

**Thomas Edison Charter Schools Governing Board Meeting**

**November 5, 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: Lindsey Fowers

- 1 5:30 Adoption of Agenda
- 2 5:31 Public Comment
- 3 5:32 Approval of Minutes
- 4 5:33 Board Training - Brian Carpenter Podcast #10 Brian's Top Ten Board Bonks: board self-evaluation
- 5 5:45 Board Training Discussion: P&P Manual 3000 (Personnel)  
Keys to Classroom Management; Seven Outs- GB meeting in Dec only if necessary (electronic), no meeting Jan
- 6 5:50 TECS Philosophy: Jim Peterson
- 7 5:55 Financial Report: Jim Peterson
- 8 6:00 Audit Report: Steve Finley
- 9 6:05 Student Data Report: Angela Williams
- 10 6:10 Discipline & ESI Policy #2210: Jamie Lewis
- 11 6:15 Seclusionary Time Out Areas (Policy 2210): South- Melani Kirk, North- Brad Larsen
- 12 6:20 Background Check Policy #1306
- 13 6:25 Student Personal Electronic Device Policy #2211
- 14 6:30 Principal Reports: Melani Kirk & Brad Larsen
- 15 6:40 Vendor Requests: Melani Kirk & Brad Larsen
- 16 6:50 Adjourn

Electronic Participation:

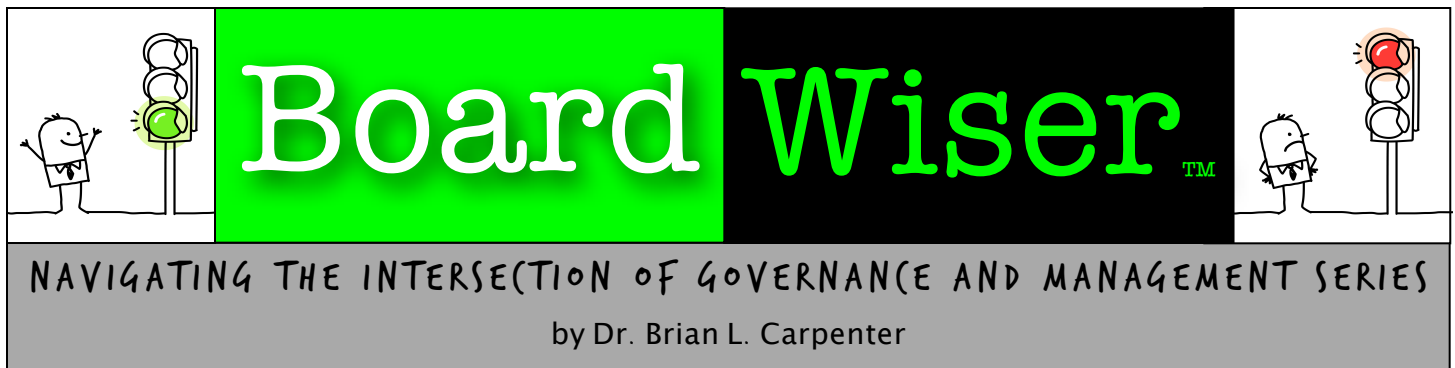
<https://meet.google.com/qxb-vpjv-btx>

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 Nichole Knudson 435-752-0123.**



## 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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## Exhibit A

*No portions of Exhibit "A" may be changed unless amended pursuant to Charter Agreement Sections 5.3*

1. Name of the charter school: **Thomas Edison Charter Schools**
2. Charter school applicant: **Thomas Edison Charter Schools**
3. Location: The charter schools shall be established in **North Logan and Nibley**, located within the **Cache County District**.

4. Mission statement:

**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.**

**The mission is carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.**

5. Purpose(s) of the charter school:

**a. Improve student learning by:**

- i) providing research-based, validated instructional methods,
- ii) providing training to all teachers (see b below),
- iii) providing an advanced, sequential curriculum in the math & language arts programs from kindergarten through middle school,
- iv) teaching at an advanced level and pace to pull the below average learners up while providing intervention instruction to struggling students,
- v) creating a positive learning environment by implementing the Glenn Latham classroom management method,
- vi) employing trained aides in the primary classrooms to decrease the student to adult ratio while increasing support to the classroom teachers, and
- vii) encouraging parental involvement in the classroom.

**b. Encourage the use of innovative teaching methods by:**

- i) providing training to all elementary teachers to deliver a research-based total language arts method,
- ii) employing 'directors of instruction' who evaluate, mentor, and provide real-time feedback to classroom teachers throughout the school year, and
- iii) periodically sending the directors of instruction and veteran teachers to conferences and training seminars to remain up-to-date as trained certified instructors and/or teacher-trainers in the methods taught at the school.

**c. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program** by participating in various Professional Learning Communities, school committees and being given opportunities to serve on school LAND Trust committees.

**d. Increase choice of learning opportunities for students by:**

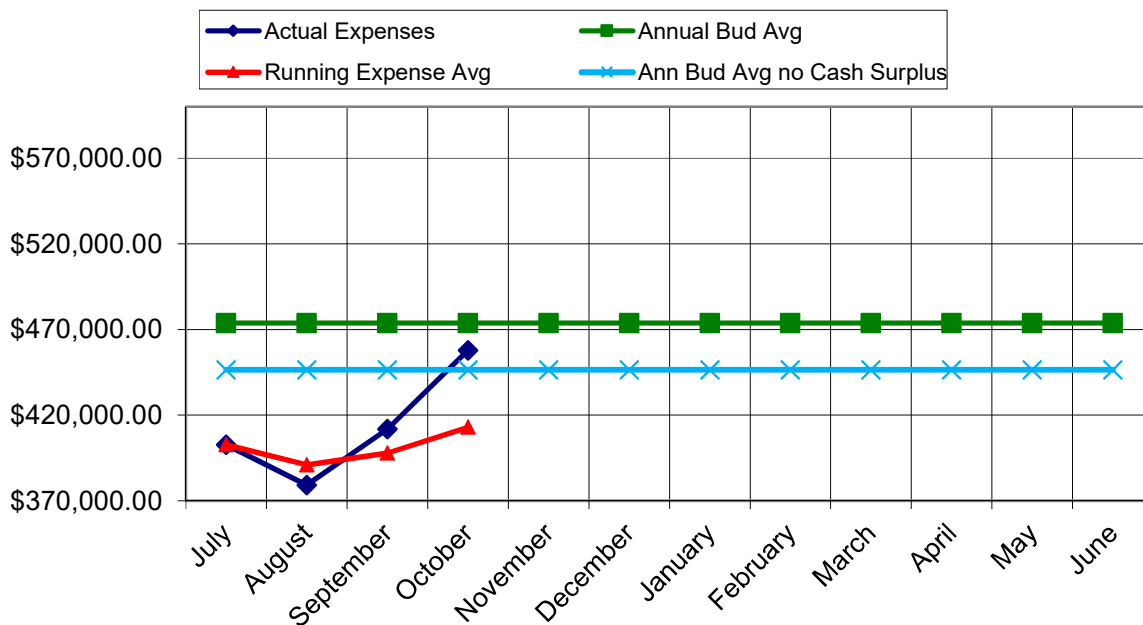
- i) offering an education program with an instructional philosophy and teaching environment not offered in the surrounding communities, and
- ii) working with the county busing system to locate bus-stops adjacent to the schools.

# Thomas Edison Charter School (North)

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

Month	Total Expenses	Comments
July	\$402,722.91	
August	\$379,182.61	
September	\$411,793.61	Annual Audit \$4,200
October	\$457,823.17	
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$1,651,522.30	
Running Average	\$412,880.58	
Annual Budget Monthly Avg	\$473,719.52	
Ann Bud Mon Avg w/o Cash Surplus	\$446,453.11	
Cummulative Surplus / (Deficit)	\$243,355.80	

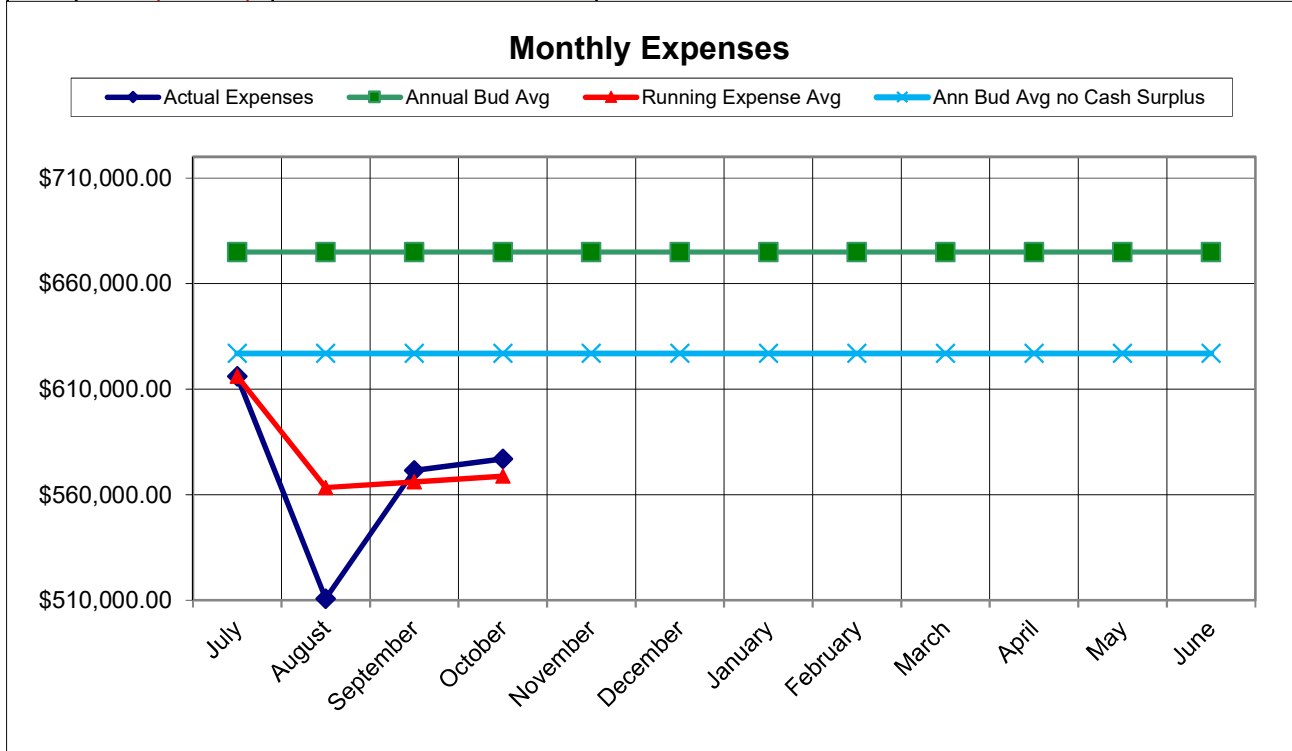
Monthly Expenses



# Thomas Edison Charter School - South

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

Month	Total Expenses	Comments
July	\$616,008.13	
August	\$510,756.66	
September	\$571,461.84	Annual Audit \$4,200
October	\$576,958.83	
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$2,275,185.46	
Running Average	\$568,796.37	
Annual Budget Monthly Avg	\$674,923.10	
Ann Bud Mon Avg w/o Cash Surplus	\$626,897.95	
Cummulative Surplus / (Deficit)	\$424,506.96	



Financial Statements  
June 30, 2025

**Thomas Edison Charter School, Inc.**

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## **Independent Auditor's Report**

The Board of Directors  
Thomas Edison Charter School, Inc.  
North Logan, Utah

### **Report on the Audit of the Financial Statements**

#### ***Opinions***

We have audited the financial statements of the governmental activities and the major fund of Thomas Edison Charter School, Inc. (the School) as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the School, as of June 30, 2025, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### ***Basis for Opinions***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and schedule of revenue, expenditures, and changes in fund balance – budget and actual – general fund and notes to the required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or

historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2025, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Ogden, Utah  
October 27, 2025

The discussion and analysis of Thomas Edison Charter School, Inc.'s (the School) financial performance provides an overall review of financial activities for the fiscal year.

