Robertson, the financial advisor joined to give an update on the bond process moving forward with the expansion. He said the first step they have taken is to determine the debt capacity of the school. The school then worked with contractors to develop a budget for school and what the expansion is going to look like. Now they are in the stages of fine-tuning what the bidding is going to be. They have been working through maintaining and getting the schools bond rating. Bond rating is very important. There has been a high level of financial fidelity for the school. This has been great because the school was able to reaffirm its rating. By doing so, the school was adopted and approved back into the credit enhancement program for the new bond which will save the school 1 to 1.25 percent on the debt. He asked everyone to make sure to familiarize themselves with appendix B. What needs to be approved tonight is an authorizing resolution, because that will enact them to do the final steps of the bond process. They'll release the offering document into the markets. They'll go talk with different investors, and talk about potential interest rates. There will be an actual pricing date that they are working on. They are looking to price the bonds in June or July which is a good timeframe because there is a lot of market activity. He said the two major steps are the resolution and construction contracts.

Closed Meeting – *None*

Next Meeting: The next regular Board Meeting will be held on May 14, 2026 at 7:00 p.m.

Adjournment: Kevin made a motion to adjourn at 8:57.

Written by Shelbi Kelly.

BOARD UPDATE



Charter Goals:

- 1** Board Members will review and discuss internal and external student data, presented by the director, to assess goal achievement and academic progress.
- 2** % of students demonstrating proficiency on each state mandated end-of-year assessment, as compared to the average of WCSD and UT.
- 3** % of students demonstrating growth in each state mandated end-of-year assessment subject



2025-2026 Goals

Academics - By the end of the 2025-2026 school year, 85% of students will show growth in math fluency from beginning of year to end of year!

Leadership - Teachers will lead their own professional development by sharing and modeling best practices in academic instruction and behavior support, fostering a culture of shared leadership and continuous growth.

Community - Foster a positive school culture that motivates by embedding regular meaningful celebrations that recognize student achievement, personal growth, and staff contributions.

OVERTIME: 4 HOURS

ATTENDANCE: 89%
TARDY: 99%

26-27 ENROLLMENT PROJECTIONS

Grade:	K	1	2
Max Enrollment (LOTTERY)	135	1	2
Ideal Enrollment	140	140	140
Students Accepted/Returning:	138	137	138
Intent to Return Not Completed:	0	0	0
Offered/Not Accepted Yet:	0	3	2
Save open spot current year:	1	0	0
Projected:	139	140	140
Waitlist Numbers:	89	44	19

Grade:	3	4	5
Max Enrollment (LOTTERY)	1	1	3
Ideal Enrollment	140	140	140
Students Accepted/Returning:	140	140	137
Intent to Return Not Completed:	0	0	0
Offered/Not Accepted Yet:	0	0	1
Save open spot current year:	0	0	0
Projected:	140	140	138
Waitlist Numbers:	36	27	13

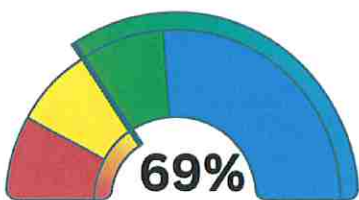
Grade:	6	7	Totals:
Max Enrollment (LOTTERY)	0	5	148
Ideal Enrollment	120	120	1080
Students Accepted/Returning:	122	107	1059
Intent to Return Not Completed:	0	0	0
Offered/Not Accepted Yet:	0	2	8
Save open spot current year:	0	0	1
Projected:	122	109	1068
Waitlist Numbers:	27	0	255

ACADIENCE READING

Kindergarten

Beginning of Year

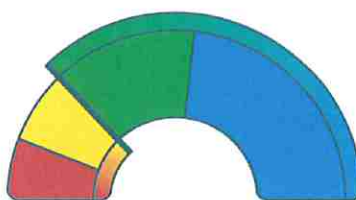
Aug 18 - Sep 2, 2025



137

Middle of Year

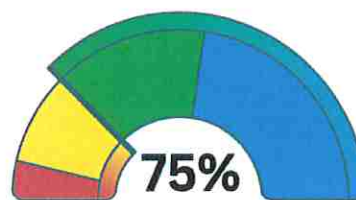
Dec 8 - Dec 9, 2025



136

End of Year

Apr 27 - May 15, 2026

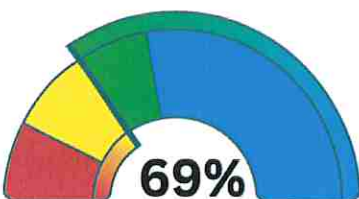


135

1st Grade

Beginning of Year

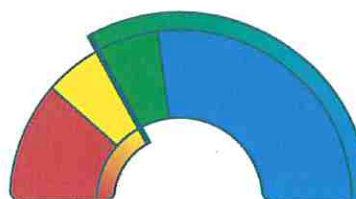
Aug 18 - Sep 2, 2025



133

Middle of Year

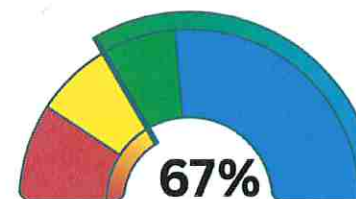
Dec 8 - Dec 9, 2025



135

End of Year

Apr 27 - May 15, 2026

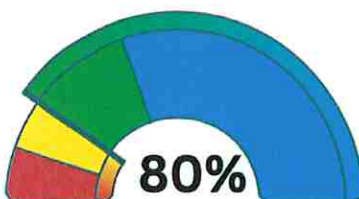


135

2nd Grade

Beginning of Year

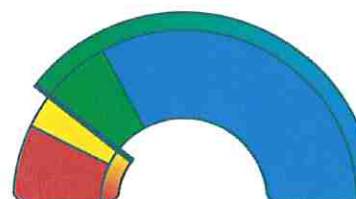
Aug 18 - Sep 2, 2025



137

Middle of Year

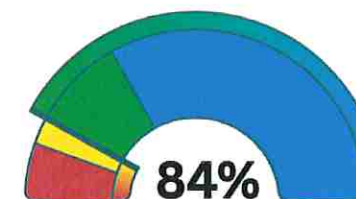
Dec 8 - Dec 9, 2025



137

End of Year

Apr 27 - May 15, 2026



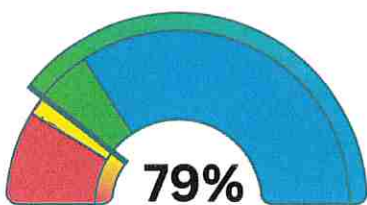
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ACADIENCE READING

3rd Grade

Beginning of Year

Aug 18 - Sep 2, 2025

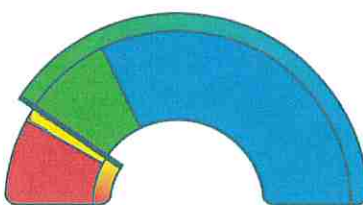


79%

137

Middle of Year

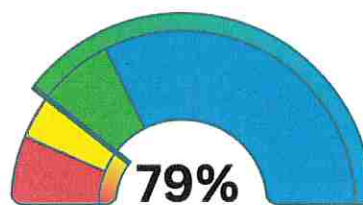
Dec 8 - Dec 9, 2025



137

End of Year

Apr 27 - May 15, 2026



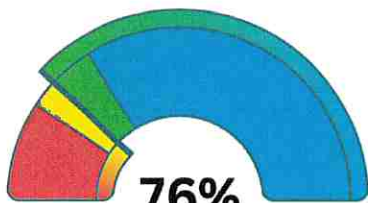
79%

133

4th Grade

Beginning of Year

Aug 18 - Sep 2, 2025

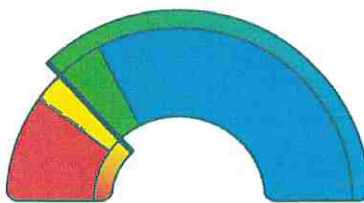


76%

134

Middle of Year

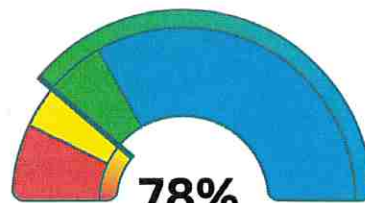
Dec 8 - Dec 9, 2025



135

End of Year

Apr 27 - May 15, 2026



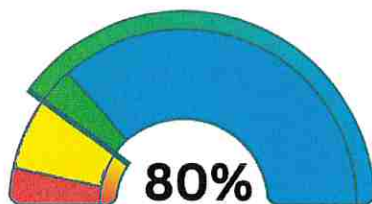
78%

125

5th Grade

Beginning of Year

Aug 18 - Sep 2, 2025

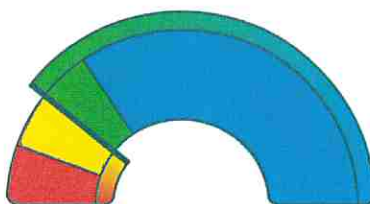


80%

134

Middle of Year

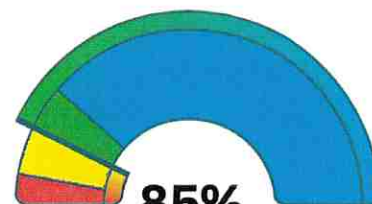
Dec 8 - Dec 9, 2025



135

End of Year

Apr 27 - May 15, 2026



85%

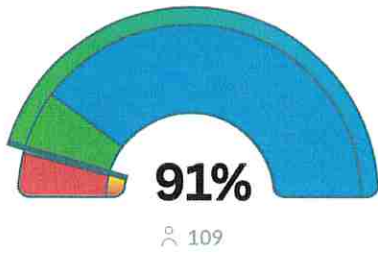
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ACADIENCE READING

6th Grade

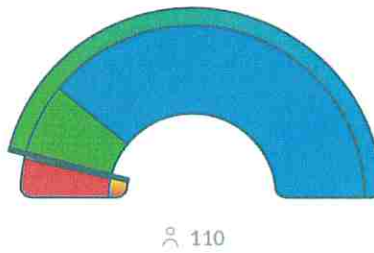
Beginning of Year

Aug 18 - Sep 2, 2025



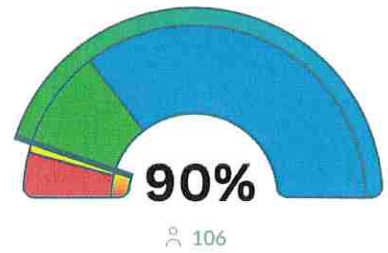
Middle of Year

Dec 8 - Dec 9, 2025



End of Year

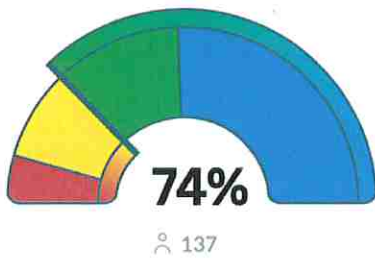
Apr 27 - May 15, 2026



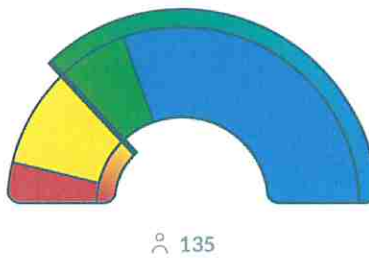
ACADIENCE MATH

Kindergarten

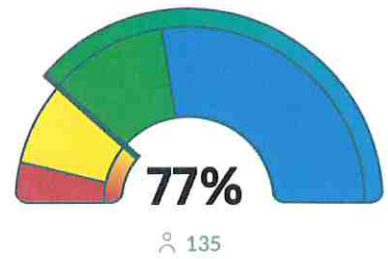
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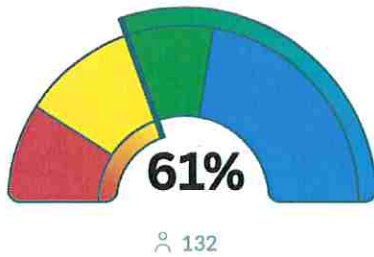


