Thomas Edison Charter Schools Governing Board Meeting
June 3, 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: Mikelshan Bartschi

1	5:30	Adoption of Agenda
2	5:31	Public Comment
3	5:32	Approval of Minutes
4	5:33	Board appointments: Lindsey Fowers - Officers, Subcommittee Assignments Board Members Agreement (Jeff- please see Nichole) GB Meeting Schedule for 26-27 school year Business Meeting Sign-up
5	5:40	Board Training - Brian Carpenter Podcast #3: Broken Promises- duties of loyalty, oversight, and obedience
6	5:48	Board Training Discussion: Charter, Bylaws, Policies and Procedures Manual Section 1000
7	5:53	TECS Philosophy: Jim Peterson
8	5:58	Financial Report: Jim Peterson - Approval of final FY26 budget Approval of initial FY27 budget
9	6:03	Strategic Outcomes Report: Angela Williams
10	6:08	Library Report: Noelle Harrild
11	6:13	Counseling Department report: SarahAnn Delaney
12	6:18	Mental Health Grant: SarahAnn Delaney - Reapply for 3 year grant for funding for a therapist to come to school to work with students
13	6:25	Teacher Student Success Act (TSSA) grant: Jamie Lewis
14	6:30	Keystone Academy Articulation Agreement: Melani Kirk
15	6:40	Principal Reports: Melani Kirk & Brad Larsen
16	6:50	Vendor Requests: Melani Kirk & Brad Larsen
17	7:00	Adjourn

Electronic Participation:
https://meet.google.com/qxb-vpjv-btx
Or dial: (US) +1 574-213-7511 PIN: 544 655 309#

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

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

Board Wiser™

NAVIGATING THE INTERSECTION OF GOVERNANCE AND MANAGEMENT SERIES

by Dr. Brian L. Carpenter

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

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

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

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

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

Duty of loyalty. Your board should have policies by which it requires all board members to abide by ethical conduct at all times when functioning as board members, and it should require every board member to annually disclose any conflicts or potential conflicts of interest in writing. The board should also have a policy requiring a member with a conflict to recuse himself from voting where such conflicts exist. All such recusals should be clearly recorded in the minutes. The board should be especially careful if board members and/or members of management are related to one another.

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

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

Board Self-Appraisal Questions/Recommendations

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

Case in Point

BROKEN PROMISE

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

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

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

- violated California's open meeting laws
- failed to prevent inappropriate relationships between a male teacher and his female students
- maintained faulty financial statements
- violated legal requirements pertaining to student suspensions
- violated its own rules about who should sit on its board
- violated state laws pertaining to conflicts of interest
- failed to report child abuse to CPS

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

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

Sources:
http://www.10news.com/news/28177169/detail.html

http://www.voiceofsandiego.org/education/schooled/article_4902f0e2-91ef-11e0-9201-001cc4c03286.html

http://www.voiceofsandiego.org/education/schooled/article_75d87e68-6137-11e0-b13c-001cc4c03286.html

http://www.voiceofsandiego.org/education/schooled/article_f0fada7e-2efa-11e0-8f44-001cc4c03286.html

http://bloximages.chicago2.vip.townnews.com/voiceofsandiego.org/content/tncms/assets/editorial/4/09/7a3/4097a35a-45c6-11e0-8806-001cc4c002e0-revisions/4d6fe1b5df0ce.pdf.pdf

http://www.sandi.net/site/Default.aspx?PageID=2395

About This Publication & The Author

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

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

APPENDIX F: *Supportive Research of the Spalding Method*

Supportive Research

Dr. Robert C. Aukerman, in his book, *Approaches To Beginning Reading*, describes Spalding as a total language arts program because it integrates teaching of listening, speaking, writing, spelling and reading. He devotes 10 pages to *The Spalding Method®*, citing national scores from many schools that obtained exemplary test results.

> The Spalding Method ... is ... a total language arts system, in that it ... is an approach to learning the phonetic base of the language through listening, seeing, speaking, writing, spelling, and reading. (p.536)
>
> The Spalding Method was observed in several Honolulu schools in 1967 and again - in 1982. In January, for example, in a first grade class the children were reading at an almost unbelievable level of comprehension, voice inflection, knowledge of word attack. (p. 545)
>
> Scores that are consistently far beyond the national norms and testimonials of gains made by illiterate adults, new arrivals from the rim of the Pacific, learning disabled children, and others who had not previously learned to read in regular classrooms using standard means should be proof enough of the effectiveness of *The Writing Road to Reading* (pp. 545-546). "(Average grade level score of the 14 first grades in his sample was 2.8; of the 16 second grades, 3.76; of the 12 third grades, 5.24)"

These exemplary results are consistent with the results of statewide testing in Arizona. Arizona test scores from 1986 through 1991 (when Arizona ceased testing all children in the spring of every year) show Spalding schools consistently scored higher than district, state and national norms. In 1997, Arizona resumed statewide testing and again, schools that adopted The Spalding Method as their language arts program topped district, state and national norms.

Dr. S. Farnham-Diggory, cognitive psychologist and former Director of the Reading Center, University of Delaware, implemented The Spalding Method in the University of Delaware Reading Center for kindergarten through college students because it was the only program, out of 100 she examined, that included all the necessary subskills of reading, important principles of instruction and skill learning, and an instructional sequence for developing skilled readers.

Farnham-Diggory, S. (1992), *Cognitive Processes in Education.* 2nd Ed. New York: Harper Collins Publishers, Inc.

> "We have reviewed some of the research that bears on decisions about the design of a beginning reading curriculum. I wish I could say that there are many published curriculums that embody the principles that have just been described. Sadly, there are not (Anderson, Osborn, & Tierney, 1984; Osborn, Wilson, & Anderson, 1985). I have found only one, which we have adapted for use in the

Reading Center at the University of Delaware. It has been very successful." (p. 295)

We did find one published program ... that was extremely helpful - in part because of its practical guidance and in part because of its theoretical insights, which were well ahead of their time. The program was developed ... by Romalda Spalding (Spalding & Spalding, 1986-revision). Spalding was a student of a famous neurologist named Samuel Orton who specialized in what are now called *learning disabilities,* especially in the study and remedial treatment of the severe reading disorder called *dyslexia* (Farnham-Diggory, 1992; Geschwind, 1982; Orton, 1925).... Spalding had discovered that her reading-disabled students, using Orton's methods, were learning to read better than her normal students were. So she adapted Orton's methods, adding some innovations of her own, for all students. (p. 297)

Spalding's program is a full language arts program, emphasizing reading comprehension, children's literature and poetry, handwriting, creative writing and spelling, as well as decoding. (p. 298)

"It is quite clear that The Spalding Method works extremely well with children who may not be native speakers of English and who often test well below Anglo levels, as documented in the NAEP reports, listed earlier.

We have also conducted evaluation studies of several types. When our program was first introduced, local schools routinely administered a standardized test called the *Comprehensive Test of Basic Skills (CTBS)* at the end of each year. Since only a few classrooms had begun to adopt our program, it was a simple matter to find a matching classroom that had not.... Except for the reading program, children from experimental and control classrooms received the same curriculum.

At the end of the school year, we compared a first, second, and third grade to their respective control classrooms on the CTBS total reading scale. The percentile ranks for our Intensive Literacy first, second, and third grade classrooms were 66th, 67th and 67th, respectively, while the percentile ranks for the control classrooms were 43rd, 54th and 47th, respectively. These differences were significant statistically and were also meaningful intuitively. The control classes were testing at or below average.... whereas the Intensive Literacy classes had moved well above average.

While quantitative data are useful, qualitative data are even more useful. Two of my colleagues, Elizabeth Petrick and Niell Wenger, conducted a series of interviews with randomly selected children from the experimental and control classrooms (Petrick & Wenger, 1988, 1989; Wenger & Petrick, 1989). They utilized ethnographic methods; in particular, those recommended by James Spradley (1979, 1980), which engage children in a series of cyclic interviews....

Courtney was a lively first grader, in perpetual motion ... Courtney had been working in the Intensive Literacy program for about three months, and her knowledge of the sequence of skills taught by the program was extensive.... Dana, a child from the control first grade, articulated the procedures used in that classroom, where the teacher emphasized, "getting the idea of words" from context and "sounding them out" otherwise.... It is important to note that at the time of these particular interviews, Dana was the more fluent reader. But a month or so later, Courtney shot ahead of her, becoming able to apply her extensive knowledge of rules and procedures and of the interconnections between reading, writing, and spelling. Qualitative research of this type should routinely accompany quantitative test results. Only in this way is it possible to trace the processes that are actually producing test scores" (pp. 307-308)

In *Schooling,* Cambridge, MA: Harvard University Press, 1990, Dr. Farnham-Diggory explains how Spalding-taught children learn to read almost without knowing it.

"Spalding's most remarkable contribution is her invention of a marking system that enables children to connect spelling rules to reading. The system consists of five simple conventions... Using those conventions, students learn to mark the words they have spelled, in an atmosphere of problem solving. First the words are separated into syllables, and then the syllables are marked...in notebooks, which eventually become personal glossaries filled with hundreds of marked words ... After spelling a word, the student reflects upon it and abstracts both its components and the rules they embody." (pp. 127-128)

The marking system is the bridge that connects spelling to reading. After a few hours of practice children find themselves spontaneously marking, mentally, words they see on street signs, buildings, and so on. They "see" these words in their marked form. They are developing, in effect, a coded sight vocabulary. They are not merely recognizing words by sight but are at the same time, recognizing what parts of them embody generalizable rules. This ability is a great improvement over the simple acquisition of a list of sight words, because it provides the student with guidelines for reading by analogy. All of the analytical work and rule acquisition is done within the context of spelling" (pp. 128-129)

In the Spalding system, reading is never taught as such. Children read the words they spell, of course. Daily, they read and reread lists and lists of words. Then on a very special day in the lives of the younger children, reading in real books begins. The children have in fact learned how to read, and they can now pick up (simple) books and read. Emphasis is always upon the classics, great books written for children by authors who loved words and who were not reluctant to present children with words they might not immediately know." (pp. 129-130)

One of the most important aspects of this program is its emphasis upon problem solving. I have seen a number of cases, interestingly, in which children's arithmetic skills improved following a few months of training in this literacy program. I believe this is because the children transferred the analytical, problem solving strategies they were learning in their reading classes to their arithmetic assignments. They were learning to pay close attention to details, and they were learning that rules and strategies could be invoked to deal with new problems. When they applied those same principles to arithmetic, improvement was sometimes dramatic." (pp. 130-131)

P.G. Aaron, R. Malatesha Joshi, *Reading Problems, Consultation and Remediation*, The Guilford Press, 1992

"The Writing Road to Reading Program was developed by Romalda Spalding and has been extensively tested, with good results... It is a structured method of teaching phonics and is available in the form of a single book which makes the implementation of the procedures relatively easy... It is also called the Unified Phonics Method because it incorporates hearing, speaking and writing as well as reading comprehension." (p. 130)

E. McEwan (1998) *The Principal's Guide to Raising Reading Achievement,* Corwin Press, Inc.

The Spalding Method ... has withstood the test of time as to effectiveness and has a broad body of research supporting its effectiveness ... The Gallego School in Tucson, Arizona has been a "Spalding School" for 15 years, a remarkable achievement in a day when innovations appear and vanish overnight. Organized as an alternative back-to-basics school with heavy parental input, the school's students do not come from affluent homes. Rather, 60% of the students receive free lunch and over 80% are Hispanic. The school has, however, consistently ranked at or above the national and state averages on a standardized test ... With all of its teachers trained at the Spalding Education Foundation in Phoenix ... the school enjoys a remarkable consistency of instruction and purpose ... (p. 63)

Susan Moore (1996), *Value Added: Literacy, Civics and Ethics in Schools,* Institute of Public Affairs, Victoria, Australia

With the help of Samuel Orton and other research scientists ... Romalda Spalding successfully incorporated aspects of both whole language and the phonics approach to literacy in a multisensory, holistic programme of instruction in the language arts...

After learning how to hold a pencil, sound letters out, and form letters in a writing notebook, Spalding-taught children construct sentences, build larger reading and writing vocabularies, and master fundamental features of sound reading comprehension. Within a very short time they are able to gather information, summarize main idea of a piece of writing, and name the distinguishing characteristics of different writing styles...Higher level thinking is a basic component of the approach. So is attention to the history of the language, including regional variation and changes in pronunciation, diction, and grammar...

> At present, no other method is as comprehensive, holistic, and successful. That is why some of the most dedicated speech pathologists, teachers, and primary principals in this country have learned how to implement it...(pp 19-22)

Dr. Susan Moore, Australian educator and researcher, conducted this study over a nine-month period at the Tangara School for Girls in Australia. Tangara has a diverse K-12 population of about 400 students, including a significant minority for whom English is a second language. The study, entitled *Spalding in Australia*, was made possible by a government grant.

The mean Wide Range Achievement Test (WRAT) reading scores were charted for each grade in March through September (the school term in Australia). Although all grades were at or above their expected grade rating in March, September results showed significant gains in all grades.

The mean number of months at which children were reading above their grade levels was also charted. March results showed that all children were already decoding above test norms. September results reveal that all grades improved significantly

Maureen Street, a Senior Teacher at Youngtown Primary School, Launceston, Tasmania, implemented *The Spalding Method* at her school with grade 3 and 4 at-risk children (including Attention Deficit Disorder and dyslexic students.) Their success led to a formal evaluation of *The Method*.

Spalding spelling classes were begun with Grades 1 and 2 for thirty minutes, four mornings a week. After eight months, progress was measured.

