

Thomas Edison Charter Schools Governing Board Meeting

September 2, 2026 5:30 P.M.

Edison North: 180 E 2600 N, North Logan, UT 84341

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

Agenda

Conducting: Lindsey Fowers

Pledge of Allegiance: Ester Israelson

- 1 5:30 Adoption of Agenda
- 2 5:31 Public Comment
- 3 5:33 Approval of Minutes
- 4 5:35 Board Training - Brian Carpenter Podcast # Chinese Lightbulbs: student performance & achievement
- 5 5:43 Board Training Discussion: P&P 5000 Finance & Facilities
- 6 5:50 TECS Philosophy: Jim Peterson
- 7 5:55 Financial Report: Jim Peterson
- 8 6:00 Student Data Report: Angela Williams
- 9 6:07 LEA Specific Licenses: Angela Williams
- 10 6:10 School-based Mental Health Grant: Sarah Ann Delaney
- 11 6:15 School fees policy approval Melani Kirk
- 12 6:20 Future Board Training - Brian Carpenter
- 13 6:25 Principal Reports: Melani Kirk & Brad Larsen
- 14 6:30 Vendor Requests: Melani Kirk & Brad Larsen
- 15 6:35 Adjourn

Electronic Participation:

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

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

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

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

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



Board Meetings Reflect the Board's Priorities. What Happens in Your Meetings?

Consider the following excerpt from the actual minutes of a charter school board whose director of food services was in the process of evaluating cafeteria tables in order to make a purchasing decision:

"The director of food services stated things are going well and would like the board members to come downstairs and see a possible table option."

Let's be honest: this is *mind-numbing minutia*. Unfortunately in the charter school world, board meetings are full of it. Pick up any set of board minutes for a typical school and you're likely to see reports on Brownie Troop meetings, basketball camps, harmonically imbalanced flagpoles, whether teachers should wear blue-jeans on Fridays, student sock styles, and hot dog dinners. My all time favorite is still back-ordered chinese lightbulbs (see this month's Case in Point), though I have to say, a board member suggesting that "the school do something to commend the crossing guard for his continued service of being on duty and present to help parents & students" would take a close second in a contest for the most indiscriminate boardroom discussion.

There are two reasons why stuff like this gets reported and discussed in board meetings. First, a lot of minutia is feel-good stuff. We like to hear about teacher enthusiasm for the new school year, community support for the playground fundraiser, and parent turnout at the holiday musical because, well, it's just

good news. And in a country that has entire television networks apparently devoted to reporting bad news 24 hours a day, it makes us feel good to be a part of a school where nice things are happening.

The second--and more important--reason why the meetings of most charter school boards are often filled with minutia is that board meetings reflect a board's priorities. If the board's priority is to have a say in every bit of minutia, then its meetings will largely be a waste of time. In contrast, the meetings of a board whose priority is to end the black-white achievement gap, will reflect a regular focus on *how well* the school is progressing toward that outcome. Such boards know that 90% proficiency rates or higher are doable,¹ and that's what they talk about. In fact, they have little interest in anything but performance. Inviting their board members to view table options might even get you thrown out of the meeting.

So let me ask you, What are your board's priorities? Are its meetings a continual rallying point around student performance, or are they a place where no topic, no matter how inconsequential, is too small to warrant the board's attention. If the latter tends to be true, perhaps your board has never visited an ultra high-performing school. Doing so can be a good first step to re-aligning your board's meeting priorities.

¹ <http://www.leadandlearn.com/90-90-90>

Board Self-Appraisal Questions/Recommendations

1. If an outsider was trying to determine your board's priorities by sitting in meetings or reading its minutes, what would she conclude?
2. When was the last time your board visited an ultra-high performing school?
3. How many times in the past year has your board had a *significant* discussion on student performance?

Case in Point

BACK-ORDERED (CHINESE LIGHTBULBS)

The following bullet points are actual excerpts (with the wording slightly revised to improve grammar and clarity, as well as provide anonymity, etc.) from the minutes of a *single* board meeting of a *real* charter school.

- “A board member made a motion to retain the facilities manager at the same compensation as in the current contract.”
- “The board discussed a revised organizational chart.”
- “The school is still awaiting the installation of an electronic sign and waiting for [the management company that operates the school] to send a check for \$10,250. The lights for the sign are imported from China and have not been received.”
- “Work on a nearby stoplight is in progress and expected to be completed by August.”
- “The vendor of the school’s sound system was contacted, whereupon it was discovered that some settings had been altered after the company had preset them. A board member recommended that they install a locked cabinet with designated key holders.”