End of Year
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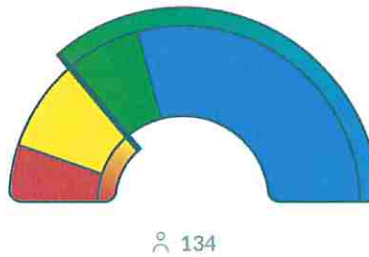


1st Grade

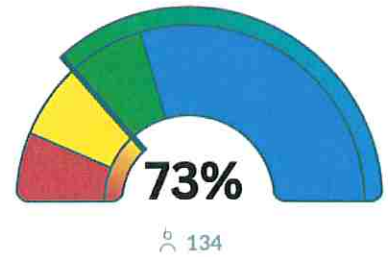
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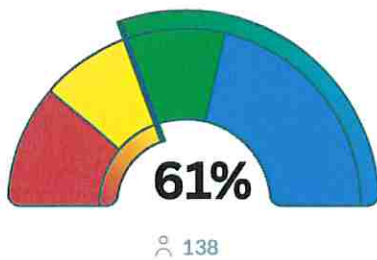


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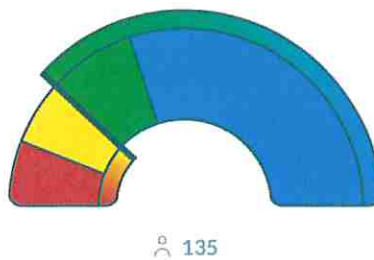


2nd Grade

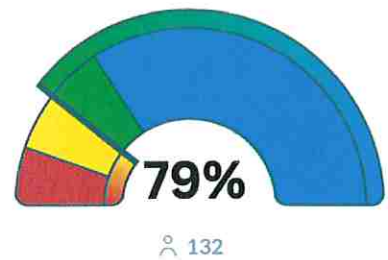
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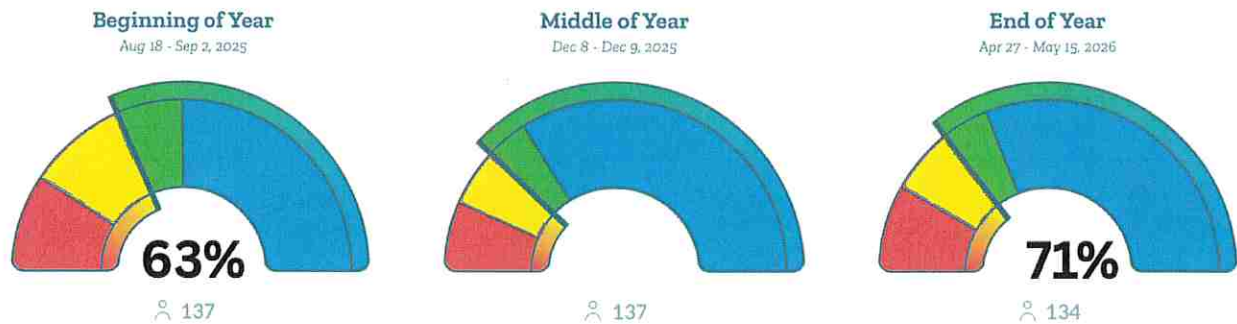


End of Year
Apr 27 - May 15, 2026



ACADIENCE MATH

3rd Grade



READING CENTER

We served 238 students, and of those, 111 graduated from the Reading Center.

- 5th grade - 16 students
- 4th grade - 12 students
- 3rd grade - 17 students
- 2nd grade - 23 students
- 1st grade - 24 students
- k - 19 students

We also saw 59% growth across all grade levels combined.

RISE Assessment - ELA

Comparing GWA to State Average

Colors symbolize cohorts

Charter Goals of Exceeds, Meets, Does Not Meet

Grade	ELA 16-17' SAGE	ELA 17-18' SAGE	ELA 18-19' RISE	ELA 20-21' RISE	ELA 21-22' RISE	ELA 22-23' RISE	ELA 23-24' RISE	ELA 24-25' RISE	ELA 25-26' RISE
	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA
3rd Grade	71% 49%	79% 48%	69% 47%	55% 42%	49% 46%	72% 46%	63% 47%	57% 45%	62% 47%
4th Grade	74% 42%	56% 42%	70% 47%	54% 38%	56% 43%	53% 44%	54% 44%	51% 45%	53% 47%
5th Grade	83% 46%	75% 48%	64% 48%	68% 44%	68% 47%	72% 49%	56% 50%	64% 43%	63% 47%
6th Grade	71% 47%	68% 48%	71% 49%	71% 44%	60% 47%	64% 46%	58% 49%	55% 42%	65% 46%
7th Grade	76% 45%	78% 45%	69% 44%	49% 40%	68% 41%	60% 42%	74% 43%	71% 42%	57% 45%

Exceeds

Meets

Exceeds

Exceeds

Exceeds

RISE Assessment - Math

Comparing GWA to State Average

Colors symbolize cohorts

Charter Goals of Exceeds, Meets, Does Not Meet

Grade	Math 16'-17' SAGE	Math 17'-18' SAGE	Math 18'-19' RISE	Math 20'-21' RISE	Math 21'-22' RISE	Math 22'-23' RISE	Math 23'-24' RISE	Math 24'-25' RISE	Math 25'-26' RISE
	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA	GWA/SA
3rd Grade	73% 51%	78% 52%	58% 50%	60% 45%	60% 48%	60% 49%	67% 45%	52% 47%	60% 50%
4th Grade	82% 52%	72% 51%	69% 49%	65% 45%	67% 49%	58% 50%	57% 51%	61% 50%	56% 51%
5th Grade	81% 49%	78% 50%	66% 49%	68% 42%	64% 44%	63% 46%	53% 46%	67% 44%	60% 45%
6th Grade	61% 41%	60% 40%	66% 39%	50% 32%	48% 35%	43% 35%	16% 34%	51% 36%	63% 38%
7th Grade	81% 50%	88% 50%	80% 47%	55% 41%	76% 45%	59% 44%	68% 43%	63% 46%	60% 45%

Exceeds

Meets

Exceeds

Exceeds

Exceeds

RISE Assessment - Science

Comparing GWA to State Average

Colors symbolize cohorts

Charter Goals of Exceeds, Meets, Does Not Meet

Grade	Science 18'-19' RISE	Science 20'-21' RISE	Science 21'-22' RISE	Science 22'-23' RISE	Science 23'-24' RISE	Science 24'-25' RISE	Science 25'-26' RISE
4th Grade	70% 51%	72% 43%	65% 46%	66% 49%	66% 50%	67% 50%	68% 52%
5th Grade	69% 52%	71% 45%	70% 48%	74% 51%	64% 53%	72% 50%	67% 52%
6th Grade	87% 58%	71% 52%	78% 54%	73% 55%	68% 54%	72% 53%	78% 58%
7th Grade	80% 45%	54% 44%	70% 44%	62% 45%	76% 43%	73% 47%	57% 47%

Exceeds

Exceeds

Exceeds

Exceeds



PROPOSAL FOR BOARD ACTION

Proposal Title: Staff Computer Replacement (Technology Cycle Refresh)

Submitted by: Steve Erickson

Originating Committee: Technology 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:

As part of our established Technology Replacement Plan, a significant portion of our current staff hardware has reached the end of its functional lifecycle.

Background Information, including a list of reviewing committees:

The Technology Committee has reviewed the current inventory and determined that it is now a good time to replace aging computers. This purchase aligns with the school's multi-year budget strategy to phase out aging equipment systematically rather than facing a massive, one-time replacement cost.

Assessment:

Upgrading our staff computers is vital because asking a teacher to run a modern classroom on a ten-year-old desktop is like asking a NASCAR driver to compete in a motorized lawnmower.

Recommendation:

It is recommended that the Board approve the purchase of new staff computers. Since each quote lists the exact same model we recommend going with the cheapest bid from Protech Castle Rock for 39 computers for a total of \$27,885.00. This is part of the Land Trust allocation.

Please submit this form with all accompanying paperwork to the Board Clerk, Sadie Carter, at sadie.carter@gwacademy.org by the 15th day of the month of the Board meeting.

Protech Castle Rock
 825 Wilcox St
 Castle Rock, CO 80104 US
 +17202744711
 gfaircloth@protechcr.com
 www.protechcr.com

Quote



ADDRESS
 Mr Jessica Bentley
 George Washington Academy
 Jessica Bentley
 2277 S.3000 E,
 ,
 St George, UT 84790

SHIP TO
 Mr Jessica Bentley
 George Washington Academy
 George Washington Academy
 Jessica Bentley
 2277 S.3000 E,
 St George , UT 84790
 USA

QUOTE #	DATE
2009	05/07/2026

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	BEE-LINK-BL/SER9	Bee-Link Pro 255/24G/1TB/Space Gray 3YR Warranty Triple Display	39	715.00	27,885.00
SUBTOTAL					27,885.00
TAX (0.081)					0.00
TOTAL					\$27,885.00

Accepted By

Accepted Date




Computer & Monitor Quote 2026

Prepared for **GWA**

By Garrick Poulson | garrick@stsutah.com

Valid until Wednesday, May 13, 2026

Product	Quantity	Price	Amount
Mini PC (Beelink, Ryzen 7 CPU, 24GB DDR5 RAM, 1TB SSD storage, dual monitor capability, WiFi6, Windows 11 Pro) 3 YEAR WARRANTY INCLUDED	38	\$725.00	\$27,550.00
Monitors (24" screen, variable brand depending on market availability, 1HDMI port, 1 VGA port) 3 YEAR WARRANTY INCLUDED	10	\$120.00	\$1,200.00

Delivery Address 
2277 South 3000 East
St. George, Utah 84790

United States

Subtotal	\$28,750.00
Shipping	\$10.00
Tax	\$0.00

Total **\$28,760.00**

I have read and agree to Superior Technical Solutions Terms of Service

Accept quote

Decline quote

amazon business Discover savings on school Essentials ▶

Price drop detected!

Electronics > Computers & Accessories > Computers & Tablets > Desktops > Minis



Click to see full view

Beelink SER9 Pro Mini PC, AMD Ryzen 7 H 255(Up to 4.9GHz) 8C/16T, Mini Desktop Computer 24GB LPDDR5X RAM 1TB PCIe4.0 SSD, Small Gaming PC Built in Dual Speaker/Mic/BT5.2/WiFi 6 for Gaming/Office/Home

Visit the Beelink Store
2.5 (2) | Search this page

1 Price Change

\$739⁰⁰

Typical Price • View Analysis

May be available at a lower price from [other sellers](#), potentially without free Prime shipping.

Buying multiple items? Go to multi-select

Size: Ser9 Pro 24g/1tb/H 255

Ser5 Pro 16g/480g... \$449.00 FREE Delivery Wednesday	Ser5 Max 24g/500g... \$509.00 FREE Delivery Monday	Eqr6 24g/500g... \$499.00 FREE Delivery Monday	Eqr7 24g/1tb/7... \$559.00 FREE Delivery Monday
EQR7 24G/500G... \$529.00 \$529.00 FREE Delivery Tuesday	EQR7 24GB/500... \$529.00 \$549.00 FREE Delivery Monday	Ser8 32g/1tb/8... \$884.00	Ser9 Pro 24g/1tb/H... \$739.00 FREE Delivery Monday
Ser9 Max 64g/1tb/H... \$1,179.00 FREE Delivery Tomorrow			

Buy New
\$739⁰⁰

FREE delivery **Monday, May 11.**
Order within 10 hrs 16 mins

Deliver to George - St George 84790

Only 2 left in stock - order soon.