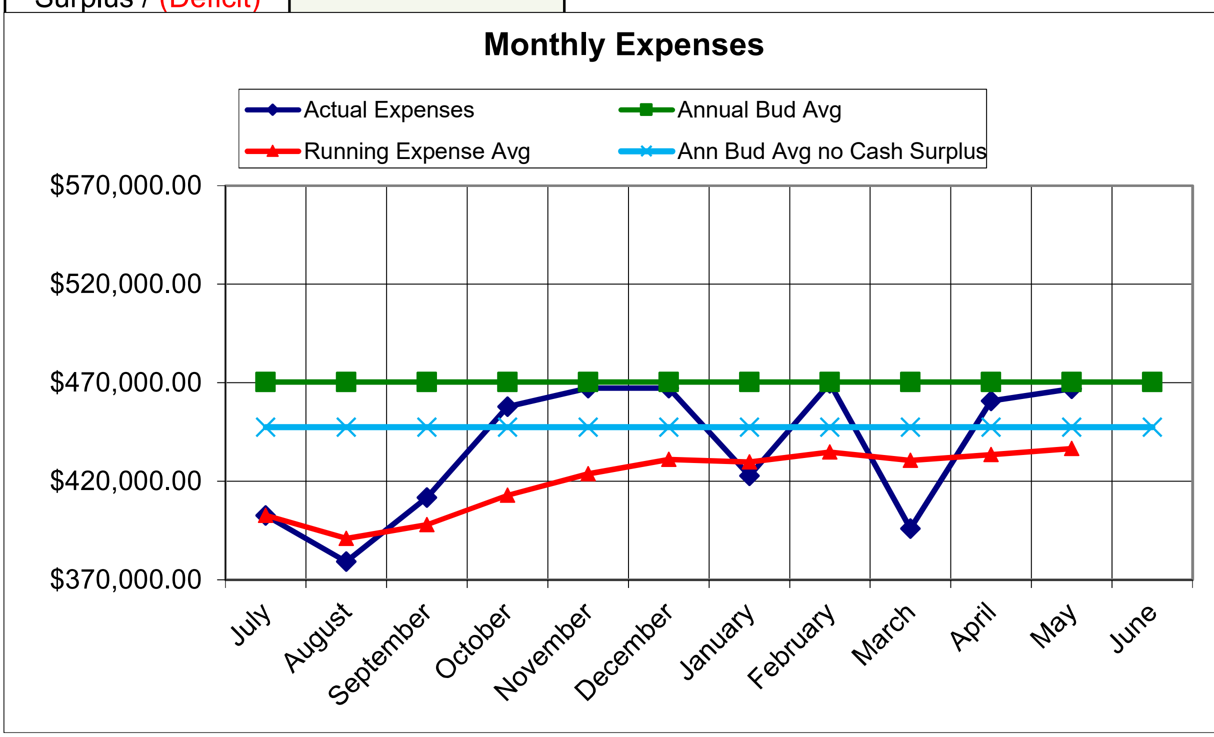
Assessments	**Grade 1 progress 8 teaching months**	**Grade 2 progress 8 teaching months**
Morrison-McCall Spelling Test	12 months	14 months
Waddington Diagnostic Spelling Test	14 months	10 months
South Australian Spelling Test	16 months	19 months

Among the outcomes: Spelling improved; all children made significant progress; the number of children in the "at-risk" category was reduced; boys made more significant progress than girls (of significance because of concerns about boys' literacy problem).

Thomas Edison Charter School (North)

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

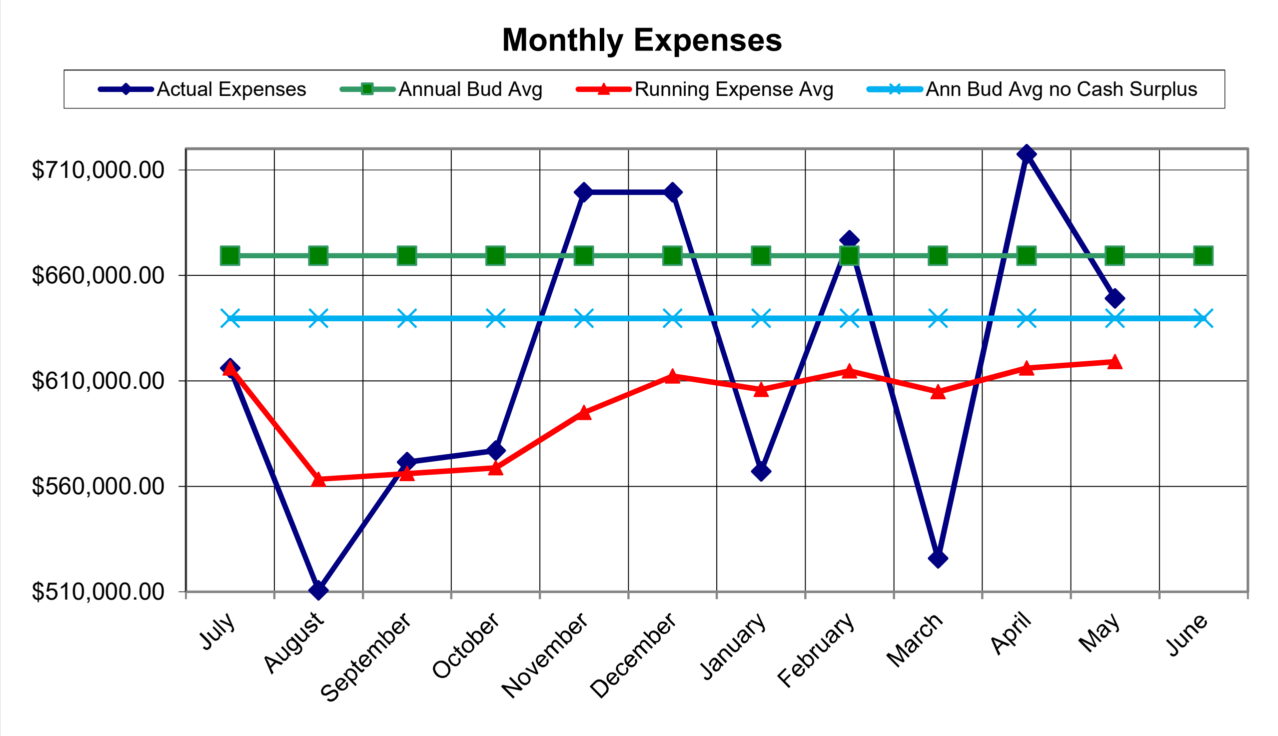
Month	Total Expenses	Comments
July	**$402,722.91**	
August	**$379,182.61**	
September	**$411,793.61**	Annual Audit $4,200
October	**$457,823.17**	
November	**$467,293.83**	
December	**$467,293.82**	Health insurance switch & catch up of months
January	**$422,713.48**	
February	**$469,734.21**	
March	**$395,990.68**	
April	**$460,784.18**	Textbooks 11k
May	**$466,934.48**	
June		
Running Total	**$4,802,266.98**	
Running Average	**$436,569.73**	
Annual Budget Monthly Avg	**$470,344.48**	
Ann Bud Mon Avg w/o Cash Surplus	**$447,406.72**	
Cummulative Surplus / (Deficit)	**$371,522.27**	



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	$699,381.00	
December	$699,380.99	Health Insurance switch -- & catch up of months
January	$567,077.78	
February	$676,617.26	
March	$525,820.58	
April	$717,468.67	Chromebooks $75,844, Textbooks $11k
May	$649,019.95	
June		
Running Total	**$6,809,951.69**	
Running Average	$619,086.52	
Annual Budget Monthly Avg	$669,310.13	
Ann Bud Mon Avg w/o Cash Surplus	$639,627.79	
Cummulative Surplus / (Deficit)	$552,459.75	



TECS North Budget: FY26 (July 1st, 2025 - June 30th, 2026)

EXPENSES - 540 Maximum Students:					
NORTH CAMPUS Budget Projection SALARIED STAFF PAYROLL	**FTE Number**	**Average Salary**	**Annual Total**	**Budget Class**	**As of: 6/3/2026**
Administration					
Principal:	1.00	$115,000.00	$115,000.00	r,q,i,c,k,sa	
Co-Principal	0.2	$100,000.00	$20,000.00	r,q,i,c,k,sa	
Assistant Principal:	1.00	$90,810.00	$90,810.00	ca,a,a2,c	
Instructional Specialist I:	0.4	$103,656.00	$41,462.40	k,sa	
Instructional Specialist II:	0.4	$97,498.00	$38,999.20	k,sa	
Faculty and staff ESA Administrator FTE total :	**1.2**				$306,271.60
Teacher (K):	2.0	$141,186.00	$141,186.00	k,sa	
Teachers (1-8):	16.9	$70,351.86	$1,188,946.4	k,sa	
Music Teachers:	1.50	$72,786.00	$109,179.00	k,sa	
PE Teacher:	1.0	$84,598.00	$84,598.00	k,sa	
Technology Instructor:	1.0	$80,215.00	$80,215.00	k,sa	
Full-time Custodian/Maintainence Specialist:	1.0	$56,841.55	$56,841.55	k,sa	
Head Librarian:	1.0	$81,433.00	$81,433.00	k,sa	
Art Teacher:	1.0	$75,441.00	$75,441.00	k,sa	
Special Ed - Resource + SLP:	5.00	$64,822.00	$324,110.00	e,es,fs,sa	
Sec./MTSS:	1.0	$36,370.50	$36,370.50	e,es,fs,sa	
Psychologist:	0.5	$100,504.00	$50,252.00	k	
Counselor:	0.6	$83,236.67	$49,942.00	k,sa	
Secretary:	1.0	$56,842.00	$56,842.00	a,c,k	
Receptionist:	2.0	$36,935.70	$73,871.40	k	
Board Recorder:	1.25hr/wk	$900.00	$900.00	l,lr	
Summer work (Facility work, etc.):			$9,430.00	k,lr	
ESA - Non Administrator FTE total:	**32.39**				$2,419,557.85
Administration, Faculty, & Staff Total:					**$2,725,829.45**
Bonus/Training Stipend Budget					
Perf Att + Pers Time Cashout + Tchr Bonuses & Aide Bonuses ($36k):			$58,000.00	q,eb,cb	($0 non leg)
Staff Training:			$4,300.00	p,q	
Total Bonuses & stipends:					$62,300.00
PART-TIME EMPLOYEES + SUBSTITUTES	**# Hrs/wk**	**Wage/(hr)**	**Tot Ann Wg**		
Net Substitute pay (offset somewhat by unused aide time):	190 - days	$110/day	$20,900.00	k	
Custodians:	102	$14.89	$72,924.00	k,lr	
Classroom Aides:	380	$15.57	$213,754.64	c	
Kindergarten Aides:	116	$16.66	$67,263.18	c	
Special Ed Aides:	438	$11.55	$181,058.50	e,es,sn,fs	
MTSS, Couns Sec, Lunch, WIDA, and Plygrd Aides:	87	$13.61	$34,045.80	wa	
Total (Part-time employees + substitutes):	1123				$589,946.12
Payroll Grand Total (Includes bonuses):					**$3,378,075.57**
Employee Benefits (Net Cost - see 'Benefits' tab):				s,wa,e,es	$1,226,972.71
GENERAL EXPENSES					
Facilities Payments: $11,546.5/mo: (NBH Bank DP Bond)				wa,lr	$0.00
USDA Direct Loan Reserve Fund:					$0.00
Utilities @ $5,400 per Month:				k,lr,l	$64,800.00
Services					
Building improvement, misc. bldg. repair, snow-rem/landscape, restriping, & maintenance services			$36,000.00	l	
Contracted services (Orchestra Tchr, Audit, nurse, legal, technology, etc.)			$80,000.00	l,k,lr,sn	
Inservice & other training expenses (includes trvl & materials)			$12,000.00	t,ra,q	
Summer Spalding I & II training + Parent Spalding Class Expenses			$2,000.00	t,p,ra	
Total Services:					$130,000.00
Supplies					
Textbooks & Lit sets			$38,000.00	k,g,ra	
Supplemental Instructional Materials			$10,000.00	t	
Music Supplies & Equipment			$2,600.00	k,lr	
Art Supplies			$2,000.00	k,lr	
Classroom Supplies			$18,000.00	m,d	
Library Supplies			$7,500.00	lb,ra,k	
PE supplies & Equipment			$2,000.00	k,lr	
CTE Supplies & Equipment			$5,337.20	tl	
Special Ed Supplies & Services			$10,000.00	e,fs,es	
Office supplies + Printing & Binding			$17,000.00	k,lr,u	
Nurse's office & first aid supplies			$1,000.00	sn	
Custodial / Cleaning supplies			$16,000.00	k,l	
Discretionary supplies			$2,500.00	lr,u	
Total Supplies:					$131,937.20
Equipment					
Furniture & Fixtures (Desks & chairs, bulletin boards, lunch tables, etc.)			$20,000.00	d,k	
Technology (Chromebooks, Teacher Computers)			$43,000.00	ot,k,lr	
Special Projects (New roof, HVAC, Lang Arts, etc.)			$230,000.00	ot,k,lr	
Total Equipment Expenses					$293,000.00
Other					
Marketing & Miscellaneous (Dues-fines & fees, bank fees, interest, etc.)			$5,000.00	k,lr	

TECS North Budget: FY26 (July 1st, 2025 - June 30th, 2026)

