

**Thomas Edison Charter Schools Governing Board Meeting**  
**March 30, 2022 5:30 P.M.**  
**Edison South: 1275 W 2350 S, Nibley, UT 84321**

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

**Agenda**

Conducting: Carol Hirschi

Pledge of Allegiance: Olivia Kirkham

1. 5:30 Adoption of Agenda
2. 5:31 Public Comment
3. 5:34 Approval of Minutes
4. 5:36 Board Training: Brian Carpenter Podcast and Discussion
5. 5:42 Board Training: Discussion, reading, self-evaluation, etc.
6. 5:52 TECS Philosophy – Jim Peterson
7. 5:59 Financial Report – Jim Peterson
8. 6:04 Legislative Update – Jim Peterson
9. 6:15 Repeal Curriculum Policy 4101 – Olivia Kirkham
10. 6:19 Security Procedures 6107a update – Olivia Kirkham
11. 6:23 NPS Scores – Angela Barton
12. 6:33 Update Salary Schedule
13. 6:37 Principal Reports: Shem Smith, Melani Kirk
14. 6:45 Vendor/Personnel Requests: Melani Kirk, Shem Smith
15. 6:50 Adjourn

Electronic Participation: Potentially all due to COVID

<https://meet.google.com/qxb-vpiv-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 Carol Hirschi (435-770-1109).**



## The Limits of Individual Board Member Authority

If someone were to ask me if there is any one issue I encounter the most often that diminishes an effective working relationship between charter school boards and school leaders, I would answer, *yes*, without a moment's hesitation. That issue is the misguided notion that the authority of the whole board resides in each individual board member. It does not.

To begin, most people correctly understand that a charter school board, under the oversight of its authorizer and all applicable statutes and regulations (which are considerable), has ultimate authority over the school it governs. A governing board's authority generally includes, but is not limited to:

- entering into contracts,
- making employment and compensation decisions pertaining to the school leader (and possibly other school employees depending on IRS status, state law, or charter requirements),
- budgeting and spending approval,
- curriculum approval (if not its actual selection),
- the ability to buy or sell real property,
- initiating legal action if it perceives that its rights have been infringed,
- establishing policies (and hopefully assessing compliance with them), and
- deciding to retain an EMO or CMO to perform school operations (in those states where management companies are permitted by law).

Again, there's no question that the authority to do everything in the preceding list (and much more) rests with the school's board of directors (though it has to delegate some authority to others in order for the school to function).

But here's the catch--and it's a big one. The noun, *board of directors*, is not plural, it's singular. This means that the correct pronoun for a board is *it*, NOT *they*. In other words, the authority of the board does not reside in any individual board member because the whole board, when a quorum is present at a duly posted meeting that is called to order, *is an entity*. *When it votes--and only when it votes--it exercises its authority as the voice of the corporation.*

So what authority does an individual board member possess? **Only this:** Under the direction of the board chair or president, an individual board member has the authority to introduce, second, speak to, and vote on a motion. (There are a few exceptions, such as when a member should recuse himself from a vote due to a conflict of interest.)

This limited authority means that, unless otherwise specifically authorized to do so by a board vote, individual board members have no authority, **in or out of board meetings** to direct the school leader, engage the faculty, staff, parents, or students as someone with the board's authority, or take any other unilateral action.

### Board Self-Appraisal Questions/Recommendations

1. Does your board have a policy that makes it clear that individual members do not have the authority to direct faculty or staff, or engage the faculty, staff, parents, or students as someone with the board's authority?
2. I've observed that one of the most reliable indicators that a board allows individuals to exercise the board's authority is excessive school leader turnover. Has this been a problem in your school?

## Case in Point

### JUST SAY NO TO SELF-APPOINTED RECONNAISSANCE MISSIONS

Several years ago, a client board sought my guidance on a crucial decision at hand: whether to renew the management company's soon to expire contract. The board wanted help on how to evaluate the company's performance in order to make an informed decision. So far, so good. I scheduled a series of three meetings several weeks apart with the board.

During the first meeting, I reviewed some basic concepts regarding the role of the board, the role of a management company, the importance of policies in governing the school, etc. I closed the session by helping the board develop a brief action plan whereby a committee would evaluate various aspects of the company's performance within the school, the results of which would then be reported back to the full board when I returned for the second meeting. I left feeling confident that everything was on the right track.

A couple of weeks later, just a day or two before I was due back for the second meeting with the board, I received a frantic phone call from the board's vice president. She told me that she had just found out that the board president had signed a contract renewal with the company. "Does he have the authority to do that?" she implored. "Absolutely not," I assured her. "Well, what do we do?" she asked. I told her to review the bylaws for the protocol required to call an emergency meeting so that she could assemble the full board to take action. I then said, "By a vote of the full board, declare the board president's unilateral decision as having occurred outside the scope of his authority, thereby

rendering it invalid. Next, have the board attorney send a formal letter to the management company indicating the board's decision.<sup>1</sup> Lastly, in accordance with the procedures laid out in your bylaws, I recommend that the board vote to remove the president from the board because it's inappropriate to usurp the board's authority as one's own." All of this the board did.

In the years since, I have observed many such instances where individual board members in other schools committed individual abuses. There was a board president who harassed the school leader because he wouldn't hire a personal friend of hers. Other situations involved two board members organizing a closed meeting with the faculty to entertain complaints against the school leader, a board treasurer who tried to fire the business manager, a school where all the board members conducted self-appointed weekly reconnaissance missions at the school (and were, not coincidentally, looking for their ninth school leader in as many years), and two new board members who felt that it was their duty to be a conduit for resolving every staff complaint in the school. All these instances have the same thing in common: individual board members misappropriating the authority of the board as their own.

<sup>1</sup> This case also illustrates why it's a good idea to make sure the board has evaluated its attorney's independence. If the attorney had been a lifelong business associate of the board chair, for example (something I've seen), it's unlikely he would have been willing to carry out the board's directive. This in turn, would have caused the board to have to find and appoint a new attorney to represent it, thereby unnecessarily prolonging and complicating the matter.

#### 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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## **APPENDIX E: Background of the Spalding Method**

### Background of Romalda B. Spalding & the Spalding Method

Although Romalda Spalding earned a bachelor's degree from the University of Illinois and a master's degree from Columbia University, she discovered that her preparation was not adequate for teaching all children to read and write successfully.

Her search for a reading method that empowered children to become fluent, thoughtful readers and writers led her in 1938 to the distinguished neurologist Dr. Samuel T. Orton. Dr. Orton specialized in helping dyslexic and other disabled children. His book, *Reading, Writing and Speech Problems in Children* (W. W. Norton & Co., Inc., New York, 1937) greatly impressed Ms. Spalding. According to Ms. Spalding, that book, "which stated his theory of the functioning of the brain in speaking, writing and reading and his practical means to prevent or overcome confusions were clear, logical and highly effective in practice". After tutoring children under his supervision, Mrs. Spalding soon realized that the children taught using Dr. Orton's techniques experienced more success than her regular education students.

Drawing on what she learned from Dr. Orton and her own experience working with children at Massachusetts General Hospital, Children's Hospital at Harvard Medical School, and public and private schools as a classroom teacher, she wrote the textbook, *The Writing Road to Reading*, first published in 1957.

*The Spalding Method* continues to be validated by current research on the way children learn. During her lifetime she received numerous awards and served on advisory boards of the Orton Dyslexic Society and the International Montessori Society.

### Spalding Education International

In 1986, Romalda B. Spalding established the Spalding Education Foundation (SEF) (now Spalding Education International) as a resource for Spalding materials, to perpetuate her *Method* of teaching language arts, and to maintain the principles and procedures that have made *The Spalding Method* so effective.

Spalding Education International (SEI) is a nonprofit, tax-exempt 501(c)(3) corporation. It is the only organization authorized by Romalda B. Spalding to provide instruction in *The Spalding Method*. SEI certifies tutors, teachers and instructors in *The Spalding Method*. Spalding courses are held through contracts with schools, districts, colleges, and universities. In addition, the Spalding Professional Development Program (SPDP) provides on-site staff development for schools that have adopted *The Spalding Method* as their total language arts program. Schools may also apply for SEI Accreditation signifying that they qualify as Spalding instructional models.

SEI also provides instructional materials and publishes a quarterly newsletter, *The Spalding News*, which provides instructional tips and reports on current research and SEI events. Spalding Education International is accredited by the International Multisensory Structured Language Education Council for its literacy instructional programs for teachers and Spalding teacher trainers.



## **APPENDIX F: Supportive Research of the Spalding Method**

### **Supportive Research**

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

The Spalding Method ... is ... a total language arts system, in that it ... is an approach to learning the phonetic base of the language through listening, seeing, speaking, writing, spelling, and reading. (p.536)

The Spalding Method was observed in several Honolulu schools in 1967 and again - in 1982. In January, for example, in a first grade class the children were reading at an almost unbelievable level of comprehension, voice inflection, knowledge of word attack. (p. 545)

Scores that are consistently far beyond the national norms and testimonials of gains made by illiterate adults, new arrivals from the rim of the Pacific, learning disabled children, and others who had not previously learned to read in regular classrooms using standard means should be proof enough of the effectiveness of *The Writing Road to Reading* (pp. 545-546). "(Average grade level score of the 14 first grades in his sample was 2.8; of the 16 second grades, 3.76; of the 12 third grades, 5.24)"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

One of the most important aspects of this program is its emphasis upon problem solving. I have seen a number of cases, interestingly, in which children's arithmetic skills improved following a few months of training in this literacy program. I believe this is because the children transferred the analytical, problem solving strategies they were learning in their reading classes to their arithmetic

assignments. They were learning to pay close attention to details, and they were learning that rules and strategies could be invoked to deal with new problems. When they applied those same principles to arithmetic, improvement was sometimes dramatic." (pp. 130-131)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **APPENDIX G: Testimonials of the Spalding Method**

*"In summary, we have reviewed some of the research that bears on decisions about the design of a beginning reading curriculum. I wish I could say that there are many published curriculums which embody the principles that have just been described. Sadly, there are not. I have found only one (The Spalding Method)..."*

-- Dr. Sylvia Farnham-Diggory  
*Cognitive Processes in Education*



*"It is a tragedy that the majority of school systems still act as if throwing money at a problem will make it go away, when a good resource such as The Spalding Method, which requires minimal funding, solves the deep problems in literacy that we face."*

-- Charles J. Micciche  
Former Superintendent of Schools  
Groveton, New Hampshire

*"The Writing Road to Reading has been available since 1957 and is still an inexpensive and efficient method to teach our children speak, write, spell, and read. Therefore, my message to any private or public school is that if you wish to make a dramatic difference in school excellence, start with reading and strongly consider using the Spalding Method as it is designed."*

-- Norman L. Wilson  
Former Associate Superintendent  
Peoria Unified School District  
Peoria, Arizona

*"Our eight years' experience with the Spalding Method has demonstrated again and again the soundness and efficiency to the approach to reading, writing, and spelling. Not a single student has failed to learn to read."*

-- John Cooper  
Former Headmaster  
Kinkaid School  
Houston, Texas

*"The Spalding Method of teaching precise speech, legible handwriting, correct spelling, and accurate and understood reading has done more to provide continuity and consistency for our entire curriculum than any other factor. It provides security for those who learn more slowly and allows the others to progress further and faster. No program can compete with it for effectiveness or price.*

*Our [more than] eight years of use has produced tremendous results by any standard of comparison. We recommend the Spalding language arts program without reservation and invite anyone to visit us and see for himself the impact this program has made."*

-- H. Marc Mason  
Principal (retired)  
Benjamin Franklin Elementary School  
Mesa, Arizona

