



**The Leadership School**

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

## The Leadership School

### Monthly Board Meeting for The Leadership School

Published on December 2, 2024 at 10:03 AM CST

Amended on December 3, 2024 at 4:48 PM CST

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#### Date and Time

Tuesday December 3, 2024 at 6:00 PM CST

#### Location

The Leadership School  
1785 Pennsylvania Ave  
Pagedale MO 63133

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#### In Person:

The Leadership School Board Meeting (In Person)

Tuesday, August 27 · 6:00 – 8:00pm

Time zone: America/Chicago

Zoom Link: <https://us06web.zoom.us/j/81428820667?pwd=yQhY4uZjABzGr4DzafhkB4ZAhE8tjM.1>

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#### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A. Call the Meeting to Order</b>		Rebecca Langrall	1 m

	Purpose	Presenter	Time
<p><b>Mission:</b> The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.</p>			
<b>B.</b>	Record Attendance	Lakeisha Moody Seymour	1 m
	Roll Call Vote		
<b>C.</b>	Public Comment Section	Rebecca Langrall	4 m
<b>II.</b>	<b>Review Minutes</b>		<b>6:06 PM</b>
<b>A.</b>	Oct. 29, 2024 Meeting Minutes	Discuss Rebecca Langrall	3 m
<b>B.</b>	Vote to Approve Minutes	Vote Rebecca Langrall	1 m
<b>III.</b>	<b>Board Reports</b>		<b>6:10 PM</b>
Board Chair and Committees Report on Monthly Activity			
<b>A.</b>	Board Chair Report	Discuss Rebecca Langrall	10 m
<p><b>Activity/Events</b></p> <ul style="list-style-type: none"> <li>• On 11/11, our sponsor, the Missouri Charter Public School Commission conducted its annual site visit, meeting with groups of teachers, parents, administrators, and Board members. We welcome Marisol, who is joining us from Kansas City and will be observing this evening's board meeting, as part of the data collection need for the MCPSC's annual report.</li> <li>• On 11/14, Stephanie and Becky visited ELA classrooms at TLS.</li> <li>• On 11/22, TLS held an event titled "<a href="#">Special Education Station</a>" to orient TLS families to accessing special education services.</li> <li>• On 11/26, the Finance and Facilities Committee met with our auditor to review the TLS Annual Audit Report. We welcome Clark Hanner from Marr and Company who is also joining us from Kansas City and will be presenting the Report this evening..</li> <li>• On 11/30, the Development Committee led the Skate for Change event and several TLS leaders attending: Aaron, Tanisha, Gary, both Executive Directors, and myself. I would like to acknowledge several members of the Development Committee for their work on this event: TLS Coordinator of Family Outreach and Events Planning Ms. Carmen Ward, Family Ambassador President Ms.</li> </ul>			

	Purpose	Presenter	Time
	Mourisha Ross, Ms. Paula Brown and Ms Mya Harris-Neal. Mr. Aaron Williams will tell us more about the funds this event raised.		

**Upcoming Events - Please plan to attend:**

- Today is Giving Tuesday. [Here is the QR code](#) to share with friends and family to make giving to TLS easy.
- On 12/10 [Christmas in the Kitchen](#) will be held at the Sheldon to benefit Annie Malone Children and Family Services and various other recipients, including The Leadership School. [Several levels of giving](#) have been created. Volunteers are needed (3), 5:30 - 8:30 PM.
- On 12/17 Board on Track will offer a 1-hour webinar "[From Good to Great: Measuring Board Effectiveness.](#)" Everyone who is able is encouraged to attend as we will be engaging in our mid-year self-evaluation as board members this month.
- In March, TLS will hold its annual Trivia Night. Details coming in the next month.
- On Sunday, April 27, TLS will hold the Bowling for Change event. Plan to support, attend, and invite your friends & family.

<b>B.</b>	Finance Committee Report	Discuss	Gary Stevenson	25 m
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- Presentation of the 2023 TLS Annual Audit - Clark Hanner, MARS & Co., Auditors
- Financials for October 2024
- Nov. 26, 2024 Finance & Facilities Committee Meeting Report
- [PD - Technical Terms](#)
- [PD Presentation - Finance and the TLS Charter](#)

<b>C.</b>	Development Committee Report	Discuss	Aaron Williams	25 m
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- Nov. 1, 2024 Development Committee Meeting Report - Aaron
- Grants Work Team Report - Krysta
- Report on Board Giving and Other Giving through 12/1/24 via Give Butter - Aaron and Becky
- Presentation of Development Committee Charter 2024 - 2025 - Aaron

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• <a href="#">Development Committee PD Presentation</a> - Aaron, TC</li> </ul>			
<b>D. Governance Committee</b>	Discuss	Rebecca Langrall	15 m
<ul style="list-style-type: none"> <li>• Nov 25, 2024 Governance Committee Meeting Report</li> <li>• DRAFT Committee Revision Proposal</li> <li>• Presentation of the Governance Committee Charter 2024 - 2025</li> <li>• <a href="#">PD Presentation - Governance and the TLS Charter</a></li> </ul>			
<b>E. School Performance Committee Report</b>	Discuss	Carrie Page	15 m
<ul style="list-style-type: none"> <li>• Nov. 11, 2024 School Performance Committee Meeting Report</li> <li>• Key Points from the SSD Partnership Agreement</li> <li>• Nov. 14 Classroom Visit - Stephanie</li> <li>• <a href="#">School Performance Technical Terms</a>- Carrie</li> <li>• <a href="#">PD Presentation - School Performance and the TLS Charter</a></li> </ul>			
<b>F. Executive Committee Report</b>	Discuss	Rebecca Langrall	5 m
Nov. 14, 2024 Executive Committee Meeting Report			
<b>IV. Executive Directors Report</b>			<b>7:45 PM</b>
<b>A. Presentation</b>	FYI	Keisha Moody-Seymour	15 m
<a href="#">Operations, School Performance, and Facilities Updates</a>			
<b>V. Consent Agenda</b>			<b>8:00 PM</b>
<b>A. Pending Previous Discussion:</b>	Vote	Rebecca Langrall	1 m
1. TLS 2023 Annual Audit			
2. TLS October 2024 Financials			
3. Addition of Whitney Hooks as signer to the TLS Bank Account, deletion of Dr. Townsend			
4. Nov 2024 TLS Board Committee Meeting Reports			
5. Development Committee Charter			



	Purpose	Presenter	Time
6. Governance Committee Charter			
7. Committee Revision Proposal			

**VI. Closing Items** **8:01 PM**

**A. Next Steps** FYI Rebecca Langrall 3 m

1. If you haven't yet, please complete the Conflict of Interest form and send to Becky and have your ID scanned at the school for the mandatory board member background check.

2. If not already done, please consider making a monthly donation to TLS via GiveButter. Any amount is welcome and will help us reach our Board giving goal of \$10K.

3. To promote enrollment and fundraising, if you haven't yet, please post the TLS promotional flyer on your social media and share within your personal networks. [The Leadership School Promotional Flyer](#)

**4. Please continue your personal board professional Development:**

- [Committee-Based Opportunities for Professional Development Resource](#)
- [TLS Board Member Professional Development Tracker](#)

5. Register for the next Board on Track Training: Tuesday, 12/17 @ 1:00 PM "[From Good to Great: Measuring Board Effectiveness](#)"

6. Look for a Self-Evaluation Survey from the Governance Committee around mid-December.

Next **Board Meeting; Jan. 7**

**B. Adjourn Meeting** Vote Rebecca Langrall 2 m

# Coversheet

## Finance Committee Report

**Section:** III. Board Reports  
**Item:** B. Finance Committee Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** TLS 2024 Communications Letter draft 11-15-24.pdf  
TLS 2024 Audit Report draft 11-15-24.pdf  
TLS - Monthly Presentation - October 2024.pdf  
202410CheckRegisterbyType.pdf  
11\_26\_24 Finance and Facilities Meeting Agenda and Notes.pdf

Draft - 11/15/24

**THE LEADERSHIP SCHOOL  
ST. LOUIS, MISSOURI**

**COMMUNICATIONS WITH THE BOARD**

**JUNE 30, 2024**

## COMMUNICATIONS WITH THE BOARD

November XX, 2024

Board of Directors  
The Leadership School  
St. Louis, Missouri

We have audited the financial statements of The Leadership School (the “School”) for the year ended June 30, 2024, and have issued our report thereon dated November XX, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. Professional standards also required that we communicate to you the following information related to our audit.

### ***Our Responsibilities under U.S. Generally Accepted Auditing Standards and Government Auditing Standards***

As stated in our engagement letter dated April 25, 2024, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with the cash basis of accounting. Our audit of the financial statements does not relieve you or management of your responsibilities.

As part of our audit, we considered the internal control of the School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed tests of the School’s compliance with certain provisions of laws, regulations, contracts and grants. However, the objective of our tests was not to provide an opinion on compliance with such provisions.

Our responsibility for the supplementary information accompanying the financial statements, as described by professional standards, was to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

## **Planned Scope, Timing of the Audit, and Other**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit involved judgment about the number of transactions to be examined and the areas to be tested.

Our audit included obtaining an understanding of the organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the School or to acts by management or employees acting on behalf of the School. We did not note any internal control related matters that are required to be communicated under professional standards. We did note one instance of noncompliance with the Missouri Revised Statutes for securing deposits in the Schedule of State Findings in the reporting package.

We performed the audit according to the planned scope and timing previously communicated to you about planning matters.

## **Significant Audit Findings**

### *Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2024. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

As the financial statements are presented in accordance with the cash basis of accounting, accounting estimates were not a part of the financial statements prepared by management.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. We noted no such disclosures.

The disclosures in the financial statements are neutral, consistent and clear.

### *Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

### *Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. No such misstatements were identified.

### *Disagreements with Management*

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting or auditing matter, whether or not resolved to our satisfaction, which could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Draft - 11/15/24

*Management Representations*

We have requested certain representations from management that are included in the management representation letter dated November XX, 2024.

*Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the governmental unit’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

*Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the governmental unit’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

**Other Matters**

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content and methods of preparing the information to determine that the information complies with cash basis of accounting, the method of preparing it has not changed from the prior period and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to be financial statements themselves.

This information is intended solely for the use of the Board of Directors charged with governance and management of The Leadership School and is not intended to be and should not be used by anyone other than those specified parties.

Marr and Company, P.C.  
Certified Public Accountants  
Kansas City, Missouri

Draft  
11/15/24

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

**FINANCIAL STATEMENTS  
with  
INDEPENDENT AUDITOR'S REPORT**

**June 30, 2024**

Draft

11/15/24

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Draft  
11/15/24

## INDEPENDENT AUDITOR'S REPORT

Board of Directors  
The Leadership School  
St. Louis, Missouri

### **Report on the Financial Statements**

#### ***Opinion***

We have audited the accompanying financial statements of The Leadership School (a nonprofit organization) (the "School"), which comprise the statement of assets and net assets-cash basis as of June 30, 2024, and the related statements of support, receipts, and disbursements-cash basis and functional expenses-cash basis for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the assets and net assets of The Leadership School as of June 30, 2024, and its support, receipts and disbursements for the year then ended in accordance with the cash basis of accounting as described in Note 2.

#### ***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### ***Basis of Accounting***

We draw attention to Note 2 of the financial statements, which describes the basis of accounting. The financial statements are prepared on the cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to that matter.

#### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the cash basis of accounting as described in Note 2, and for determining that the cash basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Board of Directors  
The Leadership School  
St. Louis, Missouri

Draft  
11/15/24

***Auditor's Responsibility for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Board of Directors  
The Leadership School  
St. Louis, Missouri

Draft  
11/15/24

***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information as listed in the table of contents from pages 16-19 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated November XX, 2024 on our consideration of The Leadership School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Marr and Company, P.C.  
Certified Public Accountants

Kansas City, Missouri  
November XX, 2024

**THE LEADERSHIP SCHOOL**  
**St. Louis, Missouri**

Draft

11/15/24

STATEMENT OF ASSETS AND NET ASSETS-CASH BASIS

June 30, 2024

ASSETS

Cash and cash equivalents	\$ <u>134,032</u>
TOTAL ASSETS	\$ <u>134,032</u>

NET ASSETS

Without donor restrictions	\$ <u>134,032</u>
TOTAL NET ASSETS	\$ <u>134,032</u>

*See Accompanying Independent Auditor's Report and Notes to these Financial Statements.*

**THE LEADERSHIP SCHOOL**  
**St. Louis, Missouri**

Draft

11/15/24

STATEMENT OF SUPPORT, RECEIPTS AND DISBURSEMENTS-CASH BASIS

For the Year Ended June 30, 2024

	<u>Without Donor Restrictions</u>
<u>SUPPORT AND RECEIPTS:</u>	
Contributions and donations	\$ 761,614
State tax (Proposition C)	112,331
State aid receipts	1,529,641
Federal grants and contracts	455,593
Other income	<u>1,946</u>
Total Support and receipts	2,861,125
 <u>DISBURSEMENTS:</u>	
Program service – charter school operations	1,866,404
Supporting activities:	
General and administrative	<u>905,403</u>
Total Disbursements	<u>2,771,807</u>
Change in net assets	89,318
Net assets, beginning of year	<u>44,714</u>
Net assets, end of year	\$ <u><u>134,032</u></u>

*See Accompanying Independent Auditor’s Report and Notes to these Financial Statements.*

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

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11/15/24

STATEMENT OF FUNCTIONAL EXPENSES –CASH BASIS

For the Year Ended June 30, 2024

	Charter School <u>Operations</u>	General & <u>Administrative</u>	<u>Total</u>
Salaries and wages	\$ 571,962	\$ 469,144	\$ 1,041,106
Retirement	45,021	33,294	78,315
Payroll taxes	39,503	32,222	71,725
Employee insurance	56,993	50,699	107,692
Other employee benefits	0	17,754	17,754
Professional and technical services	293,185	142,300	435,485
Property services	266,700	107,774	374,474
Transportation services (including contracted)	192,971	0	192,971
Insurance	0	9,618	9,618
Communication and memberships	33,181	1,940	35,121
Other purchased services	543	0	543
General supplies	92,014	40,658	132,672
Books and periodicals	69,910	0	69,910
Warehouse and food services	109,115	0	109,115
Capital outlay	<u>95,306</u>	<u>0</u>	<u>95,306</u>
	<u>\$ 1,866,404</u>	<u>\$ 905,403</u>	<u>\$ 2,771,807</u>

*See Accompanying Independent Auditor's Report and Notes to these Financial Statements.*

**THE LEADERSHIP SCHOOL**  
**St. Louis, Missouri**

**NOTES TO FINANCIAL STATEMENTS**  
**June 30, 2024**

Draft  
11/15/24

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**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

Draft  
11/15/24

NOTES TO FINANCIAL STATEMENTS  
June 30, 2024

NOTE 1: ORGANIZATION

The Leadership School (the “School”) is a Missouri not-for-profit public benefit corporation organized in February 2019 under Chapter 355, RSMo and governed by Senate Bill No. 781 of the 89<sup>th</sup> General Assembly of the Missouri legislature. The School is exempt from most Missouri laws and statutes governing educational institutions. The aforementioned Senate Bill No. 781 governs it. The purpose of the School is to operate a charter school located within the boundaries of the Normandy Schools Collaborative (St. Louis County). The School building is located at 1785 Pennsylvania Avenue in Pagedale, Missouri. The School is legally separate from the Normandy Schools Collaborative and is not financially accountable to it.

The School is sponsored by the Missouri Charter Public School Commission with a charter school agreement effective July 1, 2022 for five years until the school year ending June 30, 2027. The School’s charter provides for the education of students in kindergarten and grades one through eight. For the fiscal year ended June 30, 2024, the School educated students in kindergarten through 3<sup>rd</sup> grade. Approximately 65-70% of the School’s funding is provided from State and Federal funds received from the Missouri Department of Elementary and Secondary Education (“DESE”). Other support is provided by contributions and grants from foundations and individuals.

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Basis of Accounting

The School has elected to present its financial statements on the cash basis of accounting. The cash basis of accounting is a basis of accounting other than accounting principles generally accepted in the United States of America. The basis of accounting is a reference to when financial events are recorded, such as the timing for recognizing receipts, disbursements and their related assets and liabilities. Under the cash basis of accounting, receipts and disbursements and the related assets are recorded when they result from cash transactions.

B. Concentration of Credit Risk

Financial instruments that potentially expose the School to concentrations of credit and market risk consist of cash. Cash is maintained at high-quality financial institutions and accounts at each institution are insured by the Federal Deposit Insurance Corporation up to \$250,000. At June 30, 2024, the School did not have any uninsured balances at the institutions. The School has not experienced any losses on its cash held at the financial banking institutions.

C. Capital Outlay

Property and equipment are recorded as expenses at the time the goods are purchased.



**THE LEADERSHIP SCHOOL**  
**St. Louis, Missouri**

NOTES TO FINANCIAL STATEMENTS  
June 30, 2024

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NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Compensated Absences

Vacation time, personal business days and sick leave are considered as expenses in the year paid. Such amounts unused that are vested in the employee are payable upon termination at varying rates depending on length of service.

E. Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor- or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other program or events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that the resources be maintained in perpetuity. The School reports contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions, depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. As of June 30, 2024, the School had no assets with donor restrictions.

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor- (or certain grantor-) imposed restrictions or law. These net assets may be used at the discretion of the School's management and the School's Board of Directors.

F. Revenue Recognition

In accordance with the cash basis of accounting, the School immediately recognizes all revenue at the time of receipt. All contributions are considered available for use within the School's general programs unless specifically restricted by the donor.

**THE LEADERSHIP SCHOOL**  
**St. Louis, Missouri**

Draft

11/15/24

NOTES TO FINANCIAL STATEMENTS  
 June 30, 2024

NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

G. Functional Allocation of Expenses

The costs of providing programs and other activities have been summarized on a functional basis in the statement of support, receipts, and disbursements-cash basis. The statement of functional expenses-cash basis present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited and, in some cases, to one or more program or supporting functions. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include technical services, facility rent, property services, and general supplies. Property services and facility rent are allocated based on estimated square footage, and technical services and general supplies are allocated based on estimated project and purpose usage.

H. Income Taxes

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and comparable state law as charitable organizations whereby only unrelated business income, as defined by Section 509(a)(2) of the Code, is subject to federal income tax. The School currently has no unrelated business income. Accordingly, no provision for income taxes has been recorded. The School has adopted provisions of FASB standard on Accounting for Uncertainty in Income Taxes (ASC 740-10-25). The School does not believe there are any material uncertain tax provisions and, accordingly, they will not recognize any liability for unrecorded tax benefits. For the year ended June 30, 2024, there was no interest or penalties recorded in the financial statements.

I. Subsequent Events

Management has evaluated subsequent events through November XX, 2024, the date on which the financial statements were available to be issued.

NOTE 3: LIQUIDITY RESOURCE MANAGEMENT

The School regularly monitors liquidity required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the School considers all expenditures related to its ongoing program activities as well as the conduct of services undertaken to support those activities to be general expenditures.

As of June 30, 2024, the following financial assets could readily be made available within one year of the statement of financial position date to meet general expenditures:

Cash	\$ <u>134,032</u>
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**THE LEADERSHIP SCHOOL**  
**St. Louis, Missouri**

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NOTES TO FINANCIAL STATEMENTS  
 June 30, 2024

NOTE 4: RETIREMENT PLAN

The School participates in the Public School Retirement System and the Public Education Employee Retirement System (PSRS and PEERS, also referred to as the “Systems”).

Plan Descriptions

PSRS is a mandatory cost-sharing multiple employer retirement system for all full-time certificated employees and certain part-time certificated employees of all public school districts in Missouri (except the school districts of St. Louis and Kansas City) and all public community colleges. PSRS also includes certificated employees of the Systems, Missouri State Teachers' Association, Missouri State High School Activities Association, and certain employees of the State of Missouri who elected to remain covered by PSRS under legislation enacted in 1986, 1987 and 1989. The majority of PSRS members are exempt from Social Security contributions. In some instances, positions may be determined not to be exempt from Social Security contributions. Any PSRS member who is required to contribute to Social Security comes under the requirements of Section 169.070 (9) RSMo, known as the “two-thirds statute.” PSRS members required to contribute to Social Security are required to contribute two-thirds of the approved PSRS contribution rate and their employer is required to match the contribution. The members’ benefits are further calculated at two-thirds the normal benefit amount.

PEERS is a mandatory cost-sharing multiple employer retirement system for all non-certificated public school district employees (except the school districts of St. Louis and Kansas City), employees of the Missouri Association of School Administrators, and community college employees (except the Community College of St. Louis). Employees of covered districts who work 20 or more hours per week on a regular basis and who are not contributing members of PSRS must contribute to PEERS. Employees of the Systems who do not hold Missouri educator certificates also contribute to PEERS. PEERS was established as a trust fund by an Act of the Missouri General Assembly effective October 13, 1965. Statutes governing the System are found in Sections 169.600 - 169.715 and Sections 169.560-169.595 RSMo. The statutes place responsibility for the operation of PEERS on the Board of Trustees of PSRS.

