

## One Simple Question to Distinguish Governance from Management Responsibilities

Here's a valuable board self-appraisal question: Does your board spend most of its time in meetings on governance or management matters? Before you answer that, let me explain how you can tell. Let's begin by defining, in simple terms, the difference in governance and management responsibilities.

Management's responsibility is to *make* the school perform and the board's responsibility is to *make sure* it performs. (Broadly defined, charter school performance is accomplishing the outcomes for which the school was chartered within all applicable statutory, regulatory, and financial parameters.) I summarize this distinction in responsibilities using what I call the two *e-words*: **executing** (what management does) and **ensuring** (what the board does). The two words are worth memorizing.

Now, if you think about it, because executing is about getting things done, a principal (or management company) has to ask and answer an endless stream of what I call, **how will** questions. For example, How will we structure the academic calendar so that the students achieve grade-level mastery in English? School leaders draw upon their professional expertise (or the expertise of others) to find the best answers and they are accountable to the board for the results.

On the other hand, because ensuring is about making sure that everything gets done right, a board should regularly ask what I call, **how well** questions.

For example, How well is the school's calendar working to help students achieve grade-level mastery in English?

With a few exceptions (such as those issues pertaining to *how will the board require management to operate lawfully, ethically, and prudently*,<sup>1</sup>) you can apply this question to almost every aspect of school performance: **Is this a how will or a how well issue?**

So, does your board spend most of its time in meetings on governance or management matters? To answer this, comb through six-to-twelve months of minutes, and categorize everything that was discussed, using the *how will/how well* question. By definition, almost every *how will* discussion is a management matter. Such information may be nice to know, but it's not usually information the board *needs to know* in order to perform its governance responsibilities.

Moreover, regularly holding *how will* discussions in board meetings has a real cost. Those issues push critical *how well* items off the table. In other words, your board has only so much time each month to perform its oversight responsibility of ensuring that the school is performing. If it squanders that time discussing and debating an endless array of *how will* issues, it may find its charter in jeopardy as in the Case In Point on page 2.

<sup>1</sup> *Boards That Make A Difference* by Dr. John Carver

### Board Self-Appraisal Questions/Recommendations

1. Do your minutes of the past six to twelve months reflect that the board understands that its role is one of *ensuring* rather than *executing*? (Has it spent most of its meetings discussing "how will?" or "how well?" matters?)
2. How many times in the past 12 months, *according to your minutes*, did the board evaluate *how well* the students are achieving the outcomes in your charter?

## Case in Point

### DIRTY WALLS

In reading through a year's worth of minutes for a client board, I happened upon the dialogue that follows: (Copied verbatim--punctuation errors and all--except that I've added job titles for clarity and changed the names to ensure anonymity.)

"Mr. Smith (business manager) states that there are no unusual circumstances this month and that the school remains in good standings, before continuing with the financial report Mr. Green (management company president) would like to talk about the quotes for painting the walls, he states that the budget is very tight and in order to do all the painting in the building something would have to be cut out from the budget, Mr. Smith suggests that we cut 2 aide positions. Mrs. Jones (board member) thinks that a staff cut is not a good idea. Mr. Smith states that the way the budget was written, we only have \$5,000.00 in revenue over expenses. Mr. Green suggests that a detailed cleaning can be made to the walls instead. Mrs. Jones wants to know if the quotes were given by companies based out of [their state or a nearby adjacent state]. Mr. Smith says the company is based out of Anytown, [nearby adjacent state]. Mrs. Jones recommends that we use [their state] contractors whenever possible. Mr. Smith says that the management company is open to any suggestions the Board has. Mrs. Wallace (another board member) suggests doing the project in phases; Mrs. Jones thinks it can be done over the course of 2 - 3 years."

Hmm. Where to start. First, the board is perfectly within the scope of its oversight responsibilities to expect that school facilities be properly maintained. Instead of having a meandering *how will* discussion, however, the board should simply enact a policy directing management to do so. The same is true for the vendor issue. If the board feels it's important to use vendors from their state rather than the nearby adjacent state, it should create a vendor selection criteria policy. Should management deviate from these, or any other board policies, the board's conversation becomes one of asking *how soon* management intends to bring the school back into compliance.

But here's the kicker, and it illustrates the *real cost* of focusing on *how will* questions in your meetings. For the past four or five years, this particular school has performed in the bottom 25% of all public schools in the state where it operates. In the current year, it's in the bottom 15%, and the charter is now up for renewal. The challenge in front of the board is how to apply for renewal in the wake of years of inferior academic performance. And though it had recently begun to seriously evaluate *how well* the students should be doing (even before attending my seminar), the board had spent far too much time in meetings, mired waist-deep in "dirty wall discussions" instead of focusing on student outcomes. As of this moment, it remains to be seen whether this will cost them their charter. That's a high price to pay for holding too many *how will* discussions.

#### About This Publication & The Author

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

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

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## Thomas Edison Charter School's College & Career Readiness School Counseling Program

In compliance with R277-462, Thomas Edison Charter Schools have licensed school counselors that follow the Utah Model of School Counseling for K - 8th grade at two different campuses. The schools meet the school counselor ratio expectations as put forth by the state and participate in the state's counseling program review schedule. The program is data driven. Data is collected each year, and a data project is presented to the school board as well as turned into the state board of education each year.

Counselors are licensed by the Utah State Office of Education. They meet all accreditation standards as required by the Utah State Office of Education and the Northwest Association of School and Colleges. They are both members of the Utah School Counselors Association (USCA) and the American School Counseling Association (ASCA).

The counselors provide a variety of services. These services include the following five components:

**Systemic Approach to Dropout Prevention with Social/Emotional Supports:** *The supports consist of activities to meet students' immediate needs. These may include individual counseling, group counseling, academic consultation, outside referrals, truancy mediation, conflict resolution, self-help information, and classroom lessons.*

**Plan for College & Career Readiness:** *School counselors coordinate ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans. These plans acknowledge student strengths, accomplishments, and progress toward meeting the Utah core standards. Students learn how to research careers, set goals for the future, and start planning out their high school/college education. In eighth grade, students participate in a job shadowing experience at a business in the community. In addition, students in the eighth grade meet individually with their counselor and parents to discuss post-high school options. The seventh graders meet in a small group setting with the counselors during their College & Career Awareness class. Students also get a great deal of information about future planning through their monthly guidance curriculum lessons and an annual college week.*

**Collaborative Classroom Instruction:** *Counselors provide all students with the knowledge and skills appropriate for their developmental level during monthly lessons. The middle school curriculum covers information students need, taught in the traditional classroom. Topics include stress and suicide prevention, career exploration, high school graduation and college entry requirements, financial aid assistance, job applications, resumes, interviewing skills, team building, and more. Elementary curriculum focuses on social and emotional well-being.*

**Systemic Program Management:** *School counselors participate in activities that establish, maintain, and enhance the total school counseling program. They use their leadership and advocacy skills to promote systemic change by contributing to professional development; consultation and referrals; collaboration, outreach, and advocacy; program management and operations; and technology use.*

**Contributions to the Student Success Framework:** *The counseling program contributes to the school's strategic goals by encouraging good citizenship behaviors and promoting post-high school educational options. Additionally, the counseling department will present to the governing board, at least annually, a report demonstrating its impact on a variety of student outcomes.*

## EARLY LEARNING PLAN 2021-2022

**LEA Name: Thomas Edison Charter School**

**Date of Expected Local Board Approval: 08/04/2021**

**Directions:**

- *To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: <https://drive.google.com/file/d/1UPrrElZrXX73aotjbFWH-icRtqUfqC-/view?usp=sharing>*
- *Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.*
- *Submission of Section D is optional depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.*

**Funds Being Applied for:** *Check all that apply.*

**X Early Literacy Program Funds**

**DISTRICT ONLY - Matching Funds:**

Program	Amount Matching	Levy
<input type="checkbox"/> Low Income Program	\$	
<input type="checkbox"/> Guarantee Program	\$	

**x PreK-3 Professional Learning Funds**

**Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)**

- Submission on or before August 1st: For ELP **preapproval**, submit your plan as a WORD document to [earlylearning@schools.utah.gov](mailto:earlylearning@schools.utah.gov) by **August 1st**.
- Submission after August 1st: For ELP **final approval**, submit your plan (as an attachment), budget, and local board minutes (as an attachment) in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**
- Goals must be submitted into the Data Gateway - Early Literacy Page <https://datagateway.schools.utah.gov/> **no later than September 1st by 5 p.m.**

**Submission of Professional Learning Grant Budget:**

- Submit the Professional Learning Grant budget in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**

**\*Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.**

## SECTION A: EARLY LITERACY

1. List core instruction (tier 1) components for grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum
Phonological Awareness	K-1: 10-15 mins. 2-3: 2-10 min.	K-1: Daily 2-3: 2-3 times per week as needed	K-1	Spalding Heggerty Lexia
Phonics	30-35 mins.	Daily	K-3	Spalding Lexia
Fluency	K: 0-10 mins. 1-3: 15-20 mins.	Daily	K-3	Spalding Lexia
Vocabulary	30-40 mins.	Daily	K-3	Spalding Lexia IXL
Comprehension	K: 20 mins. 1-3: 30 mins.	Daily	K-3	Spalding Comprehension Passages Lexia IXL
Oral Language	20-30 mins.	Daily	K-3	Spalding Small group discussion strategies Poetry Recitation Oral Sentence Construction with teacher feedback
Writing	K: 20 mins. 1-3: 30-60	Daily	K-3	Spalding IXL Six Traits of Writing

2. In a single paragraph, explain how literacy assessments are used for core (tier 1) instruction to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

TECS teachers analyze data from weekly/monthly phonogram and spelling assessments, Acadience Reading, Spalding's Oral Reading Fluency passages and comprehension passages to determine need for intervention. Teachers analyze and discuss this data in grade-level PLCs monthly to collaborate about meeting student needs. Teachers regularly use data to set goals for differentiating teaching and developing educational plans for individual students. It is the teacher's prerogative to solicit help from parents, to effectively communicate concerns and expectations, and to get them involved with their students' education.

