

**Thomas Edison Charter Schools Governing Board Meeting**

**04 February 2026 5:30 P.M.**

**Edison South: 1275 W 2350 S, Nibley, UT 84321**

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

**Agenda**

Conducting: Lindsey Fowers

Pledge of Allegiance: Jeff Mason

- 1 5:30 Adoption of Agenda
- 2 5:31 Public Comment
- 3 5:32 Approval of Minutes
- 4 5:33 Welcome to the Board: Mikelshan Bartschi
- 5 5:35 Thomas Edison Charter School- Updated Charter: Utah SCSB, Brendan McGinn
- 6 5:50 Comments from Charter Update Team: Administration team & Olivia Kirkham
- 7 6:00 Board Training - Brian Carpenter Podcast #12 Brian's Top Ten Board Bonks: board self-evaluation
- 8 6:08 Board Training Discussion: Keys to Classroom Management; Seven Outs, Philosophical Policies; Board Self-Evaluation  
TECS History/Philosophy: Jim Peterson
- 9 6:13 "The history of Thomas Edison Charter School(s) may be found on the school's website at:  
<https://www.thomased.org/our-history>"
- 10 6:18 Legislative update: Jim Peterson (and/or Steve Finley)
- 11 6:23 Financial Report: Jim Peterson
- 12 6:28 Student Data Report: Angela Williams
- 13 6:33 Appoint/Review members of Curriculum Materials Review Committee (Deadline Aug 1st): Carolyn Larsen
- 14 6:38 Approval of 2026-2027 School Calendar: Melani Kirk
- 15 6:40 Board self-evaluation and goal setting: Lindsey Fowers- Board visits, Training adjustments
- 16 6:43 Principal Report & Vendor Requests: Melani Kirk
- 17 6:52 Principal Report & Vendor Requests: Christina Smith
- 18 7:00 Adjourn

Electronic Participation:

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

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

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

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

**In compliance with the Americans with Disabilities Act, persons requiring assistance or auxiliary services for these meetings should contact Nichole Knudson at 435-752-0123.**

NAVIGATING THE INTERSECTION OF GOVERNANCE AND MANAGEMENT SERIES

by Dr. Brian L. Carpenter

## Accountability Includes Your Charter And Your Board's Performance

Charter schools evolved differently than how they were originally envisioned. So said Ray Budde in 1996, the lifelong educator generally credited with being the first to articulate the idea of chartering schools in his 1988 book, *Education by Charter: Restructuring School Districts*. Still, the key components he proposed are part of chartering to this day, including:

- entities legally vested with the *authority* to grant charters (usually called authorizers)
- time-bounded contracts, often three-to-five years in duration
- funding for the school
- competition among programs
- **accountability for performance**
- **the possibility that the charter could cease**

This article focuses on those last two points. One of the important ways that charter schools differ from conventional public schools is that charters *can cease to exist*. This results in a dual accountability for the board.

First, a charter school can cease to exist if it fails as a business (e.g., excessive debt, unable to attract customers [i.e., families], insufficient income [enrollment], etc.). I call this, *market-like accountability*. (It's not true market accountability because the market does not determine the price.)

The second form of accountability is to an authorizer, who can revoke or decline to renew the charter.

This means that because a chartered school operates under a contract, it can be closed by a higher authority if it fails to fulfill the terms of that contract. Those terms generally prescribe a *minimal threshold* of student academic achievement, as well as stipulations to which the school has agreed, such as using a particular curriculum, instructional calendar, assessments, and so on. In my training seminars with charter school boards, I summarize a board's purpose as ensuring that the outcomes occur within the parameter of the charter (and all other regulatory and statutory requirements).

So how is this new kind of dual accountability playing out? As of 2009 (the most recent data available at the time this article was written in late 2011), more than 657 charters have been revoked or not renewed (or "voluntarily surrendered"). That's about 12% of all charters that have been issued since 1992.<sup>1</sup> (When the next round of data have been tabulated, it's obvious the number of closures will have increased, and I have a hunch that the percentage will as well.)

Now, wouldn't it be informative to know something about the actions, decisions, and characteristics of the boards that were accountable for those schools? Perhaps existing boards could learn from their mistakes. If you answered "yes," see page 2.

<sup>1</sup> Center for Education Reform. (2009, February). *The Accountability Report*. Washington, DC: Allen, J., Consoletti, A., & Kerwin K.

### Read Page 2 Before Answering These Board Self-Appraisal Questions/Recommendations

1. Does your board exhibit any of the actions, decisions, or characteristics listed on page 2?
2. If the answer to the preceding question is *yes*, introduce a motion to take some kind of definitive action.
3. If your board is dysfunctional beyond remedy, you might seriously consider resigning so as not to be liable for its decisions or omissions.

## Case in Point

### BRIAN'S TOP TEN BOARD BONKS

According to the dictionary, “the bonk is a level of exhaustion that makes a cyclist or runner unable to go further.” This seems to me the perfect word to describe charter school board dysfunctional patterns because when they bonk, their schools go no further.

The following list describes the actions, decisions, and characteristics of boards who lost, or were in eminent danger of losing, their charters (i.e., boards that had received notice of impending closure). The ten items are a combination of things observed through original research<sup>1</sup> and firsthand field observations I’ve made working with 20-30 schools a year since 2006.

1. The board did not understand the difference between governance and management, thus, board entanglement in operations was common.
2. The board exhibited one of two extremes. It either dominated management (contributing to excessive school leader turnover) or it allowed itself to be dominated by management. The latter often occurred under a strong founder (where board members were “cherry-picked” by the founder) or a management company that recruited the board members and wrote the charter.
3. The board did not consistently focus on student outcomes in its meetings.
4. The board failed to prohibit individual board members from interfering in school operations.
5. The board’s meetings were often argumentative, long-winded, and packed with minutiae, and sometimes dominated by one or two overbearing individuals.

6. The board did not have an internal control policy (aka, a separation of duties policy).
7. The board ended up in an adversarial relationship with its authorizer.
8. The board deviated from its bylaws and charter, or failed to comply with various legal and regulatory requirements.
9. The board’s independence from management was compromised, often by the presence of family members on the board and/or employed in the school.
10. The board had inadequate policies governing school management or it made no attempt to ensure compliance with its policies.

To be absolutely clear, research does not support the claim that any of the preceding characteristics *caused* the school to lose its charter. (This would require an experimental design that is impossible because there is no way of controlling extraneous variables.) What research and field observation tell us, however, is that such board bonks are associated with school closure.

If your board regularly exhibits any of the ten characteristics or behaviors in the list, I encourage you to seek outside assistance. A capable consultant should be able to help identify the sources of the problems, as well as propose tangible solutions. This will cost the school some money, but it’s better than jeopardizing its existence due to a board bonk.

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<sup>1</sup>Carpenter, B.L. (2008). Understanding how charter school boards impact school dissolution: An explanatory mixed methods study. Ph.D. dissertation, Capella University, United States -- Minnesota.

#### 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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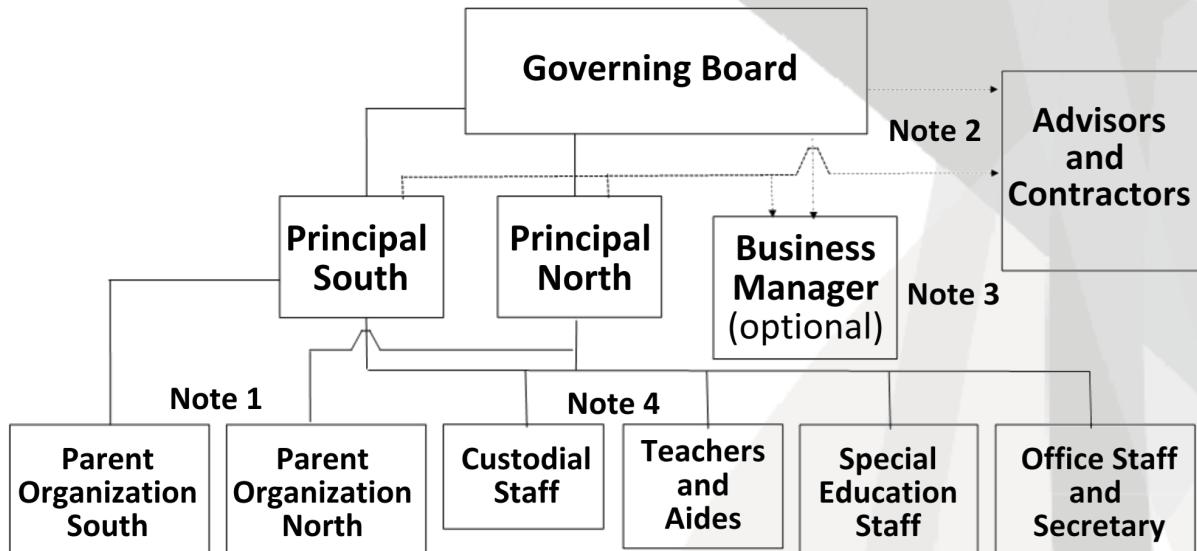
# GOVERNING BOARD PROCEDURES (5 OF 26)

## Policies and Procedures Manual

## 1000—Governance and Organization

Item #	Board President Signature	Original Approval Date	Last Amendment Date
1101a			

A flow chart showing the organizational/administrative structure is provided below.



**Note 1:** Each Principal remains the head of their respective school's parent organization.

**Note 2:** Advisors, consultants, and contractors may be hired by the governing board or principal and approved by a majority vote of the board.

