



The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

The Leadership School

Monthly Board Meeting for The Leadership School

Published on September 28, 2025 at 4:00 PM CDT

Amended on September 30, 2025 at 5:57 PM CDT

Date and Time

Tuesday September 30, 2025 at 6:00 PM CDT

Location

The Leadership School
1785 Pennsylvania Ave
Pagedale MO 63133

The Leadership School Board Meeting (In Person)

Tuesday, April 29, 2025 · 6:00 – 8:00pm

Time zone: America/Chicago

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	2 m
Mission: The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.			
B. Record Attendance		Lakeisha Moody Seymour	1 m
Roll Call Vote			
C. Public Comment Section		Rebecca Langrall	4 m
II. Review Minutes			6:07 PM
A. Vote to approve August 26, 2025 Meeting Minutes	Vote	Rebecca Langrall	1 m
B. Vote to approve Sept. 9 Special Meeting Minutes	Vote	Rebecca Langrall	1 m
C. Approve May 7 Executive Session Meeting Minutes	Vote	Rebecca Langrall	1 m
III. Board Chair Report			6:10 PM
A. Updates	Discuss	Rebecca Langrall	45 m
Status: Goal #10 - Board Engagement			
<ul style="list-style-type: none"> • Average meeting attendance YTD: 66% • Giving YTD: \$1250 • Next Event, Skating for Change on 11/29 • Discussion of "Meet the Board" monthly coffee/evening online. 			
9.24.25 - PRiME Center Data Luncheon for superintendents and board chairs emphasized growth data as a clearer measure of a school's impact on student achievement. Encouraged attendees to learn what high-growth low-income schools			

	Purpose	Presenter	Time
<p>were doing to Beat the Odds. Here are the elementary schools with highest growth rates in math and ELA last year based on state MAP scores.</p> <p>9.27.25 - Trivia Night at the Pagedale Community Center attracted 51 attendees and brought in \$4186 for technology.</p> <p>November Retreat Goal: Strategic Planning</p> <ul style="list-style-type: none"> • Two shorter sessions on a Saturday: First with Kent to map out the plan; second with ourselves to deal with logistics within our committees • Dates for first session that work for Kent would be Nov 1 or Nov 8 • Complete Google Survey re: board availability by Friday, 10/3 <p>Annual Review of Board Conduct Policy</p> <ul style="list-style-type: none"> • Read, discuss, sign last page. • Discuss Norms Look-Fors and Self-Check Tool <p>DRAFT Board Handbook</p> <ul style="list-style-type: none"> • Feedback 			
IV. Committee Reports			6:55 PM
Committees Report on Monthly Activity			
A. Development Committee Report	Discuss	Rebecca Langrall	15 m
Discussion			
<ul style="list-style-type: none"> • Goal 7 (Family/Community Engagement) - • Discussed timing of first newsletter, • PTO launch plan, • Writing a letter from the 2024 - 2025 Dev Comm members explaining the shift in direction of the committee • Trivia Night planning • Whether enrollment numbers could support hiring a development consultant. 			
B. Finance & Facilities Committee Report	Discuss	Gary Stevenson	20 m

	Purpose	Presenter	Time
<ul style="list-style-type: none"> Reviewed financials from August Discussed status of the 2025 Annual Audit Reviewed compliance with state reporting - need quarterly reports from last year Reviewed Goal 11: Board Engagement goals in the SMP Discussed timeline for completion of the Financial Info to prep the Board for the SQR Site Visit on 10/27 - 10/28. Discussion Facilities expansion planning timeline 			
C. School Performance Committee Report	Discuss	Rebecca Langrall	10 m
<ul style="list-style-type: none"> Reviewed the Beginning of year (BOY) performance data and actions taken to accelerate growth in ELA/Reading and math achievement by December, when the Mid-Year (MOY) data are collected. Discussed Report Well compliance - overdue School Performance related reporting Discussed ETA for 2025 - 2026 Committee Charter completion Discussed ETA for SQR Site Visit Prep info related to school performance Reviewed progress on Goals 1 - 9 of the Strategic Monitoring framework. Checked progress on the St. Louis Children's Fund Grant development process 			
D. Governance Committee Report	Discuss	Rebecca Langrall	20 m
<ul style="list-style-type: none"> Discussed status of norm review panel work re: process for holding ourselves and each other accountable SQR Site Visit Prep - reviewed Governance/Strategic Vision modules Status of compliance with Report Well reporting requirements for August 2025/early Sept 2025 per the SMP Established Evaluation Work Team to initiate planning for the 2025 - 2026 ED with first meeting set for 9.22 (see notes) Discussed need for emergency board succession planning 			
V. Executive Directors Monthly Report			8:00 PM
A. Updates on ...	Discuss	Courtney Moulder and Lakeisha Seymour	20 m