3. In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.

**Tier 2:**

Classroom teachers and aides instruct Tier 2 interventions. Lexia, IXL, and modified Spalding instruction are used. Students needing Tier 2 interventions are given 20-30 minutes of instruction, three – four days per week. Acadience Reading progress monitoring is used at least twice monthly for students in Tier 2 and teachers review data from IXL and Lexia weekly to adjust instruction. Students who score “below benchmark” or in the “approaching benchmark” range receive Tier 2 support. When students meet benchmark proficiency, they exit Tier 2 support.

**Tier 3:**

Classroom teachers and MTSS aides give Tier 3 interventions. MTSS aides pull students 15-20 minutes each day for interventions and classroom teachers pull-out or do additional tutoring at least 30 minutes a week. Lexia Skill Builders, modified Spalding lessons, 99% Group, and Heggerty are used daily as determined by student need. Acadience Reading progress monitoring is used weekly. Students who continue to score below benchmark after six weeks of Tier 2 interventions receive Tier 3 interventions. When students progress to “approaching benchmark” ranges, they return to Tier 2 only support.

- 4. Describe in one paragraph, the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists to support meeting Early Literacy goals. *These funds cannot be used for faculty or staff in grades 4-6.*

We regularly access multiple professional development opportunities provided on the state level as well as in-house opportunities from Utah Compose, USBE, UTMTSS, and other organizations. We conduct yearly classes on the Spalding Method to train teachers and aides in Reading Foundations and Essential Skills for Writing and Reading. Our Directors of Instruction support teachers as literacy coaches by regularly observing, modeling, and providing feedback on instruction. Data is gathered and provided regularly by a district Data specialist to be used in PLC meetings and for instructional planning. K-3 teachers meet in department and elementary level PLCs to collaborate, share methods and strategies, evaluate student progress, and plan development opportunities.

**SECTION B: EARLY MATHEMATICS**

- 1. What evidence-based curriculum is being used in K-3 mathematics?

Saxon Math in grades K-3 and IXL as supplemental practice in 3<sup>rd</sup> grade

- 2. Describe how the following mathematical components are incorporated in grades K-3.

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Teachers use a variety of strategies including modeling/coaching/scaffolding/fading and exploratory and investigative learning when applicable. Instruction is incremental and new concepts of small, digestible information build upon prior learning.

<b>Procedural Fluency:</b> the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Students participate in a math wall discussion daily which distributes concepts across the year to develop skill mastery. Daily lesson practice reinforces skill development by spiraling and expanding math concepts throughout the year. Hands-on and manipulative practice help students develop procedural fluency.
<b>Strategic and Adaptive Mathematical Thinking:</b> the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Students explain how they reach a solution and share different approaches with the class. Students develop concepts through pictorial, numerical, and symbolic representation. Students defend their answers through pair-share opportunities or by written expression.
<b>Productive Disposition:</b> the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Teachers promote growth mindset during math instruction. Students are given multiple opportunities to demonstrate problem-solving. Students regularly solve relevant, real-world problems. All students participate through use of whole-class engagement strategies.

- 3. In a single paragraph, explain how mathematics assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.**

K-3 teachers use regular paper/pencil assessments provided by Saxon Math and in 2021-22 will be able to use the Acadience math assessments. Assessment results from Saxon and Acadience inform teachers about individual student deficiencies to the standards and additional needed practice. In 3<sup>rd</sup> Grade, teachers also use IXL Diagnostic to get a detailed picture of each student's strengths and weaknesses so teachers can intervene appropriately. Data from all sources is gathered and provided regularly by a district Data specialist to be used in PLC meetings and for instruction and intervention planning. K-3 teachers meet in department and elementary level PLCs to collaborate, share methods and strategies, and evaluate student progress. All K-3 classrooms have a dedicated classroom aide during math instruction. Aides and teachers are able to work together to give small group reinforcement on deficient concepts and reteach individual students as needed.

- 4. In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in mathematics.**

**Tier 2:** TECS MTSS practices for Tier 2 mathematics include pre-teach/re-teach, after school tutoring, additional in-school pull-out time for concept review and practice, targeted IXL practice, and parental support. Classroom teachers and aides provide Tier 2 instruction using Saxon materials and Saxon Math adaptations. Students needing Tier 2 interventions are given 20-30 minutes of instruction, three – four days per week. Teachers review data from IXL and weekly Saxon assessments to determine interventions. Students who do not meet proficiency levels in Saxon assessments receive Tier 2 support. When students meet proficiency levels, they exit Tier 2 support.

**Tier 3:** Classroom teachers and MTSS aides give Tier 3 interventions. MTSS aides pull students 15-20 minutes each day for interventions and classroom teachers pull-out or do additional tutoring at least 30 minutes a week. Saxon Math adaptations and additional skill instruction and practice are used daily as determined by student need. Students who continue to score below benchmark after six weeks of Tier 2 interventions receive Tier 3 interventions. When students progress to approaching proficiency ranges, they return to Tier 2 only support.

## SECTION C: LOCAL GOALS

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes.

For literacy goals only, include early intervention K-3 software if being used.

Goal Sentence Frame:

By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used, including early reading software if being used] to [why—for what purpose].

1. Early Literacy Goal (required)

By **May 27, 2022**, **Thomas Edison Charter School LEA** will maintain the percentage of kindergarteners at or above benchmark on Acadience Reading composite from BOY to EOY by administering Acadience progress monitoring weekly to students needing intervention- including 45 min/week of Lexia- and one to two times per month for those at or above benchmark; and, by providing professional development and instructional coaching to all kindergarten teacher staff, including classroom observations and feedback on the implementation of phonemic awareness and phonics, such as Heggerty and Spalding routines, to reduce the percentage of students who did not master PSF and/or NWF and also who are not on benchmark by the end of kindergarten.

2. Early Literacy Goal (required)

By **May 27, 2022**, **TECS** will maintain the percentage of 2<sup>nd</sup> graders at or above benchmark on Acadience Reading composite from BOY to EOY by administering Acadience progress monitoring weekly to students needing intervention- including 45 min/week of Lexia- and one to two times per month for those at or above benchmark; and, by providing professional development and instructional coaching to all 2<sup>nd</sup> grade teacher staff, including classroom observations and feedback on the implementation of phonemic awareness and phonics, such as Heggerty and Spalding routines, to reduce the percentage of students who are not on benchmark by the end of 2<sup>nd</sup> grade.

General Assurances: *Check all the boxes below.*

- The Early Learning Plan submitted has been reviewed and approved by your local school board in an open, public meeting.
- The Early Learning Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.
- The Early Learning Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.
- We understand our state growth goal for literacy is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.

- We understand that we will assess literacy and mathematics using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.
- We understand that we will submit our literacy and mathematics data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.
- We understand that we must implement evidence-based interventions for reading and mathematics if a student is scoring below or well below benchmark.
- We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds and Professional Learning Grant funds (*see R277-406*).
- We understand that we will report literacy and mathematics results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.
- We understand that if our LEA does not meet goal requirements laid out in state code and board rule for two consecutive years, our LEA will be required to participate in the System of Support.
- Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy (*53F-2-503*).
- We understand that if program money is used in a manner that is inconsistent with 53F-2-503, R277-406, 53F-5-214, and R277-326 our LEA is liable for reimbursement for the amount of funds improperly used.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

## SECTION D: PreK-3 PROFESSIONAL LEARNING

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures. Click [here](#) to see LEA estimated funding amounts.

### Important Definitions per Board Rule:

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.
- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.

- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

Check appropriate boxes to indicate professional learning focus:

<input checked="" type="checkbox"/> Early Literacy <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> Early Mathematics <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
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- 1. Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).**

TECS employs Directors of Instruction to develop and support K-3 teachers of reading in their classrooms. Directors of Instruction model how to teach reading strategies, observe and coach teachers as they deliver reading instruction, and post-conference with teachers to give individualized support and feedback. Newly hired teachers are observed and given feedback weekly, teachers in their second and third years are observed one to two times per month, and all other teachers are observed at least three times per year. Directors of Instruction stay up-to-date on best practices of teaching phonemic awareness, systematic phonics, vocabulary, reading fluency, and comprehension. Each summer they offer training for all reading teachers in their first three years and interested experienced teachers on teaching these reading components. They also regularly review these strategies and best practices with teachers during staff meetings, monthly PLC meetings, and one-on-one with individual K-3 teachers. K-3 teachers are required to do peer observations and record impressions on effective teaching strategies which they later review and discuss with Directors of Instruction. Newly hired teachers are also assigned a mentor teacher who collaborates and assists with lesson planning and delivery on a weekly basis.

- 2. Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals. (If choosing early math, there is no need to describe how it is targeted to attaining goals as there are no math goals this year, however the rest of this question still needs to be answered).**

Directors of Instruction will focus their modeling, coaching, and classroom observations on ensuring best-practices are met as K-3 teachers implement and deliver phonemic awareness activities, phonics, word and text fluency, comprehension, and vocabulary development activities. They will individually conference with teachers about student achievement. Teachers, principals, and Directors of Instruction will discuss progress toward the state goal at monthly elementary PLC meetings and collaborate on strategies for improvement. Kindergarten and 2<sup>nd</sup>-grade teachers will review the TECS goals during their monthly grade-level PLC meetings and Directors of Instruction will attend regularly to monitor progress.

