

Exhibit A

No portions of Exhibit "A" may be changed unless amended pursuant to Charter Agreement Sections 5.3

1. Name of the charter school: **Thomas Edison Charter Schools**
2. Charter school applicant: **Thomas Edison Charter Schools**
3. Location: The charter schools shall be established in **North Logan** and **Nibley**, located within the **Cache County District**.

4. Mission statement:

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.

The mission is carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.

5. Purpose(s) of the charter school:

a. Improve student learning by:

- i) providing research-based, validated instructional methods,
- ii) providing training to all teachers (see b below),
- iii) providing an advanced, sequential curriculum in the math & language arts programs from kindergarten through middle school,
- iv) teaching at an advanced level and pace to pull the below average learners up while providing intervention instruction to struggling students,
- v) creating a positive learning environment by implementing the Glenn Latham classroom management method,
- vi) employing trained aides in the primary classrooms to decrease the student to adult ratio while increasing support to the classroom teachers, and
- vii) encouraging parental involvement in the classroom.

b. Encourage the use of innovative teaching methods by:

- i) providing training to all elementary teachers to deliver a research-based total language arts method,
- ii) employing 'directors of instruction' who evaluate, mentor, and provide real-time feedback to classroom teachers throughout the school year, and
- iii) periodically sending the directors of instruction and veteran teachers to conferences and training seminars to remain up-to-date as trained certified instructors and/or teacher-trainers in the methods taught at the school.

c. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program by participating in various Professional Learning Communities, school committees and being given opportunities to serve on school LAND Trust committees.

d. Increase choice of learning opportunities for students by:

- i) offering an education program with an instructional philosophy and teaching environment not offered in the surrounding communities, and
- ii) working with the county busing system to locate bus-stops adjacent to the schools.

e. Provide greater opportunities for parental involvement by:

- i) Encouraging them to volunteer at the school.
- ii) encouraging them to participate in electing 2 of the 6 governing board members,
- iii) giving them the opportunity to serve on the governing board in an elected or appointed position, serve on a board appointed task-force, or serve on school committees,
- iv) giving them the opportunity to participate in and/or serve as an officer in the school's parent organization,
- v) encouraging them to attend governing board meetings, and giving them the opportunity to make comments related to school policies, procedures, or other issues related to the school.

6. Key elements of the charter school:

- a. Teach basic skills and knowledge through direct instruction
- b. Develop an atmosphere of respect and acceptance
- c. Uphold the Dress Code Policy
- d. Provide homework as an integral part of the academic program
 - i) The primary purpose of homework is to be a vehicle for teaching students time management skills and personal responsibility. Homework serves three additional purposes:
 - a) it is a communication device between school and home, providing parents with the opportunity to see what concepts are being covered during the school day,
 - b) it is used by the teacher as an assessment tool to determine the effectiveness of their instruction, and
 - c) it provides students with the opportunity to demonstrate their understanding of concepts that have been taught and practiced in the classroom setting without the security, structure and assistance of the classroom teacher.
- e. Implement the Spalding Language Arts program
- f. Maintain an in-house Spalding qualified trainer to mentor teaching staff and classroom aides
- g. Enhance each student's knowledge and skills in math through concept development, drill and practice
- h. Expect each student to memorize and recite for the teacher, one selection of either prose or poetry at least once every six weeks
- i. Provide a balanced experience in the areas of music, art and physical education
- j. Instill a sense of pride in and respect for self, others and country
- k. Implement and enhance a traditional history/geography curriculum that emphasizes patriotism, the unique liberties afforded by the constitution and the bill of rights and fundamental concepts regarding community, state and county
- l. Maintain a large enough student population to offer all programmatic elements listed above.

In concert with its purpose and key elements, its goals are to:

- Train and discipline the intellect
- Teach skills
- Equip students with the necessary skills to become decision makers, problem solvers, and lifetime learners
- Prepare students for the outside world by challenging them to compete for achievement of standards in the classroom
- Coordinate home and school effort in providing a solid education foundation for students.
- Ensure the success of all students through implementation of a well-rounded challenging academic program
- Encourage parental involvement. All parents/guardians become members of the TECS parent organization at the campus where their students are enrolled.

