

Utah Charter School Application

(Instructions: The applicant is the person authorized to act on behalf of the proposed charter school. The USOE will address all of its correspondence and communication to the applicant. The applicant may represent an individual, group organization; if a group or organization, please provide a description. If the space provided on this form is not sufficient, please place the description in an appendix and reference the appendix here.)

Applicant

Name: Thomas Edison Charter School
Contact Person: Jim & Patty Peterson
Address: 1814 Golden Hills Circle
City: North Logan
State: Utah
Zip: 84341
Daytime Phone: (435) 797-4624 or (435) 787-0068
E-mail: jamesnpatty@aol.com or jimp@sdl.usu.edu

Description of Group or Organization:

The Thomas Edison Charter Schools (TECS) are represented by parents, children, and respected community members with a variety of professional backgrounds in Cache County. TECS vision is a public school with an academically-challenging and stimulating curriculum that will provide children the essential tools of education they need to become high achievers in life and respected citizens of the community.

Thomas Edison Charter Schools recognize the success and achievements of many charter schools and alternative programs outside of Utah. Both TECS campuses acknowledge the desire for: 1) increased *choice* in public education, 2) increased *accountability* in the teaching of our children, and 3) *strong parental involvement* in the schools.

Acknowledgements

The Thomas Edison Charter Schools Founders wish to thank the reviewers of this charter:

- **Thomas Shuster, Ph.D.**; Education Evaluator, CEO - Spectrum Consulting
- **Glenn I. Latham, Ed.D.**; Professor of Education, Utah State University
- **Scott Jackson**; Principal, Dobson Academy Charter School, Chandler Arizona
- **Raymond Malouf**; Attorney, Malouf Law Offices, Logan Utah
- **Marty Moore**; Attorney, Bearson & Peck Law Offices, Logan Utah

School

Instructions: Please provide the requested information about the proposed charter school. If the information is not yet available, please indicate by writing N/A in the space provided.

Original (North) Campus

Name: Thomas Edison Charter School (North)
Address: 180 East 2600 North
City: North Logan
State: Utah
Zip: 84341
Phone: (435) 787-2820
Fax: N/A
E-mail: sjackson@edisoncs.org
Web Address: <http://www.thomasedisoncharterschool.org>
School District: Cache County School District
Date School Will Begin: Originally opened August 21st, 2002

Grade Level or Student Ages being Served:

Enrollment may include a maximum of 540 students (60 students per grade), kindergarten through eighth grade (K-8). Class configuration may vary, but the most common configuration when at or near capacity will be 2 classes per grade.

Enrollment during the 2002 – 2010 school years grew/may-grow as shown in the table below. See paragraph 2 under section 13, page 14, for further clarification on class size.

Past and projected enrollment for Years 2002 - 2009

NORTH	K	1	2	3	4	5	6	7	8	TOTAL
02-03	56	28	28	28	28	28	28	0	0	215*
03-04	56	56	28	28	28	28	28	28	0	271*
04-05	56	56	56	56	56	56	28	28	0	348*
05-06	56	56	54	56	54	44	52	20	28	365*
06-07	56	52	46	50	54	31	42	43	20	394*
07-08	54	53	50	44	47	55	29	37	36	405*
08-09	56	56	56	56	48	50	56	28	35	441**
09-10	56	56	56	56	56	48	50	56	26	460**
10-11	56	56	56	56	53	53	48	48	36	462**
11-12	56	56	56	56	53	53	48	46	42	466**
12-13	56	56	56	56	54	53	47	46	44	468**

South Campus (designated as a “Satellite School” per board rule R277-470-15)

Name: Thomas Edison Charter School - South
Address: 1275 West 2350 South
City: Nibley
State: Utah
Zip: 84321
Phone: (435) 752-0123
Fax: (435) 787-4350
E-mail: ebudge@edisoncs.org
Web Address: <http://www.thomasedisoncharterschool.org>
School District: Cache County School District
Date School Will Begin: Originally opened September 13th, 2005

Grade Level or Student Ages being Served:

Enrollment may include a maximum of 810 students (90 students per grade), kindergarten through eighth grade (K-8). Class configuration may vary, but the most common configuration when at or near capacity will be 3 classes per grade.

Enrollment during the 2005 – 2010 school years grew/may-grow as shown in the table below. See paragraph 2 under section 13, page 14, for further clarification on class size.

Past and projected enrollment for Years 2005 - 2009

SOUTH	K	1	2	3	4	5	6	7	8	TOTAL
05-06	57	41	40	38	34	24	24	26	0	284*
06-07	86	60	50	53	54	46	44	26	27	446*
07-08	66	89	54	44	48	51	33	39	13	437*
08-09	80	70	88	55	46	50	50	31	30	500**
09-10	84	80	70	88	55	47	48	48	30	550**
10-11	85	84	80	71	88	55	47	42	38	590**
11-12	86	85	83	77	71	88	55	43	37	625**
12-13	88	86	85	84	76	70	84	46	36	655**

The Thomas Edison Charter Schools Governing Board may request, at its discretion, to amend this charter in accordance with the provision in the Utah Charter School Act, 53A-1a-508 (4), to add, up to one upper grade per year through twelfth grade. Such additions will only be requested after very careful consideration and study.

* Actual October 1 count totals for that school year

** Projected numbers

SCHOOL GOVERNANCE

1. Administrative Structure: *Describe the governance and administrative structures of the school, including representation on the governing board.*

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 & Thomas Edison Charter School South in Nibley). The school Chief Administrative Officer (CAO) is included as one of the six board members and serves as President of the board. This board is responsible for running 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 director-of-education/principal 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 the North Campus in North Logan, and at least one member of the board shall be a parent, grandparent, or guardian of a student attending the South Campus 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. The board will strive, to the greatest extent possible, to balance the number of parents from each campus serving on the board.

Governing Board Structure, Operation, Functionality

- **Board Officers:** The CAO serves as board President. The members of the board shall select one member each to serve as Vice President, Treasurer and Secretary. No board member may hold more than one of these offices. The director of education /principal may not serve as board President.

The Board is comprised of two or more subcommittees as defined in the TECS Governing Board Handbook or the school policies and procedures manual. Each subcommittee selects a chairperson. The board President and the chairpersons of each subcommittee compose the executive committee of the board.

- **Filling of vacancies:** In the event of dismissal or resignation from the board or other vacancies on the board, volunteers to serve the remainder of the term for any

particular seat will be asked to apply, and a volunteer will be selected by a vote of the board.

- **Meeting Frequency:** The board meets at least once a month, guided by an agenda, to a) discuss the Schools' operation and hear reports and updates from each board member, b) consider and adopt policies, and c) consider requests and concerns from parents, students, and teachers. 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.
- **Executive Committee:** The Executive Committee facilitates effective decision making by all board members. This committee plays three critical roles:
 - 1) plan and execute the agenda of board meetings,
 - 2) present subcommittee recommendations for decisions requiring full board action, and
 - 3) serve as a communication link with other members of the board.
- **Special Task Forces / Committees and the Delegation of Action:** The board may, at their discretion, appoint and delegate to special parent task forces or committees, or the director of education/principal (hereafter referred to as 'director/principal') to investigate and research specific items related to school policy, procedure, programs, and curriculum. Where possible, the board will effectively give clear instructions and/or suggestions so that the board as a whole can continue to maintain a focus on the 5 areas of their responsibility.