## **FINANCIAL HIGHLIGHTS**

The School's assets exceeded its liabilities at the close of the most recent fiscal year by \$13,456,587 (net position). Of this amount \$4,251,649 (unrestricted net position) may be used to meet the School's ongoing obligations to students, employees, and creditors. During the year, expenditures were \$12,596,321 and less than the \$13,760,121 generated in revenues for governmental activities. The School receives most of its revenue from state and federal funding based on the number of students enrolled during the year. State and federal revenues totaled \$13,411,878 in fiscal year 2025. Instructional expenditures totaled \$8,945,958 in fiscal year 2025.

## **OVERVIEW OF THE FINANCIAL STATEMENTS**

This discussion and analysis serve as an introduction to the School's basic financial statements. These financial statements include three primary components:

- Government-wide financial statements
- Fund financial statements
- Notes to the financial statements

The basic financial statements consist of two kinds of statements that present different views of the School's financial activities.

### **Government-Wide Financial Statements (GWFS)**

The GWFS (i.e., Statement of Net Position and Statement of Activities) provide readers with a broad overview of the School's finances. The government-wide statements report information about the School as a whole using accounting methods similar to those used by private-sector companies.

*The Statement of Net Position* provides information on all of the assets and liabilities of the School, with the difference between the two providing the net position. Increases or decreases in the net position may indicate whether the financial position of the School is improving or deteriorating, respectively.

*The Statement of Activities* reflects changes in net position during the fiscal year. Changes in net position are reported using the accrual basis of accounting, similar to that used by private-sector companies. Accrual basis accounting takes into account all current year related revenue and expenditures, regardless of when cash is received or paid.

The GWFS presents an aggregate view of the School's finances and contains useful long-term information as well as information for the just-completed fiscal year.

To assess the overall financial condition of the School, additional non-financial factors, such as changes in the condition of school buildings and other facilities, should be considered.

In the GWFS, the School's activities are all classified as governmental activities. Governmental activities include all regular and special education, all educational support activities, administration, custodial, maintenance, transportation, and food services. Most of these activities are supported by the State of Utah Minimum School Program. The GWFS can be found on pages 9-10 of this report.

### **Fund Financial Statements**

Funds are accounting devices the School uses to keep track of sources of funding and spending on particular programs and to demonstrate compliance with various regulatory requirements. Fund financial statements focus on individual parts of the School. Fund statements generally report operations in more detail than the government-wide statements. This statement focuses on its most significant or "major" funds and not on the School as a whole.

The School establishes other funds, as necessary, to control and manage money for particular purposes or to show that it is properly using certain revenue.

### **Governmental Funds**

Governmental funds account for nearly the same functions as the governmental activities. However, unlike the GWFS, governmental funds focus on near-term inflows and outflows as well as the balances left at year-end that are available for funding future basic services.

It is useful to compare information found in the governmental funds with that of the governmental activities. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions.

The basic governmental funds financial statements can be found on pages 11-14 of this report.

### **Notes**

The notes to the financial statements starting on page 15 provide further explanation of some of the information in the statements and provide additional disclosures so statement users have a complete picture of the School's financial activities and position.

Required supplementary information further explains and supports the financial statements by including a comparison of the School's budget data for the year.

### Government-Wide Financial Analysis

Net position may serve as a useful indicator of an organization's financial position. The School continues to use conservative budgeting while making sure their focus stays on their mission to provide a rigorous education to K-8th graders in Cache Valley, Utah. Once the School is able to pay off the bonds, it will be able to refocus more funds to students.

	<u>2025</u>	<u>2024</u>
<b>Assets</b>		
Current and other assets	\$ 5,379,061	\$ 4,585,915
Capital assets	<u>11,276,471</u>	<u>11,258,275</u>
Total assets	<u><u>\$ 16,655,532</u></u>	<u><u>\$ 15,844,190</u></u>
<b>Liabilities</b>		
Current and other liabilities	\$ 1,023,945	\$ 1,048,403
Long-term liabilities	<u>2,175,000</u>	<u>2,503,000</u>
Total liabilities	<u><u>3,198,945</u></u>	<u><u>3,551,403</u></u>
<b>Net Position</b>		
Net investment in capital assets	9,101,471	8,755,275
Restricted	103,467	153,217
Unrestricted	<u>4,251,649</u>	<u>3,384,295</u>
Total net position	<u><u>\$ 13,456,587</u></u>	<u><u>\$ 12,292,787</u></u>

A portion of the School's net position is the investments in capital assets (i.e., building and improvements, land, equipment, furniture and fixtures, and SBITA) and the related debt used to acquire those assets still outstanding. These capital assets provide services to students; consequently, these assets are not available for future spending. Restricted net position is restricted for debt service and program restrictions. The remaining portion of the School's net position is unrestricted.

### Governmental Activities

Changes in Net Position – The table below shows the changes in net position for the fiscal years 2025 and 2024. The School relies on state and federal support for 97% of its governmental activities for the year ended June 30, 2025. The School had total revenue of \$13,760,121 and total expenses of \$12,596,321 during the year ended June 30, 2025. The School had an increase in net position of \$1,163,800 during the year ended June 30, 2025. The School continued to have an increase in revenues during the fiscal year as compared to the prior year. The School received additional state revenue due to the State's legislation putting an emphasis on increased funding for schools.

Thomas Edison Charter School, Inc.  
Management's Discussion and Analysis  
June 30, 2025

	<u>2025</u>	<u>2024</u>	<u>Change</u>
Revenue			
Program revenue			
State and federal aid	\$ 13,411,878	\$ 12,608,794	\$ 803,084
Charges for services	102,285	112,049	(9,764)
Earnings on investments	135,995	168,458	(32,463)
Operating grants and contributions	11,075	29,910	(18,835)
Other local revenue	98,888	74,102	24,786
Total revenue	<u>13,760,121</u>	<u>12,993,313</u>	<u>766,808</u>
Expenses			
Instructional	8,945,958	8,009,579	936,379
Support services			
Students	282,427	257,554	24,873
Staff assistance	536,730	531,147	5,583
General	151,105	111,258	39,847
School administration	1,059,072	958,888	100,184
Central services	164,501	156,066	8,435
Operation and maintenance of facilities	1,263,861	1,063,037	200,824
School food services	120,322	133,021	(12,699)
Interest and other costs	72,345	120,108	(47,763)
Total expenses	<u>12,596,321</u>	<u>11,340,658</u>	<u>1,255,663</u>
Change in Net Position	<u>\$ 1,163,800</u>	<u>\$ 1,652,655</u>	<u>\$ (488,855)</u>

### Governmental Funds

The focus of the School's governmental funds is to provide balances of spendable resources and to provide data on near-term inflows and outflows.

General Fund – The general fund is the general operating fund for the School. At the end of the current fiscal year, the general fund balance is \$4,367,985, which is an increase of \$815,762 from the prior year. The School experienced significant increases in revenues during the fiscal year.

Expenditures for general School purposes totaled \$12,944,356 which is a decrease of \$465,367 from the prior year, primarily because the School made an additional bond payment during the previous fiscal year resulting in a decrease of \$1,457,248 related to debt service in the current fiscal year. Instructional expenses increased by \$936,379 offsetting this decrease.

General fund salaries totaled \$7,642,982, while the associated fringe benefits of retirement, social security, unemployment, workers compensation, health, dental, and vision added \$2,846,663 to arrive at 81% of the School's general fund expenditures.

### **Budgetary Highlights**

The School adopts an original budget in June for the subsequent year.

Actual expenditures in the general fund were \$831,226, less than the amended budget. The School budgets per category on what they determine to be the maximum expense reasonably incurred. It is a requirement of the State that the School not spend more than is approved, which results in a conservative approach to budgeting and tracking the School's expenditures.

### **Capital Assets**

The School has invested \$18,540,013 in a wide range of capital assets, but primarily in land, buildings and improvements, and equipment. The total accumulated depreciation on these assets amounts to \$7,263,542. There were capital asset additions of \$668,152 for fiscal year 2025. Additional information regarding the School's capital assets can be found in Note 3 to the basic financial statements.

### **Long-Term Debt**

Long-term debt consists of the 2021 series bonds totaling \$2,175,000 as of June 30, 2025, and bear interest at an average rate of 2.84%. The 2021 series bonds mature in April 2031. See Note 4 to the financial statements for more information about long-term debt.

### **Requests for Information**

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the School at 180 East 2600 North, North Logan, Utah 84341, or by phone at 435-787-2820.



Thomas Edison Charter School, Inc.

Statement of Net Position

June 30, 2025

	<u>Governmental Activities</u>
Assets	
Cash and investments	\$ 4,745,721
Restricted cash and investments	103,467
State receivables	244,249
Federal receivables	185,616
Other receivables	4,218
Prepaid expenses	95,790
Capital assets (not subject to depreciation)	1,043,950
Capital assets (net of accumulated depreciation)	10,229,626
Right-to-use subscription-based IT assets (SBITA) (net of accumulated amortization)	<u>2,895</u>
Total assets	<u>16,655,532</u>
Liabilities	
Accounts payable	129,504
Accrued liabilities	881,572
Accrued interest	12,869
Long-term liabilities	
Due within one year - bonds payable	338,000
Due in more than one year - bonds payable	<u>1,837,000</u>
Total liabilities	<u>3,198,945</u>
Net Position	
Net investment in capital assets	9,101,471
Restricted for	
Debt service	103,467
Unrestricted	<u>4,251,649</u>
Total net position	<u><u>\$ 13,456,587</u></u>

Thomas Edison Charter School, Inc.