Adminstrator Training Program			$9,000.00	k,lr	
Copy Machine Service Agreements			$15,000.00	k,lr	
Counseling & Guidance Program Expenses (Secretary, etc.)			$10,210.01	ct	($0.0 from FY25)
Board/UAPCS expenses			$5,200.00	k,lr	
Student Activities + NHD			$19,000.00	k,lr	
Insurance (Umbrella policy + building)			$26,600.00	k,lr	
Total Other:					$90,010.01
Subtotal - General Expenses:					**$709,747.21**
Cash-Surplus / Contingency:				**4.88%**	**$275,253.03**
Purchased Professional & Technical Services					
Business and HR services (RAF):				a	$44,585.21
Consulting Services (PCS)				a	$9,500.00
					$54,085.21
EXPENSES GRAND TOTAL:					**$5,644,133.72**
REVENUE: Full capacity enrollment=	540	("Full capacity" means 60 in K - 8)			
Enrollment	**Oct 1 Count**	**Credited ADM**	Prior-yr_enroll=	**494**	
Number of half-day kindergarten students=	**8**	**6.493**	**454.00**	**Tot credited Stds (Oct 1)**	
Number of full-day kindergarten students=	**37**	**32.640**			
Number of 1st - 3rd grade students=	**141**	**285.280**	Prior yr K-3=	**172**	
Number of 4th - 6th grade students=	**165**				
Number of 7th & 8th grade students=	**103**	**110.286**			
Number of Regular Special Ed ADM =	**116.136**				
Number of Special Ed Self-Contained ADM=	**1.470**	**86.00**	**Number of K-8 students below capacity**		
Number of C&GP + CTE Add-On WPU's=	**3.326**	**86.00**	**Actual # of students below capacity**		
Number of Class Size Reduction WPU's=	**42.386**				
Professional Staff rate=	**0.074303**	Prior yr Not P, Mobile, & LE#=		**145.929**	
# WPU (K-12 October 1st enrollment + Hold Harmless)=	434.699		Prior yr low income #=	**117**	
"Regular Basic" WPU=	466.998		Prior yr reg WPU=	**476.45**	
Total of WPU programs=	631.786		Prior yr tot WPU=	**630.544**	
Special Ed & CTE WPU Value=	**$4,674**				
State Basic WPU (Current yr amount)=	**$4,674**				
"Regular Basic" WPU Programs					
State basic WPU:				**k**	$2,030,635.39
Professional Staff @ pro_staff_rate*WPU_eff*Basic_WPU:				**p**	$0.00
"Restricted Basic" WPU Programs					
Class Size Reduction **(Restricted)**:	42.386	WPU's		**c**	$198,110.88
Special Ed Add -on plus Ext Yr & State Prog Impact Aid (Restricted):	117.606	Students		**e**	$562,680.10
Special Ed - Self contained **(Restricted)**:	1.470	Students		**es**	$6,870.78
CCGP+ CTE-Add-on @ **(Restricted)**:	3.3263	WPU's		**ct**	$15,547.21
					$2,813,844.35
"Related to Basic" Non-WPU Programs		**Amt per WPU/Std**			
Flexible allocation:		$296.60			$176,482.77
Enhancement for At-Risk Students @ $ per WPU **(Restricted)**:		**42.240**		**r**	$78,077.62
Enhancement for Gifted and Talented @ $ per WPU **(Restricted):**		**$10.540**		**g**	$4,581.73
Local Replacement @ $ per Student:		**$3,628.000**		**lr**	$1,647,112.00
School-Based Ed Support Professionals Stipends @ Enrollment x FTE:		**69.576**			$31,587.50
Educator Salary Adjustments ($ per FTE) **(Restricted)**: **FTE=**	**31.440**	**$6,623.23**	**$3,104.00**	**sa**	$211,959.14
ESA - HB215 Amount:		**$6,437.80**			$202,404.59
Small Charter School Base Funding:		**118.83**			$57,282.36
Teacher & Student Success Act Program:		**$362.636**			$157,637.31
Early Literacy (Prior-yr WPU students):	**0.000**	**0.000**	**0.000**	**ra**	$0.00
School Nurses **(Restricted)**:		**1.312**		**sn**	$595.65
Library Books and Supplies ($ per prior yr ADM) **(Restricted)**:		**$1.000**	**$112.00**	**lb**	$588.45
Educator Professional Time:					$61,580.79
		Prior yr ADM=	**476.450**		**$2,629,889.91**
One Time Appropriations					
Teacher Supplies & Materials ($ per tchr FTE) **(Restricted)**: **Elig FTE=**	**18.00**	**$532.230**		**m**	$9,580.14
DTL Grant:				**u**	$18,746.36
					$28,326.50
Land Trust & Donations					
School LAND Trust Program **(Restricted to school plan)**:		**$184,498.000**		**t**	$75,137.69
Donations (Estimated):				**d**	$800.00
Total: School Land Trust Program + estimated donations:					**$75,937.69**
Federal Funds:					
Improving Teacher Quality - Title IIA:					$6,983.60
Federal Special Ed/Pre-School IDEA funds - Grand Totals **(Restricted)**:				**fs**	$89,151.68
Total: Federal Funds:					**$96,135.29**
REVENUE GRAND TOTAL:					**$5,644,133.72**
Surplus:					***$0.00***
Total Revenue per Student:	**$12,432.01**	**(Revenue-Grand-Total divided by the Enrollment)**			
Total Revenue per '*tota* l' WPU:	**$8,933.61**	**(Revenue-Grand-Total divided by the total WPU)**			
Total encumbered "unrestricted" funds from prev years:				**en**	**$2,394,863.79**

TECS South Budget: FY26 (July 1st, 2025 - June 30th, 2026)

EXPENSES - 906 Maximum Students:					
SOUTH CAMPUS Budget Projection	**FTE**	**Average**		**Budget**	**As of:**
SALARIED STAFF PAYROLL	**Number**	**Salary**	**Annual Total**	**Class**	**6/3/2026**
Administration					
Principal:	1.0	$136,500.00	$136,500.00	r,q,i,c,k,sa,a	
Assistant Principal:	1.0	$83,706.00	$83,706.00	ca,a,c,k	
Instructional Specialist I:	0.6	$103,656.00	$62,193.60	k,sa	
Instructional Specialist II:	0.6	$97,498.00	$58,498.80	k,sa	
Faculty and staff ESA Administrator FTE total	2.0				$340,898.40
Teacher (K):	3.0	$70,578.33	$211,735.00	k,sb,sa	
Teachers (1-9):	24.4	$73,374.76	$1,790,344.20	k,sb,c,sa	
Music Teachers:	1.50	$63,945.33	$95,918.00	k,sa	
PE/Health Teacher (0.8/0.2):	1.0	$73,170.00	$73,170.00	k,sa	
Computer/PE Teacher:	1.0	$60,000.00	$60,000.00	k,sa,lr	
CTE Teacher:	1.0	$68,396.00	$68,396.00	k,lr	
Special Ed - Resource + SLP:	5.43	$74,649.03	$404,971.00	e,es,fs,sa	
Psychologist:	0.5	$100,504.00	$50,252.00	k,sa	
Counselor/CCGP Teacher:	1.0	$77,364.00	$77,364.00	k,sa	
Art Teacher 1:	0.75	$42,516.00	$31,887.00	k,sa	
Art Teacher 2:	1.00	$60,000.00	$60,000.00	k,sa	
Librarian:	0.725	$43,500.00	$31,537.50	k,sa	
Receptionists:	2.88	$41,989.38	$120,297.00	k,sa	
Full-time Custodian:	1.00	$56,236.00	$56,236.00	k,sa	
Secretary & Board Recorder:	1.0	$49,500.00	$49,500.00	a,c,k	
Summer work - '15:			$4,300.00	k,lr	$3,185,907.70
ESA - Non Administrator FTE total:	40.50				
Administration, Faculty, & Staff Total:					**$3,526,806.10**
Bonus/Training Stipend Budget					
Perf Att + Pers Time Cashout + Tchr Bonuses + Aide Bonuses ($46k):			$76,500.00	eb,cb	
Staff Training Stipends:			$12,000.00	p,q	
Total Bonuses & stipends:					$88,500.00
PART-TIME EMPLOYEES + SUBSTITUTES	**# Hrs/wk**	**Wage/(hr)**	**Tot Ann Wg**		
Net Substitute pay (offset somewhat by unused aide time):	220 - days	$110/day	$24,200.00	k	
Lunch, Media, WIDA, Counselor Sec. & Maintenance Aides:	78	$16.42	$45,955.89	k,lr	
Library Aides:	24	$15.88	$13,716.00		
Custodians:	59	$13.17	$35,926.00	k,lr	
Classroom + MTSS Aides:	478.5	$16.43	$281,447.97	c	
Kindergarten Aide(s):	174	$16.41	$102,216.50	c	
Special Ed & Speech Aid, SpEd Secretary, & After School Aides:	528.0	$16.22	$306,671.75	e,es,sn,fs	
Total (Part-time employees + substitutes):	1341.5				$810,134.11
Payroll Grand Total (Includes bonuses):					**$4,425,440.21**
Employee Benefits (Net Cost - see 'Benefits formula' sheet):				s,c,e,k,es	$1,908,499.06
GENERAL EXPENSES					
Facility Costs: $33,813/mo: (NBH Bank DP Bond)				lr	$405,756.00
Utilities @ $6,500 per Month:				k,lr	$78,000.00
Services					
Building improvement, (e.g. new carpet, snow-removal/landscape, & maintenance services)			$100,000.00	wa,lr	
Contracted services (Orchestra Teacher, Audit, nurse, legal, technology, etc.)			$90,000.00	l,k,lr,sn	
Inservice/training expenses (includes trvl & materials)			$30,000.00	k,lr	
Summer Spalding I & II training + Parent Spalding Class Expenses			$20,000.00	t,lr,cp	
Total Services:					$240,000.00
Supplies					
Textbooks & Lit Sets			$19,000.00	cp,k	
Supplemental Instructional Materials			$45,000.00	k,lr	
Classroom + Science Supplies			$9,500.00	m,d	
Music supplies			$5,800.00	m,k	
Art Supplies			$3,000.00	m,k	
Library Books, Periodicals, & Supplies			$7,000.00	k,lb	
PE Supplies & equipment			$1,500.00	k,lr	
CTE Supplies & Equipment			$16,729.80	tl	**($11.1k from FY24**
Special Ed Supplies & Services			$8,000.00	e,es,fs	
Office & workroom supplies + Printing & Binding			$18,000.00	k,lr	
Nurse's office & first aid supplies			$1,000.00	sn	
Custodial / Cleaning Supplies			$28,500.00	k,lr	
Discretionary Items (food, etc.)			$5,000.00	k,lr	
Total Supplies:					$168,029.80
Equipment					
Furniture & Fixtures (desks, chairs, funiture, bulletin boards, etc.)			$20,000.00	k,lr	
Follet Order & Technology: Hardware (Funded by 'LANDTrust')			$0.00	t	
Technology & Software (Replacement Projection systems, computers, Elmo's, bulbs, etc.)			$60,000.00	t,ct,k	
Special Projects: Lang Arts Purch, Internal Construction, etc.			$200,000.00		
Total Equipment Expenses					$280,000.00
Other					
Miscellaneous (Dues, fines & fees, bank fees, interest, appraisal, etc.)			$9,000.00	k,lr	
Marketing/Advertizing			$4,000.00		
Copy Machine Service Agreements			$10,000.00	k,lr	
Counseling & Guidance Program Expenses - Supplies			$10,123.19	ct	**($12.19k - FY25)**
Board/UAPCS expenses			$8,500.00	k,lr	
Student Activities & Field-Trip Busing Costs + NHD			$25,500.00	d	

Administrator Training Program			$9,000.00		
Insurance (Umbrella policy + building)			$39,600.00	k,lr	
Total Other:					$115,723.19
Subtotal - General Expenses:					$1,287,508.99
Cash-Surplus / Contingency:				**4.43%**	**$356,188.09**
Purchased Professional & Technical Services					
Business services (RAF):				a	$44,585.21
Consulting Services (PCS)				a	$9,500.00
					$54,085.21
EXPENSES GRAND TOTAL:					**$8,031,721.57**
REVENUE: Full capacity enrollment=	**810**	"Full" means 90 in grades K - 8; 0 in grade 9			
Enrollment	**Oct 1 Count**	**Credited ADM**	Prior-yr enroll=	**719**	
Number of half-day kindergarten students=	**20**	**8.250**	**694.00**	**Total credited Stds (Oct 1)**	
Number of full-day kindergarten students=	**48**	**62.695**			
Number of 1st - 3rd grade students=	**232**	**413.405**	Prior yr K-3=	**269**	
Number of 4th - 6th grade students=	**232**				
Number of 7th & 8th grade students=	**162**	**147.087**			
Number of 9th grade students=	**0**	**0.000**			
Number of Regular Special Ed ADM =	**121.942**				
Number of Special Ed Self-Contained ADM=	**1.240**	**116.0**	**Number of K-9 students below capacity**		
Number of C&GP + CTE Add-On WPU's=	**5.232**	**116**	**Actual # of students below capacity**		
Number of Class Size Reduction WPU's=	**64.792**				
Professional Staff rate=	**0.074303**	Prior yr Not P, Mobile, & LE#=		**223.071**	
# WPU (based on October 1st enrollment + Hold Harmless)=	631.437		Prior yr low income #=	**176**	
"Regular Basic" WPU=	678.354		Prior-yr reg WPU=	**692.5722**	
Total of WPU programs=	872.800		Prior-yr tot WPU=	**792.282**	
Special Ed & CTE WPU Value=	**$4,674**				
State Basic WPU (Current yr amount)=	**$4,674**				
"Regular Basic" WPU Programs					
State basic WPU (minus online class deduction):				**k**	$2,950,186.20
Professional Staff (pro_staf_rate*WPU_eff*State_Basic_WPU):				**p**	$0.00
"Restricted Basic" WPU Programs					
Class Size Reduction **(Restricted)**:		64.792	WPU's	**c**	$302,839.09
Special Ed Add -on plus Ext Yr & State Prog Impact Aid **(Restricted)**:		123.182	Students	**e**	$589,362.02
Special Ed - Self contained **(Restricted)**:		1.240	Students	**es**	$5,795.76
Couns. & Guidance Prog + CTE-Add-on @ (Restricted): **($7,001.84 +$5,810 from FY22)**		5.2317	WPU's	**ct**	$36,642.89
					$3,884,825.96
"Related to Basic" Non-WPU Programs		**Amt per WPU/Std**			
Flexible allocation		**296.6**			$269,777.62
Enhancement for At-Risk Students @ $ per WPU **(Restricted):**		**$42.240**		**r**	$119,352.14
Enhancement for Gifted and Talented @ $ per WPU **(Restricted):**		**$10.540**		**g**	$6,655.34
Local Replacement @ $ per Student:		**$3,628.000**		**lr**	$2,517,832.00
School-Based Ed Support Professionals Stipends @ Enrollment x FTE:		**69.576**		**lr**	$48,285.74
Educator Salary Adjustments ($ per FTE) (Restricted): FTE=	39.95	**$6,623.23**	**$3,104.00**	**sa**	$270,806.03
ESA - HB215 Amount:		**$6,437.80**			$257,190.31
Small Charter School Base Funding:		**118.83**			$79,134.48
School Nurses **(Restricted)**:		**$1.312**		**sn**	$910.53
Teacher & Student Success Act Program:		**$362.636**			$228,981.29
Early Literacy (Prior-yr WPU stdts):	**$0.000**	**$0.000**	**$0.000**	**ra**	$0.00
Library Books and Supplies (@ $ per prior yr ADM) (Restricted):		**$1.000**	**$112.000**	**lb**	$804.57
Educator Professional Time:					$89,451.21
		Prior yr ADM=	**692.572**		**$3,889,181.27**
One Time Appropriations					
Teacher Supplies & Materials ($ per tchr FTE) **(Restricted)**:**Elig FTE=**	**30.4**	**$532.230**		**m**	$16,179.79
DTL Grant:				**u**	$27,230.64
					$43,410.43
Land Trust & Donations					
School LAND Trust Program **(Restricted to school plan)**:		**$184,498.000**		**t**	$109,360.31
Donations (Estimated):				**d**	$1,400.00
Total: School Land Trust Program + estimated donations:					**$110,760.31**
Federal Funds:					
Improving Teacher Quality - Title IIA:					$10,164.40
Federal Special Ed/Pre-School IDEA funds - Grand Totals **(Restricted)**:				**fs**	$93,379.20
Total: Federal Funds:					**$103,543.59**
Revenue Grand Total:					**$8,031,721.57**
Surplus/(Deficit) :					***$0.00***
Total Revenue per Student:	**$11,573.09**	**(Revenue-Grand-Total divided by the Enrollment)**			
Total Revenue per '*total*' WPU:	**$9,202.24**	**(Revenue-Grand-Total divided by the total WPU)**			
Encumbered "unrestricted" funds from previous years:				**en**	**$2,311,563.03**

