Thomas Edison Charter Schools Governing Board Meeting
May 7, 2025, 5:30 P.M.
Edison South: 1275 W 2350 S, Nibley, UT 84321

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: Ryan Reeves

1	5:30	Adoption of Agenda
2	5:31	Public Comment
3	5:35	Approval of Minutes
4	5:37	Board Training - Brian Carpenter Podcast #8: Some Revolving Doors Lead to Dead Ends
5	5:45	Board Training Discussion: Policies & Procedures Manual Section 7000 (Safety)
6	5:48	Section 7000 Law Reference Updates
7	5:50	TECS Philosophy: Jim Peterson
8	5:55	Financial Report: Jim Peterson
9	6:00	School Data Report: Angela Barton
10	6:05	Fraud Risk Assessment Review: Steve Finley
11	6:10	Board Appointments and Election Results
12	6:15	Student Mental Health Screener Determination (Utah Code 53F-2-522)
13	6:20	Data Governance Policy #6108: Nichole Knudson
14	6:25	Student Placement Policy #2102: Jamie Lewis
15	6:30	Governing Board Appeal Form #1307a: Olivia Kirkham
16	6:35	Closed Session pursuant to Utah Code 52-4-205(1)(a): Principal Salary Adjustments
17	6:45	Principal Salary Adjustments
18	6:50	Principal Reports: Melani Kirk & Brad Larsen
19	6:55	Vendor & Personnel Requests: Melani Kirk & Brad Larsen
20	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.

NAVIGATING THE INTERSECTION OF GOVERNANCE AND MANAGEMENT SERIES

by Dr. Brian L. Carpenter

Five Practical Ways to End Excessive School Leader Turnover

There's a problem in the charter school sector that few people are talking about, but that actually appears to be quite widespread from my perspective: *excessive school leader turnover*. And though there isn't much in the way of formal research to rely on, charter school leader average tenure appears to be about 24 to 36 months, give or take a few months.

If this problem persists, I predict that research results on national charter school performance will continue to be as mediocre as they were in the 2009 CREDO study, which found that 46% of the nation's charter schools performed no better *on gains* than the nearby districts which their students would have otherwise attended, and 37% performed worse.

What's the solution to the problem of excessive charter school leader turnover? I propose five things:

1. Governing boards need to recognize that choosing a school leader is one of the most far-reaching and influential decisions that it makes. An effective board goes to great lengths to ensure that its selection process is sound and that the leader it selects is the best fit *for its school.*
2. Once the school leader is in place, the governing board needs to continually make sure that its principles, policies, and practices are in line with sound governance theory. Failing, for example, to speak with one voice as a board, or permitting individual board members to interfere with operational matters are perfect recipes for prematurely severing the relationship with its school leader.
3. Governing boards should demonstrate their commitment to the leader they select by entering into a written employment agreement which stipulates the ground rules by which each party agrees to play. If the board is really serious about holding to its end of the bargain, it can include an early-termination buyout clause.
4. Governing boards should formally and objectively evaluate their school leader's performance annually. *At the same time*, a board should evaluate its own performance just as rigorously, because a successful board-school leader relationship is interdependent in nature. I've found that a board that expects its school leader to accept criticism but cannot accept appropriately voiced criticism of its own performance is usually incapable of sustaining a professional relationship with a school leader for very long.
5. If it becomes necessary to terminate the school leader's employment, the governing board should ensure that it's done lawfully, professionally, and humanely. If for no other reason, the next set of candidates will be evaluating the credibility of the board. Break any of those three precepts, and in time, your school will be unable to attract the caliber of leader it needs to perform well. Churn through too many leaders, and you may lose your charter.

Board Self-Appraisal Questions/Recommendations

1. How many school leaders has your board had in the past six years (or since the school became operational, whichever is shorter)?
2. As an agenda item in the past year, has your board formally and rigorously evaluated its own performance?
3. Has the board taken steps to ensure that its school leader selection process is well-informed?

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Case in Point

Some Revolving Doors Lead To Dead-Ends

After nine years of operation, CREATE Charter School in Jersey City, NJ went out of business on June 30, 2010. It wasn't because the school didn't have enough students, or because it lacked a facility. In the simplest of terms, the New Jersey Department of Education declined to renew its charter because the school's performance was chronically lousy.

Of course, the DOE's March 2010 non-renewal notice[1] didn't use those words. It phrased the DOE's decision as coming on the heels of an investigation of :

> "a number of ongoing issues which include failure to correctly complete state mandated reports, high staff turnover, poor student performance, failure to provide a structured learning environment, lack of student engagement, failure to provide honors or advanced placement courses and lack of control/ discipline of students."

A few paragraphs later, the notice elaborates on staff turnover, giving us an important clue as to the cause of the school's uninspiring performance:

> "CREATE Charter School has, *throughout the life of the charter*, had numerous issues regarding staffing and certification. *The school has had a high turnover of administrators* and has repeatedly hired uncertified individuals to serve as teachers." (Italics added)

I'd like to be able to report the exact number of administrators, but as of this writing, I've been unable to locate reliable data. I will, however, offer an educated guess, and speculate that the school probably had at least six to nine administrators during its nine years of operation.

The school, of course, denied that things were as bad as the DOE claimed, and held a rally in an attempt to get its charter renewed. No matter, the school had reached a dead-end.

If you agree that a governing board is ultimately accountable for the school it governs, then the CREATE Charter board must bear responsibility for failing to recruit and retain the caliber of administrative leadership that would have built a better-performing school. If, however, it was like most boards I encounter, the CREATE board:

- sought little or no meaningful training on how to perform its duties,
- never evaluated its own own performance,
- never reviewed its charter or bylaws (until it was too late), and
- never realized that its failure to retain a capable, school leader would result in charter non-renewal.

If any of the CREATE board's deficiencies are occurring in your school, now might be a good time to address them. Among the key responsibilities your board must master, if it isn't already doing so, is learning how to recruit and retain a highly capable school leader. And they're not a dime a dozen.

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1 http://media.nj.com/hudsoncountynow_impact/other/Charter%20School.PDF

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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Section 7000 Law Reference Updates

7106 Head Injury Policy

Removal:
If a student is reasonably suspected of sustaining a concussion or traumatic head injury, school personnel will remove the student from the physical education class or athletic event. In compliance with Utah Health Code ~~26-53-301,~~ §26B-4-403 & 404, further participation will be prohibited by school personnel until the student is evaluated by a qualified health care provider and has submitted a written statement from that provider clearing the student to resume participation in the class or event. The “qualified health care provider” may be a certified physician or may be another healthcare professional who has successfully and certifiably completed a continuing education course in the evaluation and management of concussions within the last three years. Additionally, Utah law states that a school nurse may assess a student who is suspected of sustaining a concussion or traumatic head injury during school hours on school property regardless of whether the nurse have received specialized training in the evaluation and management of a concussion. However, if the school nurse has not received specialized training, the nurse shall refer the child to a qualified health care provider and may not provide a written statement of clearance to resume participation.

Reference Laws:
Utah Health Code ~~26-53-102, 201, 301, 401~~ §26B-4-403, 404, 405
Utah Admin. Code R277-614

7107 Youth Suicide Prevention Policy

Reference Laws:
Utah Admin. Code: R277-620: Suicide Prevention Programs
~~Utah Code 53A-12-1301: Youth Suicide Prevention Programs Required in Secondary Schools~~
Utah Code §53G-9-702 Youth suicide prevention programs
Utah Code ~~53A-11a-203~~ §53G-9-604: Parental Notification of Certain Incidents and Threats Required
Utah Code ~~53A-13-302:~~ §53E-9-203: Activities Prohibited Without Prior Written Consent

Related Policy: ~~TECS Bullying Policy~~ TECS Bullying Prevention Policy

7202 Crisis Response Manual

RESOURCES:
http://www.nasponline.org/resources/crisis_safety/
~~http://www.trynova.org/publications/~~ https://trynova.org/resources/crisis-response-resources/
Cache Valley Services on the Next Page

e. **Provide greater opportunities for parental involvement by:**
   i) Encouraging them to volunteer at the school.
   ii) encouraging them to participate in electing 2 of the 6 governing board members,
   iii) giving them the opportunity to serve on the governing board in an elected or appointed position, serve on a board appointed task-force, or serve on school committees,
   iv) giving them the opportunity to participate in and/or serve as an officer in the school's parent organization,
   v) encouraging them to attend governing board meetings, and giving them the opportunity to make comments related to school policies, procedures, or other issues related to the school.

6. Key elements of the charter school:
   a. Teach basic skills and knowledge through direct instruction
   b. Develop an atmosphere of respect and acceptance
   c. Uphold the Dress Code Policy
   d. Provide homework as an integral part of the academic program
      i) The primary purpose of homework is to be a vehicle for teaching students time management skills and personal responsibility. Homework serves three additional purposes:
         a) it is a communication device between school and home, providing parents with the opportunity to see what concepts are being covered during the school day,
         b) it is used by the teacher as an assessment tool to determine the effectiveness of their instruction, and
         c) it provides students with the opportunity to demonstrate their understanding of concepts that have been taught and practiced in the classroom setting without the security, structure and assistance of the classroom teacher.
   e. Implement the Spalding Language Arts program
   f. Maintain an in-house Spalding qualified trainer to mentor teaching staff and classroom aides
   g. Enhance each student's knowledge and skills in math through concept development, drill and practice
   h. Expect each student to memorize and recite for the teacher, one selection of either prose or poetry at least once every six weeks
   i. Provide a balanced experience in the areas of music, art and physical education
   j. Instill a sense of pride in and respect for self, others and country
   k. Implement and enhance a traditional history/geography curriculum that emphasizes patriotism, the unique liberties afforded by the constitution and the bill of rights and fundamental concepts regarding community, state and county
   l. Maintain a large enough student population to offer all programmatic elements listed above.