Qty: 1

Add to cart

Need more than 14 units?
Request for Quote

Secure transaction

Sold by Beelink Shop and Fulfilled by Amazon.

Return policy:
30-day refund / replacemer.

Support:
Product support included

Add a Protection Plan:
 3-Year B2B Desktop Computer Protection Plan or \$86.99
 2-Year B2B Desktop Computer Protection Plan or \$65.99

Add a gift receipt for easy returns

Like New

\$696⁰²
FREE delivery **Tuesday, May 12** for Prime members

Ships from: Amazon
Sold by: Amazon Resale

Add to Auto Buy

Add to List

Other sellers on Amazon

New & Used (2) from \$696.02
FREE delivery for Prime members

Ask Rufus

Can this mini PC handle video editing software?

Does it come with a keyboard?

What is the maximum resolution supported? Why you might like this

Compare with similar Ask something else

Brand Beelink

Operating System OS

CPU Model AMD Ryzen 7

CPU Speed 4.9 GHz

Cache Size 16 MB

Graphics Dedicated

See more

About this item

- Faster & Better AMD Processor** The Beelink SER9 Mini PC is powered by AMD Ryzen 7 H 255 (8C/16T, L3 cache 16MB). The base frequency is 3.8GHz / the dynamic frequency can reach 4.9GHz.

36 Howard Drive·Ellisville, MS 39437
P.O. Box 1590·Laurel, MS 39441

HOWARD™

TECHNOLOGY SOLUTIONS

888.912.3151 general·601.399.5077 fax
888.323.3151 technical support

A Division of Howard Industries, Inc.
www.Howard.com

Online Quotation

Quote No: JS19 1642603.00
Customer Name: Steven Erickson
Company Name: George Washington Academy
Quote Name: Mini PC Qty 8

Quote Date: May 07, 2026
Phone Number: 4356732232
Fax Number:

Item 1

Category	Description	Qty.	Unit Price	Ext. Price
System Type:	Accessories			
1:	'SMART BUY Z2 MINI G1A RAIMP385 32GB/1TB PC Country of Origin: N/A Weight: 10.05 Dim Weight: 1,713.04' MPN: SR3952	8	\$3,402.00	\$27,216.00
2:	SMART BUY SERIES 3 PRO 324PF 23.8IN FHD MNTR Country of Origin: N/A Weight: 11.45 Dim Weight: 1,693.38 MPN: 9U5J5UT#ABA	10	\$161.00	\$1,610.00
3:	CHROME PLUS 2IN1 CORE 5 120U 3.8G 8GB 156GB SSD 14IN TCH CHROME MPN: 83LL000LUS	1	\$1,070.00	\$1,070.00
4:	3YR MAIL-IN SCHOOLYR TERM Product stocked by manufacturer. Delivery times vary. MPN: 5WS0Q11134	1	\$50.00	\$50.00
			Sub-Total:	\$29,946.00
			Shipping & Handling:	Included
			Taxes:	Tax Exempt
			Total for Item 1:	\$29,946.00

This Quote will expire on June 06, 2026.
Please include your Quote Number on your Purchase Order.

Total for all pre-configured items

Sub-Total:	\$29,946.00
Shipping & Handling :	Included
Taxes:	Tax Exempt
Total:	\$29,946.00

Notes:

THIS QUOTATION IS EXPRESSLY LIMITED TO, AND EXPRESSLY MADE CONDITIONAL ON, PURCHASER'S ACCEPTANCE OF THE TERMS HEREIN AND ACCEPTANCE OF HOWARD'S GENERAL TERMS AND CONDITIONS OF SALE (LOCATED AT: <https://www.howardcomputers.com/info/termsofsale.cfm>), WHICH ARE FULLY ADOPTED AND INCORPORATED HEREIN BY REFERENCE. PURCHASER'S SUBMISSION OF A PURCHASE ORDER PURSUANT TO THIS QUOTATION CONSTITUTES PURCHASER'S ACCEPTANCE OF AND AGREEMENT WITH HOWARD'S GENERAL TERMS AND CONDITIONS OF SALE. HOWARD OBJECTS TO ANY DIFFERENT OR ADDITIONAL TERMS. A COPY OF THE ABOVE- REFERENCED GENERAL TERMS AND CONDITIONS OF SALE MAY ALSO BE OBTAINED BY CALLING 1-888-912-3151 OR EMAILING webmaster@howardcomputers.com.

Howard's product warranties, return policies and related information are also available at <https://www.howardcomputers.com/support/warranties.cfm> and <https://www.howardcomputers.com/support/returnpolicy.cfm>, or may be obtained by calling 1-888-912-3151 or emailing webmaster@howardcomputers.com.

Howard hereby reserves the right to unilaterally withdraw and/or revise any Quotation or quoted prices at any time, including in the event its manufacturing or procurement costs increase due to circumstances such as fluctuations in vendor pricing - particularly for critical components such as RAM - or the imposition by the United States or any other country of new or higher tariffs, taxes, duties, fees, or similar charges.



PROPOSAL FOR BOARD ACTION

Proposal Title: PowerSchool Hosting

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:

The current annual contract for the PowerSchool Student Information System (SIS), cloud hosting services and PowerSchool Enrollment is approaching its expiration date. Action is required to renew the subscription to ensure uninterrupted access to student data management, attendance, grading platforms, and Enrollment for the upcoming school year.

Background Information, including a list of reviewing committees:

George Washington Academy utilizes PowerSchool as its primary database for student records and state reporting. The proposal includes the base license fee plus the subscription for secure off-site hosting, which minimizes the need for internal server maintenance. PowerSchool Enrollment integrates directly with our SIS to streamline the collection of student demographics, health forms, and permissions.

Assessment:

Recommendation:

It is recommended that the Board approve the renewal of the PowerSchool License and Subscription for Hosting and the Powerschool License and Subscription for Enrollment for the next fiscal year.

PowerSchool Hosting: \$13,212.02

PowerSchool Enrollment: \$12,517.92

This is coming out of the 2026-2027 Budget and from line item 736

Please submit this form with all accompanying paperwork to the Board Clerk, Sadie Carter, at sadie.carter@gwacademy.org by the 15th day of the month of the Board meeting.



PowerSchool Group LLC
 150 Parkshore Dr.
 Folsom CA 95630

Quote #: Q-170654-1

Prepared By: Ragha Daram
Customer Name: George Washington Academy

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

Contract Term: 12 Months
Billing Frequency: Annually
Start Date: July 22, 2026
End Date: July 21, 2027
Payment Terms: Net 30
Pricing Vehicle:

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

Contract Term : July 22, 2026 to July 21, 2027

Quote Summary

License and Subscription Period(s)	License and Subscription	Total
Subscription Period 1: July 22, 2026 to July 21, 2027	USD 13,212.02	USD 13,212.02
Total Contract : July 22, 2026 to July 21, 2027	USD 13,212.02	USD 13,212.02

License and Subscription Fees

Subscription Period 1 License and Subscription Fees

Product Description	Quantity	Unit	Price
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 662.27
PowerSchool SIS Maintenance and Support	1,014.00	Students	USD 8,483.68
PowerSchool SIS Hosting	1,014.00	Students	USD 4,066.07
Subscription Period 1 License and Subscription Fees TOTAL:			USD 13,212.02
Total License and Subscription Fees :			USD 13,212.02

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.

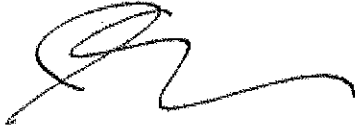
THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

George Washington Academy

Signature:

Signature:



Printed Name: Jon Scrimshaw

Printed Name:

Title: Chief Accounting Officer

Jessica Bentley

Title:

Date: 9-MAR-2026

Purchasing

Date:

PO Number: _____



PowerSchool Group LLC
 150 Parkshore Dr.
 Folsom CA 95630

Quote #: Q-170290-2

Prepared By: Ragha Daram
Customer Name: George Washington Academy

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

Contract Term: 12 Months
Billing Frequency: Annually
Start Date: July 22, 2026
End Date: July 21, 2027
Payment Terms: Net 30
Pricing Vehicle:

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

Contract Term : July 22, 2026 to July 21, 2027

Quote Summary

License and Subscription Period(s)	License and Subscription	Total
Subscription Period 1: July 22, 2026 to July 21, 2027	USD 12,517.92	USD 12,517.92
Total Contract : July 22, 2026 to July 21, 2027	USD 12,517.92	USD 12,517.92

License and Subscription Fees

Subscription Period 1 License and Subscription Fees

Product Description	Quantity	Unit	Price
PowerSchool Enrollment Charter for PS SIS	1,020.00	Students	USD 12,517.92
Subscription Period 1 License and Subscription Fees TOTAL:			USD 12,517.92
Total License and Subscription Fees :			USD 12,517.92

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: 26-FEB-2026

Date:

PO Number: _____



PROPOSAL FOR BOARD ACTION

Proposal Title: Mango Voice 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:

Our existing contract for the Mango Voice VoIP phone system is nearing its expiration. To prevent a service blackout that would disable our classroom extensions and front-office lines, we must authorize a renewal of the service agreement.

Background Information, including a list of reviewing committees:

This is a renewal agreement to continue to use Mango Voice as our primary phone line system.

Assessment:

Our phone system is so integrated into the school that I'm pretty sure the "M" in Mango stands for "More caffeine or chocolate needed before I answer this call."

Recommendation:

It is recommended that the Board approve the contract renewal for Mango Voice for the upcoming term to ensure uninterrupted communication services for George Washington Academy.

Please submit this form with all accompanying paperwork to the Board Clerk, Sadie Carter, at sadie.carter@gwacademy.org by the 15th day of the month of the Board meeting.



Due: Tue, Jun 9, 2026

Total: \$9,749.90

Bill# 203759 Customer# 052020-00001945

**George Washington Academy
2277 S 3000 E
Saint George, UT 84790**

**Remit to:
Mango Voice
446 S Mall Dr
Ste 200
St. George, UT 84790**

Summary

Balance Information	
Previous Balance	9,659.99
Payments Received - Thank you!	(9,659.99)
Balance Forward	
New Charges	
Recurring Charges	9,623.64
Taxes and Surcharges	126.26
Total New Charges	9,749.90
Total Amount Due	9,749.90

Payments

Description	Date	Amount
Payment Received, Thank you!	06/09/25	(9,563.52)
Payment Received, Thank you!	07/25/25	(96.47)
Subtotal		(\$9,659.99)

Recurring Charges

**Voice Services 2277 S 3000 E, UT 84790: 48482
2277 S 3000 E Saint George, UT 84790**

Description	Start	End	Rate	Qty	Amount
E911 Compliance - Annual	06/09/26	06/08/27	89.88	1	89.88
Mango Digital Line - Annual (x77)	06/09/26	06/08/27	20.40	77	1,570.80
Mango Fax - Annual	06/09/26	06/08/27	179.88	1	179.88
Regulatory Fee - Annual	06/09/26	06/08/27	113.88	1	113.88
Mango - Annual (x77)	06/09/26	06/08/27	99.60	77	7,669.20
Subtotal					\$9,623.64

Management Reports

Location Summary

Location	Usage	Monthly	OneTime	SubTotal
2277 S 3000 E		9,623.64		9,623.64
Non Recurring Charges				
FCC Cost Recovery Fee			1.68	1.68
Federal Carrier Cost Recovery Fee (IPCTS)			35.80	35.80
Federal Carrier Cost Recovery Fee (Non-IPCTS)			0.07	0.07
Federal Universal Service Fund			88.71	88.71
	0.00	9,623.64	126.26	9,749.90



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, Sadie Carter, at sadie.carter@gwacademy.org by the 15th day of the month of the Board meeting.