- 3. Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.**

Grade-level PLCs for grades K-3 will meet monthly to collaborate on assessment data from Acadience Reading, Spalding phonogram and spelling assessments, Lexia, and IXL Diagnostic. Directors of Instruction and school principals will also attend these monthly grade-level PLC data discussions to offer support and guidance on using evidence-based interventions to increase student outcomes.

4. Describe how the professional learning opportunities are aligned with the [professional learning standards](#) set forth in 53G-11-303 and R277-519.

<p><b>Learning Communities:</b> occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment</p>	<p>All K-3 teachers are members of two different PLCs – a grade-level PLC which includes all teachers at a specific grade level from both Edison schools and a campus-specific elementary PLC which includes all K-5 teachers. These PLCs foster vertical and horizontal curricular consistency and data analysis to inform instruction and intervention strategies.</p>
<p><b>Skillful Leaders:</b> requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning</p>	<p>Directors of Instruction observe and give feedback to 1<sup>st</sup>-year teachers once a week, 2<sup>nd</sup>-year teachers twice a month, and 3<sup>rd</sup>-year teachers once a month or as often as needed. Experienced teachers offer short trainings monthly during PLC meetings to support teachers in their first three years of teaching and lead grade-level and elementary PLCs. K-3 teachers are invited to become a Spalding Certified Teacher through Spalding Educational International to enhance their reading instruction skills.</p>
<p><b>Resources:</b> requires prioritizing, monitoring, and coordinating resources for educator learning</p>	<p>School leaders allocate funds to pay for substitutes so K-3 teachers can observe experienced and highly successful K-3 reading teachers to improve their own instructional strategies. School leaders also allocate funds for K-3 teachers to become a Spalding Certified Teacher. Significant funds are allocated each year for annual summer reading training and to maintain reading specialists/Instructional Coaches to observe, provide feedback, and support K-3 reading teachers.</p>
<p><b>Data:</b> uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning</p>	<p>During classroom observations, Directors of Instruction track data on implementation of each component of Spalding lessons to evaluate effectiveness of instruction and provide feedback to teachers. K-3 grade-level PLCs select various data points to analyze at each monthly meeting and provides school leaders with a summary of their findings. Data analyzed include Acadience benchmarks, weekly and monthly Spalding phonogram and spelling assessments, and IXL.</p>
<p><b>Learning Designs:</b> integrates theories, research, and models of human learning to achieve its intended outcomes</p>	<p>Directors of Instruction meet with K-3 teachers during grade-level PLCs to discuss reading progress. Input from teachers aid Directors of Instruction in designing professional learning for August Teacher Training. Teachers often collaborate during grade-level PLCs with concerns and successful strategies regarding reading instruction and bring requests for additional training to Directors of Instruction.</p>
<p><b>Implementation:</b> applies research on change and sustains support for implementation of professional learning for long-term change</p>	<p>Directors of Instruction follow current research on reading, attend conferences, and support teachers through training and classroom observations to implement best-practices. Teachers also hold weekly planning meetings with their grade-level team and share implementation ideas and resources. When new research or strategies suggest a different approach, TECS will often authorize one teacher to pilot the new approach and share results before expecting all teachers to begin the new process.</p>
<p><b>Outcomes:</b> aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah</p>	<p>Each K-3 grade-level PLC works to analyze and interpret the data from Acadience benchmarks and Lexia to set learning goals for their students. PLCs meet monthly and PLC leaders summarize the data teachers analyzed and report what they learned to administrators.</p>

**Technology:** both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.

TECS provides regular technology support to K-3 teachers and administrators seek out answers to questions teachers don't know. Lexia offers trainings throughout the school year to answer questions and show teachers how to dive deeper into their data. Experienced teachers share tips and helpful websites or apps with each other and offer support as newer teachers become more acquainted with the technology.

**General Assurances: Check all the boxes below.**

**ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - The Professional Learning Grant must be submitted in Utah Grants no later than September 1 by 5 p.m.

**ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if our professional learning application is not approved by October 15, we forego our Professional Learning Program funds (R277-326).

**ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that these funds must only be used for sustained professional learning opportunities that are evidence-based and focused (R277-326).

**ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if program money is used in a manner that is inconsistent with 53F-5-214 and R277-326, our LEA is liable for reimbursement for the amount of funds improperly used.

**ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand the requirement to complete a USBE survey of performance measures by the end of the year.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Professional Learning Grant funds.



# Why We Love UAPCS

Noah Webster Academy appreciates our partnership with Utah Association of Public Charter Schools. The UAPCS staff is **supportive**. They **know** our school and **care** about our success. The **training** provided through UAPCS for staff and board members is so **advantageous**. Our Scholar Council enjoys the opportunity to participate in Charter Day on the Hill each year. We are **grateful** for our affiliation with UAPCS.

Angie Rasmussen  
Noah Webster Academy  
Director

**UAPCS Conference** is *Hands Down* the **most professional, applicable, and informative** educational conference I have ever attended. From the moment you walk in, you know countless hours of preparation have taken place to assure your full enjoyment of the conference. All the presenters are well prepared, keynote speakers are engaging, meals are tasty, and the vendors are cheerful and welcoming. Thank you UAPCS for this fantastic opportunity. **I look forward to it every year.**

UAPCS is a true **all-inclusive support** system for Utah's Charter Schools. Not only do they provide **high-quality training** and programming, but they also **reach out** to those who are not close to SLC. They remember and support everyone. Whether you participate in their high-quality online training, meetings, mentoring programming, or engage with the people they bring to you, **UAPCS wants ALL of Utah's Charter Schools to thrive**. Thank you for your commitment to all of Utah's educators, parents, and administrators, but most of all thank you for your undying commitment to ALL of Utah's children.

I am a huge fan of UAPCS. Thank you for all your time and energy to support ALL of Utah's Charter Schools! Even us tiny guys far from the city.

Carrie Ann Smith  
Moab Charter School  
Director

The UAPCS board trainings were **instrumental** in helping me transition to a new role as Executive Director at Summit Academy Schools. UAPCS's board trainings helped to provide my board and me with the correct understanding of each other's roles and responsibilities to ensure Summit Academy's **success**. The training was **targeted to our needs** and **tailored** to our specific situation from the **highly qualified** and very **knowledgeable** Joylin Lincoln. Thank you UAPCS!"

Michael Clark  
Summit Academy  
Director



# Membership Has Its Benefits

## Advocacy

- Trusted Voice in Funding Discussions & Policy Drafting
- Advocate at Federal, State & Local Level
- Charter Day on the Hill
- Member's Policy Committee
- Credit Enhancement Program
- Legislative Meet and Greet
- Policy Protection

## Training

- Training for Administration, Board Members, & School Personnel
- Mentoring Services
- Fall & Spring Convening
- Administrator Retreat
- Annual Conference

## Support

- APPEL Program
- On Demand Video Training Library
- Charterology Magazine
- Discounted Rate at Job Fair
- Purchasing Program
- Shared Services: 401K, Legal, P&C, and discounted Health Benefits
- Fingerprinting Service
- Customized Listing in Online Charter School Directory



Only \$6 a student!



# Message From Our Director



**Royce Van Tassell**

What a relief this summer has been. Instead of having to track ever changing COVID guidelines, I hope you have all taken some much-needed time to rest and recharge. My wife and I are enjoying as many Olympic volleyball matches as we can find. And through all this hubbub UAPCS continues to push for Utah charter schools.

I'm sure you saw the messages we sent out this past week about congressional Democrats overt hostility to the great work charter schools are doing in Utah and across the country. It is unfathomable that they want to take every federal dollar away from charter schools, simply to appease their teacher union honchos.

For years UAPCS has worked with Utah's elected officials, federal, state and local, to make sure our leaders understand the work we do, and earn their trust and support. Our work has paid off, and all of Utah's congressional delegation are committed charter school supporters. As our previous messages indicated, it's important that each of you reach out to your congressional representatives. Make sure they know how important those federal dollars are to the children and teachers in charter school classrooms.

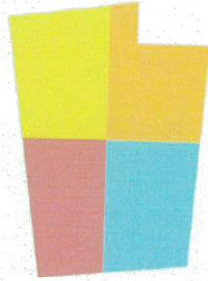
UAPCS and Utah charter schools also have committed allies in the Legislature, the Governor's office and on the State Board of Education. UAPCS is the go-to resource for Utah's political leaders in understanding the needs of Utah's charter schools. From testing policy to regular COVID protocol updates, from funding formulas to SCSB appointments, Utah's policy makers consult with UAPCS leaders. They know us. They trust us. Because we've earned their trust.

The results we've seen just in the past year show that.

- The value of the WPU this school year is 5.9% higher.
- The LRF went up by \$139 to \$2,701 per student.
- And as we all know, Congress is raining down COVID relief funds on public education. On average, federal COVID relief funds are more than 10x greater than normal.
- Our conversations with legislative budget leaders yielded a more or less unfettered hand for how schools can spend their ESSER III money.

Of course, UAPCS does much more than advocate for schools. Our colleagues around the country either want us to train their members, or want to know how they can copy our training program. The same is true for our charter school finance environment, the key elements of which Idaho's Legislature copied and enacted just last year. Plus discounted health benefits and 401K. Membership in UAPCS pays for itself many times over.