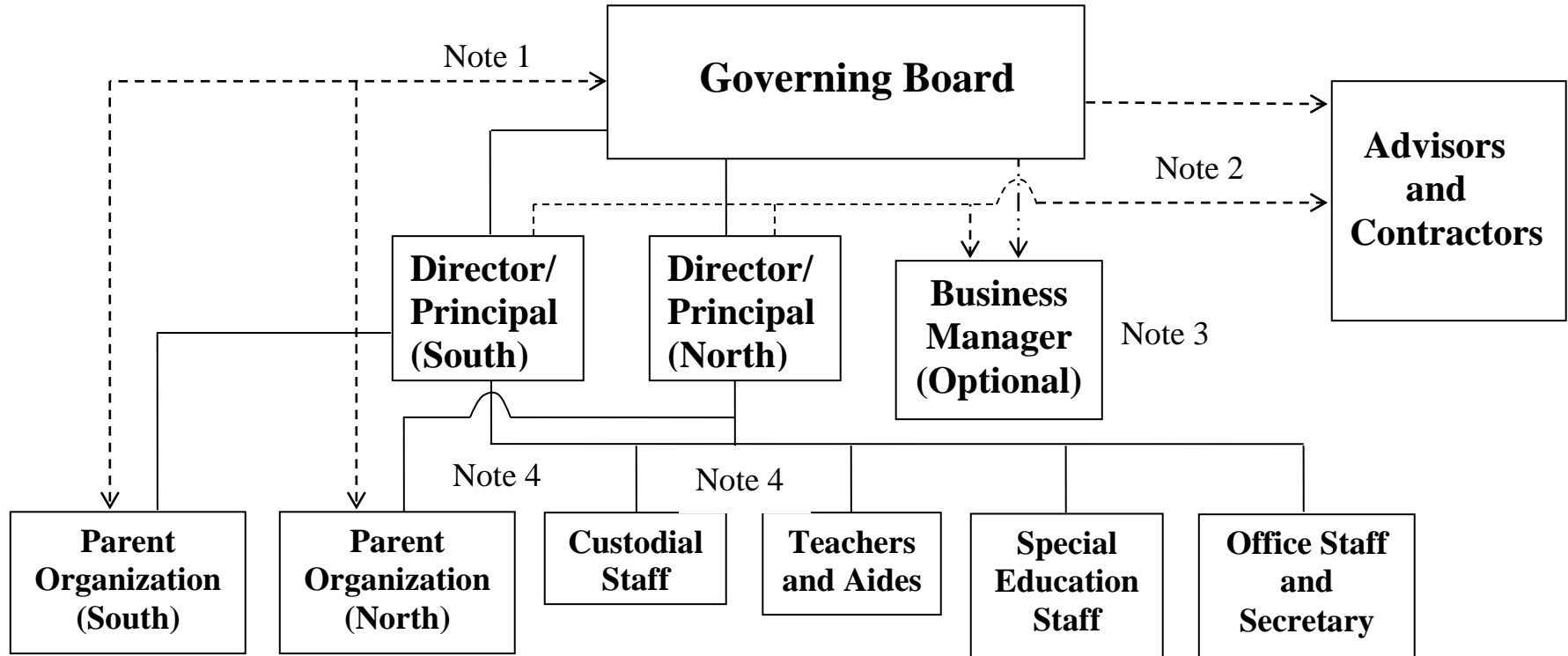
Any amendment to the Governing Board structure or a major shift in school mission, philosophy, or curriculum requires a 3 step process:

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

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.

A flow chart showing the organizational/administrative structure is provided on page 6.

Organizational Flow Chart



Note 1: Two governing board members are assigned as a liaison between the Board and each campus Parent Organization (PO). However, each Director/Principal remains the head of their respective campus PO.

Note 2: Advisors, consultants, and contractors may be hired by the Governing Board or Director/Principal by majority vote of the Board.

Note 3: Business Manager services may be hired out to an outside service provider with Board approval.

Note 4: Each Director/Principal shall have staff oversight responsibility of his/her respective campus, and not the other.

2. Governing Board: *Describe the selection process for the charter school governing board, including how often members are chosen.*

The purpose of the Governing Board is to oversee the affairs of the school. In addition to fulfilling its 5 major responsibilities listed above, board members carry out the Thomas Edison Charter School vision, and develop relationships with the community.

Initial Terms, Subsequent Terms, and Selection Process

- **Initial Terms of Service:** Previous to 2008, Thomas Edison Charter School-North and Thomas Edison Charter School-South operated independently and were governed by separate boards. However, the schools cooperated in many areas as detailed in a legal business agreement signed in 2005. Each school's history had similar beginnings with initial board terms, but the South School originated 3 years later. With the merge commencing in 2008, a new set of initial terms of service is required and is as follows:
 - a) 2 of the 5 current board members elected or appointed from both campuses shall combine with two new appointed board members described in f) below, to form the 6 member board which takes effect at 12:01 A.M. on July 1st, 2008;
 - b) the board members elected by parents in the May, 2007 election from each school shall be among those board members who combine into the 6 member board;
 - c) two board members from each of the original boards shall relinquish their positions at 11:59 P.M. on June 30th, 2008 to make way for the new, merged, 6 member board;
 - d) each board has one remaining board member whose term expires at 11:59 P.M. on May 31st, 2008;
 - e) at a board meeting in April or May of 2008, the 4 individuals who will continue on the merged 6 member board will be announced along with their associated term lengths,
 - f) at separate or combined board meeting(s) in May 2008, the boards shall announce the appointments filling the two positions expiring on May 31st, 2008 and they shall begin their terms on the separate boards on June 1st, 2008 and continue as members of the initial 6 member board commencing July 1st, 2008;
 - g) in order to establish a staggered rotation of board terms, the initial 6 member board shall comprise two positions whose term expires in May 2009, two positions whose term expires in May 2010, and two positions whose term expires in May 2011;
 - h) the terms of each of the two board members elected by parents of their respective campuses shall expire either in May 2009 or May 2010.

