

Thomas Edison Charter Schools Governing Board Meeting

September 4, 2024 5:30 P.M.

Edison North: 180 E 2600 N, North Logan, UT 84341

Mission: We provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding and complex society.

Agenda

Conducting: Olivia Kirkham

Pledge of Allegiance: Lindsey Fowers

- 1 5:30 Adoption of Agenda
- 2 5:31 Public Comment
- 3 5:32 Approval of Minutes
- 4 5:33 Board Training - Brian Carpenter Podcast #3 Broken Promise
- 5 5:45 Board Training Discussion: Policies & Procedures Manual Section 5000 (Finance and Facilities)
- 6 5:48 Section 5000 Law Reference Updates (Policies affected: 5103, 5201, 5202, 5203)
- 7 5:50 TECS Philosophy: Jim Peterson
- 8 5:55 Financial Report: Jim Peterson
- 9 6:00 Student Data Report: Angela Barton
- 10 6:05 School-based mental health grant: SarahAnn Delaney
- 11 6:15 LEA specific licenses: Angela Barton
- 12 6:20 Policy 5105 School Fees (review and yearly approval)
- 13 6:25 Policy 3101 Teacher Compensation Plan
- 14 6:30 Policy 3204 Teacher Development Plan
- 15 6:35 Principal Reports: Melani Kirk & Brad Larsen
- 16 6:45 Vendor & Personnel Requests: Melani Kirk & Brad Larsen
- 17 7:00 Adjourn

Electronic Participation:

<https://meet.google.com/qxb-vpjv-btx>

Or dial: (US) +1 574-213-7511 PIN: 544 655 309#

July – December Governing Board meetings will be at Edison North.

January – June Governing Board meetings will be at Edison South.

In compliance with the Americans with Disabilities Act, persons requiring assistance or auxiliary services for these meetings should contact Olivia Kirkham (801-702-7394).

Board Wiser™

NAVIGATING THE INTERSECTION OF GOVERNANCE AND MANAGEMENT SERIES

by Dr. Brian L. Carpenter

Failing to Fulfill Three Specific Duties Can Lead to Revocation or Charter Non-renewal

As a charter school board member, the taxpayers of your state and the parents of children enrolled in your school have placed a trust in you. That trust brings with it an obligation for you (and the board as a whole) to always act in the best interest of those you serve, to give due attention to *all* of the matters entrusted to the board's oversight, and to recognize that even though some authority has been vested in your board to carry out its responsibilities, it in turn, operates under the authority of others.

In governance-speak, we call these three obligations, *fiduciary responsibilities* or *duties*. Specifically, they are often referred to as:

- *the duty of loyalty*,
- *the duty of oversight*, and
- *the duty of obedience*.

They are non-negotiable. Failure to fulfill them can result in charter revocation or non-renewal (as in this month's Case In Point), and in extreme cases, civil and criminal liability. Given the importance of fulfilling these three duties, then, let's briefly discuss a few of their implications for your board.

Duty of loyalty. Your board should have policies by which it requires all board members to abide by ethical conduct at all times when functioning as board members, and it should require every board member to annually disclose any conflicts or potential conflicts of

interest in writing. The board should also have a policy requiring a member with a conflict to recuse himself from voting where such conflicts exist. All such recusals should be clearly recorded in the minutes. The board should be especially careful if board members and/or members of management are related to one another.

The duty of oversight. The board should require management to regularly report data or other evidence indicating *how well* the school is performing. These reports should cover everything the board is responsible for overseeing including, but not limited to, the school's student performance, financial position, compliance with statutes and regulations, risk management, enrollment, and so on. The board should evaluate all such reports *versus* rubber stamping them.

Duty of obedience. Here are a few things the board and the school must obey: the US Constitution (e.g., religious secularism is not permitted in charter schools), all pertinent Federal laws, state laws, regulations, local health and safety codes, and the school's own charter, bylaws, and policies. Besides reading the latter three documents, a board is wise to pursue regular training that helps it ensure that it is fulfilling its duty of obedience. And be sure to document all such training in the board's minutes. Doing so helps it prove that it made a reasonable effort to perform them, which is the standard under the law.

Board Self-Appraisal Questions/Recommendations

1. Does your board have written policies such as those described in the section, *duty of loyalty*?
2. Does the board *require* and *receive* reports from management that help it adequately perform the spectrum of oversight described in the section, *duty of oversight*?
3. Is the board deviating from its charter, bylaws, or policies or anything else in the section, *duty of obedience*?

Case in Point

BROKEN PROMISE

The San Diego Unified School District Board which authorizes 43 charter schools, voted August 2, 2011 to revoke the charter of one of the schools in its portfolio, Promise Charter School. What makes this particular revocation especially poignant--and highly unfortunate--is the fact that, according to one newspaper, Promise was **“one of the strongest academically performing charter schools in the state.”** (bold added)

The run-up to the district’s decision is a somewhat convoluted story with both sides, the district and the charter school, alleging corruption, incompetence, and misgovernance. At the onset of school problems, some of Promise’s parents had even demanded a district investigation. The case is illustrative of many things, not the least of which is that revocation can result from non-compliance with statutory and regulatory requirements ***even when a school is performing well academically.***

Given the school’s academic performance, was it really necessary for the district to revoke the school’s charter? The answer is debatable, but the laundry list of non-compliance issues was a lengthy one. According to various media reports, Promise Charter School:

- violated California’s open meeting laws
- failed to prevent inappropriate relationships between a male teacher and his female students
- maintained faulty financial statements
- violated legal requirements pertaining to student suspensions
- violated its own rules about who should sit on its board

- violated state laws pertaining to conflicts of interest
- failed to report child abuse to CPS

Moreover, just a few months before the revocation, in what deserves to become a textbook example of what **NOT** to do if your authorizer is ever investigating your school, Promise’s principal actually escorted the district’s charter school manager off the premises--itself a violation of California’s Education Code. This resulted in a sharply worded letter to the Promise board of directors, ordering it to “immediately confirm that [the] charter school will cease and desist from interfering with the district’s rights and obligations in overseeing the charter school . . .”

The real losers are, of course, the 200 students who will now have to go to school elsewhere--probably a poorer performing one--a sad reality that could have been avoided had the board understood and fulfilled its three fiduciary responsibilities.