Benefits Provided

PSRS is a defined benefit plan providing retirement, disability, and death/survivor benefits. Members are vested for service retirement benefits after accruing five years of service. Individuals who (a) are at least age 60 and have a minimum of 5 years of service, (b) have 30 years of service, or (c) qualify for benefits under the “Rule of 80” (service and age total at least 80) are entitled to a monthly benefit for life, which is calculated using a 2.5% benefit factor. Actuarially age-reduced benefits are available for members with five to 24.9 years of service at age 55. Members who are younger than age 55 and who do not qualify under the “Rule of 80” but have between 25 and 29.9 years of service may retire with a lesser benefit factor. Members that are three years beyond normal retirement can elect to have their lifetime monthly benefits actuarially reduced in exchange for the right to also receive a one-time partial lump sum (PLSO) payment at retirement equal to 12, 24, or 36 times the Single Life benefit amount.

**THE LEADERSHIP SCHOOL**  
**St. Louis, Missouri**

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NOTES TO FINANCIAL STATEMENTS  
 June 30, 2024

NOTE 4: RETIREMENT PLAN (continued)Benefits Proved (continued)

PEERS is a defined benefit plan providing retirement, disability, and death benefits to its members. Members are vested for service retirement benefits after accruing five years of service. Individuals who (a) are at least age 60 and have a minimum of five years of service, (b) have 30 years of service, or (c) qualify for benefits under the "Rule of 80" (service and age total at least 80) are entitled to a monthly benefit for life, which is calculated using a 1.61% benefit factor. Members qualifying for "Rule of 80" or "30-and-out" are entitled to an additional temporary benefit until reaching minimum Social Security age (currently age 62), which is calculated using a 0.8% benefit factor. Actuarially age-reduced retirement benefits are available with five to 24.9 years of service at age 55. Members who are younger than age 55 and who do not qualify under the "Rule of 80" but have between 25 and 29.9 years of service may retire with a lesser benefit factor. Members that are three years beyond normal retirement can elect to have their lifetime monthly benefits actuarially reduced in exchange for the right to also receive a one-time partial lump sum (PLSO) payment at retirement equal to 12, 24, or 36 times the Single Life benefit amount.

Summary Plan Descriptions detailing the provisions of the plans can be found on the Systems' website at [www.psrps-peers.org](http://www.psrps-peers.org).

Cost-of-Living Adjustments ("COLA")

The System's Board of Trustees has established a policy of providing COLAs to both PSRS and PEERS members as follows:

- If the June to June change in the Consumer Price Index for All Urban Consumers (CPI-U) is less than 2% for one or more consecutive one-year periods, a cost-of-living increase of 2% will be granted when the cumulative increase is equal to or greater than 2%, at which point the cumulative increase in the CPI-U will be reset to zero. For the following year, the starting CPI-U will be based on the June value immediately preceding the January 1 at which the 2% cost-of-living increase is granted.
- If the June to June change in the CPI-U is greater than or equal to 2%, but less than 5%, a cost-of-living increase of 2% will be granted.
- If the June to June change in the CPI-U is greater than or equal to 5%, a cost-of-living increase of 5% will be granted.
- If the CPI decreases, no COLA is provided.

For any PSRS member retiring on or after July 1, 2001, such adjustments commence on the second January after commencement of benefits and occur annually thereafter. For PEERS members, such adjustments commence on the fourth January after commencement of benefits and occur annually thereafter. The total of such increases may not exceed 80% of the original benefit for any member.

**THE LEADERSHIP SCHOOL  
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NOTES TO FINANCIAL STATEMENTS  
June 30, 2024

NOTE 4: RETIREMENT PLAN (continued)

Contributions

PSRS members were required to contribute 14.5% of their annual covered salary during fiscal year 2024. Employers were required to match the contributions made by employees. The contribution rate is set each year by the PSRS Board of Trustees upon the recommendation of the independent actuary within the contribution restrictions set in Section 169.030 RSMo. The annual statutory increase in the total contribution rate may not exceed 1% of pay.

PEERS members were required to contribute 6.86% of their annual covered salary during fiscal year 2024. Employers were required to match the contributions made by employees. The contribution rate is set each year by the PSRS Board of Trustees upon the recommendation of the independent actuary within the contribution restrictions set in Section 169.030 RSMo. The annual statutory increase in the total contribution rate may not exceed 0.5% of pay.

The School contributions to the Systems were \$78,315 for the year ending June 30, 2024.

NOTE 5: CONCENTRATIONS

The School relies upon state and federal funding to support their operation. This funding depends to a great degree upon average daily attendance.

NOTE 6: LEASE OBLIGATIONS

*Office Equipment*

The School leases office copier equipment with monthly payment terms until July 2027. The leasing expense for the year ending June 30, 2024 was \$7,012, which includes copier overages.

*Building Facility*

The School leases the building facility from CSDC Facilities Corporation to operate the school operations. A lease agreement was signed effective May 13, 2022, for 15 years ending June 30, 2037 with annual rental payment escalators. The lease expense for the year ended June 30, 2024, was \$232,445.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Office Equipment</u>	<u>Building Facility</u>	<u>Totals</u>
2025	\$ 1,656	\$ 229,938	\$ 231,594
2026	1,656	235,456	237,112
2027	1,656	240,975	242,631
2028	138	246,493	246,631
2029	0	252,012	252,012
Thereafter	<u>0</u>	<u>2,214,760</u>	<u>2,214,760</u>
	<u>\$ 5,106</u>	<u>\$ 3,419,634</u>	<u>\$ 3,424,740</u>

**THE LEADERSHIP SCHOOL**  
**St. Louis, Missouri**

NOTES TO FINANCIAL STATEMENTS  
June 30, 2024

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NOTE 7: CLAIMS AND ADJUSTMENTS

The School participates in several federal and state programs that are fully or partially funded by grants received from other governmental units. Disbursements financed by grants are subject to audit by the appropriate grantor government. As of June 30, 2024, a significant amount of disbursements had not been audited by grantor governments but the School believes that disallowed disbursements, if any, based on subsequent audits will not have a material effect on the overall financial position of the School.

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**SUPPLEMENTARY INFORMATION**

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

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STATEMENT OF ASSETS AND FUND BALANCES –  
CASH BASIS – BY FUND

June 30, 2024

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Capital Projects Fund</u>	<u>Totals</u>
<b>ASSETS</b>				
Cash	\$ <u>134,032</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>134,032</u>
TOTAL ASSETS	\$ <u>134,032</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>134,032</u>
 <b>FUND BALANCES</b>				
Unassigned	\$ <u>134,032</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>134,032</u>
TOTAL FUND BALANCES	\$ <u>134,032</u>	\$ <u>0</u>	\$ <u>0</u>	\$ <u>134,032</u>

*See Accompanying Independent Auditor's Report.*



**THE LEADERSHIP SCHOOL**  
**St. Louis, Missouri**

Draft

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STATEMENT OF RECEIPTS, DISBURSEMENTS AND CHANGES IN FUND BALANCES  
CASH BASIS – BY FUND

For the Year Ended June 30, 2024

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Capital Projects Fund</u>	<u>Totals</u>
<b><u>RECEIPTS:</u></b>				
Local	\$ 833,767	\$ 42,124	\$ 0	\$ 875,891
State	1,443,979	85,662	0	1,529,641
Federal	<u>455,593</u>	<u>0</u>	<u>0</u>	<u>455,593</u>
Total receipts	2,733,339	127,786	0	2,861,125
<b><u>DISBURSEMENTS:</u></b>				
Instruction	671,290	110,364	12,203	793,857
Support services - students	183,365	0	0	183,365
Support services - instructional staff	14,931	17,422	0	32,353
Support services - general administration	519,277	0	0	519,277
Support services - building level admin	4,576	0	0	4,576
Business support services	186,546	0	0	186,546
Business support - fiscal services	86,465	0	0	86,465
Operation and maintenance plant services	424,317	0	80,544	504,861
Student transportation	186,992	0	0	186,992
Food services	116,545	0	0	116,545
Internal services	3,622	0	2,559	6,181
Support services - central office	149,987	0	0	149,987
Community services	<u>802</u>	<u>0</u>	<u>0</u>	<u>802</u>
Total disbursements	<u>2,548,715</u>	<u>127,786</u>	<u>95,306</u>	<u>2,771,807</u>
Receipts over (under) disbursements	184,624	0	(95,306)	89,318
<b>Other financing sources (uses):</b>				
Transfers in	0	0	95,306	95,306
Transfers out	<u>(95,306)</u>	<u>0</u>	<u>0</u>	<u>(95,306)</u>
Total other financing sources (uses)	(95,306)	0	95,306	0
Net changes in fund balance	89,318	0	0	89,318
FUND BALANCE - JUNE 30, 2023	<u>44,714</u>	<u>0</u>	<u>0</u>	<u>44,714</u>
FUND BALANCE - JUNE 30, 2024	\$ <u><u>134,032</u></u>	\$ <u><u>0</u></u>	\$ <u><u>0</u></u>	\$ <u><u>134,032</u></u>

See Accompanying Independent Auditor's Report.

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

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**SCHEDULE OF RECEIPTS COLLECTED BY SOURCE –  
CASH BASIS – BY FUND**

For the Year Ended June 30, 2024

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Capital Projects Fund</u>	<u>Totals</u>
<b><u>LOCAL:</u></b>				
Sales tax (Prop C)	\$ 70,207	\$ 42,124	\$ 0	\$ 112,331
Gifts and contributions	761,614	0	0	761,614
Other	<u>1,946</u>	<u>0</u>	<u>0</u>	<u>1,946</u>
Total Local	833,767	42,124	0	875,891
<b><u>STATE:</u></b>				
Basic formula	1,290,308	85,662	0	1,375,970
Transportation	76,114	0	0	76,114
Classroom trust fund	34,579	0	0	34,579
Other	<u>42,978</u>	<u>0</u>	<u>0</u>	<u>42,978</u>
Total State	1,443,979	85,662	0	1,529,641
<b><u>FEDERAL:</u></b>				
Medicaid	11,794	0	0	11,794
Food service programs	85,991	0	0	85,991
ESEA Title I.A	285,669	0	0	285,669
ESEA Title II.A	13,579	0	0	13,579
ESEA Title IV.A	12,088	0	0	12,088
ESSER III	46,372	0	0	46,372
Other	<u>100</u>	<u>0</u>	<u>0</u>	<u>100</u>
Total Federal	<u>455,593</u>	<u>0</u>	<u>0</u>	<u>455,593</u>
Total Receipts	\$ <u>2,733,339</u>	\$ <u>127,786</u>	\$ <u>0</u>	\$ <u>2,861,125</u>

See Accompanying Independent Auditor's Report.

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

Draft  
11/15/24

SCHEDULE OF DISBURSEMENTS BY OBJECT –  
CASH BASIS – BY FUND

For the Year Ended June 30, 2024

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Capital Projects Fund</u>	<u>Totals</u>
Salaries	\$ 943,173	\$ 97,933	\$ 0	\$ 1,041,106
Retirement	66,680	11,635	0	78,315
Payroll taxes	65,195	6,530	0	71,725
Employee insurance	96,004	11,688	0	107,692
Other employee benefits	17,754	0	0	17,754
Professional and technical services	435,485	0	0	435,485
Property services	374,474	0	0	374,474
Transportation services (including contracted)	192,971	0	0	192,971
Property and liability insurance	9,618	0	0	9,618
Communication and memberships	35,121	0	0	35,121
Other purchased services	543	0	0	543
General supplies	132,672	0	0	132,672
Books and periodicals	69,910	0	0	69,910
Warehouse and food services	109,115	0	0	109,115
Capital outlay	<u>0</u>	<u>0</u>	<u>95,306</u>	<u>95,306</u>
Total Disbursements	<u>\$ 2,548,715</u>	<u>\$ 127,786</u>	<u>\$ 95,306</u>	<u>\$ 2,771,807</u>

*See Accompanying Independent Auditor's Report.*

Draft  
11/15/24

## **INTERNAL CONTROL AND COMPLIANCE**

Draft  
11/15/24

**INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS  
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors  
The Leadership School  
St. Louis, Missouri

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Leadership School (the “School”) (a nonprofit organization), which comprise the statement of assets and net assets-cash basis as of June 30, 2024, and the related statements of support, receipts, and disbursements-cash basis and functional expenses-cash basis for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November XX, 2024.

**Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Board of Directors  
The Leadership School  
St. Louis, Missouri

Draft  
11/15/24

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the of financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Marr and Company, P.C.  
Certified Public Accountants

Kansas City, Missouri  
November XX, 2024

Draft  
11/15/24

**INDEPENDENT ACCOUNTANT'S REPORT ON MANAGEMENT'S  
ASSERTIONS ABOUT COMPLIANCE WITH SPECIFIED REQUIREMENTS  
OF MISSOURI LAWS AND REGULATIONS**

Board of Directors  
The Leadership School  
St. Louis, Missouri

We have examined management's assertion, included in its representation letter dated November XX, 2024, that The Leadership School (the "School") complied with the requirements of Missouri laws and regulations regarding accurate disclosure of the School's records of average daily attendance and average daily transportation of pupils, and other statutory requirements as listed in the Schedule of Selected Statistics for the year ended June 30, 2024. Management is responsible for its assertion that the School complied with the aforementioned requirements. Our responsibility is to express an opinion on management's assertion based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether management's assertion is fairly stated, in all material respects. An examination involves performing procedures to obtain evidence about management's assertion. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material misstatement of management's assertion, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion.

We are required to be independent and to meet our other ethical responsibilities in accordance with relevant ethical requirements relating to the engagement.

In our opinion, management's assertion that The Leadership School complied with the aforementioned requirements included in the Schedule of Selected Statistics for the year ended June 30, 2024, is fairly stated, in all material respects.

Marr and Company, P.C.  
Certified Public Accountants

Kansas City, Missouri  
November XX, 2024

County District Number: 096-901

Draft

11/15/24

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

**SCHEDULE OF SELECTED STATISTICS  
For the Year Ended June 30, 2024**

**1. CALENDAR (SECTIONS 160.041, 171.029, 171.031, AND 171.033 RSMO)**

Report each unique calendar the charter school has as defined by Sections 160.041, 171.029, 171.031, and 171.033, RSMo.

School Code	Begin Grade	End Grade	Half Day Indicator	Standard Day Length	Days	Hours in Session
6905	K	03	n/a	6.7500	160	1,080.0000

**2. ATTENDANCE HOURS**

Report the total attendance hours of PK-12 students allowed to be claimed for the calculation of Average Daily Attendance.

School Code	Grade Level	Full-Time Hours	Part-Time Hours	Remedial Hours	Other Hours	Summer School Hours	Total Hours
6905	K	36,558.0000	0.0000	0.0000	0.0000	0.0000	36,558.0000
6905	1	25,042.5000	0.0000	0.0000	0.0000	0.0000	25,042.5000
6905	2	37,962.0000	0.0000	0.0000	0.0000	0.0000	37,962.0000
6905	3	41,411.2500	0.0000	0.0000	0.0000	0.0000	41,411.2500
	<b>Grand Total</b>	<u>140,973.7500</u>	<u>0.0000</u>	<u>0.0000</u>	<u>0.0000</u>	<u>0.0000</u>	<u>140,973.7500</u>

**3. SEPTEMBER MEMBERSHIP**

Report the FTE count of resident students in grades PK-12 taken the last Wednesday in September who are enrolled on the count day **and** in attendance at least 1 of the 10 previous school days, by grade at each attendance center. This count should only include PK students marked as being eligible to be claimed for state aid in the October MOSIS Student Core File.

School Code	Grade Level	Full-Time	Part-Time	Other	Total
6905	K	38.00	0.00	0.00	38.00
6905	1	27.00	0.00	0.00	27.00
6905	2	41.00	0.00	0.00	41.00
6905	3	45.00	0.00	0.00	45.00
<b>Grand Total</b>		<u>151.00</u>	<u>0.00</u>	<u>0.00</u>	<u>151.00</u>



County District Number: 096-901

Draft

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**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

**SCHEDULE OF SELECTED STATISTICS  
For the Year Ended June 30, 2024**

**4. FREE AND REDUCED PRICED LUNCH FTE COUNT (SECTION 163.011(6), RSMO)**

Report the FTE count taken the last Wednesday in January of resident students enrolled in grades K-12 and in attendance at least 1 of the 10 previous school days whose eligibility for free or reduced lunch is documented through the application process using federal eligibility guidelines or through the direct certification process. Desegregation students are considered residents of the charter in which the students are educated.

School Code	Free Lunch	Reduced Lunch	Deseg In Free	Deseg In Reduced	Total
6905	<u>124.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>124.00</u>

**5. FINANCE**

Answer the following questions with an appropriate response of true, false, or N/A unless otherwise noted.

Section	Question	Answer
5.1	The charter school maintained a calendar in accordance with 160.041, 171.029, 171.031, and 171.033, RSMo and all attendance hours were reported.	<b>True</b>
5.2	The charter school maintained complete and accurate attendance records allowing for the accurate calculation and reporting by category of Average Daily Attendance, which includes the reporting of calendar and attendance hours, for all students in accordance with all applicable state rules and regulations. Sampling of records included those students receiving instruction in the following categories:	<b>True</b>
	Academic Programs Off-Campus	<b>N/A</b>
	Career Exploration Program – Off Campus	<b>N/A</b>
	Cooperative Occupational Education (COE) or Supervised Occupational Experience Program	<b>N/A</b>
	Dual enrollment	<b>N/A</b>
	Homebound instruction	<b>N/A</b>
	Missouri Options	<b>N/A</b>
	Prekindergarten eligible to be claimed for state aid	<b>N/A</b>
	Remediation	<b>N/A</b>
	Sheltered Workshop participation	<b>N/A</b>
	Students participating in the school flex program	<b>N/A</b>
	Traditional instruction (full and part-time students)	<b>True</b>

County District Number: 096-901

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11/15/24

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

**SCHEDULE OF SELECTED STATISTICS  
For the Year Ended June 30, 2024**

**5. FINANCE (CONTINUED)**

Section	Question	Answer
	Virtual instruction (MOCAP or other option)	N/A
	Work Experience for Students with Disabilities	N/A
5.3	The charter school maintained complete and accurate attendance records allowing for the accurate calculation of September Membership for all students in accordance with all applicable state rules and regulations.	True
5.4	The charter school maintained complete and accurate attendance and other applicable records allowing for the accurate reporting of the State FTE count for Free and Reduced Lunch for all students in accordance with all applicable state rules and regulations.	True
5.5	As required by Section 162.401, RSMo, a bond was purchased for the district’s school treasurer or as required by Section 160.405, RSMo, a bond was purchased for the charter schools chief financial officer or an insurance policy issued by an insurance company that proves coverage in the event of employee theft in the total amount of:	\$0
5.6	The charter school’s deposits were secured during the year as required by Sections 110.010 and 110.020, RSMo, and the Missouri Financial Accounting Manual.	True
5.7	The district maintained a separate bank account for all Debt Service Fund monies in accordance with Section 108.180 and 165.011, RSMo. ( <u>Not applicable to charter schools.</u> )	N/A
5.8	Salaries reported for educators in the October MOSIS Educator Core and Educator School files are supported by complete and accurate payroll and contract records. This includes payments for Teacher Baseline Salary Grants and Career Ladder if applicable.	True
5.9	If a \$162,326 or 7% x SAT x WADA transfer was made in excess of adjusted expenditures, the board approved a resolution to make the transfer, which identified the specific projects to be funded by the transfer and an expected expenditure date for the projects to be undertaken. ( <u>Not applicable to charter schools.</u> )	N/A
5.10	The charter school published a summary of the prior year’s audit report within thirty days of the receipt of the audit pursuant to Section 165.121, RSMo.	True

County District Number: 096-901

Draft  
11/15/24

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

**SCHEDULE OF SELECTED STATISTICS  
For the Year Ended June 30, 2024**

**5. FINANCE (CONTINUED)**

Section	Question	Answer
5.11	The district has a professional development committee plan adopted by the board with the professional development committee plan identifying the expenditure of seventy-five percent (75%) of one percent (1%) of the current year basic formula apportionment. Remaining 25% of 1% if not spent must be restricted and spent on appropriate expenditures in the future. ( <u>Not applicable to charter schools.</u> )	N/A
5.12	The amount spent for approved professional development committee plan activities was:	\$N/A
5.13	The charter school has posted, at least quarterly, a searchable expenditure and revenue document or database detailing actual income, expenditures, and disbursement for the current calendar or fiscal year on the district or school website or other form of social media as required by Section 160.066, RSMo.	True

Notes:	None noted
--------	------------

All above “False” answers **must** be supported by a finding or management letter comment.