It’s clear from these excerpts that this board’s priorities are misplaced. Besides a meeting brimming over with mind-numbing minutia, the discussion borders on being downright insulting to the school leader. (Is he really so obtuse that the solution to unauthorized access to the sound system necessitated the wisdom of the board to solve it?)

This case also illustrates that when a board is mired in minutia, the time that should have been devoted to discussing true priorities becomes squandered. In other words, when a board wastes its time on trivia, the things that it *should be focused on, such as student performance*, get short-changed, if discussed at all. In this case of the back-ordered-Chinese-lightbulbs board, the school is performing in the bottom 9% of public schools in its state (as measured by the percentage of students meeting or exceeding state standards in both math *and* English Language Arts).

Boy, oh boy.

It should be obvious that this school would be much better served by the board if it were to radically re-align its meeting priorities. My advice to that board for doing so was the same as I would give to any school with such an uninspiring performance: First, by a majority vote, if the board determines that it’s willing to continue using this management company, the board should direct it to analyze the causes or reasons why the school is floundering in the bottom decile. Next, management should be required to prepare a coherent action plan (one or two pages max) indicating its goals, along with the metrics that it will use to begin regularly tracking the school’s progress. If these goals meet with the board’s approval (also determined by a vote), the board’s meeting priority should be to evaluate the school’s progress. Nothing will be lost by leaving the lightbulbs to arrive when they arrive.

About This Publication & The Author

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

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

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Charter: Page 2
of Exhibit A

Classwork and Homework

- Class work and homework completion enhance academic success and personal development.
- Homework is an integral part of the academic program and serves the following purposes:
 - The primary purpose of homework is to be a vehicle for teaching students time management skills and personal responsibility.
 - It is a communication device between school and home, providing parents with the opportunity to see what concepts are being covered during the school day.
 - It is used by the teacher as an assessment tool to determine the effectiveness of their instruction.
 - It provides students with the opportunity to demonstrate their understanding of concepts that have been taught and practiced in the classroom setting without the security, structure and assistance of the classroom teacher.

Citizenship

- Our program is designed to instill a sense of pride in and respect for self, others, and country.
- We ensure the success of all students through implementation of a well-rounded, challenging academic program by:
 - Implementing and enhancing a traditional history/geography curriculum that emphasizes patriotism, the unique liberties afforded by the constitution and the bill of rights, and fundamental concepts regarding community, state, and country.
 - Providing a balanced experience in the areas of music, art, and physical education.
 - Ensuring student acquisition and mastery of reading, writing, and spelling skills by implementing the Spalding Language Arts Method.
 - Expecting each student to memorize and recite one selection of either prose or poetry at least once every six weeks.
 - Enhancing each student's knowledge and skills in math through an advanced curriculum focused on concept development, drill, and practice.