**Note 3:** Business manager services may be hired out to an outside service provider with Board approval.

**Note 4:** Each principal shall have staff oversight responsibility of his/her respective school, and not the other.



Number	Title	Bill Sponsor	Description	Sug Pos	House Comm	House Floor	Senate Comm	Senate Floor
<b>House Bills</b>								
<b>HB 1</b>	Public Education Base Budget Amendments	S. Whyte	This bill supplements or reduces appropriations otherwise provided for the support and operation of public education for the fiscal year beginning July 1, 2025 and ending June 30, 2026 and appropriates funds for the support and operation of public education for the fiscal year beginning July 1, 2026 and ending June 30, 2027. WPU initially set to \$4,870.	S	NA	71-0-4	NA	28-0-1
<b>HB 042</b>	School Cybersecurity Amendments	R. Wilcox	This bill establishes minimum cybersecurity standards for local education agencies (LEAs) and expands the Utah Cyber Center's services to include educational institutions.					
<b>HB 043 &amp; 044</b>	School Security Amendments & Personnel Standards	R. Wilcox	These bills create the School Safety Support Program to provide funding for school safety requirements and infrastructure.					
<b>HB 95</b>	Public Employee Gender-specific Language Requirements	N. Peck	This bill: ▶ prohibits the State Board of Education, a local education agency, or a public employer from taking disciplinary action against an employee for using gender-specific language in certain circumstances; ▶ requires a public employer that has a rule or policy requiring an employee to use gender-specific language to accommodate another individual to exempt the employee from disciplinary action in certain circumstances;					
<b>HB 143</b>	Special Education Amendments	K. Peterson	This bill: ▶ defines terms; and ▶ requires a local education agency to give written notice to a parent of an eligible student under certain circumstances.	10-0-5	71-1-3			
<b>HB 180 S2</b>	Dangerous Weapons at Daycares and Schools	A. Stoddard	This bill: ▶ clarifies that an individual who has a concealed carry permit may not open carry a dangerous weapon on the grounds of a daycare or a public or private elementary school or secondary school unless the individual is lawfully responding to an active threat;					
<b>HB198</b>	Educator Salary Adjustment	J. Arthur	This bill: ▶ repeals a provision that makes the amount of the educator salary adjustment dependent on the operation of the Utah Fits All Scholarship Program; and ▶ makes technical changes.					
<b>HB 241 S2</b>	Charter School Amendments	C. B. Pierucci	This bill: ▶ gives charter schools the first option to purchase decommissioned school property; ▶ establishes restrictions on charter school resale of acquired property; ▶ requires charter school governing board members to take an oath of office; ▶ clarifies that charter schools are public schools; ▶ replaces the Charter School Revolving Account with the Charter School Revolving Fund;	8-4-3				
<b>HB 273</b>	Classroom Technology Amendments	A. Defay	This bill requires the State Board of Education to create model policies on the use of technology and artificial intelligence in a public school classroom.					
<b>HB 312</b>	Civics Education Modification	K. Hall	This bill: ▶ requires the State Board of Education to establish core standards for spiral instruction on foundational United States civics documents in kindergarten through grade 12; ▶ defines the foundational documents subject to spiral instruction requirements; ▶ establishes requirements for instruction that increases in complexity each year; ▶ directs local education agencies to implement curriculum aligned with spiral instruction standards;					
<b>HB 317</b>	Social Health in Public Education Curriculum	K. Ivory	This bill includes instruction in social health within the required health curriculum in the public education system.					
<b>HB350</b>	Foods Available at Schools Amendments	K. Chevrier	This bill: ▶ amends the list of prohibited food additives; ▶ adds an exception related to food that is donated; ▶ removes an exception related to small schools;					
<b>HB 351</b>	School Vision Screening Amendments	H. Hguyen	This bill: ▶ requires a local education agency to follow up with a parent after a student fails an initial vision screening; ▶ allows certain entities to reach out to a student's parent after the student fails a vision screening;	14-0-1				
<b>HB 374</b>	Speech, Language, and Hearing Occupations Licensing Amendments	M. Ballard	This bill ▶ allows an audiologist to supervise a hearing instrument specialist intern; ▶ requires a speech-language pathologist to receive training for invasive procedures; ▶ repeals the creation of the Speech-language Pathologist and Audiologist Licensing Board; ▶ repeals the exemption permitting an individual to receive licensure as a speech-language pathologist or an audiologist from the State Board of Education; ▶ creates an alternative path for licensure as an audiologist and as a speech-language pathologist; etc.					
<b>HB 393</b>	Early Intervention for Dyslexia Amendments	A. Defay	This bill creates the Dyslexia Screening Pilot Program.					
<b>HB 418</b>	School Class Size Amendments	J. Teuscher	This bill: ▶ establishes a class size limitation; ▶ allows for a certain variance from the class size limitation; and ▶ provides certain rulemaking authority to the State Board of Education.					
<b>HB 440</b>	School Lunch Amendments	T. Auxier	This bill: ▶ defines terms; ▶ requires local education agencies to establish a share table program; ▶ requires elementary schools and school community councils to hold an annual school lunch planning meeting; ▶ creates a school lunch target goal; ▶ requires the State Board of Education to research best practices related to school lunch; ▶ creates certain requirements regarding recess in an elementary school;					

**Color Key #1**

	High interest to TECS
	Moderate interest to TECS

**Color Key #2**

	Passed this hurdle
	Partially through legislative process



Number	Title	Bill Sponsor	Description	Sug Pos	House Comm	House Floor	Senate Comm	Senate Floor
	Watch list (may/may-not apply to TECS)				Failed, tabled, or not considered			
<b>Senate Bills</b>								
<b>SB X</b>	Public Education Budget Amendments	H. Balderree						
<b>SB 17</b>	Credit Card Processing Fees Amendments	R. Winterton	This bill: ► permits a state institution of higher education or a local education agency to pass on to a person making an electronic payment the fee charged by a credit card company or a processing agent for processing the electronic payment.				3-2-2	23-1-5, 29-0-0
<b>SB 52</b>	Substitute Teacher Requirements Amendments	L. Fillmore	This bill removes the requirement for a teaching license for a long-term substitute.				4-0-3	21-6-2, 26-1-2
<b>SB 58</b>	Public School Attendance Amendments	L. Fillmore	This bill establishes comprehensive student attendance monitoring, chronic absenteeism supports, and accountability requirements for local education agencies.				3-1-3	26-0-3, 29-0-0
<b>SB 62</b>	School Funding Amendments	L. Fillmore	This bill: ► modifies the formula to determine a school district's weighted pupil units to account for positive or negative growth based on the current school year's student count.				4-2-1	
<b>SB 69 S1</b>	School Device Revision	L. Fillmore	This bill establishes the default standard device use from prohibited during instructional time to prohibited during the school day.				6-1-0	26-0-3, 27-1-1
<b>SB 75</b>	Educator Salary Adjustment Eligibility	C.R. Musselman	This bill: ► adds school nurses to the list of employees who are eligible to receive the educator salary adjustment;				5-0-2	
<b>SB 81 S2</b>	Dyslexia Testing Amendments	J. Plumb	This bill addresses dyslexia assessments.				3-0-4	
<b>SB 88</b>	School Technology Amendments	L. Fillmore	This bill: ► at parent request, requires the use of a specific content filtering system; ► requires the use of a parent monitoring system; and ► makes technical and conforming changes.				3-1-3	21-2-6
<b>SB 119</b>	School and Classroom Amendments	L. Fillmore	This bill: ► requires students to meet personal care independence standards before enrolling in public school; ► creates exemptions from enrollment requirements for students with qualifying conditions; ► directs the State Board of Education to develop open educational resources aligned with Utah core standards; ► provides for reporting on curriculum development and implementation; ► establishes an additional conditional use of the Public Education Economic Stabilization Restricted Account;				4-2-1	
<b>SB 131</b>	Charter School Eligibility	H. Balderree	This bill: ► expands charter school enrollment preference to certain students within the boundaries of a political subdivision;				7-0-0	
<b>SB 159</b>	Dyslexia Screening Amendments	K. Riebe	This bill: ► defines terms; ► requires certain school districts to screen certain students for dyslexia; ► requires a regional education service agency to screen certain students for dyslexia; ► allows a parent to request dyslexia screening for the parent's student in certain situations; ► allows a charter school to screen certain students for dyslexia; and ► requires the state board to: •distribute funds the Legislature appropriates; •provide dyslexia screening for certain students; and •make relevant administrative rules.					
<b>SB 186</b>	Charter School Base Funding Amendment	H. Balderree	This bill: ► requires a study of charter school administrative costs and funding options; ► establishes a charter school base funding study group with specific membership; ► requires the study group to examine charter school administrative costs and funding options; ► directs the State Board of Education to report to the Legislature by December 1, 2026; ► creates charter school educational service agencies to provide economies of scale for charter schools; ► allows charter schools to form a service agency through a memorandum of understanding;				4-1-2	
<b>SB 241</b>	Early Literacy	A. Millner	This bill establishes a framework of literacy interventions in kindergarten through grade 3 within the public education system.					