Finding:	None noted	
Management Letter Comment:	None noted	

County District Number: 096-901

Draft

11/15/24

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

**SCHEDULE OF SELECTED STATISTICS  
For the Year Ended June 30, 2024**

**6. TRANSPORTATION (SECTION 163.161, RSMO)**

Answer the following questions with an appropriate response of true, false, or N/A unless otherwise noted.

Section	Question	Answer
6.1	The school transportation allowable costs substantially conform to 5 CSR 30-261.040, Allowable Costs for State Transportation Aid.	<b>True</b>
6.2	The charter school’s pupil transportation ridership records are maintained in a manner to accurately disclose in all material respects the average number of regular riders transported.	<b>True</b>
6.3	Based on the ridership records, the average number of students (non-disabled K-12, K-12 students with disabilities and career education) transported on a regular basis (ADT) was:	<b>True</b>
	Eligible ADT	<u>113.50</u>
	Ineligible ADT	<u>13.50</u>
6.4	The charter school’s transportation odometer mileage records are maintained in a manner to accurately disclose in all material respects the eligible and ineligible mileage for the year.	<b>True</b>
6.5	Actual odometer records show the total charter-operated and contracted mileage for the year was:	<u>16,079</u>
6.6	Of this total, the eligible non-disabled and students with disabilities route miles and the ineligible non-route and disapproved miles (combined) was:	<b>True</b>
	Eligible Miles	<u>15,645</u>
	Ineligible Miles (Non-Route/Disapproved)	<u>434</u>
6.7	Number of days the charter school operated the school transportation system during the regular school year:	<u>159</u>

All above “False” answers **must** be supported by a finding or management letter comment.

Finding:	None noted
Management Letter Comment:	None noted

**THE LEADERSHIP SCHOOL  
St. Louis, Missouri**

**SCHEDULE OF STATE FINDINGS  
For the Year Ended June 30, 2024**

Draft  
11/15/24

Prior year

Finding MO23-01 – Finance: Public Financial Data

During our audit, we noted the School has not posted, at least quarterly, a searchable expenditure and revenue document or database detailing actual income, expenditures, and disbursement for the current calendar or fiscal year on the school website as required by Section 160.066, RSMo.

Resolution:

We noted the finding was resolved in current year.

Current year

There were no audit findings related to state compliance for the year ended June 30, 2024 noted to be resolved.



# October 2024 Financials

PREPARED **NOV'24** BY



- **Executive Summary**
- **Key Performance Indicators**
- **State Revenue**
- **Forecast Overview**
- **Cash Forecast**
- **Key Forecast Changes This Month**
- **Appendix**
- **Forecast History**

# Executive Summary



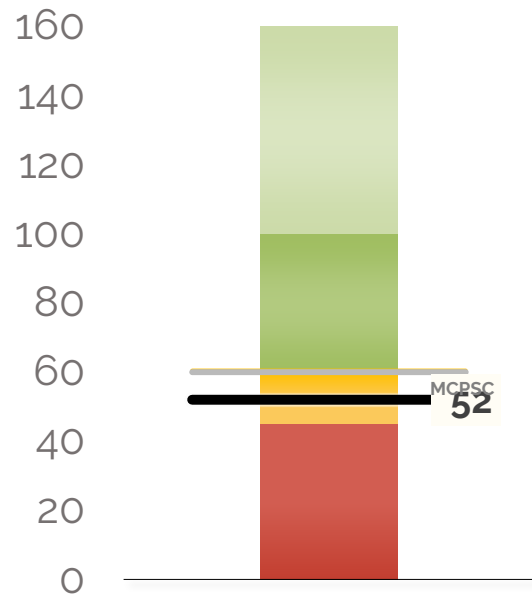
- We project October financials **-\$45k under budget**, with an anticipated Net Operating Income of **\$518k**.
- State revenue is expected to exceed budget by **\$273k**, driven by higher-than-expected enrollment. However, the ADA projection has been revised from 209 to 206, leading to an annual forecast reduction of **\$35k**.
- Forecast expenses are over budget, primarily due to increases in staffing costs.



# Key Performance Indicators

## Days of Cash

Cash balance at year-end divided by average daily expenses

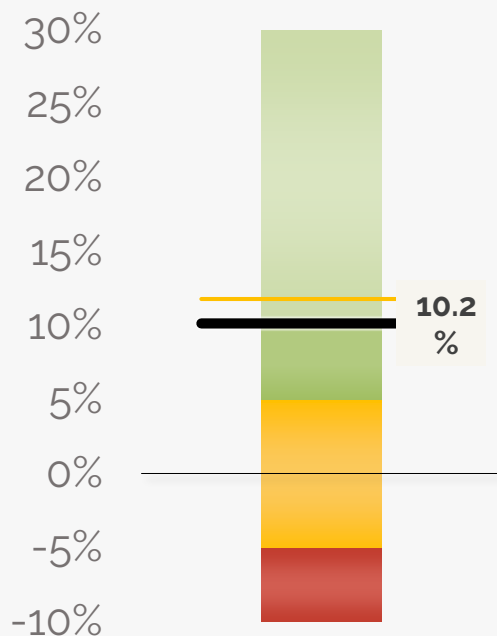


### 52 DAYS OF CASH AT YEAR'S END

The school will end the year with 52 days of cash. This is below the recommended 60 days, and 18 less day(s) than last month

## Gross Margin

Revenue less expenses, divided by revenue

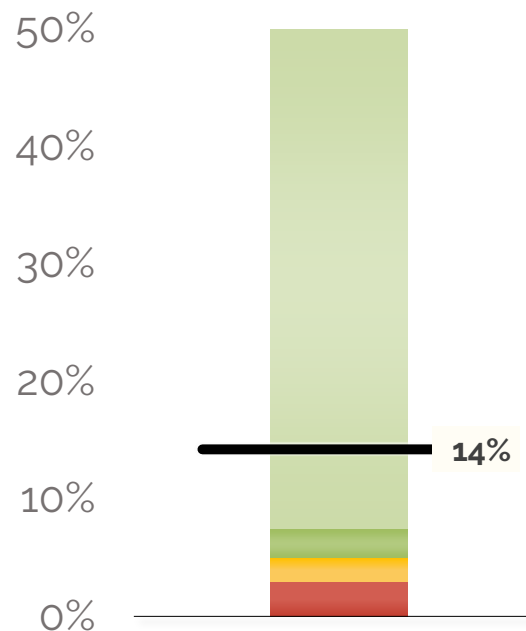


### 10.2% GROSS MARGIN

The forecasted net income is \$518k, which is \$45k below the budget. It yields a 10.2% gross margin.

## Fund Balance %

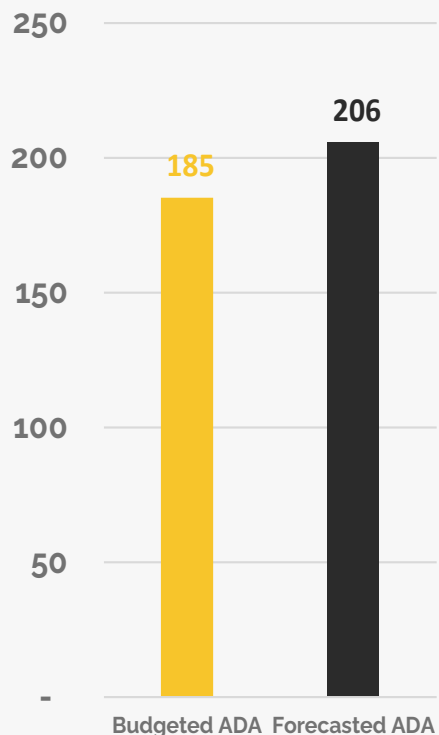
Forecasted Ending Fund Balance / Total Expenses



### 14.23% AT YEAR'S END

The school is projected to end the year with a fund balance of \$652,106. Last year's fund balance was \$134,032.

## Student Expectations


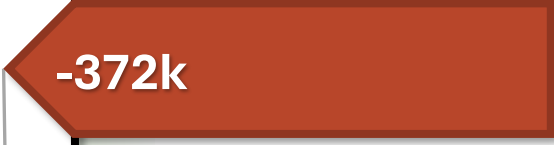



The school now forecasts 185 students for SY24-25. The budget target was 206.

## \$296K More Per-Pupil Funding Than Expected

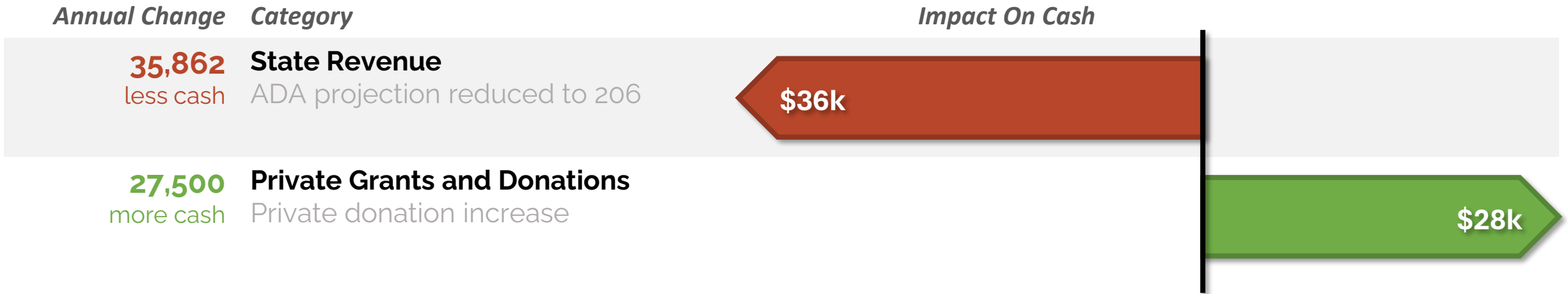
	Current Forecast	SY24-25 Budget	Difference	Financial Gain / (Loss)
<b>Enrollment</b>	<b>229</b>	<b>210</b>	<b>19</b>	
<b>Attendance</b>	<b>91.5%</b>	<b>87.0%</b>	<b>4.5%</b>	
<b>Total ADA</b>	<b>206</b>	<b>185</b>	<b>20</b>	
Regular Term K-12	206	185	20	248k
FRL Count	195	176	19	
<b>FRL Weight</b>	<b>40</b>	<b>36</b>	<b>4</b>	48k
IEP Count	0	0	0	
<b>IEP Weight</b>	<b>0</b>	<b>0</b>	<b>0</b>	
LEP Count	0	0	0	
<b>LEP Weight</b>	<b>0</b>	<b>0</b>	<b>0</b>	
WADA	246	221	24	
Per WADA Payment	\$10,500	\$10,300	200	
<b>State Aid</b>	<b>\$2.5M</b>	<b>\$2.2M</b>	<b>\$296,144</b>	296k

# Forecast Overview

	Forecast	Budget	Variance	Variance Graphic	Comments
Revenue	\$5.1m	\$4.8m	<b>\$327k</b>		State revenue \$273k over budget and donations are \$77,500 over.
Expenses	\$4.6m	\$4.2m	<b>-\$372k</b>		Primarily due to staffing costs
<b>Net Income</b>	<b>\$518k</b>	<b>\$563k</b>	<b>-\$45k</b>		

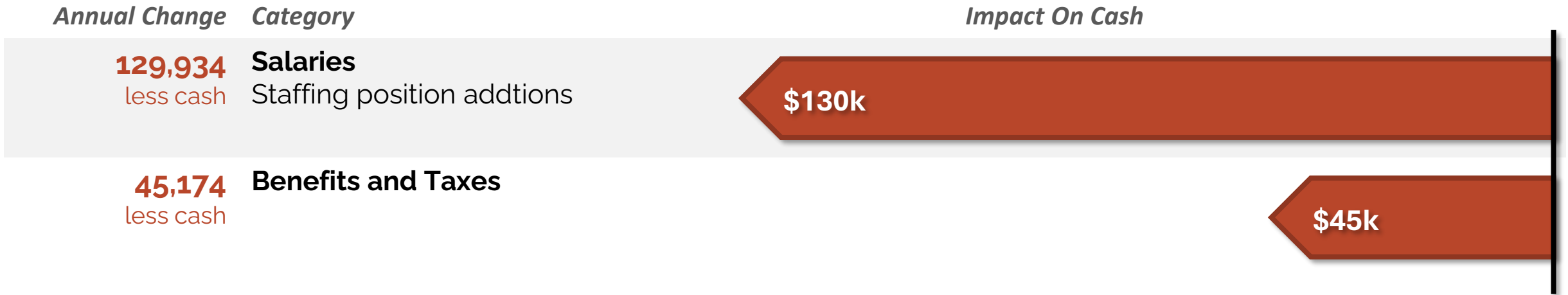
# Key Forecast Changes This Month (1/2)

The October forecast **decreased** the year-end cash expectation by \$195k. Key revenue changes:



# Key Forecast Changes This Month (2/2)

The October forecast **decreased** the year-end cash expectation by \$195k. Key expense changes:





# QUESTIONS?

Please contact your EdOps Finance Team:

Anne Nichols

[anichols@ed-ops.com](mailto:anichols@ed-ops.com)

816.985.5144

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	<i>Actual</i>	<i>Budget</i>	<i>Variance</i>	<i>Forecast</i>	<i>Budget</i>	<i>Variance</i>	<i>Remaining</i>	<i>Rem %</i>
<b>Revenue</b>								
Local Revenue	85,313	75,363	9,950	228,374	228,374	(0)	143,061	63%
State Revenue	825,441	761,829	63,612	2,635,260	2,361,723	273,537	1,809,819	69%
Federal Revenue	349,156	675,299	(326,143)	1,591,650	1,616,621	(24,971)	1,242,494	78%
Private Grants and Donations	194,500	244,500	(50,000)	641,500	564,000	77,500	447,000	70%
Earned Fees	3,360	2,475	885	3,385	2,500	885	25	1%
<b>Total Revenue</b>	<b>1,457,770</b>	<b>1,759,467</b>	<b>(301,697)</b>	<b>5,100,169</b>	<b>4,773,218</b>	<b>326,951</b>	<b>3,642,399</b>	<b>1</b>
<b>Expenses</b>								
Salaries	626,485	548,913	(77,571)	1,950,393	1,646,740	(303,653)	1,323,908	68%
Benefits and Taxes	158,278	149,584	(8,694)	506,240	451,752	(54,488)	347,963	69%
Staff-Related Costs	58,564	63,193	4,629	121,065	121,440	375	62,501	52%
Rent	89,972	132,969	42,997	412,908	412,908	(0)	322,936	78%
Occupancy Service	62,142	86,792	24,650	250,721	248,375	(2,346)	188,579	75%
Student Expense, Direct	186,790	323,603	136,812	616,395	611,996	(4,399)	429,605	70%
Student Expense, Food	33,692	54,499	20,807	272,494	272,494	0	238,802	88%
Office & Business Expense	77,326	53,315	(24,011)	212,843	203,070	(9,773)	135,517	64%
Transportation	14,966	56,200	41,234	239,037	241,000	1,963	224,070	94%
<b>Total Expenses</b>	<b>1,308,215</b>	<b>1,469,068</b>	<b>160,853</b>	<b>4,582,095</b>	<b>4,209,775</b>	<b>(372,321)</b>	<b>3,273,881</b>	<b>2</b>
<b>Net Income</b>	<b>149,555</b>	<b>290,400</b>	<b>(140,844)</b>	<b>518,074</b>	<b>563,443</b>	<b>(45,369)</b>	<b>368,519</b>	<b>3</b>
<b>Cash Flow Adjustments</b>	<b>24,119</b>	<b>-</b>	<b>24,119</b>	<b>254</b>	<b>-</b>	<b>254</b>	<b>(23,865)</b>	
<b>Change in Cash</b>	<b>173,674</b>	<b>290,400</b>	<b>(116,726)</b>	<b>518,327</b>	<b>563,443</b>	<b>(45,116)</b>	<b>344,653</b>	

- ① REVENUE: \$327K AHEAD
- ② EXPENSES: \$372K BEHIND
- ③ NET INCOME: \$45K behind

	Actual				Forecast								
Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
<b>Revenue</b>													
Local Revenue	13,284	36,773	18,097	17,160	17,883	17,883	17,883	17,883	17,883	17,883	17,883	17,883	228,374
State Revenue	142,452	142,453	142,605	397,932	225,758	225,758	225,758	225,758	225,758	225,758	229,513	225,758	2,635,260
Federal Revenue	36,261	75,986	132,039	104,871	154,437	157,683	154,437	154,437	158,187	154,437	154,437	154,437	1,591,650
Private Grants and Donations	194,500	0	0	0	127,500	175,000	0	0	144,500	0	0	0	641,500
Earned Fees	0	0	0	3,360	3	3	3	3	3	3	3	3	3,385
<b>Total Revenue</b>	<b>386,496</b>	<b>255,211</b>	<b>292,741</b>	<b>523,322</b>	<b>525,581</b>	<b>576,327</b>	<b>398,081</b>	<b>398,081</b>	<b>546,331</b>	<b>398,081</b>	<b>401,836</b>	<b>398,081</b>	<b>5,100,169</b>
<b>Expenses</b>													
Salaries	119,200	149,887	157,785	199,612	167,213	170,546	160,546	160,546	160,546	160,546	160,546	183,421	1,950,393
Benefits and Taxes	24,947	32,597	36,643	64,090	43,675	44,158	43,393	43,393	43,393	43,393	43,393	43,164	506,240
Staff-Related Costs	1,003	22,771	17,726	17,065	7,766	7,766	7,766	7,766	7,766	7,766	7,766	8,141	121,065
Rent	19,370	19,370	19,370	31,861	40,367	40,367	40,367	40,367	40,367	40,367	40,367	40,367	412,908
Occupancy Service	21,494	18,502	8,849	13,296	23,572	23,572	23,572	23,572	23,572	23,572	23,572	23,572	250,721
Student Expense, Direct	43,346	73,634	27,449	42,361	42,229	42,229	131,229	42,229	42,229	43,229	43,229	43,004	616,395
Student Expense, Food	9,614	6,390	6,334	11,354	29,850	29,850	29,850	29,850	29,850	29,850	29,850	29,850	272,494
Office & Business Expense	14,610	17,433	20,211	25,072	14,188	14,313	16,531	18,511	18,636	20,388	14,188	18,763	212,843
Transportation	1,455	0	13,511	0	30,925	27,592	27,592	27,592	27,592	27,592	27,592	27,592	239,037
Total Ordinary Expenses	255,040	340,585	307,878	404,711	399,784	400,393	480,846	393,826	393,951	396,703	390,503	417,873	4,582,095
<b>Total Expenses</b>	<b>255,040</b>	<b>340,585</b>	<b>307,878</b>	<b>404,711</b>	<b>399,784</b>	<b>400,393</b>	<b>480,846</b>	<b>393,826</b>	<b>393,951</b>	<b>396,703</b>	<b>390,503</b>	<b>417,873</b>	<b>4,582,095</b>
<b>Net Income</b>	<b>131,456</b>	<b>-85,374</b>	<b>-15,138</b>	<b>118,612</b>	<b>125,797</b>	<b>175,934</b>	<b>-82,765</b>	<b>4,255</b>	<b>152,380</b>	<b>1,378</b>	<b>11,333</b>	<b>-19,792</b>	<b>518,074</b>
Cash Flow Adjustments	5,224	-2,977	-8,304	30,177	-2,983	-2,983	-2,983	-2,983	-2,983	-2,983	-2,983	-2,983	254
<b>Change in Cash</b>	<b>136,679</b>	<b>-88,351</b>	<b>-23,442</b>	<b>148,788</b>	<b>122,814</b>	<b>172,951</b>	<b>-85,748</b>	<b>1,272</b>	<b>149,397</b>	<b>-1,605</b>	<b>8,350</b>	<b>-22,776</b>	<b>518,327</b>
Ending Cash	270,711	182,360	158,918	307,706	430,520	603,470	517,722	518,993	668,390	666,785	675,135	652,359	



	<i>Previous Year End</i>	<i>Current</i>	<i>Year End</i>
<b>Assets</b>			
Current Assets			
Cash	134,032	307,706	652,359
Total Current Assets	134,032	307,706	652,359
<b>Total Assets</b>	<b>134,032</b>	<b>307,706</b>	<b>652,359</b>
<b>Liabilities and Equity</b>			
<b>Liabilities</b>			
Current Liabilities			
Other Current Liabilities	0	24,119	254
Total Current Liabilities	0	24,119	254
Total Long-Term Liabilities	0	0	
<b>Total Liabilities</b>	<b>0</b>	<b>24,119</b>	<b>254</b>
<b>Equity</b>			
Unrestricted Net Assets	134,032	134,032	134,032
Net Income	0	149,555	518,074
<b>Total Equity</b>	<b>134,032</b>	<b>283,587</b>	<b>652,106</b>
<b>Total Liabilities and Equity</b>	<b>134,032</b>	<b>307,706</b>	<b>652,359</b>