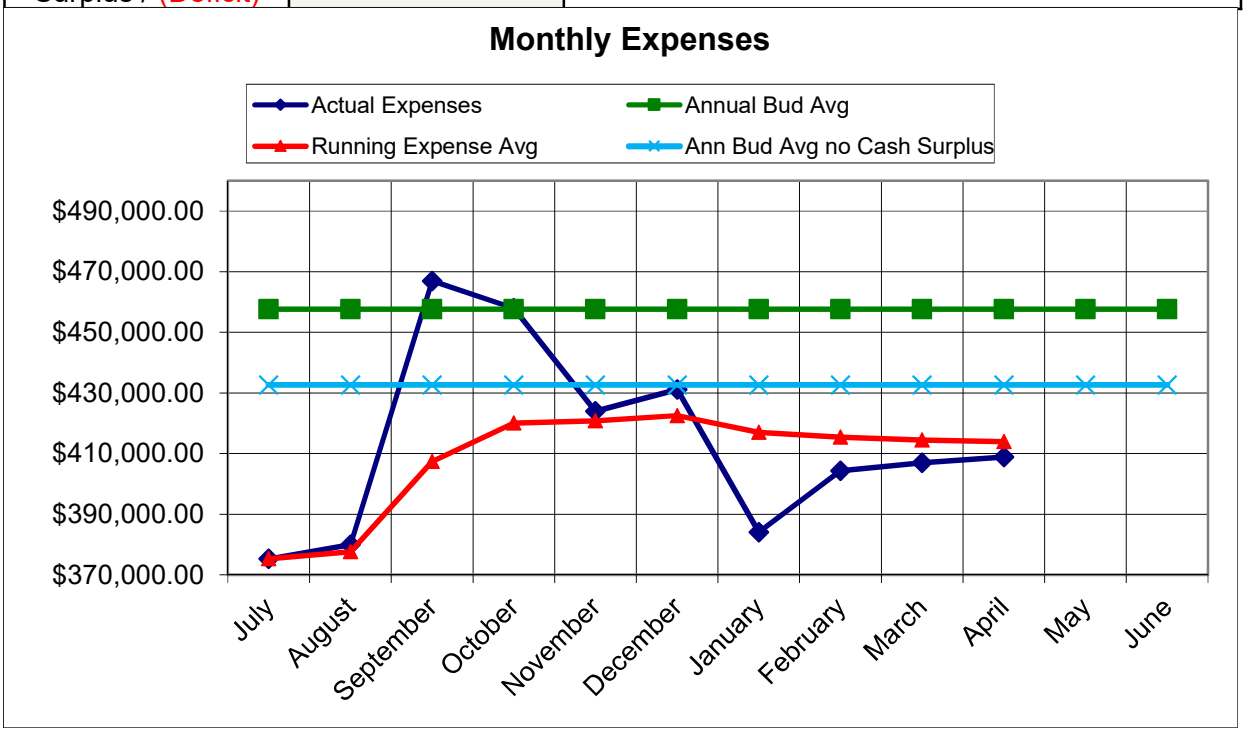
In concert with its purpose and key elements, its goals are to:

- Train and discipline the intellect
- Teach skills
- Equip students with the necessary skills to become decision makers, problem solvers, and lifetime learners
- Prepare students for the outside world by challenging them to compete for achievement of standards in the classroom
- Coordinate home and school effort in providing a solid education foundation for students.
- Ensure the success of all students through implementation of a well-rounded challenging academic program
- Encourage parental involvement. All parents/guardians become members of the TECS parent organization at the campus where their students are enrolled.

Thomas Edison Charter School (North)

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

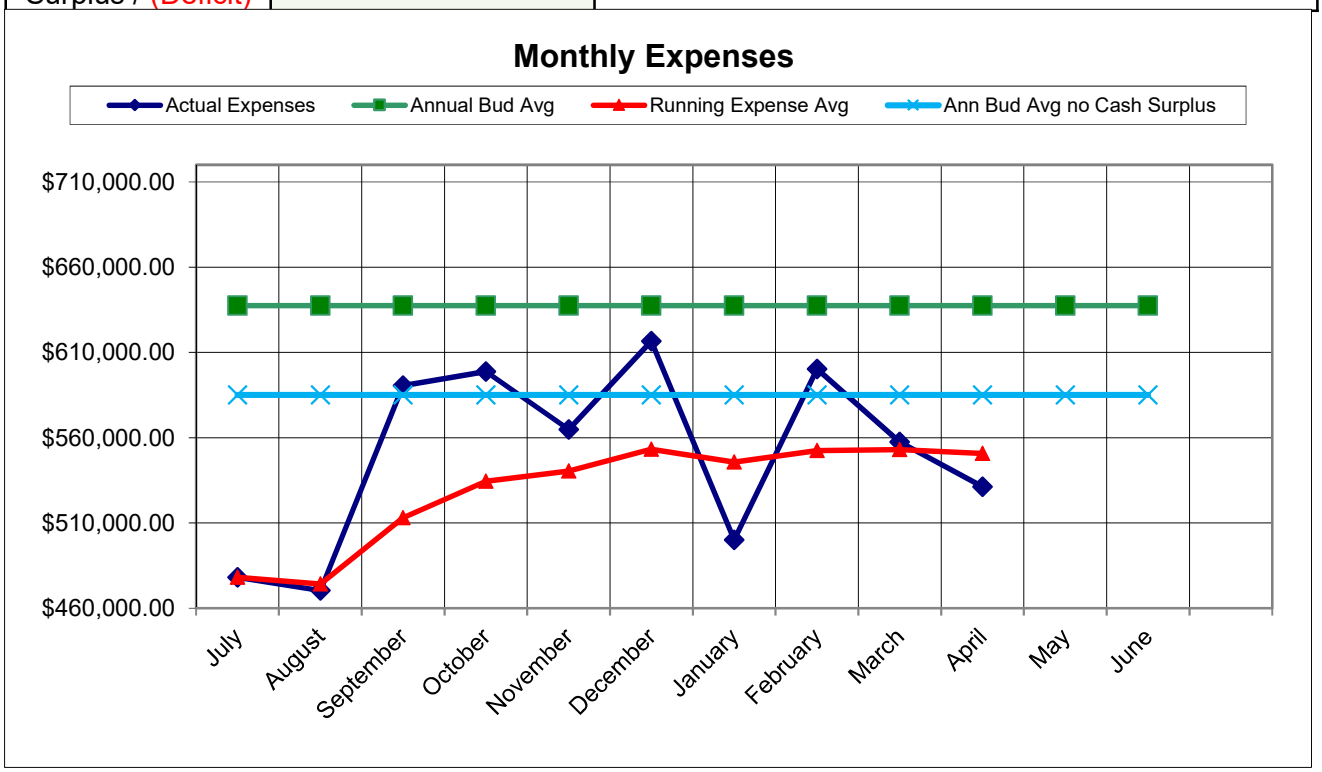
Month	Total Expenses	Comments
July	$375,244.85	
August	$379,972.06	
September	$466,943.55	The Family Therapy (full year cost) 28.2k
October	$457,900.37	
November	$423,917.80	
December	$431,097.73	
January	$384,019.08	
February	$404,276.52	
March	$406,979.93	
April	$408,846.00	
May		
June		
Running Total	$4,139,197.89	
Running Average	$413,919.79	
Annual Budget Monthly Avg	$457,602.75	
Ann Bud Mon Avg w/o Cash Surplus	$432,633.29	
Cummulative Surplus / (Deficit)	$436,829.57	



Thomas Edison Charter School - South

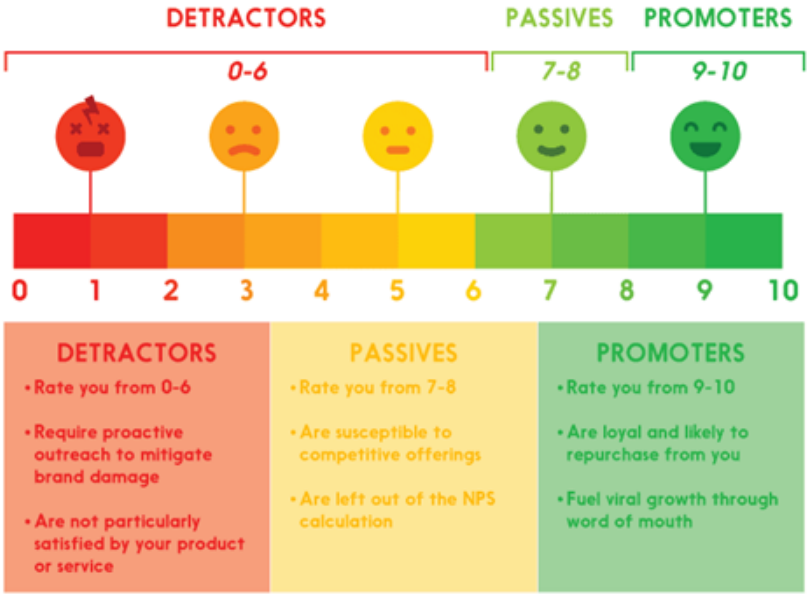
Monthly Expenditures for FY25 (July '24 - June '25)

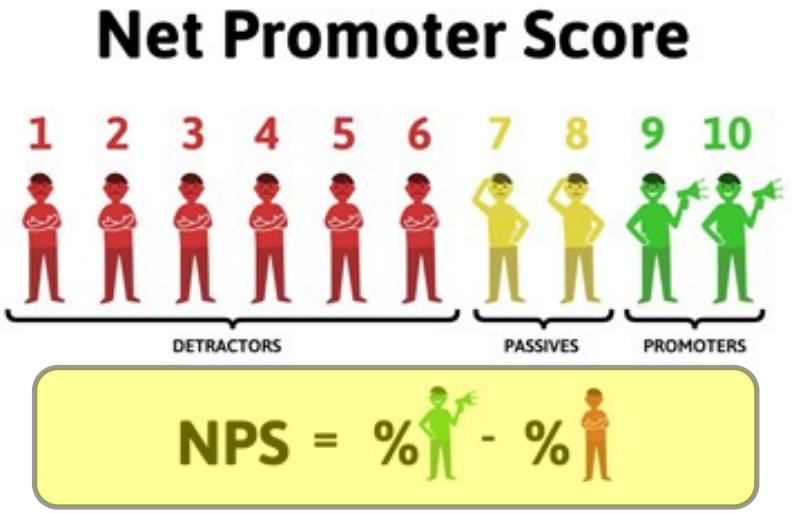
Month	Total Expenses	Comments
July	$478,128.11	
August	$470,391.82	
September	$590,494.47	
October	$598,844.99	
November	$564,828.97	
December	$616,589.59	
January	$500,128.64	
February	$600,303.81	
March	$557,531.23	
April	$531,270.65	
May		
June		
Running Total	$5,508,512.28	
Running Average	$550,851.23	
Annual Budget Monthly Avg	$637,459.27	
Ann Bud Mon Avg w/o Cash Surplus	$585,057.03	
Cummulative Surplus / (Deficit)	$866,080.42	