**Color Key #1**

High interest to TECS

Moderate interest to TECS

Watch list (may/may-not apply to TECS)

**Color Key #2**

Passed this hurdle

Partially through legislative process

Failed, tabled, or not considered

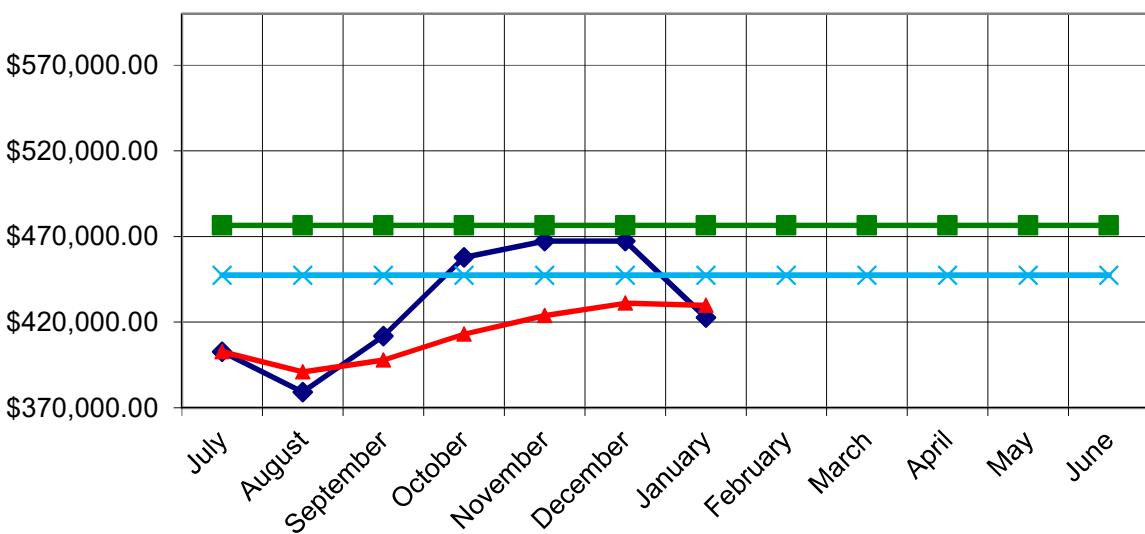
# Thomas Edison Charter School (North)

## 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	\$467,293.83	
December	\$467,293.82	Health insurance switch & catch up of months
January	\$422,713.48	
February		
March		
April		
May		
June		
Running Total	\$3,008,823.43	
Running Average	\$429,831.92	
Annual Budget Monthly Avg	\$476,385.52	
Ann Bud Mon Avg w/o Cash Surplus	\$447,406.72	
Cummulative Surplus / (Deficit)	\$325,875.18	

### Monthly Expenses

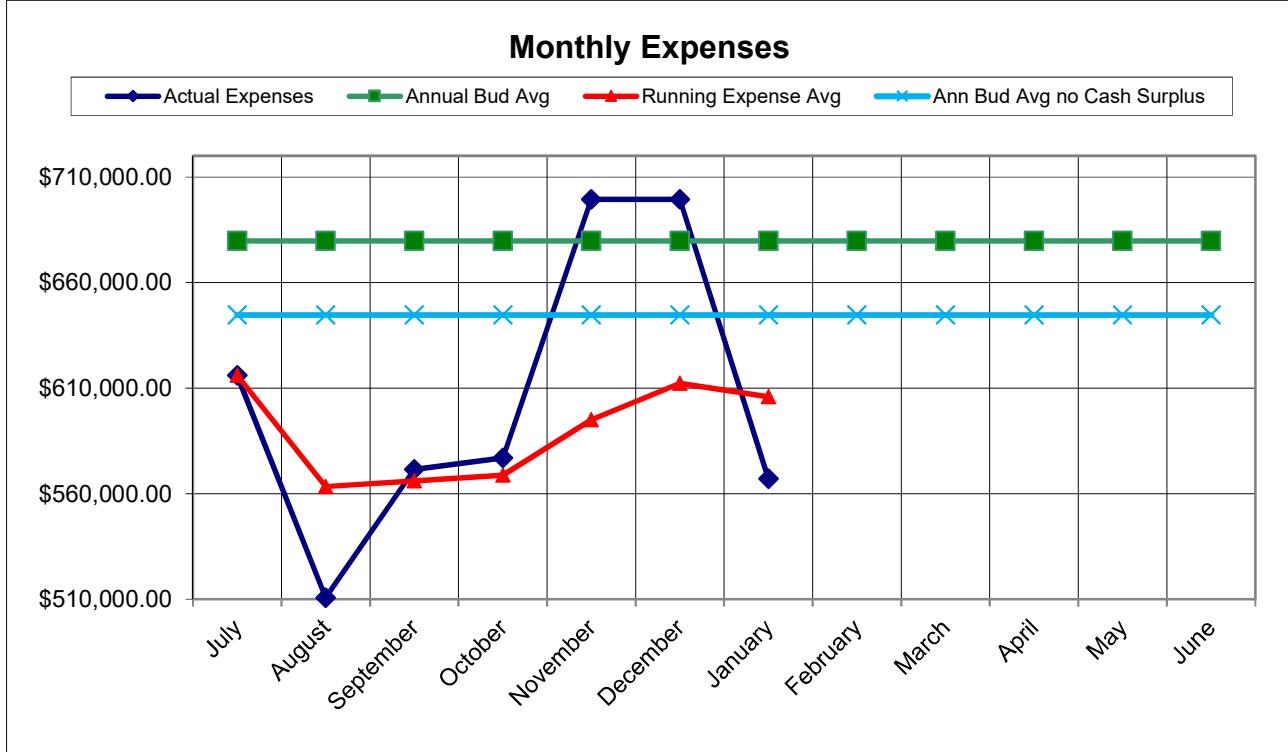
—●— Actual Expenses      —■— Annual Bud Avg  
—▲— Running Expense Avg      —×— Ann Bud Avg no Cash Surplus



# Thomas Edison Charter School - South

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

Month	Total Expenses	Comments
July	<b>\$616,008.13</b>	
August	<b>\$510,756.66</b>	
September	<b>\$571,461.84</b>	Annual Audit \$4,200
October	<b>\$576,958.83</b>	
November	<b>\$699,381.00</b>	
December	<b>\$699,380.99</b>	Health Insurance switch -- & catch up of months
January	<b>\$567,077.78</b>	
February		
March		
April		
May		
June		
Running Total	<b>\$4,241,025.23</b>	
Running Average	<b>\$605,860.75</b>	
Annual Budget Monthly Avg	<b>\$679,681.00</b>	
Ann Bud Mon Avg w/o Cash Surplus	<b>\$644,624.02</b>	
Cummulative Surplus / (Deficit)	<b>\$516,741.80</b>	



## TECS Acadience Scores MOY 25-26

### Reading:

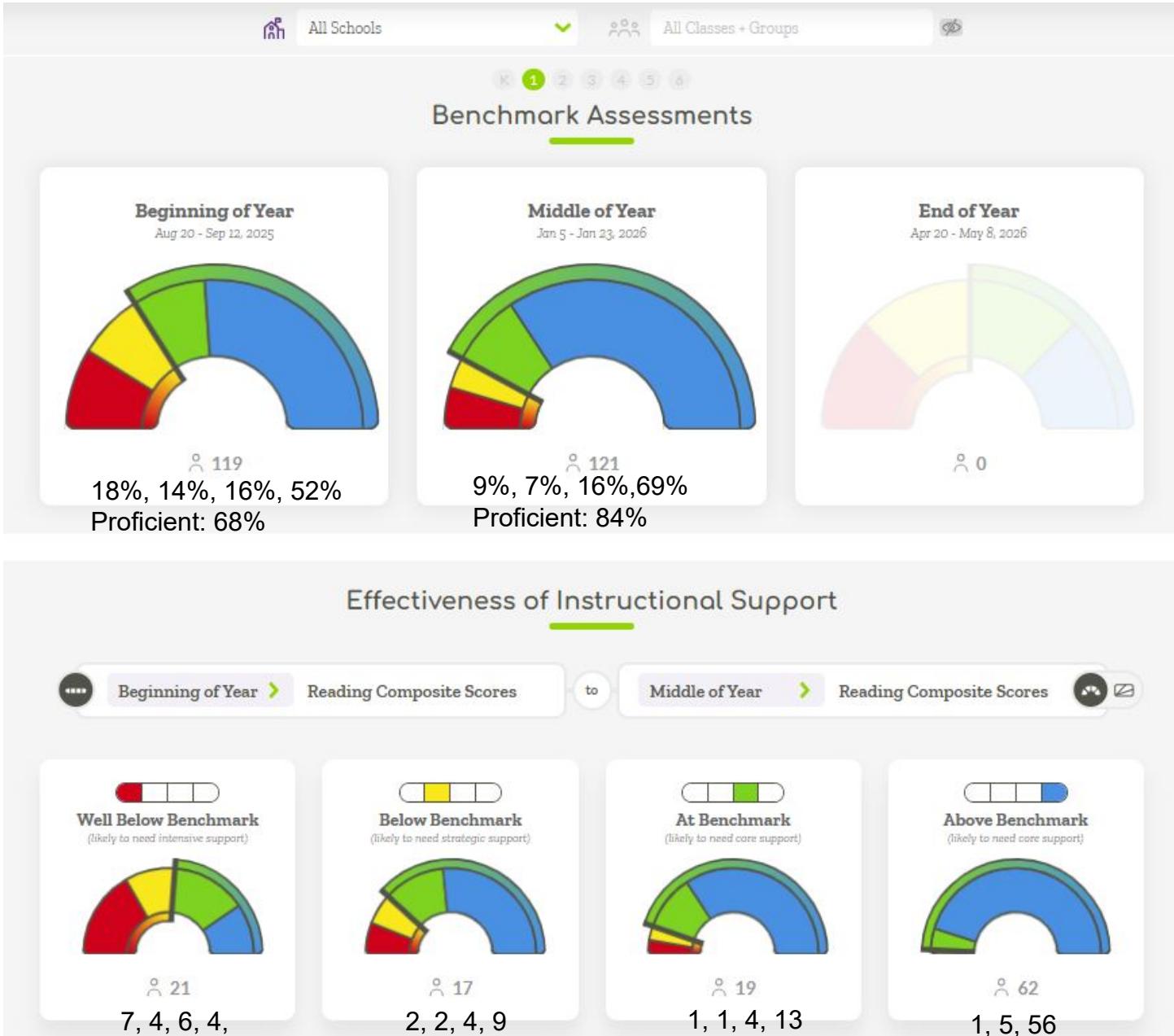
Kindergarten:



# TECS Acadience Scores MOY 25-26

## Reading:

Frist Grade:



# TECS Acadience Scores MOY 25-26

## Reading:

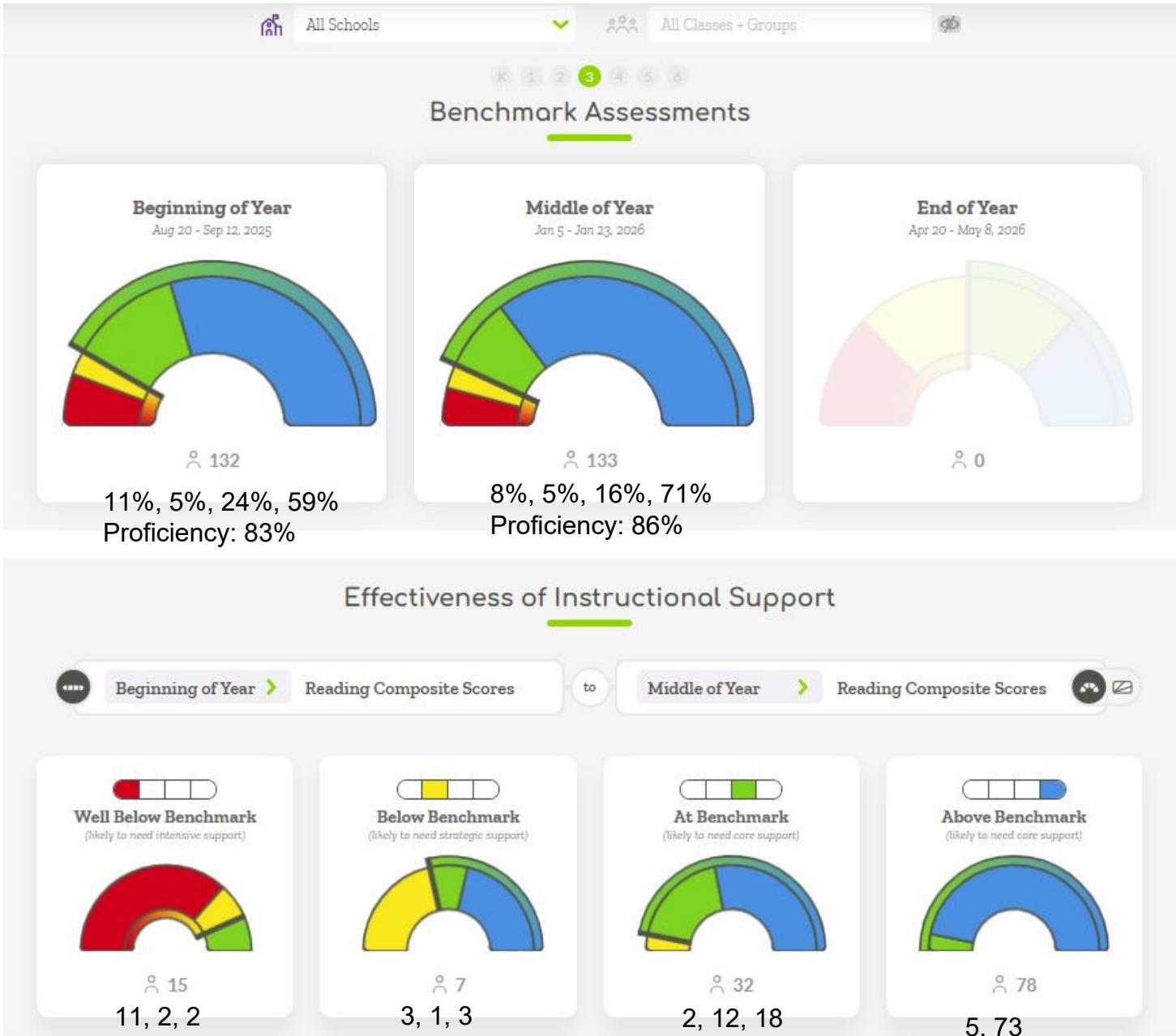
### Second Grade:



# TECS Acadience Scores MOY 25-26

## Reading:

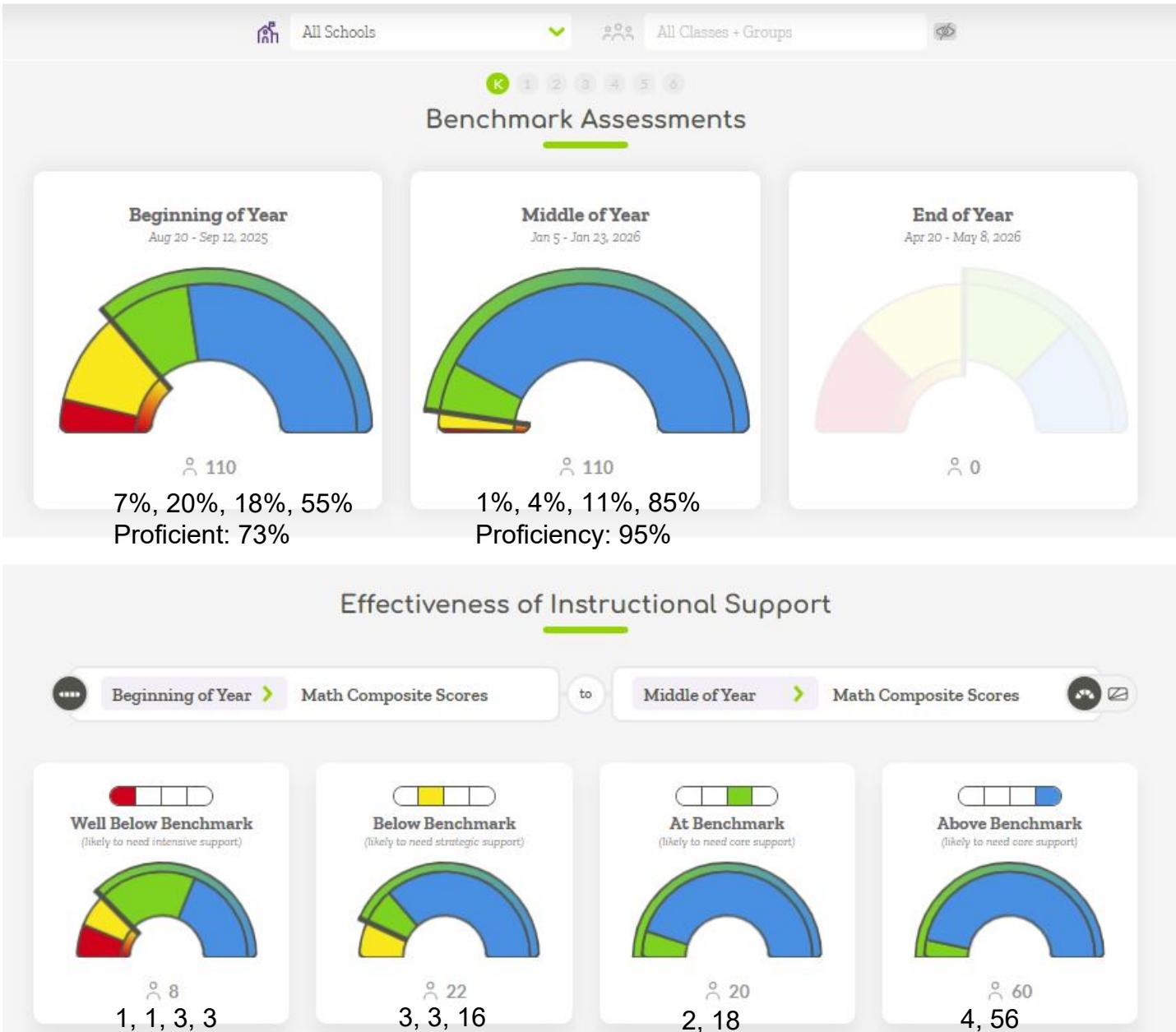
### Third Grade:



# TECS Acadience Scores MOY 25-26

## Math:

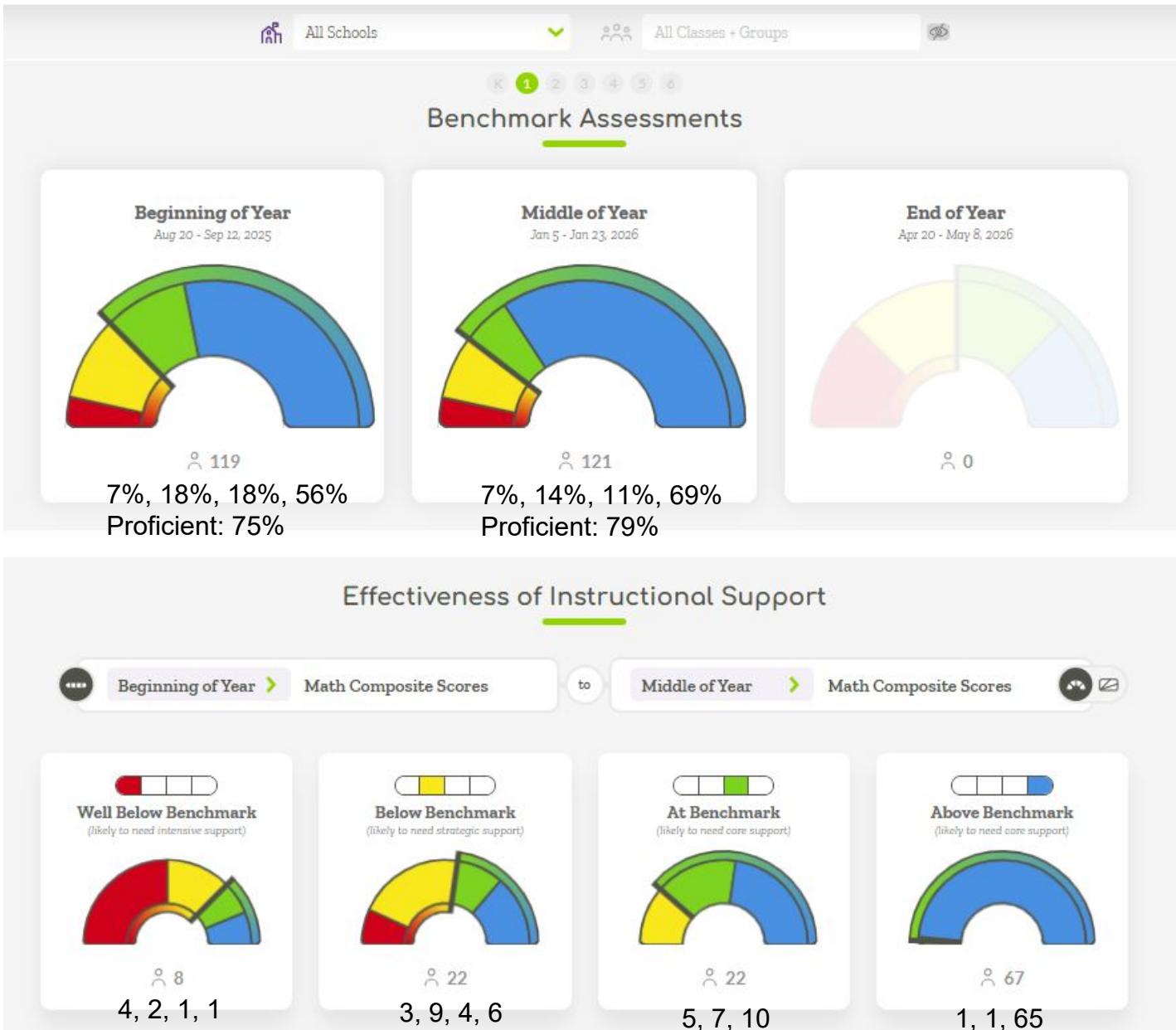
Kindergarten:



# TECS Acadience Scores MOY 25-26

## Math:

### First Grade



# TECS Acadience Scores MOY 25-26

## Math:

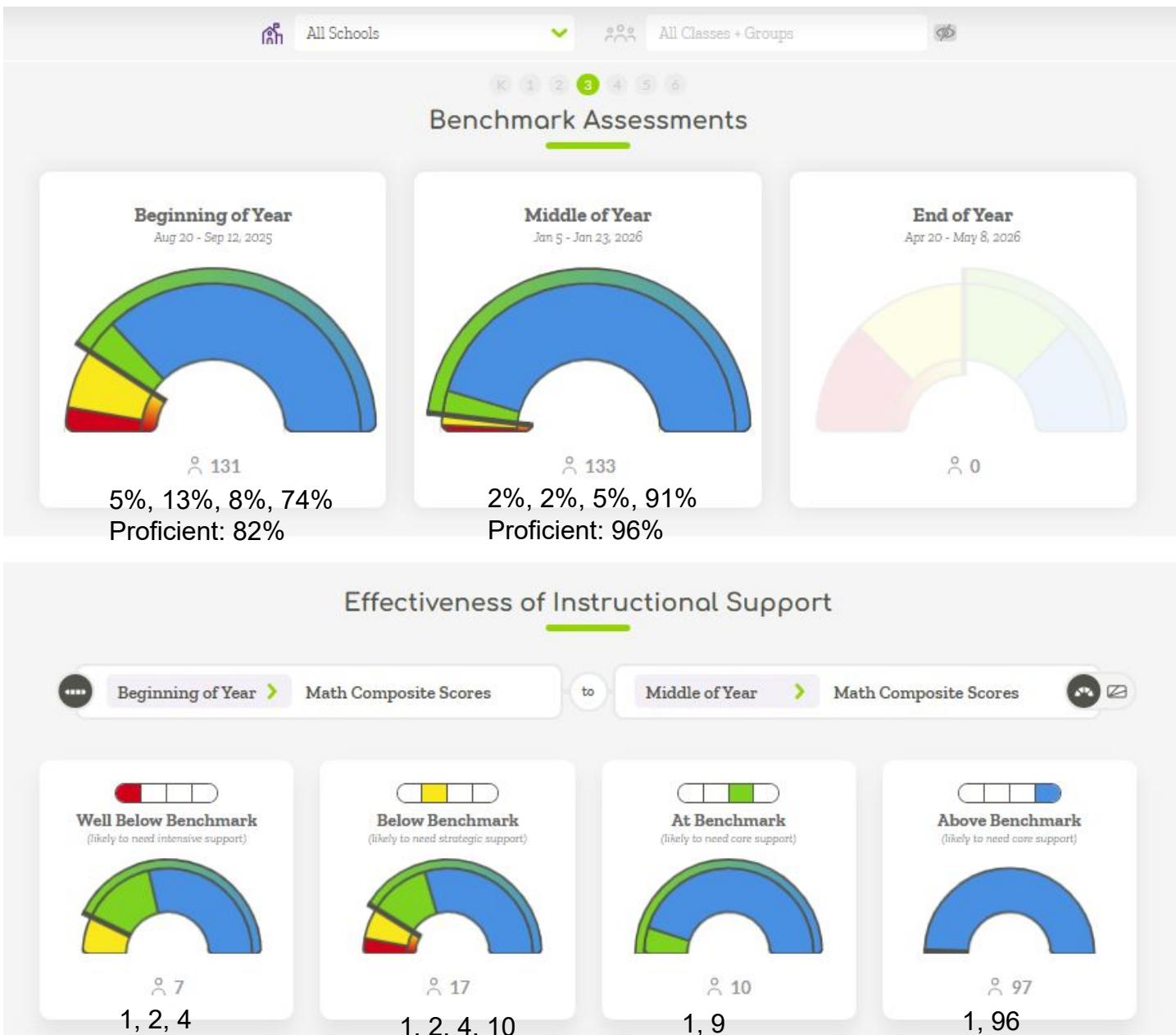
### Second Grade:



# TECS Acadience Scores MOY 25-26

## Math:

### Third Grade:





Where the pathway  
to college success begins

## Thomas Edison Charter Schools 2026-2027 Calendar

August 2026						
S	M	T	W	Th	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31				14	

September 2026						
S	M	T	W	Th	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			21

October 2026						
S	M	T	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						20

November 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					18

December 2026						
S	M	T	W	Th	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		14

January 2027						
S	M	T	W	Th	F	S
			1	2	3	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18

February 2027						
S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						18

March 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			19

April 2027						
S	M	T	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	20

May 2027						
S	M	T	W	Th	F	S
			1			
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					19

No School						
Dismiss at 1:25 pm						
Parent Teacher Conference—Dismiss at 1:25 pm						
Parent Teacher Conference—No School						
Dismiss at 12:15 pm						

### August

- 17 - Back to School Night
- 19 - First Day of School

**School Schedule**  
Morning greeting begins at 8:09 am  
Monday—Thursday: school ends at 2:55 pm  
Friday: school ends at 1:25 pm

**Option A—Most similar to the TECS 25/26 school year calendar**  
-August count includes 4 teacher development days (both calendar options will have this count included for August)  
-181 school days

### September

7 M Labor Day (NO SCHOOL)

### October

2 F End of 1st Grading Period (37 days)  
6 T Parent Teacher Conference (Dismiss at 1:25 pm)  
7 W Parent Teacher Conference (NO SCHOOL)  
8-9 Th-F Fall Break (NO SCHOOL)

### November

13 F End of 2nd Grading Period (28 days)  
24 T Dismiss at 1:25 pm for Thanksgiving Break  
25-27 W-F Thanksgiving Break (NO SCHOOL)

### December

21-31 Christmas Break (NO SCHOOL)

### January

1 Th-F New Year's Break  
4 M School Resumes  
8 F End of 3rd Grading Period (27 days)  
15 & 18 F & M Civil Rights Day Weekend (NO SCHOOL)

### February

12 & 15 F & M President's Day Weekend (NO SCHOOL)  
19 F End of 4th Grading Period (26 days)

### March

3 W Parent Teacher Conference (Dismiss at 1:25 pm)  
4 Th Parent Teacher Conference (NO SCHOOL)  
5 F NO SCHOOL  
29-31 M-T Spring Break (NO SCHOOL)

### April

1-2 W-F Spring Break (NO SCHOOL)  
9 F End of 5th Grading Period (29 days)

### May

21 F Dismiss at 12:15 pm  
24-26 M-W Last week of school (Dismiss at 1:25 pm)  
27 Th Last Day of School (Dismiss at 12:15 pm) (34 days)  
31 M Memorial Day



## BOARD SELF EVALUTATION

NAME: \_\_\_\_\_

School Year	Committee	Date	Self-Evaluation Scale
			<p>4—Exceeds Expectations 3—Meets Expectations 2—Approaching Expectations 1—Needs Refinement</p>

### A. Demonstrates a complete vision and firm conviction of the schools' philosophy and purpose.

		Score	Comments
1	Demonstrates a knowledge of school history and a regard for the founders' vision of the philosophy and educational program of the school.		
2	Frequently and thoroughly studies core documents including the Charter, TECS Bylaws, Policies and Procedures, and the Governing Board, Teacher and Parent Handbooks.		
3	References and applies core documents in decision making.		