Statement of Activities  
Year Ended June 30, 2025

Functions/Programs	Program Revenue			Net Revenue (Expense) and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
<i>Governmental activities</i>				
Instructional	\$ 8,945,958	\$ -	\$ 7,771,186	\$ (1,174,772)
Support services				
Students	282,427	-	-	(282,427)
Staff assistance	536,730	-	-	(536,730)
General	151,105	-	-	(151,105)
School administration	1,059,072	-	-	(1,059,072)
Central services	164,501	-	-	(164,501)
Operation and maintenance of facilities	1,263,861	-	-	(1,263,861)
School food services	120,322	102,285	-	(18,037)
Interest and other costs	72,345	-	-	(72,345)
Total Governmental Activities	<u>\$12,596,321</u>	<u>\$ 102,285</u>	<u>\$ 7,771,186</u>	<u>(4,722,850)</u>
General Revenue				
Grants and contributions not restricted to specific programs				
State aid				5,651,767
Local revenue				98,888
Interest earnings				<u>135,995</u>
Total general revenue				<u>5,886,650</u>
Change in Net Position				1,163,800
Net Position, Beginning of Year				<u>12,292,787</u>
Net Position, End of Year				<u>\$ 13,456,587</u>

Thomas Edison Charter School, Inc.

Balance Sheet – Governmental Funds

June 30, 2025

	<u>General</u>
Assets	
Cash and investments	\$ 4,745,721
Restricted cash and investments	103,467
State receivables	244,249
Federal receivables	185,616
Other receivables	4,218
Prepaid expenses	<u>95,790</u>
Total assets	<u><u>\$ 5,379,061</u></u>
Liabilities and Fund Balance	
Liabilities	
Accounts payable	\$ 129,504
Accrued liabilities	<u>881,572</u>
Total liabilities	<u>1,011,076</u>
Fund Balance	
Nonspendable	
Prepaid expenses	95,790
Restricted for	
Debt service	103,467
Unassigned	<u>4,168,728</u>
Total fund balance	<u>4,367,985</u>
	<u><u>\$ 5,379,061</u></u>

Thomas Edison Charter School, Inc.  
Reconciliation for Governmental Funds Balance Sheet to the Statement of Net Position  
June 30, 2025

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Total Fund Balance - Governmental Funds	\$ 4,367,985
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The cost of capital assets (land, buildings and improvements, equipment, furniture and fixtures, and SBITA) purchased or constructed is reported as an expenditure in governmental funds. The statement of net position includes those capital assets among the assets of the School as a whole. The cost of those capital assets is allocated over their estimated useful lives (as depreciation and amortization expense) to the various programs reported as governmental activities in the statement of activities. Because depreciation and amortization expense does not affect financial resources, it is not reported in government funds.

Costs of capital assets	18,540,013	
Depreciation and amortization expense to date	<u>(7,263,542)</u>	
		11,276,471

Long-term liabilities applicable to governmental activities are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position. Balances at year end are:

Long-term liabilities		
Bonds payable	(2,175,000)	
Accrued interest	<u>(12,869)</u>	
		<u>(2,187,869)</u>

Net Position	\$ <u><u>13,456,587</u></u>
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Thomas Edison Charter School, Inc.  
Statement of Revenue, Expenditures, and Changes in Fund Balance – Governmental Funds  
Year Ended June 30, 2025

	<u>General</u>
Revenue	
State aid	\$ 13,226,262
Federal aid	185,616
Earnings on investments	135,995
School fees and activities	26,926
School lunch sales	102,285
Local contributions	11,075
Other local sources	<u>71,959</u>
Total revenue	<u>13,760,118</u>
Expenditures	
Instructional	<u>8,945,958</u>
Support services	
Students	282,427
Staff assistance	536,730
General	151,105
School administration	1,059,072
Central services	164,501
Operation and maintenance of facilities	<u>613,904</u>
Total support services	<u>2,807,739</u>
Non instructional	
School food services program	120,322
Capital outlay	<u>668,152</u>
Total non instructional	<u>788,474</u>
Debt service	
Principal	328,000
Interest and other costs	<u>74,185</u>
Total debt service	<u>402,185</u>
Total expenditures	<u>12,944,356</u>
Net Change in Fund Balance	815,762
Fund Balance, Beginning of Year	<u>3,552,223</u>
Fund Balance, End of Year	<u><u>\$ 4,367,985</u></u>

Thomas Edison Charter School, Inc.  
Reconciliation of Governmental Funds Statement of Revenue, Expenditures,  
and Changes in Fund Balance to the Statement of Activities  
Year Ended June 30, 2025

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Total Net Change in Fund Balance - Governmental Funds	\$	815,762
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Amounts reported for governmental activities in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlay exceeded depreciation and amortization expense during the fiscal year:

Capital outlay	668,152		
Depreciation and amortization expense	<u>(649,956)</u>		
			18,196

The governmental funds report repayment of long-term liability payments as expenditures. Interest is recognized as an expenditure in the governmental activities when it is due. In the statement of activities, interest expense is recognized as it accrues, regardless of when it is due. The net effect of these differences in the treatment of debt and related items is as follows:

Principal payments on bonds payable	328,000		
Change in accrued interest	<u>1,842</u>		
			<u>329,842</u>

Change in Net Position of Governmental Activities	\$	<u><u>1,163,800</u></u>
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**Note 1 - Summary of Significant Accounting Policies**

Thomas Edison Charter School, Inc. (the School) was formed on March 30, 2001, and is a nonprofit institution organized under the nonprofit corporation laws of the State of Utah. The School was organized by a group of parents, teachers, and business professionals to provide educational opportunities in North Logan, Utah, and Nibley, Utah, that was not governed by the local school district. The School's mission is to provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in their country and to become high achievers in the ever evolving, demanding, and complex society. The School provides the following activities: education, encompassing instruction, student and staff support activities, and facilities maintenance and operation. Supporting services include general and administrative services which are overall entity-related administrative costs.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to local government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are described below.

**Financial Reporting Entity**

The School follows GASB in determining the reporting entity and component units. The financial reporting entity consists solely of the primary government. Accordingly, the financial statements include all funds and agencies of the primary government whose budgets are controlled or whose boards are appointed by the School's Board of Directors (the Board).

The accounts of the School are organized and operated on the basis of funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements.

The funds of the School are classified as governmental funds. The fund classifications and a description of each existing fund type follow:

**Governmental Funds**

Governmental funds are used to account for the School's general government activities, including the collection and disbursement of specific or legally restricted monies, the acquisition or construction of general fixed assets, and the servicing of general long-term debt.

The general fund is considered a major fund. Governmental funds include:

General fund – the primary operating fund of the School accounts for all financial resources, except those required to be accounted for in other funds.

### **Measurement Focus and Basis of Accounting**

#### **Government-Wide Financial Statements (GWFS)**

The statement of net position and the statement of activities display information about the reporting government as a whole.

The statement of net position and the statement of activities were prepared using the economic resources measurement focus and the accrual basis of accounting. Revenue, expenses, gains, losses, assets, and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenue, expenses, gains, losses, assets, and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of GASB Statement No. 33 *Accounting and Financial Reporting for Nonexchange Transactions* in the GWFS.

#### **Program Revenue**

Program revenue included in the statement of activities derive directly from the program itself or from parties outside the School's citizenry, as a whole; program revenue reduces the cost of the function to be financed from the School's general revenue. Program revenue includes charges to students or applicants who purchase, use, or directly benefit from the goods or services provided by the given function.

### **Fund Financial Statements**

#### **Governmental Funds**

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. Governmental fund types use the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenue is recognized when susceptible to accrual, defined as measurable and available. Measurable means the amount of the transaction can be determined, and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers all revenue available if they are collected within 90 days after year-end. Expenditures are recorded when the related fund liability is incurred, except for unmatured principal and interest on general long-term debt, which is recognized when due, and claims and judgments which are recognized when the obligations are expected to be liquidated with expendable available financial resources. With this measurement focus, only current assets and current liabilities and deferred outflows and inflows of resources, as applicable, are generally included on the balance sheet. Operating statements of these funds present increases and decreases in fund balance.



The governmental funds use the following practices in recording revenue and expenditures:

**Revenue**

Entitlements and shared revenue (which include state equalization and state revenue sharing) are recorded as unrestricted grants-in-aid at the time of receipt or earlier if the susceptible to accrual criteria are met. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met and the susceptible to accrual criteria have been met.

Other receipts become measurable and available (collected within 90 days of year-end) when cash is received by the School and are recognized as revenue at that time. The School's period of availability is 90 days subsequent to year end.

**Expenditures**

Expenditures are generally recorded when the related fund liability is incurred. General capital asset acquisitions are reported as expenditures in governmental funds. The School has employees who do not work year-round, but receive salary payments on a monthly basis; salaries earned, but unpaid, have been accrued as of June 30, 2025.

**Restricted Cash and Investments**

Cash and investments restricted for debt service are cash and investments set aside for bonds payable reserve requirements.

**Investments**

Investments are recorded at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

**Receivables**

All receivables are shown net of any allowance for uncollectible amounts. No allowances for uncollectible items have been recorded as of June 30, 2025.

**Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

**Capital Assets**

Capital assets are recorded at historical cost and depreciated over their estimated useful lives (excluding salvage value). Donated capital assets are recorded at their estimated acquisition value at the date of donation. Estimated useful lives are management's estimate of how long the asset is expected to meet service demands. The School's capitalization threshold is \$5,000. The cost of normal maintenance and repairs not adding to the value of the asset or materially extending asset lives are not capitalized.

Straight-line depreciation is used based on the following estimated useful lives:

Buildings and improvements	15-40 years
Equipment	3-20 years
Furniture and fixtures	5-20 years

Right-to-use subscription IT assets are recognized at the subscription commencement date and represent the School's right-to-use the underlying IT asset for the subscription term. Right-to-use subscription IT assets are measured at the initial value of the subscription liability plus any payments made to the vendor at the commencement of the subscription term, less any subscription incentives received from the vendor at or before the commencement of the subscription term, plus any capitalizable initial implementation costs necessary to place the subscription asset into service. Right-to-use subscription IT assets are amortized over the shorter of the subscription term or useful life of the underlying asset using the straight-line method. The amortization period varies from 2 to 7 years.

**Long-Term Liabilities**

For government-wide reporting, material premiums and discounts are deferred and amortized over the life of the debt using the effective interest method. Debt is reported net of the applicable premium or discount. Issuance costs are expensed as incurred.

For fund financial reporting, premiums and discounts as well as issuance costs are recognized in the period the debt is issued. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuance are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, even if withheld from the actual net proceeds received, are reported as debt service expenditures.