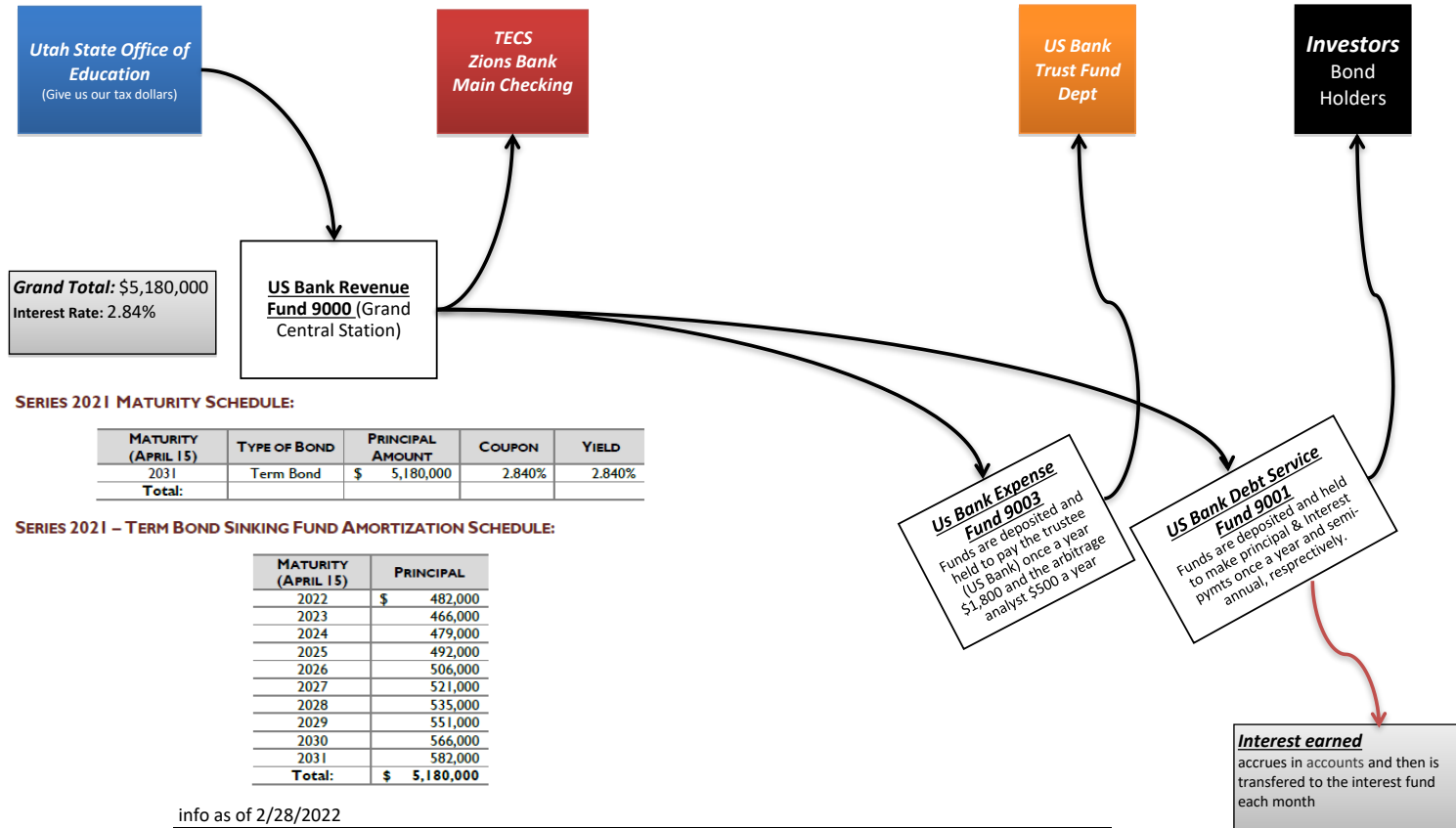
*"Because The Method is multisensory, developing the eyes, ears, voice, hand and arm muscles, and the right and left sides of the brain concurrently, it works for everyone, brilliant, average and learning-disabled pupils of every age.... No other approach to early literacy has this record of success."*

-- Dr. Susan Moore, Australia  
*Education Monitor*

*"I share the conviction of many that, properly implemented, **The Spalding Method** improves achievement levels, enjoyment of learning, and self-esteem in students of all ages. It is research-based, philosophically sound and practically effective..."*

-- Sallie Norsworthy,  
Headmistress, Junior School Presbyterian Ladies' College  
*Melbourne, Australia*

## Bond Information



### SERIES 2021 MATURITY SCHEDULE:

MATURITY (APRIL 15)	TYPE OF BOND	PRINCIPAL AMOUNT	COUPON	YIELD
2031	Term Bond	\$ 5,180,000	2.840%	2.840%
<b>Total:</b>				

### SERIES 2021 – TERM BOND SINKING FUND AMORTIZATION SCHEDULE:

MATURITY (APRIL 15)	PRINCIPAL
2022	\$ 482,000
2023	466,000
2024	479,000
2025	492,000
2026	506,000
2027	521,000
2028	535,000
2029	551,000
2030	566,000
2031	582,000
<b>Total:</b>	<b>\$ 5,180,000</b>

info as of 2/28/2022

Bond Fund Details	Previous Month's BALANCE	Activity During THIS REPORTING MONTH		End of Month BALANCE
		DEPOSITED	WITHDRAWN	
Debt Service (Int & Princ)	\$ 508,815	23,438	-	\$ 532,253
Expense Fund	\$ 1,751	292	-	\$ 2,043
Revenue Fund	\$ -	778,109	778,109	\$ -
<b>TOTAL BOND FUNDS</b>	<b>\$ 510,566</b>	<b>801,839</b>	<b>778,109</b>	<b>\$ 534,296</b>

Bond began November 2014

Created by Red Apple



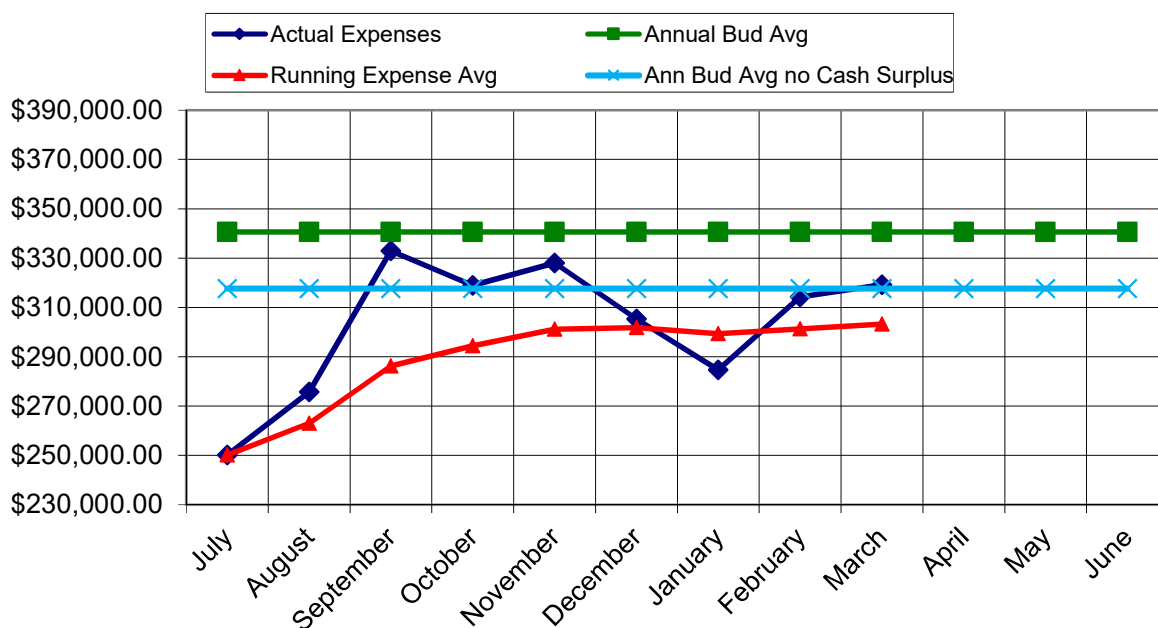
'Bond Diagram' tab

# 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	<b>\$275,795.86</b>	Davis Classroom Supply order 4.3k, parking lot 11.3k
September	<b>\$332,933.81</b>	Saxon 7.3k, Concrete work 3.3k, Audit 3k
October	<b>\$318,900.11</b>	
November	<b>\$328,064.02</b>	Crucial Conversations Trng 5k, Copy machine 4.3k
December	<b>\$305,263.77</b>	
January	<b>\$284,658.26</b>	Legal 1.6k
February	<b>\$314,275.43</b>	2k Cleaning rags
March	<b>\$319,234.45</b>	2 lunch room tables 4.7k
April		
May		
June		
Running Total	<b>\$2,729,262.98</b>	
Running Average	<b>\$303,251.44</b>	
Annual Budget Monthly Avg	<b>\$340,574.05</b>	
Ann Bud Mon Avg w/o Cash Surplus	<b>\$317,620.91</b>	
Cummulative Surplus / (Deficit)	<b>\$335,903.48</b>	

### Monthly Expenses

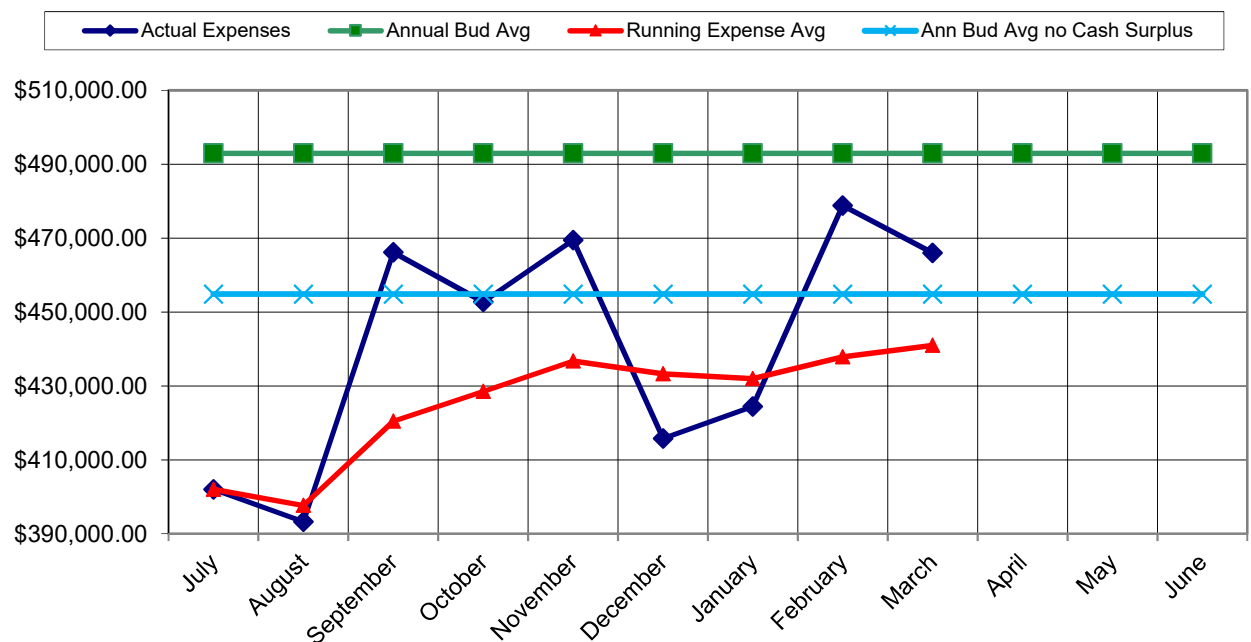


# Thomas Edison Charter School - South


## 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	<b>\$393,271.97</b>	Asphalt patch 3.7k, concrete lifting 1.9k, vocabulary notebooks 1.4k
September	<b>\$466,144.48</b>	21k Cameras, wall mounts, installation, Audit 3k
October	<b>\$452,772.12</b>	Computers 5.6k
November	<b>\$469,493.85</b>	Crucial Conversations Trng 5.5k, Spalding 1.8k, copy machine 2.1k
December	<b>\$415,795.46</b>	
January	<b>\$424,480.53</b>	Replace Blower Motor, Kitchen gas regulator 2k, Laminator 1.8k
February	<b>\$478,815.33</b>	Copy Machine 1.7k
March	<b>\$466,000.23</b>	\$30k for 96 chrome-books, cart
April		
May		
June		
Running Total	<b>\$3,968,793.35</b>	
Running Average	<b>\$440,977.04</b>	
Annual Budget Monthly Avg	<b>\$492,953.68</b>	
Ann Bud Mon Avg w/o Cash Surplus	<b>\$454,885.37</b>	
Cummulative Surplus / (Deficit)	<b>\$467,789.79</b>	

