



The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

The Leadership School

July 22, 2025

Published on July 19, 2025 at 8:55 AM CDT

Amended on July 22, 2025 at 3:12 PM CDT

Date and Time

Tuesday July 22, 2025 at 6:00 PM CDT

In Person:

The Leadership School Board Meeting (In Person)

Tuesday, July 22, 2025 · 6:00 – 8:00pm

Time zone: America/Chicago

Join Zoom Meeting

<https://us06web.zoom.us/j/86311120593?pwd=1ruPDrKcffin7yPP6pKVDwQL0UcGab.1>

Agenda

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

	Purpose	Presenter	Time
<p>Mission: 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. Record Attendance		Lakeisha Moody Seymour	1 m
Roll Call Vote			
C. Public Comment Section		Rebecca Langrall	4 m
II. Review Minutes			6:06 PM
A. June 30, 2025 Meeting Minutes	Discuss	Rebecca Langrall	3 m
B. Vote to Approve Minutes	Vote	Rebecca Langrall	1 m
III. Board Chair Report			6:10 PM
<p>July 10 Board Retreat with Kent Peterson</p> <ul style="list-style-type: none"> • 5 of 9 attendees provided feedback on the survey • Key theme #1: Distinguishing between which tasks are Means (TLS) and which are Ends (Board) • Key theme #2: One person does not make the board; we are each accountable to the whole and our decisions must represent the will of the whole. • Key theme #3: Every decision must be judged on how well it will allow us to reach mission. 			
A. Status of Charter Goal #10 - Board Engagement	Discuss	Rebecca Langrall	5 m
<ul style="list-style-type: none"> • Average attendance for last year was 80% • Charter Goal 10 reads: <i>Each year, 100% of board members will attend, at a minimum, 80% of the scheduled board meetings - Recommend removal of "100% of board members" and replace with "each board member"</i> • In July, the Board contributed \$85 to the school. If every board member gave \$5 tomorrow through their Give Butter account, we would meet the language of this goal. 			

	Purpose	Presenter	Time
IV. Committee Reports			6:15 PM
Committees Report on Monthly Activity			
A. Development Committee Report	Discuss	Aaron Williams	5 m
<ul style="list-style-type: none"> • Presentation of 7/7/25 Committee Meeting Report • TLS will be building a PTO that will be responsible for the majority of event planning for the school. • The Development Committee will build a development plan to address identified school priorities, the resources needed and encourage board members to leverage their networks to support the plan. 			
B. Finance & Facilities Committee Report	Discuss	Rebecca Langrall	10 m
The Finance and Facilities committee will meet on 7/23.			
The Technology Action Team met on 7/16/25			
<ul style="list-style-type: none"> • <i>Leadership - Updates to Bylaws, Family & Staff Handbooks (Crosswalk working docs)</i> • <i>IT Security & Safety - 2 step authentication for all staff</i> • <i>Communication / PR - updates to website, worked on SEO / Business Profile</i> • <i>EdTech - EdPlus Membership provides Discovery Education, Professional Learning Networks, other PD</i> 			
C. School Performance Committee Report	Discuss	Carrie Page	10 m
The School Performance Committee did not meet this month.			
D. Governance Committee Report	Discuss	Rebecca Langrall	1 m
<ul style="list-style-type: none"> • Discussed folding the Governance Committee meetings into the weekly ED/Board Officers check-in • Worked on Charter Goal language revisions for Goals 1 (MAP) and Goal (3) 			
E. Election of Officers	Vote	Rebecca Langrall	10 m

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • Becky, Carrie, and Gary have agreed to serve in their respective roles for 2025 - 2026, if elected. • Benefit of retaining these candidates is greater efficiency based on a year of experience in their respective roles. • Board members interested in taking on one of these roles could begin shadowing at mid-year, if the language in the draft succession plan is amended to include anyone interested in a role vs current language of Secretary moving to the Vice-Chair and Vice-Chair to Chair. • The next annual meeting will be June 24 or June 30, at which the new slate of officers will be elected. 			
<p>F. Protocols and Policies</p> <p>Draft:</p> <ul style="list-style-type: none"> • Norms - 10 mins • Communication Protocols - 15 mins. • Employee Professionalism Policy - 10 mins • Public Comments Policy - 5 mins 	Discuss		40 m
<p>V. Executive Directors Monthly Report</p>			7:31 PM
<p>A. Updates on ...</p> <p>Charter Goals #1 - 9, and #12</p>	Discuss	Courtney Moulder and Lakeisha Seymour	20 m
<p>VI. Closed Session</p>			7:51 PM
<p>A. Roll Call Vote</p>	Vote	Rebecca Langrall	1 m

Motion needed: "I move that this meeting be closed, and that all records and votes, to the extent permitted by law, pertaining to and/or resulting from this closed meeting be closed under Section 610.021, subsection 3, RSMo, for the purpose of."Hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded."

	Purpose	Presenter	Time
VII. Consent Agenda			7:52 PM
A. Pending Previous Discussion:	Vote	Rebecca Langrall	1 m
1. 7.7.25 Development Committee Meeting Report 2 7.14.25 Governance Committee Meeting Report			

VIII. Closing Items			7:53 PM
A. Board Member Meeting Reflection	Discuss		5 m
Respond by sharing your response to one or more of the following: (<i>*include evidence, practical examples</i>)			
The TLS Board furthered our school mission tonight by ...			
* spent ____ of our time in the here & now, and ____ planning for the future by...			
* was engaged and stayed on track by ...			
* participated in the meeting by ...			
* demonstrated examples of strength during our meeting by ...			
* demonstrated opportunities for growth during our meeting by ...			

B. Next Steps	FYI	Rebecca Langrall	3 m
1. 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. Also please promote and contribute to Trivia Night .			
2. To promote enrollment and fundraising, if you haven't yet, please post this TLS promotional flyer on your social media and share within your personal networks.			
3. TLS Board Professional Development:			

	Purpose	Presenter	Time	
	<ul style="list-style-type: none">• Professional Development Opportunities for Board Committees• Professional Development Tracker for TLS ED & Board Members			
Next Board Meeting(s):				
Tuesday, August 26, 2025				
Tuesday, September 23, 2025				
Tuesday, October 28, 2025				
Tuesday, December 2, 2025				
C.	Adjourn Meeting	Vote	Rebecca Langrall	2 m

Coversheet

June 30, 2025 Meeting Minutes

Section: II. Review Minutes
Item: A. June 30, 2025 Meeting Minutes
Purpose: Discuss
Submitted by:
Related Material: 2025_06_30_board_meeting_minutes.pdf

DRAFT



The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

The Leadership School

Minutes

Special Virtual Board Meeting

Date and Time

Monday June 30, 2025 at 6:00 PM

Location

Online

Online

Tuesday, June 30, 2025 · 6:00 – 8:00pm

Time zone: America/Chicago

Join Zoom Meeting

<https://us06web.zoom.us/j/86311120593?pwd=1ruPDrKcffin7yPP6pKVDwQL0UcGab.1>

Meeting ID: 863 1112 0593

Passcode: 9kvS5R

Directors Present

A. Williams (remote), G. Stevenson (remote), R. Langrall (remote), T. Curry (remote), T. Montgomery (remote)

Directors Absent

C. Page, S. Madlinger, S. Taylor

Guests Present

L. Moody Seymour (remote)

I. Opening Items

A. Call the Meeting to Order

R. Langrall called a meeting of the board of directors of The Leadership School to order on Monday Jun 30, 2025 at 6:06 PM.

B. Record Attendance

C. Public Comment Section

II. Review Minutes

A. June 24, 2025 Meeting Minutes

G. Stevenson made a motion to approve the minutes of the Monthly Board Meeting for The Leadership School on 06-24-25.

T. Curry seconded the motion.

The board **VOTED** to approve the motion.

B. Vote to Approve Minutes

III. Budget Approval

A. 2025 - 2026 Budget, Organization Chart, Job Descriptions and Teacher Salaries

Discussion:

- Salaries will increase 26% mainly due to additional staff.
- The Board sets the Executive Director's salary; other salaries are the Executive Director's decision, something the Board misunderstood in previous discussions.
- In August a revised budget will be presented for the 25 - 26 school year based on changes in expenses associated with new hires, changes in enrollment, salary adjustments and revenue associated with Title funding (Title 1.2.C.A, 2.A, 3 have not yet been approved by the state).

T. Montgomery made a motion to accept the current 25 - 20 TLS budget recognizing that it will be revised in later summer to reflect the addition of new hires, changes in enrollment, and salary adjustments; as well as changes in Title funding (Title 1.2.C.A, 2.A, 3 have not been approved by the state).

A. Williams seconded the motion.

The board **VOTED** to approve the motion.