- **Subsequent Elections and Terms of Service:** At a board meeting in May 2009, two more 3 year term board positions shall be announced due to expiring board terms (whose terms began in 2007 with the separate boards). One of the announced positions shall be filled by an election held in the previous weeks by the South campus parent organization and the other shall be filled by appointment by the first year's merged board. At a board meeting in May 2010, two more 3 year board positions from the original merged board shall be filled due to the expiring two-year terms from the last separate boards. One of the announced positions shall be filled by an election held in the previous weeks by the North campus parent organization and the other shall be filled by appointment by the second year's merged board. Subsequently elected or appointed board members shall serve three-year terms and repeat the above rotation as illustrated in the table below:

May Election Dates	Elected Positions	Appointed Positions
2008, 2011, 2014, 2017, etc.	No elected positions	Board appoints two members
2009, 2012, 2015, 2018, etc.	South PO elects one parent from Edison – South	Board appoints one member
2010, 2013, 2016, 2019, etc.	North PO elects one parent from Edison – North	Board appoints one member

Each family that is a member of the parent organization (which consists of parents and guardians who have at least one child in the school) may cast one vote per family unit for each open board seat, except for the director/principal.

The newly elected and appointed board members shall begin their 3-year terms on the first day of June following the annual election. The CAO will be selected and appointed by the new board from among its membership by or at its next open meeting. It is preferred that selected CAOs have served on the board for at least one year.

- **Principal/director of education Appointment/Approval:** The director/principal shall be appointed or approved for the following year of service by a majority vote of the voting members of the board no later than the March board meeting each year, except where a vacancy for the position of director may require later approval.

Further details related to board member governance duties, function, and their dealings with school director/principal, school staff, and parents shall be contained in the Governing Board Handbook. The major qualifications, expectations, and behaviors for board members, are found in **Appendix A**.

3. Chief Administrative Officer: *Provide a name and describe the qualifications of the chief administrative officer.*

This position was filled after the formation of the permanent governing board by the 1st year governing board steering committee in June 2002. The operations for the establishment of the school, its structure, mission, philosophy, and curriculum was overseen and governed by a one-year governing board comprising 7 individuals selected by the steering committee in July, 2001. These individuals filled the 7 positions of that original governing board with Jim Peterson acting as President or CAO. A similar history occurred with Thomas Edison Charter School – South in 2004 – 2005, with David Scholes acting as its board President or CAO until May, 2007.

4. Parent Involvement: *Describe how parents will be involved in establishing and reviewing policies, procedures and programs including the school’s curriculum and instruction program.*

Parental involvement is a key element to the success of both school campuses. All parents and guardians become members of the TECS parent organization at the campus where their students are enrolled. Every member of the Thomas Edison parent organization:

- As a whole, elects 2 of the 6 governing board members (1 of 3 for each campus) over a 3-year period as described in section 2,
- May serve as a Governing Board member, as a member of the Parent Organization council (which serves as a support organization of the school), or on a board-appointed task force or committee to investigate and research specific items related to school policy, procedure, programs, and curriculum,
- Are encouraged to attend the monthly governing board meetings. At those meetings, parents are invited to make comments and suggestions, as needed, related to school policies, procedures, programs, curriculum, or other issues discussed at the meeting,
- Are encouraged to volunteer time to the appropriate school campus as described in **Appendix B**.

5. Communication with Parents: *Describe the procedures for notifying parents of their opportunities or obligations for involvement as well as the procedures for filing complaints.*

Parents are given ample opportunity to learn their obligations and opportunities for parental involvement by:

- Signing an agreement on the Intent to Enroll form that they understand that they are encouraged to volunteer a minimum of 4 hours a month for the school,
- Attending a required parent orientation before the beginning of school each year,
- Receiving a Parent Handbook at orientation that will include a section outlining parental obligations and opportunities for involvement as described in section 4 above.

School Visits

Adult visitors and parents are encouraged to visit either school campus frequently and take an active role in the education of their children. All non-employee adults must check in at the school office and pick up a visitor's badge upon entering the campus.

We encourage parents to leave small children at home since they often distract students and the teacher. We also ask that parents avoid conferences with the teacher during the visit, so that the teacher may conduct class as usual. Please schedule teacher conferences before or after school at a time when students are not in class. Students are not allowed to bring visiting children, either friends or relatives, to school with them.

Complaint Procedures

6. Complaints: *Describe the procedures for receiving and responding to parent complaints.*

If there are state laws or policies governing the handling of complaints, they shall take precedence over school procedures. Otherwise, the following shall apply:

If honest disagreements and complaints concerning the school arise, the following procedure will guarantee that the problem will be heard:

- 1) First, arrange a meeting with the person against whom the claim is directed. Most disputes are resolved at this level.
- 2) If the parent prefers, a meeting may be arranged directly with the director/principal. The director/principal is there to help mediate disagreements and resolve complaints.
- 3) If the parent still feels that the problem has not been properly addressed, he/she may appeal to the governing board. The appeal will not be heard unless step #2 has been accomplished. The basis of the complaint should be submitted to the governing board in writing with specifics.

STUDENTS

7. Notification: *Describe how potential students and their families will be notified of the opportunity to attend the new school and the procedures for applying.*

Parents and students will be notified during the appropriate enrollment period through town meetings, radio, newspapers, and/or online website announcements. Parents will fill out an application form, indicating the number of children they wish to enroll and their grade levels.

8. Selection: *Describe the admissions selection process, including any preferences given in admissions.*

If the number of applicants exceeds the established ceiling, the first priority for enrollment will be given to students whose parents participated in the formation of the school. After which, students will be selected by random draw as outlined in the school enrollment and lottery policy and procedures. When a student is chosen, the siblings of the applicant will also be invited to enroll, provided there are openings. Students already enrolled will be given preference for re-enrollment during subsequent years. Siblings of enrolled students will also be given preference relative to other applicants. In the event sibling enrollment exceeds the capacity of the Kindergarten, those siblings will be entered into Kindergarten based on the original registration order of that family.

9. Standards: *Describe the standards which will govern student conduct, dress, and performance. How and when those standards will be communicated to students and parents, and how they will be enforced.*

A handbook on school policies and procedures is available upon request to inquiring students and parents. Each student and parent will be required to follow the enrollment procedures and read the pertinent school policies and the consequences for policy infractions.

Thomas Edison Charter Schools standards include, but are not limited to:

Discipline

Creating and Maintaining a Well-Managed Learning Environment - Thomas Edison Charter School Discipline Plan

Thomas Edison Charter School subscribes to the idea that learning is a joy and school is a happy place. The focus of educators' attention is on what students are doing well. TECS espouses a management plan in which administrator and teachers are skilled and

practiced in the principles of classroom management. The term “discipline” takes on its noblest and finest meaning-“Training that corrects.”

TECS has adopted Glenn I. Latham’s principles of classroom management from Behind the Schoolhouse Door, Eight Skills Every Teacher Should Have, Utah State University, January, 1997. See **Appendix C** for further details.

Dress Code

Students are expected to dress in a neat, attractive fashion reflecting pride in themselves and in their school. The dress code is established to help ensure an atmosphere conducive to study. Pride in student dress will be one of the observable differences at the Thomas Edison Charter Schools. It is the responsibility of parents and children to ensure compliance with the dress code.

The dress code details are published in the Parent Handbook.