Subscription liabilities represent the School's obligation to make subscription payments arising from the subscription contract. Subscription liabilities are recognized at the subscription commencement date based on the present value of future subscription payments expected to be made during the subscription term. The present value of subscription payments are discounted based on a borrowing rate determined by the School. There was no subscription liabilities as of June 30, 2025.

**Restricted Net Position**

For the government-wide statement of net position, net position is reported as restricted when constraints placed on net position use is either:

Externally imposed by creditors (such as debt covenants), grantors, contributors, or laws or regulations of other governments;

Imposed by law through constitutional provisions or enabling legislation.

It is the School's policy to consider restricted-net position to have been depleted before unrestricted-net position is applied.

**Fund Balance of Fund Financial Statements**

The governmental fund financial statements present fund balance based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

**Nonspendable:** This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact. The School has historically shown prepaids as being nonspendable as these items are not expected to be converted to cash or are not expected to be converted to cash within the next year.

**Restricted:** This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation. Debt service resources are to be used for future servicing of the general obligations and are restricted through debt covenants.

**Committed:** This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action by the Board. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action (resolution) that was employed when the funds were initially committed.

**Assigned:** This classification includes amounts that are constrained by the Board's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board or by the Board delegating this responsibility to the executive director or their designee through the budgetary process.

**Unassigned:** This classification includes the residual fund balance for the general fund and the amount established for minimum funding.

The School has a policy to use restricted fund balances first, followed by committed resources and then assigned resources as appropriate opportunities arise, but reserves the right to selectively spend unassigned resources first to defer the use of these other classified funds.

### Grants and Other Intergovernmental Revenue

Federal and state reimbursement-type grants are recorded as intergovernmental revenue when the related expenditures and expenses are incurred and, in the governmental funds, when the revenue meets the availability criterion.

### Note 2 - Cash and Investments

At June 30, 2025, the School's cash and investments consisted of the following:

Cash			
Insured		\$ 320,791	
Uninsured and not collateralized		<u>1,269,950</u>	
Total balance of deposits		<u><u>\$ 1,590,741</u></u>	
	<u>Rating</u>	<u>Fair Value</u>	<u>Investment Maturities</u>
Investments			
PTIF	Unrated	<u><u>\$ 3,258,447</u></u>	Less than 1 year
Total cash and investments		<u><u>\$ 4,849,188</u></u>	

The State of Utah Money Management Council has the responsibility to advise the State Treasurer about investment policies, promote measures and rules that will assist in strengthening the banking and credit structure of the state, and review the rules adopted under the authority of the State of Utah Money Management Act (the Act) that relate to the deposit and investment of public funds.

The School follows the requirements of the Act (Utah Code, Title 51, Chapter 7) in handling its depository and investment transactions. The Act requires the depositing of School funds in a qualified depository. The Act defines a qualified depository as any financial institution whose deposits are insured by an agency of the federal government and which has been certified by the State Commissioner of Financial Institutions as meeting the requirements of the Act and adhering to the rules of the Utah Money Management Council.

The Act defines the types of securities authorized as appropriate investments for the School's funds and the conditions for making investment transactions. Investment transactions may be conducted only through qualified depositories, certified dealers, or directly with issuers of the investment securities.

Statutes authorize the School to invest in negotiable or nonnegotiable deposits of qualified depositories and permitted negotiable depositories; repurchase and reverse repurchase agreements; commercial paper that is classified as “first tier” by two nationally recognized statistical rating organizations; bankers’ acceptances; obligations of the United States Treasury including bills, notes, and bonds; obligations, other than mortgage derivative products, issued by U.S. government sponsored enterprises (U.S. Agencies) such as the Federal Home Loan Bank System, Federal Home Loan Mortgage Corporation (Freddie Mac), and Federal National Mortgage Association (Fannie Mae); bonds, notes, and other evidence of indebtedness of political subdivisions of the state; fixed rate corporate obligations and variable rate securities rated “A” or higher, or the equivalent of “A” or higher, by two nationally recognized statistical rating organizations; shares or certificates in a money market mutual fund as defined in the Act; and the Utah State Public Treasurers’ Investment Fund.

The Utah State Treasurer’s Office operates the Public Treasurers’ Investment Fund (PTIF). The PTIF is available for investment of funds administered by any Utah public treasurer and is not registered with the SEC as an investment company. The PTIF is authorized and regulated by the Act (Utah Code, Title 51, Chapter 7). The Act established the Money Management Council which oversees the activities of the State Treasurer and the PTIF and details the types of authorized investments. Deposits in the PTIF are not insured or otherwise guaranteed by the State of Utah, and participants share proportionally in any realized gains or losses on investments.

The PTIF operates and reports to participants on a fair value basis. The income, gains, and losses of the PTIF, net of administration fees, are allocated based upon the participant’s average daily balance. The fair value of the PTIF investment pool is approximately equal to the value of the pool shares.

#### *Fair Value of Investments*

The School measures and records its investments using fair value measurement guidelines established by generally accepted accounting principles. These guidelines recognize a three-tiered fair value hierarchy, as follows:

- Level 1: Quoted prices for identical investments in active markets;
- Level 2: Observable inputs other than quoted market prices; and
- Level 3: Unobservable inputs.

The investments consist only of PTIF funds which are classified as Level 2. The PTIF funds use the application of the June 30, 2025, fair value as calculated by the Utah State Treasurer to the School’s average daily balance in the Fund. The School currently has no assets that qualify for Level 1 or 3 investments. The following table illustrates the investments by the appropriate levels for the School:

	Total	Quoted Prices in Active Markets (Level 1)	Other Observable Inputs (Level 2)	Unobservable Inputs (Level 3)
June 30, 2025				
PTIF	<u>\$ 3,258,447</u>	<u>\$ -</u>	<u>\$ 3,258,447</u>	<u>\$ -</u>

**Custodial Credit Risk**

For deposits and investments, custodial credit risk is the risk that, in the event of the failure of the counterparty, the School will not be able to recover the value of its deposits, investments, or collateral securities that are in the possession of an outside party. The School's policy for managing custodial credit risk is to adhere to the Act. The Act requires all deposits of the School to be in a qualified depository, defined as any financial institution whose deposits are insured by an agency of the federal government and which has been certified by the Commissioner of Financial Institutions as meeting the requirements of the Act and adhering to the rules of the Utah Money Management Council.

**Credit Risk**

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The School's policy for reducing its exposure to credit risk is to comply with the Act, as previously discussed.

**Concentration of Credit Risk**

Concentration of credit risk is the risk of loss attributed to the magnitude of the School's investment in a single issuer. The School's policy for reducing this risk of loss is to comply with the Rules of the Money Management Council. Rule 17 of the Money Management Council limits investments in a single issuer of commercial paper and corporate obligations to 5-10% depending upon the total dollar amount held in the portfolio.

**Interest Rate Risk**

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The School's policy for managing its exposure to fair value loss arising from increasing interest rates is to comply with the Act. Section 51-7-11 of the Act requires that the remaining term to maturity of investments may not exceed the period of availability of the funds to be invested. The Act further limits the remaining term to maturity on all investments in commercial paper, bankers' acceptances, fixed rate negotiable deposits, and fixed rate corporate obligations to 270 days - 15 months or less. The Act further limits the remaining term to maturity on all investments in obligations of the United States Treasury; obligations issued by U.S. government sponsored enterprises; and bonds, notes, and other evidence of indebtedness of political subdivisions of the state to five years. In addition, variable rate negotiable deposits and variable rate securities may not have a remaining term to final maturity exceeding three years.

**Note 3 - Capital Assets**

A summary of activity in the capital assets is as follows:

	<u>June 30, 2024</u>	<u>Additions</u>	<u>Deletions</u>	<u>June 30, 2025</u>
Capital assets, not subject to depreciation				
Land	<u>\$ 1,043,950</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,043,950</u>
Capital assets being depreciated				
Buildings and improvements	15,282,718	413,657	-	15,696,375
Equipment	1,195,105	249,034	-	1,444,139
Furniture and fixtures	316,210	5,461	-	321,671
Total capital assets being depreciated	<u>16,794,033</u>	<u>668,152</u>	<u>-</u>	<u>17,462,185</u>
Less accumulated depreciation				
Buildings and improvements	(5,868,380)	(438,165)	-	(6,306,545)
Equipment	(551,592)	(189,746)	-	(741,338)
Furniture and fixtures	(171,150)	(13,526)	-	(184,676)
Total accumulated depreciation	<u>(6,591,122)</u>	<u>(641,437)</u>	<u>-</u>	<u>(7,232,559)</u>
Total capital assets, subject to depreciation	<u>10,202,911</u>	<u>26,715</u>	<u>-</u>	<u>10,229,626</u>
Net capital assets	<u>11,246,861</u>	<u>26,715</u>	<u>-</u>	<u>11,273,576</u>
Right-to-use SBITA being amortized	33,878	-	-	33,878
Less accumulated amortization	(22,464)	(8,519)	-	(30,983)
Net right-to-use subscription IT assets	<u>11,414</u>	<u>(8,519)</u>	<u>-</u>	<u>2,895</u>
Total capital assets, net	<u>\$11,258,275</u>	<u>\$ 18,196</u>	<u>\$ -</u>	<u>\$11,276,471</u>

Depreciation and amortization expense was charged to operation and maintenance of facilities function of the School.

**Note 4 - SBITA**

The School has entered into SBITA contracts for enrollment, management, and educational software. The School paid for the software at the beginning of the contract, and there are no future principal and interest payments required.

**Note 5 - Long-Term Liabilities**

A summary of activity for the long-term liabilities is as follows:

	Balance at June 30, 2024	Additions	Retirements	Balance at June 30, 2025	Due Within One Year
Bonds payable	<u>\$ 2,503,000</u>	<u>\$ -</u>	<u>\$ (328,000)</u>	<u>\$ 2,175,000</u>	<u>\$ 338,000</u>

Long-term liabilities as of June 30, 2025, consist of the following:

Series 2021 Bonds (2021 Bonds) have a coupon interest rate of 2.84%, issued during fiscal year 2021 to refund for economic savings on previous notes. The 2021 Bonds were issued through the Utah State Charter School Finance Authority (the Authority). The 2021 Bonds issued by the Authority are not debt of the State of Utah or the Authority, but are obligations payable solely from the School's funds and the Authority does not guarantee the 2021 Bonds. The Series 2021 Bonds are subject to prepayment penalties as follows: months 1-12 is 5% of the amount prepaid, months 13-24 is 3% of the amount prepaid, months 25-36 is 1% of the amount prepaid and months 37-maturity can be prepaid without penalty. The maturity date of the 2021 Bonds is April 15, 2031. Interest is payable each April 15 and October 15 beginning October 15, 2021, and the principal payments are due annually on April 15 beginning in April 2022. The School is required to meet certain covenants including debt coverage and cash available as defined by their bonds payable.