But none of that is possible without your membership. Memberships provide the spark plugs that make our engine go, that make these great benefits possible. So as you come back to school, make sure you do your part to support UAPCS' critical work. Make sure you join UAPCS!



# Training Events

## AUGUST

2-Board Meeting Calendar & Structure  
11-ACES-Logan  
25-Effective Time Management  
31-Administrator APPEL Training

## SEPTEMBER

1-APPEL Candidate Training  
1-Robert's Rules  
7-New Board Member Training  
14-Aces-Part 1  
16-Fall Convening  
21-School Culture (Teachers)  
21-Governance & Management Book Group

## OCTOBER

4-Websites  
5-Collaboration/PLCs  
5-Committee Training  
12-ACES-Part 2  
26-State of Being Legal Book Group

## NOVEMBER

1-Marketing  
2-Committees  
2-Effective Teacher Evaluations  
15-Administrator Retreat  
9-ACES-Part 3  
16-All Things Finance Book Group

## DECEMBER

1-Good to Great  
6-Websites  
7-School Culture (Students/ Parents)

## JANUARY

3-Procurement  
4-Student Recruitment, Retention  
4-Governance & Management  
4-Contracts & Procurement  
11-ACES- Part 1  
18-New Board Member Training Book Group

## FEBRUARY

1-Strategic Planning & Charter Fidelity  
1-All Things Financial  
1-Housekeeping 101  
7-GRAMA Requests  
8-ACES- Part 2  
15-Governing for Academic Success Book Group

## MARCH

1-Finance for Administrators  
1-State of Being Legal  
2-Open Meeting Law  
7-Director Evaluations  
8-ACES-Part 3  
22-Spring Convening Book Group

## APRIL

4-Reading Academic Reports  
5-Good to Great  
5-Land Selection  
19-Questions to Ask at a Board Meeting Training  
26-Special Education Training Book Group

## MAY

2-Required Policies  
3-Budget & School Finance  
10-Compliance and Organizational Change

## JUNE

7/8-Charter School Conference  
20 to 22-National Charter School Conference

## KEY

Administrators  
Board Members  
Pre-Operational  
APPEL (Alternative Pathway to Professional Educator License)  
Program



# Training Opportunities

## **ACES (Aspiring Charter Executive Seminars)**

- Three month training for charter school employees desiring to move into administration.

## **Charter School Convening**

- Fall and Spring half-day convening for administrators, board members, counselors, business managers, and other school personnel to learn, share and network.

## **Administrator Retreat**

- Administrator full-day retreat covering topics pertinent to running a successful charter school.

## **Administrator Training**

- Held monthly during the school day, this training includes the following topics: effective time management, school culture for teachers and parents/students, collaboration and PLCs, effective teacher evaluations, student recruitment and retention, strategic planning and charter fidelity, general financial training, special education training, and compliance and organizational change.

## **Lunchtime Seminars**

- Held at noon the first Monday of each month, this virtual training addresses helpful topics for board members in a convenient way.

## **Board Training**

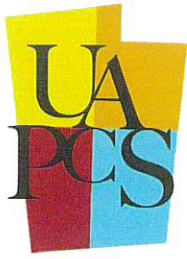
- Held throughout the year, this training covers the following topics: new board member training, board committee training, strategic planning, improving academics, and questions to ask in a board meeting.

## **Book Groups**

- Books are recommended by educators that address current topics in education. Groups meet virtually during the day to discuss. We'll have 5 books that cover education, leadership, governance and finance.

## **Pre-Operational Training**

- Training is as needed by schools preparing to open or expand. Training includes the following topics: Governance & Management, All Things Financial, State of Being Legal, and Good to Great.



Utah Association of Public Charter Schools  
P.O. Box 576 American Fork, UT 84003-9998

www.utahcharters.org  
info@utahcharters.org

# Invoice

Date	Invoice #
07/01/2021	2021/2022-75

Bill To
Thomas Edison – North 180 East 2600 North North Logan, Utah 84341

QTY	Description	Rate	Amount
1152	<p>2021-2022 Membership Dues per student (both campuses included in count)</p> <p>This invoice reflects 75% of the total membership dues amount based on your projected enrollment and is due September 30, 2021.</p> <p>You will receive a second invoice in October for the final membership dues amount which will reflect your actual enrollment and payments received. This invoice will be due December 1, 2021.</p> <p>These membership dues cover a period from July 1, 2021 to June 30, 2022. Charter schools are considered members upon receipt of payment.</p>	6.00	\$6,912.00
Please note our new PO Box: You may pay by check to Utah Association of Public Charter Schools P.O. Box 576 American Fork, UT 84003-9998 or request a pay online link by emailing ashly@utahcharters.org		TOTAL DUE	\$5,184.00

19-20 (scores from the 18-19 year)

	70 Phono			Spelling			Words Per Min			Reading - SRI		
	Aug	Apr	CUT	Aug	Apr	CUT	Aug	Apr	CUT	Aug	Apr	CUT
First	29.27	61.2	60	1.8	3.5	1.9	-	-	-	-	-	-
Second	44.282	62.736	63	3.2	4.4	2.9	62.2	108.6	89	194	466	420
Third	52.342	64.272	63	4.2	6.0	3.9	99.2	122.8	107	509	661	520
Fourth	57.474	66.428	63	5.3	7.0	4.9	96.2	123	123	698	826	740
Fifth	-	-	-	6.2	8.3	5.9	120.4	140	139	839	947	830
Six	-	-	-	-	-	-	-	-	-	979.06	1050.92	925
Seventh	-	-	-	-	-	-	-	-	-	1057.34	1114.18	970
Eighth	-	-	-	-	-	-	-	-	-	1147.16	1205.68	1010
AVERAGE	45.8	63.7	62.3	4.1	5.8	3.9	94.5	123.6	114.5	775	896	774
% GAIN	38.9%			41.7%			30.8%			15.6%		

20-21

	Up		Down		70 Phono			Spelling			Words Per Min			Reading - SRI		
	Aug	Apr	CUT	CUT	Aug	Apr	CUT	Aug	Apr	CUT	Aug	Apr	CUT	Aug	Apr	CUT
First	26.94	60.856	60	60	1.7	3.4	1.9	-	-	-	-	-	-	-	-	-
Second	42.31	62.48	63	63	3.1	4.4	2.9	60.7	107.5	89	232.9	466	420			
Third	52.04	64.42	63	63	4.1	5.9	3.9	96.9	121	107	493	661	520			
Fourth	55.76	65.89	63	63	5.2	6.9	4.9	95.4	121.1	123	680	826	740			
Fifth	-	-	-	-	6.2	8.3	5.9	118.3	139.9	139	831	947	830			
Six	-	-	-	-	-	-	-	-	-	-	970.4	1050.92	925			
Seventh	-	-	-	-	-	-	-	-	-	-	1055.56	1114.18	970			
Eighth	-	-	-	-	-	-	-	-	-	-	1148.88	1205.68	1010			
AVERAGE	44.3	63.4	62.3	62.3	4.1	5.8	3.9	92.8	122.4	114.5	773	896	774			
% GAIN	43.3%		-		42.6%			31.8%			15.9%					

Reading - DIBELS			Math - SMI			Subtraction			Multiplication		
Aug	Apr	CUT	Aug	Apr	CUT	Aug	Apr	CUT	Aug	Apr	CUT
114.69	212.91	155	-	-	-	-	-	-	-	-	-
175.398	247.164	238	213	363	405	17.1%	39.5%	20.0%	-	-	-
240.2	333.602	330	302	565	625	28.2%	53.6%	35.0%	20.9%	55.7%	30.0%
-	-	-	492	719	715	36.2%	61.0%	50.0%	39.8%	71.1%	50.0%
-	-	-	627	800	820	51.3%	70.5%	60.0%	57.3%	82.6%	65.0%
-	-	-	746.234	895.51	870	-	-	-	-	-	-
-	-	-	826.336	965.815	950	-	-	-	-	-	-
-	-	-	914	1010.115	1030	-	-	-	-	-	-
<b>176.8</b>	<b>264.6</b>	<b>241</b>	<b>589</b>	<b>760</b>	<b>774</b>	<b>0.3</b>	<b>0.6</b>	<b>0.4</b>	<b>0.4</b>	<b>0.7</b>	<b>0.5</b>
<b>49.7%</b>			<b>29.1%</b>			<b>69.2%</b>			<b>77.4%</b>		

Reading - DIBELS			Math - SMI			Subtraction			Multiplication		
Aug	Apr	CUT	Aug	Apr	CUT	Aug	Apr	CUT	Aug	Apr	CUT
114.73	209.07	155	-	-	-	-	-	-	-	-	-
191.88	270.3	238	213	363	405	17%	39%	20.0%	-	-	-
265.74	368.55	330	288	565	625	27%	53%	35.0%	21%	56%	30%
-	-	-	468	719	715	34%	58%	0.5	38%	69%	50%
-	-	-	613	800	820	51%	71%	0.6	56%	81%	65%
-	-	-	728.72	895.51	870	-	-	-	-	-	-
-	-	-	823.90	965.815	950	-	-	-	-	-	-
-	-	-	912.74	1010.115	1030	-	-	-	-	-	-
<b>190.8</b>	<b>282.6</b>	<b>241</b>	<b>578</b>	<b>760</b>	<b>774</b>	<b>0.3</b>	<b>0.6</b>	<b>0.4</b>	<b>0.4</b>	<b>0.7</b>	<b>0.5</b>
<b>48.1%</b>			<b>31.4%</b>			<b>71.1%</b>			<b>78.4%</b>		

