

**Thomas Edison Charter Schools Governing Board Meeting**

**06 August 2025 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: Lindsey Fowers

Pledge of Allegiance: Ryan Reeves

- 1 5:30 Adoption of Agenda
- 2 5:31 Public Comment
- 3 5:32 Approval of Minutes
- 4 5:33 Board Reminders: Business Meeting sign ups (still need someone Aug 20th); no group texts; not texting to say I emailed- check email on Monday and Tuesday week prior to board meeting for training materials, and week of board meeting for agenda, meeting link.
- 5 5:58 Staff Pictures: North- August 19, 11am-1pm; South- August 19th, 12-2 pm
- 6 5:40 Board Training - Brian Carpenter Podcast #10: Annual Check-ups: They're not just for physicals
- 7 5:50 Board Training Discussion: P&P Manual 5000 (Finance and Facilities)
- 8 5:55 TECS Philosophy: Jim Peterson
- 9 6:00 Financial Report: Jim Peterson
- 10 6:05 Student Data Report & early learning plan: Angela Barton
- 11 6:15 Proposal for Charter Update Ad Hoc Committee: Lindsey Fowers
- 12 6:20 UAPCS membership renewal and approve delegates: Melani Kirk
- 13 6:45 Principal Reports: Melani Kirk & Brad Larsen
- 14 6:50 Vendor & Personnel Requests: Melani Kirk & Brad Larsen
- 15 7:00 Adjourn

Electronic Participation:

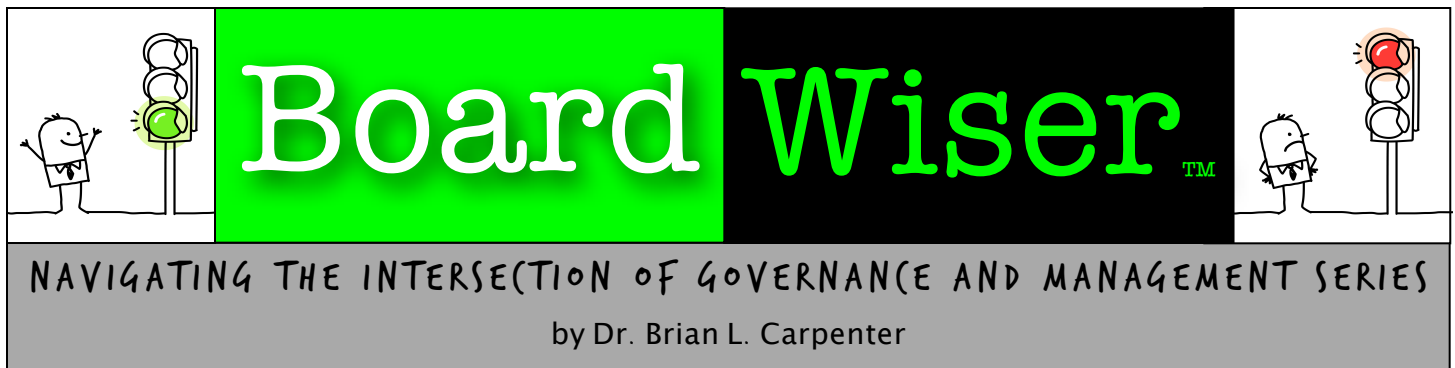
<https://meet.google.com/qxb-vpjjv-btx>

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 Lindsey Fowers 435-881-7896.**



## Three Things the Board Should Evaluate Every Year

In order to be effective, a charter school board has to evaluate everything for which it is accountable. To accomplish this, I recommend that boards formally evaluate the following three things annually as agenda items (meaning that it constitutes official board action):

1. Progress toward charter renewal
2. Performance of the school leader
3. Performance of the board

Each of these is described as follows:

### 1. PROGRESS TOWARD CHARTER RENEWAL.

The focus of evaluating the charter is to determine whether the school is on the right trajectory to achieving its outcomes and that the school is not materially deviating from conditions and procedures that were agreed to, such as curriculum. This evaluation is to determine *how well* the board is fulfilling its accountability for the charter, the bottom line criterion for getting the charter renewed.

### 2. PERFORMANCE OF THE SCHOOL LEADER.

This evaluation is to determine *how well* the board's stated mission and vision are being *executed*. Given that the school leader is the chief executive, the evaluation looks at *how well* the school is performing. As such, a formal evaluation (especially one on which future employment decisions are going to be predicated) should include five areas:

1. *How well* the school leader is achieving the outcomes in the charter
2. *How well* the school leader is handling school finances and minimizing risks
3. *How well* the school leader is cooperating with the school's authorizer
4. *How well* the school leader is complying with various statutory and regulatory obligations, as well as written board policies
5. *How well* the school leader is meeting the needs of the majority of faculty, parents, & students

**3. PERFORMANCE OF THE BOARD.** Because the success of a school hinges on the effectiveness of an interdependent relationship between the board and management, it is imperative that a board also evaluate its own performance. I recommend that it do this *at the same time* it evaluates the school leader, to make sure that the board or its members are not adversely impacting operations.