\$ 2,175,000

The annual requirements to pay principal and interest on the outstanding long-term liabilities is as follows:

Years Ending	Principal	Interest	Total
2026	\$ 338,000	\$ 61,770	\$ 399,770
2027	347,000	52,171	399,171
2028	357,000	42,316	399,316
2029	367,000	32,177	399,177
2030	378,000	26,966	404,966
2031	<u>388,000</u>	<u>11,019</u>	<u>399,019</u>
Total	<u>\$ 2,175,000</u>	<u>\$ 226,419</u>	<u>\$ 2,401,419</u>



**Note 6 - Concentrations**

The School's principal source of support is state and federal-based support revenue. For the year ended June 30, 2025, this funding source accounted for approximately 97% of all revenue.

**Note 7 - Benefit Plan**

The School has a defined contribution plan covering substantially all employees. The plan provides that all full-time employees can voluntarily contribute up to the statutory limits of their earnings to the plan. Employer contributions are discretionary and are determined and authorized by the Board each plan year. Total expense related to the plan for the year ended June 30, 2025, was \$640,905.

Required Supplementary Information  
June 30, 2025

**Thomas Edison Charter School, Inc.**

Thomas Edison Charter School, Inc.

Schedule of Revenue, Expenditures, and Changes in Fund Balance – Budget and Actual – General Fund  
Year Ended June 30, 2025

	Budgeted Amounts		Actual	Variance with Final Budget- Positive (Negative)
	Original	Final	Amounts	
Revenue				
State aid	\$ 12,789,321	\$ 13,412,358	\$ 13,226,262	\$ (186,096)
Federal aid	180,440	198,366	185,616	(12,750)
Earnings on investments	170,000	136,152	135,995	(157)
School fees and activities	-	4,622	26,926	22,304
School lunch sales	-	-	102,285	102,285
Local contributions	177,000	150,536	11,075	(139,461)
Other local sources	-	53,057	71,959	18,902
Total revenue	13,316,761	13,955,091	13,760,118	(194,973)
Expenditures				
Instructional	8,635,886	8,797,198	8,945,958	(148,760)
Support services				
Students	369,919	366,765	282,427	84,338
Staff assistance	443,722	408,467	536,730	(128,263)
General	137,900	155,300	151,105	4,195
School administration	1,163,820	1,066,630	1,059,072	7,558
Central services	145,569	1,196,076	164,501	1,031,575
Operation and maintenance of facilities	1,007,747	807,047	613,904	193,143
Total support services	3,268,677	4,000,285	2,807,739	1,192,546
Non instructional				
School food services program	110,000	-	120,322	(120,322)
Capital outlay	-	317,060	668,152	(351,092)
Total non instructional	110,000	317,060	788,474	(471,414)
Debt service				
Principal	1,250,000	-	328,000	(328,000)
Interest	405,756	661,039	74,185	586,854
Total debt service	1,655,756	661,039	402,185	258,854
Total expenditures	13,670,319	13,775,582	12,944,356	831,226
Net Change in Fund Balance	\$ (353,558)	\$ 179,509	\$ 815,762	\$ 636,253

**Note 1 - Basis of Budgeting**

The School follows these procedures in establishing the budgetary data reflected in the financial statements.

1. One of the School's principals is appointed as the budget officer. Before June 1 of each year, the budget officer shall prepare a tentative budget, with supporting documentation, to be submitted to the Board.
2. The tentative budget and supporting documents shall include the following items:
  - a. The revenue and expenditures of the preceding fiscal year,
  - b. The estimated revenue and expenditures of the current fiscal year,
  - c. A detailed estimate of the essential expenditures for all the purposes for the next succeeding fiscal year, and
  - d. The estimated financial condition of the School at the close of the fiscal year.
3. The tentative budget shall be filed with the School's principal for public inspection at least 15 days before the date of the tentative budget's proposed adoption by the Board.
4. Before June 30 of each year, the Board will adopt a budget for the next fiscal year.
5. By the sooner of July 15 or 30 days of adopting a budget, the Board will file a copy of the adopted budget with the state auditor and the State Board of Education.

Compliance Reports  
June 30, 2025

**Thomas Edison Charter School, Inc.**



**Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards***

The Board of Directors  
Thomas Edison Charter School, Inc.  
North Logan, Utah

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the governmental activities and the major fund of Thomas Edison Charter School, Inc. (the School), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the School's basic financial statements and the related notes to the financial statements and have issued our report thereon dated October 27, 2025.

**Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

## **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Eide Bailly LLP". The signature is written in a cursive, flowing style.

Ogden, Utah  
October 27, 2025



**Independent Auditor's Report on Compliance and Report on Internal Control over Compliance  
as Required by the State Compliance Audit Guide**

The Board of Directors  
Thomas Edison Charter School, Inc.  
North Logan, Utah

**Report on Compliance**

We have audited Thomas Edison Charter School, Inc.'s (the School) compliance with the applicable state compliance requirements described in the *State Compliance Audit Guide*, issued by the Office of the State Auditor, for the year ended June 30, 2025.

State compliance requirements were tested for the year ended June 30, 2025, in the following areas:

Budgetary Compliance  
Fraud Risk Assessment  
Crime Insurance for Public Treasurers  
Internal Control Systems  
Public Education Programs

**Opinion on Compliance**

In our opinion, the School complied, in all material respects, with the state compliance requirements referred to above for the year ended June 30, 2025.

**Basis for Opinion**

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), and the *State Compliance Audit Guide* (Guide), issued by the Office of the Utah State Auditor. Our responsibilities under those standards and the *State Compliance Audit Guide* are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.



## **Responsibilities of Management for Compliance**

Management is responsible for compliance with the state requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's government programs.

## **Auditor's Responsibilities for the Audit of Compliance**

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Guide will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Guide but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

## **Report on Internal Control over Compliance**

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or to detect and correct noncompliance with a state compliance requirement on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a state compliance requirement will not be prevented or detected and corrected on a timely basis. A *significant deficiency in internal control over compliance* is a

deficiency, or a combination of deficiencies, in internal control over compliance with a state compliance requirement that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses or significant deficiencies, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

#### **Purpose of this report**

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control and compliance and the results of that testing based on the requirements of the *Guide*. Accordingly, this report is not suitable for any other purpose. However, pursuant to *Utah Code* Title 63G, Chapter 2, this report is a matter of public record, and as such, its distribution is not limited.

A handwritten signature in black ink that reads "Eric Bailly LLP". The signature is written in a cursive, flowing style.

Ogden, Utah  
October 27, 2025

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	71	45
4 ELA	52	48	46	39	44	47	none	36	53	57	58	58	45
5 ELA	32	43	50	40	48	50	none	58	53	64	69	56	43
6 ELA	39	41	49	47	38	54	none	43	54	54	60	53	43
7 ELA	45	37	53	56	54	42	none	58	57	66	62	62	43
8 ELA	42	48	47	57	67	60	none	62	64	65	68	65	43
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 is taken from the Utah RISE portal. The numbers may vary slightly from the Utah Data Gateway.



## Acadience Reading - LEA Scores

Numbers represent the percent of students proficient.

	19-20 BOY	19-20 MOY	19-20 EOY	20-21 BOY	20-21 MOY	20-21 EOY	21-22 BOY	21-22 MOY	21-22 EOY	22-23 BOY	22-23 MOY	22-23 EOY	23-24 BOY	23-24 MOY	23-24 EOY	24-25 BOY	24-25 MOY	24-25 EOY	25-26 BOY
Composite Scores																			
K	60	72	none	66	67	65	70	61	64	75	80	76	76.4	83.7	85.4	67.5	79.5	75.6	67
1	59	76	none	44	65	65	60	71	75	61	75	78	57.5	78	78.7	73.1	84	79.8	69
2	83	77	none	80	77	72	77	78	77	80	86	82	82.4	81.7	82.4	80.3	83.6	83.6	87
3	70	76	none	70	76	84	74	78	80	75	78	80	79.3	84.3	89.3	81.5	85.1	86.7	84



## Acadience Math - LEA

Numbers represent the percent of students proficient.

	21-22 BOY	21-22 MOY	21-22 EOY	22-23 BOY	22-23 MOY	22-23 EOY	23-24 BOY	23-24 MOY	23-24 EOY	24-25 BOY	24-25 MOY	24-25 EOY	25-26 BOY
Composite Scores													
K	none	none	none	none	none	none	none	none	none	71	82	74	71
1st	65	64	69	73	69	70	69	81	76	77	75	75	75
2nd	56	70	57	72	75	74	63	80	83	73	90	86	78
3rd	75	85	87	81	88	91	72	91	96	79	92	92	83

## Policy 2210 – Discipline Plans and Emergency Safety Interventions

It is the policy of Thomas Edison Charter Schools to espouse a positive approach to discipline and to comply with state and federal law and to ensure that Emergency Safety Interventions (ESI) are implemented only in accordance with the Utah Administrative Code.

### Definitions

- **Corporal Punishment:** The intentional infliction of physical pain upon the body of a student as a disciplinary measure.
- **Emergency Safety Intervention (ESI):** The use of seclusionary time out or physical restraint when a student presents an immediate danger of serious physical harm to self or others.
- **Physical Restraint:** Personal restriction that immobilizes or reduces the ability of a student to move arms, legs, body, or head freely.
- **Seclusionary Time Out:** Involuntary confinement of a student in an enclosed area where the student is alone and staff maintain continuous visual observation.

### Prohibitions

- Corporal punishment is strictly prohibited.
- ESI shall not be used as discipline, punishment, or for staff convenience.
- ESI may only be used when a student presents an imminent, significant risk of harm to self or others, and only for the minimum time necessary to reduce that risk.
- All ESI must end when the threat subsides or if the student shows severe physical distress.
- Maximum duration for ESI is 30 minutes.
- Prohibited practices include:
  - Prone (face-down) and supine (face-up) restraints
  - Restraints that obstruct airways or impair communication
  - Mechanical restraints (except limited transport devices by trained staff)
  - Chemical restraints (except physician-prescribed medication in a health plan)

### Physical Restraint – Partially Updated

A TECS employee may, when acting within the scope of employment, use and apply reasonable and necessary physical restraint under the following circumstances:

- In self-defense;
- To take possession of a weapon or other dangerous object in the possession or under the control of a student;
- To protect the student or another person from serious physical injury;
- To remove from a situation a student who is violent; or
- To protect property from being damaged, when physical safety is at risk.

### Seclusionary Time Out

- Doors must remain unlocked.
- Staff must maintain continuous line-of-sight observation.
- Seclusion may only be used when the student poses an immediate and significant risk of harm.