## TECS Loan Overview / Approximate Status: July 2021

	North	South
Est. Oct 1 Enrollment:	498	701
~Cash Surplus (6/30/21):	<b>\$1,712,966</b>	<b>\$650,726</b>

<-- Approximate amount as of June 30, 2021 (does not include FY21 IDEA deposit)

Lender/Loan	Loan Amount	Term	Rate	Original Loan Date	Payoff Date (full term)	~Current Balance: North	~Current Balance: South	Monthly Payment: North	Monthly Payment: South
NBH Bank (DP Bond)	\$ 5,180,000	10 yrs	2.84%	Jun-21	Apr-31	\$ 1,218,497	\$ 3,961,503	\$140,969	\$458,312
USDA #1	\$4,000,000	30 yrs	4.50%	Oct. 1, 2008	*Oct-38	\$0.00	\$0.00	\$0.00	\$0.00
Alta Bank	\$6,200,000	20 yrs	4.46%	Oct. 1, 2008	*Nov-28	\$0.00	\$0.00	\$0.00	\$0.00
USDA #2^^	\$1,765,815	29 yrs	3.50%	June, 2014	^^Jun-44	\$0.00	\$0.00	\$0.00	\$0.00
Bullen^	\$225,000	2 yrs	3.00%	Jun-16	^Jun-18	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total (current):</b>	<b>\$5,180,000</b>					<b>\$1,218,497</b>	<b>\$3,961,503</b>	<b>\$140,969.47</b>	<b>\$458,311.53</b>

Monthly payment amount per-student:	<b>\$283.07</b>
Monthly payment amount per-student:	<b>\$653.80</b>

Note\*: These loans were paid off in June 2021 (refinanced to DP Bond)

Note^ : North loan only - paid off in June 2018

Note^^: South loan only - paid off in June/July 2019

### June 30th, 2020 Bank Account Balances

Bank Account Available Balance:	\$1,482,525.35
Loan Reserve Account Balance:	\$0.00
Savings Account Balance - Zions:	\$10,575.00
Savings Account Balance - Alta Bank:	\$0.00
Total Debit Account Balance:	\$10,639.62
PTIF Savings	\$1,335,823.00

<-- Does not include FY21 IDEA deposit

## Annual Cost Savings due to 2005/2008 facility purchases and later refinancings

**Objective:** Compare cost of current mortgage payments with case in which the schools still leased all of their facility space from their original landlords and then calculate the annual savings.

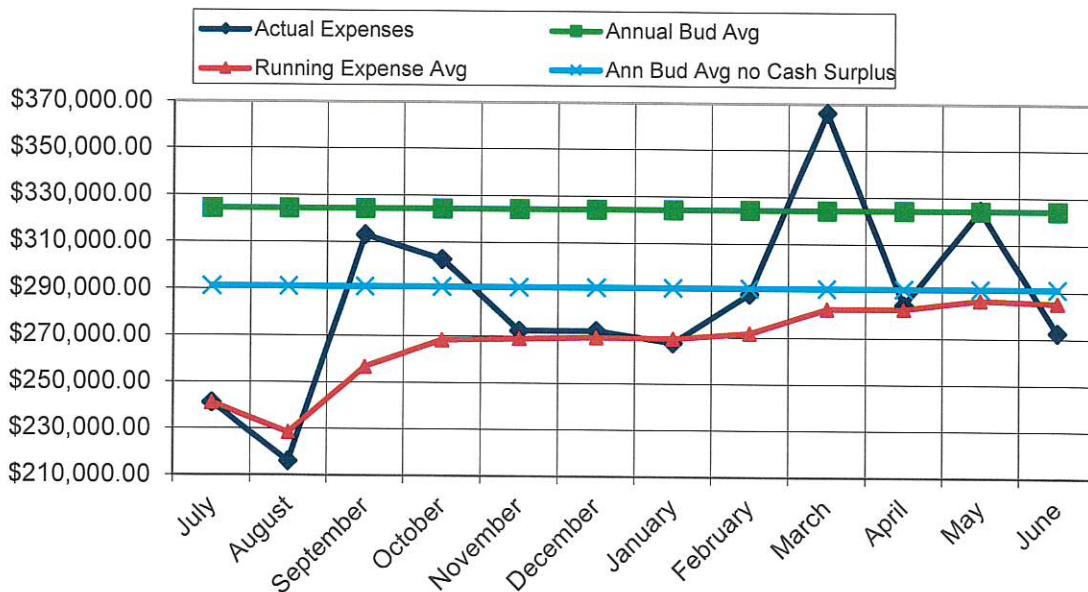
	South Campus	North Campus
Estimated Total FY22 Lease Payments:	\$1,269,485	\$571,015
Estimated FY22 Property Taxes:	\$78,000	\$58,000
<b>Total estimated payments on leases + Prop. tax:</b>	<b>\$1,347,485</b>	<b>\$629,015</b>
Annual Mortgage - NBH Bank / DP Bond:	\$458,312	\$140,969
<b>Total Annual Mortgage payments:</b>	<b>\$458,312</b>	<b>\$140,969</b>
Estimated Annual Savings (Lease minus Mortgage):	<b>\$889,173</b>	<b>\$488,045</b>
<b>Grand Total 2-Campus Annual Savings:</b>	<b>\$1,377,219</b>	
'Latest' FY22 Projected Cash Surplus:	\$298,102	\$337,332
FY22Cash Surplus/Deficit if Still Leased:	<b>\$591,072</b>	<b>\$150,713</b>

# Thomas Edison Charter School (North)

## Monthly Expenditures for FY21 (July '20 - June '21)

Month	Total Expenses	Comments
July	\$241,028.11	Smartzone, microsoft, Sophos annual licenses 5.5k
August	\$215,877.00	Annual licensing 5.4k
September	\$313,114.19	Insurance: \$17.7k
October	\$302,656.17	fence topper 2k, audit 2.5k
November	\$272,356.79	
December	\$272,432.08	
January	\$267,349.78	
February	\$288,520.84	Audit final payment \$2,875
March	\$366,123.37	Audio Enhancement \$90k
April	\$284,164.70	
May	\$324,682.69	Multiple Measures 7k (contracted ser), 30 Dell Computers 19k
June	\$272,474.49	
Running Total	\$3,420,780.21	
Running Average	\$285,065.02	
Annual Budget Monthly Avg	\$324,365.96	
Ann Bud Mon Avg w/o Cash Surplus	\$291,071.83	
Cummulative Surplus / (Deficit)	\$471,611.26	

### Monthly Expenses

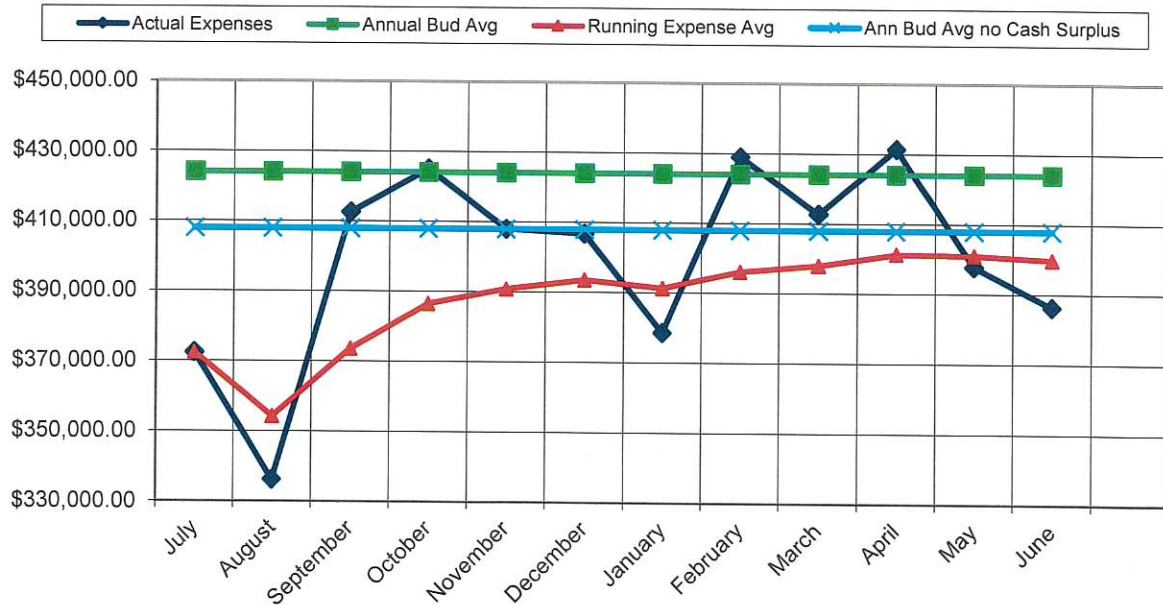


# Thomas Edison Charter School - South

## Monthly Expenditures for FY21 (July '20 - June '21)

Month	Total Expenses	Comments
July	\$372,397.84	23 computers & install 16k, Saxon Math refills \$11k
August	\$336,085.61	
September	\$412,496.84	Insurance: \$21.2k
October	\$425,055.94	Book Fair, Saxon refills 7.7k, audit 2.5k
November	\$407,878.19	
December	\$406,708.68	
January	\$378,532.28	
February	\$428,965.01	Audit final payment \$2,875
March	\$412,677.41	
April	\$431,403.94	
May	\$397,707.66	Multiple Measures 7k (contracted ser)
June	\$386,277.96	
Running Total	\$4,796,187.36	
Running Average	\$399,682.28	
Annual Budget Monthly Avg	\$424,121.12	
Ann Bud Mon Avg w/o Cash Surplus	\$407,928.61	
Cummulative Surplus / (Deficit)	\$293,266.12	