PROPOSAL FOR BOARD ACTION

Proposal Title: Emergency Response Plan (EOP)

Submitted by: Steve Erickson

Originating Committee: Campus Management 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:

GWA is seeking formal approval of the updated Emergency Operation Plan (EOP) to ensure the school remains compliant with current safety standards and protocols. This comprehensive update is designed to replace outdated procedures with streamlined, effective responses to modern safety challenges.

Background Information, including a list of reviewing committees:

The finalized plan was distributed to all Board members via email for a preliminary review prior to this meeting. Due to the sensitive nature of the security protocols, the full document is to remain confidential, with only relevant excerpts being shared with families as needed.

Assessment:

Our current emergency procedures require alignment with state guidelines to ensure maximum student safety; plus, a good emergency plan is like a seatbelt: you hope you never need it, but you'd feel pretty silly trying to buckle up after the car starts spinning.

Recommendation:

It is recommended that the Board formally approve the new Emergency Operation Plan as presented. Upon approval, the plan will officially go into effect on July 1, 2026.

Please submit this form with all accompanying paperwork to the Board Clerk, Sadie Carter, at sadie.carter@gwacademy.org by the 15th day of the month of the Board meeting.



PROPOSAL FOR BOARD ACTION

Proposal Title: Health Curriculum for 26-27 & 27-28 SY

Submitted by: B.Clark

Originating Committee: Health Curriculum Hiring 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:

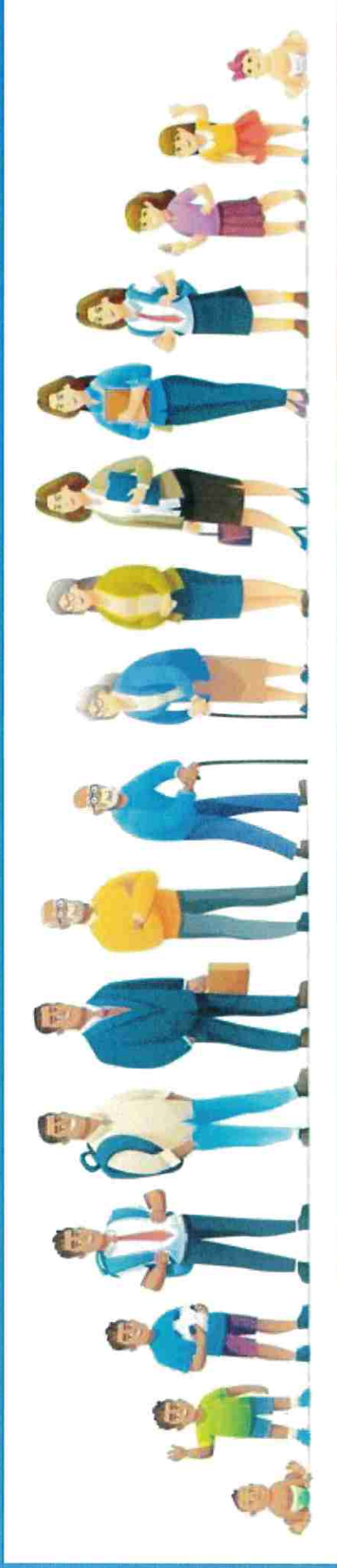
The committee appreciated the detail of the plan and the surface level of the discussion and information that will be held in the classroom around this sensitive topic.

Recommendation:

It is our recommendation to approve this health curriculum and the associated lessons for the next two years as part of the State's Health Curriculum Assurances

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.

Human Development



Overview of lessons for George Washington Academy
St. George, Utah

Teacher- Rachelle Crawford (rcrawford@gwacademy.org)

Procedures for Opted-Out Students

When families opt students out of sex education lessons, the following procedure is:

- Provide parents with materials for home instruction. Parents do not have to use it.
- Arrange for a supervised place within the school for the student to report during class time (e.g., library, other classroom).
- Provide an **alternative** assignment on another area of health education (e.g., mental health, nutrition, disease prevention).
- Make arrangements with student prior to class time. They should not be surprised or shamed in any way for having another arrangement.
- You cannot require students to complete the work they are opted out of (but may require the completion of alternate assignments).
- Sometimes students are opted out of a section not because of the content, but the environment and situations. It is none of your business - you cannot ask why.
- You cannot test students on opted out of material.

Canvas and the information

- Lessons 1-2 are general human development information and all students will participate in class as normal.
- Presentations for lessons 3-6 will not be available on Canvas, if a student is absent they will email me, while including you, and then I will email you the presentation to share with them.
- If the assignment is digital there will be an access code for students.
- When a student chooses option 4 for their student, then the student will be given an alternate assignment for lessons 3-6 and work on it in a different classroom.
- Likewise if a parent has chosen option 2, then the student will go to a different classroom for that particular lesson/ assignment.



Introduction Lesson

***Identify accurate and credible sources of information about Human Development
(Standard 7)***

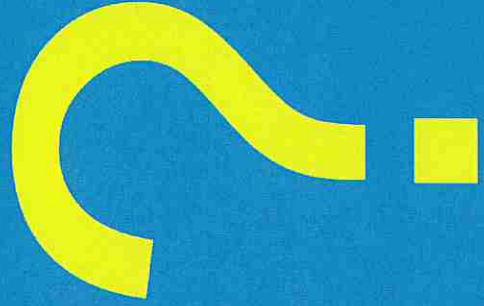
GROUND RULES

- ★ You can **always** ask a serious question
- ★ Comments are welcome, but keep them **appropriate and on topic**
- ★ **Use appropriate language**
- ★ Nothing we talk about is secret, but please don't share with other students.
- ★ 1 strike, you're out!

WHY DO WE HAVE TO LEARN THIS?

- Because **you** have a reproductive system
- Because you need **accurate information** to make **informed decisions**
- Because inappropriate sexual relationships can have **tragic** consequences
- Because a lot of sources of information about sexuality can be **inaccurate**
- Because there are not always informative conversations at home with parents

Questions



If you have any questions during the lessons you can either

Ask in Class

or

**Put the question in the
'Question Box'**

or

Ask a Parent

DID YOU KNOW???

TEENS RANK PARENTS AS
THE #1 INFLUENCE ON
THEIR SEXUAL DECISIONS.

MOST TEENS SAY IT
WOULD BE EASIER TO
DELAY SEXUAL ACTIVITY IF
THEY WERE ABLE TO HAVE
MORE OPEN, HONEST
CONVERSATIONS WITH
THEIR PARENTS.

THE BEST SOURCE FOR
INFORMATION IS A CREDIBLE
ADULT: A PARENT, RELATIVE,
CLERGY, HEALTH CARE PROVIDER,
TEACHER, OR COUNSELOR.

THE STUDENTS NEED TO
INTERVIEW A PARENT AND
THEN SUBMIT A PICTURE
ON CANVAS SHOWING WHO
THEY INTERVIEWED.

DID YOU KNOW?? TEENS RANK PARENTS AS THE #1 INFLUENCE ON THEIR DECISIONS.

Interview a parent/guardian by discussing the following questions, please share your answers to the same questions. Discuss similarities and differences in the responses.

After you complete this interview, submit a selfie with the person you interviewed on Canvas, and include the interview in the selfie.

1. What were some of your goals as a teenager?
2. What caused you to reach or not reach your goals?
3. What advice would you give me in reaching my goals?
4. What do you think are the biggest decisions coming up in my life?
5. Aside from you, who do you think I should ask for advice about my decisions?
6. How can choices made in the teen years result in positive and negative consequences in later years?
7. When you were my age how did you feel about yourself?
8. What happened at the time when you didn't feel good about yourself? How did you get over those times?
9. What positive traits do you see in me that I can build on?
10. How do you feel about abstinence until marriage?
11. How will abstinence affect a person's relationship?
12. When you were in high school, what pressures did you face?
13. What pressures do you think I face? What advice would you give me for resisting these pressures?

Lesson 1



Adolescence Changes

Describe the physical, social, cognitive, and emotional changes of adolescence.
(Standard 1)

Lesson 1 Adolescence Changes is a Nearpod Lesson

From Child to Adolescent

A person's body and mind transform during adolescence. No longer children, but not yet adults, adolescents undergo changes that prepare their minds and bodies for adulthood.

These changes are:

- physical
- emotional
- mental

These changes begin with puberty when the reproductive system starts to mature.



4

Physical Development

Physical changes are the hallmark of adolescence, or the period of development between 12 and 19 years of age.

During this time, males and females experience rapid growth. They achieve their full adult height and weight.

Their sexual organs also mature, which means they become capable of sexual reproduction.



5

Puberty in Males

During puberty, males also grow taller and gain weight quickly.

By the end of puberty, which usually ends around age 14, males and females are about the same height and weight.

Males experience emotions and sexual feelings during puberty.

Males also become curious about sex and may feel sexually attracted to another person.



8

Puberty

Puberty is the period of time during which all of these physical changes are taking place.

Everyone goes through puberty, but it helps to know what changes to expect during the time.

See hormones above the physical and emotional changes of puberty.

Puberty is triggered when brain hormones affect the testes in males and the ovaries in females.



6

Puberty in Males

Puberty begins in males around 10-14 years of age.

The hormone testosterone triggers the growth and development of the male sex organs.

These hormones also cause the development of secondary sexual characteristics, including:

- pubic, body, and facial hair
- deeper voice
- broad shoulders
- muscle mass



7

Puberty: What to Expect

Males:

Starts between ages 10-14

• Voice deepens, but may crack occasionally.

• Shoulders broaden.

• Facial body hair growth begins.

• Muscles mass increases.

• Increase in height up to 4 inches per year.

• Weight gain.

• Acne breakouts may appear on face, shoulders, and back.



9

Caring for the Male Reproductive System

As their reproductive systems develop, they should start paying attention to possible problems and important care procedures.

In addition to these care procedures, males should practice good reproductive health by keeping the organs of the reproductive system clean and protected.



10

Puberty in Females

Females begin puberty earlier than males. The first sign of puberty in females is breast development, which occurs around 8-14 years of age.

In females, the hormone estrogen triggers the growth and development of the female sex organs.



11

Lesson 2 Adolescence Changes is a Nearpod Lesson

Puberty in Females



Estrogen also causes development of female secondary sexual characteristics. These include breast development and growth of pubic, underarm, and leg hair. During puberty, a girl's hips also widen, and fat is added to the hips and buttocks.

During puberty, a female's body grows quickly as well. Girls can grow up to 3 inches per year.

By the end of puberty, a female may have grown 10 inches and gained 25 pounds.

12

Puberty in Females



Females also begin menstruating during puberty. The menstrual, or first menstrual period, might be surprising to a young female. Parents or a doctor can help in understanding menstruation and how to prepare for this monthly cycle.

Like males, female experience increased growth during puberty. They gain weight and physical strength, breasts also grow, and there is an increase in sexual attraction.

13

HEALTHY HABITS



16 Healthy Habits for Life Teen Hygiene...

Why do you feel like this?



17 Teenage Brain and Decisions

Puberty: What to Expect



Females: Starts between ages 8-14

- Increased oil production in the skin and acne may lead to acne
- Facial hair grows
- Underarm, leg and pubic hair growth begins
- Menstruation begins
- Increase in height up to 2 inches per year
- Weight gain, and additional fat concentrated in hips, thighs, and buttocks
- Acne often

14

Caring for the Female Reproductive System



As their reproductive systems develop, girls should start paying attention to possible problems. In addition, females should keep their bodies healthy by keeping the organs of the reproductive system clean.