IV. Closing Items

A. Self Assessment

We approved a provisional budget which helps us support the mission of TLS.

B. Next Steps

Please complete the assignments to be prepared to make the most of the Board Retreat on July 10.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:37 PM.

Respectfully Submitted,
L. Moody Seymour

Documents used during the meeting

- 2025_06_24_board_meeting_minutes.pdf
- FY26 TLS BUDGET_06.24.25.xlsx
- Organization Chart.png

Coversheet

Status of Charter Goal #10 - Board Engagement

Section: III. Board Chair Report
Item: A. Status of Charter Goal #10 - Board Engagement
Purpose: Discuss
Submitted by:
Related Material: Means and Ends.pdf
Summary of July 10 Retreat Feedback.pdf
Board Chair & Committee Reports 07.22.25.pdf

The Board

A - Establishing TLS Vision

C - Setting TLS Mission

E - Identifying TLS Strategic Goals

F - Clarifying TLS Measurable Objectives

H - Developing Board/TLS Leadership Compact

J - Board & Executive Development Sustainment Plan

K - Assure Resources Commensurate w/ Expectations

L - Annual Board & Committee Calendars

O - Fiscal, HR, & Program Policy & Parameters

Executive Leadership

B - Organizational Culture and Climate

D - Achieving Measurable Objectives

G - Evidence of Policy Compliance

I - Making Partnerships & Collaborations

M - Satisfaction of Stakeholders

N - Staff Development, Competency, & Sustainment Plan

P - Strategic & Operational Plans

Action Planning



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

What work or steps come next?	Who has the lead?	Expected Timeline	Support needs - others/resurces

Summary of July 10, 2025 TLS Board Retreat Feedback

Major Takeaways

1. Ends vs. Means – Clarifying Roles

- The **Board** is responsible for setting **Ends**: defining the mission, vision, and long-term goals.
- The **Executive Director (ED)** and **Leadership Team** manage the **Means**: the day-to-day operations and implementation.
- Understanding this distinction brings clarity, reduces distractions, and allows the Board to focus on what matters most.

2. Board as a Collective – Not Individuals

- A **Board Member** is not acting alone; we function as **Members of the Board**—a unified body.
- Decisions are made **collectively**, after considering all relevant perspectives and information.
- Every member is accountable for contributing to the Board's overall voice and integrity.

3. Effective Decision-Making

- The Board must ensure it has **all necessary information** before making decisions.
- We must be open to **revisiting and revising decisions** when compelling new evidence arises.
- Ongoing self-reflection is essential: Are we focused on the right things? Are we using our meeting time effectively?

4. Board Strength and Responsibility

- TLS benefits from a **strong, experienced, and diverse Board**.

- Each member brings unique strengths, and together, we are responsible for guiding the school toward its highest potential.
- Our role is to provide strategic direction and ensure that our decisions serve the best interests of the school.

Recommendations

- **Focus on the Big Rocks First**
Identify, prioritize, and delegate key tasks—clarify what truly matters before acting.
- **Establish and Follow Protocols**
Develop shared protocols for communication, decision-making, conflict resolution, and teamwork.
Hold one another accountable to these protocols without judgment.
- **Reduce Miscommunication**
Avoid side conversations and decisions via text/email—important discussions require full board participation.
Prevent assumptions by ensuring people are part of conversations that involve them.
- **Improve Operational Efficiency**
Stick to agendas and timelines, and define what efficiency looks like for the Board.
Use team-building to understand and leverage board member strengths.
- **Plan for the Future**
Prioritize succession planning and clarify expectations for the ED.
Identify top policies to review, and create a calendar with deadlines to stay aligned.

Other Observations

Foundational Governance Summary

- **Get the Foundations Right**
The Board must align on norms, protocols, and expectations to work effectively and sustainably.
- **Clarity Brings Empowerment**
Understanding what is and isn't in each person's "bucket" brings relief and clarity.
Members feel more empowered to uphold agreed-upon protocols **and stay in their lane**.
- **Reinforce Ends-Based Thinking**
Kent's visit was a turning point—ongoing learning around Ends vs. Means is essential.

When challenges arise, ask:

1. Are we dealing with ENDS?
 2. How is our approach helping us achieve them?
- **Mission Comes First**
Every action and interaction must be grounded in the mission—ultimately, it's about creating a better future for students.
 - **Focus on Role, Not Personality**
Govern as a collective, focusing on roles and responsibilities, not individuals.
 - **Trust and Succession Planning**
Uphold fiduciary duties and trust school leaders to manage operations.
Prioritize policy work that sets clear expectations for the ED and lays the foundation for sustainable succession planning.



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Board Chair & Committee Reports

The Leadership School
Board of Directors
Meeting
July 22, 2025

Charter Goal 10: Board Engagement:

*Each year, **100%** of board members will attend, at a minimum, **80%** of the scheduled board meetings*

	6/30	Average for 24 - 25
Meeting Attendance	5/8	80%

	TC	KG	RL	SM	TM	CP	GS	ST	AW
%	78%	60%	86%	93%	77%	78%	93%	80%	72%
N/Mtgs	14/18	3/5	16/18	13/14	10/13	14/18	13/14	4/5	13/18



Charter Goal 10: Board Engagement:

Current Goal:

*Each year, **100%** of board members will attend, at a minimum, **80%** of the scheduled board meetings*

Proposed:

*Option 1: Each year, each board member will attend **80% of the scheduled** board meetings*

*Option 2: Each year, each board member will attend **80% of the regularly scheduled monthly** board meetings*



Charter Goal 10: Board Engagement:

For each fiscal year, 100% of board members will contribute financially to fundraising goals.

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb.	Mar	Apr	May	June
Contributors/ Total Board	3/8											

Board Contributions (direct and indirect) Year To Date: \$85

(Annual Goal: \$ xx)

Next Fundraiser: Trivia Night, September 27



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Powered by BoardOnTrack

July 9, 2025 Retreat

5 of 9 attendees provided survey feedback:

Key theme #1: *Clarity around which tasks are **Means** (TLS) and which are **Ends** (Board)*

Key theme #2: *Decisions must reflect the **will of the whole**; each of is **accountable to the whole**.*

Key theme #3: *Every task and every decision must be judged on **how well it helps us reach mission**.*

Development Committee Key Points from Notes

- *Parent Engagement*
- *Communication*
- *Teacher Support*

Next meeting is 8/4/25



Finance & Facilities Committee Notes: Key Points

	Mar	Apr	May	June
Days of Cash (< 45)	66	59	59	
Gross Margin (> 5%)	13%	13%	13%	
Fund Balance @ Year's End (> 12%)	18%	16%	16%	

- **The Committee meets tomorrow, 7/23.**

Next meeting is 8/20/25 @ 5:00 PM

Technology Advisory Team Notes: Key Points

- *Leadership - Updates to Bylaws, Family & Staff Handbooks (Crosswalk working docs)*
- *IT Security & Safety - 2 step authentication for all staff*
- *Communication / PR - updates to website, worked on SEO / Business Profile*
- *EdTech - EdPlus Membership provides Discovery Education, Professional Learning Networks, other PD*

Next meeting is July 30 at 2pm



School Performance Committee Notes: Key Points

- Did not meet this month

Next meeting is **8/13/25**
Powered by BoardOnTrack

Governance Committee Notes: Key Points

7.14.21 Meeting

- Discussed **merging Governance Committee meetings with ED/Board Officer Check-ins** and meet three times a month, tentatively on Tuesdays at 5:30 PM
- Worked on revisions in language for **Goal 1 (MAP)** and **Goal 3 (NWEA)**, along with rationales.

Next meeting is 7/29/25



THE LEADERSHIP SCHOOL
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Election of Officers

Article V. Officers, p. 33

At the first and **each subsequent annual meeting** of the board of directors, the newly elected board **shall elect officers to serve at the pleasure of the board until the next annual meeting** of the board or until their earlier death, incapacity, disqualification, resignation or removal.

Each officer of this corporation **who is not reelected** at the annual meeting of the board next succeeding such officer's election and at which any officer of this corporation is elected **shall be deemed to have been removed by the board**, unless the board provides otherwise at the time of such officer's election.

Draft Protocols

- Board Norms
 - Comments
 - How shall we hold ourselves & each other accountable?
- Communication Protocols
 - Do these work?
 - How shall we hold ourselves & each other accountable?