Sources:

- <http://www.10news.com/news/28177169/detail.html>
- http://www.voiceofsandiego.org/education/schooled/article_4902f0e2-91ef-11e0-9201-001cc4c03286.html
- http://www.voiceofsandiego.org/education/schooled/article_75d87e68-6137-11e0-b13c-001cc4c03286.html
- http://www.voiceofsandiego.org/education/schooled/article_f0fada7e-2efa-11e0-8f44-001cc4c03286.html
- <http://bloximages.chicago2.vip.townnews.com/voiceofsandiego.org/content/tncms/assets/editorial/4/09/7a3/4097a35a-45c6-11e0-8806-001cc4c002e0-revisions/4d6fe1b5df0ce.pdf.pdf>
- <http://www.sandi.net/site/Default.aspx?PageID=2395>

About This Publication & The Author

BoardWiser™ is a publication of Brian L Carpenter PhD & Associates, LLC. It is available on an annual subscription basis and is intended to strengthen charter school performance by helping boards evaluate and excel at governance while refraining from entanglement in operations. To subscribe, visit www.BrianLCarpenter.com. While *BoardWiser™* is intended to provide reliable governance training, it is not intended as legal advice, for which boards should consult a qualified attorney as well as the specific laws of the state in which their chartered school operates.

Dr. Brian L. Carpenter is widely regarded as one of the foremost authorities on charter school governance. Both of his books, *Charter School Board University* and *The Seven Outs: Strategic Planning Made Easy for Charter Schools* are used by schools, associations, and universities. For information on engaging Dr. Carpenter to conduct a board development retreat or to speak at your conference, call (989) 205-4182 or email him at Brian@BrianLCarpenter.com.

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Policies and Procedures Manual Section 5000 Law Reference Updates

5103 Cash Disbursement and Purchasing Policy

Utah Code 53A-20 needs to be changed to Utah Code 53E-3-7

Utah Code 63G-6a is correct, but sections: 403, 404, 408, 1204(7), 2304.5, 2305, 2306 are no longer valid, and should be deleted

Title R277 is too broad of a reference and does not shed additional insight on this particular policy, so it should be deleted

Administrative Policy #20 This refers to a non-existent policy and should be deleted

5201 Fundraising Policy

Utah Admin. Code R277-515: Utah Educators Standards needs to be changed to R277-217: Educator Standards and LEA Reporting

5202 LAND Trust Policy

Utah Code 53A-16-101.5 needs to be changed to Utah Code 53-D-1

5203 Donations, Gifts, and Sponsorship Policy

Utah Admin. Code R277-515: Utah Educators Standards needs to be changed to R277-217: Educator Standards and LEA Reporting

Becoming a Nation of Readers:

The Report of the
Commission on Reading



prepared by Richard C. Anderson
Elfrieda H. Hiebert
Judith A. Scott
Ian A. G. Wilkinson

with contributions from members
of the Commission on Reading

The National Academy of Education • The National Institute of Education
The Center for the Study of Reading

1985

Becoming a Nation of Readers: Recommendations

The more elements of good parenting, good teaching, and good schooling that children experience, the greater the likelihood that they will achieve their potential as readers. The following recommendations encapsulate the information presented in this report about the conditions likely to produce citizens who read with high levels of skill and do so frequently with evident satisfaction.

Parents should read to preschool children and informally teach them about reading and writing. Reading to children, discussing stories and experiences with them, and — with a light touch — helping them learn letters and words are practices that are consistently associated with eventual success in reading.

Parents should support school-aged children's continued growth as readers. Parents of children who become successful readers monitor their children's progress in school, become involved in school programs, support homework, buy their children books or take them to libraries, encourage reading as a free time activity, and place reasonable limits on such activities as TV viewing.

Preschool and kindergarten reading readiness programs should focus on reading, writing, and oral language. Knowledge of letters and their sounds, words,

stories, and question asking and answering are related to learning to read, but there is little evidence that such activities as coloring, cutting with a scissors, or discriminating shapes (except the shapes of letters) promote reading development.

Teachers should maintain classrooms that are both stimulating and disciplined. Effective teachers of reading create a literate classroom environment. They allocate an adequate amount of time to reading and writing, sustain children's attention, maintain a brisk pace, and keep rates of success high.

Teachers of beginning reading should present well-designed phonics instruction. Though most children today are taught phonics, often this instruction is poorly conceived. Phonics is more likely to be useful when children hear the sounds associated with most letters both in isolation and in words, and when they are taught to blend together the sounds of letters to identify words. In addition, encouraging children to think of other words they know with similar spellings, when they encounter words they cannot readily identify, may help them develop the adult strategy of decoding unknown words by analogy with ones that are known. Phonics instruction should be kept simple and it should be completed by the end of the second grade for most children.

Reading primers should be interesting, comprehensible, and give children opportunities to apply phonics. There should be a close interplay between phonics instruction and reading words in meaningful selections. But most primers contain too few words that can be identified using the phonics that has already been taught. After the very earliest selections, primers should tell complete, interesting stories.

Teachers should devote more time to comprehension instruction. Teacher-led instruction in reading strategies and other aspects of comprehension promotes reading achievement, but there is very little direct comprehension instruction in most American classrooms.

Children should spend less time completing workbooks and skill sheets. Workbook and skill sheet activities consume a large proportion of the time allocated to reading instruction in most American classrooms, despite the fact that there is little evidence that these activities are related to reading achievement. Workbook and skill sheet activities should be pared to the minimum that actually provide worthwhile practice in aspects of reading.

Children should spend more time in independent reading. Independent reading, whether in school or out of school, is associated with gains in reading achievement. By the time they are in the third or fourth grade, children should read independently a minimum of two hours per week. Children's reading should include classic and modern works of fiction and nonfiction that represent the core of our cultural heritage.

Children should spend more time writing. Opportunities to write more than a sentence or two are infrequent in most American elementary school classrooms. As well as being valuable in its own right, writing promotes ability in reading.

Textbooks should contain adequate explanations of important concepts. Textbooks in science, social studies, and other areas should be clearly written, well-organized, and contain important information and concepts. Too many of the textbooks used in American classrooms do not meet these standards.