### Designation of Seclusionary Time Out Areas - NEW

Any enclosed area used for seclusionary time out must be formally designated by the Governing Board in a public meeting before it may be used. The Board shall approve a written description of the space,

including safety features, lighting, and ventilation. Parents shall be provided written notification of the existence of any designated seclusionary time out area before use. No student may be placed in a seclusionary time out area unless it has been formally approved and staff maintain continuous visual observation.

### **Students with Disabilities – PARTIALLY NEW**

Students receiving services under IDEA or Section 504 are subject to all applicable federal and state requirements. Emergency Safety Interventions may only be included in a student's IEP or 504 Plan if:

1. Less-restrictive interventions have been attempted and documented as ineffective;
2. A current Functional Behavioral Assessment (FBA) has been completed; and
3. A Behavioral Intervention Plan (BIP), based on data, has been developed and implemented.

Any ESI written into an IEP or 504 must include clear use criteria, data collection, and progress monitoring. All procedures must comply with IDEA and Section 504.

### **Notification Requirements**

- The principal or designee and parent/guardian must be notified immediately when ESI occurs.
- If ESI exceeds 15 minutes, immediate notification to parents and administration is required.
- Within 24 hours, the school will notify parents of their right to request all written notes and documentation regarding the incident.
- Documentation will be entered into the student information system.

### **Post-Incident Debriefing and Review - NEW**

Following each use of ESI:

- A school administrator and involved staff shall review the incident for compliance.
- A debriefing will be conducted with the student to restore trust and review strategies for self-regulation.
- Parents will be offered the opportunity to participate in a debriefing to discuss the incident and supports.

### **Documentation**

All ESI incidents must be documented in the student information system, including duration, type of intervention, and circumstances.

### **Training Requirements and Key Identified School Employees - NEW**

All teachers and staff who work directly with students shall be trained on effective alternative to ESI, safe and effective use of ESI, and criteria for release.

- TECS shall provide annual training to all staff who work directly with students, covering:
  - Positive behavior supports and de-escalation;
  - Safe ESI application and release criteria;
  - Documentation and parent notification procedures;
  - Student rights and disability compliance; and
  - Alternatives to ESI.
- The principal shall designate **key identified school employees** who receive advanced training and are responsible for:
  - Assisting staff during ESI;
  - Conducting post-incident evaluations;
  - Supporting student/parent debriefings; and

- Monitoring safety and referrals.

**Oversight**

An Emergency Safety Intervention Committee, as required by law, shall meet to review incidents, monitor use, and make recommendations for training and policy updates.

**Data Collection and State Reporting – NEW**

The school shall collect and maintain data on all ESI incidents, disaggregated as required by the Utah State Board of Education (USBE). The ESI Committee will review aggregate data annually to identify patterns and recommend improvements. TECS shall submit annual ESI data to the USBE and make aggregate reports publicly available as required.

**Reference Law:**

Utah Admin. Code: R277-608 Prohibition of Corporal Punishment in Utah's Public Schools

Utah Admin. Code: R277-609 Standards for LEA Discipline Plans and Emergency Safety Interventions

Utah Code 53G-8-3: Physical Restraint of Students

Utah Code 53E-7-207: Local Education Agency Special Education Duty and Authority

**Related Policies & Procedures:**

TECS Charter

TECS Discipline Procedures



## Policy 2210- Discipline Plans and Emergency Safety Interventions

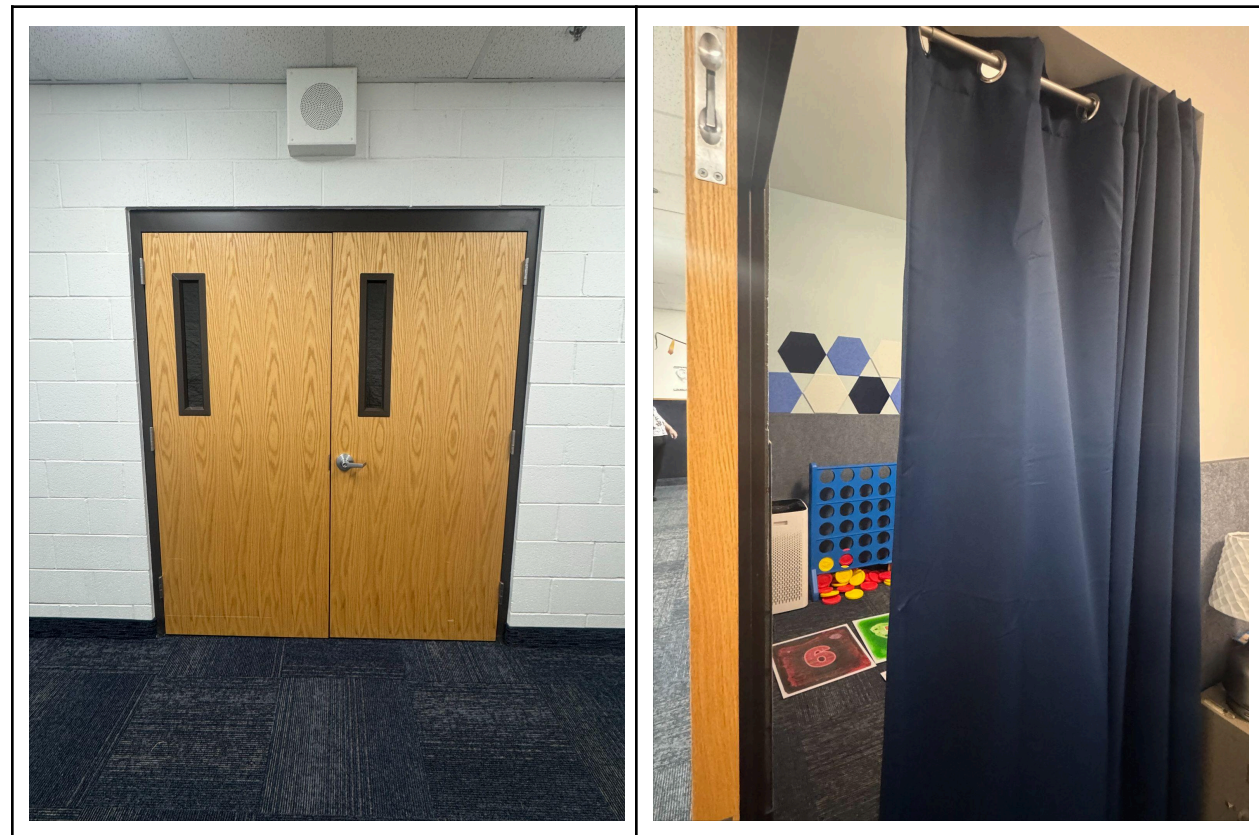
### *Designation of Seclusionary Time Out Areas -*

*Any enclosed area used for seclusionary time out must be formally designated by the Governing Board in a public meeting before it may be used. The Board shall approve a written description of the space, including safety features, lighting, and ventilation. Parents shall be provided with written notification of the existence of any designated seclusionary time out area before use. No student may be placed in a seclusionary time out area unless it has been formally approved and staff maintain continuous visual observation.*

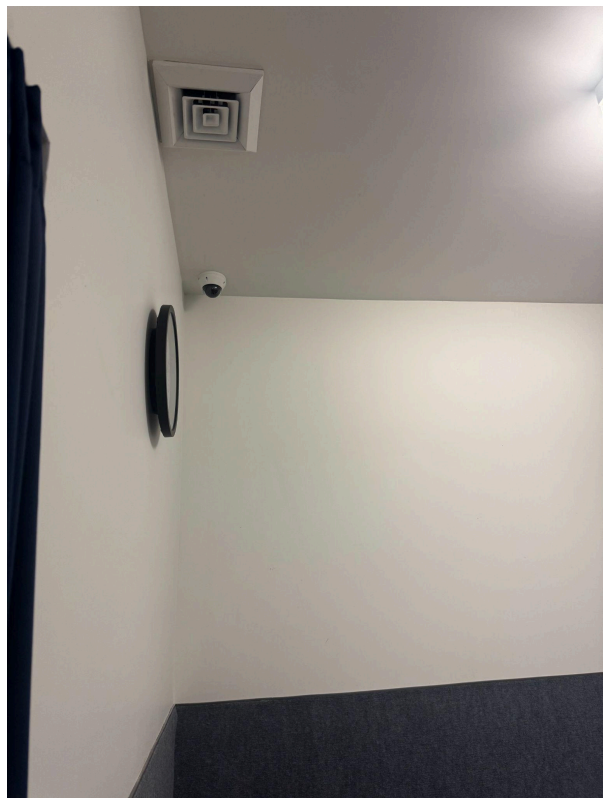
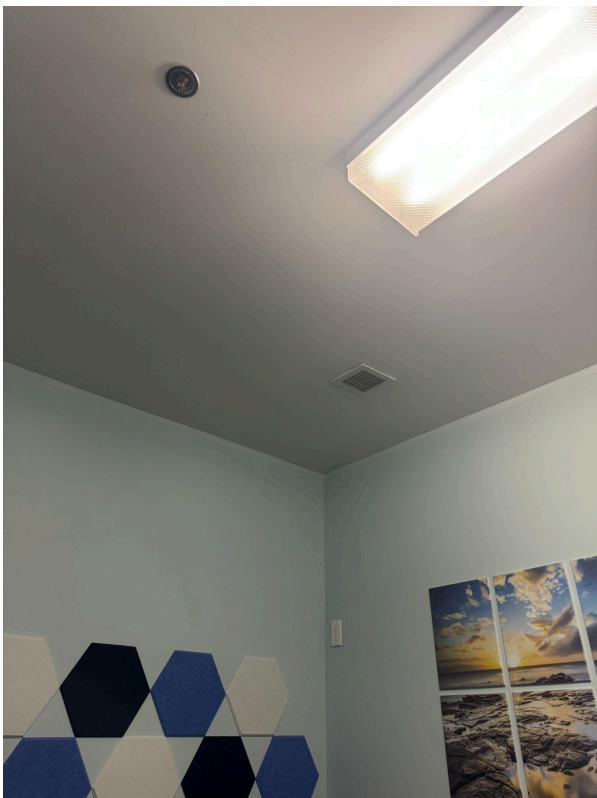
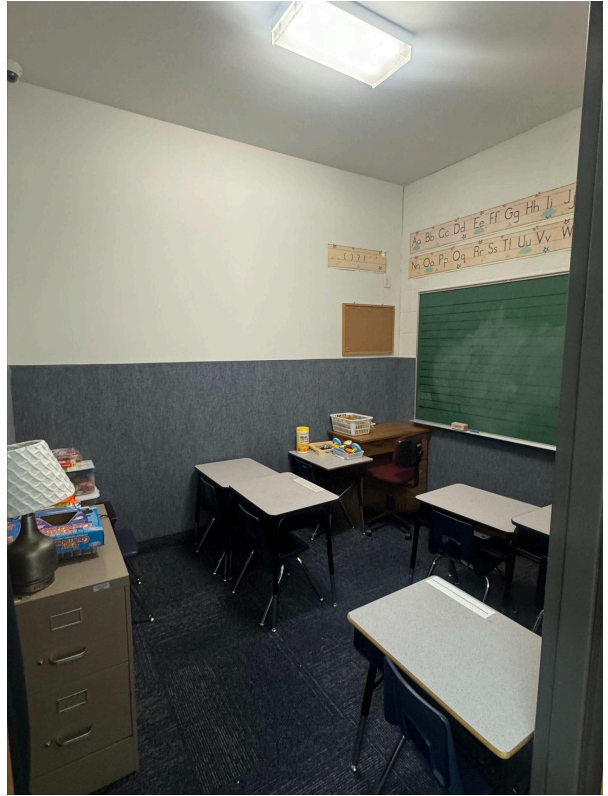
Thomas Edison South has room 7  $\frac{3}{4}$  that can be used as a small group or one-on-one teaching area, a student “break” room, or potentially a “seclusionary” room.