This evaluation should focus on *how well* the board is maintaining its moral integrity to govern, meaning that it adheres to sound governance principles and practices, as well its own bylaws and policies, etc. This is critical, because without integrity, authentic leadership by the board is a mere pretense and the board's claims to school excellence are counterfeit and hypocritical.

### Board Self-Appraisal Questions/Recommendations

1. As an agenda item in the past 12 months, has the board evaluated its charter, the performance of the school leader (or management company), and its own performance?
2. Does the board rely on data and other evidence to evaluate the school's performance?
3. Is the school on the right trajectory to getting its charter renewed?

## Case in Point

### ANNUAL (CHECK-UPS: NOT JUST FOR PHYSICALS)

In March of 2009, the New Mexico Secretary of Education, Veronica G. García, upheld a decision made a few months earlier by the Public Education Commission (PEC) denying renewal to Española Military Academy. As a result of her ruling, the school ceased to operate that June after being open for five years.

As with most charter revocations and non-renewals, there were numerous reasons involved. According to a news release issued by the New Mexico Education Department, the PEC decided not to renew the charter because the school had:

1. committed material violations of the conditions, standards or procedures set forth in its charter;
2. failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in its charter application; and
3. violated provisions of law from which the charter school was not specifically exempted.

In concurring with the PEC's earlier determination, Secretary García said her decision was significantly based on the school's "failing to meet or make substantial progress toward achievement of the [Public Education] department's minimum educational standards or student performance standards identified in its charter application." Politics aside (of which there were, as usual, plenty), one can hardly fault the Secretary for her criterion.

One of the things that is perhaps most instructive about this case is that the types of problems cited by the PEC and the Secretary were not instantaneous in their appearance. In other words, the problems that eventually led to non-renewal of the charter had been building for some time. In Española Military Academy's case, the school had reportedly:

- materially violated its charter (changed a portion of its curriculum without obtaining authorizer approval),
- consistently failed to make academic progress (76% of its students were below grade level in English and 96% were below grade level in math according to spokesperson from the Department of Education's Charter School Division), and
- violated the law (among other things, it lacked a certificate of occupancy for its then current location).

Each of these things could have been remedied by the Española Military Academy board had it taken the time to annually evaluate its charter, the performance of the school leader, and the board.

In an odd twist of fate, the school may come back to life as a magnet school of the district, but the vision of the founding board to operate as a charter school is over.

#### Sources:

<http://www.ped.state.nm.us/press/2009/20090306-Espanola%20Military%20Charter.pdf>

<http://www.riograndesun.com/articles/2009/02/19/news/education/doc499c753acd5fd109285520.prt>

#### 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](http://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](mailto:Brian@BrianLCarpenter.com).

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The Thomas Edison Charter Schools' curriculum highlights a strong academic focus on elemental skills development, and uses a direct instruction teaching philosophy. This philosophy, in concert with its mission, purpose, and goals is the basis for the selection of its curriculum. Opportunities to adjust or modify the curriculum may be considered from time to time. Any adjustments to the curriculum requires the approval of the Governing Board, and the board may only approve such changes after careful discussion and consideration.

However, the spirit of the school's mission and its philosophy of direct instruction teaching and elemental skills development will be maintained throughout its existence.

The employment of qualified relatives of current employees at either Thomas Edison Charter School campus is not encouraged. In no event will a relative be allowed to have supervisory authority over another relative.

7. School year will start:

Edison North began 2002-2003

Edison South began 2005-2006

8. Grade levels and maximum enrollment:

Edison North, K-8, 540

Edison South, K-9, 906

9. Enrollment preferences provided:

- a. a sibling of an individual who was previously or is presently enrolled in the charter school;
- b. a child or grandchild of an individual who has actively participated in the development of the charter school;
- c. a child or grandchild of a member of the charter school governing board;
- d. a child of an employee of the charter school;
- e. a student articulating between charter schools offering similar programs that are governed by the same charter school governing board;  
(as per Student Registration Policy 2101)

10. Structure of governing board:

- a. Number of board members: **6**
- b. Appointment of board members: **One member is elected by parents at each campus and the board appoints the remaining four board members.**
- c. Board members' terms of office: **3 years**
- d. Meetings: **Monthly, or as needed**

**Governing Board Number, Responsibilities, Breakdown**

A six-member governing board shall govern both Thomas Edison Charter School campuses (Thomas Edison Charter School North in North Logan and Thomas Edison Charter School South in Nibley). The board is responsible for overseeing management of the school with the following five major responsibilities for both campuses:

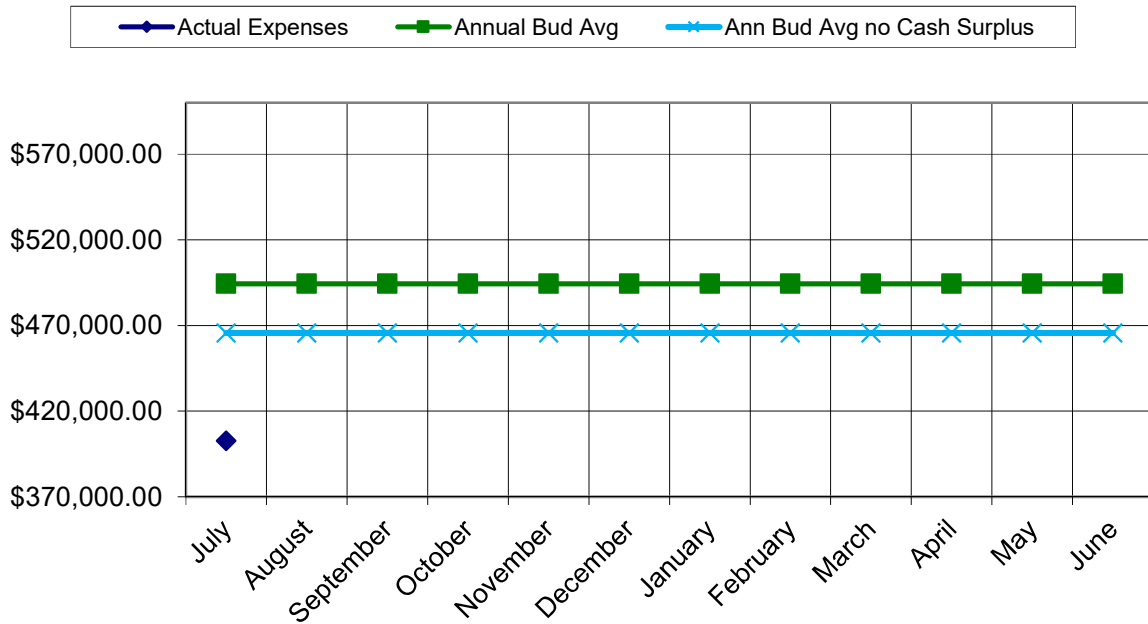
- 1) Fulfilling all school legal responsibilities,
- 2) Promoting the TECS mission,
- 3) Hiring and supervising the principal/director for each school,
- 4) Establishing important school policies, and
- 5) Overseeing the school budget and the raising of school funds.

# Thomas Edison Charter School (North)

## Monthly Expenditures for FY26 (July '25 - June '26)

Month	Total Expenses	Comments
July	<b>\$402,722.91</b>	
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	<b>\$402,722.91</b>	
Running Average	<b>\$402,722.91</b>	
Annual Budget Monthly Avg	<b>\$494,294.94</b>	
Ann Bud Mon Avg w/o Cash Surplus	<b>\$465,606.27</b>	
Cummulative Surplus / (Deficit)	<b>\$91,572.03</b>	