### Monthly Expenses






 <b>UTAH ASSOCIATION OF PUBLIC CHARTER SCHOOLS</b>				S: Support, O: Oppose, M: Monitor				
Number	Title	Bill Sponsor	Description	Sug Pos	House Comm	House Floor	Senate Comm	Senate Floor
House Bills								
HB 1 S1	Public Education Base Budget Amendments	Eliason	Provides appropriations for the use and support of school districts, charter schools, and state education agencies; <ul style="list-style-type: none"> <li>sets the value of the weighted pupil unit (WPU) initially at \$3,908 (+2.6%) for fiscal year 2022-2023;</li> <li>adjusts the number of weighted pupil units to reflect anticipated student enrollment in fall 2022;</li> <li>extends flexibility in the use of restricted stated funding through fiscal year 2023;</li> <li>appropriates funds to the Uniform School Fund Restricted - Public Education Budget Stabilization Account;</li> <li>makes an appropriation from the Uniform School Fund Restricted - Trust Distribution Account to the School LAND Trust Program to support educational programs in the public schools;</li> <li>provides appropriations for other purposes as described; and</li> <li>approves intent language.</li> </ul>	S	N/A	70-0-5	N/A	26-0-3 (2 & 3)
HB 21 S1	School and Child Care Center Water Testing Requirement	Handy	This bill: defines terms; <ul style="list-style-type: none"> <li>requires certain testing of water for lead at schools and child care centers;</li> <li>addresses funding for testing and certain actions;</li> <li>requires action if lead test results equals or exceeds a certain level;</li> <li>addresses rulemaking authority;</li> <li>addresses records that the division shall post;</li> <li>imposes sunset dates;</li> </ul>		8-2-4	47-26-2	5-1-2	15-8-6, 19-0-10
HB 113 S1	Students with Disabilities Funding Revisions	Judkins	This bill makes changes to provisions related to funding for students with disabilities.		9-0-6	72-0-3	4-0-2	23-0-6, 28-0-1
HB 114 S2	School Nursing Services Amendments	Harrison	This bill provides a definition of a school nurse; <ul style="list-style-type: none"> <li>amends provisions of the public education code to unify meaning;</li> <li>requires local education agencies to provide a minimum level of nursing services; and</li> <li>makes technical and conforming changes.</li> </ul>		7-4-4	73-0-2	3-2-1	20-5-4, 25-1-3
HB 183	In-person Learning Amendments	Teuscher	This bill suspends a test to stay program requirement; <ul style="list-style-type: none"> <li>amends provisions regarding the computation of the case threshold that triggers the test to stay program requirement;</li> <li>clarifies when a student may return to school during a test to stay event;</li> <li>provides additional procedural requirements for the application of an exception to an in-person learning requirement;</li> </ul>		N/A	57-17-1, 55-16-4	N/A	24-3-2, 22-5-2
HB 184	Teacher Professional Development Amendments	Moss	This bill amends a notice requirement for a reallocation of instructional hours or school days for teacher preparation time or teacher professional development; and makes technical changes.		5-3-7	74-0-1	4-0-2	26-0-3, 25-0-4
HB 234 S1	Public Educator Curriculum Transparency Requirements	Teuscher	This bill defines terms; <ul style="list-style-type: none"> <li>requires local school boards and charter school governing boards to formally adopt curricula used within the local education agency;</li> <li>requires class syllabi to be made available and updated online including a description of associated learning materials used for student instruction;</li> <li>requires schools to make learning materials available for parent inspection at schools; and makes technical and conforming changes.</li> </ul>					
HB 265	Charter School Agreements and Renewals	Snow	This bill establishes the duration of charter agreements, including renewals; <ul style="list-style-type: none"> <li>requires the State Board of Education to make rules regarding requirements for charter authorizers and charter agreements;</li> <li>requires charter agreements to include certain components regarding performance metrics and expiration;</li> <li>requires charter authorizers and charter schools to modify charter agreements to bring agreements into compliance</li> </ul>				9-2-4	
HB 273 S1	Civics Education Amendments	D.N. Johnson	This bill creates a pilot grant program to support local education agencies in implementing innovative approaches to civics education; <ul style="list-style-type: none"> <li>repeals the civics engagement pilot program;</li> <li>defines terms; and makes technical changes</li> </ul>		6-4-5	69-0-6	6-4-5	19-0-10, 22-0-7
HB 294	Charter School Admissions Amendments	Pulsipher	This bill allows a charter school to give enrollment preference to: <ul style="list-style-type: none"> <li>an individual whose sibling is currently enrolled in a charter school with an approved articulation agreement with the charter school in which the individual is seeking enrollment; and</li> <li>for the 2022-2023 school year, a student who withdrew from the charter school to attend an online school or home school in the 2020-2021 or 2021-2022 school years due to the COVID-19 emergency;</li> <li>requires a charter school to enroll a foster child residing in the same residence with a student currently enrolled in a charter school;</li> <li>defines terms;</li> </ul>		9-0-6	71-0-4	3-0-3	28-0-1, 23-0-6
HB 366 S1	Education Sovereignty and Curriculum Transparency	Stratton	This bill: <ul style="list-style-type: none"> <li>requires local governing boards to continue and encourage methods to ensure curriculum transparency; and</li> <li>makes technical changes.</li> </ul>		5-5-5			

**Color Key #1**

	High interest to TECS
	Moderate interest to TECS
	Watch list (may/may-not apply to TECS)

**Color Key #2**

	Passed this hurdle
	Partially through legislative process
	Failed, tabled, or not considered

 <b>UTAH ASSOCIATION OF PUBLIC CHARTER SCHOOLS</b>				S: Support, O: Oppose, M: Monitor				
Number	Title	Bill Sponsor	Description	Sug Pos	House Comm	House Floor	Senate Comm	Senate Floor
<b>Senate Bills</b>								
<b>SB 2</b>	Public Education Budget Amendments	Fillmore	This bill: <ul style="list-style-type: none"> <li>provides appropriations for the use and support of school districts, charter schools, and state education agencies;</li> <li>sets the value of the weighted pupil unit (WPU) at \$4,038 for fiscal year 2023 (+6.0%);</li> <li>directs the State Board of Education on how to execute certain funding programs;</li> <li>provides teacher bonuses for certain teachers who accepted extra work assignments;</li> <li>permits the state board to use certain nonlapsing balances to provide grants for scholarships for certain school employees to become school-based mental health workers;</li> <li>changes the state contribution for transportation costs for school districts;</li> <li>changes the calculation of WPUs for foreign exchange students;</li> <li>amends the calculation of hold-harmless allocations to local education agencies for At-Risk WPUs;</li> <li>amends the growth formula for concurrent enrollment;</li> <li>provides appropriations for other purposes as described;</li> <li>transfers funding from the Uniform School Fund to various restricted funds and accounts;</li> <li>reorganizes operating programs among line items at the State Board of Education;</li> <li>provides appropriations for other purposes as described;</li> <li>makes technical and conforming changes; and approves intent language.</li> </ul>		N/A	70-0-5	N/A	27-0-2 (2 & 3)
<b>SB 79</b>	School Information Management System Amendments	Anderegg	This bill amends certain deadlines for the operation of a school information management system.		10-0-5	70-0-5	5-0-2	28-0-1, 28-0-1
<b>SB 103</b>	Special Education Licensing Amendments	Owens	This bill makes changes to licensing requirements for directors of special education at charter schools.		11-0-4	71-0-4	5-0-2	25-0-4, 27-0-2
<b>SB 114 2S</b>	Public School Curriculum Requirements	Fillmore	Requires a process if a local school board or charter school governing board chooses to adopt or approve instructional materials for classroom use across the school district or charter school; <ul style="list-style-type: none"> <li>requires local school boards and charter school governing boards to adopt policies to provide guidance to educators on the use of learning materials that have not yet been considered for adoption or approval under the open process;</li> <li>requires that contracts for online or digital learning materials include a requirement for notice if the provider</li> </ul>				4-2-0	
<b>SB 127 1S</b>	Early Literacy Outcomes Improvement	Millner	This bill amends and establishes programs to emphasize literacy in kindergarten through grade 3.		8-0-7	72-0-3	4-0-2	27-0-2, 28-0-1
<b>SB 134 4S</b>	Special Education Amendments	Bramble	Requires a local education agency (LEA) to provide special education in the least restrictive environment; <ul style="list-style-type: none"> <li>permits an LEA to: provide special education to a student with disabilities regardless of whether the other students in the class or setting are students without a disability;</li> <li>requires an LEA to use state special education funds for special education, even if doing so provides an incidental benefit to students without a disability;</li> <li>requires the State Board of Education to:               <ul style="list-style-type: none"> <li>make rules related to accounting for the use of state special education funds; and</li> <li>provide training to LEAs on the appropriate use of special education funds;</li> </ul> </li> </ul>		7-5-3	40-34-1	3-1-2	24-3-2, 20-5-4, 23-0-6
<b>SB 145</b>	Reading Competency Benchmark Assessment	Stevenson	This bill amends the grade levels to which a requirement applies for a statewide reading competency benchmark assessment.				4-0-2	26-0-3, 28-0-1
<b>SB 157</b>	Parental Rights in Public Education	Johnson	<ul style="list-style-type: none"> <li>Recognizes and exercises state sovereignty in public education;</li> <li>recognizes, exercises, and protects the rights and responsibilities of parents in the education of their children; and</li> <li>grants parents the right to opt out or withdraw their children from objectionable matters &amp; materials.</li> </ul>					
<b>SB 191 2S</b>	Regulatory Sandbox in Education	Fillmore	This bill permits a district school or charter school to: <ul style="list-style-type: none"> <li>create a plan to implement an innovative education program (innovation plan); and</li> <li>apply to the State Board of Education (state board) for a waiver of state board rule;</li> <li>to support an innovative education program, permits a local education agency (LEA) to:               <ul style="list-style-type: none"> <li>expend a percentage of state restricted funding under certain circumstances; and</li> <li>accept private grants, loans, gifts, endowments, devises, or bequests;</li> </ul> </li> <li>requires a charter school authorizer to amend a charter school's charter agreement to:               <ul style="list-style-type: none"> <li>incorporate an approved innovation plan; and</li> <li>remove an innovation plan that is no longer in effect;</li> </ul> </li> <li>requires a local school board or charter school authorizer to submit approved innovation plans to the state board;</li> <li>permits the state board to terminate an innovation plan under certain circumstances;</li> <li>requires the state board to:               <ul style="list-style-type: none"> <li>upon request, report to the Education Interim Committee on the use of state restricted funding an LEA uses to support an innovative education plan; and</li> <li>waive certain state board rules;</li> </ul> </li> <li>defines terms;</li> </ul>		7-3-5	61-11-3	4-0-2	22-0-7, 25-0-4, 22-5-2
<b>SB 223</b>	Charter School Governing Board Member Requirement Amendments	Mayne	This bill establishes: <ul style="list-style-type: none"> <li>a minimum number of governing board members for a charter school governing board; and</li> <li>training requirements for charter school governing board members;</li> <li>requires a charter school governing board to publish certain information about governing board members on the charter school's website;</li> <li>permits a charter school to compensate governing board members for:               <ul style="list-style-type: none"> <li>per diem and travel expenses related to required training; and</li> <li>attending charter school governing board meetings;</li> </ul> </li> <li>requires the State Board of Education to:               <ul style="list-style-type: none"> <li>provide training and an assessment to charter school governing board members that leads to certification; and</li> <li>distribute a stipend to certified governing board members for completing required training;</li> </ul> </li> <li>defines terms; &amp; makes technical changes.</li> </ul>					

**Color Key #1**

	High interest to TECS
	Moderate interest to TECS
	Watch list (may/may-not apply to TECS)

**Color Key #2**

	Passed this hurdle
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	Failed, tabled, or not considered

# OFFICIAL CURRICULUM POLICY

Policies and Procedures Manual

4000—Curriculum and Instruction

Item #	Board President Signature	Original Approval Date	Last Amendment Date
4101		April 6, 2006	August 5, 2015

The official curriculum for Thomas Edison Charter Schools will provide students with specific time allotments for each subject area. The chart below indicates these allotments for grades K-5.

Foundational Block	KDG	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>
Literature or Reading	100	400	370	375	300	275
Spelling	180	300	300	240	225	175
Mathematics	225	300	300	300	300	300
Grammar	25	75	100	100	95	120
Writing	50	165	150	150	175	175
History/Geography	*	30	40	60†	90	150
Science	*	30	40	60†	105	150
<b>Sub-Total</b>	<b>580</b>	<b>1300</b>	<b>1300</b>	<b>1282</b>	<b>1290</b>	<b>1345</b>

Enhancement Block	KDG	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>
Music	30	50	50	50	50	50
P.E.	50	50	50	50	50	50
Art	30	50	50	50	50	50
Computer	0	15	15	30	30	30
Library	30	30	30	30	30	30
<b>Sub-Total</b>	<b>140</b>	<b>195</b>	<b>195</b>	<b>210</b>	<b>210</b>	<b>210</b>

Lunch and Recess	75	325	325	325	325	325
Miscellaneous	0	100	100	100	95	40
<b>Sub-Total</b>	<b>75</b>	<b>425</b>	<b>425</b>	<b>425</b>	<b>420</b>	<b>365</b>

<b>Grand Total</b>	<b>795</b>	<b>1920</b>	<b>1920</b>	<b>1920</b>	<b>1920</b>	<b>1920</b>
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\* Kindergarten does history/geography and science on two- or three-day school weeks in lieu of math and/or Spalding.

† Third grade does keyboarding the first eight weeks of school in lieu of history/geography and science.

# DATA SECURITY PROCEDURES (1 of 4)

## Policies and Procedures Manual

## 6000—Technology and Information Systems

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6107a			

### Definitions:

- Access - Directly or indirectly use, attempt to use, instruct, communicate with, cause input to, cause output from, or otherwise make use of any resources of a computer, computer system, computer network, or any means of communication with any of them.
- Authorization - Having the express or implied consent or permission of the owner, or of the person authorized by the owner to give consent or permission to access a computer, computer system, or computer network in a manner not exceeding the consent or permission.
- Computer - Any electronic device or communication facility that stores, retrieves, processes, or transmits data.
- Computer system - A set of related, connected or unconnected, devices, software, or other related computer equipment.
- Computer network - The interconnection of communication or telecommunication lines between: computers; or computers and remote terminals; or the interconnection by wireless technology between: computers; or computers and remote terminals.
- Computer property - Includes electronic impulses, electronically produced data, information, financial instruments, software, or programs, in either machine or human readable form, any other tangible or intangible item relating to a computer, computer system, computer network, and copies of any of them.
- Confidential - Data, text, or computer property that is protected by a security system that clearly evidences that the owner or custodian intends that it not be available to others without the owner's or custodian's permission.
- Encryption or encrypted data - The most effective way to achieve data security. To read an encrypted file, you must have access to a secret key or password that enables you to decrypt it.
- Personally Identifiable Information (PII) - Any data that could potentially identify a specific individual. Any information that can be used to distinguish one person from another and can be used for de-anonymizing anonymous data can be considered protected data.
- Security system - A computer, computer system, network, or computer property that has some form of access control technology implemented, such as encryption, password protection, other forced authentication, or access control designed to keep out unauthorized persons.
- Sensitive data - Data that contains personally identifiable information.
- System level - Access to the system that is considered full administrative access. Includes operating system access and hosted application access.