Attendance

If the child is ill or if there is an emergency, the parent will call the school promptly. It is very important that the child be in attendance every possible day. Absences create major obstacles for teachers and inhibit academic growth for both those absent and those whose learning is delayed because of make-up instruction being given. Therefore, parents are expected to plan family vacations during school vacation time. Please schedule all student health appointments outside of school time if possible. The Parent Handbook will cover further details of the school attendance policy.

10. Dismissal: *Describe the procedures and processes that will be used to dismiss students.*

Both Thomas Edison Charter School campuses will follow all policies and guidelines as required in Utah State Law regarding school discipline and conduct plans (UCA 53A-11-901-909). Also, the three step due process required by law, will be followed. That is, students receiving dismissal from the school must have been properly informed, and have been given proper opportunity for response and remediation.

The parent handbook contains school rules and parents and students agree to abide by school rules before admittance. The following is an example of what procedure the school may follow in the case of suspension or expulsion.:

Procedures for Managing Serious School Violations

Consequences for serious violations will be written into school policy and delivered automatically and consistently. Staff will be clear about what their responsibilities are and who administers the relevant procedures. Typically, an office referral will be made, and an administrative staff person will be given that responsibility. Clear guidelines will be established for student behaviors that warrant office referrals, and all staff will have a clear understanding of which behaviors result in an office referral, and the specific procedures that will be followed by the office in responding to them.

Consequences for Serious School Violations

Applied consequences for serious school violations include: parent conferences, after-school detention, in-school suspension, out-of-school suspension, and expulsion. An effective tracking system will be in place to identify students who exhibit inappropriate behavior on a regular basis. Repeated office referrals will be a signal that a student needs more assistance in learning and displaying expected behaviors. It also signals a need for teacher training, and a functional analysis of the classroom/school environment. Students who repeat serious school violations will be referred to a school-wide behavior support team to develop a specific, individual plan designed to reduce or eliminate the problem behavior pattern and establish opportunities for displaying expected behaviors.

Procedures for Managing Illegal Behaviors

Procedures for managing illegal behaviors will involve an office referral and a police referral. As with any serious school violation, consequences shall be delivered in an automatic and consistent manner, as described above. In addition, requirements of Utah law will be met.

Taken from: Antisocial Behavior in School: Strategies and Best Practices, Walker, Colvin and Ramsey. Brooks/Cole Publishing Company, 1995, 511 Forest Lodge Rd, Pacific Grove, CA 93950. pp. 140-142

An office referral will be developed by Thomas Edison Charter School, and may resemble referrals used successfully in other programs. A form similar to the office referral form would be in order for assessing the quality of the school environment and assessment of the teacher's skills in being able to deal appropriately with disruptive behavior.

Students are subject to the Thomas Edison School behavioral expectations that are provided at the beginning of each school year. Please refer to **Appendix D** for the dismissal procedure and Safe School policy of Thomas Edison Charter School.

STAFF

11. Screening, Selection and Evaluation: *Describe the procedures used to determine the qualifications and fitness of employees for assignment.*

Director of Education/Principal

The selection of education director /principal for each campus is the responsibility of the governing board. The director must have an appropriate state license.

As described in section 2, the director/principal at both campuses will be appointed or approved for another year of service no later than the March board meeting. When an existing director/principal is up for renewal of his/her contract, the board will vote on this renewal previous to the May board elections taking effect.

The director/principal at both campuses are hired on an annual contract providing for termination only upon "good cause." In the latter half of each school year, the governing

board will evaluate the director/principal before deciding whether to renew his or her employment contract for the following year.

Teachers/Staff

All employees of the Thomas Edison Schools, except the directors/principals, are “at will” employees on annual employment contracts. “At will” means that employees may be terminated at any time if the governing board finds that the employee is not adequately performing his or her duties. “At will” employment status is by far the most common type of employment in the private sector in Utah, and such employment will provide the Thomas Edison Schools with the flexibility necessary to meet its responsibilities under this Charter.

All teachers and staff of the Thomas Edison Schools will be evaluated before renewal hiring decisions are made for the following year. The appropriate director/principal, in consultation with the employee, will evaluate the employee’s performance and provide a written evaluation to the governing board for its approval or modification before renewal hiring decisions are made.

The directors/principals and governing board work together to arrive at a joint decision on hiring and retention of teachers and other staff for both campuses. For teachers, the director/ principal at each campus conducts a pre-selection from applications received. After which, each director/ principal will conduct a final interview and make a recommendation to the board. The directors/principals may request the assistance of parents and/or board members in the interviewing process. The board must approve all hiring and retention decisions.

Background checks and/or drug testing on prospective or current employees, particularly teachers, are performed as required by state law.

Employment of Relatives

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.

12. Qualifications: *Describe the minimum acceptable qualifications for professional staff.*

Director of Education/Principal

- Master’s Degree with at least a Bachelor’s degree in the field of Education.
- 5 Years teaching experience
- 3 years successful administrative experience or must be willing to receive the consultation of a board approved administrator mentor having a minimum of 5 years administration experience in a school (or schools) of similar philosophy.
- As a minimum, must be an enthusiastic proponent of the school’s mission, purpose, philosophy, and goals. A preferred qualification is that he or she has completed courses I and II of the Spalding Method of Instruction and has taught this method or

administered a school using this method. He/she must be willing to quickly become familiarized with the program and become fully trained within a 2-year period of time if he/she has not had this instruction. See the “Curriculum and Instruction” section of this charter, and appendices E through G, for a detailed description of the Spalding Method of Instruction.

Teachers

As required by the state of Utah, all teachers will be licensed, certified teachers or be qualified to teach under USOE’s alternative certification or authorization program.

13. Staffing Patterns: *Describe the staffing pattern, including whether students will be in self-contained classes or rotated among different teachers, class sizes, roles of non-professional support staff and other pertinent aspects of staffing.*

The students in K-5 will be in self-contained classrooms for all of the core subjects, i.e., language arts, math, science, history, etc. Other courses such as music, art, P.E., computer science, and core academic subjects for students in grades 6-8, may be on a rotation basis so all students can benefit from the expertise of a trained teacher in these experiences.

The maximum class size will never exceed 30. Each class will have a full-time teacher. In addition, an aide, student teacher and/or parent volunteers may be assigned to assist in the classroom on a regular basis (see School Volunteer Requirement in the School Governance section).

14. Teaching Schedule: *Provide a copy of teaching schedule for staff members, including provisions for preparation, consultation with students and parents and professional development.*

Teachers will teach the full school day with prep time of at least 1/2 hour per day while students attend a rotation of music, P.E., art, or other scheduled subjects. The teachers’ schedules will start ½ hour before class time and end ½ hour after class time. This time is for teacher preparation, parent communication, etc.

Parent-teacher conferences will be held a minimum of two times per school year to coordinate learning needs and goals with parents. The teacher or a parent can request additional conferences as the need arises.

Spalding training will be required of all elementary grade-level teachers. The school will coordinate this training.