TECS North Budget: FY27 (July 1st, 2026 - June 30th, 2027)

EXPENSES - 540 Maximum Students: NORTH CAMPUS Budget Projection SALARIED STAFF PAYROLL	FTE Number	Average Salary	Annual Total	Budget Class	As of: 6/3/2026
Administration					
Principal:	1.00	$119,140.00	$119,140.00	r,q,i,c,k,sa	
Co-Principal	0.2	$100,000.00	$20,000.00	r,q,i,c,k,sa	
Assistant Principal:	1.00	$94,079.16	$94,079.16	ca,a,a2,c	
Instructional Specialist I:	0.4	$107,387.62	$42,955.05	k,sa	
Instructional Specialist II:	0.4	$101,007.93	$40,403.17	k,sa	
Faculty and staff ESA Administrator FTE total :	**1.2**				$316,577.38
Teacher (K):	2.0	$146,613.87	$146,613.87	k,sa	
Teachers (1-8):	16.2	$72,725.10	$1,178,146.5	k,sa	
Music Teachers:	1.50	$75,451.71	$113,177.56	k,sa	
PE Teacher:	1.0	$87,314.96	$87,314.96	k,sa	
Technology Instructor:	1.0	$83,399.39	$83,399.39	k,sa	
Full-time Custodian/Maintainence Specialist:	1.0	$56,841.55	$56,841.55	k,sa	
Head Librarian:	1.0	$84,879.22	$84,879.22	k,sa	
Art Teacher:	1.0	$79,450.25	$79,450.25	k,sa	
Special Ed - Resource + SLP:	5.00	$69,085.49	$345,427.46	e,es,fs,sa	
Sec./MTSS:	1.0	$41,301.40	$41,301.40	e,es,fs,sa	
Psychologist:	0.5	$104,092.00	$52,046.00	k	
Counselor:	0.6	$51,728.49	$31,037.09	k,sa	
Secretary:	1.0	$43,000.00	$43,000.00	a,c,k	
Receptionist:	3.0	$32,623.50	$97,870.50	k	
Board Recorder:	1.25hr/wk	$30,000.00	$900.00	l,lr	
Summer work (Facility work, etc.):			$9,430.00	k,lr	
ESA - Non Administrator FTE total:	**31.69**				$2,450,835.79
Administration, Faculty, & Staff Total:					**$2,767,413.17**
Bonus/Training Stipend Budget					
Perf Att + Pers Time Cashout + Tchr Bonuses & Aide Bonuses ($36k):			$58,000.00	q,eb,cb	($0 non leg)
Staff Training:			$4,300.00	p,q	
Total Bonuses & stipends:					$62,300.00
PART-TIME EMPLOYEES + SUBSTITUTES	**# Hrs/wk**	**Wage/(hr)**	**Tot Ann Wg**		
Net Substitute pay (offset somewhat by unused aide time):	190 - days	$110/day	$20,900.00	k	
Custodians:	87	$15.25	$63,684.00	k,lr	
Classroom Aides:	401	$16.98	$245,711.51	c	
Kindergarten Aides:	116	$16.79	$67,767.78	c	
Special Ed Aides:	345	$16.12	$199,048.00	e,es,sn,fs	
MTSS, Couns Sec, Lunch, WIDA, and Plygrd Aides:	118	$16.25	$55,794.30	wa	
Total (Part-time employees + substitutes):	1067				$652,905.59
Payroll Grand Total (Includes bonuses):					**$3,482,618.76**
Employee Benefits (Net Cost - see 'Benefits' tab):				s,wa,e,es	$1,285,622.48
GENERAL EXPENSES					
Facilities Payments: $11,546.5/mo: (NBH Bank DP Bond)				wa,lr	$0.00
USDA Direct Loan Reserve Fund:					$0.00
Utilities @ $5,400 per Month:				k,lr,l	$64,800.00
Services					
Building improvement, misc. bldg. repair, snow-rem/landscape, restriping, & maintenance services			$36,000.00	l	
Contracted services (Orchestra Tchr, Audit, nurse, legal, technology, etc.)			$80,000.00	l,k,lr,sn	
Inservice & other training expenses (includes trvl & materials)			$12,000.00	t,ra,q	
Summer Spalding I & II training + Parent Spalding Class Expenses			$2,000.00	t,p,ra	
Total Services:					$130,000.00
Supplies					
Textbooks & Lit sets			$38,000.00	k,g,ra	
Supplemental Instructional Materials			$10,000.00	t	
Music Supplies & Equipment			$2,600.00	k,lr	
Art Supplies			$2,000.00	k,lr	
Classroom Supplies			$18,000.00	m,d	
Library Supplies			$7,500.00	lb,ra,k	
PE supplies & Equipment			$2,000.00	k,lr	
CTE Supplies & Equipment			$5,337.20	tl	
Special Ed Supplies & Services			$10,000.00	e,fs,es	
Office supplies + Printing & Binding			$17,000.00	k,lr,u	
Nurse's office & first aid supplies			$1,000.00	sn	
Custodial / Cleaning supplies			$16,000.00	k,l	
Discretionary supplies			$2,500.00	lr,u	
Total Supplies:					$131,937.20
Equipment					
Furniture & Fixtures (Desks & chairs, bulletin boards, lunch tables, etc.)			$20,000.00	d,k	
Technology (Chromebooks, Teacher Computers)			$43,000.00	ot,k,lr	
Special Projects (New roof, HVAC, Lang Arts, etc.)			$230,000.00	ot,k,lr	
Total Equipment Expenses					$293,000.00
Other					
Marketing & Miscellaneous (Dues-fines & fees, bank fees, interest, etc.)			$5,000.00	k,lr	

TECS North Budget: FY27 (July 1st, 2026 - June 30th, 2027)

Adminstrator Training Program			$9,000.00	k,lr	
Copy Machine Service Agreements			$15,000.00	k,lr	
Counseling & Guidance Program Expenses (Secretary, etc.)			$10,861.96	ct	($0.0 from FY25)
Board/UAPCS expenses			$5,200.00	k,lr	
Student Activities + NHD			$19,000.00	k,lr	
Insurance (Umbrella policy + building)			$26,600.00	k,lr	
Total Other:					$90,661.96
Subtotal - General Expenses:					**$710,399.16**
Cash-Surplus / Contingency:				**5.25%**	**$306,787.61**
Purchased Professional & Technical Services					
Business and HR services (RAF):				a	$44,585.21
Consulting Services (PCS)				a	$9,500.00
					$54,085.21
EXPENSES GRAND TOTAL:					**$5,839,513.23**
REVENUE: Full capacity enrollment=	**540**	("Full capacity" means 60 in K - 8)			
Enrollment	**Oct 1 Count**	**Credited ADM**	Prior-yr_enroll=	**454**	
Number of half-day kindergarten students=	**8**	**6.493**	**454.00**	**Tot credited Stds (Oct 1)**	
Number of full-day kindergarten students=	**37**	**32.640**			
Number of 1st - 3rd grade students=	**141**	**285.280**	Prior yr K-3=	**149**	
Number of 4th - 6th grade students=	**165**				
Number of 7th & 8th grade students=	**103**	**110.286**			
Number of Regular Special Ed ADM =	**116.136**				
Number of Special Ed Self-Contained ADM=	**1.470**		**86.00**	**Number of K-8 students below capacity**	
Number of C&GP + CTE Add-On WPU's=	**3.326**		**86.00**	**Actual # of students below capacity**	
Number of Class Size Reduction WPU's=	**41.257**				
Professional Staff rate=	**0.074303**		Prior yr Not P, Mobile, & LE#=	**145.929**	
# WPU (K-12 October 1st enrollment + Hold Harmless)=	434.699		Prior yr low income #=	**117**	
"Regular Basic" WPU=	466.998		Prior yr reg WPU=	**476.45**	
Total of WPU programs=	630.657		Prior yr tot WPU=	**630.544**	
Special Ed & CTE WPU Value=	**$4,870**				
State Basic WPU (Current yr amount)=	**$4,870**				
"Regular Basic" WPU Programs					
State basic WPU:				**k**	$2,115,836.40
Professional Staff @ pro staff rate*WPU eff*Basic WPU:				**p**	$0.00
"Restricted Basic" WPU Programs					
Class Size Reduction **(Restricted)**:	41.257	WPU's		**c**	$200,921.84
Special Ed Add -on plus Ext Yr & State Prog Impact Aid (Restricted):	117.606	Students		**e**	$585,730.80
Special Ed - Self contained **(Restricted)**:	1.470	Students		**es**	$7,158.90
CCGP+ CTE-Add-on @ **(Restricted)**:	3.3263	WPU's		**ct**	$16,199.16
					$2,925,847.10
"Related to Basic" Non-WPU Programs		**Amt per WPU/Std**			
Flexible allocation:		$309.44			$180,788.75
Enhancement for At-Risk Students @ $ per WPU **(Restricted)**:		**49.520**		**r**	$95,372.59
Enhancement for Gifted and Talented @ $ per WPU **(Restricted):**		**$10.540**		**g**	$4,581.73
Local Replacement @ $ per Student:		**$3,793.000**		**lr**	$1,722,022.00
School-Based Ed Support Professionals Stipends @ Enrollment x FTE:		**69.576**			$31,587.50
Educator Salary Adjustments ($ per FTE) **(Restricted)**: **FTE=**	**30.740**	**$6,623.23**	**$3,104.00**	**sa**	$207,322.88
ESA - HB215 Amount:		**$6,465.00**			$198,734.10
Small Charter School Base Funding:		**118.83**			$58,234.15
Teacher & Student Success Act Program:		**$366.025**			$159,110.72
Early Literacy (Prior-yr WPU students):	**0.000**	**0.000**	**0.000**	**ra**	$0.00
School Nurses **(Restricted)**:		**1.312**		**sn**	$595.65
Library Books and Supplies ($ per prior yr ADM) **(Restricted)**:		**$1.000**	**$112.00**	**lb**	$588.45
Educator Professional Time:					$62,920.18
		Prior yr ADM=	**476.450**		**$2,721,858.70**
One Time Appropriations					
Teacher Supplies & Materials ($ per tchr FTE) **(Restricted)**: **Elig FTE=**	**17.70**	**$532.230**		**m**	$9,420.47
DTL Grant:				**u**	$0.00
					$9,420.47
Land Trust & Donations					
School LAND Trust Program **(Restricted to school plan)**:		**$216,587.000**		**t**	$85,653.74
Donations (Estimated):				**d**	$800.00
Total: School Land Trust Program + estimated donations:					**$86,453.74**
Federal Funds:					
Improving Teacher Quality - Title IIA:					$6,781.53
Federal Special Ed/Pre-School IDEA funds - Grand Totals **(Restricted)**:				**fs**	$89,151.68
Total: Federal Funds:					**$95,933.21**
REVENUE GRAND TOTAL:					**$5,839,513.23**
Surplus:					***$0.00***
Total Revenue per Student:	**$12,862.36**	**(Revenue-Grand-Total divided by the Enrollment)**			
Total Revenue per '*tota l*' WPU:	**$9,259.41**	**(Revenue-Grand-Total divided by the total WPU)**			
Total encumbered "unrestricted" funds from prev years:				**en**	**$2,394,863.79**