Schools should cultivate an ethos that supports reading. Schools that are effective in teaching reading are characterized by vigorous leadership, high expectations, an emphasis on academic learning, order and discipline, uninterrupted time for learning, and staffs that work together.

Schools should maintain well-stocked and managed libraries. Access to interesting and informative books is one of the keys to a successful reading program. As important as an adequate collection of books is a librarian who encourages wide reading and helps match books to children.

Schools should introduce more comprehensive assessments of reading and writing. Standardized tests should be supplemented with assessments of reading fluency, ability to summarize and critically evaluate lengthy selections, amount of independent reading, and amount and quality of writing.

Schools should attract and hold more able teachers. The number of able people who choose teaching as a profession has declined in recent years. Reversing this trend requires higher admissions standards for teacher education programs, stronger standards for teacher certification, improved working conditions, and higher teachers' salaries.

Teacher education programs should be lengthened and improved in quality. Prospective elementary teachers do not acquire an adequate base in either the liberal arts and sciences or in pedagogy. They get only a fleeting introduction to the knowledge required for teaching reading. Teacher education programs should be extended to five years and the quality and rigor of the instruction should be increased.

Schools should provide for the continuing professional development of teachers. Schools should have programs to ease the transition of novice teachers into the profession and programs to keep veteran teachers abreast of advancing knowledge.

America will become a nation of readers when verified practices of the best teachers in the best schools can be introduced throughout the country.

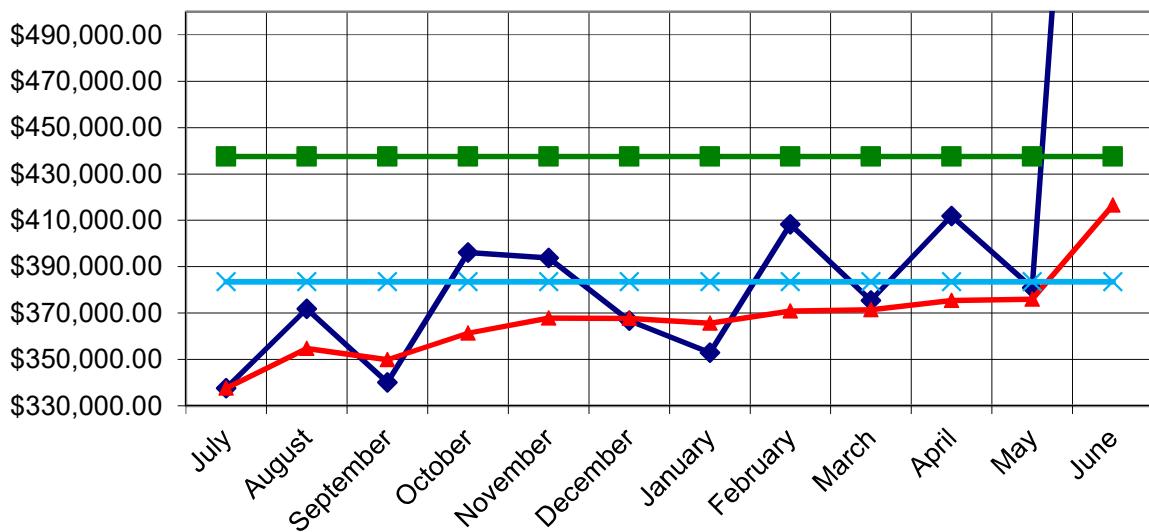
Thomas Edison Charter School (North)

Monthly Expenditures for FY24 (July '23 - June '24)

Month	Total Expenses	Comments
July	\$337,613.42	
August	\$371,810.54	
September	\$340,047.04	
October	\$396,119.97	
November	\$393,829.99	
December	\$366,653.25	
January	\$352,861.62	
February	\$408,240.57	
March	\$375,482.21	
April	\$411,848.76	
May	\$380,891.90	
June	\$863,798.67	\$431,464.70 Building Addition
Running Total	\$4,999,197.94	
Running Average	\$416,599.83	
Annual Budget Monthly Avg	\$437,557.34	
Ann Bud Mon Avg w/o Cash Surplus	\$383,500.67	
Cummulative Surplus / (Deficit)	\$251,490.11	

Monthly Expenses

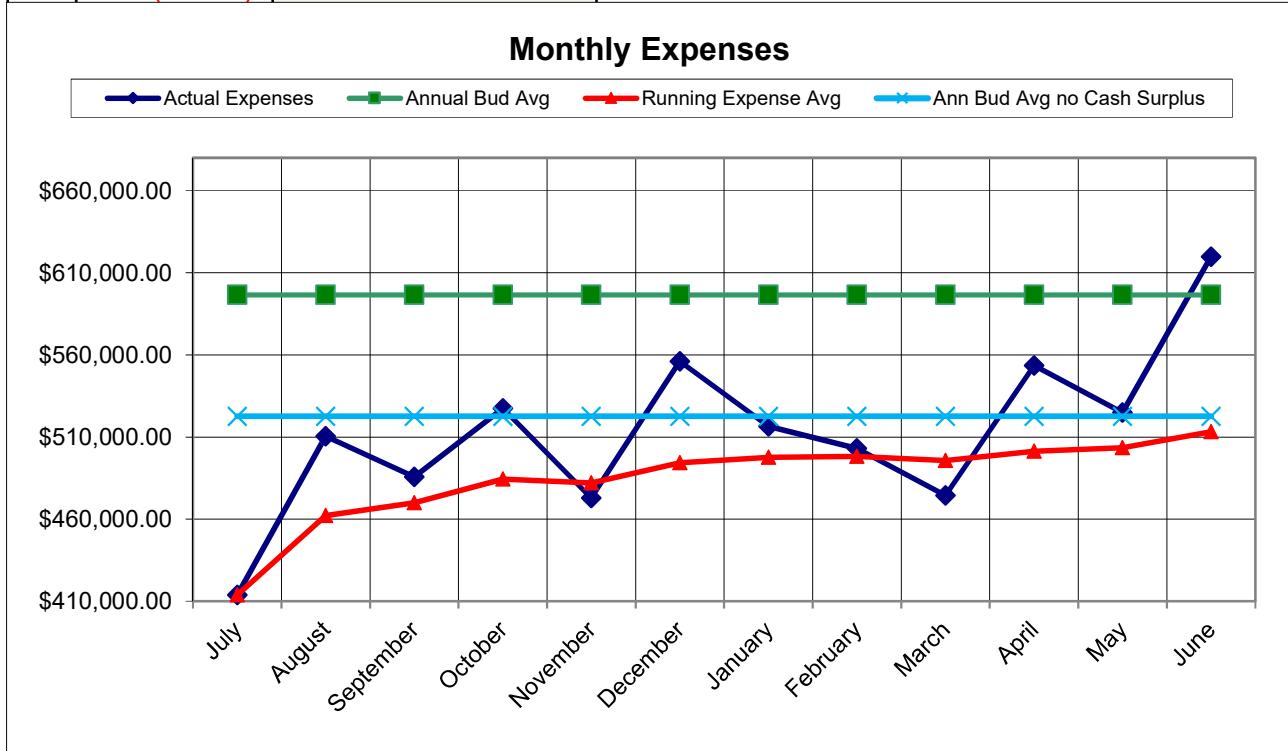
—●— Actual Expenses —■— Annual Bud Avg
—▲— Running Expense Avg —×— Ann Bud Avg no Cash Surplus