Policy Action

- [Employee Professionalism Draft Policy](#)
 - Feedback
- [Public Comment Draft Policy](#)
 - Feedback

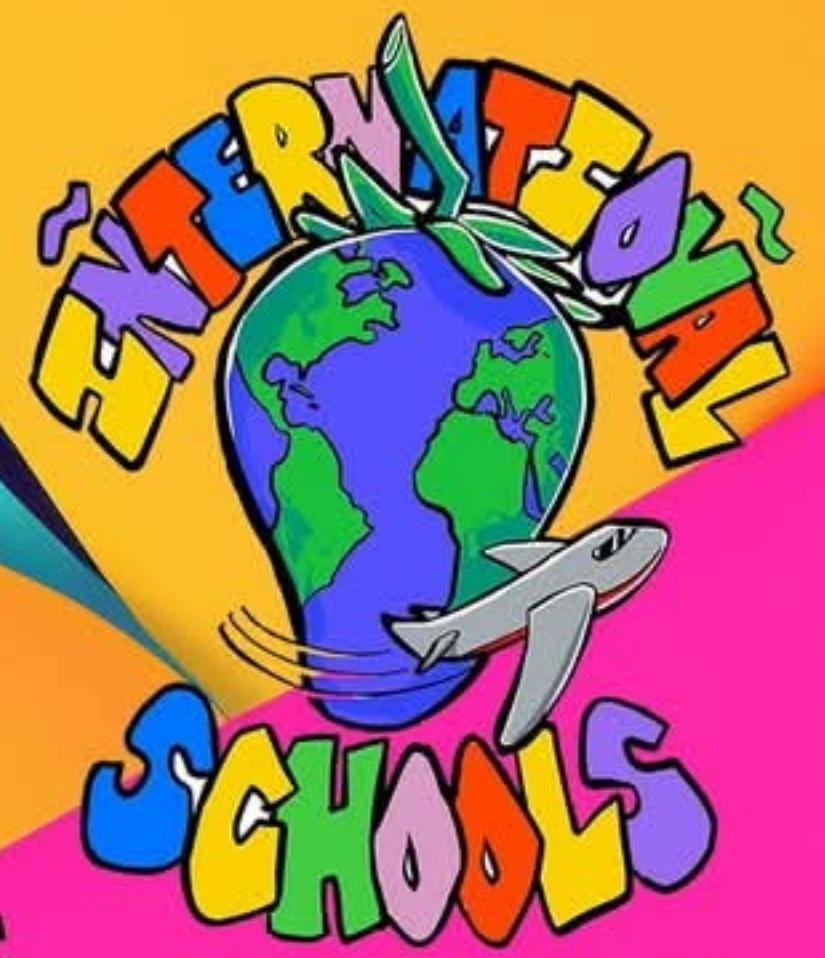
Coversheet

Development Committee Report

Section: IV. Committee Reports
Item: A. Development Committee Report
Purpose: Discuss
Submitted by:
Related Material: Collab Fest.jpeg
7_7_2025 Development Committee Notes -1.pdf

THE LEADERSHIP SCHOOL
&
INTERNATIONAL SCHOOLS
PRESENT

**SATURDAY
JULY 26
10AM - 2PM**



**FREE
ADMISSION!
EVERYONE
WELCOME!**

COLLAB-FEST 2025

Join us for the kick-off event for the collaboration between
The Leadership School and International Schools!!!

“Building a partnership to create a better future together for our children to prepare them
for learning to take their skills to the future and be productive individuals within our
communities and societies.”

**Games!
Prizes!**

**Basketball
Food Trucks
Financial Services**

**Giveaways!
Live Music!
Barber Services!**

**Activities for Children
Resources for Parents**

Tour the School!

**On-the-Spot
Enrollment**

**Before & After School
Childcare**

Hosted by Shon Royale

Location:

8703 St. Charles Rock Rd

St. John, Mo 63114





Development Committee Meeting Notes - 7.7.25

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: First Monday of the month at 5:00 PM

Date of this Meeting: 7/7/2025 @ 5:00 PM

Members:

- Aaron Williams, Board Member and Committee Chair

<p>Join Zoom Meeting</p> <p>https://us06web.zoom.us/j/82332496109?pwd=rNtO6w15HSbp8dN1ffF1DG4xUaytat.1</p> <p>Meeting ID: 823 3249 6109 Passcode: SP3Ls9</p>	<ul style="list-style-type: none"> ● Zaneta Ford ● Michelle Gregory ● Talana Hardin ● Paula Brown ● Terrence (TC) Curry, TLS Board Member ● Michelle Gregory ● Crystal Huntspon ● Lauren Martin ● Marilyn McCarthy ● Elaine McDonald ● Caity McDonnell ● Keisha Seymour, TLS Co-Executive Director ● Terrie Moore ● Ashley Rhodes ● Mourisha Ross, Family Ambassador President ● Danielle Williams ● Carmen Ward, Director of Family Outreach & Events ● Rebecca Langrall, TLS Board Chair, Ex-Officio Committee Member/Acting Committee Secretary
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<p>Present:</p>	<p>Keisha Seymour, Carmen Ward, Talana Hardin, Michelle Gregory, Marilyn McCarthy, Becky Langrall</p>
<p>Clarifying Direction of the Committee</p>	<p>Discussion Summary</p> <ul style="list-style-type: none"> ● Initial Momentum & Challenges: Started strong but lost direction; concern about ineffective collaboration for organizational benefit. ● Parent Engagement: Propose building a PTO led by the Principal involves parents in small events and empower them, encouraging use of Class Dojo for teacher-parent connection. ● Development Communication (Dev Comm): PTO would collaborate with Dev Comm; board should focus on broader promotion, sponsorship, and partnerships using data to drive support. ● Internal Disconnect: Noted disconnection between school staff and Dev Comm; one staff member handled logistics in the fall, highlighting a need for clearer roles. ● Planning & Logistics: School events must be integrated into the academic year calendar to ensure teacher planning; logistical support should come from the school, not the board. ● Data-Driven Support: Use data from TLS family impact to build interest and justify external support.

- **Incentives & Culture:** Incentivize both teachers and families to participate in events; reinforce a growth mindset (“can’t do it yet”).
- **Teacher Support:** Emphasize teacher appreciation and ensure event timing respects their schedules.
- **Student Recruitment:** Use early childhood centers as feeder programs to attract and integrate new families.
- **Sustaining Parent Relationships:** Carmen connects with parents during enrollment; long-term engagement should come through teachers.

TLS Family & Community Engagement Plan – Summary

Current Focus: Quality Over Quantity

- **Emphasis on a few well-executed events.**
 - **Developing an event calendar for the year to ensure better planning and participation.**
-

Planned Events

- **July 26 – Collab Fest with another preschool**
 - **Sept 27 – Trivia Night**
 - **October – PTO-led Popcorn Fundraiser**
 - **Winter – Winter Solstice event**
 - **Spring Ideas – Skating (not tied to fundraising)**
-

Board-Led Giving Campaigns

- **Giving Tuesday – Dec 2, through GiveButter**

- **Give STL Day – May 7 (confirm and promote link/site)**
-

Strategic Goals

- **Increase Family Participation**
 - **Make events fun and inclusive (e.g., Halloween-style events)**
 - **Incentives: Offer giveaways (\$500, dinners, massages)**
 - **Recognize student achievement (e.g., medals, names on a wall)**
 - **Parents asked to commit to 2 events**
 - **Consider a volunteer hour expectation like other schools**
 - **Boost Engagement with Class Dojo**
 - **Communicate event info via Dojo (school-wide and class-specific)**
 - **Encourage parent sign-up and usage**
 - **Teacher Involvement**
 - **All 25 staff members to serve on one of four event committees**
 - **Build buy-in by honoring time and connecting to their “WHY”**
 - **Offer teacher appreciation (e.g., meals, wellness rewards)**
 - **Promote School Success**
 - **Use data and school achievements as motivators for attendance and donations**
 - **Celebrate proficiency with visible recognition for students**
-

	<p>Key Shifts for This Year</p> <ul style="list-style-type: none"> ● Shared accountability for participation from both parents and teachers ● Clear committee roles for staff ● Focus on culture-building through strategic, inclusive events ● Data-driven storytelling to support fundraising and community building <p>Next Steps:</p> <ul style="list-style-type: none"> ● TLS - Build a PTO under Ms. Maldonado’s leadership and set up officers. Guidelines of what each role would entail. Fee of say \$6 to join. Use funds to provide food for the first meeting. Separate email chain. ● Board PTO officer/s will be invited to attend monthly meetings with updates on events and specific “asks” from the Board starting in September.
<p>Action Items - Tabled to August</p>	<p>PayPal Giving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check with F&F Committee re: protocol status -RL <p>Ameren Grant Program</p> <ul style="list-style-type: none"> <input type="checkbox"/> Look into this -RL

Coversheet

Finance & Facilities Committee Report

Section: IV. Committee Reports
Item: B. Finance & Facilities Committee Report
Purpose: Discuss
Submitted by:
Related Material: Crosswalk_ TLS Technology Policy Language.pdf
Observations_ Tech Crosswalk.pdf