### Security Responsibility

- TECS shall appoint an IT Security Officer (ISO) responsible for overseeing district-wide IT security, to include helping in development of district policies and adherence to the standards defined in this document.

### Training

- TECS shall ensure that all district employees having access to sensitive information undergo annual IT security training which emphasizes their personal responsibility for protecting student and employee information. Training resources will be provided to all TECS employees.
- TECS shall ensure that all students are informed of Cyber Security Awareness.

### Physical Security

#### Computer Security

- TECS shall ensure that any user's computer must not be left unattended and unlocked, especially when logged into sensitive systems or data including student or employee information. Automatic log off, locks and password screen savers should be used to enforce this requirement.

# DATA SECURITY PROCEDURES (2 of 4)

## Policies and Procedures Manual

## 6000—Technology and Information Systems

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6107a			

- TECS shall ensure that all equipment that contains sensitive information will be secured to deter theft.

### *Server/Network Room Security*

- TECS shall ensure that server rooms and telecommunication rooms/closets are protected by appropriate access control which segregates and restricts access from general school or office areas. Access control shall be enforced using either keys, electronic card readers, or similar method with only those IT or other staff members having access necessary to perform their job functions to be allowed unescorted access.
- Telecommunication rooms/closets may only remain unlocked or unsecured when because of building design it is impossible to do otherwise or due to environmental problems that require the door to be opened.

### *Contractor access*

- Before any contractor is allowed access to any computer system, server room, or telecommunication room the contractor will need to have his/her access confirmed directly by the authorized employee who issued the service request or by TECS's Technology Department.

### **Network Security**

TECS is protected by a firewall and the filtering device recommended by the UEN. It is not connected to any other networks and transfers data sensitive data to the USBE by UTREX or using the secure MOVEIT site.

### *Network Segmentation*

- TECS shall ensure that all untrusted and public access computer networks are separated from main district computer networks and utilize security policies to ensure the integrity of those computer networks.
- TECS will utilize industry standards and current best practices to segment internal computer networks based on the data they contain. This will be done to prevent unauthorized users from accessing services unrelated to their job duties and minimize potential damage from other compromised systems.

### *Wireless Networks*

- No wireless access point shall be installed on TECS's computer networks that do not conform with current network standards as defined by the IT manager. Any exceptions to this must be approved directly in writing by the Information Security Officer and IT Manager.
- TECS shall scan for and remove or disable any rogue wireless devices on a regular basis.
- All wireless access networks shall conform to current best practices and shall utilize at minimal WPA encryption for any connections. Open access networks are not permitted, except on a temporary basis for events when deemed necessary.

### *Remote Access*

- TECS shall ensure that any remote access with connectivity to the schools' internal networks are achieved using the schools' centralized VPN service that is protected by multiple factor authentication systems. Any exception to this policy must be by the Information Security Officer.

### **Access Control**

- System and application access will be granted based upon the least amount of access to data and programs required by the user in accordance with a business need-to-have requirement.
- Authentication
- TECS shall enforce strong password management for employees, students, and contractors.



# DATA SECURITY PROCEDURES (3 of 4)

## Policies and Procedures Manual

## 6000—Technology and Information Systems

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6107a			

- Password Creation
- All server system-level passwords must conform to the Password Construction Guidelines posted on the TECS staff resources website.

### Password Protection

- All passwords are to be treated as sensitive, confidential information.
- Passwords must not be inserted into email messages or other forms of electronic communication.
- Do not reveal a password on questionnaires or security forms.
- Do not hint at the format of a password (for example, "my family name").
- Any user suspecting that his/her password may have been compromised must report the incident and change all passwords.

### Authorization

- TECS shall ensure that user access shall be limited to only those specific access requirements necessary to perform their jobs. Where possible, segregation of duties will be utilized to control authorization access.
- TECS shall ensure that user access should be granted and/or terminated upon a timely basis, and management's approval, of a documented access request/termination.

### Accounting

- TECS shall ensure that audit and log files are maintained for at least ninety days for all critical security-relevant events such as: invalid logon attempts, changes to the security policy/ configuration, and failed attempts to access objects by unauthorized users, etc.

### Administrative Access Controls

- TECS shall limit IT administrator privileges (operating system, database, and applications) to the minimum number of staff required to perform these sensitive duties.

### Incident Management

Monitoring and responding to IT related incidents will be designed to provide early notification of events and rapid response and recovery from internal or external network or system attacks.

### Business Continuity

To ensure continuous critical IT services, IT will develop a business continuity/disaster recovery plan appropriate for the size and complexity of TECS school operations.

TECS shall develop and deploy a school-wide business continuity plan which should include as a minimum:

*Backup Data:* Data is backed up in a RAID configuration daily on one or more servers.

*Secondary Locations:* Data will be backed up offsite to opposite schools.

*Emergency Procedures:* IT will be notified in case of emergency to recover backup data and restore processing at a secondary location.

# TECHNOLOGY SECURITY PROCEDURES (4 of 4)

## Policies and Procedures Manual

## 6000—Technology and Information Systems

Item #	Board President Signature	Original Approval Date	Last Amendment Date
6107a			

### Malicious Software

- Server and workstation protection software will be deployed to identify and eradicate malicious software attacks such as viruses, spyware and malware.
- TECS shall install, distribute, and maintain spyware and virus protection software on all district-owned equipment, i.e. servers, workstations, and laptops.
- TECS shall ensure that malicious software protection will include frequent update downloads (minimum weekly), frequent scanning (minimum weekly), and that malicious software protection is in active state (real time) on all operating servers/workstations.
- TECS shall ensure that all security-relevant software patches (workstations and servers) are applied within thirty days and critical patches shall be applied as soon as possible.
- All computers must use the TECS approved anti-virus solution.
- Any exceptions to this section must be approved by IT and the Information Security Officer.

### Internet Content Filtering

- In accordance with Federal and State Law, TECS shall filter internet traffic for content defined in law that is deemed harmful to minors.
- TECS acknowledges that technology based filters are not always effective at eliminating harmful content and due to this, TECS uses a combination of technological means and supervisory means to protect students from harmful online content.
- In the event that students take devices home, TECS will provide a technology based filtering solution for those devices. However, the schools will rely on parents to provide the supervision necessary to fully protect students from accessing harmful online content.
- Students shall be supervised when accessing the internet and using school owned devices on school property.

### Data Privacy

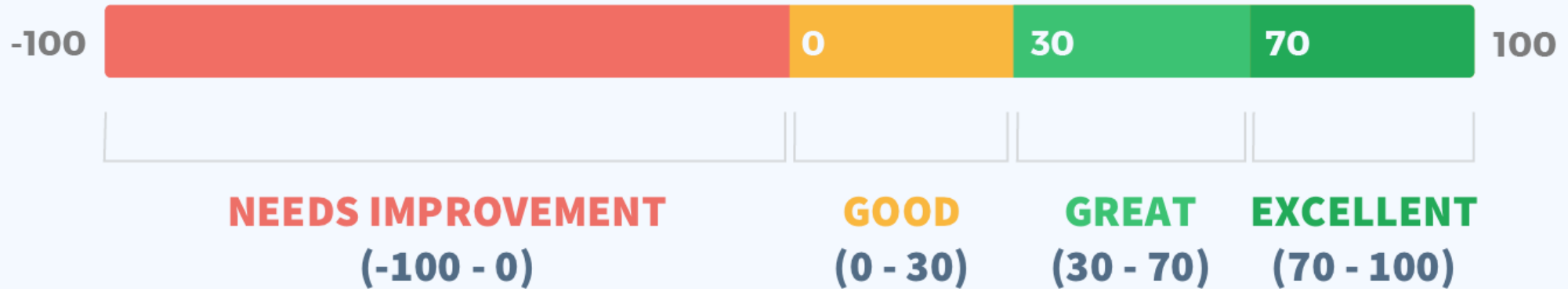
- TECS considers the protection of the data it collects on students, employees and their families to be of the utmost importance.
- TECS protects student data in compliance with the Family Educational Rights and privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 ( "FERPA"), the Government Records and Management Act U.C.A. §62G-2 ( "GRAMA"), U.C.A. §53A-1-1401 et seq, 15 U.S. Code §§ 6501–6506 ("COPPA") and Utah Administrative Code R277-487 ("Student Data Protection Act").
- TECS shall ensure that employee records access shall be limited to only those individuals who have specific access requirements necessary to perform their jobs.

### Security Audit and Remediation

- TECS shall perform routine security and privacy audits.
- School personnel shall develop remediation plans to address identified lapses.

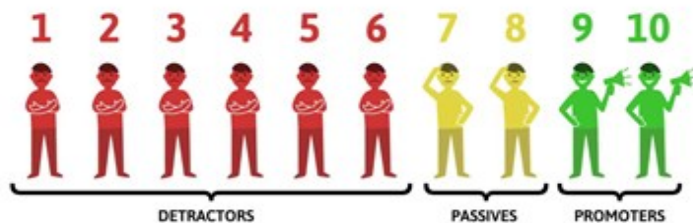
Employee Disciplinary Actions shall be in accordance with applicable laws, regulations and District policies. Any employee found to be in violation may be subject to disciplinary action up to and including termination of employment with the TECS.

# What is a good NPS score?

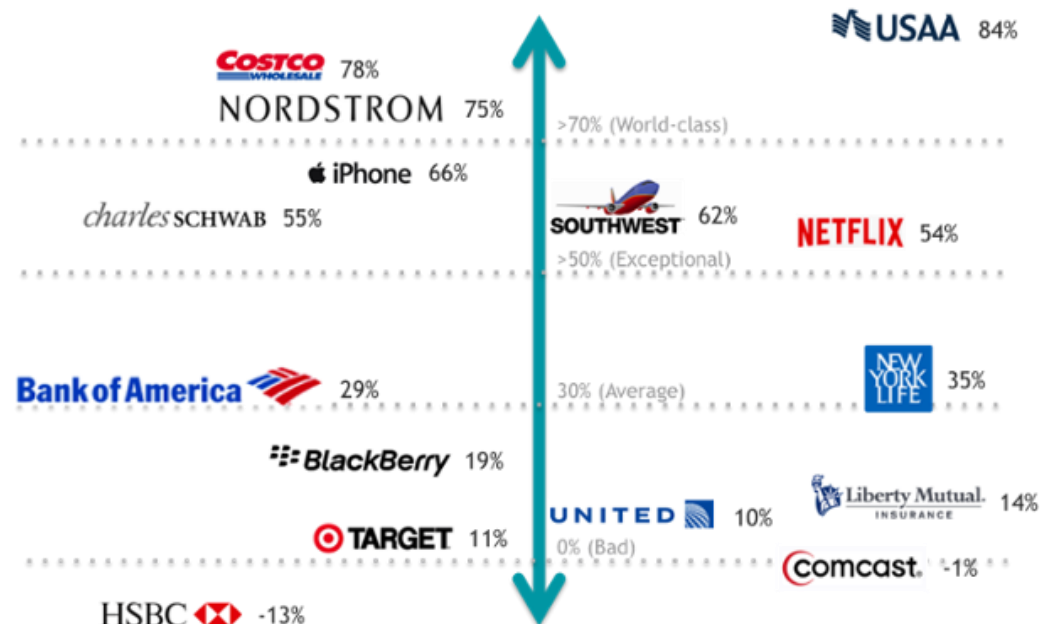


DETRACTORS	PASSIVES	PROMOTERS
<ul style="list-style-type: none"> <li>• Rate you from 0-6</li> <li>• Require proactive outreach to mitigate brand damage</li> <li>• Are not particularly satisfied by your product or service</li> </ul>	<ul style="list-style-type: none"> <li>• Rate you from 7-8</li> <li>• Are susceptible to competitive offerings</li> <li>• Are left out of the NPS calculation</li> </ul>	<ul style="list-style-type: none"> <li>• Rate you from 9-10</li> <li>• Are loyal and likely to repurchase from you</li> <li>• Fuel viral growth through word of mouth</li> </ul>