Positive Environment

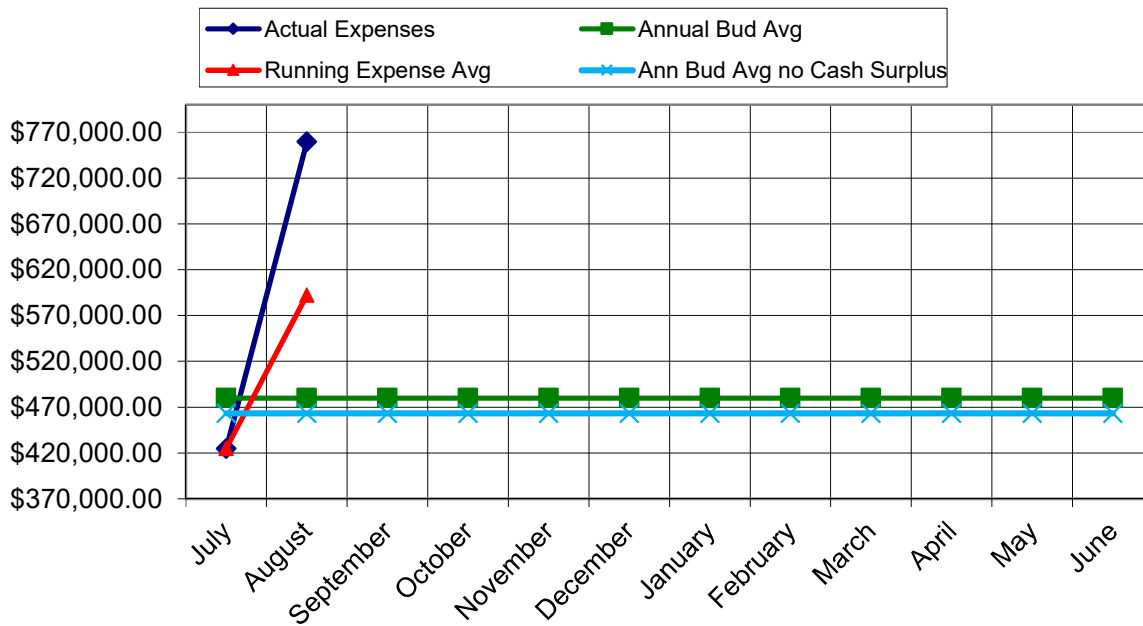
- Students learn best in a positive, consistent, structured, and safe environment.
- We foster an atmosphere of respect and acceptance so that school is a happy place and learning is a joy.
- We cultivate a growth mindset, and a sense of resilience and accountability.
- We create a positive learning environment by implementing the principles of classroom management described by Dr. Glenn Latham. The spirit of these principles applies to all interactions among staff, students, and families.
- We uphold a dress code policy that is established to help ensure an atmosphere conducive to learning.

Thomas Edison Charter School (North)

Monthly Expenditures for FY27 (July '26 - June '27)

Month	Total Expenses	Comments
July	\$424,766.85	
August	\$759,487.53	Roof Repairs 333k, Artificial Turf 12.5k
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$1,184,254.38	
Running Average	\$592,127.19	
Annual Budget Monthly Avg	\$479,841.92	
Ann Bud Mon Avg w/o Cash Surplus	\$463,123.74	
Cummulative Surplus / (Deficit)	(\$224,570.54)	