Make any possible problems of the female reproductive system known to a doctor. Signs of possible problems include:

- "Painful" sex
- Check the breasts for any lumps or swelling
- Unusual vaginal discharge (GVD), Itchy
- Unusual odor
- Unusual infection
- Keep the reproductive area clean.

15

Intellectual Development



During adolescence, the brain is still developing.

Young adolescents think in concrete terms, as they did in childhood.

They often view the world in black-and-white terms and may struggle to see the complexity of many situations.

Adolescents may be unable to imagine future consequences that could arise from their actions.

As a result, young adolescents may act without thinking and take risks that can harm their health, such as experimenting with alcohol or drugs.

18

Intellectual Development



As adolescents mature, they develop the ability to think more abstractly and to see more than just what is in front of them.

This ability provides them to handle more challenging situations or problems.

They can think through issues that are more complex.

They can understand different points of view.

19

Lesson 2 Adolescence Changes is a Nearpod Lesson

Intellectual Development



Over time, adolescents gain the ability to think about more abstract concepts. Even older adolescents, however, may have difficulty understanding abstract concepts. They may still take notes. They can distinguish on many subjects and grasp the main idea. They have a better understanding of social norms.

For some adolescents, a few months of abstract thinking is the norm. For others, it may be the exception or a sign of a talent or special ability.

20

Prefrontal Cortex



One of the last portions of the brain to fully develop is the prefrontal cortex, which is responsible for rational thinking and decision making. The prefrontal cortex usually has not fully developed until the age of 25.

Because of this, young people may have trouble practicing good judgment.

21

Video



22 Module 2.1s Adolescent develop...

Social & Emotional Development



Adolescents have the need to establish their own identity. In the early years, they are often influenced by their parents and friends. As they grow older, they begin to form their own identity. They often have a strong sense of independence. They may have a strong sense of responsibility. They may have a strong sense of self-worth.

23

Social & Emotional Development



Adolescents are highly sensitive to social norms. They may have a strong sense of independence. They may have a strong sense of responsibility. They may have a strong sense of self-worth.

24

Social & Emotional Development



Adolescents are highly sensitive to social norms. They may have a strong sense of independence. They may have a strong sense of responsibility. They may have a strong sense of self-worth.

25

Social & Emotional Development



Adolescents are highly sensitive to social norms. They may have a strong sense of independence. They may have a strong sense of responsibility. They may have a strong sense of self-worth.

26

Social & Emotional Development



Adolescents are highly sensitive to social norms. They may have a strong sense of independence. They may have a strong sense of responsibility. They may have a strong sense of self-worth.

27

Video



28 Puberty: Feeling Depressed, Happ...

Health & Wellness Issues



Adolescents face health and wellness issues. They may have a strong sense of independence. They may have a strong sense of responsibility. They may have a strong sense of self-worth.

29

Peer Pressure



During childhood and adolescence, peers have a strong influence on adolescents. They may have a strong sense of independence. They may have a strong sense of responsibility. They may have a strong sense of self-worth.

30

Handling Peer Pressure



Some people are better at handling peer pressure than others. They may have a strong sense of independence. They may have a strong sense of responsibility. They may have a strong sense of self-worth.

31

Lesson 2



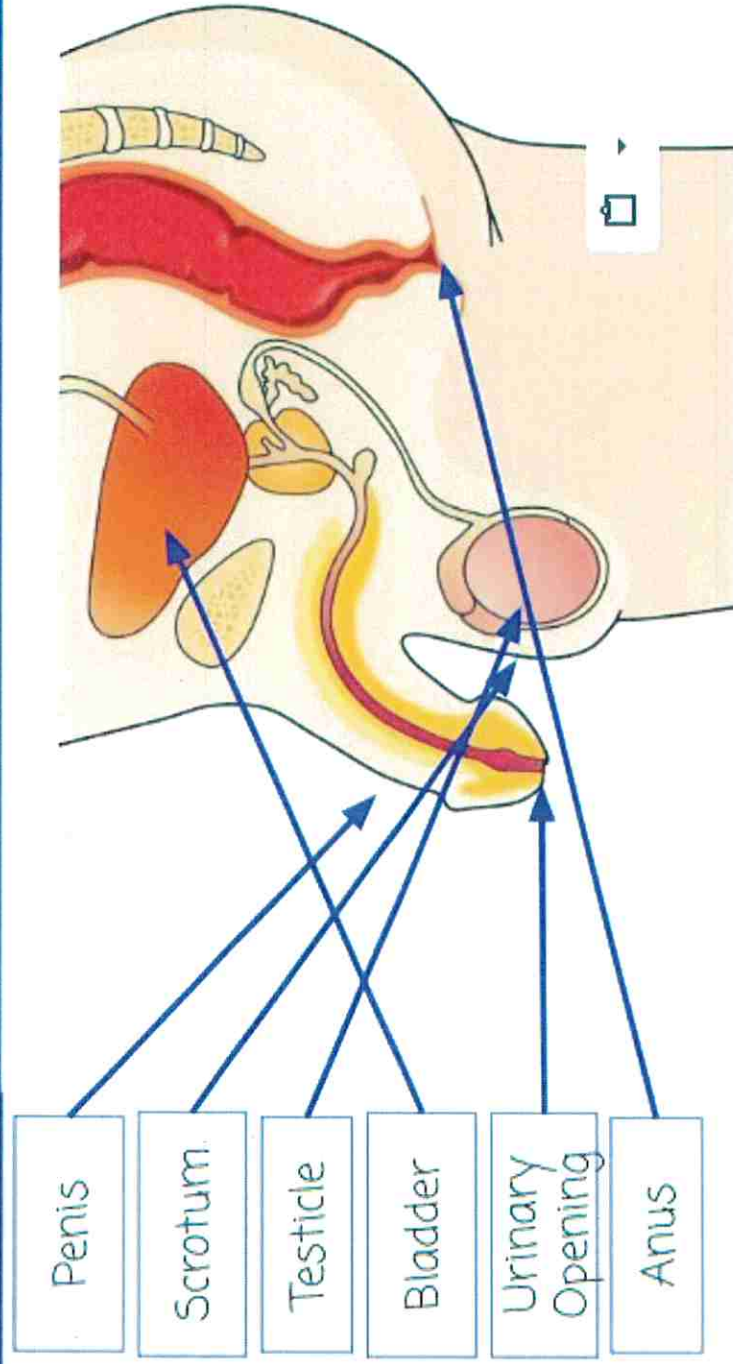
Male & Female Anatomy

*Describe the anatomy, physiology, and ways to care for the reproductive system.
(Standard 2)*

Lesson 2: Male Reproductive System (Anatomy)

Anatomy
Terms

Side View – Male Reproductive System



Lesson 2: Male Reproductive System (Anatomy)

Sperm: Male reproductive cell.

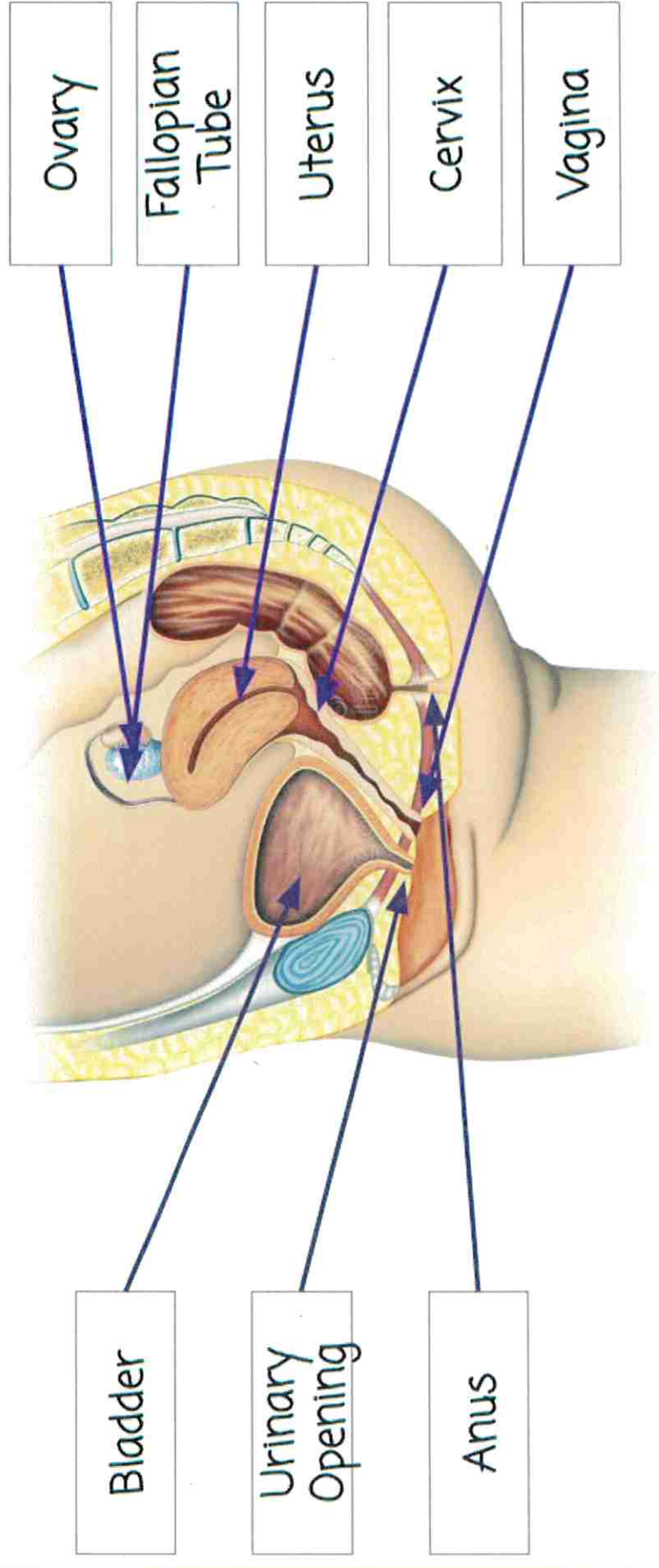


Testosterone:
Male hormone responsible for the changes that occur during puberty.

- After puberty males make 200,000 – 400,000 sperm cells a day for the rest of their lives.
- The sperm cell is the smallest human cell.