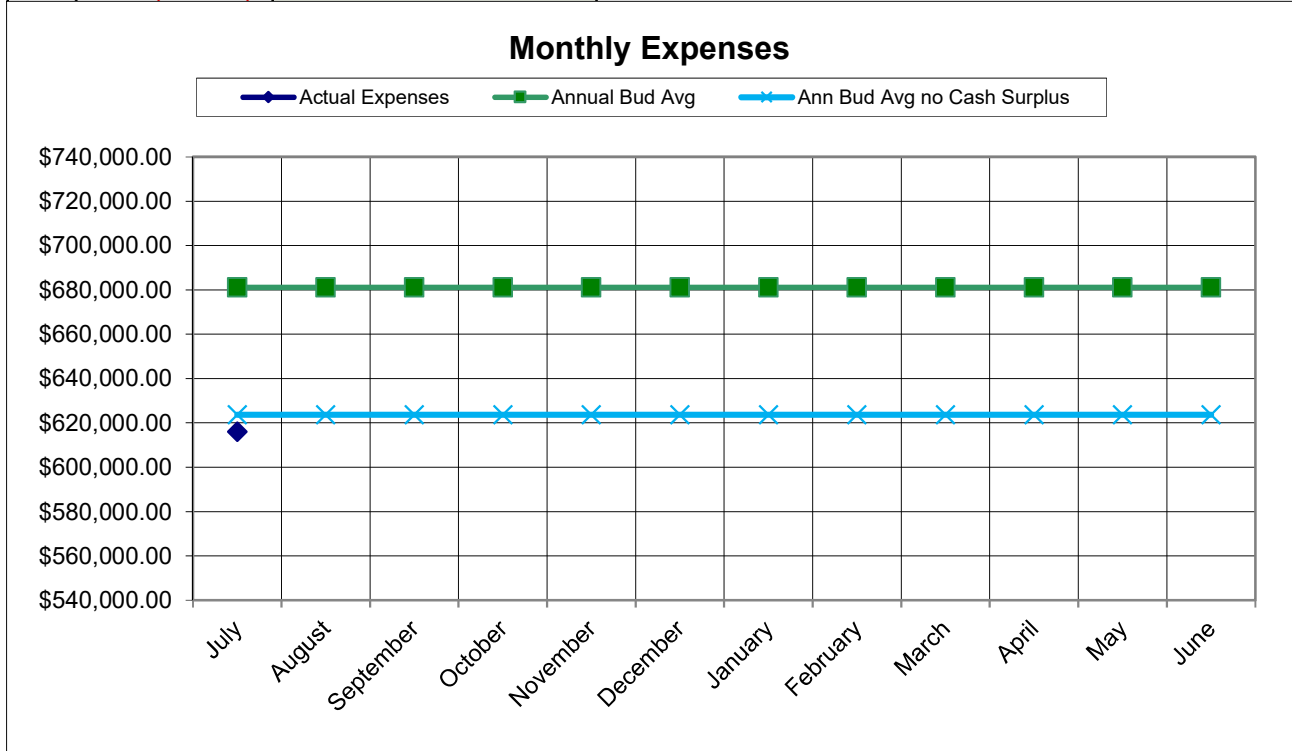
### Monthly Expenses



# Thomas Edison Charter School - South

## Monthly Expenditures for FY26 (July '25 - June '26)

Month	Total Expenses	Comments
July	<b>\$616,008.13</b>	
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	<b>\$616,008.13</b>	
Running Average	<b>\$616,008.13</b>	
Annual Budget Monthly Avg	<b>\$681,096.63</b>	
Ann Bud Mon Avg w/o Cash Surplus	<b>\$623,666.39</b>	
Cummulative Surplus / (Deficit)	<b>\$65,088.50</b>	



Numbers represent the percent of students proficient.

Summative Scores:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2025 State
3 ELA	49	48	42	41	45	52	none	38	58	58	72	?	?
4 ELA	52	48	46	39	44	47	none	36	53	57	58	?	?
5 ELA	32	43	50	40	48	50	none	58	53	64	69	?	?
6 ELA	39	41	49	47	38	54	none	43	54	54	60	?	?
7 ELA	45	37	53	56	54	42	none	58	57	66	62	?	?
8 ELA	42	48	47	57	67	60	none	62	64	65	68	?	?
3 Math	60	58	55	60	63	62	none	56	70	68	84	76	48
4 Math	57	70	67	60	61	53	none	53	62	66	66	68	49
5 Math	53	58	61	60	60	50	none	66	66	71	71	61	44
6 Math	42	5	47	45	41	46	none	31	46	45	53	55	36
7 Math	27	35	18	64	61	54	none	59	59	64	66	69	45
8 Math	27	35	41	9	17	44	none	42	32	48	49	48	40
Sec Math 1	51	46	46	40	43	66	none	100	93	94	96	79	89
4 Science	55	60	54	49	50	63	none	50	52	60	67	60	50
5 Science	42	52	56	52	49	52	none	53	54	61	66	60	50
6 Science	42	45	62	55	49	56	none	51	54	57	68	66	56
7 Science	40	43	55	56	52	41	none	59	56	53	61	59	46
8 Science	67	52	51	57	63	55	none	58	57	65	68	60	49

Below Utah Average

Above Utah Average

More than 10% above Utah Average

All data for Spring of 2025 is taken from the Utah RISE portal. The numbers may vary slightly from the Utah Data Gateway.



# Early Learning Plan

## Planning Document 2025-2026

Please use this document to **draft** your LEA's Early Learning Plan prior to submitting it in Qualtrics for USBE review.

Only plans submitted via Qualtrics will be reviewed by the USBE Early Learning Team.

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

We appreciate your collaborative efforts between LEA Literacy and Mathematics Leaders in the development of this plan.

### LEA Contact Information:

LEA Name

Thomas Edison Charter School

LEA Literacy Leader First and Last Name(s)

Carolyn Larsen

LEA Literacy Leader Email Address(es)

[clarsen@edisoncs.org](mailto:clarsen@edisoncs.org)

LEA Mathematics Leader First and Last Name(s)

Angela Barton

LEA Mathematics Leader Email Address(es)

[angela.barton@edisoncs.org](mailto:angela.barton@edisoncs.org)

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

Melani Kirk, Principal, Edison South, [mkirk@edisoncs.org](mailto:mkirk@edisoncs.org)  
Brad Larsen, Principal, Edison North, [blarsen@edisoncs.org](mailto:blarsen@edisoncs.org)  
Jamie Lewis, Grants and State Programs Director, [jlewis@edisoncs.org](mailto:jlewis@edisoncs.org)



# Literacy & Mathematics Curriculum:

## Literacy Curriculum:

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

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

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

More than one box may be selected.