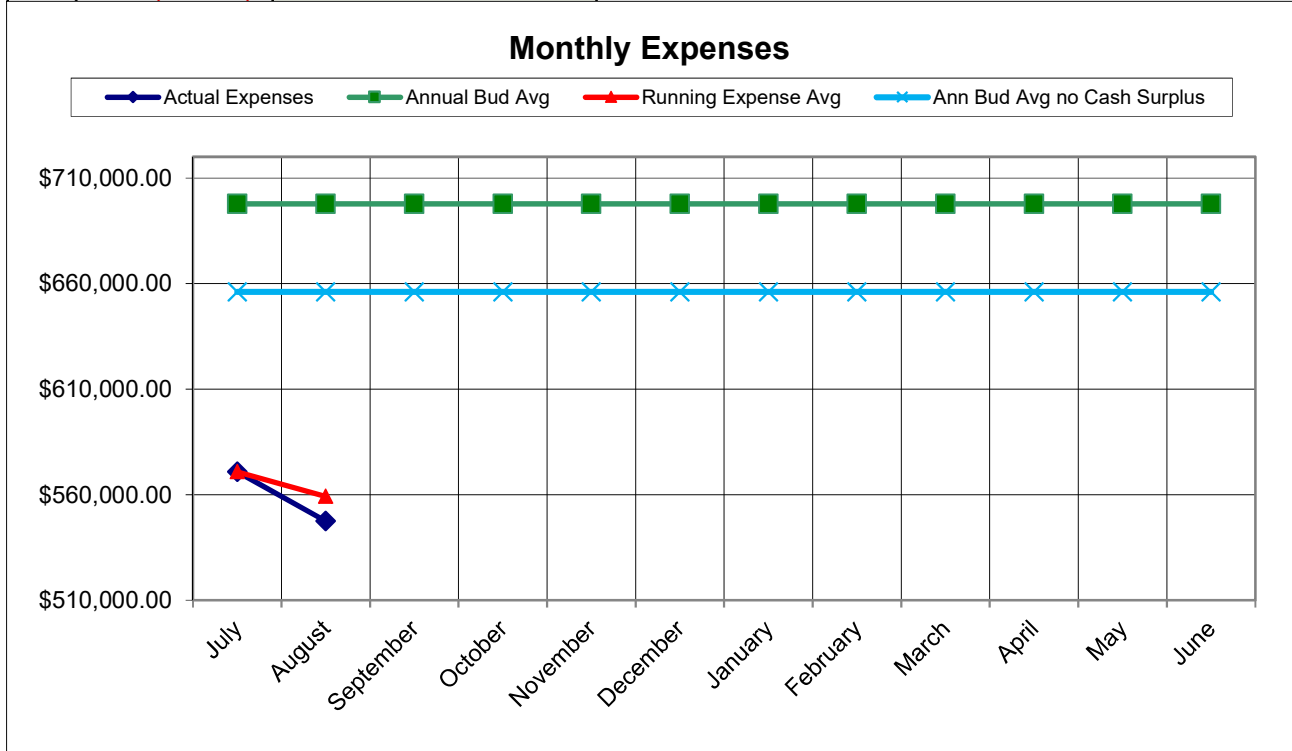
Monthly Expenses



Thomas Edison Charter School - South

Monthly Expenditures for FY27 (July '26 - June '27)

Month	Total Expenses	Comments
July	\$570,872.98	Supp: IXL Learning 10k, Saxon Math 16.5k
August	\$547,495.74	
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	\$1,118,368.72	
Running Average	\$559,184.36	
Annual Budget Monthly Avg	\$697,680.69	
Ann Bud Mon Avg w/o Cash Surplus	\$656,011.08	
Cummulative Surplus / (Deficit)	\$276,992.65	



District Acadience Reading Scores

Numbers represent the percent of students proficient. Boxes with two numbers have TECS scores, followed by the state average.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
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Kindergarten

BOY	No Scores	No Scores	69	66	60	66	70 (57.8)	66 (57.2)	73 (59.2)	67 (56)	67
MOY	No Scores	No Scores	59	63	72	67	61 (64.5)	80 (67.2)	84 (71.4)	78 (72)	86
EOY	No Scores	No Scores	49	66	No Scores	65	64 (69.4)	76 (74.3)	85 (78.4)	76 (78)	93

1st Grade

BOY	52	59	53	56	59	44	60 (55.2)	61 (55.6)	58 (59.2)	72 (60)	68
MOY	72	79	74	73	76	65	71 (57.0)	75 (57.5)	78(60)	84 (62)	83
EOY	69	77	73	73	No Scores	65	75 (60.0)	78 (61.9)	79(64)	80 (65)	79

2nd Grade

BOY	76	72	82	78	83	80	77 (66.8)	80 (67.2)	82 (67.8)	81 (68)	88
MOY	75	73	82	78	77	77	78 (65.5)	86 (66.0)	82(66)	83 (66)	88
EOY	75	64	74	66	No Scores	72	77 (65.5)	82 (66.6)	83(66.7)	84 (66)	89

3rd Grade

BOY	69	66	72	69	70	70	74 (65.7)	75 (66.1)	78 (66.4)	82 (66)	84
MOY	66	65	69	77	76	76	78 (64.8)	78 (65.7)	83 (65.9)	85 (66)	86
EOY	63	63	72	74	No Scores	84	80 (70.0)	80 (70.7)	89(70.9)	87 (71)	89

Below Utah Average

Above Utah Average

More than 10% above Utah Average

Numbers represent the percent of TECS students proficient.

Numbers in parenthesis are the percent of students proficient state-wide.

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Kindergarten					
BOY	no scores	no scores	no scores	70 (56)	71
MOY	no scores	no scores	no scores	82 (60)	94
EOY	no scores	no scores	no scores	75 (65)	88
1st Grade					
BOY	65 (46.0)	73 (46.7)	70 (48.5)	77 (51)	75
MOY	64 (47.5)	69 (50.0)	81 (53.6)	75 (56)	78
EOY	69 (49.9)	70 (53.3)	75 (57.4)	75 (59)	84
2nd Grade					
BOY	56 (52.1)	71 (53.2)	63 (52.7)	73 (54)	79
MOY	70 (46.7)	74 (52.1)	80 (55.6)	90 (57)	88
EOY	58 (52.1)	75 (58.1)	83 (62.9)	86 (65)	92
3rd Grade					
BOY	75 (46.8)	81 (49.3)	72 (50.1)	80 (51)	81
MOY	85 (51.1)	86 (54.8)	91 (58.0)	92 (57)	96
EOY	87 (54.6)	91 (58.2)	95 (60.8)	92 (61)	97

Below the state average

Above the state average (.1 to 9.9%)

10% or more above the state average.