Thomas Edison Charter School - South

Monthly Expenditures for FY24 (July '23 - June '24)

Month	Total Expenses	Comments
July	\$413,830.83	
August	\$510,411.16	
September	\$485,659.35	
October	\$527,494.60	
November	\$472,878.17	
December	\$556,070.26	18.7k Landscape Work
January	\$516,490.70	11.3k Saxon Math
February	\$503,010.14	
March	\$474,489.46	
April	\$553,546.48	
May	\$524,834.19	
June	\$619,831.18	\$140k Core Knowledge LA
Running Total	\$6,158,546.52	
Running Average	\$513,212.21	
Annual Budget Monthly Avg	\$596,541.89	
Ann Bud Mon Avg w/o Cash Surplus	\$522,653.11	
Cummulative Surplus / (Deficit)	\$999,956.22	



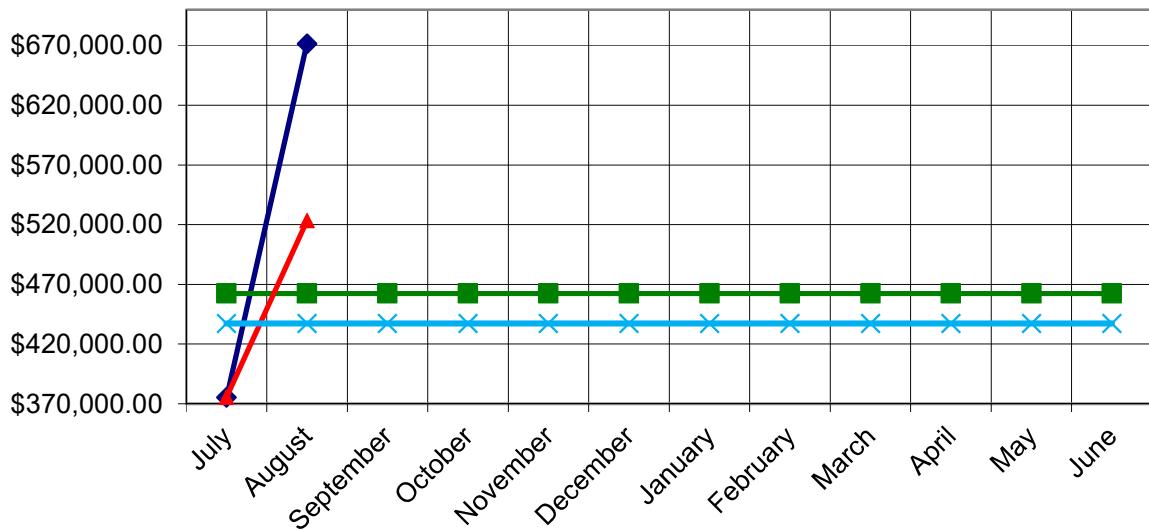
Thomas Edison Charter School (North)

Monthly Expenditures for FY25 (July '24 - June '25)

Month	Total Expenses	Comments
July	\$375,244.85	
August	\$671,543.83	\$291k Building Addition
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$1,046,788.68	
Running Average	\$523,394.34	
Annual Budget Monthly Avg	\$462,332.20	
Ann Bud Mon Avg w/o Cash Surplus	\$437,337.25	
Cummulative Surplus / (Deficit)	(\$122,124.28)	

Monthly Expenses

Actual Expenses Annual Bud Avg
Running Expense Avg Ann Bud Avg no Cash Surplus



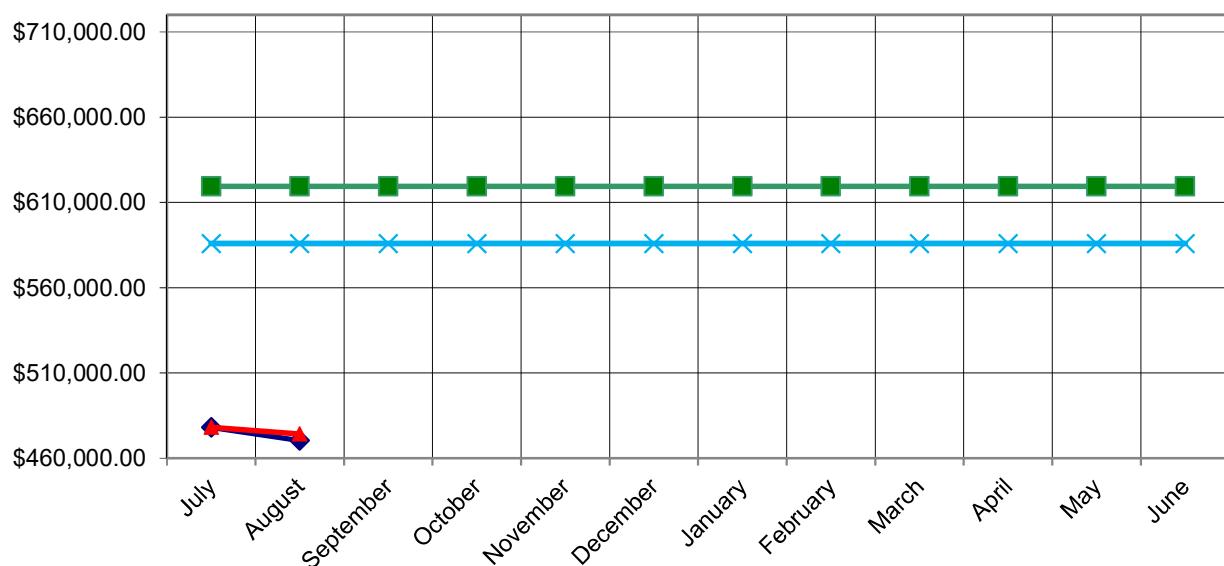
Thomas Edison Charter School - South

Monthly Expenditures for FY25 (July '24 - June '25)