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

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

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

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

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

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

You are able to select more than one.

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

**Mathematics Curriculum:**

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

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

Saxon Math
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List the evidence-informed **intervention programs/strategies used for grades K-3 mathematics interventions.**

*For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.*

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

Teachers use explicit instruction in small groups or tutoring sessions to implement diagnostic, sequential, and multi-sensory targeted activities to reteach and reinforce deficit concepts. Directors of Instruction are providing professional learning by having Denice Maedgen and Harmony Langford present on Anita Archer's instructional strategies. The Directors of Instruction will then provide monthly and additional follow-up training.

## **Components of Mathematics Instruction:**

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3. Support Document: [Components of Early Mathematics Resources](#)

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

Teachers use a variety of strategies including modeling, coaching, scaffolding/fading, and exploratory and investigative learning when applicable. Instruction is incremental and new concepts of small, digestible information build upon prior learning.

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

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

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

Students participate in a math wall discussion daily. This distributes concepts across the year to develop skill mastery. Daily lesson practice reinforces skill development by spiraling and expanding math concepts throughout the year. Hands-on and manipulative practice help students develop procedural fluency.

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

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

Students explain how they reach a solution and share different approaches with the class. Students develop concepts through pictorial, numerical, and symbolic representation. Students defend their answers through pair-share opportunities or by written expression.

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

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

Teachers promote growth mindset during math instruction. Students are given multiple opportunities to demonstrate problem-solving. Students regularly solve relevant, real-world, meaningful tasks. All students participate through use of whole-class engagement strategies.

## Goals:

### State Growth Goal:

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

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

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

### Local Goals:

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

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

May 28, 2026

What grade level will this goal focus on?

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

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

composite

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

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

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

Teachers will provide tutoring and small group work to reteach and reinforce deficit concepts. Directors of Instruction will provide instructional coaching to all first grade teachers and provide classroom observations and feedback on implementation of instructional routines, high expectations for student achievement, and active engagement strategies.

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

May 28, 2026

What grade level will this goal focus on?

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

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

Number Identification Fluency

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

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

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

Teachers will provide tutoring and small group work to reteach and reinforce various aspects of number identification. Directors of Instruction will provide instructional coaching to all kindergarten teachers and provide classroom observations and feedback on implementation of instructional routines, high expectations for student achievement, and active engagement strategies.

**Assurances:**

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

- ☐ Agree

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

☐ Agree

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

☐ Agree

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

☐ Agree



**Thomas Edison Charter School South**  
**Principal's Report to the Governing Board**  
**August 6, 2025**  
**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."*

As of today, we have 709 students enrolled for the upcoming school year. Over the past week, we have added 16 new students to our enrollment. As is typical during this time of year, we've also seen some attrition due to families relocating, opting to homeschool, or choosing to attend their boundary schools.

Interest in our school continues, with prospective families continuing to call and tour our campus. We are especially in need of additional kindergarten students and hope to see continued enrollment activity in the coming days.

2. **UAPCS Conference:** Several teachers, administrators and governing board members recently participated in the 2025 UAPCS Charter School Conference, held June 10–11 at the Davis Convention Center in Layton, UT. This annual event, hosted by the Utah Association of Public Charter Schools, featured a robust program — including seven Charter School University breakout sessions across two days, a keynote address by Daryl Williams, Jr., a vendor hall, and the Circle of Excellence Awards dinner. Over 60 breakout sessions were available for educators, administrators, board members, and support staff. We had ample opportunity to engage in professional development tailored to charter school leadership, governance, finance, and operations. Our team returned energized and equipped with new ideas and skills to prepare for the upcoming school year.
3. **Marketing:** In June, thanks to Miriam Sagers, we had the opportunity to showcase Thomas Edison at a booth during Nibley City Heritage Days. Several of our staff members were on hand to answer questions and engage with families about our school. We greatly appreciate their support in making this event a success.

In June, the student council, along with Mrs. Oakey, proudly represented Thomas Edison Charter School in the Nibley City Parade. Their float, themed "Thomas Edison – Where Learning is an Adventure," was a fun camping theme. Complete with mountains, trees, a tent, a faux campfire, and students dressed in camping gear, the float captured the spirit of exploration and learning. Students took turns either riding the float in camping chairs or walking alongside, handing out candy to spectators. Midway through the parade, the float's music unexpectedly stopped—but the students didn't miss a beat. They kept the energy high by chanting: *"Thomas Edison is great, come celebrate! Thomas Edison is cool, come to our school!"* The experience was a memorable and meaningful way to connect with the community.