## Net Promoter Score



$$\text{NPS} = \% \text{ (Green Icon)} - \% \text{ (Red Icon)}$$



As far as I understand it, the governing board seems to be doing well.
I appreciate the time the board puts into learning how to govern the schools and their conviction to maintain a student-centered, positive culture.
I believe the Governing Board does a wonderful job. I am grateful for them and their service.
I feel like our admin team at South is so great. I feel like they are supportive and trust me. Their support and trust, makes me want to be better and do better. It also makes me want to support and trust them, which I do.
I have appreciated the support that the administration and the governing board give me especially as I have struggles with health issues. I feel valued and respected for the work that I do.
I have also appreciated their attentiveness to the needs of teachers as a whole with the new challenges that teaching during a pandemic brings.
I haven't had much interaction with the governing board, but from what I see of how the school runs, I've been impressed with what they have accomplished. It would be nice to have more information where the governing board is concerned.
I just want to thank you for your time and service. Thank you for your work on behalf of our students, staff, and community! You are appreciated!
I love our school and feel that we have a wonderful program. If the board continues to support our administrators and focus on the roles of the governing board, then we have a win win situation all around. Right now, we have a wonderful group of caring governing board members that understand the rigors of being in education. Thank you for your support!
I love that we have former teachers as part of the board. This should always be a standard. Teachers have more insight as to what really happens in a school and provide valuable feedback. I also appreciate that they are willing to come to serve the school when we ask. It is always a nice thing to see them present.
I really don't have any feedback. I just want to say thank you for being on the board and doing what you do.
I wish the board was more open and willing to have and allow change to some of the things that we have done for years. Just because we have done something in the past and for many years doesn't make it a good reason to continue to do it. There needs to be specific reasons why we do what we do.
I'm grateful when the governing board visits my classroom because I want my students to see that there are many people who make decisions with care and concern to provide a quality education for them. I think students need to know the governing board, administration, teachers, aides, and parents are on their side and want them to be successful in their education.
It has been several years since I've had much interaction with the board, but come to think of it, that might be a good thing. A board's job is to govern, and admin's job is to lead and administrate. I hope this means that the board is doing what it should by staying out of the way.
Just a bit more deliberate interaction with the teachers would be great. Maybe an annual report to the teachers. "Here is how we have supported you . . . "
Keep fighting for more funding and hours for SpEd, Aides (Teachers), Art Dept. etc.
No thank you. They appear to be doing a great job.
No.
No.
None at this time.
Our governing board follows the above standards as far as I can tell.
Overall, they seem like they are doing their job. It would be nice to meet them at faculty meeting and have them share minutes of their meetings once in a while. I feel like I am not well informed and don't always have the time to seek out the information on my own time.
Pay our teachers and aides more so that we can keep positions filled.

Please continue to do a wonderful job of putting the needs of our children first. As we continue to work together as educators, administrators, and governing board, we will continue to make TECS a unique place for our children to learn and become great contributors to our communities. Kudos to each of you for your dedication and hardwork!
Thank you all for your service to the school.
Thank you for putting students first. It helps make my job as a teacher easier and more enjoyable. I've always felt supported by the Governing Board. Thank you for all that you do!
Thank you for supporting teachers and our school. The leadership you provide has been stable in a time of uneasiness.
Thank you for your service!
Thank you for your time and for the work you do to help our school stay compliant. I really appreciate your governance in practical ways that support the charter!
Thanks for all your hard work and time for the school and in the classrooms.
Thanks for making our school great. The education my own kids got here at TECS was so good for them. It taught them the value of hard work, respect, & doing your best. Those values are so important for kids to succeed. They're now in college thriving as great college students with high GPA's,, and great goals for their futures. TECS high expectations in academics, behavior, & standards, really helped them achieve their goals for a higher education. Please, please, please help TECS keep these high expectations. It's what sets us apart from the rest.
The Governing Board has done an excellent job of staying current with the issues faced by the school and ensuring our school meets its obligations to our families and our charter.
The volunteering of your time and talents helps make TECS what it is. Thank you!
They are doing a great job!
You are all appreciated for your hard work and diligence in making TECS a great place!
You are amazing. This is a volunteer position that carries a lot of responsibility so thank you for your time and efforts!



## Edison North Employee Comments 21-22

"On a scale of 1- 10, how likely is it that you would recommend TECS a place to work? Why?"

10	A family culture and high standards for learning in a positive loving way.
10	Great faculty, wonderful students, supportive administration
10	I enjoy the positive work environment. Working here makes me want to improve on myself in my position. I love that if we aren't perfect at our jobs yet that we are encouraged to work at whatever it is we need to work at. Having an open mindset. I have enjoyed learning more this past year about communication styles and learning when and how to have crucial conversations.
10	I love the climate of this school. Everyone here is so invested in quality teaching as well as the physical and emotional needs of both the faculty and students.
10	I love the collaborative environment.
10	It is a forward thinking school that focuses on progress. Everyone has a chance to learn and improve.
10	It is a positive environment and the people really care about the students.
10	Positive environment and supportive administration
10	Simply because we care more than enough.
10	Such a friendly environment! And very supportive and welcoming
10	TECS has a positive and friendly working environment! Coworkers are always caring and supportive:)
10	The atmosphere is be friendly, encouraging and helpful.
10	The culture and atmosphere is very welcoming and supportive!
10	The culture at TECS is truly something you don't find at most schools. There is very little politics and gossiping and the people who work here work very hard for the students. I know that my co-workers want the best for each and every student.
10	The school environment is positive and it is a fun place to be.
10	Thomas Edison is a place of growth and balance. Good things happen here, and I feel like my contributions make a difference.
10	We have the BEST administrators and staff. This is a supportive environment that encourages personal and professional development, and I feel united in working common, deeply meaningful goals. I am so, so appreciative of my opportunity to work here.
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9	As a teacher . . . we have a Classroom Aide and other fabulous aides. Generally, the parents and students are above
9	Everyone has to do more with less, which is tough, but that's better than being spoiled in a place that doesn't care
9	I like the atmosphere.
9	Positive, supportive - love the kids!!!
9	Small school and positive environment.
9	The supportive and positive culture can't be beat!
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8	I love the positive atmosphere.
8	I think that TECS is not a place for everyone. I would take into account the personality of the person I was thinking

8	The atmosphere is usually positive & everyone is so helpful at providing feedback & help in any area necessary.
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7	I love the people I work with. Students and student needs have been a challenge this year, more than usual.
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6	

Number of Promoters: 35	Percentage of Promoters: 78%
Number of Passives: 9	Percentage of Passives: 20%
Number of Detractors 1	Percentage of Detractors: 2%
Total Responses: 45	Total Percent: 100%

**NPS = 76**

**TECS North Parent Survey 2021-2022**

	Question 1: Based on all your experiences with us, on a scale of 1 to 10, how likely would you be to recommend our school to a friend or colleague looking for a great school for their children?		Question 2: Part of the mission of TECS is to hold high expectations for our students (High expectations for students, teachers, and parents guide all facets of the school, from student learning and curriculum to teaching and learning activities. TECS Parent Handbook page 7). How well does TECS implement this part of the mission? Please rate on a scale of 1-10.		Question 3: Another part of the mission of TECS is to discipline and maintain a positive classroom and school culture (The Thomas Edison Charter School discipline plan is intended to teach appropriate behavior and create a safe, peaceful, and positive environment. TECS Parent Handbook page 28). How well does TECS implement this part of the mission? Please rate on a scale of 1-10.	
	Totals	Percents	Totals	Percents	Totals	Percents
Number of Promoters (9 or 10)	27	75%	30	83%	23	64%
Number of Passives (7 or 8)	6	17%	5	14%	10	28%
Number of Detractors (6 or lower)	3	8%	1	3%	3	8%
<b>Total</b>	<b>36</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>36</b>	<b>100%</b>
Net Promoter Score:		67	*Kind of a NPS*	81	*Kind of a NPS*	56

**TECS North Parent Comments 21-22**

Q1	Q2	Q3	Why did you give the ratings that you did? (Please provide specific feedback).
10	10	10	As a parent, compared to the other schools in the valley, I appreciate the focus on academics, citizenship, and high-quality education. The friendliness of the staff and teachers is also important to me as a parent.
10	10	10	We have gone to a few other schools in cache country and this is by far the best experience we have had along with our kids.
10	10	10	The teachers are amazing and work hard to help each child succeed.
10	10	10	We feel very fortunate to have our children attend such a school as TECS! This truly is a quality school that exceeds our expectations!
10	10	10	I love the positivity that is see in the classroom, from the principal, and all the special teachers. I appreciate your dedication to keeping kids in school during the pandemic and continuing to expect great things from the kids and their parents. Thanks for all you do!
10	10	10	The calm atmosphere and focus on a "can do" attitude is appreciated. The high expectations of the dress code is one of the reasons I chose TECS. I believe it keeps students focused on academics over showing off clothing choices. Thank you for providing a safe, academic driven school for my children.
10	10	10	Our daughter have had just a wonderful experience with her teachers, and us as parents had great communication with the staff.
10	10	10	I gave the ratings because I believe our school to have great standards and they really do strive to meet them. Any issues we've ever had have been handled well and always with great understanding. I believe our school genuinely cares about our kids as well as the parents.
10	10	10	We feel extremely blessed to have found TECS. As a weekly classroom volunteer for the past 2 years, I have had the opportunity to observe a lot of student/teacher interactions. There are been multiple types of difficult behavioral situations that arise, and every time the TECS faculty and staff handle these problematic situations with kindness, compassion, and firmness. We have the utmost confidence in the safe, secure learning environment cultivated at TECS, and we are grateful!
10	10	10	My children are progressing and improving academically. I attribute their growth and enjoyment in school because of attending this school. Thank you
10	10	10	My son was struggling initially, particularly in managing time and submitting homework assignments in time. With the help from class teacher and aids my son is now doing all A's. I found the staff is very receptive and co-operative.
10	10	10	
10	10	10	The Thomas Edison experience including the Administration, Teachers, and Staff consistently exceed my high expectations for my child's educational environment!
10	10	9	I love the positive atmosphere of Thomas Edison and the high expectations that are given. I have seen my kids grow intellectually and socially at this wonderful school!!!
10	10	9	Our experience has been super positive
10	10	8	I love TECS North and I would highly recommend our school to anyone looking for an alternative to a traditional public school. TECS North does a wonderful job of setting high expectations for students academically and socially. The curriculum taught is high quality and effective. This year is our first at TECS and I love the individual attention my children get, and the way the teachers challenge them to do their best. I rated TECS an 8 for school culture, not because I have noticed any issues with discipline or culture but because I would love to see our students connect the amazing culture we have built with the outside world. I would love to see our students collaborate to solve a real world problem and be able to implement that in the real world (Solve an engineering problem for a non-profit, work with Fish and Game to rebuild a habitat, etc). I think this would help our students see that the culture we have built at school doesn't stop at the door.
10	9	9	The reason I switched my kids to this school was to focus on education and simplify school with a dress code. It's simple and easy for my kids to follow.
10	10	8	I have nothing negative to say which is why the high marks. TECS has been good for my kids. I only gave an 8 because of a child in my kids class that is noisy and disruptive and doesn't respond to the good discipline given by teachers.
10	10	8	Based on my personal experience.
8	10	10	Because I believe that the school has a good structure for the children and I do see how hard the teachers work to help them deal with any emotional struggles that they go through.
10	9	9	Sometimes the classrooms seem to have more chaos than I would allow in my own home. I can observe a small minority of students shutting down when things get wild and find it hard to think myself. I'm not sure what the balance should be between healthy self expression and managing short attentions spans. Would be curious if allowing the students to have physical movement and get the crazies out during planned and brief intervals throughout the day while they are in the classroom? That way they can get some of the energy out, for some wake back up and for the students that don't seem to need to get the crazies out, then at least they can anticipate a set schedule for this activity and know that it will have a time limit??
10	10	8	The school , is great.
7	10	10	7 on recommendation because if they don't do well with homework then this isn't in the school. But 10 on the rest because I feel they are being pushed. But they feel like they can do it.
9	9	9	The school aims high, but isn't perfect in executing it. Nearly- nearly. Always room for improvement. For example, the dress code is hard to manage and is not applied equally because it depends on teachers to regulate it. I think the standard should be placed as a guideline and parents should regulate it.
10	9	8	Tech is doing awesome! There are little places for improvements.
10	9	8	We love TECS! Our students are challenged and held to a higher standard that helps them succeed.
9	9	9	I feel the discipline has gone a little lax. Also the help that you get with help from parents is lacking