*Data is retrieved from the Utah DataGateway. Numbers found from other sources may vary slightly.

SCHOOL FEES POLICY (1 OF 2)

Policies and Procedures Manual

5000—Finances and Facilities

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5105		January 8, 2014	September 4, 2024

School Fees Policy

It is the intention of Thomas Edison Charter Schools to provide free, quality education that is equally accessible to all TECS students. Accordingly, it is the policy of Thomas Edison Charter Schools to comply with state laws that regulate the charging of school fees.

State Provisions:

Utah law defines a “fee” a charge, expense, deposit, rental, or payment in the form of money, goods, or services that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by an LEA. In grades K-6, unless sixth grade is included in a school that contains one or more secondary grade (7-12), state law prohibits the charging of fees for any class or activity incorporated into the regular school day. This includes materials, textbooks, supplies, assemblies and field trips. Utah law allows students in secondary grades to be charged fees in some circumstances, as described in 53G-7-5. LEAs that charge fees are subject to state legal provisions requiring fee schedules and fee waivers.

TECS Policy:

It is the current policy of TECS to charge no school fees. All TECS students may enroll, fully participate, and have the opportunity to acquire all skills and knowledge required for full credit and highest grades in TECS classes without being charged fees. If at any time the TECS governing board, in collaboration with administration and financial consultants, determines a reasonable need to charge school fees, state law mandates that the governing board must develop, approve, publish and distribute to parents a detailed fee schedule and fee waiver policy, prior to charging or collecting any fees.

Costs for optional items available for purchase, such as yearbooks, school pictures, school lunches, etc., are not considered fees as they are not required for participation and do not affect a student's ability to participate fully in activities in the regular school day. Repair or replacement costs for lost or damaged school-provided supplies are not considered fees, thus TECS may require students to repair or replace supplies lost or damaged as a result of irresponsible or destructive behavior.

TECS may provide a list of suggested school supplies to parents, who may voluntarily furnish supplies for student use. State law requires that a school supplies list “includes and is preceded by the following notice: “NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL.”

Additionally, TECS may apprise parents of the opportunity to voluntarily donate money or goods for field trips, class activities, Parent Organization activities, etc. The voluntary nature of donations should be clearly communicated. No TECS student will be excluded from any such activity based upon their inability to donate, and names of non-donors will not be released.

As required by the Utah State Office of Education, TECS will review and approve this policy annually and submit the Charter School Certification of Compliance form, with the current school fees policy

SCHOOL FEES POLICY (2 OF 2)

Policies and Procedures Manual

5000—Finances and Facilities

Item #	Board President Signature	Original Approval Date	Last Amendment Date
5105		January 8, 2014	September 6, 2017

attached, to the USOE by October 31 of each year.

Reference Laws:

Utah Administrative Code R277-407

Utah Code 53G-7-5

Utah Constitution Article X Section 2

Governing Board Principal Report for Edison North
September 3, 2025
Brad Larsen, Principals

1. **Strategic Outcome #6:** *The number of students on the wait list will be at least 107% of capacity measured within one week after the lottery and two weeks after school begins.*

Last year when school began, we had 491/504 student enrolled. This year, we currently have 453/504 students enrolled with 12 students on the waitlist which is 92% of capacity. Waitlisted students are primarily in 6th grade that is already over capacity. We are working with a few families who will be moving into the area and want to enroll their students as soon as they arrive. We are hopeful that families of K-2 students will continue to come and visit our school and decide to enroll their children. This is a concern and some measures are being taken to hopefully increase our numbers. This is something that we anticipate will take some time to bring back up because we want families that are philosophically aligned.

2. **Back-to-School Night:** We had a successful Back-to-School Night on August 18th. The custodial crew had the building sparkling, and teachers were excited to meet their new students. It was an open house style event so students and parents were able to cycle through classes in their own preferential timeframe. We had approximately 88% attendance.

3. **Student Council:** Colton Fairchild and Paula Scott are leading the Student Council this year. They met with the student council this summer to help them organize their plans for the school year. They created Student Council posters featuring dress code standards and they are posted all around the school. This is just one opportunity our student council members have to serve as student leaders in our school.

This year the Student Council is running the clothing store. The clothing store was open and operated during Middle School Jumpstarts and Back-to-School Night. They will also open the store for Parent Teacher Conferences.