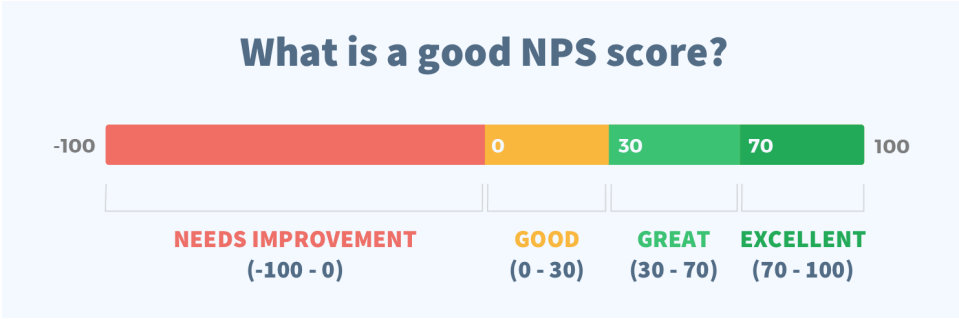


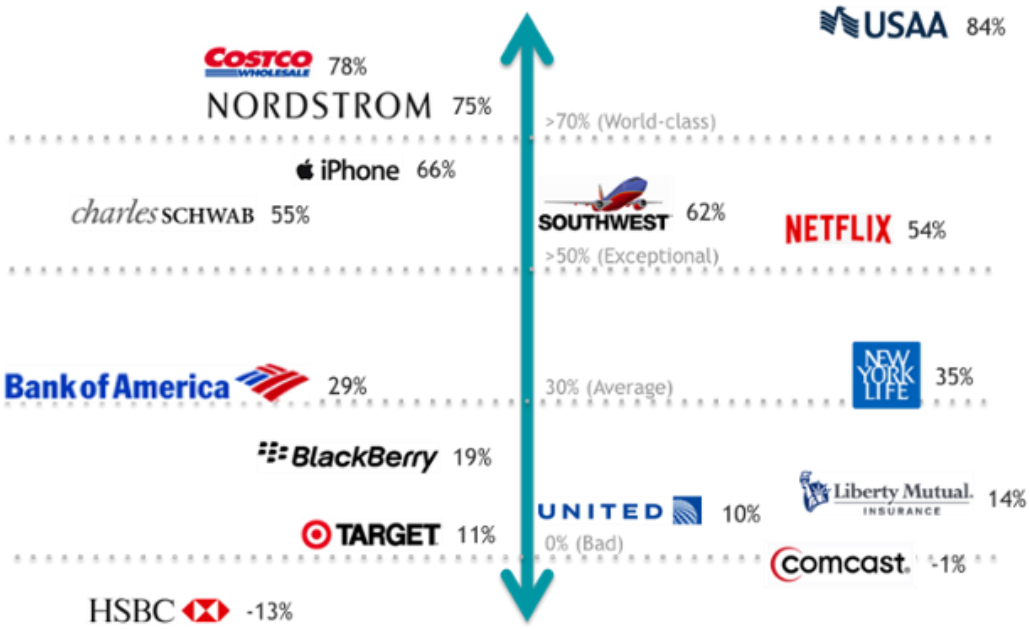
What is a Net Promoter Score?

It is found by surveying customers (in our case our parents) and asking them, " On a scale of 0 to 10 how likely are you to recommend our school to a friend or colleague?"









2024-2025 NPS Scores calculated from Employee Surveys:

TECS N: 82

TECS S: 90

Fraud Risk Assessment

Continued

*Total Points Earned: ____/395 *Risk Level:

Very Low	Low	Moderate	High	Very High
> 355	316-355	276-315	200-275	< 200

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

*Entity Name: Thomas Edison Charter School

*Completed for Fiscal Year Ending: 6/30/2024 *Completion Date: 5/1/2024

*CAO Name: Jamie Lewis *CFO Name: Steven Finley

*CAO Signature: Jamie Lewis *CFO Signature: Steven Finley

*Required

EDUCATION

THE UTAH STATE BOARD OF EDUCATION

Report to the Education Interim Committee

School-Based Mental Health Screening Programs Report

August 2024

Michelle Knight
Threat and Crisis Response Support Specialist, USBE
michelle.knight@schools.utah.gov

Terrakay Bodily
School-based Mental Health Specialist, USBE
Terrakay.bodily@schools.utah.gov

Shauntelle Cota
Director of School Safety and Student Services, USBE
shauntelle.cota@schools.utah.gov

Leah Voorhies
Assistant Superintendent of Student Support, USBE
leah.voorhies@schools.utah.gov

508 Compliant: 7/2/2024

STATUTORY REQUIREMENT

U.C.A. Section 53F-2-522 requires the Utah State Board of Education (USBE) to submit a report on mental health screening programs in participating local education agencies (LEAs). LEAs may implement a mental health screening for participating students using an evidence-based screening program. The State Board is required to report on this program to the Education Interim Committee annually on or before August 30. This year marks the fourth year for this report.

School-Based Mental Health Screening Programs Report

EXECUTIVE SUMMARY

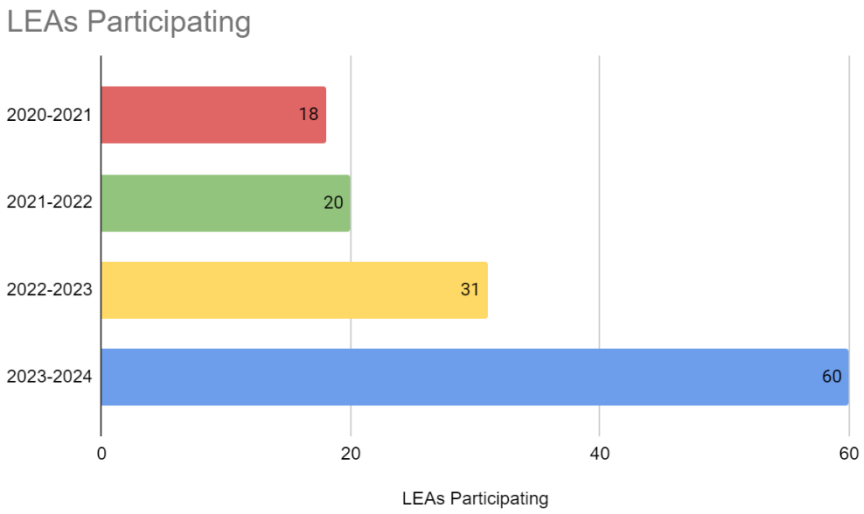
Utah Code 53F-2-522 and Board Rule R277-625, *Mental Health Screeners*, sets standards for Local Education Agencies (LEAs) to implement approved mental health screening programs for students. The legislature has appropriated a $1,000,000 for the program in 2024, however prior the allocation was $500,000.

During the 2023-2024 school year, 60 of the 155 LEAs statewide participated in the school-based mental health screening program. Those 60 LEAs screened 10,380 students for the possible presence of symptoms related to anxiety, depression, or suicidal ideation. As a result of the screenings, approximately 2,869 students (or 28%) were then connected to services either within the LEA or as a referral to community resources. Charts within the report provide a comparison from the 2020-2021 school year to the 2023-2024 school year.

MENTAL HEALTH SCREENING PROGRAM

The creation of the list of screeners was approved in February 2021 by the Utah State Board of Education (USBE). The goal of the compiled list was to identify the most comprehensive set of evidence-based tools that specifically targeted mental health conditions. Doing so provides LEAs the best possible selection to choose from allowing for a wide range of choices and thus more control at the local level. Along with the list of screening tools, the Board also approved three mental health conditions for which schools could screen: anxiety, depression, and suicidal ideation. These three conditions capture the leading mental health conditions that currently affect youth throughout the state.

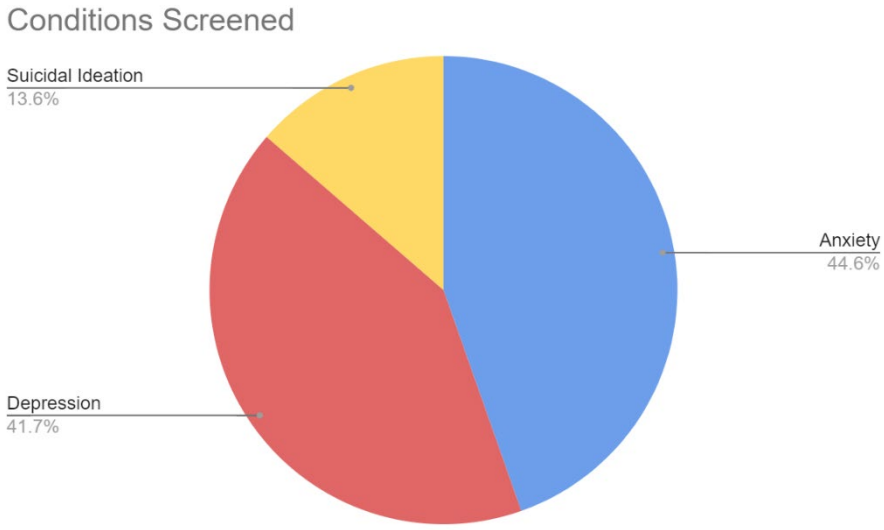
The data presented compares the end of year report for the School-Based Mental Health Screening Program since inception to this past year (2023-2024).



Since the implementation of the School-Based Mental Health Screening Program, participation has increased significantly due in part to H.B. 403 (2023) which required all LEAs to submit a Record of Determination whether the LEA will participate in the screening program or not. In 2020-2021, participation was 18 LEAs. As shown in the chart, participation has increased to 60 LEAs in 2023-2024.

The complete list of LEAs and their participation status can be found in Appendix A.