The room is divided into two areas by a drawn curtain.

- Room sizes: 8' 6" X 8' 8" and 8' 6" X 10' 5"
- 1 fluorescent fixture with 2 2ft. Bulbs
- Air intake vent on the left side
- 1 small vent on the right side
- Ceiling is 9ft 10in
- 1 fire sprinkler on each side







## Background Check Policy #1306

To ensure the protection of students, parents and staff, it is the policy of Thomas Edison Charter Schools to follow all federal and state regulations regarding criminal background checks of individuals in education settings. **The following is required from an individual in order to submit a background check: their personal identifying information, a signed consent form authorizing an initial FBI fingerprint-based background check, and permission for their personal identifying information to be retained for ongoing monitoring.**

- **A volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment is required to submit to a background check.**
- Where reasonable cause exists, TECS may also require additional periodic background checks of licensed and non-licensed employees, contracted service providers and volunteers.
- TECS may, at its discretion, pay for criminal background checks. TECS also reserves the legal right to require an employee to pay the cost of periodic criminal background checks at its discretion in compliance with Utah law. Non-licensed employees, contract employees, or volunteers will not be required to pay a background check fee.
- TECS may request the Criminal Investigations and Technical Services Division to seek additional information from regional or national criminal data files.
- TECS will consider only those convictions, pleas in abeyance, or arrests which are job-related for the employee, applicant, or volunteer.
- An applicant, volunteer or employee will have an opportunity to respond to any information received as a result of a criminal background check. This response should be in writing, signed and dated by the applicant, volunteer or employee, and submitted to the principal.

If a person is denied employment or is dismissed from employment because of information obtained through a criminal background check, the person shall receive written notice of the reasons for denial or dismissal. The person has the opportunity to request a hearing with the governing board personnel subcommittee to respond to the reasons.

## References

Utah Code 53G-11-402

# POLICY #2211

## STUDENT PERSONAL ELECTRONIC DEVICE POLICY

Thomas Edison Charter Schools does not allow students to use personal electronic devices, especially electronic communication devices, during school hours. These devices include but are not limited to cell phones, **satellite phones**, smartphones, smartwatches, **and** any device with communication abilities, **and any emerging technology that has or will be able to act in place of or an extension of an individual's cell phone**. It is the belief of Thomas Edison Charter Schools that these devices are a source of student distraction, disrupting academic learning and performance. Use of devices during the school day is not permitted unless specifically allowed under school policy. Students may not check their personal electronic devices at any time during school hours, including lunch and recess.

~~The school recommends that these devices remain at home, if personal electronic devices are brought to school they must be turned off and kept in either student lockers or backpacks until after school dismissal.~~

**The school strongly recommends that personal electronic devices be left at home. However, if a student brings a device to school, it must be turned off and stored in a locker or backpack from the time the student arrives on school premises until the dismissal bell at the end of the day. Students may turn on their personal electronic devices after the dismissal bell at the end of the day only to communicate with parents, guardians, or a person providing transportation. Any other use of a personal electronic device is inappropriate and prohibited while on school property.**

If a student is found using a personal electronic device, or other students are found using their personal electronic device, **outside the parameters listed above**, the device will be confiscated and taken to the **principal's** office. A parent or guardian **MUST** be the one to come pick up the personal electronic device from the **principal's** office. The purpose of this is to allow the principal or assistant principal to help the student and parent understand the personal electronic device policy.

Student safety is of utmost importance to Thomas Edison Charter Schools. It is not only the responsibility of the school to keep students safe but also to be aware of any student needs. As part of this, communication between parents and their students should always be done through the school's front office. This allows the school to relay information not only to students but to administration and teachers when necessary. The better communication the school has with parents about student needs, the better the school can keep students safe. The schools have a student phone which students may use at any time when they communicate their needs to their teachers and/or aides. Parents are free to call the school at any time to relay information to their students or to get in contact with their students.

### **Exceptions to the Personal Electronic Device Policy**

**Students may not use personal electronic devices on school property, except in the following situations:**

- 1. IEP or 504 Plan Accommodation**

- The device is required as part of the student's Individualized Education Program (IEP) or Section 504 Plan.
- 2. Medical Necessity
  - The device is needed to manage a documented medical condition.
- 3. School Administration Authorizes Use For:
  - Imminent Safety Threat
  - SafeUT Crisis Line
  - School-Wide Emergency

#### References:

Utah Code 53G-7-226: Cellular Device Prohibition

**Governing Board Principal Report for Edison North**  
**November 5, 2025**  
**Brad Larsen, Principal**

1. **Strategic Outcome #1:** *Accessing available test data, administration will set goals at the beginning of the year. Then they will review and report on student proficiency and growth to the board on an annual basis as end of year test results are available.*

Goal – Increase the percentage of students who are proficient from BOY to EOY on the following tests: Acadience Reading in Kindergarten, 1st, 2nd, and 3rd grades, and Acadience Math in 1st, 2nd, and 3rd grades.

K Reading – 62%

1st Reading – 62%

2nd Reading – 90%

3rd Reading – 80%

K Math – 73%

1st Math – 81%

2nd Math – 76%

3rd Math – 69%

2. **Economically Disadvantaged:** Each fall we send home forms and collect data on economically disadvantaged students. Based on the information we received from parents this year, 23.6% of our students qualify.
3. **Safety Drills:** We continue to hold one safety drill each month. So far, we have held two fire evacuation drills and one off-site evacuation drill. We will continue to hold monthly drills, most of which will be fire drills, but we will also practice procedures for earthquake, shelter in place, hold, secure, and lockdown drills.
4. **PTC Attendance:** Parent Teacher Conferences were held Oct. 7-8. In the elementary grades, we had 91.4% of families attend. In the middle school grades, ~67% of all families attended. In the middle school, we want all students who are getting grades lower than a C to attend and meet with our teachers.
5. **Maturation Clinic:** The clinic was held October 30<sup>th</sup>. It went from 6:30-7:30. The boys class was in one class and the girls met in another classroom. Employees from the Bear River Health Department taught both classes. We had 8 boys and 16 girls attend.
6. **Safety Week:** This year Marcela Gallart planned our Safety Week. Each day during Morning Greeting, we took a few extra minutes to hear from a guest speaker about staying mentally healthy, internet safety, general school safety and kindness (aka bully prevention), crosswalk and road safety when biking and walking, fire safety, and healthy

habits. Deputy Johnson our SRO, Corey Harvey from the fire department, representatives from The Family Place, Ralph Trumble our CTE teacher, and nurse Kallie Larsen were the presenters. Safety Week provides us a good opportunity to review this important information.

- 7. Community Council and LAND Trust:** We had our first LAND Trust meeting on Oct. 16<sup>th</sup> to introduce the purpose of the LAND Trust, discuss school safety, and review data from our goals which will eventually go into the final report for school year 2024-25. We will meet later this year to submit the final report for last year and to determine how funds will be spent next year.
- 8. Seclusionary Room Description:** The seclusionary time-out room is a designated space used as part of the school's behavioral intervention procedures to ensure the safety of students and staff when a student's behavior presents an immediate risk of harm. The room measures approximately 12 feet 6 inches by 6 feet 6 inches and is designed to provide a safe, controlled, and minimally stimulating environment. The room includes fluorescent lighting, limited furnishings, a vent for heating and air conditioning, an intercom speaker for communication and monitoring, and a fire alarm in compliance with safety standards. These features ensure that the space remains comfortable, supervised, and aligned with district and state safety regulations. All use of the seclusionary time-out room follows district policy and documentation procedures to maintain transparency, compliance, and a continued focus on student dignity and well-being.

## 9. Upcoming Events:

### November 2025

Nov 3	Open Enrollment Begins	
Nov 10 - Dec 16	Giving Tree	
Nov 11	Veteran's Day Assembly	2:00 PM
Nov 12	1st Grade Program - "Pumpkin Spice & Everything Nice"	6:00 PM
Nov 12	3rd Grade Program - "Discovering our Roots"	7:00 PM
Nov 14	End Food Drive	12:30-2:00
Nov 14	End of 2nd Grading Period - Dismiss @ 1:30 PM	1:30 PM
Nov 17	Band & Orchestra at Morning Greeting	8:15 AM
Nov 19	Report Cards Go Home	
Nov 25	School Spelling Bee - 4 thru 8 participate - 3rd may watch	12:30-1:25
Nov 25	Early Dismissal	1:30 AM
Nov 26 - 28	Thanksgiving Break - <b>NO SCHOOL</b>	

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## December 2025

Dec 1	Letters of Intent Out	
Dec 1	CVD Book Fundraiser Ends	
Dec 3	PO Committee Meeting - Conference Room	2:00-3:00 PM
Dec 3	Holiday Performing Arts Showcase Assembly (w/band & orchestra)	2:00 PM
Dec 3	Choir Concert - Christmas	6:30 PM
Dec 4	History Fair - Setup	2:00 PM
Dec 5	History Fair - <b>Lunchable-Eat in Classroom</b>	

### Vendor Requests/Approvals

#### School Resource Officer Update

We have been communicating with the Cache County Sheriff's office about our SRO. It was determined that we would not be continuing the contract after this year. Shortly after that information they reached out about the possibility of transitioning our officer now to help pivot to some more pressing needs. They were very forth coming in assuring us that we were the first priority and were asking if it was a possibility. After discussing it further we feel it can be advantageous for both parties.

#### Safe Haven Defense

We have received the bids for the state-required safety film installation on the entryways and instructional area windows. The total cost to meet these requirements for the North Campus is \$31,783.30. We will be working with Safe Haven Defense, whose product is state-approved and which has extensive experience with many schools in Cache Valley. Additional areas may be covered with safety film, depending on the available budget after this initial requirement is met.