10	7	10	Because this school has really helped my kids in getting help from homework assignments and learning
5	10	10	I'm not sure why my "recommend" number is low compared to the others. I guess I get turned off a bit by the "we're better than everyone else" vibe the school gives off. I also don't think the dress code is providing the outcomes administration hoped it would. It's just nerdy, and shows a lack of trust in the students and the parents.
8	9	7	I feel Thomas Edison has the best environment for my children's education.
8	8	7	Challenging environment. Opportunity to learn to work smartly. More can be done in teaching appropriate behavior and discipline.
8	7	7	Our teachers are held to high expectations for their teaching and planning but the students couldn't care one wit about what they're learning unless it peaks their interest. I'm thankful the teachers go out of their way to find what interests the kids to draw them into the lessons taught.
7	7	7	<p>There are times when we've asked for more challenging curriculum for our children, and it's fluctuated between "that wouldn't fit in our day to day schedule" or "they could do an online program." Wish there was more advanced instruction offered to those advanced students who do not want to skip a grade. Also noticed this year expectations going down in 5th grade. (for example state reports). We would like them to stay high!</p> <p>As for middle school, I think teachers are way too hard on the first time 6th graders. Would appreciate more understanding and opportunities for those students to learn proper multiple class management, organizing and planning skills instead of harsh grading.</p>
9	8	3	My children struggled this year more with classroom loudness and student disorder. More help needs to be given to teachers that have challenging classroom dynamics among the students. More than one of my children came home (from different classrooms) on more than one occasion with tears because the noise level and student disruption in the classroom over the course of the day was too much to handle over all. We attempted to address the issue with individual teachers, and they are doing everything they can. But, as far as being "safe, peaceful and positive," I feel this year could have gone better by giving teachers better/more resources to manage challenging classroom dynamics.
6	10	3	We love TECS because compared to other schools the level of education is superb! The 3 that we gave is because we believe that maintaining a positive classroom and school culture cannot be an excuse to not be inclusive of the diversity of children in terms of race and gender. In terms of disabilities and diverse learning TECS is doing a wonderful job. But in terms of gender equality, it is concerning the fact that parents/children may not be feeling TECS as a positive environment with policies to accommodate gender divergent children. The fact that, as Shem expressed, many parents chose TECS because they don't want children being exposed to gender scholarship at public schools, doesn't change the fact that we might have gender non-conforming children (and families) in our school that might feel alienated by gendered activities (whether these be organized by the school or the parent association). We feel that TECS is a great school - taking steps toward continuing to address the diversity of its student body will make it even greater.
5	5	5	The teachers are great. The principal is friendly, but seems to be the source of taking away things that could be positive. The whole dressing up for the friendship dance is a good example. Instead of leading our school and encouraging kids to follow the dress code, he decided to punish the whole school since a few kids didn't make good choices during the history fair. Also, the dress code situation is out of hand. If we are going to have a dress code, the middle school teachers need to enforce it regularly. It just seems we have a lack of leadership. This really all goes back to the previous principals being the ones that actually picked an internal candidate rather than doing a big search to find the best leader for our school. Just not sure TECS is providing an educational experience that is really that much better than our other schools in the valley. It hasn't always been this way. Just seems to have changed over the past many years.

## Edison South Employee Comments 21-22

**"On a scale of 1- 10, how likely is it that you would recommend TECS a place to work? Why?"**

10	A supportive administration, friendly team members, directors that help and train are all reasons that I love working at TECS.
10	Administration is very supportive and helpful. Plus, I work with the best colleagues that anyone could hope for.
10	And I have. Several of my neighbors are now aides here. Go TECS!
10	Because of the positive and supportive environment. The students can at times be tough, but the administration is always there to support us.
10	great administration, excellent teachers and high expectations for students
10	I absolutely love working here! Mrs. Kirk is an amazing leader, the curriculum is challenging and fun, I love my team and our ability to collaborate, great benefits. All around a great place to work.
10	I love all the people that I work with. It is a very positive environment and all the teachers are willing to help one another out at any time.
10	I love my job and my coworkers. There is a level of support here not often found in other places.
10	I love the positive atmosphere and sense of working with an amazing team.
10	In all the years I've been here I have never heard or seen anything contentious or inappropriate between colleagues. I'm guessing that's a rare thing in any workplace.
10	It is a very positive, professional and friendly environment to work in.
10	It's a great place to work.
10	I've loved having great co-workers who learn from each other and help each other at any given opportunity. The school's atmosphere is one of positivity, and I've loved coming to work every day in this environment.
10	Positive atmosphere, genuine and sincere desire to see both the staff and students succeed, amazing coworkers!
10	Positive atmosphere. Culture is very supportive and everyone wants their co workers to succeed.
10	Student success is the priority.
10	Teacher training and support is fantastic and the positive atmosphere that we constantly strive for is evident. There are very few overall programs out there that can compare to what we have at TECS.
10	TECS has a positive atmosphere that is student-centered. Teachers are given quality materials and curriculum to utilize, but we are also trusted to be teach in ways that are best for us and our students. Teachers are treated as professionals and are also given lots of support in a demanding job.
10	TECS is supportive of their employees and they truly care about their well being. It's a nice work environment.
10	The community that we have as a staff is very welcoming and inviting. I know that whoever I talk to has my best interest at heart and wants to help me learn and succeed.
10	The positive and growth mindset climate here. The care for students and staff is also a strong point for me.
10	The positive atmosphere can't be beat. I also like that the dress code helps to put students on more equal ground. I feel like it's one big family working for one great cause, to give our students the best education possible.
10	We have a supportive administration who truly cares about their teachers. Our colleagues are kind and they look out for each other.
10	We have the best work family. We support each other and really care for the well being of the students.
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9	Everyone here is on the same team. We discuss issues at lunch. Teachers aren't afraid to ask for help or offer solutions, or just listen to a struggling teacher. The faculty and administration is positive and engaging. Sometimes, it is frustrating to feel like the administration is too far outside the classroom to relate to what current trends and student performance is like. It sometimes feels as though we are being asked to do the impossible. "Don't teach to the test, they should already be awesome at because of our high expectations..." But "Our test scores don't really reflect what our kids can do..." Which is it? The curriculum doesn't seem to be serving our students as well as it used to.
9	Great people to work with, wonderful environment, excellent support.
9	It's a great place, teachers and administrators are very supportive. The only reason it's not a perfect 10 is for a few friends who wouldn't agree with the charter and standards, but for anyone who does, I would wholeheartedly recommend it.
9	Positive environment. Supportive administration. Great working teams.
9	Such a great environment to work in. I would really like to give this a 10, but it's a job that doesn't have a high pay rate, but I love all the breaks throughout the year that you get. That helps! I love the great people you get to work with. Such a great job!
9	The staff members are amazing and make working here a delight!
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8	I enjoy my co-workers. I love the philosophy. Holding the high standards for the students is taxing on the staff. Many of the "part-time" employees have to "volunteer". This happens frequently in SPED. Teachers are working lots of hours. So many good things happen at this school. I enjoy it, but I often feel overwhelmed.
8	It is a friendly and fun atmosphere. I love the people I get to work with and enjoy helping students. The only downside is you can get paid more elsewhere.
8	It's a great place to work! There are awesome people and a wonderful support network. The schedule is terrific! Administration helps everyone be successful and does everything they can to help us be successful. One drawback of working here(and probably most schools) is the pay. With inflation going crazy, it's getting harder to stay.
8	There is a lot that is required of teachers here and we don't get paid as much as other districts so it's hard to recommend working here when they could be paid better somewhere else.
8	Wonderful people and students. Hard work environments with covid and short on help



8	
7	It's a great opportunity to work at TECS. It's the perfect employment if you have children. The staff is very knowledgeable and does a great job with trainings. I feel the aides can often be under appreciated by their teachers, making them feel like they don't matter in the grand scheme of things.
7	It's dropped, because of promises not kept, hours, pay, and school has gone from High Functioning to a school with 159 IEPs, a lot of time is wasted on students that don't care about being here.
7	
6	The school has a great environment and the staff and faculty are great, but the pay at other schools is hard to compete with

Number of Promoters: 57	Percentage of Promoters: 85%
Number of Passives: 9	Percentage of Passives: 13%
Number of Detractors 1	Percentage of Detractors: 1%
Total Responses: 67	Total Percent: 100%

**NPS = 84**

**TECS South Parent Survey 2021-2022**

	Question 1: Based on all your experiences with us, on a scale of 1 to 10, how likely would you be to recommend our school to a friend or colleague looking for a great school for their children?		Question 2: Part of the mission of TECS is to hold high expectations for our students (High expectations for students, teachers, and parents guide all facets of the school, from student learning and curriculum to teaching and learning activities. TECS Parent Handbook page 7). How well does TECS implement this part of the mission? Please rate on a scale of 1-10.		Question 3: Another part of the mission of TECS is to discipline and maintain a positive classroom and school culture (The Thomas Edison Charter School discipline plan is intended to teach appropriate behavior and create a safe, peaceful, and positive environment. TECS Parent Handbook page 28). How well does TECS implement this part of the mission? Please rate on a scale of 1-10.	
	Totals	Percents	Totals	Percents	Totals	Percents
Number of Promoters (9 or 10)	81	84%	86	89%	77	79%
Number of Passives (7 or 8)	12	12%	9	9%	14	14%
Number of Detractors (6 or lower)	4	4%	2	2%	6	6%
<b>Total</b>	<b>97</b>	<b>100%</b>	<b>97</b>	<b>100%</b>	<b>97</b>	<b>100%</b>
Net Promoter Score:		79	*Kind of a NPS*	87	*Kind of a NPS*	73

**TECS South Parent Comments 21-22**

Q1	Q2	Q3	Why did you give the ratings that you did? (Please provide specific feedback).
10	10	10	I love Thomas Edison. The teachers are so awesome.
10	10	10	The school faculty and staff have done well with helping my succeed.
10	10	10	
10	10	10	Because I genuinely feel that way
10	10	10	I love everything about TECS. The staff and administration are positive. The curriculum is amazing.
10	10	10	Overall the items you mention describe my experience.
10	10	10	I love the experience my kids have in the middle school. The teachers are extraordinary in making a positive environment. I wish my middle school experience had been like this.
10	10	10	
10	10	10	I love the no bully policy that is in place. If there is ever an instance with another kid, the teachers take it very seriously and do their best to resolve the conflict. I've also been very impressed on the follow up given to such problems. I love how I feel my kids are safe and looked after when they are at school.
10	10	10	The 8 years we have been coming to school here have been wonderful. The school has met and gone beyond expectations for our family.
10	10	10	We love TECS because of the positive enviro. The teachers show they care, even while keeping a demanding curriculum and maintaining high standards for the students. My kids told me they feel safe at school and that it's a positive environment.
10	10	10	I have Loved having my children at TECS, I love the positive environment, the high expectations placed on the kids and I like the strict structure compared to other schools.
10	10	10	I enjoy being in my kids' classrooms because of the positive and patient attitudes of their teachers.
10	10	10	I've had my student do well and not so well here at TE. Yet, either way I was informed on how I can help my student tackle both issues with the help of staff and the resources given by the staff. I was always encouraged to help my student achieve his fullest potential.
10	10	10	I have been very grateful for this school and the above statements are part of that gratitude.
10	10	10	My kids feel respected, and they are showing respect outside of school as well. It is clear that they have developed a sense of respect for others and also for education in general. We've been with TECS for ten years now! And it just keeps getting better. Thank you TECS!
10	10	10	My kids always have liked the school. They always have something good to say about their day. I like the extra push that it gives my kids.
10	10	10	Great school for children it teaches them respect for others besides the academic part. I love how Thomas edison challenges them every day to do their best in all subjects and life.
10	10	10	If I am having a child that is having problems, the teacher is always willing to reach out to me, in a positive manner. Also, I appreciate that there is alot of positive feedback for my children. Not focusing on the negative and what has gone wrong. Always positive and then ways to be better.
10	10	10	
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10	10	10	I always feel included in my children's education and they always comment on how safe they are here without bullying.
10	10	10	
10	10	10	
10	10	10	The teachers use school time well, my kids are learning responsibility through their school assignments, the "drama" that occurs at school is taken care of sensitively, and there is always a positive atmosphere when I am in the school.
10	10	10	Thomas Edison has been the life changing education my children have needed. It provides structure, discipline, and a loving environment for kids to Excell.
10	10	10	I'm very happy with this school's focus on foundational educational principles and not social justice dogma. Thank you. Thank you.
10	10	10	
10	10	10	All my assumptions and expectations have been exceeded
10	10	10	
10	10	10	
10	10	10	We love Thomas Edison! It is a safe and positive environment, where the teachers strive to help the students reach their full potential. I have especially been grateful for my children's teachers this year. They are so kind and caring and go the extra mile to praise and help their students succeed! We love all that the school is and does! Thank you!!
10	10	10	
10	10	10	
10	10	10	We love the teachers and staff!!
10	10	10	
10	10	10	I love TECS and how it has helped my children.
10	10	10	
10	10	10	I can see it on my child the growth in a positive way. Awesome Teachers and Office workers
10	10	10	
10	10	10	Cause this school is legit
10	10	10	