Participation Status	Number of LEAs
Participating Districts	35
Participating Charters	25
Non-Participating Districts	5
Non-Participating Charters	85
No response	5



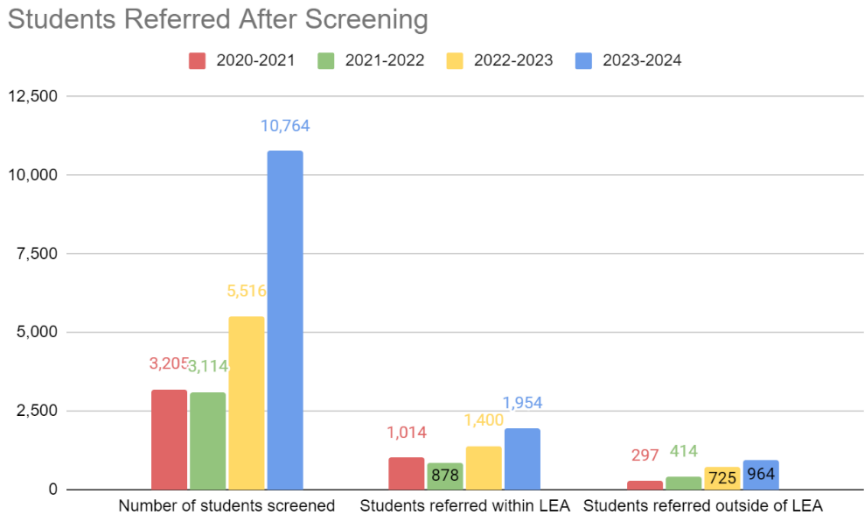
Of the over 10,000 students screened, approximately 45% were screened for anxiety, 42% for depression, and 14% for suicidal ideation indicated a need for follow up assessments.

The chart below shows the number of students screened per participating LEA. The LEAs' reasoning for reporting 0 students screened can be found in Appendix B.

LEA Name	Number of Students Screened
Alpine District	43
Beaver District	0
Box Elder District	603
Cache District	63
Canyons District	232

LEA Name	Number of Students Screened
Daggett District	5
Davis District	40
Emery District	0
Garfield District	39
Granite District	46
Iron District	30
Jordan District	245
Juab District	0
Kane District	8
Logan City District	1612
Millard District	0
Murray District	80
Nebo District	67
North Sanpete District	225
North Summit District	0
Ogden City District	37
Provo District	0
Rich District	12
Salt Lake District	232
San Juan District	206
Sevier District	10
South Sanpete District	15
South Summit District	No data reported
Tintic District	0
Tooele District	220
Uintah District	4500
Wasatch District	578
Washington District	78
Wayne District	275
Weber District	61
Channing Hall	53
City Academy	21

LEA Name	Number of Students Screened
Dual Immersion Academy	No data reported
East Hollywood High	4
Edith Bowen Laboratory School	0
Entheos Academy	22
Freedom Preparatory Academy	12
George Washington Academy	51
Intech Collegiate Academy	0
Karl G. Maeser Preparatory Academy	32
Mountain View Montessori	21
Pinnacle Canyon Academy	94
Promontory School of Expeditionary Learning	No data reported
Ranches Academy	222
Roots Charter High School	0
Salt Lake Center for Science Education	306
Spectrum Academy	83
St. George Academy	0
Success Academy	95
Treeside Charter School	0
Utah International Charter School	0
Utah Military Academy	72
Valley Academy	67
Vista School	23
Wasatch Waldorf Charter School	24



Since the inception of the program, more students have been screened than ever before. Of the students that need further services, more than double are referred within the LEA than are referred for outside services.

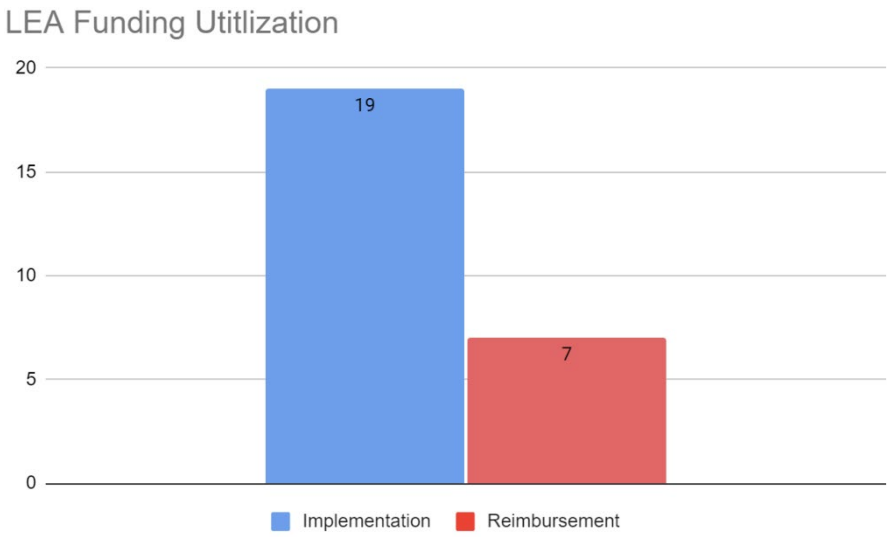
MENTAL HEALTH SCREENING GRANT

Within H.B. 323 (2023), the Legislature appropriated $500,000 in ongoing funds for the School-Based Mental Health Screening Program grant. Board Rule R277-625 created a process for an LEA to receive reimbursement for a qualifying parent to receive mental health treatment for the parent's student based on the results of the mental health screening. The rule also clarified which parents constituted as a qualifying parent and allowed an LEA to seek funding for procuring a mental health screening tool.

In 2023-2024, USBE awarded 13 LEAs (eight school districts and five charters) grant funding for their respective School-Based Mental Health Screening Programs. With previous years' carryforward funding, an additional seven LEAs were able to receive funding. The number of LEAs applying for the grant increased from previous years.

The chart below shows the LEA use of funds as reported in 2023-2024. Most LEAs used funds for implementing their screening program. Eight LEAs used funds to reimburse parents – a total of 156 qualifying parents. Appendix C

reports LEAs that responded that funding was not sufficient for their needs.



NEXT STEPS

With the requirements set forth by H.B. 403 (2023) *Student Mental Health Amendments*, participation in the program has increased drastically. For the 2024-2025 school year, H.B. 413 (2024) increased the appropriation to $1,000,000 for the School-Based Mental Health Screening Program. This funding will now be provided to all participating LEAs based on the previous year's average daily membership count.

Appendix A. LEA Participation Status

LEA Name	Participation Status
Alpine District	Participating
Beaver District	Participating
Box Elder District	Participating
Cache District	Participating
Canyons District	Participating
Carbon District	Non-Participating
Daggett District	Participating
Davis District	Participating
Duchesne District	No response
Emery District	Participating
Garfield District	Participating
Grand District	Non-Participating
Granite District	Participating
Iron District	Participating
Jordan District	Participating
Juab District	Participating
Kane District	Participating
Logan City District	Participating
Millard District	Participating
Morgan District	Non-Participating
Murray District	Participating
Nebo District	Participating
North Sanpete District	Participating
North Summit District	Participating
Ogden City District	Participating
Park City District	Non-Participating
Piute District	Non-Participating
Provo District	Participating
Rich District	Participating
Salt Lake District	Participating
San Juan District	Participating

LEA Name	Participation Status
Sevier District	Participating
South Sanpete District	Participating
South Summit District	Participating
Tintic District	Participating
Tooele District	Participating
Uintah District	Participating
Wasatch District	Participating
Washington District	Participating
Wayne District	Participating
Weber District	Participating
Academy for Math Engineering & Science	Non-Participating
Advantage Arts Academy	Non-Participating
American Academy of Innovation	Non-Participating
American Leadership Academy	Non-Participating
American Preparatory Academy	Non-Participating
Ascent Academies of Utah	Non-Participating
Athenian eAcademy	Non-Participating
Athlos Academy of Utah	Non-Participating
Bear River Charter School	No response
Beehive Science & Technology Academy	Non-Participating
Bonneville Academy	Non-Participating
Bridge Elementary	Non-Participating
C.S. Lewis Academy	Non-Participating
Canyon Grove Academy	Non-Participating
Canyon Rim Academy	Non-Participating
Channing Hall	Participating
City Academy	Participating
Davinci Academy	Non-Participating
Dual Immersion Academy	Participating
Early Light Academy at Daybreak	Non-Participating
East Hollywood High	Participating
Edith Bowen Laboratory School	Participating
Endeavor Hall	Non-Participating

LEA Name	Participation Status
Entheos Academy	Participating
Esperanza School	Non-Participating
Excelsior Academy	Non-Participating
Fast Forward High	No response
Franklin Discovery Academy	Non-Participating
Freedom Preparatory Academy	Participating
Gateway Preparatory Academy	Non-Participating
George Washington Academy	Participating
Good Foundations Academy	Non-Participating
Greenwood Charter School	Non-Participating
Guadalupe School	Non-Participating
Hawthorn Academy	Non-Participating
Highmark Charter School	Non-Participating
Ignite Entrepreneurship Academy	Non-Participating
Intech Collegiate Academy	Participating
Itineris Early College High	Non-Participating
Jefferson Academy	Non-Participating
John Hancock Charter School	Non-Participating
Karl G. Maeser Preparatory Academy	Participating
Lakeview Academy	Non-Participating
Leadership Academy of Utah	Non-Participating
Leadership Learning Academy	Non-Participating
Legacy Preparatory Academy	Non-Participating
Lincoln Academy	Non-Participating
Lumen Scholar Institute	Non-Participating
Mana Academy Charter School	Non-Participating
Maria Montessori Academy	Non-Participating
Merit College Preparatory Academy	Non-Participating
Moab Charter School	Non-Participating
Monticello Academy	Non-Participating
Mountain Heights Academy	Non-Participating
Mountain Sunrise Academy	Non-Participating
Mountain View Montessori	Participating