4. **Best of Northern Utah Award:** I'm pleased to share that Thomas Edison Charter Schools has once again been recognized in the *Best of Northern Utah* awards, earning the **Gold Award** in the Charter School category for 2025. This honor reflects the continued confidence and support of our families and community. Since 2021, Thomas Edison has consistently placed among the top charter schools in the region, receiving either the Gold or Silver award each year. We're grateful for this recognition and proud of the dedicated staff, students, and families who make our

schools exceptional. More information about the awards can be found at [bestofnorthernutah.com](http://bestofnorthernutah.com).

5. **Summer Spalding Classes:** This summer, we offered the Reading Foundations and ESWR classes once again, with several of our teachers and aides participating. The depth of knowledge and training that our faculty and staff gain through our language arts program is truly impressive. We extend our heartfelt thanks to Carolyn Larsen and Angela Williams for their dedication and countless hours invested in making these classes a success.
6. **Teacher Training:** New teachers began training the week of August 4<sup>th</sup>. Our Directors of Instruction spend several hours training our newly hired teachers on the philosophy and details of our program. All teacher training begins August 13<sup>th</sup>. There are several quality training items prepared for our teachers. This year we are especially excited about keynote speakers Denise Maedgen and Harmony Langford who will be talking about Explicit Instruction.
7. **Summer Projects Update:** Our summer projects are wrapping up right on schedule, and we are happy with the results.

The front half of the school received new drywall and wall carpeting, giving the space a fresh, updated look. We also installed wall-mounted intervention tables to create a more structured work environment, and we were able to secure a previously loose partition wall at no additional cost during the ongoing construction.

- Drywall total: \$16,450
- Carpet total: \$20,410

Another project nearing completion is the kindergarten playground. The concrete border was removed and replaced with new concrete, and we added an “L” shaped concrete pad along the building. Bark chips will be installed tomorrow, completing the upgrade. These improvements will provide a much safer and more enjoyable play space for our kindergartners. Additionally, privacy slats for the playground fence have been ordered and will be installed as soon as they arrive.

- Concrete total: \$22,050

### Edison South Upcoming Events August 2025

August 4 - 8	New Teacher Training
August 13 - 15	All Teacher Training
	MS Jumpstart from 3:30 to 4:30 pm
August 18	Back to School Night from 4:30 to 7:30 pm
August 20	First Day of School

### Personnel Requests

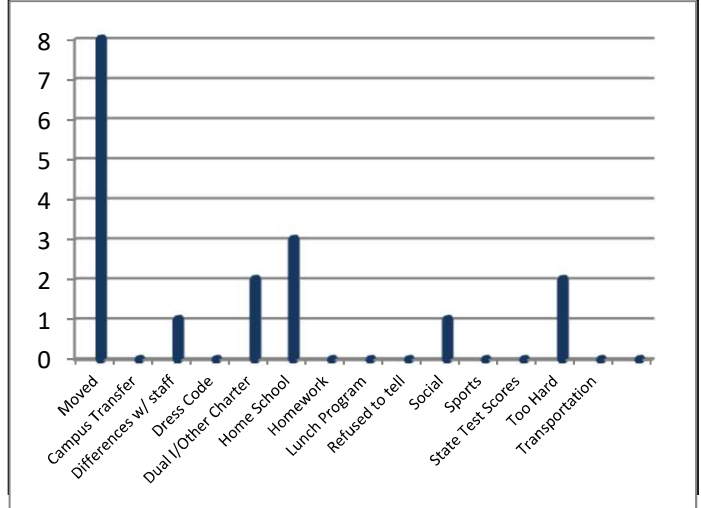
As is par for the course, I had an aide quit this summer. In preparation for such an event, I had three potential aides, that are willing to substitute for us until we have openings, that took the Writing Road to Reading class. Melanie Kopenhefer is one of the aides that did a wonderful job in the Spalding class in June. I have hired her to fill a 5<sup>th</sup> grade special education aide position for next year.

### **Vendor Request**

None at this time.

Enrollment Report									
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2024-25		Growth
K	71	90	90	19	0	0	85	-14	-16.5%
1	84	90	85	6	0	0	75	9	12.0%
2	73	90	85	17	0	0	81	-8	-9.9%
3	86	90	85	4	0	0	87	-1	-1.1%
4	88	90	90	2	0	0	70	18	25.7%
5	79	90	75	11	0	0	67	12	17.9%
6	66	90	70	24	1	1	82	-16	-19.5%
7	84	90	82	6	2	2	74	10	13.5%
8	79	90	71	11	1	2	75	4	5.3%
Total	710	810	733	100	4	5	696	14.3	2.1%