Staff and teacher development training and conference days will occur periodically throughout the school year. These development/conference days will allow for specialized training in various subject areas as needed or required.

CURRICULUM AND INSTRUCTION

15. Purpose: *Explain the school's purpose, mission, and goals, specifying the factors that set it apart from other educational entities currently available in the area.*

Mission: The mission of the Thomas Edison Charter Schools is to 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 will be carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.

Philosophy and Purpose: The school's philosophy is to emphasize the teaching of basic skills and knowledge. Its purpose is to:

- Train and discipline the intellect,
- Teach skills,
- Instill a sense of pride in and respect for self, others, and country,
- 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,
- Develop an atmosphere of respect and acceptance,
- Coordinate home and school effort in providing a solid education foundation for students.

The School's Goals are to:

- Ensure the success of all students through implementation of a well-rounded challenging academic program,
- Enhance each student's knowledge and skills in math through concept development, drill, and practice,
- Ensure student reading, writing and spelling skills acquisition and mastery through Spalding phonics-based language arts curriculum,
- Implementation and enhancement of a traditional history/geography curriculum that emphasizes patriotism and fundamental concepts regarding community, state, and country,
- Provide a balanced experience in the areas of music, art, and physical education,
- Maintain an in-house Spalding qualified trainer to mentor teaching staff and classroom aides.

Homework is an integral part of the academic program at the Thomas Edison Charter Schools. The primary purpose of homework is to be a vehicle for teaching students' time management skills and personal responsibility. Homework serves three additional purposes:

- 1) 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,
- 2) it is used by the teacher as an assessment tool to determine the effectiveness of their instruction, and
- 3) 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.

A critical factor that will set these schools apart from other local educational entities is its use of the Spalding Method as its total language arts program. This method is discussed at length in the next section and in **Appendices E** through **G** of this charter.

16. Curriculum: *Describe the curriculum to be used in the school, and note any significant variation from the state core curriculum and graduation requirements.*

Curriculum Philosophy & Guidelines

The Thomas Edison Charter Schools' curriculum is patterned after highly successful alternative schools outside Utah. It 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 Spalding Total Language Arts Method

Both campuses will feature the *Spalding Method* as its total language arts and reading method. Romalda Spalding developed this total language arts method in the 1940's and 1950's for use in public and private schools by expanding and enhancing the work of Dr. Samuel T. Orton, an eminent neurologist and brain specialist in New York. Dr. Orton had developed a method to teach dyslexic children how to read and write. See **Appendices E** through **G** for further detailed background, supporting research, school accreditation, and testimonials of the Spalding method. Teachers in schools throughout the United States, Canada and Australia use *The Spalding Method* with great success.

The Spalding Method is a total language arts approach because it provides explicit, sequential, multisensory instruction in spelling (including phonics and penmanship), composition, and listening/reading comprehension.

Spelling

- phoneme awareness
- phonics with handwriting
- dictation of high frequency words
- rule acquisition and application

Writing

- simple, compound, complex sentences
- narrative, informative, and informative-narrative paragraphs/passages

Comprehension

- literary appreciation
- passage structure
- mental actions

The program begins in kindergarten by teaching students early phoneme awareness, as well as proper penmanship, writing posture, and early reading. The sequential aspect of the program provides a continuity of language arts improvement and mastery through elementary school and into the secondary grades.

It has been observed that the *Spalding Method* teaches the analytical skills to children that can be applied to mathematics, science, and music, thereby enhancing their achievement in those areas.

Curriculum Breakdown

A. Utah State Core Curriculum - The Utah State Core Curriculum will serve as the foundation to the subjects taught and provide a minimum basis for academic requirements. In the core academic subjects, the Utah State Core Curriculum standards are paired with outlines which contain additional topics and skills. This pairing forms the Thomas Edison Charter School-Sequence of Knowledge and Life Skills (SKLS) (available upon request). The Sequence of Knowledge and Life Skills clearly meets and exceeds state requirements.

B. Literature and Phonics - Literature and phonics are a daily part of the curriculum. The literature program has a strong phonics base emphasized by daily written and oral drill. Literature selections include classics and literature sets with wholesome ideals. Each room will ultimately have its own library, and teachers will read to their classes daily. "The Writing Road to Reading" by Romalda Spalding is the text used for phonics.

C. Mathematics – Mathematics develops several critical habits of mind: clarity of thought, logic skills, abstract thinking, and self-reliance in thinking. It is taught daily and receives a great deal of emphasis. Through the use of concrete models, mathematical concepts are developed. The program uses oral drill and written practice sheets and stresses memorization of math facts. The program provides an aggressive math learning experience that imparts a continuity of instruction from kindergarten through the secondary grades.

D. Science - The science program includes concepts in physical, chemical, earth, and biological sciences. It is based on the Utah State core science curriculum and the philosophy and resources outlined in the TECS SKLS. A hands-on program will be considered as part of the science learning process.

E. Penmanship - The Spalding handwriting program is taught in grades K-8, with cursive writing introduced no later than third grade, based on the child's ability. Neatness and legibility of penmanship are stressed through daily drill.

F. Spelling/Reading Comprehension - The Spalding spelling program, which consistently teaches spelling rules, is part of the language arts curriculum. The correct spelling of all words is stressed in all subjects. Examples of reading comprehension texts supporting the *Spalding Method* are the "New Practice Readers," "McCall-Harby/McCall-Crabbs" comprehension test booklets, and parent approved literature sets.

G. Language/Grammar - The language program includes daily practice and drills in fundamental English grammar, its rules and usage. The Language program will follow the guidelines and outline given in the TECS SKLS.

H. Composition - Each Thomas Edison Charter School student is expected to be able to express himself in written form in a grammatically correct manner that emphasizes clarity of thought and preciseness in spelling and penmanship. A variety of writing experiences are provided at each grade level.

I. History and Geography – Relating history to our modern world, memorization of important geographical and historical data, and current events are part of the program. The curriculum will follow the philosophy and resources outlined in the TECS board approved SKLS.

J. Recitations - Each student memorizes and recites for the teacher, one selection of either prose or poetry at least once every six weeks. Students may also enter poetry recitation contests.

K. Computers/Research/Technology – The computer/technology curriculum will support the school’s principles and will emphasize the use of computers as tools to enhance classroom learning, and will prepare students to compete in the modern world.

L. Visual Art – The principles and fundamentals of art will be taught. Art appreciation is a part of the basic program.

M. Physical Education - Each child at Thomas Edison Charter School participates in a structured physical education program.

N. Health/Safety – Emphasis is on good health habits, nutrition, general safety rules, including first aid and life-saving techniques.

O. Citizenship - Courtesy, respect, decency, civility, honesty, and the meaning of citizenship are taught. Teachers set examples for students and teach them through acknowledgment, praise, and role-playing. Respect for personal and public property is taught by expecting respect.

P. Special Needs – Both Thomas Edison Charter School campuses may employ one or more full-time special education teachers, as needed, to address the needs of children who require special education. As with any public school, the school will comply with all federal special education laws. The school and the special education teacher will work directly with parents of special education children to properly address the individual challenges each child faces.