LEA Name	Participation Status
Mountain West Montessori Academy	Non-Participating
Mountainville Academy	Non-Participating
Navigator Pointe Academy	Non-Participating
No. UT. Acad. for Math Engineering & Science	Non-Participating
Noah Webster Academy	Non-Participating
North Davis Preparatory Academy	Non-Participating
North Star Academy	Non-Participating
Odyssey Charter School	Non-Participating
Ogden Preparatory Academy	Non-Participating
Open Classroom	Non-Participating
Pacific Heritage Academy	Non-Participating
Paradigm High School	Non-Participating
Pinnacle Canyon Academy	Participating
Promontory School of Expeditionary Learning	Participating
Providence Hall	Non-Participating
Quest Academy	Non-Participating
Ranches Academy	Participating
Reagan Academy	Non-Participating
~~Real Salt Lake Academy~~ Salt Lake Academy High School	Non-Participating
Renaissance Academy	Non-Participating
Rockwell Charter High School	Non-Participating
Roots Charter High School	Participating
Salt Lake Arts Academy	Non-Participating
Salt Lake Center for Science Education	Participating
Salt Lake School for the Performing Arts	Non-Participating
Scholar Academy	Non-Participating
Soldier Hollow Charter School	Non-Participating
Spectrum Academy	Participating
St. George Academy	Participating
Success Academy	Participating
Summit Academy (& Summit Academy HS)	Non-Participating
Syracuse Arts Academy	Non-Participating

LEA Name	Participation Status
Terra Academy	Non-Participating
The Center for Creativity, Innovation and Discovery	Non-Participating
Thomas Edison	Non-Participating
Timpanogos Academy	Non-Participating
Treeside Charter School	Participating
Uintah River High	Non-Participating
USDB	Non-Participating
Utah Arts Academy	Non-Participating
Utah Career Path High School	Non-Participating
Utah Connections Academy	Non-Participating
Utah County Academy of Science	Non-Participating
Utah International Charter School	Participating
Utah Military Academy	Participating
Utah Virtual Academy	Non-Participating
Valley Academy	Participating
Vanguard Academy	Non-Participating
Venture Academy	No response
Vista School	Participating
Voyage Academy	Non-Participating
Walden School of Liberal Arts	Non-Participating
Wallace Stegner Academy	Non-Participating
Wasatch Peak Academy	Non-Participating
Wasatch Waldorf Charter School	Participating
Weber State University Charter Academy	No response
Weilenmann School of Discovery	Non-Participating
Winter Sports School	Non-Participating

Appendix B: Reasoning for not being able to screen

LEA Name	Reason For Not Screening
Beaver District	Russell Carter: We picked the screeners, and I thought the state would send the screeners or more information back, and it was never followed up on. In response: USBE reached out to Russell and clarified instructions for the program for FY25; USBE does not provide or administer the screeners.
Emery District	Doug Mecham: The district does not have a specific tool for Mental Health Screening. When students show behaviors, etc. of concern, they are typically referred to the local Mental Health agency and or their doctor.
Juab District	Kodey Hughes: The district did not have adequate support staff and understanding to the depth and breath of the program. Additional resources are needed, as well as supports from state agencies to help understand and facilitate.
Millard District	Dave Styler: Millard School District did not participate in the screenings this year because it was lost among the many assignments our staff is dealing with. Personnel changes at the district office left this new item unaccounted for. We will correct that in the future.
North Summit District	Marci Sargent: Mental Health Screening is opt in; since it's our first year we decided to start with our middle school. Parents and students were handed the information as they each met with our counselor. The counselor explained what the screeners were and gave a handout explaining them as well as the opt in form. Not one parent wished to have their student screened.
Provo District	Jason Garisson: We opted not to give a screener as determined by our Board of Education.
Tintic District	Crystal Leuk: We were unable to implement this school year; we have a plan to implement next year.
Edith Bowen Laboratory School	Clint Farmer: We implemented a program by offering screenings to 6th graders but none of them or their families have requested one so far.

LEA Name	Reason For Not Screening
Intech Collegiate Academy	Jason Stanger - Our charter is authorized by Cache District and our students are able to participate in their screening process.
Roots Charter High School	Alisa Muhlestein: The success of a mental health screening program relies on the support and readiness of the entire school community, including students, parents, and staff. Currently, we are researching and meeting as an administration and counseling department to discuss ways to bring in better community support for mental health. Doing the screening without this support is something that we feel would not be beneficial to our school community.
St. George Academy	Jodi Jensen: We were late in applying for the funding and ran out of time.
Treeside Charter School	Eva Calvillo: Our social worker conducted a couple crisis evaluations but no mental health screenings.
Utah International Charter School	Usha Narra: I took over as principal of Utah International mid-year. I did not know that our school was participating in this program otherwise I would have fully utilized it.

Appendix C: Reasoning for funding not being sufficient

LEA Name	Reason For Funding Not Being Sufficient
Box Elder District	We have plan for next year for who we would like to send to outside therapists. We would also like to have a parenting group, so we would like the funding to do it. We would also love another clinician.
Granite District	We used department/district funding to make up the difference in costs for staffing and printing.
Weber District	Cost of a data platform to maintain and track student information exceeds the amount allocated through the grant.
Pinnacle Canyon Academy	We could use more funding to pay for additional therapists to join us on staff as there is usually a waiting list but the waiting lists out in the community are much longer. We had about a six-week period over the past year where we did not have a waiting list.

Data Governance Policy - 6108

Governing Principles
Thomas Edison Charter Schools (referred to as the LEA throughout) takes its responsibility toward student data seriously. This governance plan incorporates the following Generally Accepted Information Principles (GAIP):

- Risk: There is risk associated with data and content. The risk must be formally recognized, either as a liability or through incurring costs to manage and reduce the inherent risk.
- Due Diligence: If a risk is known, it must be reported. If a risk is possible, it must be confirmed.
- Audit: The accuracy of data and content is subject to periodic audit by an independent body.
- Accountability: An organization must identify parties which are ultimately responsible for data and content assets.
- Liability: The risks in information means there is a financial liability inherent in all data or content that is based on regulatory and ethical misuse or mismanagement.

This policy is applicable to all employees and temporary employees, including substitutes of the schools. The policy must be used to assess agreements made to disclose data to third-parties. This policy is designed to ensure only authorized disclosure of confidential information and will be reviewed and adjusted as needed.

All student data utilized by Thomas Edison Charter Schools is protected as defined by the Family Educational Rights and Privacy Act (FERPA) and Utah statute.

Data Maintenance and Protection Policy
The LEA recognizes that there is risk and liability in maintaining student data and other education-related data and will incorporate reasonable data industry best practices to mitigate this risk.

In accordance with R277-487, the LEA shall do the following:

- Designate an individual as an Information Security Officer
- Adopt the CIS Controls or comparable
- Report to the USBE by October 1 each year regarding the status of the adoption of the CIS controls or comparable and future plans for improvement.

Roles and Responsibilities Policy
The LEA acknowledges the need to identify parties who are ultimately responsible and accountable for data and content assets. These individuals and their responsibilities are as follows:

Data Manager roles and responsibilities

- authorize and manage the sharing, outside of the student data manager's education entity, of personally identifiable student data for the education entity as described in this section
- provide for necessary technical assistance, training, and support
- act as the primary local point of contact for the state student data officer
- ensure that the following notices are available to parents:
    - annual FERPA notice (see 34 CFR 99.7),
    - directory information policy (see 34 CFR 99.37),
    - survey policy and notice (see 20 USC 1232h and 53E-9-203),
    - data collection notice (see 53E-9-305)

Information Security Officer (ISO) roles and responsibilities

- Oversee adoption of the CIS controls
- Provide for necessary technical assistance, training, and support as it relates to IT security

Training and Support Policy

The LEA recognizes that training and supporting educators and staff regarding federal and state data privacy laws is a necessary control to ensure legal compliance. The LEA will ensure all employees are trained annually.

Audit Policy

In accordance with the risk management priorities of the LEA, the LEA will conduct an audit of:

- The effectiveness of the controls used to follow this data governance plan; and
- Third-party contractors, as permitted by the contract described in 53E-9-309(2).

Data Sharing Policy

There is a risk of redisclosure whenever student data are shared. The LEA shall follow appropriate controls to mitigate the risk of redisclosure and to ensure compliance with federal and state law.

Expungement Request Policy

The LEA recognizes the risk associated with data following a student year after year that could be used to mistreat the student. The LEA shall review all requests for records expungement from parents and make a determination based on the Expungement Request Procedure.

Data Breach Response Policy

The LEA shall follow industry best practices to protect information and data. In the event of a data breach or inadvertent disclosure of personally identifiable information, the LEA staff shall follow industry best practices for responding to the breach.

Publication Policy

The LEA recognizes the importance of transparency and will post this policy on the LEA website.

The LEA will publicly post all data released to vendors through the Metadata Dictionary as described in Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401

Data Governance Procedures – 6108a

Training and Support Procedures

1. The data manager will ensure that educators who have access to student records will receive an annual training on confidentiality of student data to all employees with access to student data. The content of this training will be based on the Data Governance Policy.
2. By October 1 each year, the data manager will report to USBE the completion status of the annual confidentiality training and provide a copy of the training materials used.
3. The data manager shall keep a list of all employees who are authorized to access student education records after having completed a training that meets the requirements of 53E-9-204.
4. The LEA will use USBE's re-licensure course for teachers as their annual training for all employees. Employees will be required to sign a training completion certificate.

Data Sharing Procedures

1. The data manager shall approve all data sharing or designate other individuals who have been trained on compliance requirements with FERPA.
    - No employee shall share student data to an outside entity without prior consent from the LEA administration and either a signed data privacy agreement or a signed parental consent form.
    - The LEA uses the Student Data Privacy Consortium (SDPC) for their website request and approval system.
    - Any vendors who may gain access to student data shall sign a Utah Data Privacy Agreement prior to access, and this agreement will be posted on the school's SDPC webpage.

2. For external research, the data manager shall ensure that the study follows the requirements of FERPA's study exception described in 34 CFR 99.31(a)(6).
    - A Thomas Edison Charter Schools principal or board member sponsors an external researcher or evaluator request.
    - Student data are not PII and are de-identified through disclosure avoidance and other pertinent techniques.
    - Researchers and evaluators supply the Thomas Edison Charter Schools a copy of any publication or presentation that uses Thomas Edison Charter Schools data 10 business days prior to any publication or presentation.
3. After sharing from student records, the data manager shall ensure that an entry is made in the LEA Metadata Dictionary to record that the exchange happened.
4. After sharing from student records, the data manager shall make a note in the student record of the exchange in accordance with 34 CFR 99.32.
    - Data that does not disclose PII may be shared with external researchers or evaluators for projects unrelated to federal or state requirements if:

Expungement Request Procedure

The following records may not be expunged: grades, transcripts, a record of the student's enrollment, assessment information.

The procedure for expungement shall match the record amendment procedure found in 34 CFR 99, Subpart C of FERPA.