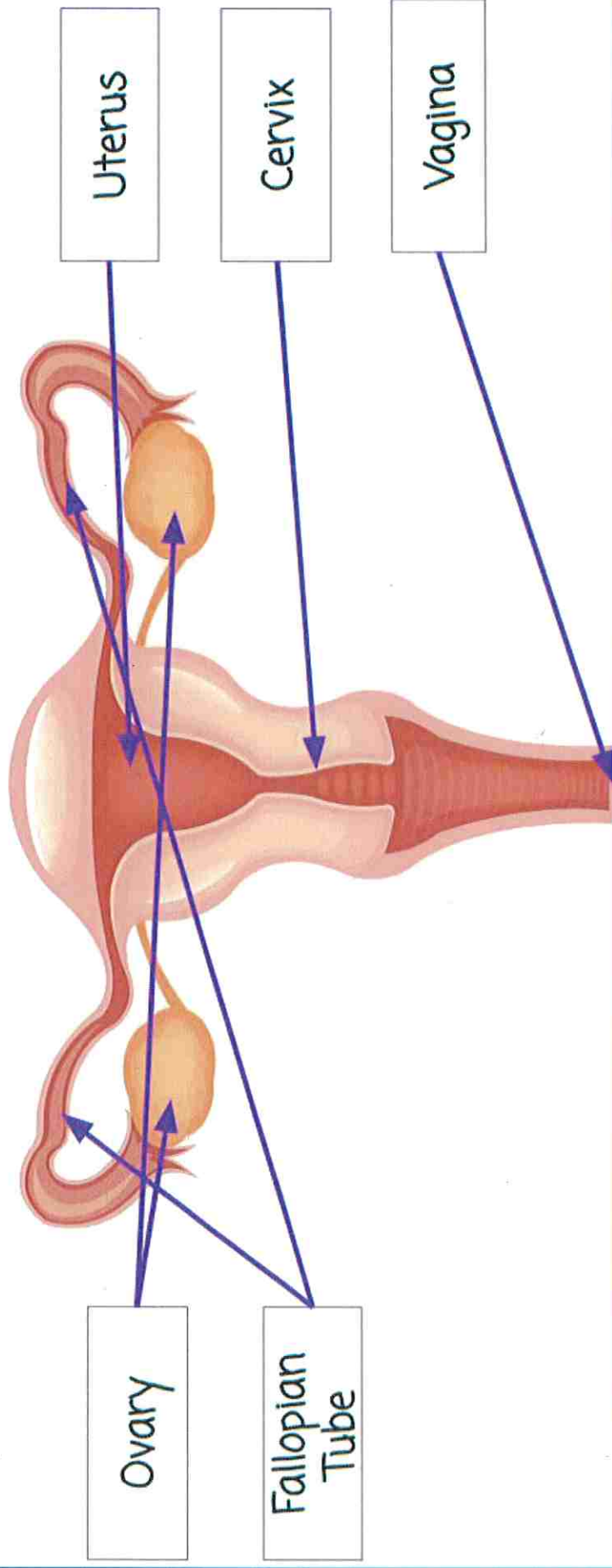
Lesson 2: Female Reproductive System (Anatomy)

Side View – Female Reproductive System



Lesson 2: Female Reproductive System (Anatomy)

Front View – Female Reproductive System



Lesson 2: Female Reproductive System (Anatomy)

Egg: female reproductive cell



Eggs are stored in the ovaries.

Ovulation: is when a mature egg is released from the ovary, pushed down the fallopian tube, and is made available to be fertilized.

Estrogen:

Female hormone responsible for the changes that occur during puberty.

- The egg is the smallest cell in the female body, and is 1/10 the size of a poppy seed.
- The female body starts making eggs at nine weeks in the womb, but they do not fully develop until later in life.
- Women are born with all the eggs they will ever have, after birth they do not produce any more eggs.

Lesson 3



Abstinence, Consent, & Sexual Harassment/Assault

Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence. (Standard 3)

Abstinence
is the practice of
abstaining from
sexual intercourse
before marriage.

Parent Note:
I don't explain what
sexual intercourse is
and your student
my not understand.
This is a good topic
to go over at home,
especially when you
have the interview
during the
introduction .

Academic performance:

It is easier to concentrate on your studies. After all, isn't that why you are here?

Better health:

You'll have fewer physical and emotional concerns.




Advantages to abstinence

Advantages to abstinence

Certainty: If the relationship lasts without sex, there is a good chance it will be a strong relationship.

Confidence: You'll know that the other person likes you for you, and not just for sexual attraction.





Advantages to abstinence

Freedom from worry:

You'll have no concerns about unintended pregnancy and/or sexually transmitted infections.

Also, there will be less confusion about relationships that become intense too fast.

Good example:

You'll be setting one for your peers or younger siblings.

Advantages to abstinence

Less stress:

There will be time to learn more about yourself and your feelings.

Peace of mind:

You won't be risking your future for a few minutes of pleasure now.



Simplicity: You won't have to worry about birth control, or the other person's feelings in regards to the sexual relationship.

Security: It feels safer to know a person better, and wait until you think this is the person you may want to spend the rest of your life with.

Self-respect: You'll know that you are able to stand up for what is right for you.

Advantages to abstinence

Let's talk about consent...

What does getting
someone's consent mean?

Consent

- Consent is an agreement between participants. Consent should be clearly and freely communicated.
- A verbal and affirmative expression of consent can help both you and your partner to understand and respect each other's boundaries.
- Consent cannot be given by individuals who are underage, intoxicated or incapacitated by drugs or alcohol, or asleep or unconscious. If someone agrees to an activity under pressure of intimidation or threat, that isn't considered consent because it was not given freely.

Sexual Assault/ Harassment:

Is behavior characterized by the making of unwelcome and inappropriate sexual **REMARKS** or **PHYSICAL** advances at school, in a workplace or in a social situation.



Goalcast

because in the end, what defines you

The following video is about a girl who didn't give consent and how she dealt with the assault. **30**

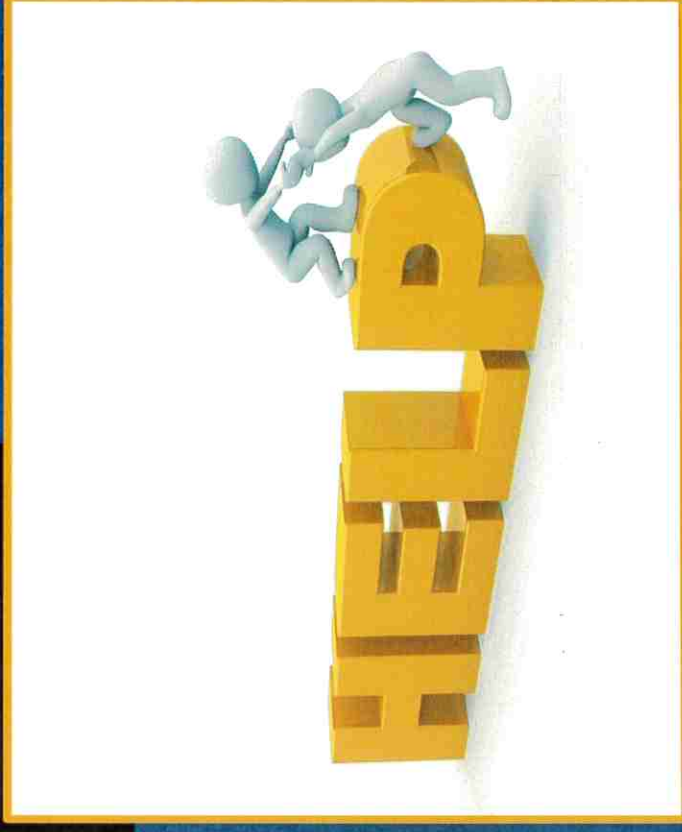


Sexual Assault/ Harassment:

- A sexual assault conviction is considered a felony.
- This means
 - you have to register as a sex offender
 - You cannot own a gun
 - You cannot vote
- The conviction will stay with you for the rest of your life.

How to get help if your boundaries have been violated.

- Utah Rape & Sexual Assault Crisis Line
1-888-421-1100
- National Sexual Assault Hotline:
800.656.4673
- CAPSA: Trained Advocates
(435)-753-2500
- School Counselors
- Local law enforcement
- Trusted Adult



Lesson 4



Pregnancy

Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention. (Standard 4)

Lesson 4: Pregnancy

Pregnancy

Ovulation is when a mature egg is released from the ovary, pushed down the fallopian tube, and is made available to be fertilized.

After ovulation, the following three parts of a pregnancy happen:

- Fertilization
- Fetal Development
- Birth Process

We are going to watch a video that shows these three stages and their part into a little more detail on fetal development.

REPRODUCTIVE SYSTEM
part 4
Pregnancy & Birth

Pregnancy
EMBRYONIC DEVELOPMENT

Month 3

- The heart and lungs appear, which will grow into the main arteries and veins.
- The baby will be about 1.6 inch long at the end of the first trimester.
- The main body forms, which becomes the baby's arms, legs and torso.

Month 2

- Your baby's major organs are formed but the placenta, which exchanges nutrients from your body for waste products produced by the baby, is still forming.
- The baby is still in the uterus and protected by the amniotic sac and chorion.
- Fingers and toes are developed.
- The baby will weigh less than 1.5 ounce by the end of the second month.

Month 3

- The baby is bigger and the placenta is fully formed.
- The baby's heart is beating and the lungs are starting to develop.
- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 4

- The baby is growing and the placenta is fully formed.
- The baby's heart is beating and the lungs are starting to develop.
- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 5

- Your baby's bones are starting to harden.
- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 6

- The skin is now just under the amniotic sac, which will later become the baby's skin.
- The baby's eyes are now open.
- The baby's ears are now visible.
- The baby's mouth is now open.
- The baby's nose is now visible.

Month 7

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 8

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 9

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 10

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 11

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 12

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 13

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 14

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 15

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Teen Pregnancy

A possible consequence of giving into peer pressure is teen pregnancy. Teen pregnancy is a pregnancy that occurs before a person has reached sexual maturity. They are more likely to have a baby that is born prematurely, which means the baby is born before it is fully developed. This can lead to serious health problems for the baby and the mother. Teen pregnancy can also lead to social stigma and a lack of support from family and friends. It is important for teens to get good prenatal care.

Month 14

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 13

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 12

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Month 11

- The baby's head is growing and the spine is curving.
- The baby's arms and legs are starting to grow.
- The baby's feet are starting to form.

Lesson 4: Teen Pregnancy



Teen Pregnancy

A possible consequence of giving into peer pressure is becoming a parent. Since adolescents have reached sexual maturity, they run the risk of pregnancy if they engage in sexual behavior.

Pregnancy can cause serious problems for adolescent girls since their bodies are still developing. The demands of a growing fetus can interfere with growth during puberty. It is very important that a pregnant girl get good prenatal care.



Adolescent Parents

Being a parent poses challenges to adolescents.

- Adolescent parents are at risk of dropping out of school.
- Many adolescent parents are at risk for living in poverty.
- Many face emotional difficulties since parenting is hard work and full of responsibilities. It can cause feelings of being overwhelmed and unable to handle the work of a new baby.
- Some find they no longer see their friends because they have to spend so much time caring for a child or because they are no longer in school.

15



Choices to Make

- Some adolescents who become pregnant choose to give their babies up for adoption.
- Utah has a Newborn Safe Haven Law that allows you to leave the baby at any hospital with no questions asked.

There are loving people in your life who can help you make these choices.

17



Now that you have learned about pregnancy please log onto Canvas and take a brief quiz.

16

18

This is the pregnancy video the students watch:



Lesson 5

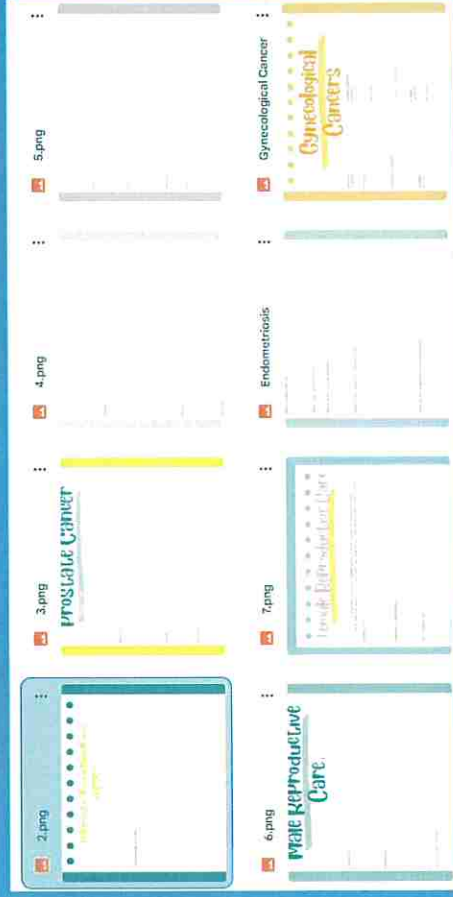


Reproductive Care

Identify common reproductive conditions and diseases, including cancers.
(Standard 5)

Lesson 5- Reproductive Care

- I have eight posters that I will post around the room.
- The students will spend a few minutes at each poster to review the information there.
- Notes will be taken at each location.