# Forecast History of June 30, 2025 Cash Balance

Source	Days of Cash at 6/30/25	Change	Description of change
Budget	60		From SY24-25Budget
Jul	59	-2	
Aug	69	10	Increased State funding based on ADA
Sep	70	1	Increase Basic Formula per WADA rate
▶ Oct	51	-18	<b>Additional Staff forecast</b>
Nov			
Dec			
Jan			
Feb			
Mar			
Apr			
May			
Jun			

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**Check Register by Type**

Page: 1  
User ID: SAS

<b>Payee Type: Vendor</b>		<b>Check Type: Automatic Payment</b>			<b>Checking Account ID: 1</b>			
<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Check Amount</u>	
52024250	10/01/2024	X			REPUBLIC	Republic Services	1,645.93	
52024265	10/10/2024	X			BAMBOOHR	Bamboo HR	299.93	
52024266	10/07/2024	X			GSUITE	Google Suite	208.33	
52024267	10/16/2024	X			NEXTIVA	Nextiva	701.91	
52024268	10/21/2024	X			SCCHARTER	SC Charter - Rent	31,861.16	
52024269	10/17/2024	X			WELLSFARGO	Wells Fargo Vendor	1,267.38	
52024270	10/23/2024	X			LEVEL3	Level 3 Communications, LLC	1,706.58	
52024279	10/30/2024	X			MODIVEMPL	MO DIVISION OF EMPLOYMENT	8,995.73	
52024280	10/10/2024	X			MAGICWRIGH	MAGIC-WRIGHTER	34.95	
52024288	10/02/2024	X			AMAZON	Amazon	9.87	
52024289	10/02/2024	X			AMAZON	Amazon	382.27	
52024290	10/02/2024	X			AMAZON	Amazon	262.22	
52024291	10/02/2024	X			AMAZON	Amazon	429.00	
52024292	10/04/2024	X			AMAZON	Amazon	133.26	
52024293	10/04/2024	X			AMAZON	Amazon	11.99	
52024294	10/07/2024	X			AMAZON	Amazon	23.98	
52024295	10/07/2024	X			AMAZON	Amazon	187.67	
52024296	10/10/2024	X			AMAZON	Amazon	285.58	
52024297	10/10/2024	X			AMAZON	Amazon	109.40	
52024298	10/10/2024	X			AMAZON	Amazon	98.88	
52024299	10/15/2024	X			AMAZON	Amazon	61.73	
52024300	10/15/2024	X			AMAZON	Amazon	75.83	
52024301	10/15/2024	X			AMAZON	Amazon	63.48	
52024302	10/15/2024	X			AMAZON	Amazon	10.76	
52024303	10/16/2024	X			AMAZON	Amazon	369.00	
52024304	10/17/2024	X			AMAZON	Amazon	85.46	
52024305	10/18/2024	X			AMAZON	Amazon	14.42	
52024306	10/18/2024	X			AMAZON	Amazon	103.51	
52024307	10/18/2024	X			AMAZON	Amazon	55.34	
52024308	10/18/2024	X			AMAZON	Amazon	61.69	
52024309	10/21/2024	X			AMAZON	Amazon	6.99	
52024310	10/21/2024	X			AMAZON	Amazon	35.96	
52024311	10/21/2024	X			AMAZON	Amazon	19.98	
52024312	10/21/2024	X			AMAZON	Amazon	41.95	
52024313	10/22/2024	X			AMAZON	Amazon	15.99	
52024314	10/22/2024	X			AMAZON	Amazon	9.98	
52024315	10/22/2024	X			AMAZON	Amazon	27.95	
52024316	10/22/2024	X			AMAZON	Amazon	159.99	
52024317	10/22/2024	X			AMAZON	Amazon	78.07	
52024318	10/22/2024	X			AMAZON	Amazon	42.97	
52024319	10/23/2024	X			AMAZON	Amazon	14.99	
52024320	10/23/2024	X			AMAZON	Amazon	28.88	
52024321	10/24/2024	X			AMAZON	Amazon	79.00	
52024322	10/25/2024	X			AMAZON	Amazon	287.45	
52024323	10/25/2024	X			AMAZON	Amazon	19.99	
52024324	10/25/2024	X			AMAZON	Amazon	54.94	
52024325	10/25/2024	X			AMAZON	Amazon	57.98	
52024326	10/25/2024	X			AMAZON	Amazon	11.90	
52024327	10/29/2024	X			AMAZON	Amazon	63.99	
52024328	10/31/2024	X			AMAZON	Amazon	36.98	
52024329	10/31/2024	X			AMAZON	Amazon	534.18	
52024333	10/28/2024	X			MIDWESTBNK	Midwest Bank Credit Card	40,933.55	
Checking Account ID: 1					Void Total:	0.00	Total without Voids:	92,120.90
Check Type Total:		Automatic Payment			Void Total:	0.00	Total without Voids:	92,120.90

<b>Payee Type: Vendor</b>		<b>Check Type: Check</b>			<b>Checking Account ID: 1</b>		
<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Check Amount</u>
83979703	10/04/2024	X			JUNKKING	Junk King St. Louis	1,470.00
83980150	10/04/2024	X			SHANDS	Shands, Elbert, Gianoulakis, Giljum Law Firm	133.00

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**Check Register by Type**

Page: 2  
User ID: SAS

<b>Payee Type: Vendor</b>		<b>Check Type: Check</b>			<b>Checking Account ID: 1</b>		
<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Check Amount</u>
83983963	10/07/2024	X			RELOSHARE	ReloShare, Inc.	636.39
83984283	10/07/2024	X			ROTLER	Rottler Pest Solutions	313.00
83984485	10/07/2024	X			FRESHPALAT	Anthony Foster	11,354.00
84005541	10/11/2024	X			DANACOLE	Dana Coleman Consulting	200.00
84005542	10/11/2024	X			GADELLNET	GadellNet Consulting Services, LLC.	1,000.00
84005543	10/11/2024	X			BOARD	BoardOnTrack, Inc.	7,495.00
84005544	10/11/2024	X			TEACH	Teach For America St. Louis	15,000.00
84006583	10/11/2024	X			STATUSQUO	Status Quo	2,975.00
84150322	10/21/2024	X			BEASTAM	Tamara Beasley	300.00
84150323	10/21/2024	X			DANACOLE	Dana Coleman Consulting	100.00
84150324	10/21/2024	X			LIMINEX	Liminex, Inc. DBA GoGuardian	3,825.00
84151430	10/21/2024	X			EDOPS	EdOps	1,575.00
84185947	10/28/2024	X			PARAMOUNTC	Paramount Companies	1,423.00
84186069	10/28/2024	X			CINTAS	Cintas Corp	341.49
84186381	10/28/2024	X			EDOPS	EdOps	9,701.00
Checking Account ID: 1					Void Total:	0.00	Total without Voids: 57,841.88
Check Type Total:			Check	Void Total:	0.00	Total without Voids: 57,841.88	
Payee Type Total:			Vendor	Void Total:	0.00	Total without Voids: 149,962.78	
Grand Total:					Void Total:	0.00	Total without Voids: 149,962.78



**Finance and Facilities Committee Meeting Agenda and Notes - 11.26.24**

**TLS Mission: The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.**

**All TLS School Goals**

**Goal 10 - Board Engagement:**

- Each year, 100% of board members will attend, at a minimum, 80% of the scheduled board meetings.
- For each fiscal year, 100% of board members will contribute financially to fundraising goals.

**Goal 11 - Financial Sustainability:**

- By year three, The Leadership School will maintain at least 30 days of cash on hand at all times.
- For each fiscal year, the annual audit will have no material findings and unqualified opinion.

**Goal 12 - Data Reporting:**

- Annually, at least 90% of state data, reporting and compliance submissions to the sponsor and to DESE will be accurate and on time.

**2024 - 2025 Finance & Facilities Committee Goals**

- **School fund balance over 12% at year end**

Action:

- Monitor school financial progress and trends monthly

- **Financial policies are followed 100% of the time**

Action:

- Inquire about financial controls via a quarterly questionnaire
- Incorporate TLS financial policies as outlined in the Board Bylaws

- **90% or higher comprehension of Finance/Facilities Board Bylaws by all board members based on self evaluation at mid/end of year assessments**

Action:

- Short presentation on key points at each board meeting

- **Completion of a long term financial plan by June 30th, 2025**

Action:

- Participate in long-term financial strategy planning in collaboration with School Executive Directors and TLS Board Development Committee via monthly meetings

**Meeting Date: 11.26.2024 @ 4:00 - 5:30 PM**

**Link:**

<https://us06web.zoom.us/j/82718449287?pwd=7g1rw7HcWE03NVgQt8gNQyax9TyLqA.1>

**Attendees: Ben Gruenke, Whitney Hooks, Becky Langrall, Tanisha Montgomery, Courtney Moulder, Anne Nichols, Gary Stevenson**

Topic	
<p><b>Financial Policies Followed</b></p> <p><b>1. Audit Report</b></p>	<ul style="list-style-type: none"> <li>● <b>Mr. Ben Gruenke of Marr and Company presented their 2024 Audit Report of TLS:</b> <ul style="list-style-type: none"> <li>○ Unmodified opinion - highest opinion they can give; everything looked really good. No scope limitations.</li> <li>○ In terms of compliance, everything looked good.</li> <li>○ Only suggestion (p.26) related to the need to purchase a bond or an insurance policy in the event of employee theft. Marr believes that going forward this may be required, so it would be wise to obtain one ahead of next year's audit.</li> <li>○ TLS is also getting a Sweep Account (anything over \$250K would be swept into a secure account which would protect the school's funds above \$250K. FDIC protects funds up to this amount for each financial institution.)</li> </ul> </li> </ul> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>○ Whitney will reach out to Daniel and Henry (Risk management and insurance company for TLS) to determine the cost of a policy to cover employee theft.</li> <li>○ Clark Hanner of Marr &amp; Co. will present the 2023 - 2024 TLS Audit Report to the Board on Dec. 3.</li> <li>○ After Board Approval, Courtney will post the report on DESE's website by Dec. 31.</li> <li>○ Whitney will set up a folder where copies of all audit docs will be stored and invite the F &amp; F Committee, so that we will be audit ready for next year (receipts, contracts, correct coding of CSP expenditures).</li> </ul>
<p><b>Financial Policies Followed &amp; Fund Balance over 12%</b></p> <p><b>2. October Financial</b></p>	<ul style="list-style-type: none"> <li>● <b>Presentation by EdOps - Anne.</b> <ul style="list-style-type: none"> <li>○ 52 days of cash, 14% Fund Balance, no debt</li> <li>○ Compared to last month, net operating income dropped \$195K less than the forecast, due to:                             <ul style="list-style-type: none"> <li>■ salaries and benefits related to hiring 3.5 subs to cover the unexpected SEL position opening. Aren't going to replace this position, so sub expenses will go down next month.</li> <li>■ supplemental pay for after school program staffing</li> <li>■ facilities maintenance (the addition of a day porter and a custodian.)</li> <li>■ reduction in ADA 206 (209 last month) resulting in a drop in state funding.</li> </ul> </li> <li>○ Donations went up \$27.5K leaving total rev down by \$12.5K from last month, but \$326 better than budget as a result of enrollment being stronger than budgeted.</li> <li>○ Transportation hasn't been paid as they have not supplied transportation documentation, which we are asking to be provided monthly.</li> </ul> </li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>○ Anne will introduce Courtney to Nan, who does monthly grants reporting.</li> </ul>
<p><b>Financial Policies Followed:</b></p> <p><b>3. Status Updates</b></p> <p><a href="#">TLS Bylaws</a></p>	<ul style="list-style-type: none"> <li>● <b>TLS checking account:</b> <ul style="list-style-type: none"> <li>○ Bank recommended that Keisha be added as a second signer.</li> <li>○ Bank wants to ensure that signers have a history with the organization.</li> </ul> </li> </ul> <p><b>Action:</b></p>

	<ul style="list-style-type: none"> <li>○ Courtney will draft a memo related to Gary not being a signer for presentation at the 12/3</li> <li>● <b>Financial Info on Report Well uploads</b> <ul style="list-style-type: none"> <li>○ Gary and Becky now have access</li> <li>○ Submission timeliness improved in October.</li> <li>○ Financials are being uploaded late; Courtney has spoken with the Commission about the timeliness being dependent on being Board approved.</li> <li>○ Need to ensure that Reportwell has an accurate Board calendar.</li> </ul> </li> <li><b>Action:</b> <ul style="list-style-type: none"> <li>○ Courtney to reach out to Martha to get report dates/expectations updated in Reportwell</li> <li>○ Whitney to share service contracts with Gary</li> </ul> </li> <li>● <b>Quarterly questionnaire re: internal controls and compliance monitoring process</b></li> <li><b>Action:</b> <ul style="list-style-type: none"> <li>○ Courtney/Whitney send Gary info re: internal controls, what could be helpful</li> <li>○ Courtney will write a policy around buying uniforms (preferred payment), internal procedure for recording payments on a spreadsheet. Petty cash ledger; do another for Anybill income.)</li> <li>○ Need a routine for transferring funds to ensure that they are covered by FDIC.</li> <li>○ Deposit funds from Give Butter right after each campaign. Courtney will ask Carmen about this.</li> </ul> </li> </ul>
<p><b>4. Building Financial Understanding</b></p>	<ul style="list-style-type: none"> <li>● <b>Assignments for Dec. 3 PD Presentations (from the TLS Bylaws) - Most Important Points (MIPs) Suggestions:</b> <ul style="list-style-type: none"> <li>○ Becky - Explain the Annual Operating Budget Policy (p. 78)</li> <li>○ Tanisha - Explain the Bank Procedures Policy (pp. 79 - 80)</li> <li>○ Gary - Explain the Federal Fiscal Compliance Policy (pp. 87 - 90)</li> <li>○ Courtney - Explain current grants to TLS (source, size, time span) and their restrictions</li> </ul> </li> <li>● <b><a href="#">Google Slides</a> for MIPs</b> <ul style="list-style-type: none"> <li>○ ~ 3 points per slide</li> <li>○ 1 - 2 slides per topic</li> <li>○ 1 - 2 mins per speaker</li> </ul> </li> </ul>
<p><b>5. Long Term Financial Plan</b></p>	<ul style="list-style-type: none"> <li>● <b>Facilities Expansion status</b> <ul style="list-style-type: none"> <li>○ Courtney checked with Kelly at CSGF; they have agreed to cover some of our long term facility planning costs (at least \$100K).</li> <li>○ Courtney is pursuing loans to refinance the short-term CSDC loan that was needed last summer to cover the modular classrooms rental. Will generate a 1-pager on this for the Board</li> </ul> </li> </ul>

	<p><b>in January.</b></p> <ul style="list-style-type: none"><li>○ <b>Will also have a final decision re: whether to move forward with warehouse renovation then.</b></li><li>○ <b>At 1/28 board meeting, will present:</b><ul style="list-style-type: none"><li>■ <b>Short-term facilities plan</b></li><li>■ <b>Brief overview of the long term plan</b></li></ul></li></ul>
<b>6. Corporate Matching</b>	<p><b>Action:</b></p> <ul style="list-style-type: none"><li>○ <b>Tanisha will look into this and how to set this up on our end.</b></li><li>○ <b>Whitney will start a spreadsheet for direct donations</b></li><li>○ <b>Gary will look into possible donations from The Buddy Fund</b></li></ul>



# Coversheet

## Development Committee Report

**Section:** III. Board Reports  
**Item:** C. Development Committee Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 11\_1\_2024 Development Committee Meeting Agenda & Notes.pdf  
11\_26\_2024 Grants Work Meeting Agenda & Notes.pdf  
1. 2024 - 2025 TLS Development Committee Charter.pdf



## Development Committee Meeting Agenda & Notes 11.1.24

**TLS Mission: The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.**

### [All TLS School Goals HERE](#)

#### **Goal 5 - Attendance:**

- Annually, for the first three years, we will have at least a **90%** average daily attendance rate. By year five, we will increase to **93%** average daily attendance rate. As of 2019, the state average daily attendance rate was 87.3%. The Normandy Schools Collaborative and adjacent districts had average daily attendance rates ranging between 70.% - 81.2%, while the highest performing districts in our area have rates above 93%. Therefore, we have rooted our attendance goal in the current reality of the target population and the **anticipated strong partnerships with families** to ensure a higher attendance rate than what has been the norm for our target population.

#### **Goal 6 - Student Leadership:**

- Before renewal, The Leadership School will achieve the **Leader in Me Lighthouse School Certification** by meeting the following criteria:
- The principal, school administration and staff engage in ongoing learning and develop as leaders, while championing leadership for the school.
  - Leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modeling. Students are able to think critically about and apply leadership principles.
  - **Families and the school partner together in learning about the 7 Habits and leadership principles through effective communication and mutual respect.**
  - The school community is able to see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation.
  - Leadership is shared with students through a variety of leadership roles and student voice leads to innovations within the school.
  - **Schoolwide, classroom, family and community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.**
  - The school utilizes The 4 Disciplines of Execution process to identify and track progress toward the high priority goals of the school, classroom, and staff members.
  - Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. They track progress toward goals in Leadership Notebooks and share these notebooks with adults in student-led conferences.
  - Teacher planning and reflection, **trusting relationships**, and student-led learning combine to create environments for highly engaged learning.

#### **Goal 7 - Positive School Culture:**

- Annually, for the first three years, at least **85%** of students will respond positively on the Panorama Education survey that their voice matters in the school and that they are satisfied with our culture. By year five, student voice and satisfaction will increase to 95% of students.
- **Annually, for the first three years, 85% of parents/family members will respond positively on the Panorama Education Family & Community Engagement survey that they are satisfied with the school. By year five, satisfaction will increase to 95% of parents/family members.**
- Annually, **90%** of staff members will respond positively on the Panorama Education survey that their voice matters in the school and that they are satisfied with our cult

#### **Goal 10 - Board Engagement:**

- Each year, 100% of board members will attend, at a minimum, 80% of the scheduled board meetings.
- For each fiscal year, **100% of board members will contribute financially to fundraising goals.**

## 2024 - 2025 Development Committee Goals

1. **By June 30, 2025, build a Long Term Coordinated Finance & Development Fund Plan that works with the Academic Calendar to present to the Board. [Long Term Plan]**

### Actions:

- a. Coordinate with EDs and TLS Board Treasurer to review existing 3 - 5 year financial plan
- b. Determine where the Development Committee can best contribute.

2. **By June 30, 2025, raise at least \$10K from Board members and their personal networks by supporting each member to promote and attend at least three (3) TLS events. [Board Fundraising]**

### Actions:

- a. Continually educate the Board and TLS Staff on connecting their “Why” with the work of the Committee.
- b. Partner a member of the Development Committee with a member of the Board to encourage participation.
- c. Build a team of helpers to support event planning.

3. **By June 20, 2025 establish partnerships with at least ten (10) local and national organizations and businesses that can build our portfolio. [Partnerships]**

### Action:

- a. Craft clear and persuasive messaging about the purpose and needs of the school.

4. **By June 30, 2025, raise at least 10 K? from partners, school, and community members. [Community Fundraising Events]**

### Actions:

- a. Incentivize community members and partners.