The LEA (local education agency) representative is the the school director/principal of each campus. The school adopts the rules set forth in the most recent special education manual “The Black Book” compiled by the USOE. If the enrollment of special education children exceeds expectations, the school’s special education program will be expanded.

Both Thomas Edison Charter School campuses will also comply with all state and federal rules and regulations with regard to nondiscrimination as administered by OCR (Office of Civil Rights), ESL (English as a Second Language), “504”, and ADA issues.

Q. 6th through 8th Grade Curriculum – The curriculum will satisfy and incorporate all of the elements identified in the State core curriculum for these grades so that graduating students will be well prepared to enter 9th grade in all subjects at the local public schools. The program will include rotations between teachers focused on specific subject matter, such as math & science, technology, music, literature, & PE, will be part of the learning process at the school.

17. Calendar: *Provide copies of the school calendar and schedule, showing the hours and days that instruction will be provided*

Each Thomas Edison Charter School campus will meet State requirements and convene school for the required number of days and hours. Each school year TECS will provide the Utah State Office of Education a school calendar as needed.

18. Extracurricular Activities: *Describe the plans for extracurricular activities, including whether the school intends to participate in interscholastic competitions and, if so, how they will be done.*

The Thomas Edison Charter Schools will explore the interest level of involved parents for extracurricular programs in the areas of sports, music, the performing arts, science, geography, etc. A parent committee may be organized to make these extracurricular programs available at the school for children who desire enhanced learning and experience in those areas. As the school grows, and interest increases, these extracurricular offerings may be expanded with the cooperation and co-sponsorship of other local schools.

Interscholastic competitions, such as spelling bees, with other schools will provide a healthy learning experience for children. The amount and level of participation will depend on the availability of local interscholastic competitions and approval of the Governing Board of the schools and local school districts. Transportation to interscholastic functions will be analyzed on a case-by-case basis.

STUDENT ASSESSMENT

19. Instruments and Procedures: *In addition to participating in the statewide public assessment program and end of level core curriculum assessments, describe instruments and procedures for assessing student performance.*

All state testing requirements described by U-PASS will be met. In addition, other assessments will be taken.

To establish a baseline, a criterion referenced test may be given at the beginning of each school year. This skills mastery test may be repeated at the end of the year. The results of these tests will provide information needed for planning and goal setting throughout the school year and also measure the students' progress at the end of the year. The effectiveness of teaching methods can also be evaluated from these testing results.

An ongoing assessment tool is built into the Spalding method of instruction with regular tests and assessments. These tests measure reading comprehension, assess growth of the students, identify weaknesses, and indicate teacher effectiveness.

End of concept testing, chapter tests, etc. will be in place to allow a current picture of each student's learning effectiveness.

20. Reporting and Use: *Describe how the information obtained from assessments will be reported to parents and how it will be used in the management of the educational program.*

The criterion referenced test will be used by management as a tool for planning and implementing specific curriculum instruction.

Results of the state and district required tests will be shared with the parents allowing them an ongoing picture of the student's progress. Report cards will be issued every six weeks.

FINANCE AND REPORTING

21. Start-up Funds: *Submit a detailed plan (request and justification for start-up funds.)*

Both Thomas Edison Charter Schools requested start-up funds in accordance with ESEA Title X funds, and other funds, set aside to assist new charter schools in the first three years of operations. The school also received from the State funds set aside to assist in the start-up phase for Charter Schools.

All federal funds from programs for which the Thomas Edison Charter Schools may be eligible, or for which the students of the School may be eligible, shall be transferred to the School by the State, whether or not the Thomas Edison Charter Schools have requested or have knowledge of such funds.

In accordance with the Charter School Expansion Act of 1998, the Thomas Edison Charter Schools may provide to the district projected and actual numbers of students that will qualify for federal programs.

All private endowments, gifts, donations, etc. to the district or state will be shared with the Thomas Edison Charter Schools if such endowments are district or statewide. The amount transferred to each Thomas Edison Charter School campus shall be based on the ratio that the number of students enrolled in the Thomas Edison Charter Schools bears to the District's or state's total student population. If another basis is used for distribution, the Thomas Edison Charter Schools will receive the applicable prorated amount based on the applicable method of distribution. Endowments specifically earmarked for a project or a single school would be exempt. Similarly, any endowments, gifts, donations or grants earmarked for the Thomas Edison Charter Schools will belong solely to the Thomas Edison Charter Schools.

22. Revenues and Expenditures: *Submit a financial plan for the school including sources of revenue and anticipated expenditures by category (salaries, benefits, facilities, materials, etc.)*

The Thomas Edison Charter Schools' budget and financial plan was included in the original charter application. The school's revenues and expenditures are made available to the state through the annual independent audit, as well as in the annual AFR & APR. Both school's current and projected budgets and financial plan are available upon request.

23. Accounting Policies and Procedures: *Describe how revenue and expenditures will be administered to ensure proper controls and oversights.*

The governing board of the Thomas Edison Charter Schools will maintain appropriate financial records in accordance with all applicable federal, state, and local laws and regulations and to ensure such records are available to the State or other interested parties, as requested from time to time. The Thomas Edison Charter Schools will maintain a comparison of actual expenditures to budgeted expenses

Disbursements from the Thomas Edison Charter Schools' account will require the signatures of two Governing Board members, or the signatures of one Governing Board member and the director/principal accept as allowed in the disbursement of petty cash as outlined in school policy.. No other agency or individual may request disbursements to be paid out of the Thomas Edison Charter Schools' account.

Both school campuses agree to engage and participate in an independent, outside audit by a certified public accountant of its financial operation on an annual basis. The schools anticipate that the audit will conform to the normal school district audit conducted each fiscal year.

24. Insurance: *Provide a description of the insurance coverage to be provided including evidence of the willingness of qualified providers to furnish that coverage.*

Insurance coverage for the Thomas Edison Charter Schools includes General Liability Insurance, Property/Lease Property Insurance, Workers Compensation Insurance and Errors & Omissions insurance through the State employees insurance program. The policy provisions follow those outlined in the State insurance program. Private health insurance for teachers and selected staff is also offered – though the schools reserve the right to seek State employee health insurance at a future time if it so chooses.

25. Fees: *If fees are to be charged, or if parents or students will be required to provide materials, clothing, or other articles in order to participate fully in school programs, describe the fees or articles, how and by whom they will be established and collected, how and when those requirements will be communicated to parents, and how the school intends to comply with state law and regulations governing school fees and waivers.*

Neither Thomas Edison Charter School campus will charge any fees or tuition excepting fees that legally may be charged for 7th and 8th grade programs. The school may occasionally request voluntary donations from parents, during such times as parent orientation, but they will never be required.