Crosswalk: TLS Technology Policy Language Observations

	Bylaws Contact Becky	Staff Handbook Contact Denise	Family Handbook Contact Carmen
AUP	<p>Technology Acceptable Use Policy p. 218</p> <p>SECTION 1.1. The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators and teachers will deem what is inappropriate use and their decision is final. The school may deny, revoke, or suspend specific user access.</p> <p>SECTION 4. Network User Responsibilities</p> <ul style="list-style-type: none"> - Use of the LEA’s technology resources must be in support of education and research consistent with the educational objectives of the School. - Comply with all rules and laws regarding access and copying of information as prescribed by Federal, State, or local law, and Internet providers. - Be polite and appropriate. Adhere to all standards of courtesy, 	<p>For purposes of this policy, “technology resources” refers to all TLS electronic devices and systems, software, and means of electronic communication including, but not limited to, the following:</p> <ul style="list-style-type: none"> ● All computers and workstations, including laptops, desktops, servers and tablets; ● Computer hardware and peripheral equipment such as hard drives, printers, modems, scanners, fax machines, and copiers; ● Supported and designated computer software applications and associated system and user-created files and data; ● Standard and cellular telephones, voicemail systems, electronic-mail systems, portable computer devices, personal digital assistant devices and organizers (i.e. PDA’s), digital cameras, and video recorders. <p>TLS Property refers to objects owned and housed on TLS premises, including but not limited to: desks, tables, workstations, cabinets, drawers, and shelves, as well as books, textbooks, maps, materials, instruments, tools, machines, and</p>	<p>Student Agreement for Responsible Technology Use</p> <p>Agreement references:</p> <p>Clever - curates safe web content (site, applications) for education</p> <p>GoGuardian - web filter / fire wall</p>

<p>Privacy</p>	<p>etiquette, and existing board policies as they may be interpreted to apply to technology resources.</p> <ul style="list-style-type: none"> - Help maintain security of LEA technology resources by following this policy and maintaining secrecy of all passwords. All known breaches of security must be reported to the School Leader or authorized School Leader. - Be aware that network files and electronic mail are not guaranteed to be private. School technology personnel shall have access to all files. - Do not permit others to use your account. 	<p>vehicles.</p> <p>“Acceptable Use” of technology is defined as the collection of individual behavior, interaction, and utilization, with and of, all computing and peripheral equipment, software, and technology services that are procured, implemented, and supported by the TLS Schools.</p>	
<p>Adult supervision(safety)</p>	<p>SECTION 6. Internet Use Agreement</p> <p>To support and respect each family’s right to decide whether or not their child may have access to this resource, no child will be allowed to operate a computer to access the Internet unless all parties commit to responsibility by completing the School Internet Use Agreement. No child will be allowed to operate a computer to access the Internet without direct adult supervision.</p>	<p>TLS employees who use TLS technology resources must do so responsibly, and are required to comply with all State and Federal laws, the policies of TLS, and with standards of professional and personal courtesy and conduct. When using TLS property, each employee is expected to exercise care, perform required maintenance where assigned, and follow all operating instructions, safety standards, and guidelines. Using any technology resource to access, transmit, save, share, or print sexually explicit images, messages, or any other medium containing such content is expressly prohibited and is cause for discipline, up to and including termination of employment. It is also cause for discipline, up to and including termination, for any employee to access, transmit, save, share, or print materials that contain ethnic slurs, racial epithets, derogatory, defamatory, obscene or offensive statements or images, or any other content that may be construed as harassment based on someone’s race, national origin, sex, gender identity, sexual orientation, physical or mental disability, religious beliefs or any other</p>	

<p>Privacy/ Security</p> <p>Safety</p> <p>Courtesy</p>	<p>SECTION 3. Student Responsibilities for Use of Technology</p> <ul style="list-style-type: none"> - Obtain parental permission before using any school computer on the Internet - Never give out personal or family information such as phone numbers, credit card numbers, or home addresses. - Never arrange for a face-to-face meeting with a stranger and never respond to abusive or suggestive messages. Report all such instances immediately to a teacher or member of the technology staff. - Use appropriate language when using electronic email or other use of the computer. Do not swear, use vulgarities or any other inappropriate language. 	<p>characteristic protected by Federal, State or local laws.</p> <p>TLS' technology resources are to be used by TLS employees for the purpose of TLS activities. This policy does not prohibit use of technology resources for reasons of a personal or social nature on the employee's non-work time, providing such use does not violate any of TLS' policies, break local, State, or Federal law, result in any monetary cost to TLS, impair intended use and functionality by the addition, removal, or alteration of equipment or software, or detract from the employee's performance of his or her job duties. TLS does not support the storage and installation of personal hardware or software or related data on TLS technology resources. Therefore, TLS will not repair or backup such data and software. This includes personal music, videos, pictures, and other documents. TLS reserves the right to determine when personal use of technology resources or other TLS property is excessive or improper, and may require reimbursement or other remediation from an employee and/or discipline the employee for such improper or excessive use.</p>	
<p>Equipment</p>		<p>Return of TLS property and technology resources</p> <p>TLS community members who are</p>	<p>Personal Technology p.16 Students will have access to Chromebooks at TLS, which are monitored for</p>

		<p>issued TLS property or technology resources must return the items when requested by TLS or upon separation from TLS. A TLS staff member may face disciplinary action, up to and including dismissal, if any TLS property or technology resources issued to him or her are lost, damaged, misused or not returned to TLS upon request. TLS reserves its right to recover the value of its property or technology resources from a TLS staff member to the full extent authorized by law.</p>	<p>appropriate usage. Personal technology such as iPads, laptops, gaming devices, and cell phones are prohibited at school. Caregivers who require their leaders to have "cell phones" will alert the DOC. Phones will be turned in at the beginning of the school day to the DOC and retrieved at dismissal. Please review how cell phones should be managed on the school bus. If a caregiver does not alert the DOC of a student having a phone or the student does not turn the phone in and the phone is identified on school property, the phone will be collected by the DOC and the caregiver will need to retrieve the phone from school administration.</p>
<p>Equity/Acess</p>	<p>Alternate Methods of Instruction Plan, p. 188 Section 1.2.6. The instructional methods, which shall include virtual learning sessions through electronic means and instruction</p>	<p>TLS will provide employees with access to property and technology resources as necessary and appropriate to fulfill assigned responsibilities. TLS employees'</p>	

	<p>through other means for students who have no access to internet services or a computer. The school shall provide necessary electronic or other form of technology within its capabilities, as determined by the Executive Director.</p>	<p>use of personal technology resources is guided by the Bring Your Own Device Policy. [Where is this?]</p>	
<p>Misuse</p>	<p>SECTION 5. Unacceptable Uses Include, but are not limited to:</p> <ul style="list-style-type: none"> - Providing unauthorized or inappropriate access to LEA technology resources. - Any attempt to harm or destroy data of another user or other networks connected to the Internet. - Activities involving the loss or unauthorized use of others' work. - Distribution or use of obscene, abusive, or threatening material, including child pornography and any other material that is harmful to minors Material that is harmful to minors is any picture, image, graphic image file, or other visual depiction that (a) taken as a whole and with respect to minors, appeals to the prurient interest in nudity, 	<p>The following activities are prohibited while using TLS technology resources:</p> <ul style="list-style-type: none"> ● Knowingly giving one's password to others; ● Attempting to gain unauthorized access to TLS technology resources, attempts to disrupt it in any way, or attempts to destroy or alter data; ● Downloading or installing any commercial software, shareware, or freeware without permission from the network administrator; ● Plagiarism; ● Using the organization's time and resources for personal gain; ● Sending or posting discriminatory, harassing, or threatening messages or images; ● Using abusive or otherwise objectionable language in either public or private messages; ● Stealing, using, or disclosing someone else's code or password without authorization; ● Attempting to break into the computer system of another organization or person; ● Accessing, saving, transmitting, or printing any 	

	<p>sex, or excretion; (b) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals, and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.</p> <ul style="list-style-type: none"> - Unauthorized use of school resources for commercial, illegal, or profit-making enterprises. - Knowingly wasting technology resources. - Physical abuse of the equipment. - Using technology resources in ways that violate school policies and behavior standards. - Degrading or disrupting equipment or system performance. - Installing unauthorized software on school computers, or any violation of copyright established for computer software. 	<p>pornographic or sexually-tinged materials;</p> <ul style="list-style-type: none"> ● Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities; ● Using the Internet for political causes or activities, religious activities, or any sort of gambling; ● Changing any computer file that does not belong to the user; ● Using another person's password without his or her consent; <p>It is understood that accidents happen, but staff are encouraged to take the best possible care of all school property and technology resources. If equipment or items sustain physical damage or are stolen, notify the Head of School immediately so that s/he can address the problem.</p>	
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	<ul style="list-style-type: none"> - Knowingly uploading or creating computer viruses. <p>SECTION 7. Transmission of any material in violation of any federal or state regulation is prohibited.</p> <ul style="list-style-type: none"> - This includes, but is not limited to; copyrighted material, threatening or obscene material, or material protected by trade secret. Use for product advertisement or political lobbying is also prohibited. Use for commercial activities is generally not acceptable. <p>-</p>		
Parents	<p>[Title I. Part A) Building Capacity for Involvement p. 263</p> <p>2) shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;</p>		
Privacy		<p>All internet traffic and all messages sent and received, including personal messages, internet browsing traffic,</p>	