5. **By June 20, 2025, identify 5 - 10 realistic grant opportunities during the AY 2024 - 2025 and apply for at least five (5). [Grants]**

**Standing Virtual Meeting Dates for 2024 - 2025: Second Monday of the month at 7:00 PM**

<p><b>Date of this Meeting: 11/1/2024 4:00 PM</b></p> <p><a href="https://us06web.zoom.us/j/87073590307?pwd=gGvWVnOFw3ovi3dwS6MsDGv0dwP5ad.1">https://us06web.zoom.us/j/87073590307?pwd=gGvWVnOFw3ovi3dwS6MsDGv0dwP5ad.1</a></p> <p>Meeting ID: 870 7359 0307 Passcode: FX8n3V</p>	<p><b>Members:</b></p> <ul style="list-style-type: none"> <li>● Aaron Williams, Board Member and Committee Chair</li> <li>● Zaneta Ford</li> <li>● Michelle Gregory</li> <li>● Talayna Hardon</li> <li>● Paula Brown</li> <li>● Terrence (TC) Curry, TLS Board Member</li> <li>● Michelle Gregory</li> <li>● Crystal Huntspon,</li> <li>● Lauren Martin,</li> <li>● Marilyn McCarthy</li> <li>● Elaine McDonalf</li> <li>● Caity McDonnell</li> <li>● Ariel Miller</li> <li>● Terrie Moore</li> <li>● Ashley Rhodes</li> <li>● Mourisha Ross, Family Ambassador President</li> <li>● Danielle Williams</li> <li>● Carmen Ward, Director of Family Outreach &amp; Events</li> <li>● Rebecca Langrall, TLS Board Chair, Ex-Officio Committee Member/Acting Committee Secretary</li> </ul>
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<b>Meeting Date/Time Change:</b>	Meetings will be the second Tuesday of the month @ 7:00 PM going forward as Friday afternoon at 4:00 PM doesn't work for a lot of members.
<b>Present:</b>	Aaron Williams, Terrence Curry, Paula Brown, Rebecca Langrall
<b>0. Goals and Charter</b>	<ol style="list-style-type: none"> <li>1. Revised the goals to align the deadline for completing the Long Range Financial Plan with Finance and Facilities goal: June 30, 2025.</li> <li>2. Completed the bulk of the charter, which will be presented at the Board meeting on Dec. 3, for approval.</li> </ol>
<b>1. Long Term Development Fund Plan</b>	<ol style="list-style-type: none"> <li>1. Aaron, Gary (TLS Treasurer), Courtney (Co-ED), Becky and others to meet this spring to:             <ol style="list-style-type: none"> <li>a. Review/revise the 3 - 5 year plan the EDs developed this past summer.</li> <li>b. Determine where the Dev Committee's work could best fit in.</li> </ol> </li> </ol>
<b>2. Board Fundraising</b>	<ol style="list-style-type: none"> <li>1. October donations by the Board = ~ \$1270</li> <li>2. Board will receive a tutorial on how to set up a page in Give Butter to support the Skating for Change event on Nov. 30 at</li> </ol>

	<p>the Nov. 6 Retreat.</p> <p>3. Becky will develop messaging to be included in solicitation requests.</p>
<p>3. Partnerships</p>	<p>1. Committee will develop a protocol to enlist interest in partnering for particular events at our next meeting.</p> <p>a. <a href="#">Review list of previous partners</a> and add to list.</p> <p>b. Divide among committee- members</p> <p>c. Contact partners re: Giving Tuesday and upcoming opportunities to give to TLS</p>
<p>4. Events</p> <p><a href="#">TLS Calendar</a></p>	<p>1. Need to create community access to Events Calendar.</p> <p>2. Skating for Change - Nov. 30. Becky will encourage Board members to get involved in buying tickets/supporting this event at the Nov. 6 Retreat.</p>
<p>5. Grants</p> <p><a href="#">Grant opportunities.</a></p>	<p>1. Krysta, Becky, and Aaron will meet on 11/11 to discuss additional grant opportunities. Determine which to apply for, as well as an efficient way to collect the necessary school info to complete the applications.</p> <p>2. <i>Current Needs:</i> Playground, guidance counselor, iPads for Kindergartners</p>



## Grants Work Meeting Agenda & Notes 11.26.24

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### [All TLS School Goals HERE](#)

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## 2024 - 2025 **Development** Committee Goals

1. **By June 30, 2025, build a Long Term Coordinated Finance & Development Fund Plan that works with the Academic Calendar to present to the Board. [Long Term Plan]**

**Actions:**

- a. Coordinate with EDs and TLS Board Treasurer to review existing 3 - 5 year financial plan
- b. Determine where the Development Committee can best contribute.

2. **By June 30, 2025, raise at least \$10K from Board members and their personal networks by supporting each member to promote and attend at least three (3) TLS events. [Board Fundraising]**

**Actions:**

- a. Continually educate the Board and TLS Staff on connecting their “Why” with the work of the Committee.
- b. Partner a member of the Development Committee with a member of the Board to encourage participation.
- c. Build a team of helpers to support event planning.

3. **By June 20, 2025 establish partnerships with at least ten (10) local and national organizations and businesses that can build our portfolio. [Partnerships]**

**Action:**

- a. Craft clear and persuasive messaging about the purpose and needs of the school.

4. **By June 30, 2025, raise at least 10 K? from partners, school, and community members. [Community Fundraising Events]**

**Actions:**

- a. Incentivize community members and partners.

5. **By June 20, 2025, identify 5 - 10 realistic grant opportunities during the AY 2024 - 2025 and apply for at least five (5). [Grants]**

**Standing Virtual Meeting Dates for 2024 - 2025: First Friday of each month @ 4:00 PM**

**Date of this Meeting:** 11/26/2024 4:00 PM

**Present:** Krysta Grangeno, Rebecca Langrall. Courtney Moulder, Keisha Seymour

<p><b>Topic</b></p>	
<p><b>ED Q - Courtney</b></p>	<ul style="list-style-type: none"> <li>• TLS financial status relative to current loans and grants is needed to clarify financial health of the school.</li> </ul>
<p><b>Ensuring TLS Grant Readiness - Krysta</b></p>	<p><a href="#">MO Common Grant</a> and <a href="#">Grant Readiness Checklist</a>.</p> <p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Becky will:</b> <ul style="list-style-type: none"> <li>○ create a boilerplate folder to pull needed docs to supply the expectations within the Common Grant application</li> <li>○ make copies of what we currently have and reach out to Whitney and EDs re: other docs</li> <li>○ follow up with board members re: headshots and bios (one of the info pieces needed)</li> <li>○ write up the narrative</li> </ul> </li> <li>• <b>Keisha or Courtney will need to pull stats from DESE for TLS and neighboring districts.</b> <ul style="list-style-type: none"> <li>○ Mid year data hopefully will show growth</li> </ul> </li> <li>• <b>Courtney will show the grant she wrote for the CSGF with info used for SPARK to use with TLS.</b></li> </ul>
<p><b>Grantors Database - Aaron</b></p>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>• <b>Aaron will build a database of local grantors, including previous grantors with the goal of building long term relationships.</b> <ul style="list-style-type: none"> <li>• <b>Could circle around to donors approached when planning SPARK.</b> <ul style="list-style-type: none"> <li>○ <b>Keisha will pull that list and share with the Grants Work Team, e.g., CEO of Goodwill/Salvation Army (owns McDonald's) and Meredith Byers, the Tatum Family, Jeremy Maclind (alum of Kirkwood HS/Missou, played for KC Chiefs, and coaches with TC) - Keisha will follow up.</b></li> <li>○ <b>Becky will create a doc for names and contact info that K knows/has reached out to in the past to share with Aaron for the database.</b></li> </ul> </li> </ul> </li> </ul>
<p><a href="#">Homeworks</a> - Krysta</p>	<p><b>What is it about?</b></p> <ul style="list-style-type: none"> <li>• Is a nonprofit with money that is looking to partner with schools.</li> <li>• Staff has worked in district admin roles.</li> <li>• <b>Core Goals: Increasing math and ELA achievement and reducing behaviors. About building the relationship between teachers and parents, using the same language and concepts.</b></li> <li>• Even if not needed now, meeting with them would allow us to plan for the future - a board job. Would clarify what is needed from the school. Should fit with what the school is already doing.</li> <li>• Krysta and Becky could work on the writing.</li> </ul> <p><b>How it works:</b></p> <ul style="list-style-type: none"> <li>• Teachers get paid for home visits (positive impact on attendance)</li> </ul>



	<ul style="list-style-type: none"> <li>● Provides materials to support ELA and math (later SEL) outcomes.</li> <li>● Quarterly PD includes informal emphasis on instructional strategies and planning for “Math nights,” “ELA nights.”</li> <li>● Will be looking for partners on an ongoing basis.</li> <li>● Who would oversee?</li> </ul> <p>Next year:</p> <ul style="list-style-type: none"> <li>● Home visits for each child; or in a preferred spot</li> <li>● Home readiness kits, first step to K recruitment; could offer the math kits at the same time.</li> <li>● If there could be training on how to use those kits...either by TLS staff or Homeworks staff.</li> <li>● Parents are asking for support with math. Videos for each concept.</li> </ul> <p>Action:</p> <ul style="list-style-type: none"> <li>● Krysta will set up an initial meeting with Homeworks.</li> </ul>
<p><a href="#">Youth Opportunities Program (YOP) credits</a> - Krysta</p>	<ul style="list-style-type: none"> <li>● Are available from the State to grantors as a tax incentive.             <ul style="list-style-type: none"> <li>○ Have to raise funds first and then give donors the YOP credits.</li> <li>○ Twice a year. Next round of YOP credits can be applied for in December of 2024.</li> <li>○ Quick turn around. Need to be alert for opening.</li> </ul> </li> </ul> <p>Action:</p> <ul style="list-style-type: none"> <li>● Krysta will look into what is meant by ‘normal school curriculum.’</li> <li>● Becky will follow up with Krysta re: promotional package to share with local donors.</li> </ul>
<p>Current TLS Areas of Need</p>	<ul style="list-style-type: none"> <li>● Playground (~\$150 - (\$200K)             <ul style="list-style-type: none"> <li>○ Interested in integrating a <a href="#">Natural Playscape</a>.</li> <li>○ Community Impact Network builds playgrounds in the 24:1 footprint; but missed the cutoff for this year.</li> <li>○ Can apply existing \$50K of CSP funds if structure isn’t attached to the ground.</li> <li>○ Could apply for \$50K in YOP funding.</li> <li>○ Will know before January if TLS is staying in current location and renovating the warehouse and 7 office spaces Once that is certain Courtney could reach out to Dana Godfrey who builds playgrounds. Matches school funds, and gives one playground away per year.</li> </ul> </li> </ul> <p>Action:</p> <ul style="list-style-type: none"> <li>○ Courtney will reach out to the CSP expert who specializes in using the funds to build impermanent structures and connect that person with Becky and Krysta.</li> <li>○ Krysta will create a grants calendar for EDs and Board.</li> <li>○ ID someone to spearhead this project.</li> </ul> <ul style="list-style-type: none"> <li>● Guidance Counselor (\$60K + benefits = \$80K)             <ul style="list-style-type: none"> <li>○ Possible Grantors: Saigh Foundation, St. Louis Landscape, Tilles Foundation, Dana Brown Charitable Trust</li> <li>○ Need someone with expertise in Social/Emotional development and support</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ <b>Understanding of Special Education</b></li><li>○ <b>Would like to recruit starting in January</b></li><li>○ <b>Grantors would need to know outcomes to be achieved with the students and supplies needed. Job description. Using a specific S/E curriculum? What makes our program stand out? Impact on children.</b></li><li>○ <b>Need a sustainability plan – important to diversify funding sources.</b></li> <li>● <b>iPads for Kindergarten (50 x ~\$350 = \$17, 500)</b><ul style="list-style-type: none"><li>○ <b>Possible grantors STEM/STEAM oriented?</b></li></ul></li></ul>
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# 2024 - 2025 Development Committee Charter

## General Purpose of the Committee

- The purpose of this committee is to model and guide the board, TLS staff, and our families' participation and performance in resource development and fundraising. This is done through (and not limited to):
  - Developing and implementing the organization's **fund development plan**,
  - Creating intentional and appropriate partnerships to increase opportunities for current and future fund development, locally and nationally, and
  - Board members and development committee members work together to learn about the resources needed to achieve the organization's mission of growing our students' leadership capacity through engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

## Committee Composition

Chair	<ul style="list-style-type: none"> <li>● Aaron Williams</li> </ul>
Members	<ul style="list-style-type: none"> <li>● Paula Brown</li> <li>● Terrence (TC) Curry, TLS Board Member</li> <li>● Zaneta Ford</li> <li>● Krysta Graggen, TLS Board Member</li> <li>● Michelle Gregory</li> <li>● Talana Hardon</li> <li>● Crystal Huntspon</li> <li>● Marilyn McCarthy</li> <li>● Elaine McDonald</li> <li>● Caity McDonnell</li> <li>● Terrie Moore</li> <li>● Mourisha Ross</li> <li>● Danielle Williams</li> <li>● Ex-Officio, Dr. Rebecca Langrall, TLS Board Chair</li> </ul>
TLS Staff	<ul style="list-style-type: none"> <li>● Keisha Seymour - Moody, Co-Executive Director</li> <li>● Lauren Hinkson, Lauren Martin, Ashlii Rhodes, Carmen Ward</li> </ul>

## Committee Member Qualifications

Revised 09.11.2024



## 2024 - 2025 Development Committee Charter

*Members should have 1+ of the following qualifications:*

- Experience in or desire to learn more about resource development in a nonprofit space
- Interest in TLS's mission and personalized learning approach,
- Grant writing, fund development, event planning, or communications experience
- Willingness to speak and make connections on behalf of TLS with members of the TLS community and business/funding partners
- Members of the TLS community, including families, community members, staff, or board.

### **Responsibilities of the Committee**

- Chair: Develop and implement policies for board and staff actions related to gift solicitation and recognition
- Chair/Committee Members: Set fundraising goals, develop, and monitor resource development strategies
- Chair/Committee Members: Develop expectations for philanthropic contributions from the board, communicate those expectations, provide leadership by giving, and ensure that all board members make a personal contribution.
  - a. Board members are expected to collectively raise \$10,000 through personal giving, solicitations within their personal networks, and participation in fundraising events.
  - b. All Development Committee members are encouraged to give a monthly contribution of a minimum of \$5.
- Committee: Participate actively in special fundraising events.
  - a. All Board Members will be encouraged to participate in at least three fundraising events throughout the year
  - b. Events will be shared at Board meetings
  - c. All Committee Members are expected to support at least three (3) fundraising events through promotion on social media, buying tickets, and/or committing time to organize them.
- Committee: Ensure that our marketing is strong, current, and based on our organization's mission, goals, and achievements.
  - a. Create a 1-Page for each fundraising event
  - b. Share The Leadership School promotional flyer with all of our contacts
  - c. Leverage personal connections & engage to secure sponsorships (event/school) and donations.

Revised 09.11.2024



## 2024 - 2025 Development Committee Charter

- Committee: Provide information about potential new donors; help to evaluate existing donors for increased contribution levels and frequencies.
- Committee: Monitor fundraising performance to inform future fund-development decisions

### 2024 - 2025 Committee Goals

Goal	Strategy
<p><b>1. By June 30, 2024. build a Long Term Coordinated Finance &amp; Development Fund Plan that works with the Academic Calendar to present to the Board. [Long Term Plan]</b></p>	<p>a. Coordinate with EDs and TLS Board Treasurer to review existing 3 - 5 year financial plan</p> <p>b. Determine where the Development Committee can best contribute.</p>
<p><b>2. By June 30, 2025, raise at least \$10K from Board members and their personal networks by supporting each member to promote and attend at least three (3) TLS events.</b></p>	<p>a. Continually educate the Board on connecting their “Why” with the work of the Committee.</p> <p>b. Partner with individual members to encourage attendance/participation in events?</p> <p>c. Board barometer</p>
<p><b>3. By June 20, 2025, establish partnerships with at least ten (10) local and national organizations and businesses that can build our portfolio.</b></p>	<p>a. Craft clear and persuasive messaging about the purpose and needs of the school.</p>
<p><b>4. By June 30, 2025, raise at least 10 K from partners and community members.</b></p>	<p>Incentivize community members and partners</p>

Revised 09.11.2024



## 2024 - 2025 Development Committee Charter

<p><b>5. Identify 5 - 10 realistic grant opportunities during the AY 2024 - 2025 and apply for at least five (5)</b></p>	<p>Assign a small work team to create a grants calendar, collect documents, write a narrative, oversee reporting.</p>
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### Committee Meeting Date/Time

- First Monday of the month @5:00 pm

### 2024- 2025 Development Committee meeting & work plan by month

	Oct 2024	Nov. 2024	Dec. 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025
<b>Meeting topics</b>	Skating for Change Fundraiser planning  Promote ticket sales through Give Butter Campaign	Grants Meeting  Encourage Board members to set up monthly donations va Give Butter	GivingTues day  Trivia Night publication and marketing  Start working on bowling event	Organize Popcorn Fundraiser (child-led)  Retrieve, organize for families to pick up.  Trivia Night  Bowling Event	Bowling Event	Work on Bowling Event  Planning for Give STL Day	Planning for Give STL Day		
<b>Tasks to execute / do</b>	Send out donation request letters  Share promotional materials	Create donor database  Gather documents for Common Grants App		Line up volunteers Double Good for vendor  Line up vendue, location (aiming for 24:1 footprint) Space for					



## 2024 - 2025 Development Committee Charter

				100 - Check out Pagedale Community Center					
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Potential Responsibility/Goal	Member responsible	Completion date	Notes
Skating for Change Fundraiser (\$10,000)	Carmen/Mourish a	11/30/2024	\$2680 Site \$130 Cash \$2500 MWBC \$1000 Drink House STL \$875 Mr. Williams <b>TOTAL: \$7185</b>
Giving Tuesday (\$5,000)		12/3/2024	
Popcorn Fundraiser (\$5000)	Students/Staff	2/3/2024	To secure \$5000, TLS has to raise \$10,000
Christmas in the Kitchen (\$2000)	Mitzi McDonald	12/10/2024	
Trivia		3/2024	Chris Kremeyer
Bowling		4/2024	
Give STL Day			

# Coversheet

## Governance Committee

**Section:** III. Board Reports  
**Item:** D. Governance Committee  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 11.25.24 Governance Committee Meeting Agenda & Notes.pdf  
DRAFT Committee Revision Proposal.pdf  
2. TLS 2024 - 2025 Governance Committee Charter.docx-1.pdf





## Governance Committee Meeting Agenda and Notes - 11/25/24

**TLS Mission: The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.**

### TLS School Goals (All)

#### **Goal 10 - Board Engagement:**

- Each year, 100% of board members will attend, at a minimum, 80% of the scheduled board meetings.
- For each fiscal year, 100% of board members will contribute financially to fundraising goals.

#### **Goal 12 - Data Reporting:**

- Annually, at least 90% of state data, reporting and compliance submissions to the sponsor and to DESE will be accurate and on time.

### **2024 - 2025 Governance Committee Goals**

- 1. 100% compliance with TLS Charter and Missouri Public School Expectations.**
  - a. Action: Ensure compliance by reading, synthesizing, and regularly sharing legal expectations with the Board and Co-Executive Directors based on the TLS charter, TLS Bylaws & Policies, DESE, and the MSPSC
  - b. Action: Recommend and develop additions and revisions to the Bylaws, as needed.
  - c. Action: Monitor report submissions to ReportWell.
- 2. 90% or higher satisfaction by TLS Leaders with the lifecycle plans for school board members as reported on end-of-year self-report evaluations.**
  - a. Action: Develop structured onboarding, goal-setting, continuous development, and efficient functioning.
- 3. 90% or higher satisfaction by TLS Leaders (EDs, Board) with assessment and evaluation processes**
  - a. Action: Develop useful, relevant criteria and implement effective assessment and evaluation processes

**Standing Meeting Dates for 2024 - 2025: 3rd Monday @ 4:30 PM**

<https://us06web.zoom.us/j/85797465297?pwd=XbeIY0QmOIM0G4bbvS58D8mjbAaDv9.1>

**Date of this Meeting: 11/25/24**

**Members Present: Gary, Becky**

<p><a href="#">Bylaws</a></p>	
<p><b>1. Compliance</b> MCPSC 2024 Site Visit - 11.8.24</p>	<p><b>Background:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">MCPSC TLS 2023 Annual Performance Report</a></li> <li>○ <a href="#">MCPSC Performance Framework</a> used to evaluate schools in their portfolio and produce the report</li> <li>○ Recommendation last year that the Board monitor timeliness of school report submissions.             <ul style="list-style-type: none"> <li>■ Meeting the standard requires 100% material compliance and 95% on time.</li> </ul> </li> </ul> <p><b>Updates</b></p> <ul style="list-style-type: none"> <li>○ Becky and Gary now have access to review the calendar of expected submissions in ReportWell and which TLS reports have been uploaded and when, each month.</li> <li>○ MCPSC Consultant Marisol Rodriguez will attend the 12/3/24 Board meeting to complete data collection for the 2024 TLS Performance Report</li> </ul>
<p><b>2. Compliance</b> Proposal for Revision of Committee Structure</p>	<p>To help streamline communication and ensure aligned goals, the Governance Committee recommends we:</p> <ul style="list-style-type: none"> <li>● Eliminate the Executive Committee</li> <li>● Fold goals from Executive into Governance and other Committees (compliance with reporting expectations, fostering communication between EDs and Board)</li> <li>● Ensure EDs become committed members of two Board Committees each, but are welcome to attend any Committee meeting.             <ul style="list-style-type: none"> <li>○ Will help the committee chair and secretary to plan meeting agendas.</li> <li>○ Basis of the collaboration from Expectations in <a href="#">TLS Charter</a>, <a href="#">TLS Bylaws</a>, <a href="#">Commission Performance Framework</a> and <a href="#">2023 Commission Report for TLS</a></li> </ul> </li> <li>● Committee will present a <a href="#">formal proposal</a> at the Dec. 3 Board meeting for review and approval.</li> </ul>
<p><b>3. Committee Charter</b></p> <p><a href="#">Board Member Agreement</a></p> <p><a href="#">MO /TLS Model Bylaws</a></p> <p><a href="#">Transition Task List</a></p>	<ul style="list-style-type: none"> <li>● Reviewed/revised <a href="#">Governance charter</a> doc for Dec. 3 Board Presentation</li> <li>● Work plan includes:             <ul style="list-style-type: none"> <li>○ Develop a Board Handbook</li> <li>○ Co-create an ED evaluation tool</li> <li>○ Succession plan and additional items as outlined in the Task List.</li> <li>○ Review charter amendments posted on MCPSC website.</li> <li>○ Review revisions introduced by the EDs last summer that have not yet been submitted to the</li> </ul> </li> </ul>