Parent Note:
I will have the posters
out for you to review
during the meeting.

Lesson 6



Diseases: STIs & STDs

Identify practices for the prevention of common sexually transmitted diseases/infections. (Standard 6)

Lesson 6: Diseases STD and STI

The video is general information about diseases being spread, not about spreading STD or STIs.

Diseases STD and STI

Infections

- Enter in health class we talked about communicable diseases. These start as an infection, and you "catch" them from another person.

How do infections spread?

Infections

Sexually Transmitted Infections occur when pathogens like viruses, bacteria, or parasites enter your body through sexual activity and then start to multiply in your cells.

Sexually Transmitted Diseases

Infection progresses to disease when these pathogens cause damage to your cells, and cause symptoms to appear.

Why are we talking about this?

In the US there are about 20 million new cases of STIs each year and about 50% of these cases occur in people aged 15-24.

How STIs are contracted

- Sexually transmitted infections get through "skin-to-skin" contact with infected areas.
- Some STIs are spread by contact with infected fluids like semen, blood, vaginal secretions, or breast milk.
- Some STIs are spread through sharing needles or syringes.
- Some STIs are spread through sharing injection drugs.
- Some STIs are spread through sharing injection needles.
- Some STIs are spread through sharing injection needles.
- Some STIs are spread through sharing injection needles.

Possible Symptoms of STIs and STDs

- Itchy or burning in the urethra or vagina
- Painful or burning urination
- Unusual or abnormal discharge from your reproductive organs
- Swelling, itching, sores, or blisters in the genital area
- Lower abdominal pain

Common STIs and STDs

- ✓ Chlamydia
- ✓ Gonorrhea
- ✓ Herpes
- ✓ HIV/AIDS
- ✓ HPV/Genital Warts
- ✓ Public lice
- ✓ Syphilis
- ✓ Trichomoniasis

It is important to know

- Some STIs and STDs can be cured or treated.
- Many are no big deal if caught early.
- Some can have serious side effects.

Facts

- You can only get an STD from someone who already has one.
- You can't get it if someone has one if you don't have sex with them.
- Some people can get one even if they have only participated in a sexual activity once.
- Though treatments exist for STIs/STDs it is easier to prevent than to treat them.

How do I protect myself?

Protect Yourself!

- Condoms and some contraceptives can reduce the risk, but does not eliminate the possibility of getting an STI or STD.
- The only way to avoid 100% is by practicing Abstinence.

Now that you have learned about Standard 6, please take a brief quiz in Canvas.

Lesson 7



Relationships

Mrs. Merida, our school counselor will teach standards 8 and 9. Which are:

- Standard 8: Recognize characteristics of healthy and unhealthy relationships.
- Standard 9: Recognize harassment, abuse, discrimination, and relationship violence prevention.

2025-2026
Committee

Parents

Annie Pinegar (Kemp)
Amanda Childs (Ethan)
Emily Zierse (Hadley)
Kathryn Stewart (Dominik)
Rosario Rubio (Brianna)
Stacie Carnley (Elliot)

School Employees

Rachelle Crawford- Teacher
Blake Clark- Director
Anjanae Merida- Counselor
Krista Peterson- School Nurse
Allie Hewitt- 7th grade Aide

2026-2027
Committee

Parents

-

School Employees

-

2027-2028
Committee

Parents

-

School Employees

-



PROPOSAL FOR BOARD ACTION

Proposal Title: Summer PD for 5 Teachers

Submitted by: B.Clark

Originating Committee: NA

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:

Our 6th-grade team is interested in piloting a house system at GWA and would like to participate in training to deepen their understanding of the model. Their goal is to build student ownership and empowerment, strengthening peer support in both academics and behavior. We believe this approach has the potential to foster a more impactful school culture, ensuring every student feels a strong sense of belonging and connection as part of a team.

Background Information, including a list of reviewing committees:

Assessment:

The Leader in Me Action Team Leads have carefully researched the potential impact of implementing a house system, with findings indicating improvements in attendance, reductions in behavioral concerns, and increased academic growth.

Recommendation:

We would like to send 5 teachers to Atlanta this June or July. The registration is over the \$5,000 limit and is \$5,375.00. All other expenses are included to ensure transparency.

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.



Submitted By: B. Clark

Date: 5/5/26 Vendor: Ron Clark Academy

Website/Contact Info: _____

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

This is a/an (Circle One):

Purchase Order/Invoice P.O. # _____

School Credit Card Purchase

School Credit Card (Admin)

Authorization for Travel

Dates of Travel: _____

Reimbursement Request
(Fill Out Below & Attach all Receipts)

Teacher Supply Account Purchase? Y N

QTY	ITEM #	DESCRIPTION (include dates as applicable)	UNIT PRICE	LINE TOTAL
		Registration for 5 people for House Mania		
1		Registration x 5	1,075	1,075

Budget Category: (Administration Only)

300 Professional & Technical Budget Detail: _____

400 Purchased Property Services Budget Detail: _____

500 Other Purchased Services Budget Detail: _____

600 Supplies & Materials Budget Detail: _____

700 Property Budget Detail: _____

Principal Discretionary Land Trust
Curriculum CCA

Student Incentives

Special Education

Other: _____

Notes: _____

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

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

Subtotal	
Shipping	
Sales Tax	
TOTAL	\$5,375. ⁰⁰

Ron Clark 5/5/26
Executive Director's Approval Date
(For purchases up to \$2,000)

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

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



Clark, Blake <bclark@gwacademy.org>

Quote

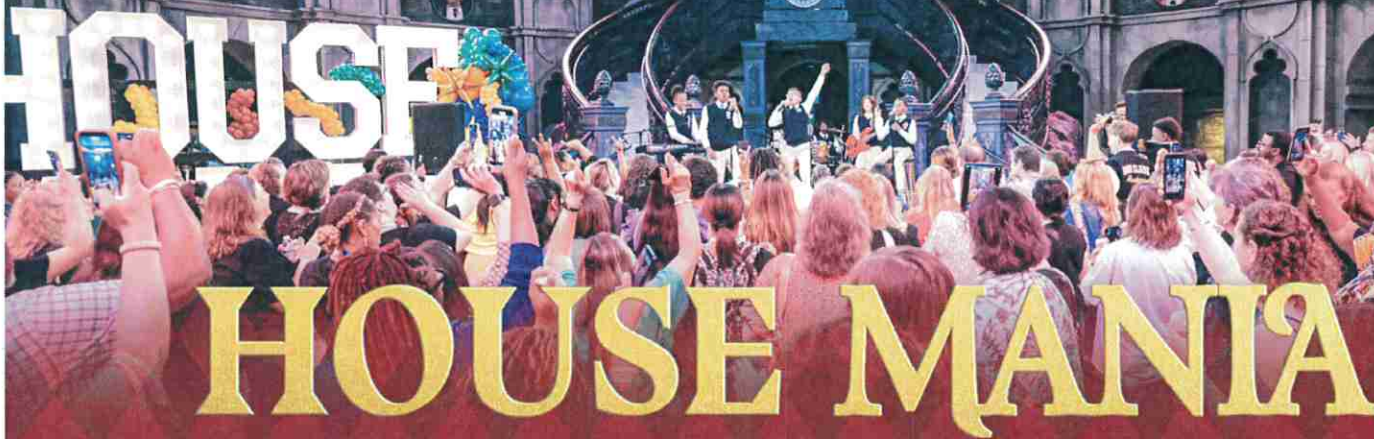
Bentley, Jessica <jbentley@gwacademy.org>
To: "Clark, Blake" <bclark@gwacademy.org>

Mon, May 4, 2026 at 4:26 PM

Registration for 5 people	\$5,375.00		\$5,375.00	
5 flights SGU to Atlanta	\$2,754.00	https://www.google.com/travel/flights/s/AkchcowGy8rPHZw7	\$1,194.00	https://www.google.com/travel/flights/s/PSVzrph5SBCYs169
Hotel 3 nights 3 rooms Peachtree Hotel Midtown Atlanta	\$1,858.12		\$1,858.12	
food	\$1,260.00		\$1,260.00	
rental car just in Atlanta	\$350.00		\$350.00	
gas	\$100.00	rental car and parking Vegas	\$600.00	
			\$100.00	
Total	\$11,697.12	Total	\$10,737.12	

Jessica Bentley
2277 S. 3000 E.
St. George, UT 84790





HOUSE MANIA

AGENDA

Are you ready to create MAGIC with your school's House System? Are you interested in enhancing your school's House System or starting a House System on your campus? If so, we have the perfect solution for you! House Mania will give you all the tools you need to create a magical and effective House System! At this hands-on experience, you will learn all of the tricks for implementing a top-notch House System as well as the best practices for maximizing your school's program. Bring your A-game for this thrilling, informative, and motivational conference! You will NOT want to miss this.

DAY ONE

8:00 - 8:30AM

REGISTRATION

8:30 - 9:10AM

Opening keynote with Ron Clark

9:10 - 12:00PM

Kicking off your house system for 2024-25
(Preplanning and Goal Setting)

12:00PM - 3:00PM

**Classroom Observations
& Concurrent Workshops:**



- Integrating the Arts Into Houses to Build Community Building House Pride
- Parental Involvement
- Sorting Staff/Sorting Students
- Planning Your House Championship
- Community Involvement
- RCA House Games
- House Cheers
- House App

3:00 - 4:00PM

SLIDE CERTIFIED!

4:00PM

DISMISSAL

7:00PM - 9:00PM

HOUSE PARTY!

Wear your House color with pride! This will be an epic celebration! This party will not be one to miss!

* LUNCH IS PROVIDED BOTH DAYS

HOUSE MANIA

DAY TWO

8:30AM

DOORS OPEN

8:30 - 9:10AM

HOUSE CHEERS

9:10AM - 4:00PM

**Classroom Observations
& Sessions on the following:**



- Developing Student Leaders
- House Meetings (Structure, purpose and keys to success)
- Maintaining the Motivation (Avoiding Lulls)
- Chants in a Nutshell
- Outings, Events and Bonding
- Branding
- Fundraising
- Celebrations
- House Competitions/Spirit Day
- Global Community Connections
- New RCA House Points App Features/Developments

4:00PM

DISMISSAL

Register at ronclarkacademy.com/house-mania/





PROPOSAL FOR BOARD ACTION

Proposal Title: PTO Finance Accountability & Reporting Framework

Submitted by: Sadie Carter

Originating Committee: Board Clerk

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 current structure regarding the financial oversight and accountability for the PTO related funds and financial processes needs clarification.

As part of the Board Clerk role, the responsibilities will now intersect with financial documentation, transparency and communication between PTO, Administration and the Board. However, no formal framework currently

Background Information, including a list of reviewing committees:

During the Board Clerk hiring process it was communicated that the scope of the position would expand to include support related to the PTO financial processes. This represents a new development for the Board Clerk role at George Washington Academy.

As these responsibilities are being introduced with this position, formal clarification of financial oversight authority

Assessment:

Without a defined accountability structure:

- Roles and responsibility will be unclear
- Financial oversight may vary between individuals
- Risk increases for miscommunication
- The Board Clerk position will need defined supervisory alignment

Recommendation:

It is recommended that the Board:

- Establish a formal PTO Financial Oversight and Accountability Framework to support implementation of the expanded Board Clerk responsibilities.
- Define the supervisory authority responsible for PTO financial accountability related to the Board Clerk duties.
- Direct administration and board leadership to document and implement the approved framework moving forward.

Please submit this form with all accompanying paperwork to the Board Clerk, Sadie Carter, at sadie.carter@gwacademy.org by the 15th day of the month of the Board meeting.