26. Responsibility: *Explain who will be responsible for preparing and submitting required financial and other reports and the steps that will be taken to ensure accurate reporting.*

The director/principal at each campus or his/her designee, under the direction of the governing board will be responsible for preparation and submission of all required reports to the state. Financial accountability for the schools will ultimately rest with the governing board.

The results of the annual audit shall be provided to the state in written form within the statutory time limits required by the State and shall be published and posted as required by law. Any cost associated with the audit of the school shall be borne by the school.

SUPPORT SERVICES

27. Transportation: *Describe provisions, if any, for student transportation.*

There are no provisions for to-and-from school transportation. Parents are responsible for the transportation of their children to either Thomas Edison Charter School campus. Options for future bus transportation provided by the Thomas Edison Charter School may be studied. The School will contract with a local school district or outside bus services for field trips etc.

28. Food Services: *Describe provisions for food services.*

Parents of the students are responsible for providing lunches for their children. Permission is given to each Thomas Edison Charter School Parent Organization Council to subcontract a school lunch program to an outside source that meets food health and safety standards. Thomas Edison Charter School agrees to provide the facility for such a program to be offered to parents.

29. Health and Safety: *Describe provisions for assuring that health and safety requirements are met and that the facilities are maintained in a clean and safe condition.*

The Thomas Edison Charter Schools cooperate with local agencies to ensure that federal, state, and local health and safety requirements are met. TECS employs custodians to daily clean and maintain the facilities.

30. Emergencies: *Describe provisions for dealing with emergencies, such as student injury or illness, fire, and natural disasters.*

Both school campuses comply with the expectations of state and local authorities for handling emergency situations. Details can be found in the TECS Policy and Procedure Handbook.

31. Library: *Describe the school's intention to create a library*

Each school campus has established a library using PCSP, private, and state funding. The school may or may not employ a part or fulltime librarian, depending upon its budget. During tight budget years, the library may be staffed by volunteers.

The intention of the library is to support the school reading program. It is intended that each class in each grade will spend at least 30 minutes a week in the library receiving special reading instruction, doing research, checking out books, or performing reading activities in support of the school reading program.

32. Conflicts between the charter & federal or state law or rule:

To the extent that this charter conflicts with applicable federal or state law or rule either now or in the future, then this charter shall be interpreted and enforced to comply with such law or rule and all other provisions of this charter shall remain in full force and effect.

This Utah Charter School Charter is submitted to the State Charter School Board this ____ day of _____, 2008 by the undersigned, acting on behalf of, and at the direction of, the Governing Board of the Thomas Edison Charter School.

THOMAS EDISON CHARTER SCHOOLS:

By: _____
Printed Name: _____
Its: _____

This Utah Charter School Charter is hereby approved by the State Charter School Board this ____ day of _____, 2008 by the undersigned, acting on behalf of, and at the direction of, the State Charter School Board.

STATE CHARTER SCHOOL BOARD:

By: _____
Printed Name: _____
Its: _____

APPENDIX A – Board

Qualifications, Expectations, and Behaviors

Qualifications

All school board members, appointed or elected, shall have a complete vision and a firm conviction in the school’s philosophy, purpose, and mission. They shall have a working knowledge of the school’s curriculum, particularly the *Spalding Method*, its total language arts program.

Additionally, candidates seeking any board position, especially that of CAO, shall:

- Have proper background to fulfill the 5 major areas of board responsibilities outlined under “Organizational Structure”,
- Be an active parent, grandparent, or guardian of at least one child who attends the Thomas Edison Charter Schools or must be a member of the community, preferably with a professional background (a minimum of 4 board members shall be a parent, grandparent, or guardian of one or more children attending TECS),
- Exemplify integrity, honesty and respect,
- Demonstrate dedication and commitment to the vision of Thomas Edison Charter Schools and the charter school movement,
- Read and be familiar with “Robert’s Rules of Order” since meetings will be conducted in this format,
- Read and be familiar with the designated handbook detailing the duties, functionality, and operation of the governing board.

Detailed Board Oversight Descriptions

As noted earlier, each board member is a member of one of the two or more board sub-committees. The operation and function of the subcommittees is defined in the TECS Board Subcommittee Policy and Procedure (available upon request). The subcommittees address school oversight issues related to the five major responsibilities given above. The subcommittees also address facility, curriculum, and school personnel issues as necessary. As described in the Board Subcommittee procedures, none of the subcommittees may take formal action on any issue. Any issue requiring board action will be brought before the full board in an open, public meeting. Each of the six board positions will spearhead one or more of the specific oversight activities listed below:

- Board liaison with the South Campus parent organization council*;
- Board liaison with the North Campus parent organization council*;
- Issues related to curriculum development;
- Issues related to school personnel;
- Issues related to school finance and budget,
- Issues related to school legalities;
- Issues related to school facility and grounds;
- Marketing and school promotional activities; and
- Policy and procedure development.

Some of these oversight activities may be shared by more than one board member. A minimum of one board member will be designated as board liaison *for each* campus parent organization council. The board rotation of the various oversight activities is not important as long as they follow the general board rotation procedures described above.

*The role of the board members as the liaison with their respective parent organization council deserves further comment. At least one of the board liaisons is chairperson of one of the subcommittees, and thus is automatically a member of the executive committee described above. The purpose of the liaison role is to facilitate communication between the parent organization council and the governing board when necessary. Good communication can often diffuse many issues that arise with parents in a school. It is important that the function of this role be applied in the spirit of its intention as stated above, and not be applied to circumvent or interfere with the role of the Director/ Principal as the leader of the parent organization.

Expectations and Behaviors

- **Attendance:** Attendance at board meetings is mandatory. Missing two consecutive meetings without just cause or prior approval from the President of the board, the director/principal or at least two other board members may result in dismissal from the board,
- **Demeanor:** A professional demeanor is expected at all board meetings. Issues being discussed shall not be personalized and directed toward any other board member, staff member, parent or anyone else. Confidentiality is expected in all situations,
- **Respect for Others:** During open meetings, Board members shall respect and listen to ideas being presented by other board members. Board members fulfilling their responsibilities to their fullest potential shall be encouraged by each of the members. Board members should speak positively about staff or other board members to the school community, or parties outside the school community,
- **Equal Oversight of both campuses:** Board member service shall be for the benefit of both campuses and the detriment of neither. Documented evidence of violations of this expectation is grounds for dismissal. A dismissal on these (or other ethical) grounds can be accomplished by majority vote of the board, after a formal warning and 30 days minimum probationary period. Note: In extreme cases, where a board member's unethical behavior has resulted in severe damage to the reputation of the school in the community, or a board member has been convicted of a felony, or other serious crime, dismissal may occur without warning or probation.
- **Conflict Resolution:** Conflicts shall be resolved with the people with whom the conflict was created. Board members will commit to resolving conflict directly with each other or with the appropriate staff member and not share the conflict with anyone outside of the conflict, including, but not limited to other parents, other staff members or the media,
- **Annual Self Evaluation:** The board will hold an annual self-evaluation. Goals for the next year will also be determined at that time.
- **Board Visit Day:** The board will visit the school at least once annually with a checklist. During this time, board members will visit classrooms, talk with the staff and become familiar with current school concerns.
- **Responsibility of Ownership:** Board members shall fulfill their responsibilities on the board, board committees or subcommittees to their fullest capability,

- **Public Relations:** All board members should be the best public relations representatives the school has,
- **Signed Agreement:** The board members shall sign an agreement that they will abide by all the above rules and regulations.