	<p><b>Commission.</b></p> <ul style="list-style-type: none"> <li>○ Board Info (meetings, interest, current members, procedure for joining) added to new website</li> <li>○ Parent, Staff, Student Handbooks</li> </ul>
<p><b>4. Monitoring Data Reporting</b></p>	<ul style="list-style-type: none"> <li>● Received updated login from MCPSC to ReportWell platform to check status of report uploads for November. Reports are now visible.</li> <li>● On time submissions <a href="#">improved in October</a> from <a href="#">previous months</a>.</li> <li>● Requested login for Gary to monitor financial reporting.</li> </ul>
<p><b>5. Assessment &amp; Evaluation</b></p>	<p>For EDs:</p> <ul style="list-style-type: none"> <li>● <a href="#">Employment Contract for Keisha</a></li> <li>● <a href="#">Employment Contract for Courtney</a></li> <li>● <a href="#">Division of Roles and Responsibilities</a> - KS and CM</li> <li>● Resources to design the evaluation doc and process <ul style="list-style-type: none"> <li>○ <a href="#">Building Level Administrator Rubric</a></li> <li>○ <a href="#">District Level Administrator Rubric</a></li> <li>○ <a href="#">DESE Administrator Rubric - 2023</a></li> <li>○ Board on Track ED Self-Evaluation Questions <a href="#">here</a> and <a href="#">here</a></li> </ul> </li> </ul> <p>For the Board:</p> <ul style="list-style-type: none"> <li>● Board on Track Board <a href="#">Self-Evaluation Questions</a></li> </ul>
<p><b>6. Life Cycle Planning</b></p> <p><a href="#">TLS Board Member Professional Development Tracker</a></p> <p><a href="#">TLS ED Professional Development Tracker</a></p>	<ul style="list-style-type: none"> <li>● § 160.400.14 RSMo - Board members need to complete background checks (MACHS). (p. 175 of Bylaws, “Background Checks and Fingerprinting Policy”) - Requested Board members to stop by TLS to have their IDs scanned.</li> <li>● PD Assignments for Dec. 3 <ul style="list-style-type: none"> <li>○ Krysta - Bylaws Article III. Directors, Sec. 3.2 Powers, p. 27</li> <li>○ Gary - Article VII. General Provisions, Sec. 7.5 Liability &amp; Indemnification, p. 40</li> <li>○ Becky - Board Professional Development Policy, p. 62</li> </ul> </li> <li>● <a href="#">Google Slides</a> for Most Important Points (MIPs) <ul style="list-style-type: none"> <li>○ 1 - 3 slides per topic</li> <li>○ 1 - 2 mins per speaker</li> </ul> </li> </ul>

## **DRAFT Committee Revision Proposal 12/3/24**

Regular communication between the Executive Directors and the Board is outlined in the [TLS Charter](#), [TLS Policies and Bylaws](#), the [Missouri Charter Public School Commission Performance Framework](#) and the [MCPSC 2023 Evaluation of The Leadership School](#).

To streamline communication and ensure alignment of goals, the Governance Committee recommends the Executive Committee be eliminated and its goals (compliance with reporting expectations, fostering communication between EDS and the Board) be folded into the other committees. The Committee further recommends that the Executive Directors become committed members of two Board Committees each, but are welcome to attend any Committee meeting at any time. Further, it is recommended that they will provide input to the committee chairs and secretary on monthly meeting agenda planning.



## Governance Committee Charter 2024-2025

### General Purpose of the Committee

- The Governance Committee is responsible for **overseeing** the activities, membership, and committees of The Leadership School (TLS) Board, providing **ongoing feedback** on the **structure and functioning** of both.
- In addition, the Governance Committee plays a crucial role in designing and implementing an **assessment and evaluation** process for Board Members and School Leaders.
- Ultimately, the Governance Committee ensures that the Board and Co-Executive Directors are consistently **monitoring compliance** with DESE and the Missouri Charter Public School Commission policies.

### Committee Composition

Chair	<ul style="list-style-type: none"> <li>● Krysta Grangeno</li> </ul>
Members	<ul style="list-style-type: none"> <li>● Gary Stevenson, TLS Board Treasurer</li> <li>● Rebecca Langrall, Committee Secretary and TLS Board Chair</li> </ul>
TLS Staff/ Community Members	<ul style="list-style-type: none"> <li>● Keisha Moody-Seymour, TLS Co-Executive Director</li> </ul>

### Committee Member Qualifications

- Must be a TLS board member; or



## Governance Committee Charter 2024-2025

- Must meet one of the following qualifications:
  - a. Be a TLS staff member who is:
    - i. A **full-time** staff member
    - ii. In **good standing with the school** as determined by TLS employee guidelines
    - iii. **Able to attend regularly scheduled** TLS Governance Committee meetings, full board meetings, and other board-related activities
  - b. Preferably possess **previous experience related to governance committee structures, responsibility, and policies** or other experience the Board may find pertinent
  - c. A **Community stakeholder** with an interest in charter school governance

### Responsibilities of the Committee

- **Perform** the duties of the Committee as set forth in this charter

### Recruitment and Education

- **Identify individuals** qualified to become Board members and to recommend to the Board nominees for consideration
- Establish the procedures and processes by which to **develop board members' understanding** of their roles and responsibilities
- Ensure the Board is leading TLS towards its mission, purpose, and objectives by **sharing summaries** of relevant sections of TLS Charter documents, TLS Policies, and TLS Bylaws at Board meetings

### Compliance and Committee Oversight

- **Ensuring school leaders and Board members comply with all statutory and regulatory requirements as outlined in the TLS Charter.**
- **Review and determine** the size, composition, function, and duties of board **committees**
- Ensure board committees are operating effectively and following bylaws and policies, by **representing the Governance Committee while attending other Committees' meetings** and reviewing Committees' meeting agendas and minutes



## Governance Committee Charter 2024-2025

### Assessment and Evaluation

- Create and maintain a **board calendar** that includes scheduling a **semi-annual review** of Board agreements and conduct self-assessments by the Board and EDs.
- Oversee and approve the process and guidelines for the **annual evaluation** of the performance of TLS Directors, the Board, and its committees
- Support the **use of feedback** to adjust actions and increase effectiveness.

### 2024-2025 Goals of the Committee

- **100% compliance with TLS Charter and Missouri Public School Expectations.**
  - Action: Ensure compliance by reading, synthesizing, and regularly sharing legal expectations with the Board and Co-Executive Directors based on the TLS charter, TLS Bylaws & Policies, DESE, and the MSPSC's expectations.
  - Action: Recommend and develop additions and revisions to the Bylaws, as needed.
  - Action: Monitor report submissions to ReportWell.
- **90% or higher satisfaction** by TLS Leaders with the **lifecycle plans** for school board members as reported on end-of-year self-report evaluations.
  - Action: Develop structured onboarding, goal-setting, continuous development, and efficient functioning
- **90% or higher satisfaction by TLS Leaders (EDs, Board) with assessment and evaluation processes**
  - Action: Develop useful, relevant criteria and implement effective assessment and evaluation processes



## Governance Committee Charter 2024-2025

### Monthly Committee Meeting Date/Time

- Third Monday of the month at 4:30 PM, virtual

### 2024-25 Governance Committee meeting & work plan by month:

	Sept 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025
<b>Meeting topics/ items to discuss or draft</b>	Understand the scope of the committee's responsibilities  Encourage reaching out to TLS staff/community members at Sept. 24 Board meeting to encourage recruitment.	Read the Bylaws, Policies, and Charter	-Read the Charter -ID criteria for Board and ED self-assessment - Checklist of Board docs required to stay in compliance	Begin review of ED contracts, job descriptions and evaluation categories.  Begin work on <b>Board Handbook</b> , including succession planning.  Help with update of new <b>website</b> re: Board info: <b>(meeting dates, current members' pics/bios, procedure for expressing interest in joining; meeting minutes)</b>	<b>Mid-Year Board Self-Evaluation:</b> (Jan. 3, intro; Jan. 28 share out)  Continue review of <b>evaluation criteria</b> & collaborate with EDs re: progress indicators  <b>Continue work on Board Handbook</b>	Share key content from the <b>MCPSC Portfolio Conference</b>  <b>Continue work on Board Handbook</b>
<b>Items</b>	Develop	-Complete committee		<b>Organize Board</b>	Provide report on	Presentation on Key





**THE LEADERSHIP SCHOOL**  
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

## Governance Committee Charter 2024-2025

<p><b>finalized this month</b></p>	<p>committee charter goals</p> <p>Review docs on the MCPSC website</p>	<p>charter</p> <ul style="list-style-type: none"> <li>-Met with MCPSC Chair</li> <li>-Met with BOT Rep</li> </ul>		<p><b>Committee PD-Based Presentations</b></p>	<p>synthesis of Board mid-year Self-Evaluation</p> <p><b>Organize Board Committee PD-Based Presentations</b></p>	<p>Takeaways from the Conference</p> <p><b>Organize Board Committee PD-Based Presentations</b></p>
<p><b>Tasks to execute/ do</b></p>	<ul style="list-style-type: none"> <li>- Started reading the Bylaws and Policies</li> <li>- Met with outgoing TLS Board Chair and Chair of Atlas Charter for orientation</li> <li>- Shared Board Member Agreement Docs and expedited MEC filing requirements (ID portal, directions, location of disclosure forms for 2023 activity) to new board</li> </ul>	<ul style="list-style-type: none"> <li>- Plan Board Retreat</li> <li>- Finish review of Policies/ Bylaws and <b>divide into chunks</b> for reporting</li> <li>-Review monthly committee notes</li> </ul>	<p>Create assignments for Board Members to report on Policies and Bylaws at Board meetings</p>	<p>Monthly reports by Board members on the content of the Policies, and Bylaws at Board meetings, as well as committee-specific training (technical terms), concepts, key info</p>	<p>Monthly reports by Board members on the content of the Policies, and Bylaws at Board meetings, as well as committee-specific training (technical terms), concepts, key info</p>	<p>Monthly reports by Board members on the content of the Policies, and Bylaws at Board meetings, as well as committee-specific training (technical terms), concepts, key info</p>



## Governance Committee Charter 2024-2025

	members.					
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	Mar 2025	Apr 2025	May 2025	Jun 2025
<b>Meeting topics/ items to discuss or draft</b>	<p><b>Development of ED evaluation and process</b></p> <p><b>Parent, Staff, &amp; Student Handbook Development</b></p>	<p><b>Finalize ED evaluation</b> rubric, process</p> <p><b>Succession plans</b> for Board Members, EDs</p>	<p><b>ED Evaluation</b> - solicit input from EDs and the Board</p>	<p>End of Year Evaluation Report for Board and EDs</p> <p>Review TLS Charter Amendments on MCPSC website, including those not yet uploaded to the website.</p>
<b>Items finalized this month</b>	<p>Board Handbook</p> <p><b>Organize Board Committee PD-Based Presentations</b></p>	<p>Drafts of plans to share with Leaders for feedback.</p> <p><b>Organize Board Committee PD-Based Presentations</b></p>	<p><b>Organize Board Committee PD-Based Presentations</b></p> <p><b>Work on Summer Retreat Planning</b></p>	<p><b>Organize Board Committee PD-Based Presentations</b></p> <p><b>Work on Summer Retreat Planning</b></p>
<b>Tasks to execute/ do</b>	<p>Monthly reports by Board members on the content of the Policies, and Bylaws at Board meetings, as well as committee-specific training (technical terms), concepts, key info</p> <p>Gather resources for Parent, Staff, &amp; Student Handbook</p>	<p>Monthly reports by Board members on the content of the Policies, and Bylaws at Board meetings, as well as committee-specific training (technical terms), concepts, key info</p> <p><b>Succession docs</b> to be presented at April 29 Board meeting</p>	<p>Monthly reports by Board members on the content of the Policies, and Bylaws at Board meetings, as well as committee-specific training (technical terms), concepts, key info</p> <p>Continue developing Parent, Staff, &amp; Student Handbooks</p>	<p>Monthly reports by Board members on the content of the Policies, and Bylaws at Board meetings, as well as committee-specific training (technical terms), concepts, key info</p> <p>Presentation of EDs Evaluation</p> <p>Presentation of Parent, Staff, &amp; Student Handbooks</p>



## Governance Committee Charter 2024-2025

	Development	Continue developing Parent, Staff, & Student Handbooks		
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Potential Responsibility/Goal	Member Responsible	Completion date	Notes
Complete <b>Governance Committee Goals</b>	Gary & Becky	Sept. 24 Board meeting	Proposed revision of committee; elim Exec Comm and include its goals in other Committees.
Complete the <b>Governance Committee Charter</b>	Becky & Gary	Nov. 25	Present at Dec. 3 Board Meeting
Read the <b>Bylaws &amp; Policies</b>	Gary/Becky	Oct. 22	Determine key points - Becky
Divide into <b>chunks</b> for sharing	Becky	Oct. 22	Share first chunks at Dec. 3 Board meeting - Gary
Read the 22 - 27 <b>TLS Charter</b>	Gary/Becky	Nov. 25	Create a list of key points - Becky
Divide into <b>chunks</b> for sharing	Becky	Nov. 25	Share first piece/s of key info at Dec. 3 Board meeting
Engage in Board <b>Recruitment</b>	Both	On-going	Need at least one more member, preferably with a background in law
<b>OnBoarding &amp; Development</b>	Both	Nov. 6	Planning for Board Retreat



## Governance Committee Charter 2024-2025

Process		By Nov. 25 By Nov. 25	Conflict of interest statements distributed Background checks information shared
Ongoing <b>compliance</b> topics	Becky	Dec. 3 By Dec. 31	Conflict of interest statements signed Background checks completed
ID <b>Self-Assessment</b> criteria and processes for Board/Committees/EDs	Becky	Started in Sept. Complete by Dec. 15	Pulled content from Board on Track
ID <b>Evaluation</b> criteria and process for Board and EDs	Becky	September November Dec/January	EDs; BOT, Admin Eval Rubric Review with Committee Review with EDs Board: BOT questions, Conduct Self-Eval in January Report patterns - Jan Follow up from Self-Eval - Feb - June
Review <a href="#">Governance videos</a> from Ed Partners on YouTube and other resources compiled in the <a href="#">Committee-Based Resource for Professional Learning</a>	All	Monthly	Share Most Important Points at Board Meetings.
Create assignments for other committees to update Board	Becky		



## Governance Committee Charter 2024-2025

Attend <b>MCPSC Portfolio Conference</b> 1/27 - 1/28	Becky, Gary, Courtney, Keisha, Stephanie?		

# Coversheet

## School Performance Committee Report

**Section:** III. Board Reports  
**Item:** E. School Performance Committee Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
11.11.24 School\_Performance\_Committee\_Meeting\_Agenda\_and\_Notes.pdf  
2024-25 SSD TLS Partnership Agreement View Only.pdf



## School Performance Committee Meeting Agenda and Notes- 11.11.24

**TLS Mission: The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.**

### Original TLS School Goal (All areas)

### **Updated Academic Goals (Summer 2024)**

**MAP Lag Goal: 37% of students will achieve proficiency in ELA on the Missouri MAP State Exam in Spring 2025. 25% of students will achieve proficiency in Mathematics on the Missouri MAP State Exam in Spring 2025. In 2023-2024, 18.5% of students were proficient/advanced in ELA and 9.3% of students were proficient/advanced in Mathematics.**

**NWEA Lag Goal: 32% of students will achieve proficiency in ELA on the Spring EOY NWEA Assessment. In 2023-2024, 16% of students were proficient in Math and 16% were proficient in Reading.**

**30% of students will achieve proficiency in Math on the Spring EOY NWEA Assessment.**

### **Lead Indicators:**

- Q1 & Q2 (Semester 1) 20 4th grade students enrolled in Ignite tutoring sessions, 2 hours per week
- Q1 Every teacher will receive 4 action steps
- Q1 The ILT will hold 5 instructional walkthroughs that inform weekly PD - Q2 Every teacher will receive 4 action steps
- Q2 The ILT will hold 5 instructional walkthroughs that inform weekly PD - Q3 & Q4 (Semester 2) 20 4th grade students enrolled in Ignite tutoring sessions, 2 hours per week
- Q3 Every teacher will receive at least 3 action steps directly aligned to coaching feedback and data collected from MOY assessments
- Q3 The ILT will hold 5 instructional walkthroughs that inform weekly PD - Q4 Every teacher will receive at least 2 action steps directly aligned to coaching feedback
- Q4 The ILT will hold 5 instructional walkthroughs that inform weekly PD **Milestones**
- 20% of students will be proficient on NWEA ELA and Math assessments in Winter MOY - 50% of students will meet their growth goals by

Spring NWEA

### **Updated Student Culture Goals (Summer 2024)**

**Lag goal: By EOY 85% of students will respond positively on the SEL Web Survey that “their voice matters.”**

**By EOY 85% of families will respond positively on a formal survey that “they are satisfied with The Leadership School.”**

#### **Lead Indicators:**

- Q1 By 10/1 - 60% of students will respond positively on the SEL Web Survey that “their voice matters.”
- Leader in Me Lessons with our SEL Teacher 2-3 times per week
- 8/26 Students will begin a check in/check out with a staff member (teacher, SEL Teacher, Office Manager, ect) if needed
- By 9/3 SEL Groups will begin –focus small group setting, groups will target success for students with tier 2 and tier 3 identified behaviors.
- Weekly Pride Meeting with recognized student leaders at each meeting
- On culture audit 1 60% of routines will score proficient plus on the school culture rubric - By August 31 the culture audit document will be finalized
- Minute by minute procedures will be written, trained, and practiced the second week of Summer Institute
- During week 1 - All whole school routines and procedures will be audited, adjusted, and solidified through daily walkthroughs
- Q3: 80% of routines will score proficient plus on culture audit 2 during Q3 - In January PD, 1 lagging whole school routine/procedure will be retrained, practiced and solidified for relaunch
- The week of January 6, refresh routine will be audited, adjusted, and solidified through daily walkthroughs
- Families will participate in Family University monthly. Each family will commit to attending 1 Family University. Each month will be dedicated to programming aligned with family survey results and include and academic support and SEL component.

#### **2024 - 2025 Committee Goals**

- 1. (Committee Operations) On end-of-year self-assessments, 90% or more of School Performance Committee members report strongly agree that the Committee functioned optimally.**
  - Create an action plan that includes meeting dates, tasks, and action steps for the committee by October 30, 2024
  - Meet monthly with the Executive Directors to review benchmark, curriculum-based, and walkthrough data capturing progress toward academic and climate indicators.
  - Recruit committee members from the Board, school and community



- 2. (Board Education) On End-of-year self-assessments, 80% or more of TLS Board members report:**
- a. **An understanding of high use technical terms and acronyms associated with achievement and climate data.**
  - b. **Ease with interpreting data displays of NWEA, iReady, climate survey, monthly school attendance, tardies, and discipline data.**
  - c. **An ability to explain how each grade level is performing at the mid and end of year relative to key performance indicators as compared to students in other local charter and public schools.**
- Develop a process to educate and train the Board and school stakeholders on proper academic oversight by November 30, 2024
    - Educate the Board and stakeholders on key terminology, academic indicators, how to read data reports (includes parents, educators, and community)
    - Generate a monthly report to the Board within our Committee meeting minutes based on synthesizing school performance and climate data.
    - Recruit committee members from the Board, school and community
- 3. (Data-Driven) On end-of-year self-assessments, 90% or more of School Performance committee members report satisfaction with School Performance Committee and Executive Director efforts to use key performance indicators to guide academic and school climate-related decision-making.**
- a. Analyze performance and climate data at least four times this year (i.e. quarterly) for the purpose of communication to the Board and school community/stakeholders.
    - Research and determine resources for collecting comparative data
    - In collaboration with the co-executive director(s)/school leader(s), complete a quarterly SWOT analysis based on data to help determine action steps for continued student success.