EXPENSES - 906 Maximum Students:					
SOUTH CAMPUS Budget Projection **SALARIED STAFF PAYROLL**	**FTE Number**	**Average Salary**	**Annual Total**	**Budget Class**	**As of: 6/3/2026**
Administration					
Principal:	1.0	$141,414.00	$141,414.00	r,q,i,c,k,sa,a	
Assistant Principal:	1.0	$86,719.42	$86,719.42	ca,a,c,k	
Instructional Specialist I:	0.6	$107,387.62	$64,432.57	k,sa	
Instructional Specialist II:	0.6	$101,007.93	$60,604.76	k,sa	
Faculty and staff ESA Administrator FTE total	2.0				$353,170.74
Teacher (K):	2.5	$76,677.14	$191,692.86	k,sb,sa	
Teachers (1-9):	24.6	$76,249.07	$1,875,727.14	k,sb,c,sa	
Music Teachers:	1.50	$70,572.00	$105,858.00	k,sa	
PE/Health Teacher (0.8/0.2):	1.0	$75,658.00	$75,658.00	k,sa	
Computer/PE Teacher:	1.0	$61,704.00	$61,704.00	k,sa,lr	
CTE Teacher:	1.0	$70,789.00	$70,789.00	k,lr	
Counselor/CCGP Teacher:	1.0	$79,415.00	$79,415.00	k,lr	
Special Ed - Resource + SLP:	5.63	$78,466.49	$441,374.00	e,es,fs,sa	
Psychologist:	0.5	$100,504.00	$50,252.00	k,sa	
Art Teacher 1:	0.75	$50,420.00	$37,815.00	k,sa	
Art Teacher 2:	1.00	$62,225.00	$62,225.00	k,sa	
Librarian:	0.725	$45,113.00	$32,706.93	k,sa	
Receptionists:	2.88	$44,936.86	$128,725.00	k,sa	
Full-time Custodian:	1.00	$58,628.00	$58,628.00	k,sa	
Secretary & Board Recorder:	1.0	$53,086.00	$53,086.00	a,c,k	
Summer work - '15:			$4,900.00	k,lr	$3,330,555.93
ESA - Non Administrator FTE total:	42.40				
Administration, Faculty, & Staff Total:					**$3,683,726.67**
Bonus/Training Stipend Budget					
Perf Att + Pers Time Cashout + Tchr Bonuses + Aide Bonuses ($46k):			$76,500.00	eb,cb	
Staff Training Stipends:			$12,000.00	p,q	
Total Bonuses & stipends:					$88,500.00
PART-TIME EMPLOYEES + SUBSTITUTES	**# Hrs/wk**	**Wage/(hr)**	**Tot Ann Wg**		
Net Substitute pay (offset somewhat by unused aide time):	220 - days	$110/day	$24,200.00	k	
Lunch, Media, WIDA, Counselor Sec. & Maintenance Aides:	78	$17.17	$47,242.89	k,lr	
Library Aides:	11	$16.63	$6,583.50		
Custodians:	59	$13.92	$37,565.00	k,lr	
Classroom + MTSS Aides:	488	$16.72	$292,043.87	c	
Kindergarten Aide(s):	116	$17.17	$71,294.75	c	
Special Ed & Speech Aid, SpEd Secretary, & After School Aides:	487.0	$16.65	$290,278.93	e,es,sn,fs	
Total (Part-time employees + substitutes):	1239				$769,208.95
Payroll Grand Total (Includes bonuses):					**$4,541,435.62**
Employee Benefits (Net Cost - see 'Benefits formula' sheet):				s,c,e,k,es	$2,018,057.98
GENERAL EXPENSES					
Facility Costs: $33,813/mo: (NBH Bank DP Bond)				lr	$405,756.00
Utilities @ $6,500 per Month:				k,lr	$78,000.00
Services					
Building improvement, (e.g. new carpet, snow-removal/landscape, & maintenance services)			$90,000.00	wa,lr	
Contracted services (Orchestra Teacher, Audit, nurse, legal, technology, etc.)			$90,000.00	l,k,lr,sn	
Inservice/training expenses (includes trvl & materials)			$30,000.00	k,lr	
Summer Spalding I & II training + Parent Spalding Class Expenses			$20,000.00	t,lr,cp	
Total Services:					$230,000.00
Supplies					
Textbooks & Lit Sets			$19,000.00	cp,k	
Supplemental Instructional Materials			$20,000.00	k,lr	
Classroom + Science Supplies			$15,000.00	m,d	
Music supplies			$6,000.00	m,k	
Art Supplies			$4,000.00	m,k	
Library Books, Periodicals, & Supplies			$7,000.00	k,lb	
PE Supplies & equipment			$2,000.00	k,lr	
CTE Supplies & Equipment			$16,075.00	tl	**($16.1k from FY26)**
Special Ed Supplies & Services			$10,000.00	e,es,fs	
Office & workroom supplies + Printing & Binding			$20,000.00	k,lr	
Nurse's office & first aid supplies			$1,000.00	sn	
Custodial / Cleaning Supplies			$28,500.00	k,lr	
Discretionary Items (food, etc.)			$8,500.00	k,lr	
Total Supplies:					$157,075.00
Equipment					
Furniture & Fixtures (desks, chairs, funiture, bulletin boards, etc.)			$20,000.00	k,lr	
Follet Order & Technology: Hardware (Funded by 'LANDTrust')			$0.00	t	
Technology & Software (Replacement Projection systems, computers, Elmo's, bulbs, etc.)			$60,000.00	t,ct,k	
Special Projects: Lang Arts Purch, Internal Construction, etc.			$160,000.00		
Total Equipment Expenses					$240,000.00
Other					
Miscellaneous (Dues, fines & fees, bank fees, interest, appraisal, etc.)			$9,000.00	k,lr	
Marketing/Advertizing			$35,000.00		
Copy Machine Service Agreements			$20,000.00	k,lr	
Counseling & Guidance Program Expenses - Supplies			$10,123.19	ct	**($10.12k - FY25)**
Board/UAPCS expenses			$8,500.00	k,lr	
Student Activities & Field-Trip Busing Costs + NHD			$25,500.00	d	

Administrator Training Program			$0.00		
Insurance (Umbrella policy + building)			$39,600.00	k,lr	
Total Other:					$147,723.19
Subtotal - General Expenses:					$1,258,554.19
Cash-Surplus / Contingency:				**4.39%**	**$361,414.94**
Purchased Professional & Technical Services					
Business services (RAF):				a	$44,585.21
Consulting Services (PCS)				a	$9,500.00
					$54,085.21
EXPENSES GRAND TOTAL:					**$8,233,547.94**
REVENUE: Full capacity enrollment=	**810**	"Full" means 90 in grades K - 8; 0 in grade 9			
Enrollment	**Oct 1 Count**	**Credited ADM**	Prior-yr enroll=	**694**	
Number of half-day kindergarten students=	**20**	**8.250**	**694.00**	**Total credited Stds (Oct 1)**	
Number of full-day kindergarten students=	**48**	**40.000**			
Number of 1st - 3rd grade students=	**232**	**413.405**	Prior yr K-3=	**252**	
Number of 4th - 6th grade students=	**232**				
Number of 7th & 8th grade students=	**162**	**147.087**			
Number of 9th grade students=	**0**	**0.000**			
Number of Regular Special Ed ADM =	**121.942**				
Number of Special Ed Self-Contained ADM=	**1.240**	**116.0**	**Number of K-9 students below capacity**		
Number of C&GP + CTE Add-On WPU's=	**5.232**	**116**	**Actual # of students below capacity**		
Number of Class Size Reduction WPU's=	**63.067**				
Professional Staff rate=	**0.074303**		Prior yr Not P, Mobile, & LE#=	**223.071**	
# WPU (based on October 1st enrollment + Hold Harmless)=	608.742		Prior yr low income #=	**176**	
"Regular Basic" WPU=	653.973		Prior-yr reg WPU=	**667.3556**	
Total of WPU programs=	846.694		Prior-yr tot WPU=	**792.282**	
Special Ed & CTE WPU Value=	**$4,870**				
State Basic WPU (Current yr amount)=	**$4,870**				
"Regular Basic" WPU Programs					
State basic WPU (minus online class deduction):				**k**	$2,963,423.11
Professional Staff (pro_staf_rate*WPU_eff*State_Basic_WPU):				**p**	$0.00
"Restricted Basic" WPU Programs					
Class Size Reduction **(Restricted)**:		63.067	WPU's	**c**	$307,136.04
Special Ed Add -on plus Ext Yr & State Prog Impact Aid **(Restricted)**:		123.182	Students	**e**	$613,505.76
Special Ed - Self contained **(Restricted)**:		1.240	Students	**es**	$6,038.80
Couns. & Guidance Prog + CTE-Add-on @ (Restricted): **($7,001.84 +$5,810 from FY22)**		5.2317	WPU's	**ct**	$37,668.30
					$3,927,772.00
"Related to Basic" Non-WPU Programs		**Amt per WPU/Std**			
Flexible allocation		**309.438**			$276,359.89
Enhancement for At-Risk Students @ $ per WPU **(Restricted):**		**$49.520**		**r**	$145,789.81
Enhancement for Gifted and Talented @ $ per WPU **(Restricted):**		**$10.540**		**g**	$6,416.14
Local Replacement @ $ per Student:		**$3,793.000**		**lr**	$2,632,342.00
School-Based Ed Support Professionals Stipends @ Enrollment x FTE:		**69.576**		**lr**	$48,285.74
Educator Salary Adjustments ($ per FTE) (Restricted): FTE=	41.85	**$6,623.23**	**$3,104.00**	**sa**	$283,390.17
ESA - HB215 Amount:		**$6,465.00**			$270,560.25
Small Charter School Base Funding:		**118.83**			$78,182.69
School Nurses **(Restricted)**:		**$1.312**		**sn**	$910.53
Teacher & Student Success Act Program:		**$366.025**			$222,814.61
Early Literacy (Prior-yr WPU stdts):	**$0.000**	**$0.000**	**$0.000**	**ra**	$0.00
Library Books and Supplies (@ $ per prior yr ADM) (Restricted):		**$1.000**	**$112.000**	**lb**	$779.36
Educator Professional Time:					$88,111.82
		Prior yr ADM=	**667.356**		**$4,053,943.00**
One Time Appropriations					
Teacher Supplies & Materials ($ per tchr FTE) **(Restricted)**:**Elig FTE=**	**29.6**	**$532.230**		**m**	$15,754.01
DTL Grant:				**u**	$0.00
					$15,754.01
Land Trust & Donations					
School LAND Trust Program **(Restricted to school plan)**:		**$216,587.000**		**t**	$130,933.26
Donations (Estimated):				**d**	$1,400.00
Total: School Land Trust Program + estimated donations:					**$132,333.26**
Federal Funds:					
Improving Teacher Quality - Title IIA:					$10,366.47
Federal Special Ed/Pre-School IDEA funds - Grand Totals **(Restricted)**:				**fs**	$93,379.20
Total: Federal Funds:					**$103,745.67**
Revenue Grand Total:					**$8,233,547.94**
Surplus/(Deficit):					***$0.00***
Total Revenue per Student:	**$11,863.90**	**(Revenue-Grand-Total divided by the Enrollment)**			
Total Revenue per '*total*' WPU:	**$9,724.35**	**(Revenue-Grand-Total divided by the total WPU)**			
Encumbered "unrestricted" funds from previous years:				**en**	**$2,311,563.03**

Thomas Edison Charter Schools

Strategic Goals Report
2025-2026

School Year	Date
2025-2026	3-Jun-26

Rating Scale
Met = Meets Expectations **Not Yet** = Working Towards

	Strategic Outcomes	Met	Not Yet	Comments
1	Our goals for Early Learning were to: 1 - Increase the percentage of students who are proficient in Math (with the subscore category of Number Identification Fluency)in Kindergarten by 4% - 6% or more from BOY to EOY. 2 - Increase our percentage of students who are proficient on their Composite Math scores in first grade by 1 - 3% from BOY to EOY.	X		1 - This year we had a BOY score of 70% proficient. At EOY we have 86% proficient.
		X		2 - We had 75% proficiency in 24-25, (and at BOY for 25-26) and now at EOY we have 83% proficiency.
				The state Early Learning goal has traditionally been having 60% (or higher) of students making typical or better progress on their pathways of progress score and we were above this at every grade for Math. (K = 96%, 1st = 83%, 2nd = 88% and 3rd = 98%).
2	TECS students will meet or exceed the annual average growth compared to past cohorts as measured by the current trend-line on the in-house monthly testing report.	X		We have measurements on monthly testing for eight categories. Of those eight, we grew our overall average in six of the areas. We did fall slightly in two areas. The two areas we fell in are "Multiplication" (2%) and "Homework Completion" (3%). Significant growth was shown in "Words Read per Minute" where our average went from 124 last year to 139 this year (an increase of 15 words).
3	TECS will achieve a net promoter score of 60-80 on stakeholder surveys.	X		See Net Promoter Scores table below.
4	Directors of Instruction will report annually results from observations to determine if the 8:1 positive reinforcement ratio is being met.	X		In 25-26 our average positive to negative ratio was 69:1. We are well above the 8 to 1 ratio.
5	95% of TECS students in 1st through 8th grades will achieve high citizenship (defined as "outstanding" and/or "satisfactory" grades) and 95% of 8th grade will indicate future plans to achieve in post-high school education or training in their PCCR.	X		95.2% of our 1st - 8th grade students achieved high citizenship scores in school year 25-26. This meets of our goal, but should be a focus for the upcoming year as we barely met that.
		X		Both counselors reported that 100% of our 8th grade students have plans to enroll in post-high school education or training.
6	The number of students on the waitlist will be at least 107% of capacity measured within one week after the lottery, and two weeks after school begins.		X	See Percentages table below.
7	Old Goal that was met: The school should be in a financial position to be capable of making an early principal payment of one million dollars ($1,000,000.00) on the mortgage, on June 30, 2024. However, a balance must be struck to make salary and wages as competitive as possible with local districts. New goal: "I don't recall if we made it official, but I was thinking that the school could make another large extra principal payment on the direct placement bond by the end of FY27. Perhaps pay it off at that time – but that decision can wait until late-winter/early-spring 2027. In the meantime, I suggest that the school add greater than 5% of it's revenue to the cash surplus pots."	X		Jim said: I believe the school (i.e. South Campus) is on track to pay off the direct placement bond next year. A few more details about the topic: In April, 2027, the school will make its next automatic principle payment, bringing the balance to something close to $1.53M (all South campus debt). FYI – the way the bond is set up, the school makes all interest payments in October and all principle payments in April. As of June 30, 2025, South Campus had about $2.3 million in its cash surplus pot. The cash surplus projection for FY26 is about $279 thousand. I estimate that South will have about $2.6 million in total cash surplus by June 30th this year. South will continue to add to that amount during FY27. My goal is to formally recommend that the school/South-campus pay off the remaining loan amount around the end of April, 2027. I plan to make this formal recommendation in early 2027. After the bond is paid off, about $406 thousand annually will be freed up at South Campus.