APPENDIX B: School Volunteer Expectations

All parents or guardians are encouraged to volunteer a minimum of 4 hours per month per family for the school. Parental involvement will:

- Allow teachers to focus more on their teaching instruction by relieving them of some of the everyday secondary tasks required in the classroom,
- Provide parents a feeling of ownership in the school and their children's education,
- Develop strong parent – teacher relationships that will be effective in enhancing and maximizing the learning experience of every child.

Parents will be encouraged to volunteer in a variety of ways that can include, but not limited to:

Classroom Helper	Tutor/Mentor
Grading Papers	Field Trips
School Parties	Room Mothers
Photocopying	Lunch Coordinator or Lunch Room
Bulletin Board	Play Ground
Assemblies	Library
Special Productions	Technology
Committees	Office Help
Fundraising	Custodial Help

Parents who work will not be excluded from the opportunity for volunteering for the school. Arrangements will be made for them to volunteer time on tasks that may be performed at home, off hours, or on weekends.

Appendix C: Adopted discipline plan for Thomas Edison Charter Schools

At Thomas Edison Charter School, the discipline plan is intended to teach appropriate behavior following the Glenn Latham model. Any disciplinary practice must include a deep regard for the dignity of the child, remembering that words used at the wrong time, in the wrong way, can do great harm. Being a model of civility is more important than telling someone how to act.

1. Students will have a clear understanding of what is expected of them.

- Expectations will be taught situationally, such that students will know exactly what is expected of them in the variety of situations and setting encompassed within the school day.
- Expectations will be taught in a formal manner using role-playing, modeling and practice.

- Expectations will be stated in instructive rather than prohibitive language.
 - Expectations will be emphasized over rules.
 - Teachers as well as students will respect expectations.
2. **Student behavior consistent with the stated expectations will be acknowledged in a positive way. Behavior inconsistent with expectations will be responded to in an instructive, non-coercive way.**
- Teachers will remain calm, empathetic and understanding.
 - Students will be invited to tell the teacher how he or she is to behave.
 - The momentum of behavior will be established and maintained by the teacher.
3. **The general level of positive reinforcement in the classroom will be high.**
4. Students will be quickly engaged in on-task activities and the transition from one activity to another will be orderly, timely and efficient.

Teachers will use active supervision techniques in the classroom which involve:

- Moving around the class and being close to students,
 - Looking around, and
 - Interacting with students.
5. **All students will have the opportunity to respond, frequently, in a risk-free way. There will be no risk of criticism and a high probability for success.**

Using failure and mistakes as teaching tools will be avoided in this school.

6. **Behavior problems, to the absolute extent possible, will be treated within the classroom. However, a child's behavior should never inhibit the progress of the rest of the class.**

When out-of-class alternatives are needed, three conditions will be constantly monitored. 1) The student's in-class behavior will steadily improve, 2) the need for out-of-class placement grows steadily less, and 3) the teacher's ability to manage student's behavior in the classroom steadily increases.

7. **Teachers will provide students with a model of how to behave by refraining from the use of criticism, sarcasm, threats, questioning inappropriate behavior, logic and arguing relative to inappropriate behavior, force (physical and verbal) and despair.**
8. **Teachers will be encouraged to use the literature of their profession to approach classroom management challenges scientifically, using all that is documented about the principles of human behavior.**

School Principal will supply reasonable incentive and effective, regular in-service training so that teachers are supported in their attempts to read and apply the literature of their profession.

Teaching artistically will be encouraged, but it will be subordinate to teaching as a science. The school administrator will also be an expert in classroom management, instruction, and problem solving and be prepared to assist any teacher at any grade level in any given subject about how to create and maintain a classroom environment that will assure learning.

Sources:

Keys to Classroom Management, Glenn I. Latham, Ed.D. Professor of Education, Utah State University, 1998

Management, Not Discipline: A Wake-up Call for Educators, 1999 Glenn I. Latham, Behavior analyst and Principal Investigator, Mountain Plains Regional Resource Center, Center for Persons with Disabilities, Utah State University, 1780 North Parkway #112, N. Logan, UT 84341

Behind the Schoolhouse Door, Eight Skills Every Teacher Should Have, Glenn I. Latham, Utah State University, 1997

“Discipline and Behavior Issues in Education”, Glenn Latham, Principle Investigator, MPRRC, published in MPRRC TODAY, Utah State University, August 13, 1999

“My School”, Glenn Latham, as published in Counterpoint, Spring, 1992, Vol. 12, No. 3, p. 40

APPENDIX D: *Dismissal Procedures*

1. Discipline Policy

Following is a summary of the Thomas Edison Charter School Discipline Policy. Under most circumstances the following is carried out:

- 1st level – warning from teacher or supervisor
- 2nd level – teacher discipline
- 3rd level – teacher discipline, documentation begins
- 4th level – **mandatory** teacher, parent, child conference
- 5th level – principal discipline
- 6th level – **mandatory** principal, parent, teacher, child conference
- 7th level – In-school suspension, long-term suspension for more than 5 days, or expulsion (student, parent, teacher, principal conference required)

It is the policy of Thomas Edison Charter School that students and parents will be provided due process. The appeals must be in writing and copies must be given to the director and a member of the governing board. Due Process means that a parent of a child may challenge any disciplinary action taken with their child.

2. Safe School Policy

It is the policy of TECS to assure a safe school environment for all students.

Inappropriate conduct that is subject to disciplinary action includes but is not limited to these examples:

• Academic misconduct/cheating	• Internet/computer violation
• Alcohol violation	• Lying/false accusations
• Arson	• Medication or dietary supplements- unauthorized possession
• Assault/hitting, biting, kicking and verbal threats	• Robbery/extortion
• Dangerous instrument or weapon possession or the use of an object to inflect bodily injury	• Sexual assault
• Deadly weapon/firearm violation	• Sexual harassment
• Defiance of authority	• Sexual offense
• Discrimination	• Student speech violations, including profanity and threats of violence
• Disorderly conduct	• Tardiness
• Dress standard violation	• Theft/plagiarism
• Drug violation (distribution/possession)	• Threats violations (per Utah code)
• Forgery	• Tobacco violation
• Gambling	• Trespassing
• Gang activity or association	• Unexcused absence
• Harassment, bullying, hazing	• Vandalism

APPENDIX E: Background of the Spalding Method

Background of Romalda B. Spalding & the Spalding Method

Although Romalda Spalding earned a bachelors degree from the University of Illinois and a masters 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 sub-skills 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