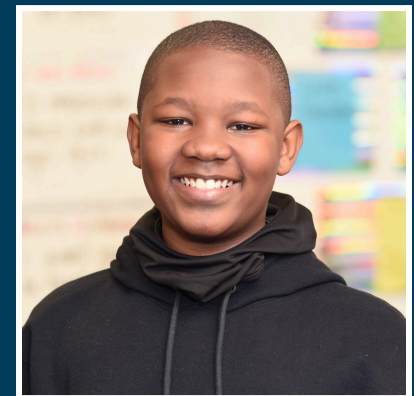
<a href="#">Board Responsibilities</a>	TLS Charter	<a href="#">TLS Board Task List</a>	<a href="#">School Performance Committee folder on Drive</a>
Meeting Dates for 2024 - 2025: <b>2:45 - 3:45 PM the second Monday of the month</b>			<a href="#">Google calendar</a>
Date of this Meeting: Nov. 11, 2024 2:45 PM Link: <a href="https://us06web.zoom.us/j/86499892936?pwd=auvJEduy9bATMabdKbZwNVAeSbiAxu.1">https://us06web.zoom.us/j/86499892936?pwd=auvJEduy9bATMabdKbZwNVAeSbiAxu.1</a>		Present: Carrie Page, Rebecca Langrall, Stephanie Madlinger, Kiesha Moody-Seymour, Courtney Moulder	

<b>Meeting ID: 864 9989 2936</b> <b>Passcode: 920468</b>	
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Topic															
<b>1. Data Dashboard</b>  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0056b3; color: white;"> <th style="padding: 2px;">Week Of:</th> <th style="padding: 2px;">Testing Session:</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">August 26th</td> <td style="padding: 2px;">BOY NWEA Testing</td> </tr> <tr> <td style="padding: 2px;">September 2nd</td> <td style="padding: 2px;">BOY iReady Testing</td> </tr> <tr> <td style="padding: 2px;">December 16th</td> <td style="padding: 2px;">MOY NWEA Testing</td> </tr> <tr> <td style="padding: 2px;">March 10th</td> <td style="padding: 2px;">EOY NWEA Testing</td> </tr> <tr> <td style="padding: 2px;">April 28th- May 5th</td> <td style="padding: 2px;">MAP Testing</td> </tr> <tr> <td style="padding: 2px;">May 12th</td> <td style="padding: 2px;">EOY iReady Testing</td> </tr> </tbody> </table>	Week Of:	Testing Session:	August 26th	BOY NWEA Testing	September 2nd	BOY iReady Testing	December 16th	MOY NWEA Testing	March 10th	EOY NWEA Testing	April 28th- May 5th	MAP Testing	May 12th	EOY iReady Testing	<ol style="list-style-type: none"> <li>1. <b>Status of Innovere dashboard</b> <ol style="list-style-type: none"> <li>a. <b>Original is built and shows BOY scores from iReady/NWEA</b></li> <li>b. <b>The Opportunity Trust encouraged use of another dashboard to track formative assessment data (Exit tickets, Student Practice, Discussion Observation Protocols). OT is working on this and Courtney will let us know when it is done.</b></li> </ol> </li> </ol>
Week Of:	Testing Session:														
August 26th	BOY NWEA Testing														
September 2nd	BOY iReady Testing														
December 16th	MOY NWEA Testing														
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April 28th- May 5th	MAP Testing														
May 12th	EOY iReady Testing														
<b>2. Support for Scaffolded Instruction</b>	<p><b>Discussion:</b>                      Current PD emphasis in Wednesday PDs at the Delmar Divine is on unpacking a lesson and the accompanying assessment, by identifying the learning targets and the stairsteps/scaffolds needed to reach the target based on students' varied starting points.</p> <p><b>Action:</b></p> <ol style="list-style-type: none"> <li>1. <b>SSD uses Fastbridge for benchmark assessment/progress monitoring. Will investigate potential use with gen ed students to help with clarifying starting points for scaffolding lessons.</b></li> <li>2. <b>Students need 30-minutes a day with a fluency curriculum in math and reading to strengthen their starting points for instruction.</b></li> <li>3. <b>Board will review a reading curriculum lesson to understand how it might be scaffolded for students at different starting points.</b></li> </ol> <ol style="list-style-type: none"> <li>1. <b>Next Scaffolding PD training is Wednesday, Dec. 4, at Delmar Divine</b></li> <li>2. <b>SP Committee members will come in and observe classes on Thursday, 11/14 @ 11:00 AM.</b></li> </ol>														
<b>2. <a href="#">SP Committee 2024 - 2025 Charter</a></b>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>● <b>Set up a work group meeting to build out the annual work plan for the SP charter presentation at the Jan. 7 Board meeting.</b></li> </ul>														

<p><b>3. SP Committee Role in Educating the Board</b></p> <p><a href="#">Technical Terms</a></p>	<p><b>Action:</b></p> <ol style="list-style-type: none"> <li><b>1. Identify terms the Board still has questions about and share definitions at the Dec. 3 meeting</b></li> </ol>
<p><b>4. Professional Learning</b></p> <p><a href="#">Committee-Based Resources for Knowledge Development</a></p> <p><a href="#">Board Member PD Tracker</a></p>	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li><b>• Governance committee will assign chunks of the Charter and the Bylaws to individual committee members to share at each Board meeting going forward, to educate the rest of the Board on the responsibilities of the School Performance Committee.</b></li> </ul>
<p><b>5. Upcoming</b></p>	<ol style="list-style-type: none"> <li><b>1. Review the Revised Lag Goals and Indicators above against the MOY data.</b></li> <li><b>2. Develop an observation protocol for monitoring progress within the Individualized Learning Block (ILB) and for tracking discussion participation.</b></li> <li><b>3. Review the SSD Partnership Agreement with TLS</b></li> </ol>
<p><b>Resources</b></p>	<p><a href="#">Learning Progressions</a> (scaffolding support within the Individualized Learning Block to help students access grade level standards/material - Edutopia)</p> <p><a href="#">Hyperrubrics</a> (guide differentiated instruction by clarifying performance steps toward desired achievement targets - Cult of Pedagogy)</p> <p><a href="#">Working with Leveled Texts</a></p> <p>Robin Wahby, Executive Director - MCPSC          Noah Divine, Executive Director - MCSA          Kent Peterson - Education Board Partners</p>

# Educational Partnership Agreement of St. Louis County 2024-25 School Year



Educational Partnership Agreement of St. Louis County

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Revised July 2022

## Educational Partnership Agreement of St. Louis County

### Executive Summary

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**Partnership** – a relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal.

- *The American Heritage Dictionary*

### Background

Special School District (SSD) of St. Louis County, the largest specialized education provider in the state, equips and empowers students of all learning abilities to excel to their greatest potential. This is realized through an inclusive, collaborative approach, supported by our comprehensive resources and deep expertise - all of which is centered on each student's unique needs.

SSD provides special education services for all St. Louis County students with disabilities and career technical education for area high school students. SSD's status as a public school district with its own tax levy provides St. Louis County and Partner Districts with a unique educational delivery system for special education and career technical education. Another unique aspect of SSD is its governing structure. The SSD Governing Council, which is made up of one member of the Board of Education from each of the 22 Partner Districts, approves SSD's budget and its Comprehensive School Improvement Plan (CSIP), and elects the members of the SSD Board of Education.

This governance structure coupled with a distinctive educational delivery system provides many opportunities for partnership among SSD and Partner Districts.

### Mission, Vision, Core Values

#### Mission

To support and empower students of all learning abilities to excel to their greatest potential.

#### Vision

All students realize their full potential in life and learning.

#### Values

Equity • Commitment • Collaboration

### SSD Equity Statement

Educational Equity exists when EACH STUDENT has opportunity and access to resources that focus on positive learning outcomes. This is achieved through an intentional focus on purposeful engagement, rigorous and individualized instruction, and relevant experiences. [SSD's Equity Framework can be found via this link.](#)

## Educational Partnership Agreement of St. Louis County

### Executive Summary

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#### Outcome

SSD and Partner Districts are committed to a collaborative model to include expectations in the following categories:

1. Staffing
2. Teaching, Learning and Accountability
3. Collaboration of Responsibilities and Resources
4. Student Services
5. Data and Technology
6. Transportation
7. Career and Technical Education (CTE)

Ultimately, the heart of the Educational Partnership Agreement is to do what is best for kids in an integrated and seamless manner.

Educational Partnership Agreement of St. Louis County

## Category 1: Staffing

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SSD and Partner Districts will:

1. Collaborate and provide feedback in the selection, supervision, and goals of staff including, teachers, paraprofessionals, and others as appropriate (e.g., directors, principals, assistant principals, area coordinators, etc.).
2. Share partnerships and collaborate around potential alternative staffing models.
3. Collaborate around scheduling and staffing allocations to ensure equity, transparency and understanding of decision-making at the District and school level.
4. Collaborate at the District and school level to identify strategies (e.g., engagement, climate, culture, etc.) to increase the recruitment, hiring and retention of a diverse workforce.
5. Review collective bargaining agreements at all levels (e.g., Board, District, building) annually.
6. SSD and partner district administrators will collaborate on the identification of performance-based evaluation components to determine a plan of action should performance issues arise with staff.

As evidenced by:

- Teacher fill percentage
- Para fill percentage
- SSD and partner district internal transfer rate
- SSD and partner district new teacher retention



Educational Partnership Agreement of St. Louis County

## Category 2: Teaching, Learning, and Accountability

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SSD and Partner Districts will:

1. SSD and partner district will collaborate to annually update the integrated tiered model of instruction gap analysis and professional learning plan for the district. Professional Learning should be differentiated and customized within the partner district's instructional context. Content will include best practices in collaborative teaching and differentiated instruction as well as areas identified through the gap analysis (including systematic support designed around cultural proficiency and trauma-informed practice, Explicit Instruction, equity).
2. Partner district staff will have access to professional learning resources through SSD. Offerings will be listed in our SSD Professional Guide available on our website.
3. SSD and partner district administration will provide annual professional learning for all staff (general and special education) on how to be an effective member of an IEP team, including roles and responsibilities regarding implementation of the IEP, evaluation process, and Care Team Process. (including things to consider: effective accommodations, modifications, assistive technology and augmentative communication in accessing the general education environment, progress monitoring, and reporting progress on IEP goals).
4. SSD and partner district will coordinate professional learning opportunities including DEIA, scheduling, opportunities for specialized and district led initiatives.
5. SSD and partner districts will coordinate/support mentoring and induction processes that include Framing the Framework in school settings for new educators. [SSD's Equity Framework can be found using this link.](#)
6. Partner district will supply all materials, instructional resources and technology for the general education curriculum implemented in both the general education and special education setting. SSD will supply specialized materials and assistive technology to address unique needs of students.
7. SSD and partner districts will share responsibility and accountability of assessments, data and monitoring of student achievement. Data points groups include but are not limited to historically underrepresented, underserved, and marginalized groups.
8. SSD Directors and Special Education Coordinators will collaboratively meet annually and at the end of each academic school year with the Partner District Superintendent to review their individualized Administrator Performance Review Standards and Indicators. The Partner District Superintendent can provide feedback that will be used when developing annual future goals.

## Educational Partnership Agreement of St. Louis County

9. SSD Directors and Special Education Coordinators will present at the start of each academic year to the SSD Leadership and the Partner District Leadership, goals in the areas of numeracy, literacy, and social emotional. Additionally, the presentation will include an overview of engagement survey focus areas and goals.

As evidenced by:

- Number and type of training provided (SSD and General Education)
- Evaluation ratings on professional learning activities
- Gap Analysis and Integrated Tiered Models
- Jointly developed professional learning plan for each partner district that addresses special education and career and technical education
- Annual Performance Review Artifacts
- Partner District Goals

Educational Partnership Agreement of St. Louis County

## Category 3: Collaboration of Responsibilities and Resources

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SSD and Partner Districts will:

1. SSD and general education teachers will partner to ensure the following for students who may be eligible or are receiving special education services:
  - a. referral and identification;
  - b. IEP process (planning and participation);
  - c. provision of supports and services as documented in the IEP;
  - d. students in crisis;
  - e. and communication.
2. SSD and general education teachers, school psychologist, coordinator of special education, and principal will follow process protocols for situations in which the IEP/evaluation team is unable to reach consensus on what is appropriate for the student.
3. *To ensure alignment with the Local Compliance Plan, General Assurance Document, and Principal & Coordinator Collaboration Tool, SSD leadership and partner district leadership will partner to ensure that equitable practices and spaces are allocated for special education programming and personnel. (\*revised 23/24 SY)*
4. Director of special education and liaison will partner to ensure equitable distribution of materials resources and technology for general education curriculum implemented in both the general and special education setting. SSD will supply specialized materials, assistive technology to address unique needs of students and needs that address disproportionality.
5. Executive director, SSD directors, and partner district superintendents will partner to ensure that Partnership domains/categories will be considered in the strategic planning process in each partner district.
6. Executive director, SSD directors and partner district superintendents (or designee) will assess the collaborative relationship annually and provide support to enhance collaboration as required.
7. The SSD director of special education and partner district liaison will conduct annual reports to the SSD BOE, Governing Council and partner district BOE on the partnership agreement process and components of – as requested.
8. SSD Director and partner district liaison have collective ownership in communicating across departments, including but not limited to the communications departments, attending Parent Advisory Councils in Partner Districts, and FACE (Family and Community Engagement).

As evidenced by:

- Percentage of general education teacher attendance at IEPs
- Percentage of buildings that completed AC/Principal Relationship Tool and developed action plans
- Partnership agreement sign-off
- Assurance document sign-off
- SSD engagement survey results
- Survey on satisfaction of space for SSD teachers/students
- Information presented to the Board of Education in partner districts

## Educational Partnership Agreement of St. Louis County

- Special Education Director and Special Education Coordinator attendance at Parent Advisory Councils in Partner Districts

### Category 4: Student Services

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SSD and Partner Districts will:

1. Work together to ensure the success of all students (with or without IEPs) in living their best lives by creating and continuously improving a seamless, integrated system of education and support.
2. Collaborate to design, implement, evaluate and improve multi-tiered systems of support (e.g., academic, PBIS, RtI, SEL) for each student.
3. Every partner district will have equal access to Career Technical Education, special education and related services, technology, professional learning, alternative education, etc. required to meet the specific needs of students.
4. Provide equity of SSD services across the county, resources will be allocated based on the specific needs of students. While each of these are available to be placed in the child's program at any time, it is the nuanced evaluation and planning that creates the successful program of academic and other supports to address the individual child's needs. Support services may include but are not limited to occupational therapy, physical therapy, physical assistance, work with counselors or social workers, school psychologist, speech therapist, language therapist, etc.
5. Collaborate to ensure services are available to meet students' educational needs in the Least Restrictive Environment.
6. Collaborate to develop and implement transition plans from pre-kindergarten through graduation that result in positive post-graduation outcomes.
7. Develop systematic procedures and tools to evaluate successful transitions across grade levels, academic success and positive post transition, and post-secondary outcomes.

As evidenced by:

- State performance plan measures:
  - IEP students at proficient or advanced (ELA, Math, EOC) compared to all students in the district
  - Graduation rate for students with IEPs compared to all students
  - Post-graduation outcomes for students with IEPs compared to all students
  - Least Restrictive Environment percentage by category
  - Suspension rate OSS/ISS for students with IEPs compared to students without IEPs.
- Formative benchmarking data (Fastbridge or other progress monitoring tool used in partner districts) compared to students without IEPs.

Educational Partnership Agreement of St. Louis County

## Category 5: Data and Technology

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SSD and Partner Districts will:

1. Develop processes and procedures for access to student, staff, and other data sources.
2. Develop systematic and equitable processes to provide technology resources to general education staff, special education staff, students and families. This includes instructional technology (assistive technology, augmentative communication, software, instructional applications etc.), professional development, ongoing support, adequate firewall, bandwidth and access.
3. Develop a process for bi-directional data sharing by identifying departments, roles and/or individuals who will be responsible for providing access to data.
4. Processes will be in compliance with both Districts' board policy/regulations, DESE regulations, and vendor specifications.
5. Work collaboratively to:
  - a. differentiate access to technology and data based on role and need
  - b. identify safeguards and security measures for data access and use
  - c. develop a centralized system to provide consistent and easy access to key data measures.
6. Jointly develop data dashboards for all students that address each of the measures identified under the student services category of the Partnership Agreement.
7. Develop the following processes; when necessary:
  - a. Professional development and/or resources on general technology tools used in the partner district
  - b. Professional development and/or resources associated with specialized technology for special education staff, general education staff, students, and families
  - c. Share best practices and innovations in technology resources
  - d. SSD will provide assistive technology, augmentative communication devices, software, subscriptions, and applications that fulfill the requirements of the students' IEP
  - e. SSD chief technology officer, partner district special education director and partner district Leadership will annually develop and sign a technology agreement that plans for current and future technology processes/needs as outlined

As evidenced by:

- Percentage of student service measures with data dashboards
- SSD survey on satisfaction of technology, hardware, software, service
- Signed Technology Agreement

Educational Partnership Agreement of St. Louis County

## Category 6: Transportation

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SSD and Partner Districts will:

1. Develop an agreement, whenever feasible, for partner districts to provide transportation for students whose IEPs include transportation as a related service.
2. Collaboratively develop and implement a process for determining transportation as a related service, including identifying a transportation gatekeeper for both the partner district and SSD.
3. Develop and share a protocol relating to responsibility/process for transportation when transitioning students, tech mid-day, ECSE and ESY.

As evidenced by:

- On-time percentage
- Safety data (accidents, injuries, bus inspections pass percentage)
- Ride time (length of ride)

Educational Partnership Agreement of St. Louis County

## Category 7: Career and Technical Education (CTE)

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SSD and Partner Districts will:

1. Embrace a culture of innovation and agility designed to reflect the rapidly changing world and opportunities available to students now and in the future.
2. Agree to adopt policies and procedures to maximize the ability of students to access CTE opportunities, including, but not limited to, transcribing integrated academic credit, HB 1189 credit provision, bell schedules, and calendars.
3. Collaborate together with diverse businesses, training organizations, and post-secondary institutions/agencies to align programming to maximize resources, avoid duplicate CTE programming, and develop new CTE programs that align with business partner requirements and job forecast data to ensure students are future ready.
4. Work together to create annual engaging and interactive opportunities for counselors, classroom teachers, administration, and other key educators to understand the structure and benefits of the CTE programs offered by SSD in order to better assist students in planning for their future.
5. Collaborate to ensure that students of all learning abilities are able to access CTE programs offered throughout St. Louis County.
6. Jointly market all CTE programs available in the region. This includes listing SSD CTE courses in partner district course guides, linking to CTE High School websites, and inviting SSD staff to participate in curriculum and/or program promotion focused events.
7. Agree to share all relevant student data and information for shared students. Partner districts also agree to share directory information for potential students to ensure all students receive information about opportunities available through SSD.
8. Develop and deploy methods to inform families of the opportunities available in CTE and the broad range of students that can benefit from them.
9. Collaborate to ensure credit earned in SSD's CTE Programs is accurately transcribed by the partner district as outlined in the CTE Course Guide. This includes course name, credits earned and honors status, and any other reportable credential, if applicable.
10. All students will have access to information on the opportunities in career technical education including the opportunity to meet with SSD admissions representatives.

As evidenced by:

- Post-graduate outcomes for students with IEPs
- Number of new programs developed
- Number of students in CBI, VSP, CTE, hybrid CTE
- Percentage of students participating in SSD and partner district career and technical education programs.

Educational Partnership Agreement of St. Louis County

# Appendix

Acronyms /Key Terms  
Agreement Document  
Assessment /Evaluation



Educational Partnership Agreement of St. Louis County

## Acronyms & Key Terms

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**CSIP Comprehensive School Improvement Plan**

SSD's strategic improvement plan, also referred to as the CSIP/5-Year Rolling Plan.

**CBI Community-Based Instruction**

CBI in functional skills and life skills

**CBVI Community Based Vocational Instruction**

Programs exist in every high school in St. Louis County. CBVI is intended to provide students with their first experience in the world of work.

**CTE Career Technical Education**

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

**DEIA Diversity, Equity, Inclusion and Accessibility**

**ECSE Early Childhood Special Education**

Programs designed for children who are diagnosed with an educational disability, and are three years old and within two years of eligibility for kindergarten.

**ELA English Language Arts**

**EMT Express Medical Transporters**

A contracted supplemental transportation service used by SSD for some students.

**EOC End-of-Course**

assessments are taken when a student has received instruction on the Missouri Learning Standards for an assessment.

**ESY Extended School Year**

Education provided for students with disabilities beyond the minimum days required; summer school.

**FACE Family and Community Engagement**

SSD program that utilizes a number of strategies and services to reach and support all families and stakeholders.

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**IEP Individualized Education Program**

A plan developed annually as required by law for students identified to have educational disabilities. The plan includes present level of performance, long-term goals and short-term objectives, criteria for measuring achievement, amount and type of special education, participation in general education, dates of initiation and duration of service.