Month	Total Expenses	Comments
July	\$478,128.11	
August	\$470,391.82	
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$948,519.93	
Running Average	\$474,259.97	
Annual Budget Monthly Avg	\$619,410.46	
Ann Bud Mon Avg w/o Cash Surplus	\$585,929.51	
Cummulative Surplus / (Deficit)	\$290,300.99	

Monthly Expenses

Actual Expenses Annual Bud Avg Running Expense Avg Ann Bud Avg no Cash Surplus



TECS 23-24 - School Goal Outcomes



TECS Philosophy

We approached these goals always keeping our philosophy in mind. Because our school teaches the state core standards, yet avoids teaching to the test, student learning was optimized. Students set personalized goals with their teachers and were given the tools necessary to demonstrate their knowledge. With intrinsic motivation as our focus, the results we now see on our 23-24 assessments are exceptional! Achieving these goals while remaining true to our philosophy speaks to the commitment of the teachers and staff at TECS.

Celebrating phenomenal success!

Acadience Reading

	BOY	MOY	EOY
K	73%	84%	85% Up 12%!
1	58%	78%	79% Up 21%!
2	83%	82%	83% Consistent and High!
3	78%	83%	89% Up 11%! Almost to 90%!

Acadience Math

	BOY	MOY	EOY
K	Next year	Next year	Next year
1	69%	81%	75% Up 6%!
2	63%	80%	83% Up 20%!
3	72%	91%	96% Up 24%! Almost to 100%!

School-based Mental Health Qualifying Personnel Grant Deadlines & Requirements

All Participating LEAs must adhere to requirements outlined in the following [statute](#) and [rule](#). Brief overview of requirements and deadlines(not a comprehensive list please review statute and rule)More details also found in [Annual Requirements Document](#)

Application available in Utah Grants
Opens May 1st - Closes May 31st

- Three-Year Cycle Application or annual plan update application (Each LEA will be assigned in Utah grants the correct application depending on their cycle year)
- Goals need to stay the same for the three year cycle.
- Making changes to goals after application closes requires additional documentation and approval from Grantor.

Qualifying Personnel and Contract Survey through Qualtrics

Opens September 1st - Due October 1st

(can be reopened by USBE for LEA to add additional personnel)

USBE staff need to verify the following:

- Ensure that hired qualifying personnel have an active DOPL/CACTUS license number in an area defined under the definition of qualifying personnel
- Ensure that the behavioral health support personnel (BHSP) is being supervised by a qualifying personnel and that the BHSP has completed the required training outlined in [R277-622-2\(1\)](#)
- Ensure that the contracted services are current (signed and dated by all parties involved) and the services provided by qualifying personnel are in line with the language in Utah Code [53F-2-415](#)

Accountability and Data Report through Qualtrics

Opens May 15th -Due July 19th

- Progress toward achieving goals and measures in the approved LEA school-based mental health plan. Report progress data as numerical data directly from the goals.
- Current positions hired and/or contracted using funds and services provided.
- If the LEA discontinues a grant funded position, the LEA's reason for discontinuing the position.

5105 School Fees Policy

It is the intention of Thomas Edison Charter Schools to provide free, quality education that is equally accessible to all TECS students. Accordingly, it is the policy of Thomas Edison Charter Schools to comply with state laws that regulate the charging of school fees.

State Provisions:

Utah law defines a "fee" as a charge, expense, deposit, rental, or payment in the form of money, goods, or services that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by an LEA. ~~any charge, deposit, rental, or other mandatory payment in the form of money or goods.~~ In grades K-6, unless sixth grade is included in a school that contains one or more secondary grade (7-12), state law prohibits the charging of fees for any class or activity incorporated into the regular school day. This includes materials, textbooks, supplies, assemblies and field trips. Utah law allows students in secondary grades to be charged fees ~~in some circumstances, as described in 53G-7-5. for school materials, supplies, activities and programs.~~ LEAs that charge fees are subject to state legal provisions requiring fee schedules and fee waivers.

TECS Policy:

It is the current policy of TECS to charge no school fees. All TECS students may enroll, fully participate, and have the opportunity to acquire all skills and knowledge required for full credit and highest grades in TECS classes without being charged fees. If at any time the TECS governing board, in collaboration with administration and financial consultants, determines a reasonable need to charge school fees, state law mandates that the governing board must develop, approve, publish and distribute to parents a detailed fee schedule and fee waiver policy, prior to charging or collecting any fees.

Costs for optional items available for purchase, such as yearbooks, school pictures, school lunches, etc., are not considered fees as they are not required for participation and do not affect a student's ability to participate fully in activities in the regular school day. Repair or replacement costs for lost or damaged school-provided supplies are not considered fees, thus TECS may require students to repair or replace supplies lost or damaged as a result of irresponsible or destructive behavior.

TECS may provide a list of suggested school supplies to parents, who may voluntarily furnish supplies for student use. State law requires that a school supplies list "includes and is preceded by the following notice: "NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL."

Additionally, TECS may apprise parents of the opportunity to voluntarily donate money or goods for field trips, class activities, Parent Organization activities, etc. The voluntary nature of donations should be clearly communicated. No TECS student will be excluded from any such activity based upon their inability to donate, and names of non-donors will not be released.

As required by the Utah State Office of Education, TECS will review and approve this policy annually and submit the Charter School Certification of Compliance form, with the current school fees policy attached, to the USOE by October 31 of each year.