Withdrawal Reason Count													
REASON	K	1	2	3	4	5	6	7	8	9	Total	%	
Moved	0	1	3	0	1	0	1	1	1	0	8	47.1%	
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	5.9%	
Dress Code	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Dual I/Other Charter	0	0	1	0	1	0	0	0	0	0	2	11.8%	
Home School	0	2	0	1	0	0	0	0	0	0	3	17.6%	
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	1	0	0	1	5.9%	
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	1	0	0	0	0	1	0	0	2	11.8%	
Transportation	0	0	0	0	0	0	0	0	0	0	0	0.0%	
											0	0.0%	
Total	0	3	5	1	2	0	1	4	1	0	17		



Number of Families	
2025-26	2024-25
	416

Part time students	
Elem	MS
0	0

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DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%	
DE-Refused to tell	0	0	1	0	1	1	0	0	0	0	3	15.8%	
DE-Moved	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Campus Transfer	1	1	0	0	0	0	0	0	0	0	2	10.5%	
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Home School	1	0	0	0	0	0	0	0	0	0	1	5.3%	
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	0	0	0	0	0.0%	
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%	
DE-Too Hard	5	1	0	0	1	0	0	0	0	0	7	36.8%	
DE-Transportation	1	0	3	0	0	1	0	1	0	0	6	31.6%	
DE-Waiting List	0	0	0	0	0	0	0	0	0	0	0	0.0%	
Didn't Enroll Total	8	2	4	0	2	2	0	1	0	0	19		

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	4%	8%	10%	5%	10%	5%	7%	10%	7%
One		5%	13%	7%	6%	11%	7%	8%	7%
Two			2%	15%	6%	9%	16%	9%	7%
Three				5%	6%	5%	6%	6%	3%
Four					1%	8%	7%	8%	3%
Five						6%	5%	5%	2%
Six							2%	3%	1%
Seven								0%	0%
ALL	96%	86%	74%	69%	69%	58%	49%	40%	33%

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**Governing Board Principal Report for Edison North**  
**August 6, 2025**  
**Brad Larsen, Principal**

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.*

At the end of the 2024-2025 year we had 474 students enrolled. Our current projects are 467 students with 18 on the waiting list. Our openings are mainly in kindergarten and first grade. These are soft numbers as we have families coming in to enroll and families notify us they are not returning day to day. We are hopeful that we can continue to gain quality families.

2. **Teacher Training:** 15 teachers and aides from Edison North took a Spalding class in June. New Teacher Training is underway this week, and we are excited about our upcoming August Teacher Training beginning on Aug. 13<sup>th</sup>. Carolyn and Angela have been planning a productive training. We gave teachers a copy of 'explicit instruction' to read as part of our training. We are excited to lean into this training as it aligns very well with our instructional practices.

3. **Summer Projects:** The camera company that we ultimately approved was Service System Specialist. They are mostly finished and we are excited to have updated cameras. The old system was insufficient in a large number of ways. The new system will have more coverage, a better user interface, and better clarity.

This summer we ordered replacements for four classroom sets of Chromebooks. We also added 20 more devices for the Kindergarten classes. We have also replaced a handful of teachers this year and will continue to do so as needed. We traditionally sell many of the replaced Chromebooks to families and community members and will continue to do so.

Our parking lot is mostly complete and looks nice. There is some striping and lettering that needs to be completed. Someone drove on the blacktop before the barriers were taken down which left some tire marks on it, but no last damage other than visual elements took place.

We have installed our new doors and are incorporating our School SafeID system. This will add to the safety procedures of the school. We will begin training families and visitors to the school about the new procedures for checking into the school during regular hours to help maintain the security and safety of our campus.

4. **Summer Pool Party:** The Parent Organization held their pool party July 8<sup>th</sup> at the Logan Aquatic Center in Logan. Normally this is held later in the year just before school begins, but because of scheduling it was held earlier. The event was well attended.

**5. Staff Updates:** We hired two new teachers, 5 new aides/support staff and still need to hire potentially 1 more for the 2024-25 school year. We have also had a handful of employees take on new roles this year. All other assignments are listed at the end of this report. Names in bold are new teachers or aides, and italicized names indicate a new assignment.

**6. National History Fair:** We had two students from North campus participate in the National History Fair in Washington, D.C. They are Pratham Sharma and Deep Chakraborty. Although neither student placed in the top 10, they were able to have an enjoyable time. They were able to explore Washington, D.C. and participate in events and activities. This is a major feat to even complete as there are representatives from all 50 states and U.S. Territories as well as some participants from international schools in Asia.

**7. Upcoming Events:**

Aug 4-Aug 8	New Teacher Training
Aug 11-12	Middle School Jump Start
Aug 13-19	Teacher Training
Aug 18	Back-to-School Night, 4:00-7:00
Aug 19	Aide Training, 9:00-11:00
Aug 19	Staff Pictures, 11:00-1:00
Aug 20	First Day of School
Sept 8	School Picture Day
Sept 9	Parent Spalding Class Begins, Edison North, 5:00-7:00

**Vendor Requests/Approvals**

Vape Sensors are pending; at the time of writing it has not been determined but we have received information from multiple vendors and hope to decide soon.