The Thomas Edison Charter Schools' curriculum highlights a strong academic focus on elemental skills development, and uses a direct instruction teaching philosophy. This philosophy, in concert with its mission, purpose, and goals is the basis for the selection of its curriculum. Opportunities to adjust or modify the curriculum may be considered from time to time. Any adjustments to the curriculum requires the approval of the Governing Board, and the board may only approve such changes after careful discussion and consideration.

However, the spirit of the school's mission and its philosophy of direct instruction teaching and elemental skills development will be maintained throughout its existence.

The employment of qualified relatives of current employees at either Thomas Edison Charter School campus is not encouraged. In no event will a relative be allowed to have supervisory authority over another relative.

7. School year will start:

Edison North began 2002-2003

Edison South began 2005-2006

8. Grade levels and maximum enrollment:

Edison North, K-8, 540

Edison South, K-9, 906

9. Enrollment preferences provided:

- a. a sibling of an individual who was previously or is presently enrolled in the charter school;
- b. a child or grandchild of an individual who has actively participated in the development of the charter school;
- c. a child or grandchild of a member of the charter school governing board;
- d. a child of an employee of the charter school;
- e. a student articulating between charter schools offering similar programs that are governed by the same charter school governing board;
(as per Student Registration Policy 2101)

10. Structure of governing board:

- a. Number of board members: **6**
- b. Appointment of board members: **One member is elected by parents at each campus and the board appoints the remaining four board members.**
- c. Board members' terms of office: **3 years**
- d. Meetings: **Monthly, or as needed**

Governing Board Number, Responsibilities, Breakdown

A six-member governing board shall govern both Thomas Edison Charter School campuses (Thomas Edison Charter School North in North Logan and Thomas Edison Charter School South in Nibley). The board is responsible for overseeing management of the school with the following five major responsibilities for both campuses:

- 1) Fulfilling all school legal responsibilities,
- 2) Promoting the TECS mission,
- 3) Hiring and supervising the principal/director for each school,
- 4) Establishing important school policies, and
- 5) Overseeing the school budget and the raising of school funds.

At least one member of the board shall be a parent, grandparent, or guardian of a student attending Edison North in North Logan, and at least one member of the board shall be a parent, grandparent, or guardian of a student attending the Edison South in Nibley. The remaining 4 members may:

- 1) also be parents, grandparents or guardians of children attending TECS,
- 2) be chosen from the community, preferably having backgrounds in education, business, or law, or
- 3) be a combination of 1) & 2).

Only one board position may be filled per family. A board member may not be a relative of an employee regularly working 25 hours or more per week. The board will strive, to the greatest extent possible, to balance the number of parents from each campus serving on the board.

A majority vote of the total board membership (4) constitutes action by the board. The board may not act unless a quorum of four board members is present.

Any amendment to the Governing Board structure, school mission or the key elements of the school listed in section 6 of this document require the following 3 step process. Philosophy and philosophically based policies require steps 1 and 2:

- 1) approval by the governing board,
- 2) a 3/4ths majority vote of a quorum* of the parent organization, with the results announced at a board meeting after the vote, and
- 3) approval by the charter authorizer.

Grammatical or clarification adjustments are allowed on philosophically based policies without going through this process so long as the original philosophy remains intact.

Note*: A quorum is defined as more than 50% of the P.O. membership. The parent organization (P.O.) must be informed of the proposed amendment via letter, newsletter, or other communication and encouraged to vote on the amendment.

11. Administrative rules waived (if applicable): None

12. Additional school specific standards used to assess School Achievement in the Charter School Performance Standards:

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific	TECS students will achieve high citizenship (defined as "outstanding" and/or "satisfactory" grades).	>95%	95%	<95%	<85%
Relative Academic Performance	Students will achieve reading proficiency by the completion of 3rd grade as measured by EOY required reading benchmark.	>75%	70-75%	<70%	<65%
Value Add/Student Gain Academic Goal	Percentage of students who are proficient in math on state standardized tests after attending for 3 full consecutive academic years.	Is >7% above state average in math proficiency	Is >state average in math proficiency	Is <state average in math proficiency	Is <10% below state average in math proficiency

13. State Accountability: **As defined by statute and implemented by the Utah State Board of Education by rule or Federal plan.**
14. Financial and Governance Measures: **Defined by the SCSB, as required by rule and statute. School will be held to the approved Charter School Accountability Framework (subject to update and revision).**