		<p>and all data and information stored on TLS' email, voicemail system, cell phones/PDA's, or computer systems are TLS property, regardless of the content. Employees do not have any reasonable expectation of privacy with respect to their use of these items. TLS reserves the right to access, monitor, and inspect all of its technology resources including its computers, voicemail, email, and any other data storage communications systems, at any time, at its sole discretion. TLS reserves the right to advise appropriate legal authorities of any incident involving technology resources where it reasonably believes a TLS community member may have violated the law. All passwords used to access technology resources must be available to TLS upon request.</p> <p>TLS also reserves the right to inspect all other TLS property, including but not limited to desks, workstations, cabinets, drawers, closets, and vehicles, as well as any contents, effects, or articles in TLS property. Such inspection can occur at any time, with or without advance notice or consent. Employees do not have any reasonable expectation of privacy with respect to their use of these</p>	
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		items.	
<p>Staff/ Student Communication</p>		<p>TLS recognizes the importance of employees, students and parents engaging, learning, collaborating, and sharing in digital environments. It is acknowledged that school employees may engage in the use of social media during their personal time.</p> <p>Social Media and Electronic Communications Involving Students Employees are to maintain professional relationships with students at all times. All electronic communications, including those using social media, texting, e-mail, etc., with students who are currently enrolled in TLS must be school-related and within the scope of the employee’s professional responsibilities. Employees should utilize school-controlled social media sites for instructional or other school-related purposes. The use of electronic media for communicating with students and parents is an extension of the employee’s workplace responsibilities and employees are expected to use professional judgment.</p>	

		<p>Employees should not have direct communications with an individual student utilizing electronic communications unless expressly approved by the school administrator. Group messages for a school-related communication are acceptable provided they are professional; an example of an appropriate use would be a coach informing athletes of a change in practice time.</p> <p>Employees should not knowingly communicate with students through a personal social network page. An internet posting on a personal social media website intended for a particular student will be considered a form of direct communication with that student in violation of this policy. However, an employee may communicate with a student using personal social media networks to the extent the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting. For example, an employee may have a relationship with a niece or nephew, child of an adult friend, student who is a friend of the</p>	
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		<p>employee’s child, or a participant in the same civic, social, recreational, sport or religious organization.</p> <p>As stated in <i>Acceptable Use Policy</i>, when an employee engages in electronic communications with a student, the employee does not have an expectation of privacy regarding such communications.</p>	
<p>Safety</p>	<p>p. 219 SECTION 1. Internet Use and Safety. The School recognizes that computers and the Internet have educational purpose when used properly. The School will take all measures necessary to provide individual users, both students and administrators, with the understanding and skills necessary to use the Internet appropriately in ways that meet educational needs and personal safety.</p> <p>However, there is always the risk that some students might encounter information on the Internet that could be of potential harm or inappropriate to the student. While the School will inform students on the appropriate use of email and Internet safety and will take all necessary measures</p>	<p>INTERNET SAFETY</p> <p>It is the policy of TLS to:</p> <ul style="list-style-type: none"> ● Prevent user access and transmission of inappropriate material via the Internet utilizing TLS technology resources; ● Prevent unauthorized access and other unlawful online activity; ● Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and ● Comply with the Children’s Internet Protection Act 	<p>TLE Internet Safety Policy, p 38</p> <p>Content Filtering Software: All internet traffic is routed through a content filter that blocks access to inappropriate visual content and high-risk</p>

	<p>to ensure students use computers and the Internet consistent with the terms of this policy, due to the uncontrollable nature inherent to the Internet, the School cannot guarantee the Internet and computer environment for its students.</p> <p>The School does comply with the Children’s Internet Protection Act (CIPA) and uses available filtering software. If filtering software is used at any point by the board, additional policies must be established in compliance with Section 182.827 RSMO.</p>	<p>[Pub. L. No. 106-554 and 47 USC 254(h)].</p> <p>This policy applies to all TLS community members, including students, teachers, staff, and designated contractual or temporary staff.</p>	<p>websites.</p> <ul style="list-style-type: none"> ● Network Monitoring: Real-time monitoring tools track activity on the school network to detect and respond to violations of this policy. ● Device Management: School-issued devices are equipped with mobile device management (MDM) solutions to control access, restrict applications, and ensure safe browsing. ● Firewall and Intrusion Detection Systems
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			<p>(IDS): Network-level security solutions detect and block suspicious or malicious internet activity.</p>
<p>Social Media</p>		<p>Employees shall observe the following principles when communicating through social media:</p> <ul style="list-style-type: none"> ● Employees should take reasonable precautions, such as using available security settings, to restrict students from viewing their personal information on social media websites and to prevent students from accessing materials that are not age-appropriate. ● Shall not post confidential information about students, employees or TLS business ● Shall not accept current students as “friends” or “followers” or otherwise connect with students on social media 	

		<p>sites, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.</p> <ul style="list-style-type: none">● Shall not knowingly allow students access to their personal social media sites that discuss or portray activities in an employee’s private life that would be inappropriate to discuss with a student at school.● Shall be professional in all internet postings related to or referencing TLS, students and other employees.● Shall not post identifiable images of a student or student’s family without permission from the student and the student’s parent or legal guardian● Shall not use social media or electronic communications to harass, bully or intimidate students or other employees. <p>Consequences</p> <p>Violations of this policy may result in disciplinary action, up to and including termination of employment.</p>	
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<p>Staff</p> <p>Media Literacy</p>	<p>SECTION 2. Staff Responsibilities for Use of Technology</p> <ul style="list-style-type: none">- Develop and help students develop the skills needed to discriminate among information sources, to identify information appropriate to age and developmental levels, and to evaluate and use information to meet educational goals;- Supervise and/or monitor all to whom one grants access to technology resources regarding implementation of this policy;- Take an active role in ensuring that students and their parents are aware of the individual student's responsibility to use technology resources in an ethical and educational manner.- Supervise student Internet and computer usage	<p>Blogs, web pages, and social networking sites</p> <p>TLS staff will not utilize TLS technology resources for purposes of using blogs, web pages or social networking sites to present information or content about themselves, colleagues, the organization, or students that may be false, disparaging, damaging, in violation of local, state, and federal law, or otherwise detrimental to the reputation and integrity of individuals, programs, schools, or TLS.</p> <p>Staff should also consider carefully the impact of information presented on personal blogs, websites, or social networking sites. While publishing this information is private conduct, information connecting the writer with TLS may impact the writer's reputation among the greater TLS community, and may be detrimental to TLS' educational mission.</p>	
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Observations: Technology Crosswalk

Instruction

1. Board Policy (BP) mentions teaching students about the credibility of websites (media literacy): “The School will take all measures necessary to provide individual users, both students and administrators, with the understanding and skills necessary to use the Internet appropriately in ways that meet educational needs and personal safety.” Language related to training in media literacy is not present in the HBs.
2. Board Policy mentions the need for staff to instruct students in proper and safe internet use; did not see this in the tech section of the Handbook or the Family HB.
3. Re: Instructional Responsibilities, whether tech-related or not, did not see any in the table of contents of the Staff HB.
4. BP also mentioned adult supervision of student tech use. Did not see this in the tech section or elsewhere in the Staff HB. Check Family HB.
5. Use of cell phone policy - BP needed and posted on website; and language added to Staff and Family HBs
6. Language exists in the Bylaws around parent education in technology resources to help support their children’s literacy (part of responsibilities associated with Title I)

Equity of Access

1. Board Policy addresses equity of access in its Alternative Methods of Instruction Plan, p. 188. There doesn’t seem to be any content related to digital divide issues/internet access outside school in HBs.
2. The Staff Handbook references a Bring Your Own Device policy. This is not defined, so it’s unclear how it links to board policy.