Reference Laws:

Utah Administrative Code R277-407

~~Utah Code 53A-12-102~~ Utah Code 53G-7-5

~~Utah Code 53A-11-806~~

Utah Constitution Article X Section 2

3101 Teacher Compensation Plan

Change “Legislative Salary Adjustment”
to “Educator Salary Adjustment (ESA)”

SALARY SCALE

Level	Salary Range		Legislative Salary Adjustment		Total Salary	
	Monthly	Yearly Equivalent	Monthly	Yearly Equivalent	Monthly	Yearly Equivalent
1	\$4266 - \$4600	\$51,200 - \$55,200	\$700	\$8400	\$4966 - \$5300	\$59,600 - \$63,600
2	\$4333 - \$4825	\$52,000 - \$57,900	\$700	\$8400	\$5033 - \$5525	\$60,400 - \$66,300
3	\$4466 - \$5154	\$53,600 - \$61,850	\$700	\$8400	\$5166 - \$5854	\$62,000 - \$70,250
4	\$4641 - \$5950	\$55,700 - \$71,400	\$700	\$8400	\$5341 - \$6650	\$64,100 - \$79,800
5	\$4950 - \$8066	\$59,400 - \$96,800	\$700	\$8400	\$5650 - \$8766	\$67,800 - \$105,200

*Updated as of April 2024

**Does not include additional stipends for Spalding training (worth \$500 \$700 per class)

***ESA may not be awarded if an educator has received an unsatisfactory rating on the educator's three most recent evaluations

3204 Teacher Development Policy

Performance Evaluation Criteria

There are two kinds of evaluations: Classroom Evaluation and Professional Review. Each evaluation has multiple standards along with several indicators which define the standard in greater detail.

~~The Thomas Edison Charter School Performance Evaluation Criteria are based on and aligned to the Utah Effective Teaching Standards which are coded in parentheses.~~

Teachers will be evaluated using the Utah Effective Teaching Standards, which are summarized in the following table:

Utah Effective Teaching Standards

<u>1. Learners & Learning</u>	<u>2. Instructional Design Clarity</u>	<u>3. Instructional Practice</u>	<u>4. Classroom Climate</u>	<u>5. Professional Responsibility</u>
<i>1.1 Personalizing Learning</i> Designing learning that builds on background knowledge while providing opportunities for each student to access, practice, and refine new learning.	<i>2.1 Content</i> Demonstrating a comprehensive understanding of Utah Core Standards, communicating relevance of content, communicating clear pathways to student mastery, and designing learning experiences aligned to clear learning intentions and success criteria.	<i>3.1 Instructional Strategies</i> Using appropriate academic language and evidence-based strategies to stimulate higher-level thinking, discourse, and problem solving and to scaffold learning experiences to meet the needs of all students.	<i>4.1 Respectful Learning Environment</i> Modeling and fostering respectful communication with students while appreciating differences of opinion and facilitating respectful classroom discussion.	<i>5.1 Adherence to Laws, Rules and Policies</i> Maintaining a current educator license and adhering to relevant laws, rules, and policies impacting educators.
<i>1.2 Building Relationships</i> Building positive and authentic relationships with students as learning partners and supporting students in developing similar relationships with each other.	<i>2.2 Learning Progression</i> Demonstrating a comprehensive understanding of where students have been, where they are now, and where they are going using strategically sequenced learning experiences aligned within and across grade levels.	<i>3.2 Assessment Practices</i> Critically analyzing evidence from both formative and summative assessments to inform and adjust instruction and provide feedback to students to support learning and growth.	<i>4.2 Classroom Safety</i> Involving students in establishing clear guidelines for behavior that support a developmentally appropriate and safe learning environment while consistently following through with clear expectations, procedures, norms, and protocols.	<i>5.2 Continuous Professional Learning</i> Engaging in and valuing constructive feedback, reflective practices, professional learning, and collaborative activities that support professional, instruction and school-wide improvement.
<i>1.3 Respecting Learner Background and Perspectives</i> Demonstrating respect for each learner and exhibiting actions consistent with recognizing learners' diverse backgrounds and perspectives as assets to the classroom community.	<i>2.3 Instructional Planning</i> Planning high-quality, personalized instructional activities that are informed by student progress data, provide multiple opportunities for students to reflect upon and assess their growth, and allow multiple opportunities and means for demonstration of competency.	<i>3.3 Relevance</i> Providing relevant learning opportunities that value students' interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency.	<i>4.3 Classroom Organization</i> Strategically organizing and structuring the physical classroom environment for optimal student learning.	<i>5.3 Communication</i> Using effective and responsible communication with students, families, and colleagues about student learning.
<i>1.4 Fostering Student Self-Awareness</i> Providing formative and timely feedback to guide students in self-assessment of learning and demonstration of competency to support students in understanding themselves as learners.	<i>2.4 Engagement</i> Designing lessons and activities that actively engage students in their learning and use a variety of effective tools and strategies.	<i>3.4 Innovation & Technology</i> Intentionally selecting the use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning and facilitate students' appropriate use of available tools and resources to achieve desired student outcomes.	<i>4.4 Growth-Oriented Classroom Climate</i> Cultivating a classroom culture that encourages rigorous learning, perseverance and promotes critical thinking.	<i>5.4 Professional and Ethical Conduct</i> Treating all with respect and maintaining professional and ethical conduct with students, families, and colleagues.

Thomas Edison Charter School South
Principal's Report to the Governing Board
September 4, 2024
Melani Kirk, Principal

- 1. Strategic Outcome:** *"The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery, and two weeks after school begins."*

Our student numbers have fluctuated over the years.

-2019 our October 1 count was 615
-2020 our October 1 count was 648
-2021 our October 1 count was 723
-2022 our October 1 count was 714
-2023 our October 1 count was 722

-Our current student count is 700.

As always, we lost students over the summer because they moved out of the valley. We lost 18 students this year to moving. Ten left for social reasons, six because our curriculum was too challenging and three transferred to Edison North. One student left for transportation difficulties and one parent did not give a reason for leaving. These are the typical reasons why we lose families. Those that move are out of our control and the others that leave are the typical challenges of a school of choice.

We still have a few families investigating our program, but this always slows down now that school has started. Our student increase is still coming from families moving to the valley, but there is also a good portion of new families from our usual, word of mouth. We are 116 students away from full capacity (which is 816).