### B. Promotes TECS mission

		Score	Comments
1	Is an enthusiastic proponent of the program and should be the best public relations representative the school has.		
2	Builds collaborative relationships with staff, parents, and community stakeholders.		
3	Builds a professional relationship with local political representatives.		
4	Applies a visionary approach by engaging in strategic goal setting and resource allocation, considering future opportunities and challenges.		

**C. Operate as outlined in the Charter and associated core documents.**

		Score	Comments
1	Fulfill my responsibilities as outlined in the charter and bylaws.		
2	My subcommittee functions as defined in core documents and assumes responsibility for distinct areas of oversight.		
3	Adhere to all organizational policies and procedures outlined in core documents.		
4	Perform to my fullest capability the responsibilities, expectations and behaviors outlined in the charter and board policies.		

**D. Perform fiduciary duties in a legal, ethical and responsible manner.**

		Score	Comments
1	Understand the expectations and obligations associated with public service and act as representatives of the public trust.		
2	Understand and fulfill fiduciary duties of care, loyalty and obedience.		
3	Engage in ongoing training and board development.		

**E. Applies principles of good governance in carrying out its duties.**

		Score	Comments
1	Asserts collective authority and demonstrates unity in supporting its decisions		
2	Develops school policies that are legally compliant, philosophically aligned with the schools' mission and considerate of stakeholders.		
3	Delegates managerial and operational responsibilities to school administrators and establishes accountability structures to ensure their fulfillment.		

**F. Engages in equal, informed and appropriate oversight of the schools' finances, facilities and legal matters**

		Score	Comments
1	Ensure the benefit of both schools and the detriment of neither.		
2	Acquire a general knowledge of the school's management and operations.		
3	Oversees the schools' finances, approves the annual budget and ensures fiscal accountability in the disbursement of public funds.		
4	Employs and evaluates the principals.		
5	Solicits feedback from stakeholders.		

**G. Ensures the TECS program is effective, accountable and compliant.**

		Score	Comments
1	Uses objective, reliable data to evaluate the program's effectiveness.		
2	Understand and fulfill fiduciary duties of care, loyalty and obedience.		
3	Ensures the schools are fulfilling all aspects of the charter agreement with the state.		
4	Remains informed of state and federal legal requirements and ensures their implementation.		

	Date Set	Goal	Accomplished	Comments
1				
2				
3				
4				
5				

# Thomas Edison Charter School South

## Principal's Report to the School Board

February 4, 2026  
Melani Kirk, Principal

### 1. Strategic Outcome: Enrollment and Waitlist

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

We did not need to conduct a lottery this year. All incoming students were able to secure a spot for next year. We are close to having waiting lists for both fourth and fifth grade. My primary concern moving into next year is kindergarten, where we currently have 37 open seats. I am hopeful that many of these spots will be filled over the coming months.

Our current enrollment is 688 students. Historically, our enrollment increases between the post-lottery count and the October 1 count. The data below reflects enrollment trends over the past seven years:

Year	January (Post-Lottery)	October 1 Count
2019	624	618
2020	646	648
2021	667	723
2022	732	716
2023	728	716
2024	698	699
2025	684	691
2026	672	—

We anticipate additional students enrolling over the next six months, and I continue to meet with new families almost weekly.

### 2. Strategic Outcome: Citizenship and College/Career Readiness

"95% of TECS students will achieve high citizenship (defined as 'outstanding' and/or 'satisfactory' grades), and all students will indicate future plans to attend post-high school education or training."

#### Citizenship Celebration

On January 23, we held our middle school citizenship party. Qualifying students attended Pizza Pie Cafe for pizza and karaoke. To qualify, students needed at least six Outstanding (O) grades, no Needs Improvement (N) grades, and no more than two Satisfactory (S) grades per grading period.

Participation data is as follows:

- 6th Grade: 68% qualified (45 students); 96% of those qualified attended (43 students)
- 7th Grade: 79% qualified (67 students); 87% attended (58 students)
- 8th Grade: 67% qualified (55 students); 93% attended (76 students)

I share both qualification and attendance rates to highlight that this event is a motivating and engaging incentive. The majority of students who qualify choose to attend.

#### PCCR Meetings

Our school counselor, Jamin Bingham, is currently holding Plan for College and Career Readiness (PCCR) meetings. Each year, he meets individually with all 8th-grade students and their parent(s) to review academic progress and map out high school pathways leading to college or other post-secondary training. These meetings are consistently described by families as meaningful and motivating. Jamin anticipates 100% participation from our 8th-grade students.

#### Job Shadow Experience

On January 28, our 8th-grade students participated in a job shadow experience. Students were responsible for arranging their own placements and spent time exploring careers aligned with their interests. This experience provided valuable real-world exposure and reinforced future planning.

### **3. Strategic Outcome: Academic Achievement**

“At least 85% of TECS students enrolled for at least one year will achieve proficiency-level scores on state and national standards.”

#### ACT Aspire / Pre-ACT 8/9

On November 30, our 8th-grade students took the Pre-ACT 8/9, an ACT-aligned assessment designed for middle and early high school students. The test helps students become familiar with ACT-style testing while providing detailed feedback on academic strengths and areas for growth.

The assessment included English, Reading, Science, and Math, with a total testing time (including breaks) of approximately 2.5 hours:

- Math: 40 minutes
- Reading: 30 minutes
- Science: 30 minutes
- English: 30 minutes

A total of 69 out of 77 8th-grade students participated.

Results: The 8th-grade mean score **exceeded benchmarks** in all four subject areas.

<b>Percentage of students on track for college readiness</b>	
25/26 School Year	24/25 School Year
Math: 90%	Math: 76%
Science: 70%	Science: 69%
English: 86%	English: 92%
Reading: 80%	Reading: 84%

#### **4. LAND Trust Plan**

The school will receive approximately \$108,500 in Land Trust funding for the 2025–2026 school year. The Land Trust Committee met on October 23 and January 8 to review prior expenditures, digital citizenship initiatives, school data, and school safety information.

The committee approved the following allocations:

\$54,248.99 to support the ELA program through professional training, instructional materials, and personnel compensation

Approximately \$55,000 to support MTSS interventions aimed at increasing ELA, science, and mathematics end-of-level test scores

Funds may be used to employ instructional aides to provide targeted interventions for students in need.

#### **5. Positive Behaviors Plan**

As defined in Utah State Statute 53G-10-407, a Positive Behaviors Plan addresses the prevention of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through the promotion of positive behaviors. Required focus areas include peer pressure, mental health, and creating meaningful relationships. The plan must be based on input from students, parents, and staff and is overseen by the school principal.

##### *“Treasure Your Time” Initiative*

This year’s theme is “Treasure Your Time.” With the leadership of Daffney Blais, support from Brooke Mullen’s organization, and the combined efforts of teachers, aides, and volunteers, we launched the first of a two-part event series.

The initial event centered on the book The Anxious Generation by Jonathan Haidt and was held on Monday, January 23 as a family night. Parents attended a presentation by Amber Olsen, which included a review of research and a call to action focused on reducing children’s screen time.

Students rotated through three activities:

1. A presentation on the risks of excessive screen time
2. Interactive games promoting screen-free activities
3. Service and family connection ideas

The event was very well attended, with strong engagement and positive feedback from both parents and students. We had about 300 parents attend the parent presentation and over 400 students attend the activities. We offered a “nursery” for parents who might need childcare for children ages 2-4. We had 43 kids attend.

Students who attended received a Treasure Your Time Map to help establish healthy habits. Students who complete and return the map will be invited to a celebration event on March 17.

## **6. Middle School Combined Campus Orchestra Concert**

On Thursday, January 22, we hosted our combined campus middle school orchestra concert at Edison North. The concert was well attended and highlighted the impressive growth and musical skill of our orchestra students. Mr. Dunn continues to do an excellent job teaching, mentoring, and motivating students.

## **7. Field Trips**

Middle school field trips took place on January 28:

- 6th Grade: Christa McAuliffe Space Center
- 7th Grade: Utah State Capitol and Natural History Museum of Utah
- 8th Grade: Job Shadow Experience

All grade levels had positive, engaging experiences.

## **8. Safety**

We have completed the installation of safety film on classroom and entryway doors. Remaining safety grant funds will be reviewed and planned for future window film projects.

## **9. Building and Facilities-Vendor Request**

The motorized divider curtain in the gym has experienced ongoing operational issues for several years, which have worsened following recent power outages. Multiple repair attempts—including power resets, wiring adjustments, and grommet rotation—have not resulted in a lasting fix.