Equipment

1. Not a lot of specific references to the range of equipment in Bylaws compared to TLS Staff Handbook:
 - a. All computers and workstations, including laptops, desktops, servers and tablets;
 - b. • Computer hardware and peripheral equipment such as hard drives, printers, modems, scanners, fax machines, and copiers;
 - c. • Supported and designated computer software applications and associated system and user-created files and data;
 - d. • Standard and cellular telephones, voicemail systems, electronic-mail systems, portable computer devices, personal digital assistant devices and organizers (i.e. PDA’s), digital cameras, and video recorders.

The Board may want to discuss adding more detail on types of equipment covered.

2. Staff Handbook covers return of technology property upon separation that the Bylaws do not.

Infractions

1. Bylaws lack specific references to use of TLS tech for personal use on personal time being aligned with TLS policies. Bylaws also lack specific references to social media and web presence content covered in the Staff Handbook. The language that applies in the Bylaws states that it's prohibited to: "[Us\[use\] technology resources in ways that violate school policies and behavior standards.](#)" This may be sufficient. Should discuss.
2. Consequences for misuse and abuse by staff are named in the Staff Handbook but not in the Bylaws (may be elsewhere, but don't appear in the tech policy). Bylaws emphasize AUP violations by students.
3. Staff HB has language about certain violations of AUP being grounds for alerting the authorities; bylaws do not. -
4. Staff HB discusses the obligation of TLS Staff to report known breaches of school policy to TLS leadership; Bylaws do not. -
5. Staff HB prohibits talking about the school to the media on behalf of the school. BP does not discuss in the tech section. May appear elsewhere. [Fits into more than one category; tech piece is implied where communication would occur through a device.]

Privacy/Safety

1. Staff HB has language related to inspecting equipment and staff digital content that the Bylaws do not; handled broadly by Bylaws is that staff lack the right to privacy related to their tech use on TLS equipment or speaking about TLS or with TLS students on their personal equipment. Captured in the blanket statement above.
2. Bylaws lack references to staff/student online interactions (email, social media, platforms) that are spelled out in the Staff Handbook. These include both school-specific and non-school specific interactions (latter = staff, for example, may be friends with the family outside of school, have children who play together, or a family relationship). Board may want more specificity around this.

3. Staff Handbook addresses the Family Education Rights to Privacy Act (FERPA) in the context of text use. Bylaws do not.

Coversheet

Governance Committee Report

Section: IV. Committee Reports
Item: D. Governance Committee Report
Purpose: Discuss
Submitted by:
Related Material: 7.14.25 Governance Committee Notes.pdf



Governance Committee Meeting Notes - 7/14/25

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 Charter 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

[Governance Committee Charter](#)

[Board Meetings 2025 - 2026](#)

[MEANS and ENDS](#)

[TLS Board Bylaws](#)

Standing Meeting Dates for 2025 - 2026:

<https://us06web.zoom.us/j/85797465297?pwd=XbelY0QmOIM0G4bbvS58D8mjbAaDv9.1>

<p>Date of this Meeting: 7/14/25</p>	<p>Present: Courtney, Becky, Stephanie</p>
<p>5. Governance Committee Goal 1:</p> <p>2025 - 202 School Calendar:</p> <p>Should be approved in March of each year</p>	<p>Possible Sequence of Governance Committee Work - July/ September</p> <p>Meeting Times/Days</p> <ul style="list-style-type: none"> ● Discussion to combine ED Check-In and Governance Committee monthly meeting -second Tuesdays of the month ● Use ED Check-ins on first and third Tuesdays for a combination of Governance Work Team meetings and traditional Check-ins. ● Tuesdays at 5:30 PM? Check w/ Gary and Carrie ● Will keep this week ED Check-In and next week, until we confirm and create a schedule of ED check vs Gov mtg. <p>Charter Goal Revisions</p> <p>Goal 1 ELA & Math MAP</p> <ul style="list-style-type: none"> ● Will include all students vs just returning students ● Rationale for % Proficient includes alignment with comparable schools that offer transportation (less affluent) and have a similar student demographic <p>Goal 3 NWEA in Reading and Math</p> <ul style="list-style-type: none"> ● iReady data can record achievement as well as growth ● Replacing NWEA with iReady will help reduce test fatigue ● Use of iReady eliminates the additional complexity of percentile rank and trying to infer proficiency from cut scores ● iReady offers a clear proficiency report. ● CM will work with the Leadership Team to create attainable proficiency rate for all students. <ul style="list-style-type: none"> ○ Need to decide if average for all students or for a particular grade level. CM is thinking about 45-50% in ELA and 25-30% in Math. <p>Goal 5 Attendance</p> <ul style="list-style-type: none"> ● May leave at 90% or revise based on comparison ADA data for schools in the region. <p>Goal 6 - Leadership</p> <ul style="list-style-type: none"> ● For rationale: Need to state that the original goal was not attainable given the strategies and resources needed to achieve it and where TLS stood relative to Lighthouse Certification at the end of Year Two before current leadership was installed.

	<p>Next Steps:</p> <ul style="list-style-type: none">● Keisha will attend the 7.15. 25 ED/Board Check-In to provide clarification and recommendations for Goal 6 and several other of the Culture goals
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Coversheet

Protocols and Policies

Section: IV. Committee Reports
Item: F. Protocols and Policies
Purpose: Discuss
Submitted by:
Related Material: DRAFT TLS Leadership Norms .pdf
Draft TLS Board Communication Protocols.pdf
Draft Employee Professionalism Policy.pdf
Draft Public Comments Policy.pdf

Draft Board Norms of The Leadership School Board of Directors*

Demonstrate Professional and Ethical Behavior

Whether interacting with each other, staff, students, or community, we adhere to The Leadership School's core values: **Love, empowerment, authenticity, and development (LEAD)****. We commit to being accountable and we demonstrate professional and ethical behavior.

Indicators:

- We are **fair and honest** in our dealings with each other and with TLS Leadership
- We are **transparent** in our intentions
- We are **committed to personal and professional growth** as leaders

Lead with Unity and Purpose

We base our decisions on the strategic plan, the district's mission, reliable data, and what's best for students. We serve as advocates for charter public school education. As a Board, we lead as a united team with TLS Leadership, each in their respective roles with strong collaboration and mutual trust. We always put students first when making decisions and keep student achievement as the main focus of board actions.

Indicators:

- We understand the **TLS Charter Goals**
- We recognize and honor **our responsibility to our authorizer** to ensure TLS meets its Charter Goals
- We are knowledgeable about **current school performance** against our Charter Goals
- We use our **Bylaws to effectively** guide our governance

Value and Respect Each Other

We conduct the Board's work with care and respect. We come to meetings prepared and on time. We are willing to support consensus, remain open to questions, and stay engaged during times of conflict or disagreement. We share information, distribute responsibilities, value each other's contributions, and care for one another personally.

Indicators:

- We make time to review and reflect on **board packet materials** prior to board meetings.

- We follow up on **post-meeting assignments** promptly and with updates on completion status.
- We assume **positive** intent.
- We honor the **time commitment** in the [Board Member Agreement](#) through engagement and study.

Listen and Communicate Effectively

We engage in ongoing, transparent communication with community stakeholders while maintaining confidentiality regarding sensitive matters and refraining from discussing the intentions of fellow board members. As concerns, questions, and issues arise, we are available and willing to listen to understand the situation. We value and respect the opinions and lived experiences of each other, the TLS Leadership, staff, students, and community members. We allow all perspectives to be voiced and heard, but ultimately we act as one.

Indicators:

- We **listen first** to understand
- We respect **confidentiality**
- We **communicate concerns** to affected parties directly, promptly, and respectfully
- We respond to board communications (texts, email) **within 24 hours** ([Board Conduct policy, p. 59, Section 2.](#))**

*Based with appreciation from [MRH's Norms](#)

****Core Values TLS Family Handbook, p.3**

School Mission

The Leadership School grows our students' leadership capacity through engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

School Vision

The Leadership School empowers and inspires young leaders to collaboratively make their community & the world a better place.

Equity Vision Statement

The Leadership School is committed to diversity and inclusion by helping all students understand themselves and their learning styles. We provide the tools and resources needed for all students to thrive academically, physically, socially, and emotionally. We acknowledge the diversity of our student body in areas such as race, learning abilities, socioeconomic status, and gender. We believe in equal learning opportunities for all students regardless of these differences. We aspire for each student to embrace their academic journey and choose a challenging and fulfilling path.

Love	We show interest, collegiality, and positivity in our interactions with all community members. We cultivate empathy through strong relationships and collaboration.
Empowerment	We strive to foster an environment where students not only recognize their capabilities but also embrace the joy of self-discovery and personal development , as well as see and encourage the strengths of their peers .
Authenticity	We ensure alignment of our learning to authentic work and hold ourselves to the highest levels of integrity, employ just and equitable practices , and remain true to our mission at all times.
Development	We strive to take ownership of our achievements, failures and growth while we stay the course, persevere , and accomplish our personal and collective goals .