Because of the PO meeting taking place earlier today, I was unable to give specifics. We are proceeding with the installation of fence slates on the playground of the North campus. This project is being funded by the PO. At minimum slates will be put along Wolf Pack way and the parking lot. It may be around the entire playground, based on the PO approval.

### Personnel Requests

Anticipate 2 hires in the very near future.



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**Thomas Edison Charter School South**  
**Principal's Report to the Governing Board**  
**November 5, 2025**  
**Melani Kirk, Principal**

1. **Strategic Outcome #1:** *Accessing available test data, administration will set goals at the beginning of the year. Then they will review and report on student proficiency and growth to the board on an annual basis, as end-of-year test results are available.*

Goal – Increase the percentage of students who are proficient from BOY to EOY on the following tests: Acadience Reading in Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades, and Acadience Math in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades.

Our current BOY proficiency rates are:

K Reading	72%
1 <sup>st</sup> Reading	72%
2 <sup>nd</sup> Reading	86%
3 <sup>rd</sup> Reading	86%
K Math	72%
1 <sup>st</sup> Math	72%
2 <sup>nd</sup> Math	80%
3 <sup>rd</sup> Math	89%

2. **Parent Teacher Conferences:** On October 7<sup>th</sup> and 8<sup>th</sup>, teachers worked long and hard to meet with parents. We asked that all elementary teachers have 100% attendance. Middle school teachers were asked to meet with all 6<sup>th</sup> grade students to do an SEP (Student Education Plan) and with 7<sup>th</sup>/8<sup>th</sup> grade students that have a D or F in their class.

I am once again very pleased with this year's attendance results for all grades. The vast majority of our parents are great about coming to PTC and talking to teachers about their students' progress. It's typically the parents that struggle supporting their students with homework etc., that also struggle to come to PTC.

K	Johnson -	100%	Hadsell -	100%	Larsen -	100%
1st	Bailey -	100%	Johnson -	100%	Hadsell -	100%
2nd	McGinnis -	100%	Smith -	100%	Knight -	100%
3rd	Stott -	100%	Cook -	96%	Killpack -	100%
4th	Buchanan -	100%	Gunnell -	100%	Madsen -	100%
5th	Starks -	100%	Walsh -	100%	Jordan -	100%

**TOTAL % attendance for K-5 = 99.7%**

6th	96%	All 6th grade students are expected to attend to fill out SEP forms.
7th - 8th	99%	Students with D or lower are expected to attend.

**TOTAL % attendance for required 6-8<sup>th</sup> = 98.6%**

- 3. Top Charter School:** U.S. News and World Report ranked four Cache County schools among the top 10 in Utah in their respective categories for 2026. The rankings are based on students' proficiency in math and reading assessments at each school.

The rankings were split into elementary, middle and high schools, with separate rankings for charter schools. The report ranked Edith Bowen Laboratory School third in Utah, in the charter elementary school category.

North Cache Middle School ranked seventh among Utah middle schools. In the list of top Utah high schools, InTech Collegiate High School ranked fourth.

Thomas Edison — South, which serves students in kindergarten through eighth grade, was ranked as Utah's top charter middle school, ninth overall in the state, and sixth in the charter elementary category.

Each elementary and middle school was assessed on its share of students who scored at or above proficient in state math and reading assessments. While half of the ranking formula assessed the scores themselves, the formula also incorporated the results in the context of socioeconomic demographics. "In other words, the top-ranked schools are all high-achieving and have succeeded at educating all their students," states U.S. News and World Report.

On a high school level, schools were evaluated based on state science assessments in addition to math and reading. The rankings also considered graduation rates and student scores on college-level exams.

- 4. Charter School Transportation Survey:** This year, the state conducted a transportation survey to collect data from charter schools statewide. The goal of this survey is to better understand how charter schools are supporting student access through transportation services and to inform upcoming legislative appropriations requests. The Utah Association of Public Charter Schools (UAPCS) is leading this data collection effort, ensuring that both schools that provide daily transportation and those that do not are represented.

**TECS South results:**

Less than 2 miles to school = 20%  
Between 2 and 5 miles to school = 37%  
Between 5 and 10 miles to school = 35%  
Between 10 and 15 miles to school = 6%  
More than 15 miles to school = 2%

This information will help UAPCS and state leaders gain a clearer picture of student commuting distances and transportation needs across Utah charter schools.

- 5. Skelebration:** On Friday, October 24<sup>th</sup>, the Parent Organization with the help of teachers and aides held a trick or treating event at the school. Faculty and staff dressed up and handed out candy to TECS students as they walked the "spooky" nighttime halls. This was a fun time as students also got to wear their Halloween costumes. The PO also created a "haunted hallway" that was a big hit with the older students and parents. We are so grateful for the endless hours that our PO puts in to make these events enjoyable for our families.

6. **Socktober:** During the month of October, our student council led a sock collection. Students brought in socks to donate to various groups in need. We announced the “sock drive” in morning greeting, sent it out in the E-update and celebrated classes that brought in the most socks for the week. At the end of October, we had collected over 4,000 pairs of socks. The socks are being donated to CAPSA, The Family Place, National Center for Refugees, and our own Giving Tree families.
7. **Class Parties:** On Friday, October 31<sup>st</sup>, class parties were held. As usual, parent volunteers did a fantastic job of helping students have a fun-filled, enjoyable event. Each elementary class ran their party from 12:25pm to 1:25pm. Students made projects, played games, had guest speakers and best of all (in their minds), had plenty of sugar.

The middle school did their first of two etiquette dances for the year. Students received their dance cards the week prior to the dance, learned to politely ask, accept and decline dance partner offers and then they had the opportunity to learn new dance skills from our wonderful dance instructor, Stephanie Jensen. Students had a great time dancing, socializing and eating food.

Students that did not want to go to the dance were given the option of a game room or a movie room. We had eight students in the game room and nine students in the movie room. Of our 226 middle school students, 92% chose to attend the dance.

8. **USU/WGU students:** Each year we typically host foundation students from Utah State University and some from Western Governor’s University. Foundation students do 12 four-hour blocks arranged between them and the mentor teacher. We also host clinical students that come in on Fridays. We love hosting future teachers because it gives them an opportunity to see and experience our program. Many prior USU and WGU students that did clinicals, foundation or students teaching here have researched us further and applied for teaching positions with TECS due to their experiences here.

#### **Edison South Upcoming Events November 2025**

November 3	Giving Tree begins
November 5	5 <sup>th</sup> grade Maturation Clinic
November 7	Parent Game Night 8:00 – 10:00 pm
November 11	MS Choir Field Trip to various Assisted Living locations
November 12	Veteran's Day Assembly from 1:00 - 2:15 pm
November 18	8th Grade Pre ACT
November 21	School Spelling Bee at 8:30 am
November 25	Dismiss at 1:25 pm for Thanksgiving Break
November 26-28	Thanksgiving Break - no school

#### **Personnel Requests**

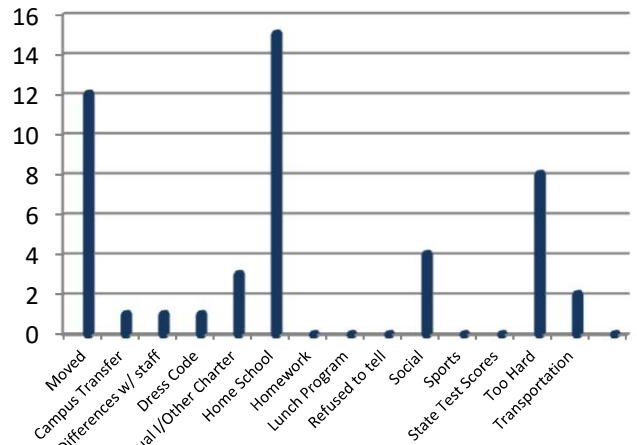
Anjelic Mireles has been hired to fill an evening custodial position. This is a ten-hour-a-week position emptying garbages and cleaning adult restrooms.

### **Vendor Approvals**

We have received the bids for the state-required safety film installation on the entryways and instructional area windows. The total cost to meet these requirements for the South Campus is \$26,753.34. We will be working with Safe Haven Defense, whose product is state-approved and has been used by many schools in Cache Valley. Additional areas may be covered with safety film, depending on the available budget after this initial requirement is met.

Enrollment Report									
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2024-25		Growth
K	67	90	90	23	0	0	85	-18	-21.2%
1	79	90	85	11	0	0	75	4	5.3%
2	66	90	85	24	0	0	81	-15	-18.5%
3	85	90	85	5	0	0	87	-2	-2.3%
4	85	90	90	5	0	0	70	15	21.4%
5	80	90	75	10	0	0	67	13	19.4%
6	65	90	70	25	0	1	82	-17	-20.7%
7	84	90	82	6	2	2	74	10	13.5%
8	77	90	71	13	1	2	75	2	2.7%
Total	688	810	733	122	3	5	696	-8	-1.1%

Withdrawal Reason Count													
REASON	K	1	2	3	4	5	6	7	8	9	Total	%	
Moved	0	1	5	0	2	0	1	1	2	0	12	25.5%	
Campus Transfer	0	0	1	0	0	0	0	0	0	0	1	2.1%	
Differences w/ staff	0	0	0	0	0	0	0	1	0	0	1	2.1%	
Dress Code	0	1	0	0	0	0	0	0	0	0	1	2.1%	
Dual I/Other Charter	0	1	1	0	1	0	0	0	0	0	3	6.4%	
Home School	0	4	1	5	1	2	1	1	0	0	15	31.9%	
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	1	0	0	1	2	0	4	8.5%	
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	1	1	1	1	0	0	1	0	0	8	17.0%	
Transportation	0	1	0	0	1	0	0	0	0	0	2	4.3%	
											0	0.0%	
Total	3	9	9	6	7	2	2	5	4	0	47		



Number of Families	
2025-26	2024-25
407	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	11.5%
DE-Moved	2	0	0	0	0	0	0	0	0	0	2	7.7%
DE-Campus Transfer	1	1	0	0	0	0	0	0	0	0	2	7.7%
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	3.8%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	0	1	0	0	0	0	0	0	0	0	1	3.8%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	5	1	0	1	2	0	0	0	0	0	9	34.6%
DE-Transportation	2	0	2	0	0	1	0	1	0	0	6	23.1%
DE-Waiting List	1	0	1	0	0	0	0	0	0	0	2	7.7%
Didn't Enroll Total	12	3	4	1	3	2	0	1	0	0	26	

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	4%	5%	12%	8%	13%	5%	8%	12%	8%
One		5%	11%	6%	6%	11%	7%	8%	7%
Two			2%	14%	5%	9%	14%	9%	7%
Three				5%	6%	5%	6%	5%	3%
Four					1%	8%	7%	7%	3%
Five						6%	5%	5%	2%
Six							2%	3%	1%
Seven								0%	0%
ALL	96%	91%	75%	67%	68%	57%	49%	11%	5%

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