After consultation, vendors determined that the system has reached the end of its expected lifespan. The manufacturer advised against replacing only the motor, as additional electronic components would also require replacement and would not resolve the uneven lifting and lowering issues inherent to this model.

The vendor, Norcon Industries, recommends full replacement of the divider curtain system. The quoted cost of \$19,765.23 includes removal of the existing system and installation of a new motorized curtain.

The estimated project timeline is 6–7 months, including processing, color selection, production drawings, manufacturing, shipping, and installation.

## **10. Upcoming Events**

- February 2–27: Canned Food Drive
- February 4: Kindergarten Music Concert – 6:30 PM
- February 6: K–5 Class Parties / Middle School Dance
- February 10–11: Mandt Training
- February 11: Cupcakes for Thomas Edison’s Birthday
- February 12: 1st Grade Music Concert – 6:30 PM
- February 13 & 16: No School – President’s Day Weekend
- February 17–20: Leadership / College Week/Aggie Ice Cream at Lunch

## 11. Notable Events from December and January

On November 20th, we held our **school spelling bee**. Our top five winners were:

- 1-James Wood
- 2-Caleb Hunt
- 3-Ben Olsen
- 4-Lyndy Clark
- 5-Kira Clark

The top two will move on to the regionals in March.

On December 13th, we held our **8th grade History Fair**

Here is the list of finalists who qualify to go to the Cache Regional Competition in March.

Project #	Student Name	Class Hour	Official name of project
3	Hazel Brenchley	2nd	From Leather to Legends: The Evolution of Football Helmets
5	Hollie Coombs	2nd	Green Day, A Rebellion Revolution
8	Kaden Hawkes	2nd	The Radium Dial Painters
14	Sarah-Ann Maddox	2nd	Amber Alerts: And the Tragedy That Started it All
15	Addilyn Maughan	2nd	Straightening History: The Harrington Rod Revolution
19	Amber Olsen	2nd	Out of the Pit: The Inhumane Treatment of Mental Patients and the Woman Who Changed it All
41	Laurel Morrey	6th	The Revolution of the Corset Through the Centuries
42	Adalyn Neilsen	6th	The Smallpox Vaccine: A Breakthrough in Medical History
49	Christian Weaver	6th	NASCAR: A Revolution in Racing
61	Josslyn Laursen	7th	Germany's Titanic: Death Beneath the Waves
68	Young Seraphina	7th	The Fire That Changed London Forever
69	Kallen Wise	2nd	The Manhattan Project, the Discovery of Nuclear Fission, and How Nuclear Science Impacts Us Today

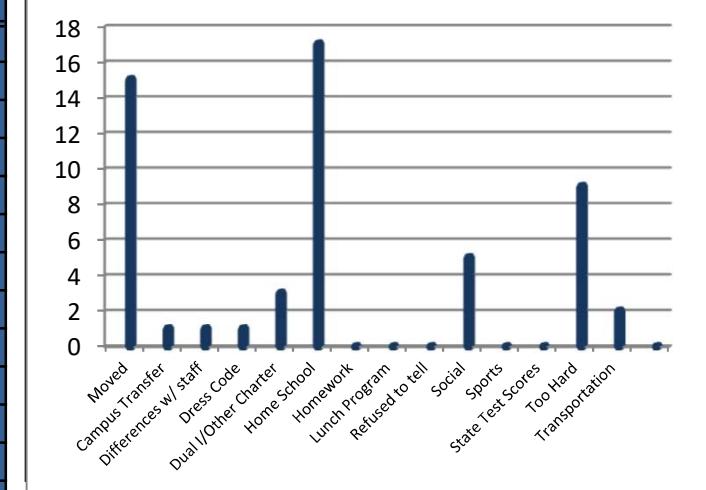
**Enrollment Report**

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	68	90	85	22	0	0	81	-13 -16.0%
3	83	90	85	7	0	0	87	-4 -4.6%
4	86	90	90	4	0	0	70	16 22.9%
5	80	90	75	10	0	0	67	13 19.4%
6	64	90	70	26	0	1	82	-18 -22.0%
7	84	90	82	6	2	2	74	10 13.5%
8	78	90	71	12	1	2	75	3 4.0%
<b>Total</b>	<b>689</b>	<b>810</b>	<b>733</b>	<b>121</b>	<b>3</b>	<b>5</b>	<b>696</b>	<b>-7 -1.0%</b>

**Withdrawal Reason Count**

REASON	K	1	2	3	4	5	6	7	8	9	Total	%
<b>Moved</b>	0	1	5	1	2	1	1	1	3	0	15	27.8%
<b>Campus Transfer</b>	0	0	1	0	0	0	0	0	0	0	1	1.9%
<b>Differences w/ staff</b>	0	0	0	0	0	0	0	1	0	0	1	1.9%
<b>Dress Code</b>	0	1	0	0	0	0	0	0	0	0	1	1.9%
<b>Dual I/Other Charter</b>	0	1	1	0	1	0	0	0	0	0	3	5.6%
<b>Home School</b>	0	4	1	6	2	2	1	1	0	0	17	31.5%
<b>Homework</b>	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>Lunch Program</b>	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>Refused to tell</b>	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>Social</b>	0	0	0	0	1	0	0	1	3	0	5	9.3%
<b>Sports</b>	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>State Test Scores</b>	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>Too Hard</b>	3	1	1	1	1	0	1	1	0	0	9	16.7%
<b>Transportation</b>	0	1	0	0	1	0	0	0	0	0	2	3.7%
											0	0.0%
<b>Total</b>	3	9	9	8	8	3	3	5	6	0	<b>54</b>	

DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%
<b>DE-Refused to tell</b>	0	0	1	0	1	1	0	0	0	0	3	11.5%
<b>DE-Moved</b>	2	0	0	0	0	0	0	0	0	0	2	7.7%
<b>DE-Campus Transfer</b>	1	1	0	0	0	0	0	0	0	0	2	7.7%
<b>DE-Dual Immersion</b>	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>DE-Home School</b>	1	0	0	0	0	0	0	0	0	0	1	3.8%
<b>DE-Lunch Program</b>	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>DE-Social</b>	0	1	0	0	0	0	0	0	0	0	1	3.8%
<b>DE-State Test Scores</b>	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>DE-Too Hard</b>	5	1	0	1	2	0	0	0	0	0	9	34.6%
<b>DE-Transportation</b>	2	0	2	0	0	1	0	1	0	0	6	23.1%
<b>DE-Waiting List</b>	1	0	1	0	0	0	0	0	0	0	2	7.7%
<b>Didn't Enroll Total</b>	12	3	4	1	3	2	0	1	0	0	<b>26</b>	



2025-26	2024-25
407	416

Part time students	
Elem	MS
0	0

2/4/2026 13:54

Years	1	2	3	4	5	6	7	8	%
<b>New</b>	4%	7%	11%	10%	14%	5%	8%	14%	9%
<b>One</b>		4%	11%	6%	6%	13%	7%	8%	7%
<b>Two</b>			2%	14%	5%	9%	14%	9%	7%
<b>Three</b>				5%	6%	5%	6%	5%	3%
<b>Four</b>					1%	8%	7%	6%	3%
<b>Five</b>						6%	6%	4%	2%
<b>Six</b>							2%	3%	1%
<b>Seven</b>								0%	0%
<b>ALL</b>	96%	88%	76%	65%	67%	55%	49%	48%	58% 54 PM



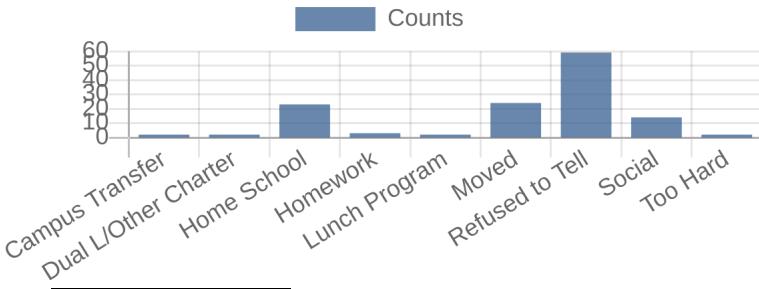
Statistics of the 2025-2026 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2025-2026	2024 - 2025	Growth
K	45	56	56	11	0	0	45	49	-4 -8.16 %
1	41	56	56	15	0	0	41	49	-8 -16.33 %
2	48	56	56	8	0	0	48	48	0 0.00 %
3	50	56	56	6	0	0	50	53	-3 -5.66 %
4	55	56	56	1	0	2	55	54	1 1.85 %
5	57	56	56	-1	0	2	57	57	0 0.00 %
6	59	56	56	-3	1	10	59	54	5 9.26 %
7	53	56	56	3	0	3	53	56	-3 -5.36 %
8	53	56	56	3	1	2	53	54	-1 -1.85 %
<b>Total</b>	<b>461</b>	<b>504</b>	<b>504</b>	<b>43</b>	<b>2</b>	<b>19</b>	<b>461</b>	<b>474</b>	<b>-13 -2.74%</b>