Draft TLS Board Communication Protocols

General

Among Board Members:

- Except in emergencies, communications **about board business among board members** should be made during weekdays via **email**, with all members copied.
 - Where **a response is needed**, unless there are **extenuating circumstances**, we will respond **within 24-hours**.
 - We commit to keep communication as **clear and succinct** as possible.
 - During the week, board members **will check their TLS email once a day**.

Board to TLS:

- All communication from the Board to TLS (ED, staff) **related to Board decisions** will be conveyed through **board meeting minutes and/or in writing from the Board Chair**, with copies to all board members.
- All communications from the Board to TLS (leaders, staff) **related to logistical issues** (e.g., requesting information or asking for clarification, setting up work team meetings, booking a venue, ordering badges ...) will take place **during the week** and come from a **Committee Chair or Work Team Leader, copying the Board Chair and the TLS Leader**.

TLS to the Board:

- Except in emergencies, all **formal communications** from TLS to the Board will take place on **weekdays, through email**, with all members copied.
 - In the event a **TLS staff member contacts a board member with a grievance**, the board member will direct the staff member to follow the protocols established in the Employee Handbook, then immediately inform the TLS leader and document the contact.
 - If the grievance involves harrassment, the board will follow the adopted board grievance policy.
- All communications from TLS to the board related **to emergent concerns** (e.g., legal issues, child safety, concerns for which a public board response

will be needed) will be communicated **via email to the board as a whole, at any time**, along with action steps being taken to address the concern.

- All communications from TLS (ED, leaders, teachers, staff) to the board as a whole, the Board Chair, Committee Chairs or Work Team Leaders **related to logistical issues** (e.g., requesting information, asking for clarification) will **copy the TLS Leader and the Board Chair** (if not the direct sender or recipient), and be delivered **during the week**.

Thought Partnership between the Board and TLS

- Requests for thought partnership outside of meetings from either board members to TLS or TLS to board members will occur **at the discretion of the participants** and with the understanding that **individual board members do not speak for the Board**.

Board Meetings

1. At least **48 hours** ahead of monthly board meetings, board members should communicate their **availability to attend** by responding to the invitation sent out by Board on Track.
2. At each meeting, a **time-keeper** will be appointed by the Board to keep track of alignment with **allocated time amounts** within the agenda.
 - a. If time allocated for an agenda item is **exceeded**, the Board will take a **vote** on whether to extend the discussion and if so, by how much.
3. The time-keeper will also monitor the amount of time **individual board members use** to make a point, ask a question, or engage in an exchange with TLS leadership or a Committee Chair bringing business before the Board.
 - a. To ensure all voices are heard, individual board members will first be **recognized by the Chair** after raising their hand and will have the floor for **up to 1 minute**.
 - b. Members will state their position, provide reasons **without repetition**, then have the option to restate their position.
 - c. The time-keeper will re-start time when the **next member** is recognized.

- d. When **all members** have had a chance to **speak once**, time remains on the agenda, and someone would like to **speak again**, they may be recognized by the Chair and the process repeats until time runs out.
4. The Board commits to using **person first language** (children in poverty, students at risk, families in alternative living situations) to avoid generalizing about groups and reducing individuals to labels.
 - a. We will speak from the truth that the **only gap** between the children at **TLS** and those at **West County** schools stems from differences in **opportunity and resources**.

Committee Meetings

1. The **TLS Leader** will be a **member** of all board committees.
2. **Agendas will be co-constructed** by the Committee Chair and the TLS Leader at least **five (5) days prior** to the Committee meeting to allow the Leader time to gather data for requested reports.
 - a. These should become standing meetings and the cadence placed on each leader's calendar for the year, along with committee meetings.
3. **Agenda items** should clearly **align** with the relevant areas of the **TLS Strategic Plan and Objectives**.
4. Agendas should include a **short reflection** at the end on:
 - a. How well the meeting addressed agenda items
 - b. How well informed members were ahead of the meeting
 - c. Whether board norms were observed
 - d. How well **previous recommendations** for improving meeting quality were followed.
5. Meeting discussion **protocols** will be developed and used at the discretion of each committee chair and the committee's members.
 - a. **Constructive feedback** on meeting content and management will be integrated into future meetings.
6. **Within 48 hours** after a meeting, the **Committee Secretary** will send out meeting minutes to the **Committee**, the **Board Secretary** for upload to the agenda for the next monthly meeting of the Board, and to the **TLS staff** member tasked with uploading the minutes to ReportWell.

7. The **Committee Chair** is responsible for **completing the bullets** on the Board Committee slide deck sent by the Board Secretary, at least **five (5) days prior** to the Board meeting.
 - a. **The Committee Chair will present** the key points and areas for discussion at the board meeting.
8. If a **Committee Chair cannot make a committee meeting**, they need to contact another committee member at least **two (2) days** prior to the meeting to take the lead.
 - a. If no one is asked to lead, the Committee Chair is responsible for **rescheduling** the meeting.
 - b. If someone other than the Committee Chair leads a committee meeting, the Committee **Chair is still responsible** for completing the bullets on the Board Committee slide deck sent by the Board Secretary, at least five (5) days prior to the Board meeting.
 - c. The **Chair or their designee is responsible to present** the key points and areas for discussion at the board meeting.
9. If a **Committee Chair cannot make a board meeting**, they need to contact another committee member **at least 48 hours prior** to the board meeting to present the committee's work on their behalf.
10. **Communication among committee members** about committee business between meetings should be **via email with all committee members copied** to ensure everyone is working with the same set of information and everyone has a chance to weigh in.

Charter School Board Policy: Employee Professionalism (see p. 31 of HB)

Policy Number: [Insert Number]

Adopted: [Insert Date]

Reviewed: [Insert Date]

Revised: [Insert Date]

I. Purpose

The purpose of this policy is to establish clear expectations for professional and ethical behavior among all staff members of The Leadership School. Staff are expected to maintain the highest standards of conduct in their interactions with students, colleagues, families, and the community to promote a safe, respectful, and effective educational environment.

II. Scope

This policy applies to all employees, contractors, volunteers, and other adults who work on behalf of The Leadership School, including part-time and full-time staff.

III. General Expectations

All staff members must:

1. Maintain Professional Conduct

- Act in a manner that upholds the dignity and integrity of their role.**
- Adhere to all applicable federal, state, and local laws, as well as school policies.**
- Demonstrate respect for students, colleagues, and the school community.**

2. Promote a Safe Learning Environment

- **Create and maintain an atmosphere free from bullying, harassment, discrimination, and intimidation.**
- **Maintain appropriate physical and emotional boundaries with students.**
- **Use discretion when discussing sensitive topics.**

3. Respect Confidentiality

- **Protect student and staff confidentiality in accordance with FERPA and other privacy laws.**
- **Share information only with authorized individuals when there is a legitimate educational or safety-related need.**

4. Use of Technology

- **Use school technology resources responsibly and professionally.**
- **Avoid inappropriate or excessive personal use of electronic devices during work hours.**
- **Prohibit any communication with students through personal social media accounts, text messaging, or any unsanctioned digital platform.**

IV. Boundaries with Students

To safeguard students and maintain public trust, staff members must:

- 1. Avoid any behavior that could be construed as grooming, favoritism, or inappropriate familiarity.**
- 2. Not engage in one-on-one interactions with students behind closed doors or out of public view without a legitimate educational reason.**

3. **Avoid giving personal gifts to students outside of formal recognition or school programs.**
 4. **Refrain from initiating or engaging in non-school-related contact with students, including through social media or private messaging.**
 5. **Not engage in any romantic, sexual, or otherwise inappropriate relationships with students, regardless of the student's age or consent.**
-

V. Reporting and Enforcement

1. Reporting Violations

- **Any suspected violations of this policy must be reported immediately to the School Leader/Principal or designee.**
- **Reports may also be directly made to the Board through a designated anonymous reporting system. (Link on the Board page)**
 - i. **Have you first taken the step of addressing the concern directly with the Person with whom you have had the conflict:**
 1. **If about a student, have you spoken to the teacher?**
 2. **If about a staff member, have you spoken with the principal?**
 3. **If about the principal, have you spoken with the ED?**
 4. **If about the ED, have you contacted the Board?**

2. Investigations

- **The school will promptly and thoroughly investigate all complaints or concerns in accordance with applicable policies and legal standards.**
- **Staff will be placed on administrative leave if necessary to protect student safety during the investigation.**

3. Consequences

- **Violations may result in disciplinary action up to and including termination of employment.**
- **When appropriate, violations will be reported to law enforcement or professional licensing boards.**

VI. Training

All staff shall receive annual training on this policy, professional boundaries, and mandated reporting responsibilities as part of the school's professional development program.