### Monthly Expenses

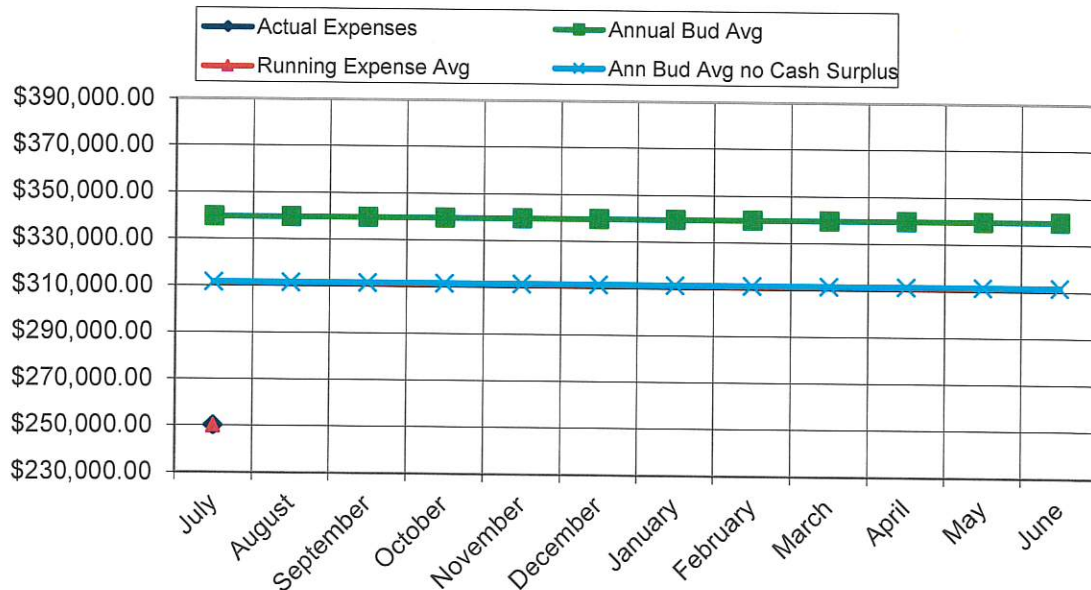


# Thomas Edison Charter School (North)

## Monthly Expenditures for FY22 (July '21 - June '22)

Month	Total Expenses	Comments
July	<b>\$250,137.27</b>	Annual Bldg/Umb Insurance (\$17.1k)
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	<b>\$250,137.27</b>	
Running Average	<b>\$250,137.27</b>	
Annual Budget Monthly Avg	<b>\$339,646.54</b>	
Ann Bud Mon Avg w/o Cash Surplus	<b>\$311,535.55</b>	
Cummulative Surplus / (Deficit)	<b>\$89,509.27</b>	

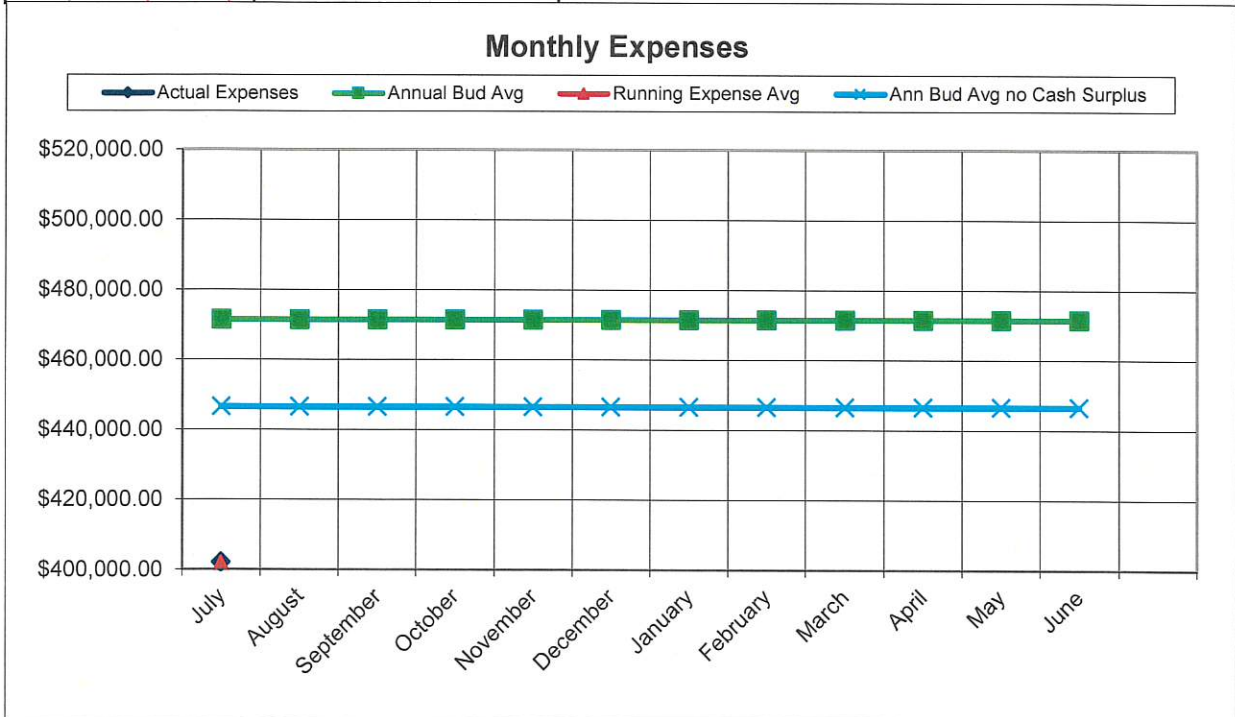
### Monthly Expenses



# Thomas Edison Charter School - South

## Monthly Expenditures for FY22 (July '21 - June '22)

Month	Total Expenses	Comments
July	<b>\$402,019.38</b>	Annual Bldg/Umb Insurance (\$25.6k)
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
Running Total	<b>\$402,019.38</b>	
Running Average	<b>\$402,019.38</b>	
Annual Budget Monthly Avg	<b>\$471,392.26</b>	
Ann Bud Mon Avg w/o Cash Surplus	<b>\$446,550.47</b>	
Cummulative Surplus / (Deficit)	<b>\$69,372.88</b>	



**Principal's Report to the School Board**  
**August 4th, 2021**  
**Shem Smith, Principal**

**1. Strategic Outcome 7:** *"North campus will eliminate its portion of USDA Loan #1 debt..."*

With the refinancing of the buildings, this strategic outcome is likely to change.

- 2. Teacher Training:** Teacher training over the summer included many of our teachers, aides, and new hires taking the Reading Foundations or the MILA 2 courses in June and the last week of May. We have also had a week of new teacher training and will have returning teacher training on Tuesday, August 10<sup>th</sup> through Friday, August 13<sup>th</sup>. We are excited about the upcoming year and feel the training objectives of refocusing our efforts on student learning, Crucial Conversations, and more will help us find great success.
- 3. PO School Gifts/Donations:** The PO and I have met and they will be voting shortly on the amount to gift the school from activities and donations from last year. It should be noted that, during the pandemic year, the PO generated the least amount of donations it's received in recent memory. All in all, there is still around \$5,000 in donations that they will be gifting the school.
- 4. Summer School:** Summer school began on Monday, July 26 and will finish on Friday, Aug. 6<sup>th</sup>. We have 60 students in the various grades, up 10 from last year. Students and teachers have not worn masks, but it is easy to keep distance when there are only 12-15 in a classroom. Summer school provides families with an opportunity for their students to get a refresher course in academics before the school year begins. It also provides some of our aides with more teaching experience with a larger group size. I am not sure if a rise in summer school numbers is a good thing- because it means more students are taking advantage of summer learning opportunities, or if it is not such a good thing- because it means there are more students who are struggling academically and need extra support. We will see.
- 5. Summer Projects:** Our major expenses this summer included: ~\$3,300 to fix some trip hazards in the concrete around the building (in progress), ~\$11,300 to repave and paint the parking lots (on going- see vendor approval), and we replaced two classroom sets of student technology and all of the teacher desktops with new items (totaling just over \$30,000).

We were able to sell all of our old Chromebooks and apply the nearly \$1,500 generated from that toward school supplies.

Beginning in April 2020 through to this week, we have replace all of the components of our fire alarm system. We have new smoke detectors, wiring, annunciator, panel, and batteries in the panel boxes. Shortly, we will also have the CO monitoring and strobes in the newer rooms. All said and done, we will have invested nearly \$25,000 for the new system to stop the incessant trouble signals we had been receiving regularly.

We cleared out our storage unit and sold or donated all of the items that were there, this will save around \$1,000/yr to not have a rental unit plus it also brought in around \$1,000 in sales.

- 6. Staff Updates:** Though we had only a few new teachers, it seems like there was a lot of shuffling around. In total, more than 15 people are either new or are assuming new roles in the school this year. Though it is nice to have such a versatile staff, we like to have consistency as much as we can. We are hoping to maintain much of our staff through the school year and hopefully into next year as well.
- 7. Student Council/Poster:** We are excited to have one of our most veteran teachers, Stephani Bennion assume the role of student council supervisor. She has been working this summer to organize, plan, and coordinate so the school year can begin smoothly. Our student council members for the upcoming school year got pictures taken and we are waiting the new posters to be ready to put up in the building. We love the opportunity to have our new council get recognized as student leaders.
- 8. COVID Preparations:** With the recent outbreak of the Delta variant, school and state leaders met to outline a plan for schools beginning this Fall. We received a notice yesterday from the state health department of the recommendations for schools. We are strongly encouraged to all get vaccinated and wear masks indoors. Spacing, hygiene, and layered precautions were also identified in the document. We have communicated with teachers and families about expectations in returning to schools. Though there were no mandates, we feel there will be many who will opt to wear them as a precaution. We are cautiously optimistic that we can have a mostly normal school year.
- 9. Vendor Approvals:** Morgan Pavement to seal, resurface, and restripe our parking lots: total \$11,312.28.