1. If a parent believes that a record is misleading, inaccurate, or in violation of the student's privacy, they may request that the record be expunged.
2. The LEA shall decide whether to expunge the data within a reasonable time after the request.

3. If the LEA decides not to expunge the record, they will inform the parent of their decision as well as the right to an appeal hearing.
4. The LEA shall hold the hearing within a reasonable time after receiving the request for a hearing.
5. The LEA shall provide the parent notice of the date, time, and place in advance of the hearing.
6. The hearing shall be conducted by any individual that does not have a direct interest in the outcome of the hearing.
7. The LEA shall give the parent a full and fair opportunity to present relevant evidence. At the parents' expense and choice, they may be represented by an individual of their choice, including an attorney.
8. The LEA shall make its decision in writing within a reasonable time following the hearing.
9. The decision must be based exclusively on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
10. If the decision is to expunge the record, the LEA will seal it or make it otherwise unavailable to other staff and educators.

Data Breach Response Procedures

1. The school principals will work with the information security officer to designate individuals to be members of the cyber incident response team (CIRT)
2. At the beginning of an investigation, the information security officer will begin tracking the incident and log all information and evidence related to the investigation.
3. The information security officer will call the CIRT into action once there is reasonable evidence that an incident or breach has occurred.
4. The information security officer will coordinate with other IT staff to determine the root cause of the breach and close the breach.
5. The CIRT will coordinate with legal counsel to determine if the incident meets the legal definition of a significant breach as defined in R277-487 and determine which entities and individuals need to be notified.
6. If law enforcement is notified and begins an investigation, the CIRT will consult with them before notifying parents or the public so as to not interfere with the law enforcement investigation.

Non-Disclosure Assurances

All Thomas Edison Charter School employees with access to student data, including temporary, will:

1. Complete a data security training and the appropriate level of privacy training as determined by the ISO.
2. Consult with Thomas Edison Charter Schools internal data owners when creating or disseminating reports containing data.
3. Use password-protected computers/devices when accessing any student-level or staff-level records.
4. NOT share individual passwords for personal computers or domain.
5. Log out of any data system/portal after each use.
6. Store sensitive data in appropriate-secured locations. Unsecured access and flash drives, DVD, CDROM or other removable media, or personally owned computers or devices are not deemed appropriate for storage of sensitive, confidential or student data, unless in a secure location.
7. Keep printed reports with personally identifiable information in a secure location while unattended, and use secure document destruction when disposing of such records.
8. NOT share personally identifying data during public presentations, videos, webinars, etc. If users need to demonstrate child/staff level data, demo records should be used for such presentations.
9. Redact any personally identifiable information when sharing sample reports with general audiences.

10. Take steps to avoid disclosure of personally identifiable information in reports, such as aggregating, data suppression, rounding, recoding, blurring, perturbation, etc.
11. Delete files containing sensitive data after using them on computers, or move them to secured servers or personal folders accessible only by authorized parties.
12. Use secure methods when sharing or transmitting sensitive data. The approved method is sharing within secured server folders.
13. Transmit child/staff-level data externally by approved methods.
14. Limit use of individual data to the purposes which have been authorized within the scope of job responsibilities as far as possible

2102 Student Placement Policy

Students in the elementary grades ~~(K-4 for South Campus & K-5 for North Campus)~~ will be divided evenly between teachers so that classes are academically even and balanced by gender. For the secondary grades, students will be divided by math ability and then to the greatest extent possible, classes will be balanced evenly by academic ability.

Procedure 1307a

Board Appeal Form

Thomas Edison Charter Schools promote a positive, proactive approach to problem-solving. The Governing Board maintains that parents and staff can generally resolve their concerns through open, respectful communication with the parties involved in the incident. In the event that a parent and/or employee complaint has not been resolved by good faith efforts at the administrative level, the complaint may be directed to the Governing Board. In contacting the Governing Board about your complaint, please fill out this appeal form, giving as much relevant information as possible. When completed, you may submit the form to the board chair.

The Governing Board will carefully and objectively consider the appeal. The board may, at its discretion, gather additional information from the complainant, other employees, administration, and/or from professional consultants. The board will then take any action it deems appropriate. The board reserves the right to deny appeal consideration if the complainant has not initiated problem-solving efforts with the individual(s) directly involved in the complaint.

Individuals involved in the incident:

Details of events that led to the complaint, including dates and approximate times:

Details of good faith efforts to resolve the problem, including dates and approximate times:

Proposed Solutions / Additional Information:

Principal's Report to the Governing Board
May 7, 2025
Melani Kirk, Principal

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

2019-2020	647 (169 spots available)	2023-2024	739 (71 spots available)
2020-2021	669 (147 spots available)	2024-2025	709 (101 spots available)
2021-2022	723 (93 spots available)	2025-2026	688 (10 MS on waitlist,
2022-2023	734 (82 spots available)		6 kindergarten parent meetings this week)

I am starting to feel better about the enrollment numbers that we have. I fully anticipate that we will have several more students enroll over the next few months. However, we will also lose some families due to summer transitions.

2. **Student Council Elections:** We held student council elections the week of April 7th-11th. Students were required to fill out a student council form with parent permission and a teacher recommendation. Students created and displayed posters in the gym and wore nametags to indicate that they were running for student council. On Friday, April 11th, students gave speeches to their peers and then votes were electronically tallied. We had many quality candidates running for student council this year. Our new student council for the 2025-2026 school year is as follows:

President: Corbin Knudson
Vice President: Seraphina Young
Secretary: Erik Sorenson

Middle school representatives:
Josslyn Laursen
Mila Garrity
Jett Galvin
Kate Hurst
Tanner Hancock

6th grade representatives:
Harrison Farr
Grey Jardine
Khloee Zeller

5th grade representatives:
Boy: Luke Mertlich
Girl: Raylee Gnehm

4th grade representatives:
Boy: McKade Hjorth
Girl: Ruth Israelson

3. **8th Grade Graduation**: We will celebrate 8th graders on the evening of Tuesday, May 27th. This will be a fun event coordinated by Ivy Earl, our counseling secretary. We are changing it up a bit this year and instead of having a teacher speaker, we will be having two of our 8th grade students, Kara Cureton and Creighton Hjorth, as our speakers. We will also have students share their talents as a group or individuals through enjoying performances from our band, orchestra, and choir as well as displays of artwork and pictures from our intramural program. Students are asked to come up with a funny quote and a quote of what they learned from their time at TECS. This year we will be having a few students read the quotes from their peers. We also recognize students that have excelled in academics and citizenship and those that have been at Thomas Edison for their entire K-8 career. This is a fun culminating evening for our 8th grade graduates. We are excited to wish them luck and see what great things will come in their future.

4. **Aide and Teacher End of Year Meetings:** During the month of April we held an individual meeting with each of our 39 classroom, elementary special education, and middle school special education aides. In each meeting, aides were able to self-reflect in several critical areas that focused on TECS' philosophy and expectations. We also discussed previously set goals, future goals and gave invites to those that we want to return next year. We are also in the middle of our teacher end-of-year meetings that also

include self-reflection, goal setting, and offer letters. This is a time-consuming, yet totally worthwhile, opportunity to meet individually with each employee.

We have wonderful teachers that have been professional and even thankful for the small raises that they have received this year. Teachers received either a Level increase of $2,500 (for those moving from one level to the next) or a Range increase which varied from $1,500 to $2,200. We hope that Ernie Sweat is able to come back with insurance numbers that allow us to alleviate teachers' fear that they will need to start paying premiums. In a best-case scenario, we could add a bit more to their yearly raise.

5. **Teacher Appreciation Week:** This week is teacher appreciation week. Our teachers and aides usually receive many kind words and gestures from parents and students. Our parent organization have been treating our teachers and aides to something fun each day. There have been gift cards, thank you notes, a soda bar, and it will end with a catered lunch from Fire House.

6. **State History Fair:** All of our students who attended the State NHD competition felt good about their interview and knew they had performed well. In the end, however, Rachel Winkler will be our sole representative from the South Campus this year. Additionally, she received the Utah State History Award and $500 cash for her exhibit on the Winter Quarters Mine Disaster. Theron Peterson didn't move on to the National competition, but he received a special Military History award and $100 for his documentary project on Agent Orange. Theron is so excited about history, he is already trying to figure out what to do for next year's topic of Revolution, Reaction, and Reform. Meanwhile, Rachel is working hard to get ready for the national competition in June, where I am sure she will do amazing!
All three are being recognized next week at the Cache Valley Historical Society meeting at Logan Library at 7 pm. Nationals will be held in Washington D.C. again. The school will be paying for the room and flight costs for Rachel. This year there is state funding for the cost of project shipping.

7. **Staff Updates:** Next year's 2025-2026 faculty and staff are going to be fantastic. The following shows all of our teachers. Once again, teacher retention is great, we only had three teacher spots to fill. One teacher left to move closer to family because she just had a baby, and two teachers retired. Teachers in red are new, teachers in bold have moved to a different role.

Elementary Teachers

K-Julie Johnson
K-Sarah Hadsell
K-Celina Larsen
1st-**Katie Johnson**
1st-Jaime Hadsell
1st-Jennifer Bailey
2nd-**Gerryn Smith**
2nd-Laura McGinnis
2nd-**Kari Knight**
3rd-Melanie Killpack
3rd-**Angie Stott**
3rd-Ashley Roy
4th-**Teri Madsen**
4th-Allison Gunnell
4th-Jennifer Buchanan
5th-**Lisa Jordan**
5th-Meaghan Walsh
5th-**Katie Starks**

MS Teachers

Math-Jill Hales
Math-April Worley
Science-Holli Williams and Briget Miller
History-JoLyne Merchant, Kara Catano
English/Literature-Megan Holm, Nathan Cureton, Natalie Fairbanks and Amber Olsen
CTE-Megan Dodge
Orchestra-Conrad Dunn
Band-Greg Wendel
Choir-**Jenna Oakey**
Art-Rob Davis, Cody Merchant
PE-Jeremi Broadhurst, Brooke Geary (also computers)
Counselor-Jamin Bingham
School Psychologist-Heather Hinds
SLP-Sara Hicken (.5 FTE), Lynda Anderson (1.0 FTE)
SLT-Kori Broadhurst (.8 FTE)
MS Special Education-Louise Hoth
ELED Special Education-Jodi Johnson and Nicola Tyers
MTSS Coordinator-Madalyn Jarvis

I have nearly completed all of my aide hiring. This has been an odd year in that we have very few aides that I need to replace. The few that are leaving are moving on to continue their college education, taking a teaching position or to serve a mission. I will have my full aide roster with placements for approval in June.