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I gave excellent ratings because of the school culture, the curriculum, and the awesome educators! We love and appreciate each one of you and what you do for our students. We love Thomas Edison!
Love our experience here
We feel very blessed to be apart of Thomas Edison Charter School. We are so grateful that Thomas Edison values the same this we do. Including, high expectations of our children on a acedemic and behavioral level. We feel proud that Thomas Edison values our country and veterans. I am also grateful for the opportunity to volunteer in the school. This shows my child that I want to be involved in their education. Thank you for everything you do.
I gave this school a high rating, because my son has never had a teacher he didn't love at this school. Your teachers are the best!
We love the mission of TECS. We are here because of the curriculum (Saxon math, Spalding reading, the good literature assigned in class) and the incredible teachers. I want to ask that we pull back on using software for learning. It has increased over the years we have attended & it is starting to concern me that TECS is heading in the direction of every other public school. We are here because TECS is different than other schools & we can only stay if it remains so. TECS has prepared my children for high school in ways I know they wouldn't have been prepared anywhere else. I want the same for my younger children as I had with my older. Please reconsider the overuse of technology.
I have just loved this school and love seeing my child thrive and love to learn.
I love the high expectations TECS holds - it inspires my children to do their very best. And at times when my son has struggled to meet those expectations the school has been incredibly supportive and has provide the needed help such as tutoring and the MTSS program. TECS builds the needed confidence for my children to be successful in school and in life.
One of our kids has attended a different school before and it was not as positive and they did not implement TECS at all
I love Thomas Edison south!
Not everyone is a good fit for the accelerated program, but those who are I would definitely recommend it.
I've been very impressed with the level of academics and from what I've seen it's been a very positive experience for my daughter.
We love how TECS teaches to the level of each child. Students are held accountable for the things they do in their learning process both at school and at home, but in a positive environment. When a child has had moments of misbehavior, they have an appropriate discussion with the teacher on how to correct, and we were informed.
No one is perfect but it is close!
I think the academics are great. I feel that penalties in elementary for not having homework done are too punitive. Students should not be forced to complete work outside during the winter when temperatures are below 60 degrees.
TECS has been great for my children
No implementation is ever perfect, but we really have been impressed with how things are done at TECS. Our child feels encouraged to learn and grow as much as she can without being overwhelmed or feeling pressured. Circumstances when discipline has been needed have been handled appropriately and in a way that my child still feels comfortable at the school.
I think the school does great.
Love the School
I love the school atmosphere. There seems to be minimal "issues" in the Jr High compared to the other schools around. I like the higher expectations of education, but worry about the mental health of the youth as we push them over and over at an accelerate rate of education. I wish that 7th Graders would have the Science Fair and the 8the Grader had the History Fair. Doing both and keeping up with the academics is too much in my opinion. I also wish these two Fairs could be optional after school clubs for those most interested in the years mentioned above, and then bump up the curriculum in the classroom to cover more.
Love this school. It is a great fit for our family. Love the teachers and administrators and all their efforts on behalf of our kids. No perfect ratings because there is always room for improvement!

10	9	8
9	9	9
9	10	8
8	9	9
10	8	8
8	9	9
9	9	8
8	10	8
10	10	6
8	9	9
9	9	8
8	9	9
9	8	8
8	9	8
10	8	7
9	8	8
7	9	8
8	9	7
7	7	9
8	9	6
1	8	10
8	7	4

We have loved Thomas Edison Charter School. While schools, students, and especially teachers have faced unique challenges these last few years, we feel like Thomas Edison has tried hard to find a balance that worked well for everyone, even in the middle of a pandemic. Teachers are encouraged to communicate with parents (& most excel at it!), and the administration is open to constructive feedback. All students are held to a high standard; I am always amazed just how much these kids do!! And Thomas Edison also provides the structure for students who are struggling academically to be able to keep up with these standards. (The Spaulding/phonogram program requires effort to learn, but it is genius in helping kids learn to read/write/spell English words!) Their high standards are not only in academics, but they also teach children to respect & encourage each other and show kindness to themselves & others. I feel safe sending my son to Thomas Edison & will continue to send my kids there in the future.

Overall we love TECS. There are still instances of unkindness, bullying and inappropriate behavior that go unaddressed or unnoticed by teachers and aids even when kids speak up. I also feel like the expectations for buying school supplies etc are high for family with multiple students in the school and I wish more affordable and healthy lunch options were provided. Lastly to make the school everything we'd love, we would want to see offerings of another language even if it is optional.

Good school

I was told a few things from my daughter that she has noticed, there is teachers that are somewhat racist, not all treated equal.

My middle-school student often comes home with a headache from the noise students make in some classes. There has also been some bullying about masking. However, It is better than other schools.

I feel this is the most positive school I have been involved in with good results coming from creating a positive & peaceful environment with a lot of that stemming from the high expectations that students are gently reminded of several times throughout the day. It has been amazing to be a parent to 4 kids in this school for our first year here and even more amazing to see the how the system works from an Aide's perspective. I really love the environment at TECS and to see how students with different personal struggles and backgrounds have all been able to excel here. With that said, there is always room for improvement and I think for some students, the rigor and weekly testing might be too taxing and increase anxiety. But we have seen as a family how the teachers are focused on the individual students and helping them be successful and we have been incredibly blessed to experience with the bridge being built over the gap from anxiety and high expectations with the way the teachers and staff and MTSS has helped our children. Thank you for a wonderful year and a firm vision built in how our children with several different learning and personal struggles can be challenged and exceed high expectations. We have all grown so much this year!

I love the high expectations of Thomas Edison!

I believe there needs to be more communication between teachers/administrators and parents. This would help prevent some incidents with students and teachers. Not waiting til the student is in big trouble or suspended to talk to a parent.

For the most part, I think there is a positive environment. However, I was recently helping in an art class, and felt that there was quite a bit of negative criticism towards the students and not many sincere positive comments given. I feel like sometimes the high expectations and positive environment can be contradictory. It needs to be remembered that these are just children and some level of flexibility and understanding needs to be given to both the students and their teachers. Kindness should always come first, in my opinion.

Thomas Edison Charter School has been a good fit for us and our daughter so far. Some kids need this kind of learning environment and other don't thrive in it. When Thomas Edison is a good fit for parents and children I know, then I will recommend it.

I think the expectations are sometimes too high, especially with regards to the history fair. I think the positive environment could be improved.

I would recommend this school to most people, but there are families that don't value academics or simply don't have time that I would not recommend this school to. I think they do a great job of holding all parties to a high but reachable standard. My children have told me some odd the going ones of the social atmosphere and while I don't guess the teachers can control it to a perfect extent, it sounds like the same culture of exclusion and harassment goes in this school as many others. Although, I like to think a little less.

We have been pleased with TECS. Most expectations we agree with. A few I feel are too high for students to reach. I value high expectations but setting them too high can have the opposite effect. Overall, I have been pleased with expectations.

Discipline needs work. Consequences given need to be based on an escalation scale. They need to include discipline which isn't just shrugged off by repeat offenders which disrupt the other student's education. There is a reason why suspension and expulsion are an option and should not just be used as a threat but an actual consequence. We should never be so understanding that we are laughing as friends within minutes of correcting repeat offenders. Familiarity breeds contempt. Admin is authority, not friends. Students can know we care without undermining rules by discipline which is not enough for the offender to avoid doing things again.

6	8	3
3	2	1
1	1	1

The teachers at Thomas Edison South, specifically the middle school teachers are incredible. I have many times recommended TECS to associates but I preface the recommendation that some of the front desk staff can be difficult/harsh and we have had frustrations over the years with the dress code. These two things influenced my low score in positive school environment. I support the dress code within reason. At times we feel it has been taken to extremes. Recently my child was told by an administrator that they need to "buy new clothes" because their shorts were too short. This embarrassed and confused my child, and frankly me as the shorts were to the knee and modest. This was upsetting on many levels. Again, the teachers are incredible but challenges like this are frustrating.

no

## Salary Scale Increase Worksheet (FY23)

Name	Base Increase		Level	FY21 Estimated FTE	
	Low	High		North	South
Incr_Lvl_1=	15.20%	15.39%	1	1	3
Incr_Lvl_2=	15.03%	15.10%	2	6	10
Incr_Lvl_3=	14.50%	14.63%	3	7	8
Incr_Lvl_4=	13.81%	13.94%	4	8	7
Incr_Lvl_5=	13.50%	13.72%	5	7	9

Level	Current (FY22)					Proposed (FY23)						Net % Increase	
	Low	High	ESA	Total-Low	Total - High	Low	High	ESA	Total-Low	Mid	Total -High	Low	High
1	\$37,500	\$40,300	\$4,200	\$41,700	\$44,500	\$43,200	\$46,500	\$4,200	\$47,400	\$49,050	\$50,700	13.67%	13.93%
2	\$38,250	\$42,050	\$4,200	\$42,450	\$46,250	\$44,000	\$48,400	\$4,200	\$48,200	\$50,400	\$52,600	13.54%	13.73%
3	\$40,000	\$46,150	\$4,200	\$44,200	\$50,350	\$45,800	\$52,900	\$4,200	\$50,000	\$53,550	\$57,100	13.12%	13.41%
4	\$42,000	\$53,800	\$4,200	\$46,200	\$58,000	\$47,800	\$61,300	\$4,200	\$52,000	\$58,750	\$65,500	12.55%	12.93%
5	\$45,200	\$73,600	\$4,200	\$49,400	\$77,800	\$51,300	\$83,700	\$4,200	\$55,500	\$71,700	\$87,900	12.35%	12.98%

Avg % Increase (uniform distr):      13.05%    13.40%

North Weighted % Increase:	<b>12.88%</b>	<b>13.26%</b>
South Weighted % Increase:	<b>12.98%</b>	<b>13.34%</b>

+



**Principal's Report to the School Board**  
**March 30, 2022**  
**Shem Smith, Principal**

1. **Strategic Outcome:** TECS will achieve a net promoter score of 60-80 on stakeholder surveys.

We encouraged teachers to utilize some of the meeting time to have parents take the survey for the school; the results were not impressive; 36 responses. The net promoter score continues to be positive. Of the responses, there were three detractors (those that rated their experience a 1-6), six fell into the neutral category of a 7 or 8, and 27 that were promoters (a rating of 9 or 10), resulting in a net promoter score of 67 (slightly down from the 70.1 we received last year). We asked two additional questions this year about our core philosophies of high expectations and positive learning environment. 30 (83%) respondents rated us a 9 or 10 for high expectations, while five (14%) gave us a 7 or 8 and only one (3%) that rated us 6 or lower. In regards to the positive environment, 23 (64%) rated us a 9 or 10, 10 (28%) gave us a 7 or 8, and three (8%) rated us a 6 or lower. The comments section reveal that dress code issues, inclusion issues, and too many disruptive children in the classroom were the reasons for rating us low on positive environment. We strive to handle each situation and parent complaint with understanding and calm reassurance, which does not always appease the upset parent. We continue to strive to do our best.

2. **Summer work schedule:** This summer, we plan to replace three of our oldest chromebook labs and the computers in the computer lab with LAND Trust money and a few others with the Digital Learning and Technology grant. We are currently putting together the RFP for the HVAC project to be done over the summer. We will replace some old carpet in four rooms, including the computer lab while the computers are being replaced. It will prove to be a very busy summer.
3. **School and Regional Science Fair:** Due to the ongoing success of our students at the Richey Science and Engineering Fair, our science teacher, Mrs. Singh, was given the Junior Fair Science Teacher Award. In addition, Daniella Lopez, who took first place in our school competition in Engineering, was honored as one of two students invited to Atlanta, Georgia for the International Science and Engineering Fair. What an honor for the two of them to garner that recognition. We are proud of their efforts and know they reflect well on our school.

We wish our students the best of luck at the Regional Fair next month.

4. **District Geography Bowl:** The teams from Edison North that will compete are: 4<sup>th</sup> grade- Cooper Hunt, Henry Blonquist, Matthew Lyman, and Amya Butcher; Kayden Spencer, Jessalyn Malouf, Caleb Jacobsen, and Tru Albrecht; and Brin Demetriades, Natalee Peer, Katryna Miller, and Aliyah Pena. From 5<sup>th</sup> grade, the teams are- Raylan Pan, Leenes Mojilong, Grant Petersen, and Deep Chakraborty; Declan Dunlap, Graham Fowers, Daniel Pettit, and Seth Anderson; and Pratham Sharma, Julian Garcia, Allie Mather, and Aubree Fuller. We wish them well as they compete against the Edison South teams later this week.

5. **School Happenings:** Spirit week and College week, cosponsored by the student council and the counseling department, is occurring this week before Spring Break. Students are participating in college mascot coloring contests, faculty college trivia, breakout boxes, and more. They will win swag and other college paraphernalia, enjoy some Aggie ice cream, and dressed up in USU shirts for the day. We had a dance off between Big Blue and our very own Eddie Eagle mascot. What a fun week it was to have before everyone leaves for Spring Break. We are grateful for so many who help orchestrate these activities.
6. **Talent Show:** This year, as with last year, we will hold our talent show electronically. Though it is not as fun as watching in person, it was still wonderful to see a variety of talents submitted by our students. The acts were compiled by our computer's class teacher, Ralph Trumble, and the resulting video will be emailed to classrooms to watch just prior to leaving for Spring Break. This format allows students to be more creative than what they would otherwise be limited to on the stage. The students enjoy seeing the great talent that exists within our school community.
7. **PTC:** We concluded the Spring Parent Teacher Conferences earlier this month. Attendance generally tends to be more sparse the second time around compared to the Fall conferences. That trend held true this year as well. There were 300 or the 313 (96%) elementary students' families that attended in person and 90 of the 175 (51%) middle school students' families that did so. While we expect all families to be involved in their child's education, we understand that not everyone's availability will be able to fit our schedule.
8. **County Dir-S Drill:** On Thursday, March 24, we held a Dir-S drill that the county sheriff's office oversaw. They wanted to see our procedures for a scenario they presented us. Though not clear what their expectations were, they gave us feedback as to things that went well and things to improve. We did a follow up discussion in faculty meeting to ensure we answered questions and concerns from staff. We feel that student safety, though a priority, is something that continues to need practice to improve.