The Student Council hosted welcome week August 25-29. The focus was on building community in the school. There were challenges like give high-fives, eat with someone new, make it nicer than when you found it. It was a great way to start the year.

4. **Art, L-TAG, Robotics, and Yearbook Team:** Each year middle school students have the opportunity to apply to participate in an after-school group. The Art Class is open to any middle school student who isn't enrolled in art during the school day. L-TAG, robotics, and the yearbook team require an application, and students get the experience of identifying their skills and writing an essay or short response.

5. Upcoming Events:

Sept. 9	Picture Day
Sept. 12	Constitution Day Assembly, 12:30
Sept. 4-Oct. 7	Ice skating begins, Tuesday and Thursdays
Sept. 9-Sept. 23	Parent Spalding Class, 5-7 pm, Edison South
Sept. 26	Fall Family Activity

Vendor Requests/Approvals

No requests this month.

Personnel Requests

Rachel Roos- We have hired Rachel as a 3rd grade aide to replace Abigail Johnson. Rachel is a parent in our program and has been an employee before. She worked for the school as an aide about a decade ago. We are excited to have her joining us!

Melany Clark- Melany was hired as a part time MS aide and lunchtime helper. She is a parent in our program and has a friendly and fun personality that will fit well with middle school students.

I have interviewed people for our final positions and hope to have final say by the end of the week. The positions are a 1:1 aide and a new yearbook person.

Thomas Edison Charter School South
Principal's Report to the Governing Board

September 2, 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."

Our student numbers have fluctuated over the years:

2019: October 1 count – 615

2020: October 1 count – 648

2021: October 1 count – 723

2022: October 1 count – 714

2023: October 1 count – 722

2024: October 1 count – 700

2025: October 1 count – 694

Our current student count is 672.

We lost a significant number of students over the summer, many of whom we knew would be leaving before the previous school year ended. With new schools opening and sixth grade moving to the middle school, several families chose the "new and shiny" middle school located only a few blocks away.

However, we welcomed 61 new students this year, which is encouraging for both our marketing efforts and word-of-mouth referrals. New students often face challenges as they transition into our program, so our ideal scenario is to retain students from kindergarten through eighth grade.

Three grade levels remain particularly low. Kindergarten currently has 70 students, while first grade remains low at 63 students following last year's smaller kindergarten class. Third grade is also low, with 70 students. On the bright side, fourth, fifth, and eighth grades are nearly full.

We still have a few families exploring our program, although interest typically slows once the school year begins. Our enrollment growth continues to come primarily from families moving into the valley and new families who hear about us through word of mouth. We are currently 138 students below our full capacity of 810.

- 2. Back to School Night:** This was well attended with 94.4% of our elementary students in attendance and 91% of our middle school students. Overall student attendance was an impressive 92.7%. Our Parent Organization was in full force with booths set up for parent helpers, donations, lunch orders and the clothing store. I greeted all parents at the door as I gave them back to school night information. Parents and students were very excited to return to school.

The school year is off to a fantastic start. We have veteran teachers in almost every class with only one teacher in her 2nd year of teaching and one new teacher returning to a new grade after taking several years off to be a mom. Our faculty is fantastic and I anticipate a great year of learning and

growth. We also have a full group of aides that are trained and dedicated to supporting teachers and students.

- 3. Positive Behaviors Program:** This year, our schoolwide Positive Behavior Program is centered on the theme “Spread Kindness Like Confetti, with the overall theme of Power of Kind. Every student, teacher, and staff member are encouraged to complete at least one intentional act of kindness each school day, with these acts represented by colorful “confetti” added to a schoolwide kindness wall. Each month highlights a different character-building focus, including friendship, inclusion, respect, gratitude, giving, encouragement, relationships, courage, leadership, and service. Students will participate in age-appropriate activities, family challenges, and service opportunities, while weekly classroom Kindness Ambassadors recognize and celebrate positive actions they observe in others. The program will culminate in a schoolwide day of service and celebration, demonstrating how individual acts of kindness can combine to make a meaningful difference throughout our school community.

Vendors:

At this time, I have no new vendor requests.

Upcoming Events:

Thursday, September 3	8:00 am – 12:30 pm	Student Picture Day
Wednesday, September 16	11:00 am – 1:30 pm	2nd grade field trip – Logan Regional Hospital
September 21 – 25		Spirit Week
Friday, September 25		Family Movie Night
Tuesday, September 29	12:30 – 3:30 pm	Flu Shot Clinic