Net Promoter Scores	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33
Staff Survey	80		78	75	79	80	88	91	86	71							
Parent Survey	75	65	64	62	73	76	76	75	78	63							

Percentages	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33
North in Sept.	111	102	95	98	93	97	106	100	105	93							
North in Feb.	109	102	97	96	94	95	106	99	107	96							
South in Sept.	98	90	82	75	79	89	88	90	88	87							
South in Feb.	95	91	80	79	80	90	87	88	87	86							

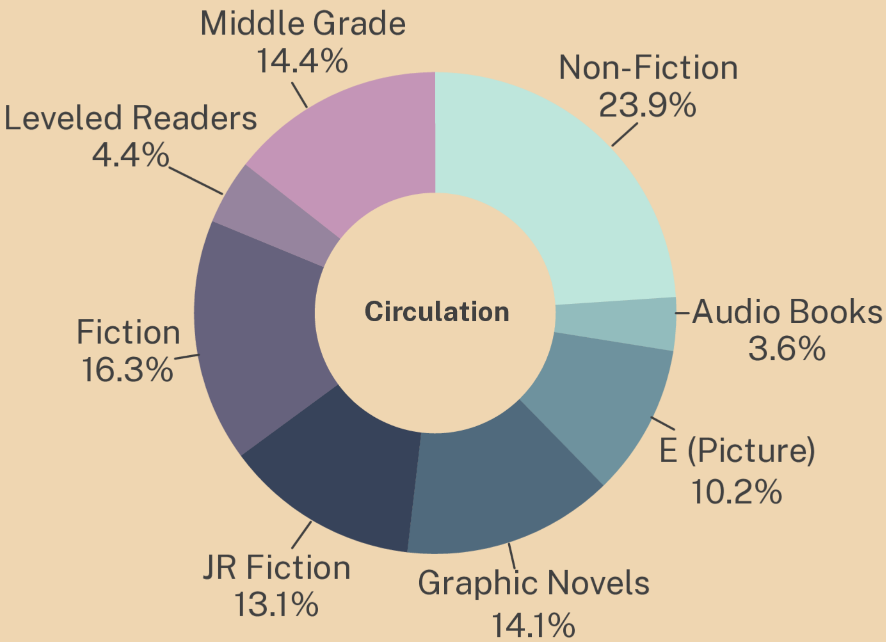
Comments

Overall we are doing well with these intended outcomes. Our financial goal is strong, and our student growth continues to be remarkable. These are successes. Our staff net promoter score is the lowest it has been (since 16-17 when it started being tracked on this form). The parent net promoter score is also on the lower end. Both are above our goal, but should be an area of focus for next year. Citizenship is something we need to focus on, as we barely met that goal. Student enrollment is our main area that needs true attention and focus on, though numbers have been lower in previous years at both campuses.

Annual Library Report

2025-2026
Thomas Edison Charter School
North Campus

STATISTICS



Total Checkouts: 20,730

Individual: 359
Class: 1536
(61 per student)

LRC
100% Complete in 5 categories
(Audio, E, H, LR & Award)

SUCCESSES

Top Titles

- **GN** - *Smile* (70)
- **E** - *Book with No Pictures* (34)
- **Audio** - *Batcat* (30)
- **FIC** - *Upside Down Magic* (29)
- **JR FIC** - *Super Rabbit Boy* (26)
- **Non Fiction** - *10 Min Origami Projects* (18)
- **MG FIC** - *Slugfest* (14)
- **LR** - *Pigs Make Me Sneeze* (14)

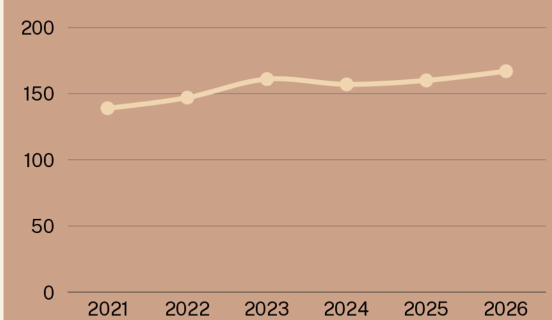
Donors Choose & MVVHC

Yoto Players (5)
Cards (15)
Vox Audio Books

Parent & Community Support

Smithfield Library Mentorship

LIBRARY CHALLENGES



4.3 % participation increase from last year

Zines

Book in a Bottle

Feasting on Fiction

GOALS

Library Resource Access
- Fiction Genrefication
- Relocation
  - Audio Books
  - Graphic Novels
  - Award Books
    - Beehive Stickers

Parent Engagement
- Yoto Players
- Newsletter
- LRC
- Accounts

CITIZENSHIP PARTIES

Winter

Spring

Winter – Pizza Pie Cafe

Grade	Qualified	Attended
6th	84%	80%
7th	86%	84%
8th	89%	81%

Spring – Fun Park

Grade	Qualified	Attended
6th	80%	92%
7th	84%	81%
8th	89%	82%

STUDENTS NEED TO HAVE NO N'S AND NO MORE THAN 2 S'S PER A TERM TO QUALIFY.

Dropout prevention & responsive services and supports

- Friendship Week
- Safety Week Mental Health Day
- Parent Meeting – "Love and Logic" taught online by USU Extension
- Transition Meetings with Cache and Logan School Districts
- ASCA and USCA Conference
- Crisis Management (Mental Health Providers) Training
- Hallway Monitoring
- Monthly Cache Counselor Meeting
- Individual Meetings (Student & Parent)
- Citizenship Parties

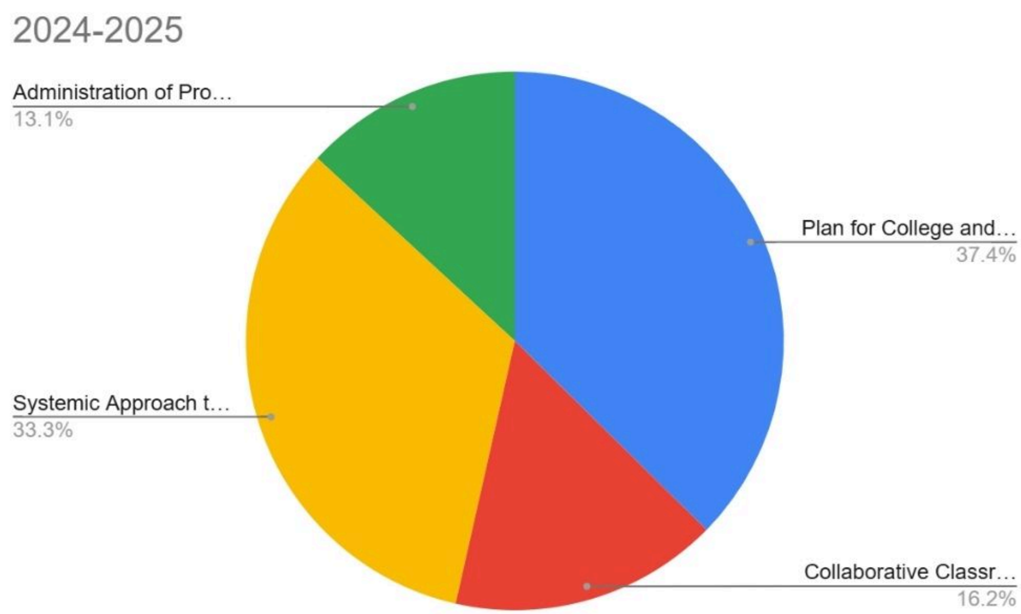
2025-2026

THOMAS EDISON CHARTER SCHOOL NORTH

SarahAnn Delaney – School Counselor

sdelaney@edisoncs.org

Time Allocation



PLAN FOR COLLEGE AND CAREER READINESS AND CAREER LITERACY

College Boards
GCHS Registration
Logan High Registration
8th PCCR Meetings with Student and Parents
7th Grade Group PCCRs
College Week
B-TECH Field Trip

Middle School Jump Start
Back to School Night
PCCR Lesson Prep
Middle School Course Registration
Advisory Committee Meetings
PCCR Lessons
Career Day/ PreACT Testing
8th Grade College Boards

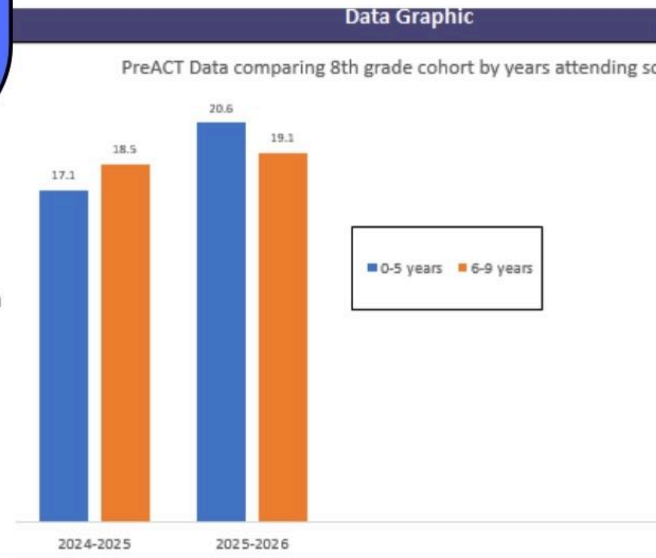
COLLABRATIVE CLASSROOM INSTRUCTION

K - Pay Attention
1 - Interact
2 - Friendship
3 - Recognizing Emotions
4 - Bully Prevention
5 - Self Control
6 - Organization
7th/ 8th Careers, Post High School, Emotional and Social Well Being

K-2 Four Lessons per year

3-8 Eight Lessons per year

DATA PROJECT



Analyzing data on the impact of the length of time students have attended the school and how that has influenced math performance, can help our school identify achievement gaps, target supports for struggling students, and strengthen academic interventions. The findings will guide data-driven decisions and instructional improvements that support increased student achievement in math and contribute to the school's goal of increasing overall school achievement by 3% in ELA and Math.

Our school uses Saxon Math starting in Kindergarten and uses it through 8th grade. Students who attend our school six or more years see a positive impact of the Saxon Math program and have higher scores. The difference in scores decreased by .10 We need to continue to evaluate our assessments and tier two supports to help new students be successful in math and continue to close the gap.

Counseling Board Report for Thomas Edison Charter School South

- College Week
  - Feb. 17th-20th this year.
    - It's been combined with Leadership week because we felt like it went well together and to protect teacher classroom time.
    - Aggie Ice Cream, College T-shirts.
    - College, Career, and Leadership topics for teachers to talk about with their students.
    - Coloring pages for the elementary school students.
    - A leadership Assembly with USU's Leadership Ambassadors.
- Citizenship Parties
  - Winter: Pizza Pie Café
    - 71% qualified to go and of those 92% attended.
  - Spring: Fun Park
    - 70% qualified and of those 79% attended.
- Data Project
  - I focused on making sure students were comfortable coming in to the counselor's office. I wanted to get a 10% increase of 7th grade students reporting being a 4 or a 5 on a 5-scale where 1 is Very Uncomfortable and 5 is Very Comfortable. 7th graders generally have a lot of stuff come up throughout the year with themselves and their friends. At the beginning of the year we had 45.3% report a 4 or 5 on the scale. On the same survey I asked students if they had things they needed to talk with me about and followed up with those students. I paid attention to those who had said they were more uncomfortable and I made sure I knew their names and called them by name in the hallway. I did some check-ins with them throughout the year. I did group class check-ins and tried to notice the students who said they weren't doing as well and I would pull them in to do individual check-in's on them. By the end of the school year we had 59.3% report a 4 or 5. 80% of students reported being at a 3 or above on that scale at the end of the year.
- PRE ACT 8/9
  - Administered this as a paper pencil test.
  - 69 students took the test. 57 were in the top 50% of the nation. Of those 15 were in the top 15% of the nation. 6 of those were in the top 5% of the nation for the Pre-ACT test.
- 8th Grade Job Shadow
  - 8th graders were able to do a 3-hour Job Shadow assignment this year.
- Time
  - Meetings/Training
    - USCA Conference (Nov.)
    - Utah Charter School Summer Conference
    - Transition Meetings w/ Logan, Ridgeline, Mountain Crest, Green Canyon, and Sky View.
    - Cone Meetings with Ridgeline, Mountain Crest, Fast Forward, and InTech.
    - Monthly Cache District Counselor Meeting
  - Guidance Curriculum
    - Lesson Time
      - Total of just over 100 hours spent in classrooms teaching.
      - Middles School
        - 53 hours
      - Elementary School
        - 45 hours
  - Individual Student Services
    - PCCR's
      - About 62 hours.

    - 100% meetings with parents and students
        - All students had plans for some form of college training after high school
- Student Meetings
    - Met with students individually and in small groups for things like academics, social skills, behavior, conflict resolution, coping skills, suicidal ideation, self-harming, and anxiety. Most of the time I had multiple meetings with each student or group.
    - This year we still had high levels of anxiety across the school. Suicidal Ideation and Self-Harm were about the same levels as last year.

Thomas Edison Charter School Teacher Student Success Act (TSSA) Grant

Governing Board Approval June 3, 2026

Thomas Edison Charter School has felt the impact of fully-certified teacher shortages and limited numbers of potential employees seeking positions as classroom aides. Staffing our schools with highly-qualified teachers and capable classroom aides is a top concern. Retaining teachers and instructional aides plays a critical role in student achievement. In addition to increasing educator pay, we strive to support our teachers and staff through maintaining and updating technology and by providing teachers with assessment data analysis to better inform instruction and interventions to improve school performance and academic achievement.

Thomas Edison Charter School North and South campuses will utilize the full grant amount of $381,958.32 to address the following needs:

- 40% of the total grant amount will go toward teacher raises. $152,783.33 will be divided between the two schools, Edison North - $61,113.33 and Edison South - $91,670.00.
- 5% of the grant, $19,097.91, will be applied toward personnel retention in the form of hourly pay increases to aides to make compensation more competitive. Edison North - $7,639.17 and Edison South - $11,458.74.
- If schools are able to un-restrict 35% of TSSA funding as previously allowed, TECS plans to do that.
- The remaining 20% of TSSA funds ($76,391.66) may be applied as follows:
    - North technology expenditures – up to $30,556.66 for technology purchases for replacement of teacher computers, monitors, and laptops; Microsoft licensing, IXL licenses and educational software not covered by other grants; and document cameras, projectors, and classroom TVs.
    - South technology expenditures – up to $45,835.00 for technology purchases for replacement of teacher computers, monitors, and laptops; Microsoft licensing; IXL licenses and educational software not covered by other grants; and document cameras, projectors, and classroom TVs.
    - Any remaining balance will go toward salary and benefits of the TECS Data Analysist. TECS employs a data analysist who analyzes periodic data that is reported to staff in an effort to help them understand trends and identify targeted areas for improved student success. The Data Analysist presents middle-of-year workshops for teachers that support them in identifying tiered intervention needs and potential groupings of students. These efforts assist teachers to deliver quality instruction and fill learning gaps to help students succeed.