Project Updates which will result in Vendor Approvals in June

We are currently looking at several projects to improve the school environment. One priority is upgrading the kindergarten play area to remove the cracked concrete border, correct the areas prone to water and mud accumulation, and adjust to the steep drop-off from the play structure. To address these issues, we've received bids from multiple concrete companies for installing an L-shaped concrete pad along the building, removing the damaged concrete border, and potentially constructing a retaining wall in order to level the play area to an appropriate height to reduce the drop-off for kindergarten students. One bid for concrete has come in at $11,000, and we are awaiting additional estimates. For the safety of the Kindergarten play area, we are also looking to install privacy slats in the fence. From a variety of sources, this is estimated at about $1,800-$2,200.

Another project under consideration is leveling the back grassy play yard and hydroseeding the area to improve the thinning grass caused by time and heavy use. We've received a verbal quote of $7,000–$8,000 for hydroseeding from one company, and we are continuing efforts to find a contractor to provide an estimate for the leveling work.

We are also looking at the cost of replacing the brown carpet on the walls with the dark blue carpet currently used at the front desk and in the first-grade hallway. A flooring company has taken measurements and estimates $20,300, assuming the sheetrock is not damaged when the current carpet is removed. Other flooring companies have been contacted and will be coming to bid soon.

Finally, we are collecting bids for lawn care and snow removal services for both campuses. While not all bids have been received, we expect them soon.

Upcoming Events May 2024

May 8	Combined Campus Band & Orchestra Concert at 6:30 pm
May 9	5th grade State Report Open House at 1:00 pm
May 13	Hope of America & Great American Awards at 8:15 am
	Katie McKay and Steve Kropp Retirement Celebration
May 16	Seed to Deed Participation Celebration at 1:15 pm
May 19	2nd grade field trip to Hogle Zoo
May 21	5th grade field trip to Museum of Natural Curiosity
May 23	1st - 5th grade Field Day
	7th/8th grade Shakespeare Performances 8:30 to 11:30 am
	MS Citizenship Party at 1:00 pm (Fun Park)
	North & South Blacklight Dance at 7:00 pm (Edison South)
May 27 - 29	Spirit Week
May 27	Senior Wave at 10:00 am
	7th/8th grade Screenplays at 10:55 am
	"Snack-in" at 2:00 pm
	8th Grade Graduation at 6:30 pm
May 28	8th Grade Field Trip to Lagoon
May 29	Last Day of School, dismiss at 12:15 pm
	Crazy Hair Day
	1st - 5th grade class parties
	Kindergarten Graduation

Thomas Edison CHARTER SCHOOLS

Statistic Summary Sheet

Thomas Edison South - 2024-2025

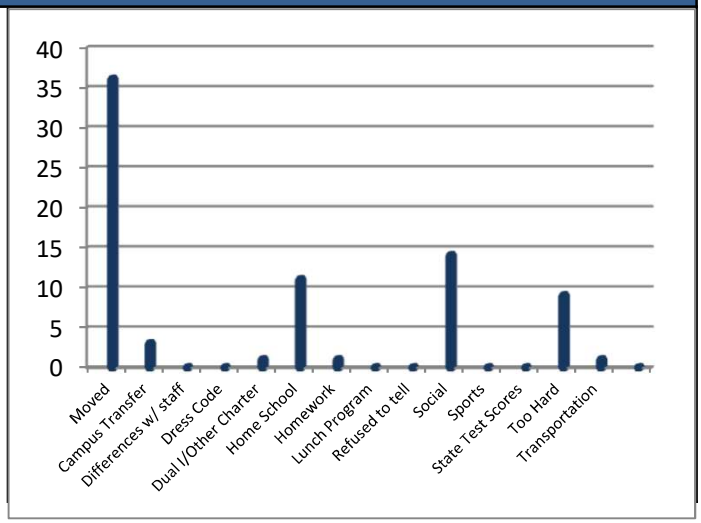
Enrollment Report

Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2023-24	Growth	
K	85	90	87	5	0	0	95	-10	-10.5%
1	72	90	90	18	0	0	80	-8	-10.0%
2	79	90	70	11	0	1	69	10	14.5%
3	86	90	75	4	0	0	83	3	3.6%
4	70	90	75	20	0	0	70	0	0.0%
5	64	90	75	26	0	0	75	-11	-14.7%
6	82	90	70	8	0	2	84	-2	-2.4%
7	73	90	80	17	1	2	84	-11	-13.1%
8	73	90	65	17	0	3	81	-8	-9.9%
Total	**684**	**810**	**687**	**126**	**1**	**8**	**721**	**-37**	**-5.2%**

Withdrawal Reason Count

REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	1	4	8	4	5	4	6	3	1	0	36	47.4%
Campus Transfer	0	3	0	0	0	0	0	0	0	0	3	3.9%
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	1.3%
Home School	1	4	1	1	2	0	2	0	0	0	11	14.5%
Homework	0	0	0	0	0	0	1	0	0	0	1	1.3%
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	2	3	0	14	18.4%
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	3	0	2	1	1	0	0	1	1	0	9	11.8%
Transportation	0	0	0	0	0	0	1	0	0	0	1	1.3%
											0	0.0%
Total	5	13	15	6	9	4	13	6	5	0	**76**	

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	12.0%
DE-Campus Transfer	2	2	0	0	0	0	0	0	0	0	4	16.0%
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	12.0%
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	40.0%
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	1	1	0	0	0	4	16.0%
DE-Transportation	1	0	0	0	0	0	0	0	0	0	1	4.0%
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	2	2	0	1	0	**25**	



Number of Families	
2024-25	2023-24
416	424

Part time students	
Elem	MS
0	0

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Years of Attendance

Years	1	2	3	4	5	6	7	8	%
New	8%	16%	7%	4%	13%	9%	10%	7%	9%
One		10%	14%	9%	11%	14%	11%	11%	10%
Two			7%	7%	5%	7%	7%	14%	6%
Three				3%	8%	7%	8%	3%	4%
Four					6%	7%	5%	8%	3%
Five						2%	5%	4%	2%
Six							1%	1%	0%
Seven								0%	0%
ALL	92%	73%	72%	77%	58%	53%	52%	50%	66%

Thomas Edison CHARTER SCHOOLS

Statistic Summary Sheet

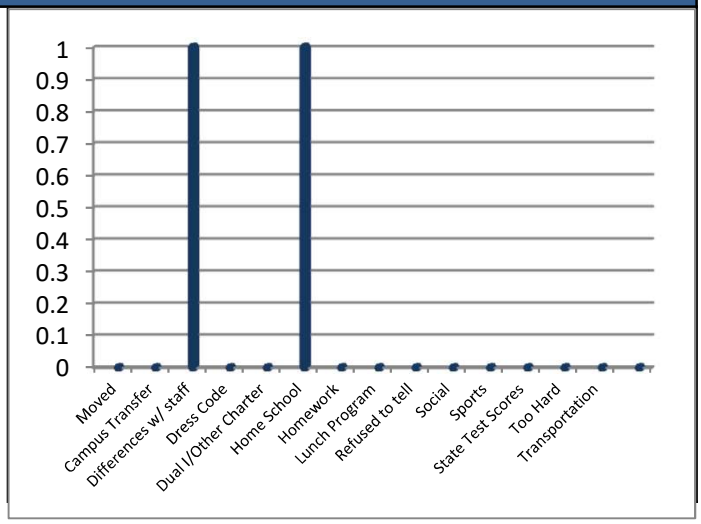
Thomas Edison South - 2025-2026

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2024-25	Growth	
K	63	90	90	27	0	0	85	-22	-25.9%
1	88	90	85	2	0	0	75	13	17.3%
2	72	90	85	18	0	0	81	-9	-11.1%
3	81	90	85	9	0	0	87	-6	-6.9%
4	89	90	90	1	0	0	70	19	27.1%
5	78	90	75	12	0	0	67	11	16.4%
6	64	90	70	26	3	0	82	-18	-22.0%
7	80	90	82	10	3	4	74	6	8.1%
8	73	90	71	17	4	0	75	-2	-2.7%
Total	**688**	**810**	**733**	**122**	**10**	**4**	**696**	**-8**	**-1.1%**

Withdrawal Reason Count

REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	0	0	0	0	0	0	0	0	0	0	0	0.0%
Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	0.0%
Differences w/ staff	0	0	0	0	0	0	0	1	0	0	1	50.0%
Dress Code	0	0	0	0	0	0	0	0	0	0	0	0.0%
Dual I/Other Charter	0	0	0	0	0	0	0	0	0	0	0	0.0%
Home School	0	0	0	1	0	0	0	0	0	0	1	50.0%
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	0	0	0	0	0	0	0	0	0	0	0.0%
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	0	0	0	0	0	0	0	0	0	0	0	0.0%
Transportation	0	0	0	0	0	0	0	0	0	0	0	0.0%
											0	0.0%
Total	0	0	0	1	0	0	0	1	0	0	**2**	



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	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Campus Transfer	1	0	0	0	0	0	0	0	0	0	1	14.3%
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Home School	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	0	0	0	0	0	0	0	1	0	0	1	14.3%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	3	0	1	0	0	0	0	0	0	0	4	57.1%
DE-Transportation	1	0	0	0	0	0	0	0	0	0	1	14.3%
DE-Waiting List	0	0	0	0	0	0	0	0	0	0	0	0.0%
Didn't Enroll Total	5	0	1	0	0	0	0	1	0	0	**7**	

Number of Families	
2025-26	2024-25
	416

Part time students	
Elem	MS
0	0

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Years of Attendance

Years	1	2	3	4	5	6	7	8	%
New	3%	1%	5%	3%	9%	0%	0%	0%	3%
One		7%	14%	7%	6%	10%	8%	10%	7%
Two			2%	15%	6%	10%	16%	10%	7%
Three				4%	6%	5%	6%	7%	4%
Four					1%	8%	8%	8%	3%
Five						6%	5%	6%	2%
Six							3%	4%	1%
Seven								0%	0%
ALL	97%	92%	79%	71%	70%	62%	54%	53%	75%

Governing Board Principal Report for Edison North
May 7, 2025
Brad Larsen & 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.*

   We currently have 488/504 students enrolled for next year with 27 students on the waitlist. We have openings in Kindergarten and 3rd grade. We typically lose some students between May and the start of school in August who move or transfer to another school. We continue to enroll new families and hope to increase our waitlist so as families move, we can immediately fill their spots.