- 2. School Safety:** Thus far, we are thrilled to have our part-time SRO (school resource officer). Deputy Phil Johnson has helped with before and after school traffic, has been a welcome presence on our campus and is focusing on getting to know our students and building relationships with them.
- 3. Back to School Night:** This was well attended with 97.90% of our elementary students in attendance and 92.83% of our middle school students. Overall student attendance was an impressive 94.53%. Our Parent Organization was in full force with booths set up for parent helpers, donations, lunch orders and the clothing store. I greeted all parents at the door as I gave them a back to school night information. Parents and students were very excited to return to school.

The school year is off to a fantastic start. We have three new teachers this year, Celina Larsen in Kindergarten, Haley Kimber in 1st grade, and April Worley in MS Math (who transferred from Edison North). These three teachers as well as all of our returning teachers have started the school year strong. We are excited to see the progress that our students will make under our well-trained, hard-working and talented faculty and staff.

- 4. Drive thru pick up and drop off:** The first few days of student drop-off and especially pick-up were a bit slow and crowded. After a few days and asking parents to utilize all three pick-up

options (two in the back and the one up front), traffic is beginning to flow nicely. We have 4-5 adults strategically placed to monitor after school pick-up to help ensure our students' safety.

5. School Maintenance Update:

1. Bathroom Repairs:

5th-Grade Hall: New toilet installed due to irreparable issues.

West Bathrooms: Replaced urinal flange, spud, and flush valve.

Total Cost: \$1,441.99

Status: Completed and functioning well.

2. Other Maintenance Needs:

IT Room: Installed a storeroom function handle to ensure proper locking.

Exit Doors Near Bike Racks: Adjusted latch and arm mechanisms.

Kindergarten Doors: Secured entry to prevent outside access.

Total Cost: \$335.30

3. AC Unit Repairs (August 13-19):

Gym AC Unit: Replaced blower motor, addressed fan capacitors and pole contractors, and fixed a faulty sensor.

Total Cost: \$2,371.90

Status: Completed before the start of school.

Overall, maintenance tasks were addressed promptly and effectively, ensuring that all issues were resolved before the school year began.

Personnel:

-We had a temporary sub filling a MS special education position for the first two weeks of school. I now have a permanent aide in this position. Her name is Teresa von Niederhausern.

-I have rehired Helen Banbury as a roving elementary special education aide for 7 hours per week. Helen did MTSS for us last year.

Vendors:

At this time, I have no new vendor requests.

Upcoming Events September 2024

September 5 Picture day at 8:00 am

September 9-13 Spirit Week

September 9 Constitution Day Assembly at 1:00 pm

September 11 5th grade 9/11 Memorial Field Trip

September 27 Family Movie Night at 6:30 pm

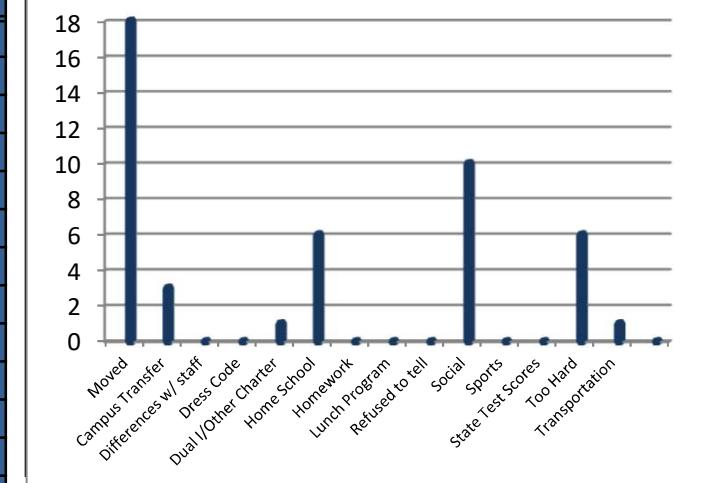
Enrollment Report

Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2023-24	Growth
K	84	90	87	6	0	0	95	-11 -11.6%
1	74	90	90	16	0	0	80	-6 -7.5%
2	80	90	70	10	0	1	69	11 15.9%
3	87	90	75	3	0	0	83	4 4.8%
4	72	90	75	18	0	0	70	2 2.9%
5	68	90	75	22	0	0	75	-7 -9.3%
6	84	90	70	6	0	2	84	0 0.0%
7	76	90	80	14	1	2	84	-8 -9.5%
8	75	90	65	15	0	3	81	-6 -7.4%
Total	700	810	687	110	1	8	721	-21 -2.9%

Withdrawal Reason Count

REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	0	2	4	2	3	1	3	2	1	0	18	40.0%
Campus Transfer	0	3	0	0	0	0	0	0	0	0	3	6.7%
Differences w/ staff	0	0	0	0	0	0	0	0	0	0	0	0.0%
Dress Code	0	0	0	0	0	0	0	0	0	0	0	0.0%
Dual I/Other Charter	0	0	1	0	0	0	0	0	0	0	1	2.2%
Home School	0	1	1	0	2	0	2	0	0	0	6	13.3%
Homework	0	0	0	0	0	0	0	0	0	0	0	0.0%
Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%
Social	0	2	3	0	1	0	3	0	1	0	10	22.2%
Sports	0	0	0	0	0	0	0	0	0	0	0	0.0%
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
Too Hard	2	0	1	1	0	0	0	1	1	0	6	13.3%
Transportation	0	0	0	0	0	0	1	0	0	0	1	2.2%
											0	0.0%
Total	2	8	10	3	6	1	9	3	3	0	45	

DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%
DE-Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Moved	3	0	0	0	0	0	0	0	0	0	3	12.5%
DE-Campus Transfer	2	2	0	0	0	0	0	0	0	0	4	16.7%
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Home School	1	0	1	0	0	1	0	0	0	0	3	12.5%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	1	3	0	4	0	0	1	0	1	0	10	41.7%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	1	0	0	0	1	0	1	0	0	0	3	12.5%
DE-Transportation	1	0	0	0	0	0	0	0	0	0	1	4.2%
DE-Waiting List	0	0	0	0	0	0	0	0	0	0	0	0.0%
Didn't Enroll Total	9	5	1	4	1	1	2	0	1	0	24	