**10. Upcoming Events:**

Aug 2 - 6	New Teacher Training @ North	8:00-12:30
Aug 2	Class Lists To Teachers	12:00 PM
Aug 4	Admin Meeting @ North	3:45 PM
Aug 4	Business Meeting @ North	4:30 PM
Aug 4	Governing Board Meeting - @ North Campus	5:30 PM
Aug 5	End of Summer Pool Party - Class Lists Posted	7:30-9:30 PM
Aug 6	Class Lists Emailed	7:30-9:30 PM
Aug 9 - Aug 11	Middle School Jumpstart - Lockers, Paperwork & Schedules	1:00 - 3:00 PM
Aug 10 - Aug 13	All Teacher Training @ North	8:00-12:30
Aug 11	Admin Meeting @ North	11:00 AM
Aug 11	Business Meeting @ North	12:00 PM
Aug 16	Back to School Night	3:30-7:30 PM
Aug 16	Clothing Sale	3:30-7:30 PM
Aug 17	Teacher Training at Respective Campus	8:00-12:30
Aug 17	Aide Training	9:00-11:00 AM
Aug 17	Staff, Governing Board, Student Council & PO Pictures	11:00-1:00
Aug 18	First Day of School - <b>Including Kindergarten</b>	

Aug 18	Admin Meeting @ North	11:00 AM
Aug 20	KEEP Assessment for Kindergarten - No Classes Held	
Aug 23	Full Staff Meeting - Training w/Nurse or PowerPoint	3:15 PM
Aug 25	Admin Meeting @ North	11:00 AM
Aug 25	Business Meeting @ North	12:00 PM
Aug 26 & 27	KEEP Assessment for Kindergarten - No Classes Held	
Aug 30	Full Staff Meeting	3:15 PM
Aug 30 - Sept 3	Welcome Week	
	4th & 5th Grade Band Recruiting Assembly	8:30 AM
Aug 30 - Sept 3	Welcome Week	
Sept 1	Admin Meeting @ North	3:45 PM
Sept 1	Business Meeting @ North	4:30 PM
Sept 1	Governing Board Meeting - @ North Campus	5:30 PM
Sept 2	Aide Meetings - Workroom	2:15 & 3:15 PM

### Personnel Requests

**Connor Wead-** Connor is a former student and the son of one of our teachers, Bev Wead. He just finished school and is in between looking for full-time employment. He approached me and said he was looking for some part-time custodial work. As it turns out, that was exactly what we needed. He is a diligent, responsible, and mindful person and will be very dutiful in the assignment. He will be assuming the position vacated by Emily Peterson towards the end of last school year.

**Ammon Clark-** Ammon is also a former student and son of one of our sped aides, Christine Clark. He is assuming the nighttime janitorial role previously held by Nathan Delaney. Nathan resigned stating he needed to focus on his schooling this upcoming year. Ammon has been working with us during the summer and has done a good job. We anticipate his work next year will be good as well.

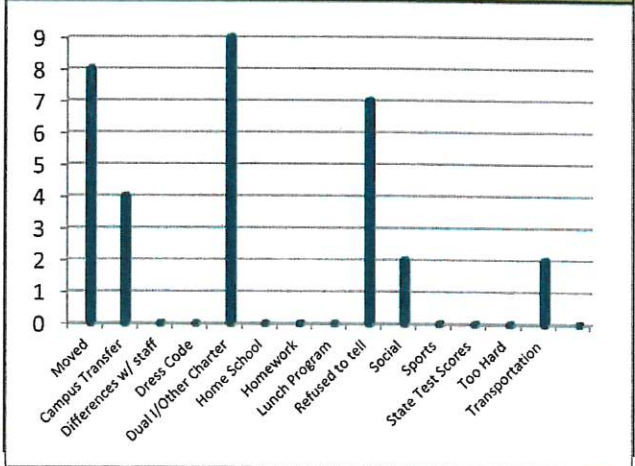
I still have three aides I need to hire for Special Education and Classroom positions.

Position	Teacher	Classroom Aide(s) (348 hrs)	Elem Sped.- 281 hrs
Kindergarten	Bev Wead	Amber Johnson/Tammy Tyler- 58	Tammy Roper
1st- B	Merry Nielsen	Ashley Anderton- 29	1st Lynn Weber- 29
1st- A	Katie Demetriades	Dawnette Engler- 29	2nd - Natalie Levi- 29
2nd- A	Rebecca Williams	Pierco Cockerham- 29	2nd- Connie Peterson-29
2nd- B	Taylor Johnson (Jackie Harvey)	Suzie Ellsworth- 29	3rd Merilee Shupe- 29
3rd- B	<b>Maren Wendel</b>	???- 29	3rd Brenda Dana- 29

3rd- A	Heather Hansen	Lanea Shutt- 29	4th Christine Clark- 29
4th- A	Katie Migliori	Melissa Pettit- 29	4th Amy Simpson- 15
4th- B	Tirzah Anderson	Marcela Gallart- 29	5th Angie Norman- 29
5th- A	Dirk Anderson	Cheryl Rindlisbacher- 29	<b>Rover- ???- 29</b>
5th- B	Elsie Storey	Oaklie Andersen- 29	1-1 Kylie Aitken- 29
MS- 6th	Amber Olson		Kristin Winn (1 hour/day)
MS- English/Lit	Judy Brown		<b>Middle Sped.- 136 hrs</b>
MS- English/Lit	Stephanie Bennion		<b>Director- Christina Smith/Kristin Winn</b>
MS- Science	Pranita Singh		Ali Tillman- 29
MS- Math	Abby Merrill		Amy Wilhelm- 20
MS- Math	<b>Paula Scott</b>		Abbey Schaffner- 29
MS- History	<b>Colton Fairchild</b>	<b>MTSS/CCGP(116 hrs/week)</b>	<b>???- 29</b>
PE	Desi Daines	Robyn Johnson-29	
Computers	Ralph Trumble	Floater- Erica Harper- 20	
Art overflow	Erica Harper	Kaylee Manwaring 18 hr	<b>SLP/T- 22 hrs</b>
Choir	Traci Boston	Britney Clark- Recess- 12	Pamela Clements
Band	Greg Wendel	Patty Petersen- 29	Emily Duvall (18 hours/week)
Orchestra	Conrad Dunn	Susan Koch- CCGP- 8	<b>???SLT- 4/week</b>
Library	Noelle Harrild		
Counselor	Sarahanne Delaney		
<b>Custodians- 91</b>		Student Council- Stephanie Bennion	
Uziel Lopez- head			
Consuelo- MS, main hall- 29			
Ammon Clark- Elem wing- 29			
Connor Wead- Bathrooms/Lunch- 25			
Lyssa Miller- vacuum halls- 8			

Enrollment Report									
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	18-19 Count	Growth	
K	45	56	56	11	0	0	58	-13	-22.4%
1	54	56	56	2	0	1	60	-6	-10.0%
2	58	56	56	0	5	1	52	6	11.5%
3	58	56	56	0	1	2	60	-2	-3.3%
4	57	56	56	0	1	1	58	-1	-1.7%
5	54	56	56	2	1	0	53	1	1.9%
6	56	56	56	0	1	3	60	-4	-6.7%
7	57	56	56	0	7	3	55	2	3.6%
8	58	56	56	0	1	2	53	5	9.4%
<b>Total</b>	<b>497</b>	<b>504</b>	<b>504</b>	<b>15</b>	<b>17</b>	<b>13</b>	<b>509</b>	<b>-12</b>	<b>-2.4%</b>

Withdrawal Reason Count												
REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	2	4	0	1	0	0	1	0	0	0	8	25.0%
Campus Transfer	1	1	1	0	0	1	0	0	0	0	4	12.5%
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 /Other Charter	3	0	0	1	0	1	1	2	1	0	9	28.1%
Home School	0	0	0	0	0	0	0	0	0	0	0	0.0%
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	4	1	0	0	0	1	1	0	0	0	7	21.9%
Social	0	1	0	0	0	0	0	1	0	0	2	6.3%
Sports	0	0	0	0	0	0	0	0	0	0	0	0.0%
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
Too Hard	0	0	0	0	0	0	0	0	0	0	0	0.0%
Transportation	0	0	2	0	0	0	0	0	0	0	2	6.3%
											0	0.0%
<b>Total</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>32</b>	



Number of Families	
2020-21	2021-22
326	

Part time students	
Elem	MS
0	0

8/4/2021 10:38

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	16.7%
DE-Moved	1	0	1	0	0	0	0	0	0	0	2	33.3%
DE-Campus Transfer	0	0	0	1	0	0	0	0	0	0	1	16.7%
DE-Dual Immersion	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Home School	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	1	0	0	0	0	0	0	0	1	0	2	33.3%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	0	0	0	0	0	0	0	0	0	0	0	0.0%
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%
<b>Didn't Enroll Total</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>6</b>	