Withdrawal Reason Count

Reason	K	1	2	3	4	5	6	7	8	Total	%
Moved	2	2	1	3	4	4	3	2	3	24	17.91%
Campus Transfer	0	0	1	1	0	0	0	0	0	2	1.49%
Home School	0	4	2	1	5	4	0	6	1	23	17.16%
Dual L/Other Charter	0	2	0	0	0	0	0	0	0	2	1.49%
Homework	0	1	1	0	0	1	0	0	0	3	2.24%
Lunch Program	0	0	1	1	0	0	0	0	0	2	1.49%
Refused to Tell	9	9	6	6	5	5	7	7	5	59	44.03%
Social	0	0	1	1	1	1	0	4	6	14	10.45%
Too Hard	1	0	0	0	0	0	1	0	0	2	1.49%
<b>Total</b>	<b>12</b>	<b>18</b>	<b>13</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>19</b>	<b>15</b>	<b>131</b>	
Didn't Enroll	K	1	2	3	4	5	6	7	8	Total	%
DE - Refused to Tell	0	0	0	0	0	1	1	1	0	3	2.24%
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>	



# of Families	
2025-2026	2024 - 2025
301	324

Years of Attendance

Years	K	1	2	3	4	5	6	7	8	%
New	97.78 %	19.51 %	14.58 %	22.00 %	18.18 %	24.56 %	10.17 %	15.09 %	13.21 %	24.95%
One	2.22 %	80.49 %	12.50 %	4.00 %	7.27 %	5.26 %	5.08 %	9.43 %	5.66 %	13.02%
Two			72.92 %	12.00 %	9.09 %	8.77 %	8.47 %	3.77 %	9.43 %	13.67%
Three				60.00 %	12.73 %	10.53 %	6.78 %	3.77 %	11.32 %	11.93%
Four				2.00 %	52.73 %	7.02 %	6.78 %	1.89 %	3.77 %	8.89%
Five						43.86 %	10.17 %	5.66 %	3.77 %	7.81%
Six							50.85 %	5.66 %	7.55 %	8.03%
Seven							1.69 %	52.83 %	7.55 %	7.16%
Eight								1.89 %	35.85 %	4.34%
All									1.89 %	0.22%

# Request for Proposal (RFP): Roof Replacement Project

**Project Name:** Thomas Edison Charter School North – Roof Replacement 2026

**Location:** North Logan, Utah

**Timeline:** June 1, 2026 – August 7, 2026

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## 1. Project Overview

Thomas Edison Charter School North is seeking formal bids from licensed and insured roofing contractors to replace (at minimum) specified sections of the school's roofing system. The primary goal is to install a high-performance, durable system that ensures long-term weatherproofing and integrates seamlessly with existing structures.



## 2. Scope of Work

All bids must provide a comprehensive plan that addresses the following:

- **Area Identification:** Clearly define the specific sections/square footage intended for replacement versus those remaining.
- **Material Specifications:** Detailed list of materials (e.g., TPO, EPDM, PVC, etc), including insulation thickness, membrane grade, and flashing types.
- **System Integration:** A specific plan for how the new roofing system will be adhered and how it will tie into any existing roof sections to ensure a continuous, leak-proof seal.
- **Leak Prevention:** A description of drainage improvements, cricket installations, or reinforced flashing at high-risk penetration and ponding points.
- **Debris Removal:** Responsibility for the removal and legal disposal of all old roofing materials and job site cleanup.
- **Code Compliance:** The project must comply with the International Building Code (IBC) and the International Energy Conservation Code (IECC) as adopted by the State of Utah and the City of North Logan.
- **Permitting:** The contractor is responsible for obtaining all necessary building permits and scheduling required inspections with the local building department.
- **Thermal Resistance (R-Value):** New insulation must meet or exceed the current state-mandated R-value for Climate Zone 5 (typically a minimum of R-30).
  - Bidders must specify the type of insulation (e.g., Polyisocyanurate) and the number of layers. Staggered joints are required for multiple layers to prevent thermal bridging and air leakage.
- **Tapered Insulation System:** Where applicable, a tapered insulation system must be used to ensure positive drainage and eliminate standing water (ponding), especially in areas where the existing deck does not provide sufficient slope.

## 3. Timeline & Execution

Due to the school calendar, the project schedule is non-negotiable:

- **Project Start:** June 1, 2026
- **Project Completion:** August 7, 2026
  - Any extension of time beyond this date must be approved of by both parties in advance or may lead to financial penalty.
- **Working Hours:** Please specify if your crew requires weekend or extended hour access to meet the deadline.

## 4. Bid Requirements

To be considered, your proposal must include:

<b>Requirement</b>	<b>Description</b>
<b>Comprehensive Plan</b>	Roof plan that addresses the scope of work.
<b>Project Cost</b>	Total lump sum inclusive of labor, materials, and permits (by line item preferred).
<b>Material Warranty</b>	Manufacturer's warranty (minimum 20 years preferred).
<b>Labor Warranty</b>	Contractor's workmanship guarantee (minimum 2 years required).
<b>Adhesion Method</b>	Detailed description of attachment (Fully adhered, mechanically attached, etc.).
<b>References</b>	At least three (3) references from similar commercial or educational projects.

## 5. Submission Guidelines

- **Submission Deadline:** [Insert Date, e.g., March 15, 2026]
- **Site Visit:** Contact the front office at 1-435-787-5820 to schedule a mandatory walk-through.
- **Proof of Insurance:** Bidders must provide proof of general liability and workers' compensation insurance.

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**Note to Bidders:** Thomas Edison Charter School North reserves the right to reject any or all bids and to waive any informality in the bidding process to serve the best interests of the school.

# Request for Proposals (RFP)

## Design-Build Project

Thomas Edison Charter School North

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### 1. Introduction

Thomas Edison Charter School North ("TECS North" or "the School") is soliciting sealed proposals from qualified and experienced Design-Build firms to provide comprehensive design and construction services for a facility improvement project at the Thomas Edison Charter School North campus. The intent of this RFP is to select a single Design-Build team that will be responsible for both the design and construction of the project.

The selected firm will work collaboratively with school administration to develop plans, concepts, and solutions that meet the School's operational, safety, and educational needs while adhering to the established project timeline.

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### 2. Project Overview

- **Project Type:** Design-Build
- **Owner:** Thomas Edison Charter School North
- **Project Location:** Thomas Edison Charter School North Campus
- **Project Objective:** To design and construct improvements as defined collaboratively with school administration, focusing on functionality, safety, durability, and compliance with all applicable codes and regulations.

Bidders are required to schedule a meeting with TECS North administration to discuss project goals, design concepts, and implementation ideas prior to submitting a proposal.

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### 3. Project Timeline

The anticipated project schedule is as follows:

- **Project Start:** June 1, 2026
- **Project Substantial Completion:** August 7, 2026

Proposers must demonstrate the ability to complete all design, permitting, procurement, and construction activities within this timeframe. Any proposed phasing, early packages, or schedule efficiencies should be clearly described.

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## 4. Mandatory Pre-Proposal Meeting

All bidders **must** schedule and attend a meeting with Thomas Edison Charter School North administration prior to proposal submission.

The purpose of this meeting is to:

- Review project goals and constraints
- Discuss preliminary ideas and design approaches
- Clarify site conditions and operational considerations
- Ask questions related to scope, schedule, and expectations

Failure to schedule and attend this meeting may result in disqualification.

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## 5. Scope of Services

The Design-Build firm will be responsible for providing all services necessary to deliver a complete and functional project, including but not limited to:

### 5.1 Design Services

- Conceptual and schematic design
- Design development and construction documents
- Coordination with school administration and stakeholders
- Code analysis and compliance (local, state, and federal)
- Integration of safety, security, and operational needs
- Preparation of permit-ready documents

### 5.2 Construction Services

- Construction management and supervision
- Procurement of materials and subcontractors
- Site safety and coordination with school operations
- Quality control and inspections
- Schedule management to meet the required completion date
- Final inspections, punch list completion, and closeout documentation

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## 6. Proposal Requirements

Proposals should be clear, concise, and organized in the following format:

### 6.1 Firm Information

- Legal name and address of the firm
- Primary contact person
- Description of Design-Build experience
- Years in business and relevant licenses

### 6.2 Project Team

- Identification of key personnel
- Roles and responsibilities
- Relevant experience of team members

### 6.3 Design Approach

- Understanding of the project and school environment
- Preliminary design concepts or ideas (conceptual level)
- Approach to collaboration with school administration

### 6.4 Project Schedule

- Proposed design and construction schedule
- Key milestones aligned with the June 1 – August 7, 2026 timeline

### 6.5 Cost Proposal

- Proposed pricing structure (lump sum or guaranteed maximum price preferred)
- Cost assumptions and exclusions
- Allowances, if applicable

### 6.6 Relevant Experience

- Examples of similar Design-Build projects
- References with contact information

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## 7. Evaluation Criteria

Proposals will be evaluated based on the following criteria:

- Demonstrated Design-Build experience
- Understanding of the project and school needs
- Quality and creativity of proposed design approach
- Ability to meet the project schedule
- Cost competitiveness and value
- Experience of proposed project team
- References and past performance

The School reserves the right to interview shortlisted firms.

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## **8. Submission Instructions**

- Proposals must be submitted in the format and by the deadline communicated by Thomas Edison Charter School North.
- Late submissions may not be considered.
- All costs incurred in the preparation of the proposal are the responsibility of the proposer.

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## **9. Conditions and Reservations**

Thomas Edison Charter School North reserves the right to:

- Reject any or all proposals
- Waive informalities or minor irregularities
- Request clarification or additional information
- Negotiate scope, schedule, and cost with the selected firm

This RFP does not commit the School to award a contract or pay any costs incurred in the preparation of a proposal.

# THOMAS EDISON CHARTER SCHOOL - ENTRY

CONCEPT