VII. Review and Revision

This policy shall be reviewed annually by the Board and revised as needed to ensure alignment with current laws, regulations, and best practices.

Draft Public Comments Policy

Members of the public are welcome to address the Board during the Open Comment portion of the agenda. Intent to speak should be communicated in writing to the Board Chair at least 24 hours in advance of the meeting. When recognized, each speaker will give their full name and address. They will have two minutes to present. Questions and concerns will be addressed in writing by the Board within 7 calendar days.

Coversheet

Updates on ...

Section: V. Executive Directors Monthly Report
Item: A. Updates on ...
Purpose: Discuss
Submitted by:
Related Material: ED Board Report 07.22.25.pdf



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

Executive Director Board Report

**The Leadership School
Board of Directors Meeting
July 22, 2025**

Student Enrollment

Primary Goal: 288 students enrolled K-5 in 2025 - 2026

Driver Goal 1: 193 returning students (85% retention rate)

Driver Goal 2: 125 newly enrolled students by 8/15/2025

Driver Goal 3: total enrollments = 322 by 8/15/25

Driver Goal 4: 90% show rate on 1st day of school = 288 butts in seats

Current Status: 7/22/2025

Primary Goal: 288 students enrolled K-5 in 2025 - 2026

Driver Goal 1: 192 returning students

Driver Goal 2: 83 Newly Enrolled Students + 18 pending

Driver Goal 3: Total Enrollments = 275 Enrollments + 18 pending = 293 enrollments

Driver Goal 4: 90% show rate on 1st day of school = 288 butts in seats



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

Staffing 2025-2026

Returning Staff	New Hires	Vacant Teaching	Vacant Leadership	Vacant Support
21	10	2	0	0

Vacancies: 4th Grade Math and a Science Teacher

Charter Goal 1 Proposal:

Original Charter Goal:

For students who have been enrolled for **three consecutive years**, **60%** will score Proficient or Advanced in **English Language Arts (ELA)** on the **MAP** (Missouri Assessment Program) and **50%** will score Proficient or Advanced in **Math**.

Proposed Charter Goal:

35% of TLS students will score Proficient or Advanced in **English Language Arts (ELA)** on the **MAP** (Missouri Assessment Program)

30% of TLS students will score Proficient or Advanced in **Math** on the **MAP** (Missouri Assessment Program)



Charter Goal 1 Justification

Proposed Change: Replace: **students who have been enrolled for three consecutive years**

with: ➡ **All TLS students**

Justification:

- Puts focus on ALL TLS students and avoid prioritizing the founding students over non-founding students.
- State and commission will evaluate us based on all students, not just founding students
- Simplifies data reporting

Proposed Change: Change: **60% proficient or advanced** in ELA to: ➡ **35% proficient or advanced** in ELA.

Change: **50% proficient or advanced** in mathematics to **30% proficient or advanced** in mathematics.

Justification:

- Comparison schools data (see next slide)
- Goal is attainable within the next 2 years. In 2024 only 18% were proficient in reading and only 9% in math.
- Would put us 10% higher than the highest proficiency rates of schools with similar demographics. (see next slide)

ELA	Below Basic	Basic	Proficient	Advanced	Prof Rate
State	18.6%	38.1%	27.5%	15.9%	43.4%
Ferg - Flor	41.8%	38.4%	14.8%	4.8%	19.6%
Hazelwood	33.8%	41.4%	17.8%	6.8%	24.6%
Jennings	42.0%	38.9%	13.2%	5.6%	18.8%
KIPP	40.9%	45.3%	11.4%	2.2%	13.6%
Confluence	34.9%	44.3%	15.3%	5.3%	20.6%
Northside	27.5%	49.8%	18.3%	4.2%	22.5%
Lift For Life	43.4%	42%	13.4%	1.1%	14.5%
Normandy	52.4%	34.9%	9.4%	3.2%	12.6%
TLS	45%		14.5%	8.5%	23.0%
<i>The Schools Below do NOT provide transportation and draw families with more resources</i>					
Atlas	30.4%	30.4%	23.9%	15.2%	39.1%
Kauffman	18.7%	42.3%	25.7%	13.1%	38.8%
Kairos	25.8%	44.7%	19.8%	9.6%	29.4%

Mathematics	Below Basic	Basic	Proficient	Advanced	Prof Rate
State of Missouri	28%	30.6%	22.5%	18.6%	41.1%
Ferg-Flor	55.9%	28.1%	11.0%	4.8%	15.8%
Hazlewood	55%	29.5%	11.0%	4.3%	15.3%
Jennings	57.7%	25.5%	11.4%	5.1%	16.5%
KIPP	62.2%	28.6%	6.7%	2.3%	9%
Confluence	52.5%	29.6%	13.2%	4.4%	17.6%
Northside	41.7%	44.4%	10.3%	3.4%	13.7%
Lift For Life	48.2%	31.8%	14.7%	5.1%	19.8%
Normandy	66.0%	24.9%	6.8%	2.2%	9%
TLS	65%	23%	6%	6%	12%
<i>The Schools Below do NOT provide transportation and draw families with more resources</i>					
Atlas	43.4%	21.7%	17.3%	17.3%	34.6%
Kauffman	16.5%	33.3%	32.1%	17.8%	49.9%
Kairos	56.3%	29%	9.6%	4.8%	14.4%

Charter Goal 3 Proposal:

Original Charter Goal:

NWEA (Ranked Performance)

Students will score in the **60th** percentile in **Reading** and **Math** on the **NWEA**.

Proposed Charter Goal:

By the end of year 5, **50%** of TLS students **KG - 8th grade** will score at or above grade-level in English Language Arts according to the iReady assessment. By the end of year 5, **25%** of TLS students will score at or above grade level in Mathematics according to the iReady assessment.



THE LEADERSHIP SCHOOL
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Charter Goal 3 Justification:

Original Charter Goal:

- Reduce the amount of testing students encounter throughout the school year.
- Percent on or above grade level is easier than percentile ranking for stakeholders to understand
- NWEA MAP growth assessment is no longer a DESE approved interim assessment, but iReady is. (MAP reading fluency is approved as a dyslexia screener) - Senate Bill 681



Charter Goal 5:

Attendance: 90% average for Years 1 - 3

		Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	EOY Avg
Average Daily	Month	91.48%	85.90%	88.99%	92.05%	84%	86.83%	89%	87.5%	88.2%
	Year	91.38%	90%	89.84%	90%	89.27	89%	88.9%	88.7%	88.5%
Tardies		304	141	203	128	170	177	280	195	199.7 5
Discipline Referrals		68	103	42	20	23	40	61	43	50



Charter Goal 6:

Current

- Before renewal, The Leadership School will achieve *Leader in Me* Lighthouse School Certification.

Proposed

- Option #1: Students will engage in *Wayfinder SEL lessons*, with 85% of students in 3rd grade and above demonstrating competency (proficiency) in leadership domains such as self-awareness, responsible decision-making, and collaboration, as measured by Wayfinder SEL assessments.

Charter Goal 7:

Current

Goal 7: *Positive School Culture*

- At least **85%** of **students** will respond positively to a **formal survey** that their **voice matters** beginning with **3rd grade**, rising to 95% in Year Five.
- **85%** of **parents/family** members will respond positively to a **formal survey** that they are **satisfied** with the school, rising to 95% in Year Five.

Proposed

- At least **85%** of **students** will respond positively to a **formal survey** that **their teachers care a lot about them**, rising to **90% in Year Five**.
- **85%** of **parents/family** members will respond positively to a **formal survey** that they are **satisfied** with the school (as defined by communication, their child's sense of safety and belonging), rising to 90% in Year Five.

Charter Goal 7: Positive School Culture

- At least **85%** of **students** will respond positively to a formal survey that their voice matters, rising to **95%** by **Year Five**
- Annually for the **first three years**, **85%** of **parents/family members** will respond positively on a formal survey that they are satisfied with the school. **By Year Five**, satisfaction will increase to **95%**



Revised Charter Goal 7: Positive School Culture

- At least 85% of students will respond positively to a formal survey that they belong, rising to 90% by Year Five
- Annually for the first three years, 85% of parents/family members will respond positively on a formal survey that they are satisfied with the school. By Year Five, satisfaction will increase to 90%



Charter Goal 8: Student Retention

Annually, at least **85% of students** enrolled on October 1 will be **re-enrolled** the following year, as measured by reasons other than the percent of students who leave the school for reasons other than moving out of the enrollment zone.

87% of TLS re-enrolled for FY25



Charter 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.

(*ReportWell)

	January	February	March	April	May	June
Submitted	100%	100%	100%	75%	100%	100%
Timeliness	70%	63%	90%	50%	100%	100%
Completion	96%	100%	100%	pending	100%	97%