ARTICULATION AGREEMENT
KEYSTONE ACADEMY OF THE ARTS & THOMAS EDISON CHARTER SCHOOL

I. INTRODUCTION

This Articulation Agreement is based on 53G-6-502 which permits a charter school to give an enrollment preference to a student articulating from one charter school to another pursuant to an articulation agreement between the charter schools that is approved by the State Charter School Board.

II. PURPOSE/INTENT

This Articulation Agreement between the signatory schools, Keystone Academy of the Arts (“Keystone”) and Thomas Edison Charter School (“TECS”), is intended to utilize the above provision in Utah law to allow Keystone to give enrollment priority to students at TECS as set forth herein.

The Articulation Agreement between the signatory schools, Keystone and TECS, is intended to further the mission of each school and provide an opportunity for TECS students who wish to continue their education at a public charter school.

III. ELIGIBILITY

To be eligible to receive priority enrollment at Keystone, a TECS student must be enrolled in TECS as an 8th grader at the time the student submits a lottery application.

IV. PROCESS

If a TECS student meets the eligibility requirements set forth in this Articulation Agreement, that student will be given priority enrollment at Keystone for the academic year for which the student is applying pursuant to Keystone’s priority enrollment policies.

V. BOARD APPROVAL/TERMINATION

This Articulation Agreement must be voted on and adopted by each signatory school’s Governing Board as set forth in their bylaws. Once adopted, the signatory schools will sign this Articulation Agreement. Each signatory school reserves the right to terminate this Articulation Agreement at any time by providing written notice to the other school.

____ ____________________
Keystone Academy of the Arts - Governing Board Chair Date

____ ____________________
Thomas Edison Charter School - Governing Board Chair Date

Thomas Edison Charter School South
Principal's Report to the Governing Board
June 3, 2026
Melani Kirk, Principal

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

   We ended the school year with 686 students, and our projected enrollment for next year is 683. At this time, we have 127 total openings across the school, including 25 openings in kindergarten, 25 in first grade, and 25 in third grade. Seventh grade, which was impacted by the COVID-era enrollment dip, also remains lower than desired, with 24 openings.

   While we are pleased with enrollment levels in several grade levels, I remain concerned about filling our primary grades, particularly kindergarten and first grade. As is typical, we expect some student withdrawals over the summer as well as additional enrollments before the start of the school year. Overall, our enrollment numbers are stable and generally strong, with kindergarten and first grade representing our primary areas of focus as we work toward the start of the new school year.

2. **Strategic Outcome:** *95% of TECS students will achieve high citizenship (defined as "outstanding" and/or "satisfactory" grades) and all students will indicate future plans to achieve in post-high school education or training.*

   Each year, our school counselor, Mr. Bingham, recognizes students who demonstrate exceptional academic responsibility and citizenship. Certificates are awarded to middle school students who earn Outstanding (O) citizenship marks in every class throughout the entire school year, as well as to students in grades 6–8 who maintain 100% homework completion.

   This year, 82 middle school students earned Outstanding citizenship marks in every class for the entire school year. Fourteen middle school students achieved 100% homework completion, and 11 students earned recognition in both categories. In grades K–5, 71 students maintained 100% homework completion throughout the year.

   Our middle school citizenship celebrations also reflected strong student achievement. During the spring semester, 158 students from Edison South qualified for the citizenship party, representing 70% of the middle school student body. In the fall, 171 students qualified, representing 76% of middle school students.

   To support college and career readiness, Mr. Bingham and Mrs. Oakey (student council advisor) coordinated College, Career, and Leadership Week from February 17–20. Throughout the week, teachers engaged students in age-appropriate discussions about post-secondary opportunities, including the importance of education, saving for college, selecting a degree path, and exploring college and career options. Leadership Week activities began during Morning Greeting on Tuesday. On Wednesday, faculty and staff wore college caps and gowns to promote college awareness. Thursday featured a Leadership Assembly presented by the USU Leadership Ambassadors. The week concluded on Friday with Aggie ice cream for all students and a college and post-graduate shirt day for students and staff. These activities provided an engaging and memorable way to encourage students to think about their future educational and career opportunities.

In addition, Mr. Bingham conducted Plan for College and Career Readiness (PCCR) meetings with all eighth-grade students and their families. Participation was exceptional, with 100% of students and parents attending their scheduled PCCR meeting.

3. **Hope of America:** The Hope of America award is given to one male and one female student in each 5th grade class. This award is based on three criteria: capacity for leadership, ethical and moral characteristics and academic competency. This year's awards went to Luke Mertlich, Josie Rambo, Charlotte Clark, Jace Gifford, Elaina Hirschi and Auvi Cook. We held a short assembly for only 5th grade to present this award.

   At this assembly, we also announced the winners of the Great American Award. Parents of the Hope of America and the Great American award recipients were invited. Requirements for the Great American Award are to memorize all 50 states and capitals, memorize the Gettysburg address, memorize the Preamble to the Constitution, memorize all presidents in order of presidency, memorize the national anthem and write out the pledge of allegiance with no spelling or grammatical errors. There were 23 recipients of this award. We are very proud of our students that worked so hard to earn this and we are so thankful to our teachers that inspired, encouraged and motivated students to achieve this worthy accomplishment.

4. **Fun Run:** Our Fun Run was held on May 1st. All students in grades 1st-8th took turns walking to Heritage Park to run their allotted distance. All students have been working on building their endurance in their PE classes for the last several weeks. This was a fun opportunity for students to test their physical skills and endurance.

5. **Field Day**: On Friday, May 22nd, Elementary students 1st-5th used our back field, cafeteria, and gym to rotate through various activities set up by Natalie Hancock and our Parent Organization. On May 27th, kindergarten did their own field day on their playground. On May 28th, middle school students walked to Heritage Park and did activities under the direction of Jenna Oakey and Jessica Hyer. All groups had wonderful events filled with physical activity and fun with their friends.

6. **8th Grade Graduation:** Under the direction of our counseling department, Madalyn Jarvis and Jamin Bingham, we held our 9th annual 8th grade graduation on May 26th. This celebration honored our 8th grade students and their families as they reflected on their time at TECS. Madalyn gathered student reflections, asking each to share both a funny and a meaningful thing they had learned during their years at the school—these responses were a highlight of the event.

   8th grade student council students took on the roles of both speakers and certificate presenters. Our student speakers were Erik Sorenson and Josslyn Laursen. Those who presented certificates included Corbin Knudson, Mila Garrity, Audra Herrera, Amber Olsen and Caleb King.

   A video, created by Madalyn Jarvis, featured photos submitted by parents showcasing students when they were younger and current pictures. It was shown throughout the celebration. Additional highlights included performances by our band and orchestra (playing the National Anthem), musical numbers by our choir, and an impressive display of student artwork at the back of the room.

   The event was extremely well attended with 71 of our 84 8th grade students attending and served as a meaningful capstone for our 8th grade students and their families.

7. **Senior Wave:** On May 26th, we held our annual Senior Graduation Walk. We invited this year's graduating high school seniors (that had attended TECS for one or more years) to come to TECS and

celebrate their graduation with a walk around the school. Students lined the hall and waved and cheered as the graduates walked the TECS halls. Both graduates and current students enjoyed this celebration. After the walk, the graduates gathered and reminisced about their time at TECS. We had 44 students attend this year. We had around 39 students attend last year and 20 students the year before. We had students that represented Logan, Ridgeline, Mountain Crest, Green Canyon and InTech high schools (and even someone from an Idaho school). This was a very inspirational event that has become a fun tradition.

8. **Pre-ACT 8th grade results:** Out of 69 eight-grade students who took the Pre-ACT test at TECS-South, 57 students placed in the Nation's top half. Of those 57 students, 15 placed in the top 10% and 6 of those were in the Nation's top 3%.

9. **MTSS Statistics for 2025-2026**

   - Elementary
     - Total students served - 49
     - Students who met goals & discontinued services - 21
     - Students receiving T3 services at the end of the year - 26
     - Average number of weeks in T3 before meeting goals - 9
     - Average number of hours in T3 before meeting goals - 10
   - Middle School
     - Total students served - 6
     - Started in T3 and moved to reduced services during homework hour - 3
     - Started in T3 and now have an IEP – 3

Edison South
Upcoming Events June/July 2025

June 1 – 11	ESWR
June 1 – 5	Parent Spalding Class
June 15 – 26	Reading Foundations
June 19	School Closed for Juneteenth

No July Events

Vendor Approvals

As discussed at the previous board meeting, the South Campus gym needs a new sound system. We solicited bids from multiple companies to ensure we found the best solution for the school's needs and budget. The bids received were as follows:

- Lynn's Audio & Visual – Option 1: $17,089.98
- Lynn's Audio & Visual – Option 2: $29,414.98
- Reeverb Entertainment: $36,000.00
- Performance Audio – Phase 1: $23,839.58
- Performance Audio – Phase 2: $19,032.29 (dependent upon completion of Phase 1)

After reviewing the proposals and evaluating both our current needs and future growth opportunities, we recommend proceeding with Lynn's Audio & Visual Option 1 in the amount of $17,089.98. This option provides the functionality required for our gym while offering the best overall value with a local company that also allows for upgrades over time.

Please note that the bid does not include the rental of a lift, which will be required for installation. To cover the project cost and associated lift rental, we are requesting board approval of up to $18,000 for the South Campus gym sound system project.

In addition to the sound system project, South Campus must complete safety upgrades to the gym doors to meet current safety requirements. We have received quotes ranging from approximately $8,000 to $10,000 for this work. Funding for these upgrades is already accounted for through FY24 Safety Grant funds.

K-5 Teachers/Aides 2025-2026

Teachers	**Aides**
K-Julie Johnson	Jami Maughan (All Day)
	Ilse Sandoval (AM)**/**Katie Johnson (PM)
K-Sarah Hadsell	Tricia Stuart (All Day)
	Kayci Ambrose (AM)/Kendra Dewey (PM)
K-Olivia Kirkham (half-day)	Stephanie Jensen (AM)
1st-Jennifer Bailey	Debra Pound
1st-Katie Johnson	Jodie Miles
1st-Jaime Hadsell	Lorri Waechtler
2nd-Kari Knight	**Haylie Jensen**
2nd-Gerryn Smith	Cindy Hooker
2nd-Laura McGinnis	Kyler Miller
3rd-Ashley Cook	Kelly Carter
3rd-Melanie Killpack	Kara Hulse
3rd-Angie Stott	*Helen Banbury*
4th-Teri Madsen	*Avery Killpack*
4th-Allison Gunnell	Roy Robledo
4th-Jennifer Buchanan	*Rachel Edgington*
5th-Lisa Jordan	*Jeanette Monson/Sydnee Finley*
5th-Meaghan Walsh	*Jeanette Monson/Sydnee Finley*
5th-Katie Starks	*Jeanette Monson/Sydnee Finley*

MS Teachers-MS Aides 2025-2026

Middle School Teachers
Math-Jill Hales, April Worley
Science-Briget Miller**,** Holli Williams
History-JoLyne Merchant, Kara Catano
English/Literature-Megan Holm, Nathan Cureton,
Natalie Fairbanks and Amber Olsen
CTE-Megan Dodge

Specials
Orchestra-Conrad Dunn
Band-Greg Wendel
Choir-Jenna Oakey
Art- Rob Davis, Cody Merchant
PE-Jeremi Broadhurst/Brooke Geary
Counselor-Jamin Bingham
School Psychologist-Heather Hinds
Librarian-Mandi Jenkins & Jennifer Wade

Speech SLP-Sara Hicken, SLP-Lynda Anderson,
SLT Kori Broadhurst

SPED Secretary-Jessica Hyer

<u>MS SPED-</u>Teacher-Louise Hoth
<u>Aides</u>
Shelly Bair
Nicole Petersen
Jeanne Hagman
Ross Olsen
Teresa Olsen
Keiko Foote
Jami Hansen (17)

Elementary Special Education Aides
2025-2026

Kindergarten
-No SPED Aide
1st Grade
-Lacey Crockett
2nd Grade
-Colleen Hamblin
-Sienna Monson
3rd Grade
-Amelia Young
-Ashlyn Bair
4th Grade
-Jennifer Halling
-Linda Atwood

5th Grade
-Melanie Kopenheffer
-Lisa Weaver
-Addison Loveland
Counseling Secretary/Sub Caller-Madalyn Jarvis
MTSS Coordinators
-Madalyn Jarvis
MTSS Aide
-Stacy Beus
-Jennifer Wade (17 hours)
-Kayci Ambrose (13 hours)
-Kirsten Knowles (3 hours)
-NEW (3 hours)