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New	13%	7%	0%	5%	20%	4%	2%	0%	6%
One		24%	13%	11%	11%	10%	9%	14%	11%
Two			11%	11%	6%	10%	12%	16%	8%
Three				9%	6%	12%	9%	9%	5%
Four					0%	10%	9%	3%	3%
Five						6%	2%	5%	2%
Six							9%	7%	2%
Seven								0%	1%
<b>ALL</b>	<b>87%</b>	<b>69%</b>	<b>75%</b>	<b>64%</b>	<b>57%</b>	<b>50%</b>	<b>49%</b>	<b>38%</b>	<b>61%</b>

8/4/2021 10:39 AM

# K-5 Teachers/Aides

2021-2022

August 3, 2021

## Teachers

K-Julie Johnson  
K-Sarah Hadsell  
1<sup>st</sup>-Jennifer Buchanan  
1<sup>st</sup>-Jaime Hadsell  
1<sup>st</sup>-Jennifer Bailey  
2<sup>nd</sup>-Mandy Price  
2<sup>nd</sup>-Katie Johnson  
2<sup>nd</sup>-Angie Stott  
3<sup>rd</sup>-Machelle Matthews  
3<sup>rd</sup>-Katie Fordham  
3<sup>rd</sup>-Melanie Killpack  
  
4<sup>th</sup>-Lisa Jordan  
4<sup>th</sup>-Allison Gunnell  
4<sup>th</sup>-Holli Williams  
5<sup>th</sup>-Kari Knight  
5<sup>th</sup>-Brooke Mullen  
5<sup>th</sup>-Brooke Laursen

## Aides

**Ilse Sandoval/Kala Hawkes**  
Stephanie Jensen/Jenny Condie  
*Janae Langford*  
**Madison Satterlee**  
Audrey Topham  
*Kelley Carter*  
*Amber Garrity*  
Stacy Beus  
**Sydnee Finley**  
Cindy Hooker  
**Daryan Long** (M/W/F start at 10:00am)  
Bree Cardon (M/W/F 8-10am- 6 hours)  
**Amber Daniel**  
**Kimberly Herrera**  
Laura McGinnis  
Teri Madsen/Laura Coleman  
Teri Madsen/Laura Coleman  
Teri Madsen/Laura Coleman

Full Faculty Meeting-41 (not including admin. or SLP and 2 SLT)

MS SPED Aide-7 (not including Louise)

ELED SPED Aide-12 (not including Jodi and Katy) + 3 MTSS

ELED Classroom Aide-17

# MS Teachers-MS Aides 2021-2021

8-3-21

## Middle School Teachers

Math-Jill Hales, Charlotte Gardner

Science-Dane Hepworth and Briget Miller

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-Katie McKay

Art- Steve Kropp, **Sally Stewart**, **Cody Merchant**, **Brook Schulz**

PE-Jeremi Broadhurst/Jenna Oakey

Counselor-Jamin Bingham

School Psychologist-Heather Hinds

Library Aides-Mandi Jenkins (29 hours), Courtney Wallace (29)

**Speech (SLP)**-Sara Hicken (**SLT's**)-Lynda Anderson (29) Emily Duvall (18)

## MS SPED

Teacher-Louise Hoth

**Aides** (40 MS SPED Students 14-6<sup>th</sup>, 14-7<sup>th</sup>, 12-8<sup>th</sup>)

Cody Merchant (24) teaching art 2<sup>nd</sup> period

**Michaela Harper** (20) 1<sup>st</sup>-5<sup>th</sup> period only

Shelly Bair (29)

Nicole Petersen (29)

Carrie Lemmon (29)

Stacey Hoffmann (29)

Amy Paulsen 3 MS classes (19 hours) and MS MTSS (10 hours)

**NEW (11)** Occupational Therapy?

## Head Custodian

Neal Loveland

## Daytime Custodian

Jeremy Duncan

## Evening Custodian

**NEW**

## Yearbook

Brook Schulz

## Media Specialist

Miriam Sagers

## Marketing

Stacy Harris

## Lunch

Teresa Duncan

Jen Smith

## Clothing Store

Student Council

# Elementary Special Education Aides 2021-2022

8-3-21

## Elementary Special Education Teachers:

Katy Meatoga (K-3)

Jodi Johnson (4-5)

## Elementary SPED Aides:

**Kindergarten** (3 students with IEP's)

-Katy will teach

**1<sup>st</sup> Grade** (6 students with IEP's)

-Stacie Estey (29 hours)

**2<sup>nd</sup> Grade** (7 students with IEP's)

-Anna Reeves (29 hours)

-Cassidy Merchant (29 hours)

**3<sup>rd</sup> Grade** (8 students with IEP's, 2 need one on one aide)

-Christy Kropp (29 hours)

-Sally Stewart (20 hours) available 8:00am to 12:00pm (Mike do PM as needed)

-Mike Althouse behavior aide for Aaron/Caleb/Elias (29 hours)

**4<sup>th</sup> Grade** (11 students with IEP's)

-Katie Merritt (29 hours)

-Rebekah May (20 hours) available 8:00am to 12:30pm

-Steve Kropp (15 hours) M-TH Math 12:30-1:30pm Not on Friday-Friday math Brook Schulz

**5<sup>th</sup> Grade (8 IEP's)**

-Nicola Tyers (29 hours)

-Jennifer Wade (20 hours) 8:00am-12:00pm

\*Jodi will step in with teaching as needed in the PM.

Counseling Secretary/Sub Caller-Cassie Cassias

## MTSS Coordinators

-Madalyn Jarvis (29 hours)

-Brooke Schulz (19 hours MTSS/1 hour 4<sup>th</sup> grade SPED/10 hours MS Graphic art/photography)

## MTSS Aide

-Bree Cardon (23 hours) No M/W/F until 10:00am

-Amy Paulsen (10 hours) will help with MS MTSS 3<sup>rd</sup> and 4<sup>th</sup> hour

## WIDA Coordinator

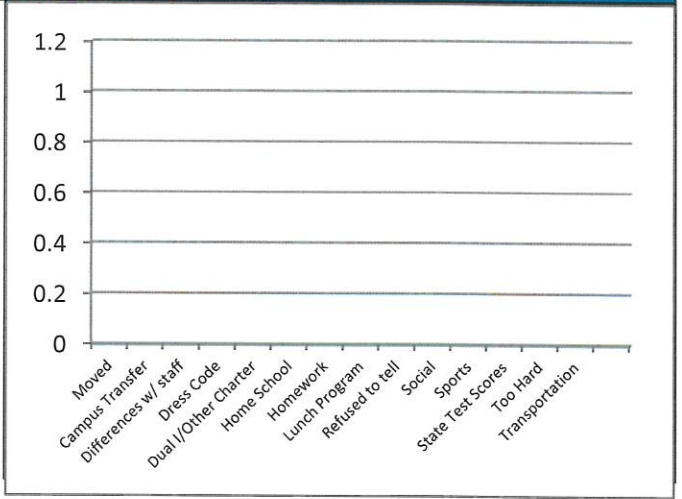
-Marianne Durr (approx. 120 hours for the year)

## CM Homework Club

-Cody Merchant

Enrollment Report										
Grade	Current Count	Current Spaces	Projected	Openings	Pref. Waiting	Reg. Waiting	20-21		Growth	
K	96	96	85	0	0	0	74	22	29.7%	
1	78	90	80	12	0	0	57	21	36.8%	
2	71	90	75	19	0	0	71	0	0.0%	
3	85	90	80	5	0	0	63	22	34.9%	
4	70	90	70	20	0	0	70	0	0.0%	
5	76	90	75	14	0	0	75	1	1.3%	
6	87	90	80	3	0	0	80	7	8.8%	
7	89	90	85	1	1	1	78	11	14.1%	
8	84	90	80	6	0	0	72	12	16.7%	
<b>Total</b>	<b>736</b>	<b>816</b>	<b>710</b>	<b>80</b>	<b>1</b>	<b>1</b>	<b>640</b>	<b>97.4</b>	<b>15.2%</b>	

Withdrawal Reason Count												
REASON	K	1	2	3	4	5	6	7	8	9	Total	%
Moved	0	0	0	1	1	1	0	0	0	0	0	#DIV/0!
Campus Transfer	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Differences w/ staff	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Dress Code	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Dual /Other Charter	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Home School	0	0	0	1	0	0	0	0	0	0	0	#DIV/0!
Homework	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Lunch Program	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Refused to tell	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Social	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Sports	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
State Test Scores	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Too Hard	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Transportation	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
												#DIV/0!
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



Number of Families	
2021-22	2020-21

Part time students	
Elem	MS
0	0

8/4/2021 14:36

DIDN'T ENROLL	K	1	2	3	4	5	6	7	8	9	Total	%
DE-Refused to tell	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Moved	1	0	0	0	1	0	0	0	0	0	2	33.3%
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	1	0	0	1	0	0	0	0	0	0	2	33.3%
DE-Lunch Program	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Social	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-State Test Scores	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Too Hard	0	0	0	0	0	0	0	0	0	0	0	0.0%
DE-Transportation	1	0	0	1	0	0	0	0	0	0	2	33.3%
DE-Waiting List	0	0	0	0	0	0	0	0	0	0	0	0.0%
<b>Didn't Enroll Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	

Years of Attendance									
Years	1	2	3	4	5	6	7	8	%
New									13%
One									16%
Two									6%
Three									2%
Four									3%
Five									2%
Six									0%
Seven									0%
<b>ALL</b>	<b>82%</b>	<b>73%</b>	<b>64%</b>	<b>66%</b>	<b>64%</b>	<b>47%</b>	<b>42%</b>	<b>40%</b>	<b>59%</b>