#### 9. Upcoming Events:

Apr 1	Talent Show Assembly	12:15-1:30
Apr 4 - 8	Spring Break - <b>NO SCHOOL</b>	
Apr 11 - 15	RISE Spring Summative Writing Testing	
Apr 13	Admin Meeting @ South	3:45 PM
Apr 13	Business Meeting @ South	4:30 PM
Apr 13	Governing Board Meeting - @ South Campus	5:30 PM
Apr 13	4th Grade Program - "Utah, This Is the Place"	6:30 PM
Apr 14	3rd Grade Fieldtrip - Hogle Zoo - <b>NO HOT LUNCH</b>	8:30 AM-2:30 PM
Apr 15	FAT FRIDAY	
Apr 15	End of 5th Grading Period - Dismiss @ 1:30 PM	1:30 PM
Apr 15	District Battle of the Books - North Campus Hosting	2:30 PM
Apr 18 - 22	RISE Spring Summative ELA Testing	

Apr 18 - 22	Volunteer Appreciation Week - (3rd Week in April)	
Apr 18	Band & Orchestra at Morning Greeting	8:20 AM
Apr 20	Report Cards Go Home	
Apr 20	Admin Meeting @ North	11:00 AM
Apr 20	Business Meeting @ North	12:00 PM
Apr 21	The Great Utah Shake Out (3rd Thursday in April)	10:00-10:15 AM
Apr 21	Donuts with Daddy - Kindergarten	10:40 & 2:30
Apr 21	Elementary Band North/South Concert @ <b>North Campus</b>	6:30 PM
Apr 21	Last Day of Afterschool Band Classes	
Apr 22	NO Kindergarten (Kindergarten Readiness for Incoming Kindergarteners)	
Apr 23	Daddy/Daughter Dance (Parent Organization)	6:00-8:00 PM
Apr 25 - 29	RISE Spring Summative Science Testing	
Apr 25	Committee Meetings	3:15 PM
Apr 27	Admin Meeting @ North	11:00 AM
Apr 28	Kindergarten Fieldtrip - Willow Park Zoo (AM: 8:30-11, PM: 12:15-2:50)	
May 2 - 6	RISE Spring Summative Math Testing	
May 2 - 6	Teacher Appreciation Week	
May 2 - 13	Acadience - EOY	
May 2	Full Staff Meeting	3:15 PM
May 3	5th Grade Fieldtrip - Hill Air Force Base - <b>NO HOT LUNCH</b>	8:20-3:00
May 4	7th Grade CACA Fieldtrip (BATC)	9:10-12:00
May 4	Muffins with Mommy - Kindergarten	10:35 & 2:25
May 4	Admin Meeting @ South	3:45 PM
May 4	North/South Band & Orchestra Dress Rehearsal @ <b>North Campus</b>	4:00-6:00 PM
May 4	Business Meeting @ South	4:30 PM
May 4	Governing Board Meeting - @ South Campus	5:30 PM

### Personnel Requests

**Megan Anderson-** Megan submitted an application through Indeed.com. She interviewed well and we hired her immediately. She has had experience in schools and with Special Education students at Millville Elementary. She is studying elementary education and plans to be here next year while she continues with online learning. She will be replacing Oaklie Andersen in 5<sup>th</sup> grade who is filling in for Rheanna Henry in Elementary Sped.

**Brinley Allen-** Brinley submitted an application through Indeed.com. She is a USU student and is interested in the field of education. Next year, she is taking time away from school to explore career options and said she would like to get that experience here at TECS. She will be an MTSS specialist as we must say goodbye to Erica Harper next month.

**Principal's Report to the School Board**  
**March 30, 2022**  
**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 current enrollment is 710 students. Enrollment for 2022-2023 currently sits at 740.

2. **Strategic Outcome:** *TECS will achieve a net promoter score of 60-80 on stakeholder surveys.*

During the week of parent-teacher conferences, we asked our parents to take a survey. We sent the survey out in our Edison Express and also had it available at P/T conferences. Our net promoter score continues to be positive. We had 97 people respond to the survey. Of the responses, there were four detractors (those that rated their experience a 1-6), twelve fell into the neutral category of a 7 or 8, and 81 that were promoters (a rating of 9 or 10), resulting in a net promoter score of 79. We asked two additional questions this year about our core philosophies of high expectations and positive learning environment. 86 (89%) respondents rated us a 9 or 10 for high expectations, while nine (9%) gave us a 7 or 8 and only two (2%) that rated us 6 or lower. In regards to the positive environment, 77 (79%) rated us a 9 or 10, 14 (14%) gave us a 7 or 8, and six (6%) rated us a 6 or lower. The comments section show that there are not really pervasive frustrations that parents all share. There were random comments that a parent or their specific student struggled with, but no overarching areas that we need to think about changing. Overall, continuing to focus on positivity and a child-centered school continue to be our strength.

In January we gave our employees a survey as well. The employee net promoter score for Edison South was an 84.

3. **Spring Parent Teacher Conference:** March 9<sup>th</sup> and 10<sup>th</sup> were our spring parent teacher conferences. The expectations is for all elementary teachers to have 100% attendance, 6<sup>th</sup> grade should have 100% parent attendance due to SEOP's and 7<sup>th</sup> and 8<sup>th</sup> grade parents are encouraged to attend if their student has a C and expected to attend if their student has any grade that is a D or an F. PTC was extremely well attended this year and 100% of elementary parents attended conferences, 98% of 6<sup>th</sup> grade parents, 96% of 7<sup>th</sup> grade and 96% of 8<sup>th</sup> grade parents, that were required, attended conferences. We had a handful of middle school parents that needed to be emailed, called and reminded to come in after conference because they had neglected to come. These are, of course, the students that are struggling the most. This reinforces the concept that parental involvement is key!
4. **Book Fair:** During parent-teacher conferences, we held our spring Scholastic Book Fair in the conference room. Total book sales came to \$4,373.52. Of that money, we received \$2,186.76 in scholastic dollars, a cash-out-value of \$1,093.38. The library used \$50.97 to purchase books from the book fair, and the remaining \$1,042.41, will be used to purchase or replace classroom literature sets, other books needed by teachers for various subjects as well as purchase new books for the library. It was very difficult finding volunteers to staff the book fair.

5. **Elementary Science Fair:** We held our elementary science fair on March 15th. We had several K-5<sup>th</sup> grade students participate. It was fun to see students that worked with siblings, others with friends and some did solo work. Students had a great experience presenting their projects to peers as they walked through the science fair with their classes.
6. **School Geography Bowl:** The geography bowl was held on Friday, March 16<sup>th</sup>. We had several 4<sup>th</sup> and 5<sup>th</sup> grade teams participate in this fun, educational event. The following are the teams and how they placed.
- 4th grade:**  
1st place - Pangea. (Ava Israelsen, Rockwell Newman, Caleb King, Cooper Cady)  
2nd place - The Dragons (Laurel Morrey, Adalyn Neilsen, Lily Colver, Christian Weaver)  
3rd place - The Boyz (Jonah Haddock, Ciaran Betts, Arthur Stott, Kallen Wise)
- 5th grade:**  
1st place - The Bruno's (Titan Waite, Sifa Talakai, Autumn Worf, Creighton Hjorth)  
2nd place - Blaze of Glory (Reese Hamblin, Chili Palmer, Elsay Jabbouri, London Broadhead)  
3rd place - Geo Champs - (Jarem Smith, Grace Farr, Kourtney Owen, Miles Robinson)
7. **District Geography Bowl:** The district geography bowl was held today, March 30<sup>th</sup> at South Campus. The following are the results from today's competition:
- 4th grade:**  
1st place (Edison North) AAWWUBBIS - Cooper Hunt, Henry Blonquist, Matthew Lyman, Amya Butcher  
2nd place (South) The Boyz - Jonah Haddock, Ciaran Betts, Arthur Stott, Kallen Wise  
3rd place (North) # Winners - Brin Demetriades, Natalee Peer, Katryna Miller, Aliyah Pena  
*\*The fourth graders went into some tie-breaker questions to determine who was in 2nd and 3rd place.*
- 5th grade:**  
1st place (North) Insert Good Name - Raylan Pan, Leenes Mojilong, Grant Petersen, Deep Chakraborty  
2nd place (North) Sesame Seeds - Declan Dunlap, Graham Fowers, Charles Yost, Seth Anderson  
3rd place (South) Geo Champs - Jarem Smith, Grace Farr, Kourtney Owen, Miles Robinson
8. **Science Fair:** The middle school science fair was held on Friday, March 24<sup>th</sup>. We saw many quality projects this year. The students were able to come up with some original ideas that inspired them. There will not be a regional science fair this year. We feel like they enjoy sharing what they have learned and being able to express their ideas. We were lucky enough to have enough judges to judge all of the projects this year. It is very difficult to find enough volunteers to do the judging of the projects. So we really appreciate their help.
- The winners are as follows:**  
6<sup>th</sup> Grade: 1<sup>st</sup> Adam Dewey (Bridge Design Strength) 2<sup>nd</sup> Cooper Maughan (What Fat Makes the Best Cookie?), 3<sup>rd</sup> Sebastian Parent (Most Effective Brand of Battery)  
7<sup>th</sup> Grade: 1<sup>st</sup> Logan Knudson (PSI Effect) 2<sup>nd</sup> Thomas Hammer (Plants with Headphones) 3<sup>rd</sup> Creighton Worf (Bring the Heat)  
8<sup>th</sup> Grade: 1<sup>st</sup> Teagan Sabillon (How Sound Vibrations Affect Ears?) 2<sup>nd</sup> Alexi Sagers (Organization and Stress) 3<sup>rd</sup> Jonathon Glenn (What Ski Wax is Best?)
9. **Battle of the Books:** Battle of the Books was held Friday, March 18. Books used for the battle were the 2021 Beehive Book Award Winners presented by the Children's Literature Association

of Utah. 9 teams (31 students) competed. Our top three teams are moving on to the district battle being held at north campus on Friday, April 22. Students and parents had a positive experience. Many expressed enthusiasm and interest in participating again next year.

- 10. DIR-S Drill:** On Friday, March 25<sup>th</sup>, in conjunction with the county sheriff's office, we held a Shelter in Place drill using the DIR-S system. Teachers and administrators were able to see a "live" drill that was initiated by the sheriff's department. An officer was at our school to watch our procedures and guide us on ways to improve and what would need to happen in this type of event. This was a good learning opportunity for all of us and we will be updating and improving some of our procedures.

### **Upcoming Events**

April 1	Last day of College Week
April 4-8	Spring Break
April 11-15	Volunteer Appreciate Week
April 15	Elem. Student Council Assembly at 8:20 am MS Student Council Assembly at 9:15 am
April 21	Before & after school combined campus concert at Edison North at 6:30 pm
April 22	Talent Fair & Art Show at 6:00 pm
April 25	Power of Music Educational Assembly
April 26	3rd grade field trip to Hill Space Aerospace Museum
April 28	AM Kindergarten field trip to Zootah Willow Park
April 29	PM Kindergarten field trip Zootah Willow Park

### **Vendor Approval**

Edison South is planning on doing three small construction projects this summer. The first is making our current PE office into a two story room with an office on the top and storage on the bottom. We will also turn one of our current closets into two small SPED rooms. The third project is adding a second level for storage to our back storage room located in the northwest corner of the school. We had two companies bid the project. Lundahl Building came in at \$171,006.00. 3 D's bid came in at \$47,904. There will also be some engineering costs added on. With this bid, it does not include the painting of the new rooms. We plan to have our summer crew do the painting.

### **Personnel Requests**

Rainey Hale who I had you approve last month as a 3<sup>rd</sup> grade teacher decided to take a job outside of Cache Valley. Fortunately, what I didn't realize is that one of our current employees was closer to having her degree and teaching certification than was originally thought. **Gerryn Smith** has been an employee at TECS for eight years. She was an aide for four years in first grade and has spent the last three years as our special education secretary, as well as doing some front office duties. Gerryn has diligently been working on her teaching degree through Western Governor's University. After talking with her supervisor, she found out that she is able to complete her certification in time to teach for us next year. I was thrilled with this news as I feel that Gerryn will be a great addition to our faculty. She is completely aligned with our philosophy, she has seen the pacing and flow of our program and has been involved with our high expectations. I am excited to see the great things that she will do as a 3<sup>rd</sup> grade teacher in our program.