Thomas Edison CHARTER SCHOOLS

Statistic Summary Sheet

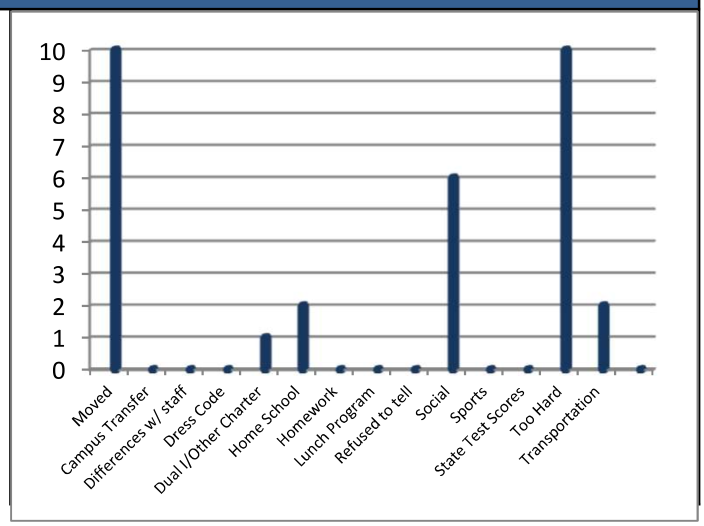
Thomas Edison South - 2026-2027

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	2025-26	Growth	
K	65	90	90	25	0	0		65	#DIV/0!
1	66	90	85	24	0	0		66	#DIV/0!
2	81	90	85	9	0	0		81	#DIV/0!
3	69	90	85	21	0	0		69	#DIV/0!
4	84	90	85	6	0	0		84	#DIV/0!
5	88	90	90	2	1	0		88	#DIV/0!
6	83	90	85	7	1	0		83	#DIV/0!
7	67	90	70	23	0	2		67	#DIV/0!
8	85	90	80	5	0	0		85	#DIV/0!
Total	**688**	**810**	**755**	**122**	**2**	**2**	**0**	**####**	**######**

Withdrawal Reason Count

REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	0	3	1	1	3	1	1	0	0	0	10	32.3%
Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	0.0%
Differences w/ staff	0	0	0	0	0	0	0	0	0	0	0	0.0%
Dress Code	0	0	0	0	0	0	0	0	0	0	0	0.0%
Dual I/Other Charter	0	1	0	0	0	0	0	0	0	0	1	3.2%
Home School	0	0	0	0	0	1	1	0	0	0	2	6.5%
Homework	0	0	0	0	0	0	0	0	0	0	0	0.0%
Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%
Social	0	0	0	0	0	2	0	2	2	0	6	19.4%
Sports	0	0	0	0	0	0	0	0	0	0	0	0.0%
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
Too Hard	0	1	1	2	2	0	1	2	1	0	10	32.3%
Transportation	0	1	0	0	1	0	0	0	0	0	2	6.5%
											0	0.0%
Total	0	6	2	3	6	4	3	4	3	0	**31**	
DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%
DE-Refused to tell	1	0	0	0	0	0	0	0	0	0	1	9.1%
DE-Moved	0	1	0	1	0	0	1	1	0	0	4	36.4%
DE-Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Home School	0	1	0	0	0	1	0	0	0	0	2	18.2%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	1	0	1	0	0	0	0	1	0	0	3	27.3%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	1	0	0	0	0	0	0	0	0	0	1	9.1%
DE-Transportation	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Waiting List	0	0	0	0	0	0	0	0	0	0	0	0.0%
Didn't Enroll Total	3	2	1	1	0	1	1	2	0	0	11	



Number of Families	
2025-26	2024-25
401	416

Part time students	
Elem	MS
0	0

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Years of Attendance

Years	1	2	3	4	5	6	7	8	%
New	11%	6%	4%	10%	5%	8%	10%	4%	7%
One		1%	6%	10%	11%	13%	6%	10%	7%
Two			0%	4%	5%	5%	12%	8%	4%
Three				0%	14%	4%	6%	13%	5%
Four					5%	4%	4%	6%	2%
Five						0%	6%	6%	1%
Six							6%	6%	1%
Seven								0%	0%
ALL	89%	93%	90%	77%	61%	66%	49%	49%	71%

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Governing Board Principal Report for Edison North
June 3, 2026
Brad Larsen, Principal

1. **Strategic Outcome #5:** *95% of TECS students in 1st-8th grades will achieve high citizenship (defined as "outstanding" and/or "satisfactory" grades) and 95% of 8th graders will indicate future plans to achieve in post-high school education or training in their PCCR.*

   On May 15th, our qualifying middle schoolers attended the spring Citizenship Party at the Fun Park. To qualify, students needed to earn no "Needs Improvement" and no more than two "Satisfactory" grades for citizenship. This is a higher requirement than Strategic Outcome #5.

6th grade	80% students qualified	92% attended
7th grade	84% students qualified	81% attended
8th grade	89% students qualified	73% attended

   100% of our 8th graders indicated in their PCCR meetings they had plans to achieve post-high school education or training.

2. **May Music Programs:** May is always a busy month for music programs. May 4th, middle school choir students performed their musical during the day to the students and again in the evening for parents and families. Mrs. Welteroth and the students did an amazing job with rehearsals to make the show come together. May 14th was the middle school combined band, orchestra, and choir concert at Edison South. It is always a treat to see the level of performance our students are able to achieve under the direction of their dedicated teachers.

3. **End of Year Teacher Meetings:** We always look forward to meeting with all of our teachers for a summative evaluation at the end of the year. We discuss teachers' goals and successes. We also set goals for next year and coordinate on changes and plans for the future. We have exceptional teachers and enjoy these meetings to thank them and prepare for next year.

4. **Hope of America Award:** On May 7th, the Logan Kiwanis Club awarded four of our 5th graders the Hope of America Award. The award recognizes students that are noted for their ability to make good decision, be a problem solver, show a desire to be a life-long learner, and have high moral values. Each year our teachers struggle to select only two students from each class. This year Jocelyn Robbins, Peyton Hickman, Leilani Estevez, and Caleb Newswander received the award.

5. **Library Passport Challenge:** On May 22nd, Mrs. Harrild hosted two end-of-year activities to celebrate the students who met the library Passport Reading Challenge. For the elementary students who met the challenge requirements, Mrs. Harrild hosted a party in the library during lunch. For the qualifying middle school students, she hosted a movie night. Students watched a movie and snacked on popcorn, drinks, and treats. We appreciate Mrs. Harrild's creativity to motivate and encourage students to read a variety of genres and expand their reading interests.

6. **Teacher Appreciation Week:** May 4-8 was teacher appreciation week and was heart-warming to see the many demonstrations of kindness and recognition for our fabulous teachers. We are grateful to the parents, the Parent Organization, and the students for showing our teachers how appreciated and loved they are.

7. **8th Grade Graduation:** Our 8th Grade Celebration was organized by Lindsay Blanchard and held on Tuesday, May 26. Supportive families and friends filled the gym to recognize our outgoing 8th grade class. We prepared a slide show featuring the students. Christina created certificates that included two sayings of what each student learned at school or a favorite quote. Colton Fairchild spoke and then the three of us awarded the certificates.

8. **Field Day and Parties:** We had beautiful weather on our last day of school for Field Day this year! Elementary students walked to the Hansen Sports Complex building and middle school students walked to Meadow View Park. The Parent Organization helped plan and run the field day experiences. Following the Field Day activities, students returned to the school to eat lunch and participate in end-of-year parties and yearbook signing.

9. **Building Projects:**

   a. We are in the process of having our roof redone. They have almost completed the oldest section of the building and will be starting the central portion next week. There was an additional internal gutter that was not included previously that they will be replacing as well. It was not included previously because it was believed it was working properly. A rainstorm earlier helped us discover that it is not.
   b. The entry and office remodel is ready to begin. We took a day to haul everything out of the office. Once the final approval comes through the municipality they will begin.

   Likely more to come!

Personnel Requests

Names that are **bolded** are new to the school. Names that are in *italics* are in a different position the previous year. We have 1 new teacher, a few position changes, and multiple aides with more to hire.

Elementary Teachers		**Classroom Aide(s)**
Kinder A	Maren Wendel	*Sara Moss* /Tammy Tyler – 58
Kinder B	Tirzah Anderson	**Nikki Hardy/????–** 58
1st A	Katie Demetriades	**Jolie Zhao** – 29
1st B	Merry Nielson	Kate Anderson – 29
2nd A	Rebecca Williams	Connie Peterson – 29
2nd B	Jaclyn Harvey	Cara Shore – 29
3rd A	Madison Nye	Emily Walters – 29
3rd B	**Stacie Estey**	*Lisa Peterson* – 29
4th A	Tyler Barnard	Suzy Ellsworth – 29
4th B	Camilla McCammon	*Krystal Mather* – 29

5^{th} A	Tammy King	Cheryl Rindlisbacher – 29	
5^{th} B	Elsie Storey	Aileen Douglass - 29	
SpEd	*Bev Wead*		
SpEd	Candace Higginbotham		
Middle School and Specials Teachers		**SpEd Aides**	
SpEd	Tiffani Kuehl	Eled	Lynn Weber – 29
Lit/English	Amber Olsen	Eled	Eshmal Yaqoob – 29
Engl/Lit/Math	Judy Brown	Eled	Christine Clark – 29
English/Lit	Stephani Bennion	Eled	Shaylyn Hale – 29
Science/Math	Pranita Singh	Eled	Angie Norman – 29
Math/STEAM	*Mindy Wohlford* – 0.6 FTE	Eled	Luba Percival – 29
Math/Science	Paula Scott		
Math	*Chelsea DeVries* – 0.6 FTE	MS	Jaden Johnson – 29
History	Colton Fairchild	MS	Stephanie White – 29
PE/Health	Desi Daines	MS	????? – 29
Computers	Ralph Trumble	MS	????? – 29
Music/Choir	Liana Welteroth	MS	Karen Hansen – 20
Band	Greg Wendel	MS	Christina Hartung – 20
Orchestra	Conrad Dunn	MS	Fernanda Ziegenfelder – 20
Art	Michelle Muir	MS/lunch	Audra Karlinsey– 24
Library	Noelle Harrild	MS Lunch	Bharti Sharma- 10
Counselor	SarahAnn Delaney – 0.6 FTE		
SLP	Emily Duvall		
SLT	Katelyn Worthen		
Psychologist	Heather Hinds		
MTSS		**Other Assignments**	
Coordinator	Robyn Johnson	CCGP	Merrilee Shupe – 10
Elem	Kristen Hale – 22	K-3 Testing	Merrilee Shupe – 2
Elem	??????– 17.5	Recess	Britney Clark – 15
Elem	?????? – 15	Yearbook	Kelli Spencer – 2
MS Coord.	KRISTIN WINN --20	WIDA	Michelle Yost – 5
		Lunch	Sarina Pace - 10
Custodians			
Head	Uziel Lopez	Student Council Advisors:	
MS, main hall	Consuelo Segura – 29	*Office*	
Elem hall	*Roxana Ortiz Ramirez* – 29		
Elem hall/RR	Mary Nash - 29		
Lunchroom/RR	**Not Filled Yet**- 12		

Thomas Edison CHARTER SCHOOLS

Where the pathway to college success begins

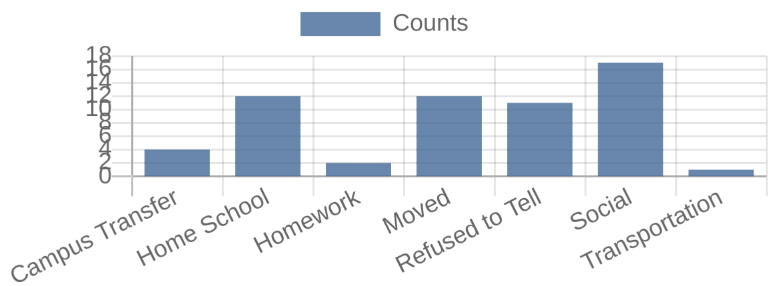
Statistics of the 2026-2027 school year

Enrollment Report

Grade	Current Count	Current Spaces	Projected	Opening	Sib. Waiting	Reg. Waiting	2026-2027	2025 - 2026	Growth	
K	45	56	56	11	0	0	45	42	3	7.14 %
1	44	56	56	12	0	0	44	41	3	7.32 %
2	44	56	56	12	0	0	44	47	-3	-6.38 %
3	51	56	56	5	0	0	51	49	2	4.08 %
4	57	56	56	-1	0	0	57	54	3	5.56 %
5	55	56	56	1	0	0	55	56	-1	-1.79 %
6	55	56	56	1	3	2	55	59	-4	-6.78 %
7	56	56	56	0	2	2	56	53	3	5.66 %
8	47	56	56	9	0	0	47	52	-5	-9.62 %
Total	**454**	**504**	**504**	**50**	**5**	**4**	**454**	**453**	**1**	**0.22%**

Withdrawal Reason Count

Reason	K	1	2	3	4	5	6	7	8	Total	%
Moved	1	1	3	2	1	1	0	2	1	12	19.67%
Campus Transfer	2	0	0	1	1	0	0	0	0	4	6.56%
Home School	1	1	2	1	1	2	3	0	1	12	19.67%
Homework	0	0	1	0	0	0	1	0	0	2	3.28%
Refused to Tell	1	2	1	1	1	0	2	2	1	11	18.03%
Social	0	3	0	1	0	1	4	3	5	17	27.87%
Transportation	0	0	0	0	0	0	1	0	0	1	1.64%
Total	**5**	**7**	**7**	**6**	**4**	**4**	**11**	**7**	**8**		**59**
Didn't Enroll	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**	**%**
DE - Campus Transfer	0	0	0	0	0	0	0	1	0	1	1.64%
DE - Refused to Tell	0	0	0	0	0	0	0	0	1	1	1.64%
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**		**2**



of Familes

2026-2027	2025 -2026
0	0

Years of Attendance

Years	K	1	2	3	4	5	6	7	8	%
New	91.11 %	6.82 %	4.55 %	7.84 %	15.79 %	3.64 %	5.45 %	3.57 %		14.54%
One	8.89 %	90.91 %	20.45 %	11.76 %	17.54 %	18.18 %	25.45 %	8.93 %	17.02 %	23.35%
Two		2.27 %	75.00 %	9.80 %	3.51 %	7.27 %	5.45 %	3.57 %	8.51 %	11.89%
Three				68.63 %	8.77 %	7.27 %	9.09 %	8.93 %	4.26 %	12.33%
Four				1.96 %	52.63 %	12.73 %	10.91 %	7.14 %	4.26 %	11.01%
Five					1.75 %	50.91 %	9.09 %	7.14 %	2.13 %	8.59%
Six							34.55 %	8.93 %	6.38 %	5.95%
Seven								50.00 %	6.38 %	6.83%
Eight								1.79 %	48.94 %	5.29%
All									2.13 %	0.22%