**Personnel Requests**

We have had a number of changes and additions. To simplify changes, I have put the all below. The bold names are additions since the end of last year. Any italicized names indicate a change of position or responsibility.

Elementary Teachers		Classroom Aide(s)	
Kinder A	Maren Wendel	Amber Johnson/Tammy Tyler – 58 Kallie Larsen/ <b>Kina Gunnell</b> – 58 Heather Malouf – 29 <i>Kate Anderson</i> – 29 Connie Peterson – 29 <i>Cara Shore</i> – 29 Emily Wead – 29 Kylene Eckley– 29 Suzy Ellsworth – 29 <i>Christine Clark</i> – 29 Cheryl Rindlisbacher – 29 Aileen Douglass - 29	
Kinder B	Tirzah Anderson		
1 <sup>st</sup> A	Katie Demetriades		
1 <sup>st</sup> B	Merry Nielson		
2 <sup>nd</sup> A	Rebecca Williams		
2 <sup>nd</sup> B	Jaclyn Harvey		
3 <sup>rd</sup> A	Madison (Hess) Nye		
3 <sup>rd</sup> B	Bev Wead		
4 <sup>th</sup> A	Tyler Barnard		
4 <sup>th</sup> B	<b>Camilla McCammon</b>		
5 <sup>th</sup> A	<b>Tammy King</b>		
5 <sup>th</sup> B	Elsie Storey		
SpEd	Kristin Winn – 0.8 FTE		
SpEd	Candace Higginbotham		
Middle School and Specials Teachers		SpEd Aides	
SpEd	Tiffani Kuehl	1 <sup>st</sup>	Lynn Weber – 29
Lit/English	Amber Olsen	2 <sup>nd</sup>	Eshmal Yaqoob – 29
Engl/Lit/Math	Judy Brown	2 <sup>nd</sup>	<b>not needed until later in year</b> – 29
English/Lit	Stephani Bennion	3 <sup>rd</sup>	Abigail Johnson – 29
Science/Math	Pranita Singh	3 <sup>rd</sup>	<b>not needed until later in year</b> – 29
Math/STEAM	Carol Blonquist - .4 FTE	4 <sup>th</sup> /5 <sup>th</sup>	<b>Shaylyn Hale</b> – 29
Math/Science	Paula Scott	4 <sup>th</sup> /5 <sup>th</sup>	Lisa Peterson – 29
Math/MTSS	<i>Chelsea DeVries</i> – 0.5 FTE	4 <sup>th</sup> /5 <sup>th</sup>	Angie Norman – 29
Math	<i>Mindy Wohlford</i> – 0.4 FTE	4 <sup>th</sup> /5 <sup>th</sup>	<b>Sue Buck</b> – 29
History	Colton Fairchild	4 <sup>th</sup> /5 <sup>th</sup>	Luba Percival – 29
PE/Health	Desi Daines	MS 1:1	<b>NEW</b> /Rose Williams - 29
Computers	Ralph Trumble	MS	Karen Hansen – 15
Music/Choir	Liana Welteroth	MS	Christina Hartung – 20
Band	Greg Wendel	MS	Mindy Wohlford – 15
Orchestra	Conrad Dunn	MS	Samantha Jolley – 29
Art	Michelle Muir	MS	Stephanie White – 29
Library	Noelle Harrild	MS	Fernanda Ziegenfelder – 15
Counselor	SarahAnn Delaney – 0.6 FTE	MS	<b>Krystal Mather</b> - 15
SLP	<i>Emily Duvall</i>		
SLT	<b>Madalyn Jarvis</b>		
Psychologist	Heather Hinds		
MTSS		Other Assignments	
Coordinator	Robyn Johnson – 0.8	CCGP	Merrilee Shupe – 10
Elem	<b>Kristen Hale</b> – 18	K-3 Testing	Merrilee Shupe – 2
Math	Bharti Sharma – 24	Recess	Britney Clark – 15
Elem	<b>Sariah Lowe</b> – 15	Yearbook	<b>NEW</b> – 2
MS	Chelsea DeVries – (part of FTE)	WIDA	Michelle Yost – 5
		Lunch	Sarina Pace – 10
		Student Council Advisors: <i>Paula Scott and Colton Fairchild</i>	
Custodians		Office	
Head	Uziel Lopez	Lori Lundberg Lindsay Blanchard Marcela Gallart Robyn Johnson 0.2	
MS, main hall	Consuelo Segura – 29		
Lunchroom/RR	<i>Roxana Ortiz Ramirez</i> – 29		
Elem hall	Mary Nash - 29		



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