PROPOSAL FOR BOARD ACTION

Proposal Title: Updated Wheeled Device Policy & Map

Submitted by: B.Clark

Originating Committee: NA

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:

Last month, the Board approved the wheeled device policy contingent upon revisions to the device definition. Miguel and Laura P. have since made updates aligned with that approval. Please find the revised policy below, along with the campus boundary map for reference.

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.

Purpose

George Washington Academy (“GWA”) seeks to promote student and staff safety on campus, ensure orderly movement of pedestrians and vehicles, and establish clear expectations for the possession and use of electric bicycles (e-bikes), electric scooters, and personal wheeled transportation.

Definitions

For this policy:

- E-Bike: A bicycle equipped with an electric motor used to assist propulsion.
- Electric Scooter: A self-propelled stand-up scooter powered by electricity.
- Device: Any E-Bike, Electric Scooter, Personal Wheeled Device, or similar rideable equipment.
- Personal Wheeled Devices: Includes hoverboards, electric skateboards, kick scooters and bikes (non-motorized), and other similar devices.
- Campus: All property owned, leased, or controlled by GWA, including parking lots, sidewalks, walkways, plazas, athletic areas, building interiors unless otherwise specified, and undeveloped parcels and any further acquired parcels.
 - A campus boundary map will be maintained by the school and made available to the public.

Scope

This policy applies to:

- All students, families, staff, contractors, and visitors are expected to adhere to this policy while on GWA property.
- All times during school hours, extracurricular activities, after-school care programs, and special events on campus.

General Requirements

1. Helmets & Safety Gear
 - a. Students riding any Device to or from school must wear a helmet that meets recognized safety standards.
 - b. Additional protective gear (knee/elbow pads) is strongly recommended.
 - c. Failure to wear a helmet:
 - i. A student who arrives on school property without a helmet may not ride their Device on campus.
 - ii. The student will be required to walk the Device at all times on school property.
2. Parking & Storage
 - a. E-bikes, electric scooters, and non-motorized wheeled devices must be parked in designated racks or storage areas immediately upon arrival.
 - b. Devices must be powered off and secured with a lock if possible.
 - c. Devices may not be stored inside classrooms unless expressly permitted by a teacher or administrator (e.g., for special circumstances).

365 - Wheeled Device Transportation Policy (cont.)

Prohibited Use on Campus

Except as noted below, riding any Device on campus during school hours is not permitted.

This includes:

- Riding on sidewalks, walkways, parking lots, and drive aisles.
- Riding during class change, lunch periods, assemblies, or athletic events.

Exception:

With written permission from a school administrator (for students with medical needs or special accommodations), riding may be permitted in designated low-traffic areas and at designated times with appropriate supervision and safety measures.

Behavioral Expectations

All individuals must:

- Yield to pedestrians at all times.
- Follow posted speed limits and directional signage.
- Not ride on campus steps, seating areas, or indoors.
- Follow all adult directions regarding device use or storage.

Students must also follow the GWA Behavioral Expectations and Student Code of Conduct at all times.

Consequences

Violations of this policy may result in:

1. **Device Confiscation**
 - a. First violation: Device held by the school through the end of the day.
 - b. Repeat violations: Device may be held and released only to a parent/guardian.
2. **Behavior Responses**
 - a. Teacher/administrator warning or reteaching of expectations.
 - b. Parent/guardian notification.
 - c. Loss of riding privileges on campus.
 - d. Disciplinary action consistent with the Student Code of Conduct for repeated or serious infractions.

Liability & Safety

GWA:

- Is not liable for damage to, loss of, or theft of any Device brought to campus.
- Reserves the right to prohibit specific Devices at school if safety concerns arise.
- Is not liable for injury resulting from the use of personal transportation Devices.

Accommodation Requests

365 - Wheeled Device Transportation Policy (cont.)

Students with documented disabilities or special needs may request exemptions or modifications to this policy through the school's 504/IEP or administrative process. Requests will be handled in a timely manner in compliance with applicable laws.

Campus Boundary Map



2026 LEGISLATIVE REVIEW



UTAH ASSOCIATION OF
PUBLIC CHARTER SCHOOLS



WHERE IT HAPPENED

LEGISLATIVE WATCHLISTS

COMMUNITY INVOLVEMENT

ADVOCACY IN ACTION



LEGISLATIVE WATCHLIST

UAPCS POSITION (P)

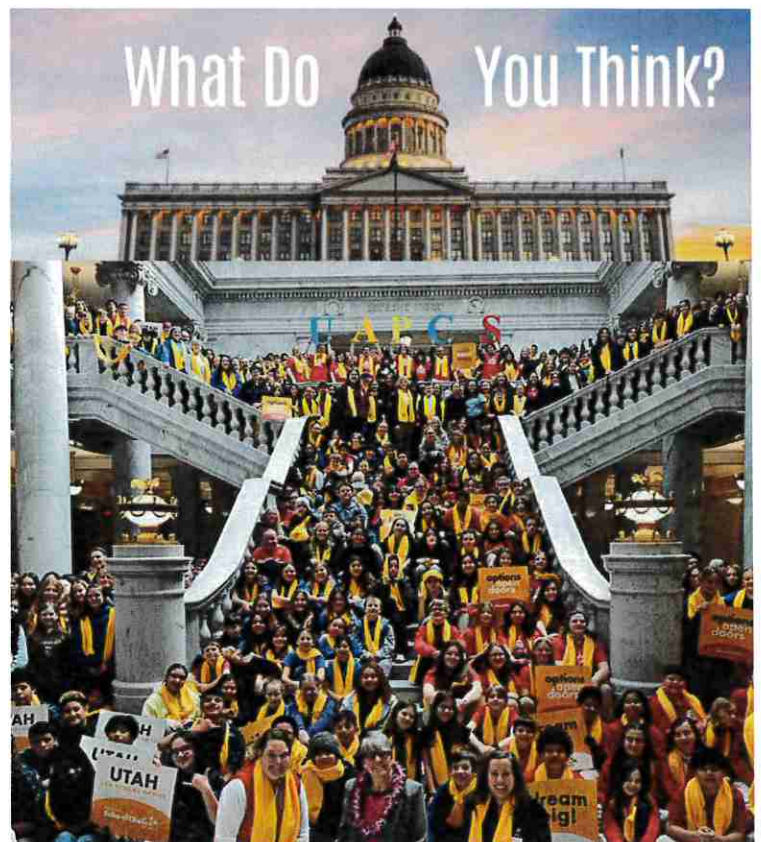
Priority Level (L)

Support Neutral Oppose Watching

High Medium Low

UTAH ASSOCIATION OF PUBLIC CHARTER SCHOOLS

UAPCS POSITION (P)	Priority Level (L)	#	Title	Short Description
Support	High	S.B. 241	Early Literacy	Establishes a framework of literacy public education
Watching	Low	S.B. 164	School Construction Amendments	Transfers oversight of public school facilities construction and management
Support	High	S.B. 186	Charter School Base Funding Amendments	Establishes a charter school base charter school educational services
Watching	Low	S.B. 253	Library Materials Amendments	This bill enacts provisions relating to school library.
Support	Low	S.B. 85 51	Excellence in Education & Leadership Supplement	Amends to expand access to the award program; broadens eligibility



WHERE'S THE MONEY?



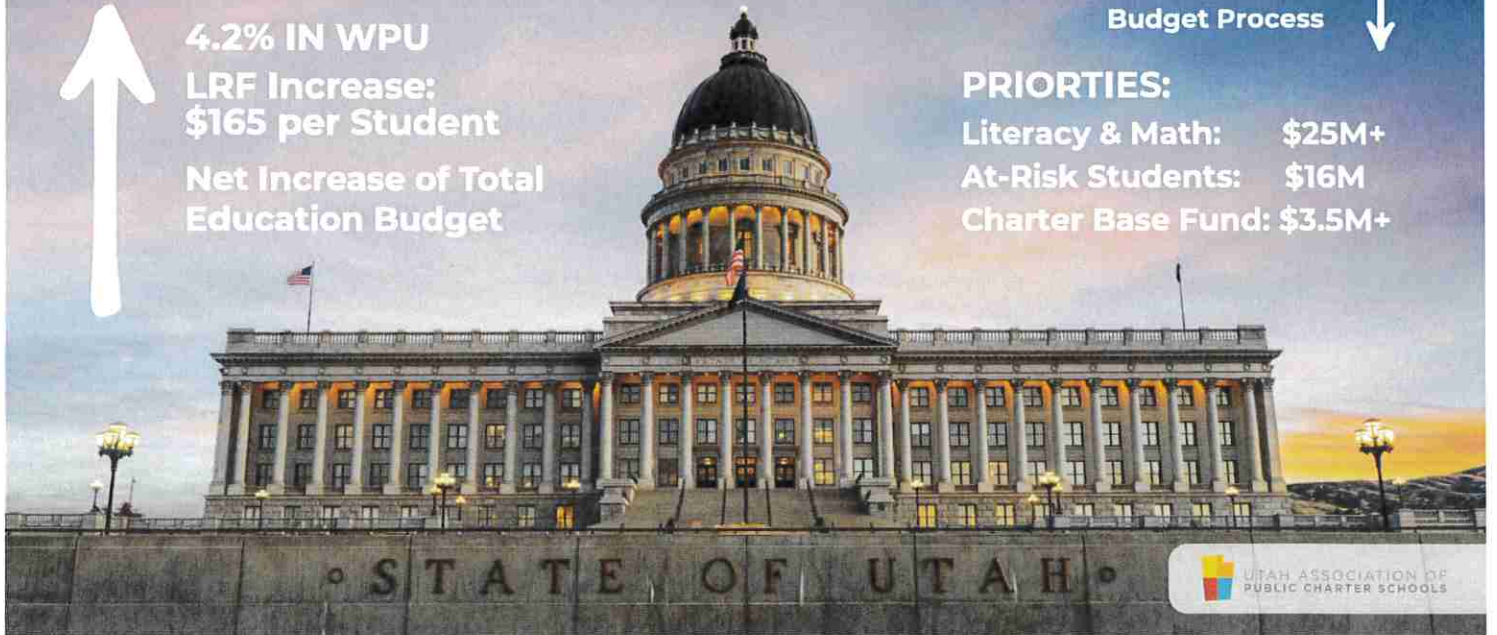
4.2% IN WPU
LRF Increase:
\$165 per Student
Net Increase of Total
Education Budget

What's Most Important?
Budget Process



PRIORTIES:

Literacy & Math: \$25M+
At-Risk Students: \$16M
Charter Base Fund: \$3.5M+



CHARTER BY CHOICE

SB 186 - CHARTER SCHOOL MODIFICATIONS (BALDERREE)

SB 131 - CHARTER SCHOOL ELIGILIBILTY (BALDERREE)





EXCEL IN ACADEMICS

SB 241 - EARLY LITERACY (MILLNER)

HB 502 - SCHOOL ATTENDANCE MODIFICATIONS (WELTON)

HB 312 - SCHOOL CURRICULUM AND STANDARDS MODIFICATION (AUXIER)



TRUST TECHNOLOGY?

SB 69 - SCHOOL DEVICE REVISIONS (FILLMORE)

HB 273 - CLASSROOM TECHNOLOGY AMENDMENTS (DEFAY)

SB 88 - SCHOOL TECHNOLOGY AMENDMENTS (FILLMORE)





SCHOOLS THAT THRIVE

**HB 426 - ONLINE EDUCATION SERVICE PROVIDER AMENDMENTS
(WALTER)**

SB 164 - SCHOOL CONSTRUCTION AMENDMENTS (WILSON)



QUESTIONS?



UTAH ASSOCIATION OF
PUBLIC CHARTER SCHOOLS

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