**ISS In School Suspension**

**LRE Least Restrictive Environment**

The learning environment that most closely resembles the environment of non-disabled peers, yet meets the student's needs according to the extent of his or her ability. A provision of Public Law 94-142 (IDEA) states that children with disabilities must be educated with their non-disabled peers to the maximum extent possible.

**OSS Out of School Suspension**

**PBIS Positive Behavioral Interventions and Supports**

A behaviorally based systems approach based on research regarding behavior in the context of the settings in which it occurs. Schools, families and communities design effective environmental interventions to make problem behavior less effective, efficient and relevant and desired behavior more functional. The use of culturally appropriate interventions is emphasized.

**PD Professional Development**

**RtI Response to Intervention**

A data-based decision-making process used to identify struggling students, monitor their progress, and provide research-based interventions to improve student outcomes.

**SEL Social Emotional Learning**

**SSD Special School District**

A public school district founded in 1957 through state legislation and local voter approval. SSD provides special education services and career technical education to students in St. Louis County.

**VSP Vocational Skills Program**

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## Assessment/Evaluation

Partner District: \_\_\_\_\_ Date: \_\_\_\_\_

Participants: \_\_\_\_\_

Rating:
0 – Not yet implemented
1- An approach is in place, but not fully implemented
2 - This fully implemented
3 - Positive outcomes associated with measures are noted
(* ) Has impacted student outcomes
N/A-Not applicable

Category 1: Staffing	Status	
1. Collaborate in the selection, retention, supervision, and evaluation of staff including, teachers, paraprofessionals, and others as appropriate (e.g., directors, principals, assistant principals, area coordinators, etc.).		
2. Share partnerships and collaborate around potential alternative staffing models.		
3. Collaborate around scheduling and staffing allocations to ensure equity, transparency and understanding of decision-making at the District and school level.		
4. Collaborate at the District and school level to identify strategies (e.g., engagement, climate, culture, etc.) to increase staff retention.		
5. Review collective bargaining agreements at all levels (e.g., Board, District, building) annually.		
6. SSD and partner district administrators will collaborate on the identification of performance-based evaluation components to determine a plan of action should performance issues arise with staff.		
As evidenced by: <ul style="list-style-type: none"> <li>● Teacher fill percentage</li> <li>● Para fill percentage</li> <li>● SSD and partner district internal transfer rate</li> <li>● SSD and partner district new teacher retention</li> </ul>		

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Category 2: Staffing	Status	
<p>1. SSD and partner district will collaborate to annually update the integrated tiered model of instruction gap analysis and professional learning plan for the district. Professional Learning should be differentiated and customized within the partner district’s instructional context. Content will include best practices in collaborative teaching and differentiated instruction as well as areas identified through the gap analysis (including systematic support designed around cultural proficiency and trauma-informed practice, Explicit Instruction).</p>		
<p>2. Partner district staff will have access to professional learning resources through SSD. Offerings will be listed in our SSD Professional Guide available on our website.</p>		
<p>3. SSD and partner district administration will provide annual professional learning for all staff (general and special education) on how to be an effective member of an IEP team, including roles and responsibilities regarding implementation of the IEP, evaluation process, and Care Team Process. (things to consider: effective accommodations, modifications, assistive technology and augmentative communication in accessing the general education environment, progress monitoring, and reporting progress on IEP goals).</p>		
<p>4. SSD and partner district will coordinate professional learning opportunities including scheduling, opportunities for specialized and district led initiatives.</p>		
<p>5. SSD and partner districts will coordinate/support mentoring and induction processes for new educators.</p>		
<p>6. Partner district will supply all materials, instructional resources and technology for the general education curriculum implemented in both the general education</p>		

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<p>and special education setting. SSD will supply specialized materials and assistive technology to address unique needs of students.</p>		
<p>7. SSD and partner districts will share responsibility and accountability of assessments, data and monitoring of student achievement.</p>		
<p>8. SSD Directors and Special Education Coordinators will collaboratively meet annually and at the end of each academic school year with the Partner District Superintendent to review their individualized Administrator Performance Review Standards and Indicators. The Partner District Superintendent can provide feedback that will be used when developing annual future goals.</p>		
<p>9. SSD Directors and Special Education Coordinators will present at the start of each academic year to the SSD Leadership and the Partner District Leadership, goals in the areas of numeracy, literacy, and social emotional. Additionally, the presentation will include an overview of engagement survey focus areas and goals.</p>		
<p>As evidenced by:</p> <ul style="list-style-type: none"> <li>● Number and type of training provided (SSD and General Education)</li> <li>● Evaluation ratings on professional learning activities</li> <li>● Jointly developed professional learning plan for each partner district that addresses special education and career and technical education</li> <li>● Annual Performance Review Artifacts</li> <li>● Partner District Goals</li> </ul>		

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Category 3 Collaboration of Responsibility and Resources	Status	
<p>1. SSD and General Education Teachers will partner to ensure the following for students who may be eligible or are receiving special education services:</p> <ul style="list-style-type: none"> <li>● referral and identification;</li> <li>● IEP process (planning and participation);</li> <li>● provision of supports and services as documented in the IEP;</li> <li>● students in crisis;</li> <li>● and communication.</li> </ul>		
<p>2. SSD and general education teachers, school psychologist, coordinator of special education, and principal will follow process protocols for situations in which the IEP/evaluation team is unable to reach consensus on what is appropriate for the student.</p>		
<p>3. To ensure alignment with the Local Compliance Plan, General Assurance Document, and Principal &amp; Coordinator Collaboration Tool, SSD leadership and partner district leadership will partner to ensure that equitable practices and spaces are allocated for special education programming and personnel. (<i>*revised 23/24 SY</i>)</p>		
<p>4. Director of special education and liaison will partner to assess needs for materials, instructional resources and technology for general education curriculum implemented in both the general and special education setting. SSD will supply specialized materials, assistive technology to address unique needs of students and needs that address disproportionality.</p>		
<p>5. Executive director, SSD directors and partner district superintendents will partner to ensure that Partnership domains/categories will be considered in the strategic planning process in each partner district.</p>		
<p>6. Executive director, SSD directors and partner district superintendents (or designee) will assess the collaborative relationship annually and provide support to enhance collaboration as required.</p>		

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<p>7. The SSD Director of Special Education and partner district Liaison will conduct annual reports to the SSD BOE, Governing Council and partner district BOE on the partnership agreement process and components of – as requested.</p>		
<p>8. SSD Director and partner district Liaison have collective ownership in communicating across departments, including but not limited to the Communications departments, Parent Advisory Councils, and FACE</p>		
<p>As evidenced by:</p> <ul style="list-style-type: none"> <li>● Percentage of general education teacher attendance at IEPs</li> <li>● Percentage of buildings that completed AC/Principal Relationship Tool and developed action plans</li> <li>● Partnership agreement sign-off</li> <li>● Assurance document sign-off</li> <li>● SSD engagement survey results</li> <li>● Survey on satisfaction of space for SSD teachers/students</li> <li>● Information presented to the Board of Education in partner districts</li> </ul>		

Category 4: Student Services	Status	
<p>1. Work together to ensure the success of all students (with or without IEPs) in living their best lives by creating and continuously improving a seamless, integrated system of education and support.</p>		
<p>2. SSD and partner districts will collaborate to design, implement, evaluate and improve multi-tiered systems of support (e.g., academic, PBIS, Rtl, SEL) for all students.</p>		
<p>3. Every partner district will have equal access to Career Technical Education, special education and related services, technology, professional learning, alternative education, etc. required to meet the specific needs of students.</p>		
<p>4. To provide equity of SSD services across the county, resources will be allocated based on the specific needs of students.</p>		

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<p>5. SSD and partner districts will collaborate to ensure services are available to meet students' educational needs in the Least Restrictive Environment.</p>		
<p>6. SSD and partner districts will collaborate to develop and implement transition plans from pre-kindergarten through graduation that result in positive post-graduation outcomes.</p>		
<p>7. SSD and partner districts will develop systematic procedures and tools to evaluate successful transitions across grade levels, academic success and positive post transition, and post-secondary outcomes.</p>		
<p>As evidenced by:</p> <ul style="list-style-type: none"> <li>● State performance plan measures:                             <ul style="list-style-type: none"> <li>○ IEP students at proficient or advanced (ELA, Math, EOC) compared to all students in the district</li> <li>○ Graduation rate for students with IEPs compared to all students</li> <li>○ Post-graduation outcomes for students with IEPs compared to all students</li> <li>○ Least Restrictive Environment percentage by category</li> <li>○ Suspension rate OSS/ISS for students with IEPs compared to students without IEPs.                                     <ul style="list-style-type: none"> <li>● Formative benchmarking data (Fastbridge or other progress monitoring tool used in partner districts) compared to students without IEPs.</li> </ul> </li> </ul> </li> </ul>		

Category 5: Data and Technology	Status	
<p>1. Develop processes and procedures for access to student, staff and other data sources.</p>		
<p>2. Develop systematic processes to provide technology resources to general education staff, special education staff, students and families. This includes instructional technology (assistive technology, augmentative communication, software, instructional applications etc.), professional development, ongoing support, adequate firewall, bandwidth and access.</p>		



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<p>3. Partner district and SSD will develop a process for bi-directional data sharing by identifying departments, roles and/or individuals who will be responsible for providing access to data.</p>		
<p>4. Partner district and SSD processes will be in compliance with both Districts' board policy/regulations, DESE regulations, and vendor specifications.</p>		
<p>5. SSD and partner district will work collaboratively to: differentiate access to technology and data based on role and need identify safeguards and security measures for data access and use develop a centralized system to provide consistent and easy access to key data measures.</p>		
<p>6. SSD and partner districts will jointly develop data dashboards for all students that address each of the measures identified under the student services category of the Partnership Agreement.</p>		
<p>7. Partner district and SSD will develop the following processes; when necessary</p>		
<p>8. Professional development and/or resources on general technology tools used in the partner district</p>		
<p>9. Professional development and/or resources associated with specialized technology for special education staff, general education staff, students, and families</p>		
<p>10. Share best practices and innovations in technology resources</p>		
<p>11. SSD will provide assistive technology, augmentative communication devices, software, subscriptions, and applications that fulfill the requirements of the students' IEP.</p>		
<p>12. SSD chief technology officer, partner district special education director and partner district Leadership will annually develop and sign a technology agreement that plans for current and future technology</p>		

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<p>processes/needs as outlined in Category 5 of the Partnership Agreement.</p>		
<p>As evidenced by:</p> <ul style="list-style-type: none"> <li>● Percentage of student service measures with data dashboards</li> <li>● SSD survey on satisfaction of technology, hardware, software, service</li> <li>● Signed Technology Agreement</li> </ul>		

Category 6: Transportation	Status	
<p>1. Whenever feasible, SSD and partner districts will develop an agreement for partner districts to provide transportation for students whose IEPs include transportation as a related service.</p>		
<p>2. SSD and partner district will collaboratively develop and implement a process for determining transportation as a related service, including identifying a transportation gatekeeper for both the partner district and SSD.</p>		
<p>3. SSD and partner districts will develop and share a protocol relating to responsibility/process for transportation when transitioning students, tech mid-day, ECSE and ESY.</p>		
<p>As evidenced by:</p> <ul style="list-style-type: none"> <li>● On-time percentage</li> <li>● Safety data (accidents, injuries, bus inspections pass percentage)</li> <li>● Ride time (length of ride)</li> </ul>		

Category 7: Career and Technical Education	Status	
<p>1. SSD and partner districts embrace a culture of innovation and agility designed to reflect the rapidly changing world and opportunities available to students now and in the future.</p>		
<p>2. SSD and partner districts agree to adopt policies and procedures to maximize the ability of students to access career and technical education opportunities, including, but not limited to, transcribing integrated</p>		

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<p>academic credit, HB 1189 credit provision, bell schedules and calendars.</p>		
<p>3. SSD and all partner districts will collaborate together with businesses, training organizations and post-secondary institutions and agencies to align programming to maximize resources, avoid duplicate CTE programming and develop new and existing CTE programs that align with business partner requirements and job forecast data to ensure students are future ready.</p>		
<p>4. SSD and partner districts will work together to create annual engaging and interactive opportunities for counselors, classroom teachers, administration and other key educators to understand the structure and benefits of the CTE programs offered by SSD in order to better assist students in planning for their future.</p>		
<p>5. SSD and partner districts will collaborate to ensure that students of all learning abilities are able to access CTE programs offered throughout St. Louis County.</p>		
<p>6. SSD and partner districts will jointly market all CTE programs available in the region. This includes listing SSD CTE courses in partner district course guides, linking to CTE High School websites, and inviting SSD staff to participate in curriculum and/or program promotion focused events.</p>		
<p>7. SSD and partner districts agree to share all relevant student data and information for shared students. partner districts also agree to share directory information for potential students to ensure all students receive information about the opportunities available through SSD.</p>		
<p>8. SSD and partner districts will develop and deploy methods to inform families of the opportunities available in career technical education and the broad range of students that can benefit from them.</p>		

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<p>9. All students will have access to information on the opportunities in career technical education including the opportunity to meet with SSD admissions representatives.</p>		
<p>10. SSD and partner districts will collaborate to ensure credit earned in SSD's CTE Programs is accurately transcribed by the partner district as outlined in the CTE Course Guide. This includes course name, credits earned and honors status, and any other reportable credential, if applicable.</p>		
<p>As evidenced by:</p> <ul style="list-style-type: none"> <li>● Post-graduate outcomes for students with IEPs</li> <li>● Number of new programs developed</li> <li>● Number of students in CBI, VSP, CTE, hybrid CTE</li> <li>● Percentage of students participating in SSD and partner district career and technical education programs.</li> </ul>		

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## Assessment/Evaluation Continued

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Strengths	Areas of Focus
Practice(s)/Actions	

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## Agreement

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- **We endorse** the vision, mission and belief statements outlined in the Educational Partnership Agreement of St. Louis County.
- **We support** collaboration and shared responsibility in providing equitable and seamless implementation of services for every student.
- **We understand** that the Educational Partnership Agreement of St. Louis County will guide collaborative efforts to enable every child to achieve his or her full potential.
- **We commit** to working cooperatively to implement the principles of the Educational Partnership Agreement of St. Louis County in the \_\_\_\_\_ School District.

\_\_\_\_\_  
 Dr. Michael Maclin  
 Superintendent  
 Special School District of St. Louis County

\_\_\_\_\_  
**Name**  
 Superintendent  
 (Partner District)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Katie Pottroff  
 SSD Board President

\_\_\_\_\_  
**Name**  
 Partner District Board President

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

\_\_\_\_\_  
**Name**  
 Partner District Governing Council Member

\_\_\_\_\_  
 Date

# Coversheet

## Executive Committee Report

**Section:** III. Board Reports  
**Item:** F. Executive Committee Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 11\_14\_24 TLS Executive Committee Agenda & Notes .pdf



## Executive Committee Meeting Agenda & Notes - 11.14.24

**TLS Mission: The Leadership School exists to grow our students' leadership capacity through engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.**

### All TLS School Goals

#### **Goal 5 - Attendance:**

- Annually, for the first three years, we will have at least a **90% average daily attendance** rate.
- By year five, we will increase to **93%** average daily attendance rate.

#### **Goal 6 - Student Leadership:**

- Before renewal, The Leadership School will achieve the **Leader in Me Lighthouse School Certification** by meeting the following criteria:
  - The principal, school administration and staff engage in ongoing learning and develop as leaders.
  - Leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modeling. Students are able to think critically about and apply leadership principles.
  - Families and the school partner together in learning about the 7 Habits and leadership principles through effective communication and mutual respect.
  - The school community is able to see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation.
  - Leadership is shared with students through a variety of leadership roles and student voice leads to innovations within the school.
  - Schoolwide, classroom, family and community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.
  - The school utilizes **The 4 Disciplines of Execution** process to identify and track progress toward the high priority goals of the school, classroom, and staff members.
  - Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. They **track progress** toward goals in **Leadership Notebooks** and share these notebooks with adults in student-led conferences.
  - Teacher planning and reflection, trusting relationships, and student-led learning combine to create environments for highly engaged learning.

#### **Goal 7 - Positive School Culture:**

- Annually, for the first three years, at least 85% of students will respond positively on the Panorama Education survey that their voice matters in the school and that they are satisfied with our culture. By year five, student voice and satisfaction will increase to 95% of students.
- Annually, for the first three years, 85% of parents/family members will respond positively on the Panorama Education Family & Community Engagement survey that they are satisfied with the school. By year five, satisfaction will increase to 95% of parents/family members.
- Annually, 90% of staff members will respond positively on the Panorama Education survey that their voice matters in the school and that they are satisfied with our culture.



<p><b>Goal 8 - Student Retention:</b></p> <ul style="list-style-type: none"> <li>Annually, at least 85% of students enrolled on October 1 will be re-enrolled the following year, as measured by the percent of students who leave the school for reasons other than moving out of the enrollment zone.</li> </ul> <p><b>Goal 9 - Staff Retention:</b></p> <ul style="list-style-type: none"> <li>Annually, regretted staff attrition remains lower than 5%</li> </ul>	
<p><b>2024 - 2025 Executive Committee Goals</b></p> <ol style="list-style-type: none"> <li><b>80% or higher satisfaction by Board Leaders and TLS EDs related to responsiveness (= information sharing, problem/solving) to emergent needs (of the school, the EDs, the Board) as reported on end-of-year surveys/self-evaluations</b></li> <li><b>100% timely compliance with all (charter-related) reporting deadlines.</b> Action: Coordinate with Governance committee</li> </ol>	
<p>Standing Meeting Dates for 2024 - 2025: Second Thursday of the Month @ 4:00 PM      Next meeting: Dec. 12      <a href="#">TLS Board Calendar</a></p>	
<p>Date of this Meeting: <b>Oct. 24, 2024</b> Link: <a href="https://us06web.zoom.us/j/86082825404?pwd=hMezdRALQ0OvMlhRqFjlhWGlb4ZwYu.1">https://us06web.zoom.us/j/86082825404?pwd=hMezdRALQ0OvMlhRqFjlhWGlb4ZwYu.1</a></p>	<p>Present: Courtney, Carrie, Becky</p>
<p><b>Topic</b></p>	<p><a href="#">Executive Director PD Tracker</a></p>

<p>1. Responsiveness to Emergent Needs/Problem Solving</p>	<p><b>Urgent/Important:</b></p> <ol style="list-style-type: none"><li>1. Working on an effective and consistent instructional coaching model that builds on monthly professional development foci. Current focus: Scaffolding lessons. Will look into <a href="#">Diane Sweeney's work with Student-Centered Coaching</a>.</li><li>2. Status Updates:<ol style="list-style-type: none"><li>a. 2024 Audit - Complete. Auditor will share at Finance &amp; Facilities meeting on Tuesday, Nov. 26, in preparation for the Dec. 3, Board meeting.</li><li>b. Dean of Students has been hired. Looking for a TA for Kindergarten</li><li>c. New website - still working on accessing the domain.</li></ol></li></ol> <p><b>Not Urgent/Important:</b></p> <ol style="list-style-type: none"><li>1. Executive<ol style="list-style-type: none"><li>a. By the Friday before Board Meetings, EDs will submit slides with updates in the following areas: Academics/Professional PD, Attendance/Discipline, Facilities, Staffing/Hiring</li></ol></li><li>1. Development<ol style="list-style-type: none"><li>a. On 11/11, Aaron and Becky met with Krysta Grangeno about locating grants to support TLS. <a href="#">See notes</a>.</li><li>b. Three grant foci: Guidance Counselor, Playground, iPads.</li></ol></li><li>2. School Performance<ol style="list-style-type: none"><li>a. Accessing the IBD report from last year's Grade 3 MAP could help with establishing priority standards.</li></ol></li><li>3. Governance<ol style="list-style-type: none"><li>a. Nov 6 Retreat Feedback: Board needs additional background knowledge about TLS.</li><li>b. Next Summer, EDS will review with the Board the updates made this year to the TLS charter.</li><li>c. Chair will look into the process for obtaining Criminal Background Checks for Board Members (<a href="#">p. 177 of the Bylaws</a>)</li></ol></li><li>4. Finance<ol style="list-style-type: none"><li>a. Surety Bond for CFO - Ask Anne from Ed Ops.</li></ol></li></ol>
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<b>2. Compliance with Reporting Deadlines</b>	<b>1. ReportWell.</b> a. Keisha's login works, Becky's doesn't. Have followed up with the Commission.
Resources	<b>1. Crisis Communication (recs from Tom Durphy):</b> b. <a href="#">The Vandiver Group</a> – Local firm – Bill Raack is the contact c. <a href="#">Mango Strategies</a> – Steve Mancini formerly worked with the KIPP Foundation, among other schools <b>2. <a href="#">Committee-Based Self-Study Development Doc</a> started</b> <b>3. Noah Divine - MCPSA</b> <b>4. Robbyn Wahby - MCPSC</b> <b>5. Kent Peterson - Board Education Partners</b>