Number of Families

2024-25	2023-24
416	424

Part time students

Elem	MS
0	0

9/4/2024 12:45

Years of Attendance

Years	1	2	3	4	5	6	7	8	%
New	7%	14%	5%	3%	12%	7%	8%	7%	8%
One		10%	14%	8%	12%	14%	11%	12%	10%
Two			8%	10%	4%	7%	8%	14%	6%
Three				3%	10%	7%	8%	3%	4%
Four					6%	7%	5%	8%	3%
Five						2%	5%	4%	1%
Six							1%	1%	0%
Seven								0%	0%
ALL	93%	76%	73%	76%	56%	54%	54%	9.6%	2024 6:25 PM

Governing Board Principal Report for Edison North
September 4, 2024
Brad Larsen and Jamie Lewis, Principals

- 1. Strategic Outcome #6:** *The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery and two weeks after school begins.*

Last year when school began, we had 490/504 student enrolled. This year, we currently have 491/504 students enrolled with 36 students on the waitlist which is 105% of capacity. Waitlisted students are primarily in middle school grades that are already at or over capacity. We are working with a few families who will be moving into the area and want to enroll their students as soon as they arrive. We are hopeful that families of K-2 students will continue to come and visit our school and decide to enroll their children.

- 2. Summer Projects:** Just in time for Back-to-School Night, our summer construction projects wrapped up so we could welcome back our students and teachers into our expanded and updated building. Advanced Heating and Air worked through the summer to install new units over the classrooms and office area on the north side of the main hallway. Certified Fire worked on updating our old alarm system to bring it into compliance and tie it into our new addition. Silverleaf Partners completed our expansion project with several days to spare before students returned. We have been impressed with the quality work and adherence to scheduling with Silverleaf Partners. Their RFP was significantly less than two local competitors and we didn't know what to expect of their work. We have been continuously pleased that we selected them and will be sending them a testimonial of our experience to share on their website.
- 3. Back-to-School Night:** We had a successful Back-to-School Night on August 19th. The custodial crew had the building sparkling, and teachers were excited to meet their new students. It was an open house style event so students and parents were able to cycle through classes in their own preferential timeframe.
- 4. Student Council and Dive Into the New Year Week:** Colton Fairchild and Paula Scott are leading the Student Council this year. They met with the student council this summer to help them organize their plans for the school year. They created Student Council posters featuring dress code standards and they are posted all around the school. This is just one opportunity our student council members have to serve as student leaders in our school.

This year the Student Council is running the clothing store. The clothing store was open and operated during Middle School Jumpstarts and Back-to-School Night. They will also open the store for Parent Teacher Conferences.

The Student Council hosted Dive Into the New Year Week August 26-30. The focus was on meeting new students at the school and getting to know them by taking pictures in an under water scene, answering daily questions with friends and classmates.

5. **Art, L-TAG, Robotics, and Yearbook Team:** Each year middle school students have the opportunity to apply to participate in an after-school group. The Art Class is open to any middle school student who isn't enrolled in art during the school day. L-TAG, robotics, and the yearbook team require an application, and students get the experience of identifying their skills and writing an essay or short response.

6. **Upcoming Events:**

Sept. 10	Picture Day
Sept. 11	9/11 Memorial Project at Hansen Sports Complex
Sept. 12	LETRS Training for elementary teachers
Sept. 12-Oct. 10	Ice skating begins, Tuesday and Thursdays
Sept. 13	Constitution Day Assembly, 12:30
Sept. 18-Oct. 2	Parent Spalding Class, 5-7 pm, Edison North
Sept. 19	Maturation Program, 6:30-7:30 pm

Vendor Requests/Approvals

No requests this month.

Personnel Requests

No requests this month.



Where the pathway to college success begins

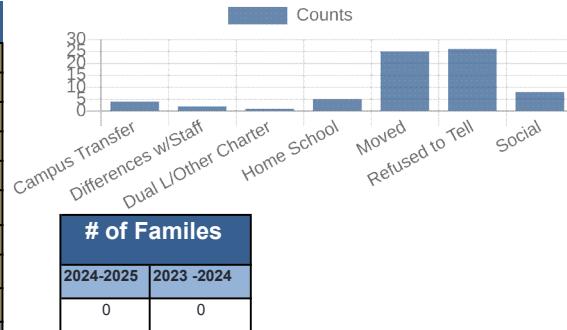
Statistics of the 2024-2025 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2024-2025	2023 - 2024	Growth
K	49	56	56	7	0	0	49	51	-2 -3.92 %
1	54	56	56	2	0	0	54	50	4 8.00 %
2	48	56	56	8	0	0	48	53	-5 -9.43 %
3	56	56	56	0	0	2	56	52	4 7.69 %
4	55	56	56	1	0	2	55	57	-2 -3.51 %
5	58	56	56	-2	4	5	58	52	6 11.54 %
6	57	56	56	-1	1	1	57	59	-2 -3.39 %
7	58	56	56	-2	3	11	58	56	2 3.57 %
8	56	56	56	0	2	5	56	56	0 0.00 %
Total	491	504	504	13	10	26	491	486	5 1.03%

Withdrawal Reason Count

Reason	K	1	2	3	4	5	6	7	8	Total	%
Differences w/Staff	0	0	0	1	0	1	0	0	0	2	2.44%
Moved	2	1	7	0	5	2	6	1	1	25	30.49%
Campus Transfer	1	1	1	1	0	0	0	0	0	4	4.88%
Home School	2	1	0	1	0	1	0	0	0	5	6.10%
Dual L/Other Charter	1	0	0	0	0	0	0	0	0	1	1.22%
Refused to Tell	8	7	0	2	2	1	1	3	2	26	31.71%
Social	3	0	1	0	2	0	0	1	1	8	9.76%
Total	17	10	9	5	9	5	7	5	4	71	
Didn't Enroll	K	1	2	3	4	5	6	7	8	Total	%
DE - Moved	0	0	0	2	2	0	0	1	0	5	6.10%
DE - Home School	0	0	0	0	0	0	0	1	0	1	1.22%
DE - Refused to Tell	1	1	0	1	0	1	0	1	0	5	6.10%
Total	1	1	0	3	2	1	0	3	0	11	



Years of Attendance