2. **Elementary Band Concert:** It is the time of year for many of our music concerts. Greg Wendel's North and South 4th and 5th grade bands performed together on April 17th. Between each number, students also performed solo pieces. Mr. Wendel does an amazing job of building the foundation for his successful band program with his elementary students.

3. **Elementary Orchestra Concert:** The 4th and 5th grade orchestra concert was May 1st. It is great to see the North and South campus groups combine and play many pieces. The enthusiasm of the students was very evident. They enjoyed playing songs for their parents and it was well done.

4. **State History Fair:** This year's National History Day State Contest was held on April 25th. North campus had 11 total projects at state for NHD (National History Day), and we had several projects that brought home awards.
   a. Alyssa Larsen's website won Honorable Mention (3rd place).
   b. Gemma Collins and Maureen Herb also won Honorable Mention for their group website.
   c. Pratham Sharma won and will be going to D.C. to represent our school for his documentary.
   d. Deep Chakraborty won and will be going to D.C. to represent our school for his paper. Deep also won a special award for $150 at the competition.

5. **Spring Family Activity:** This year the Parent Organization hosted a Daddy Daughter Dance for their spring family activity (sons, moms, grandparents, or other family members were also welcome). The theme was "Dancing in the Light" and the décor, treats, and music helped make the evening enjoyable for everyone. We appreciate the dedication of the PO board and volunteers who donate many, many hours to create community-building experiences for our families.

6. **Art and Literature Gallery:** Our Art and Literature Gallery was open for viewing in the library from April 21 – May 2. Students turned in their individual art work or writing to the library, and Mrs. Harrild displayed the submissions on the book stacks. It is always enjoyable to walk along each aisle and view the creativity and talents of our students.

7. **Volunteer Appreciation Week:** To thank the many parents who donate their time and talents. It was a nice week of seeing and thanking the many different parents who give of the time in the classroom, at family events, and at parties and activities. We have a wonderful community of families at our school!

8. **Upcoming Events:**

May 8	North/South **6th Grade** Band, Choir & Orchestra Concert @ **South Campus**
May 8	N/S **7th/8th Grade** Band, Choir & Orchestra Concert with Choir @ **South Campus**
May 9	Student Council Election Day
May 15	Mother/Son Movie - Lewiston Theatre
May 16	Library Closes for Inventory
May 16	Middle School Citizenship Party @ Funpark
May 20	Author Visit - Bethany Barton
May 21	2nd Grade Fieldtrip - Hogle Zoo - **NO HOT LUNCH**
May 21	Kindergarten Fieldtrip - Zootah
May 23	Combined Campus Black Light Dance - Edison South 6th-8th Grades $5 Admission
May 24	End of Year **Elementary** Library Party
May 24	End of Year **Middle School** Library Party
May 26	Memorial Day - **NO SCHOOL**
May 27 - 29	Last Week of School - **Early Dismissal**
May 27	8th Grade Graduation Celebration
May 28	8th Grade Lagoon Fieldtrip
May 28	Kindergarten Graduation
May 29	Field Day @ HFC Building & School
May 29	Class Party - Kindergarten
May 29	Last Day of School

Vendor Requests/Approvals

Thomas Edison CHARTER SCHOOLS

Where the pathway to college success begins

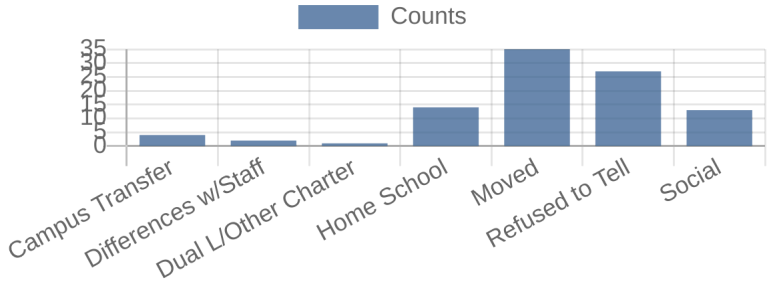
Statistics of the 2024-2025 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2024-2025	2023 - 2024	Growth	
K	49	56	56	7	0	1	49	51	-2	-3.92 %
1	49	56	56	7	0	2	49	50	-1	-2.00 %
2	48	56	56	8	0	0	48	53	-5	-9.43 %
3	53	56	56	3	2	0	53	52	1	1.92 %
4	54	56	56	2	0	2	54	57	-3	-5.26 %
5	57	56	56	-1	4	6	57	52	5	9.62 %
6	54	56	56	2	1	0	54	59	-5	-8.47 %
7	56	56	56	0	0	12	56	56	0	0.00 %
8	54	56	56	2	2	5	54	56	-2	-3.57 %
Total	474	504	504	30	9	28	474	486	-12	-2.47%

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	1.87%
Moved	2	3	8	1	6	3	6	3	3	35	32.71%
Campus Transfer	1	1	1	1	0	0	0	0	0	4	3.74%
Home School	4	3	0	3	1	1	2	0	0	14	13.08%
Dual L/Other Charter	1	0	0	0	0	0	0	0	0	1	0.93%
Refused to Tell	9	7	0	2	2	1	1	3	2	27	25.23%
Social	3	1	1	1	2	1	1	2	1	13	12.15%
Total	20	15	10	9	11	7	10	8	6		96
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	4.67%
DE - Home School	0	0	0	0	0	0	0	1	0	1	0.93%
DE - Refused to Tell	1	1	0	1	0	1	0	1	0	5	4.67%
Total	1	1	0	3	2	1	0	3	0		11



# of Familes	
2024-2025	2023 -2024
305	311

Years of Attendance

Years	K	1	2	3	4	5	6	7	8	%
New	97.96 %	14.29 %	8.33 %	9.43 %	12.96 %	10.53 %	11.11 %	8.93 %	1.85 %	18.78%
One	2.04 %	85.71 %	12.50 %	13.21 %	9.26 %	8.77 %	3.70 %	10.71 %	11.11 %	16.88%
Two			77.08 %	15.09 %	12.96 %	7.02 %	7.41 %	10.71 %	11.11 %	15.19%
Three			2.08 %	60.38 %	11.11 %	8.77 %	1.85 %	3.57 %	9.26 %	10.97%
Four				1.89 %	53.70 %	10.53 %	9.26 %	3.57 %	11.11 %	10.34%
Five						52.63 %	7.41 %	7.14 %	1.85 %	8.23%
Six						1.75 %	57.41 %	8.93 %	1.85 %	8.02%
Seven							1.85 %	44.64 %		5.49%
Eight								1.79 %	51.85 %	6.12%
All										0%

Thomas Edison CHARTER SCHOOLS

Where the pathway to college success begins

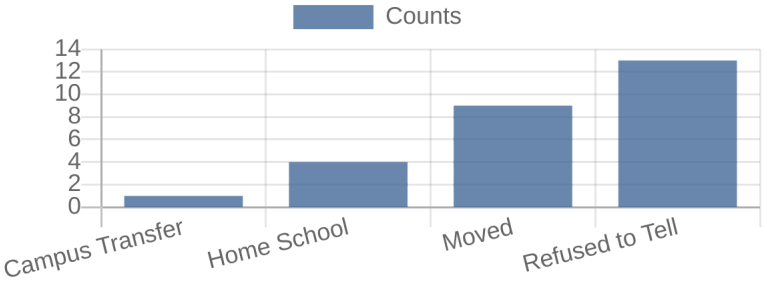
Statistics of the 2025-2026 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2025-2026	2024 - 2025	Growth	
K	45	56	56	11	0	0	45	49	-4	-8.16 %
1	48	56	56	8	0	0	48	49	-1	-2.04 %
2	52	56	56	4	0	0	52	48	4	8.33 %
3	52	56	56	4	0	0	52	53	-1	-1.89 %
4	56	56	56	0	0	0	56	54	2	3.70 %
5	58	56	56	-2	1	1	58	57	1	1.75 %
6	64	56	56	-8	6	7	64	54	10	18.52 %
7	57	56	56	-1	1	4	57	56	1	1.79 %
8	56	56	56	0	1	3	56	54	2	3.70 %
Total	**488**	**504**	**504**	**16**	**9**	**15**	**488**	**474**	**14**	**2.95%**

Withdrawal Reason Count

Reason	K	1	2	3	4	5	6	7	8	Total	%
Moved	0	1	1	1	1	1	1	1	2	9	33.33%
Campus Transfer	0	0	0	1	0	0	0	0	0	1	3.70%
Home School	0	0	0	0	2	0	0	2	0	4	14.81%
Refused to Tell	1	2	2	0	1	0	2	2	3	13	48.15%
Total	**1**	**3**	**3**	**2**	**4**	**1**	**3**	**5**	**5**	**27**	
Didn't Enroll	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**	**%**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	



# of Familes	
2025-2026	2024 -2025
0	0

Years of Attendance

Years	K	1	2	3	4	5	6	7	8	%
New	100.00 %	8.33 %	7.69 %	9.62 %	7.14 %	8.62 %	15.62 %	10.53 %	3.57 %	17.42%
One		91.67 %	13.46 %	5.77 %	7.14 %	10.34 %	4.69 %	10.53 %	5.36 %	15.57%
Two			78.85 %	11.54 %	12.50 %	8.62 %	7.81 %	3.51 %	10.71 %	14.75%
Three				71.15 %	14.29 %	12.07 %	6.25 %	7.02 %	10.71 %	13.52%
Four				1.92 %	57.14 %	10.34 %	7.81 %	1.75 %	3.57 %	9.63%
Five					1.79 %	50.00 %	9.38 %	7.02 %	3.57 %	8.61%
Six							46.88 %	7.02 %	7.14 %	7.79%
Seven							1.56 %	50.88 %	8.93 %	7.17%
Eight								1.75 %	44.64 %	5.33%
All									1.79 %	0.20%