	Purpose	Presenter	Time
Enrollment			
Staffing			
BOY Assessments			
PTO			
VI. Closed Session			8:20 PM
A. Roll Call Vote	Vote	Rebecca Langrall	30 m
<p>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 610.021.2 "Leasing, purchase or sale of real estate by a public governmental body where knowledge of the transaction might adversely affect the legal consideration therefor."</p>			
VII. Consent Agenda			8:50 PM
A. Pending Previous Discussion:	Vote	Rebecca Langrall	1 m
<ol style="list-style-type: none"> 1. September Board Committee Meeting Reports 2. Development Committee, Finance Committee, and Governance Committee Charters 3. August 2025 Financials 4. TLS Board Norms, Look-Fors, Self-Check Tool 5. Hiring and Recruitment Policy 6. Denise Griffin, Director of Operations, as TLS Custodian of Records 7. TLS Staff Handbook 8. TLS Family Handbook 9. Strategic Monitoring Framework (SMF) 			

	Purpose	Presenter	Time
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VIII. Closing Items**8:51 PM**

A.	Board Member Meeting Reflection	Discuss	5 m
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Respond by sharing your response to one or more of the following: (**include evidence, practical examples*)

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
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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:

- [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
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Coversheet

Vote to approve August 26, 2025 Meeting Minutes

Section:	II. Review Minutes
Item:	A. Vote to approve August 26, 2025 Meeting Minutes
Purpose:	Vote
Submitted by:	
Related Material:	2025_08_26_board_meeting_minutes.pdf

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The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

The Leadership School

Minutes

August 26, 2025

Date and Time

Tuesday August 26, 2025 at 6:00 PM

Location

The Leadership School
1785 Pennsylvania Ave
Pagedale MO 63133

The Leadership School Board Meeting (In Person)

Tuesday, April 29, 2025 · 6:00 – 8:00pm

Time zone: America/Chicago

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>

Directors Present

A. Williams, C. Page (remote), G. Stevenson, R. Langrall, S. Madlinger (remote), S. Taylor, T. Curry (remote), T. Montgomery (remote)

Directors Absent

None

Guests Present

C. Moulder, L. Moody Seymour

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 Tuesday Aug 26, 2025 at 6:03 PM.

B. Record Attendance

C. Public Comment Section

II. Review Minutes

A. July 22, 2025 Meeting Minutes

G. Stevenson made a motion to approve the minutes from July 22, 2025 on 07-22-25.

A. Williams seconded the motion.

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

B. Vote to Approve Minutes

III. Board Chair Report

A. Updates

On 8/8/25, TLS held its Open House and 181 students attended.

Community partners offering pre-school and after school programming were present, along with the Asthma Truck, fire department, and Vivian foundation. It was energetic.

Average Board attendance YTD: 64% (see notes)

IV. Committee Reports

A. Development Committee Report

Consensus to adopt the FY 26 goals for Board engagement

- Introduce 3 associates to TLS, being intentional about bringing in people that can connect with and potentially donate to, volunteer with, or supply resources to our school.
- Make a personal donation to TLS on Giving Tuesday and Give STL Day
- Attend 4 TLS events (e.g., Building A ribbon cutting, Trivia Night, Halloween, Christmas event, Black History Month student presentations, Skating for Change, Kindergarten & Grade 5 Graduations). Board members could attend once a quarter. TLS Events will be added to the Board Calendar to facilitate planning.
- Participate in 2 retreats (fall and spring/summer)
- Promote the school via personal social media, wearing or using TLS swag, and posting pictures.

Other Opportunities to promote the school:

- Community Partnerships
- Grants
- Facility-rental*
- Fee-based services**

*Facility rental for community events -- the Development committee supported by Courtney will explore an app to put the multi-purpose room on a list of available spaces for activities like meetings, dances, Kiwanis Club, North County Democrats, yoga classes. An MOI will needed to be drafted to ensure the facility is left school-ready after the event.

**Therapy would be a possible fee-based service--Performance Committee and Keisha will pursue.

Will explore the opportunity to hire someone (either full time or as a consultant) in order to lead the work in Development, after we determine actual enrollment numbers in October. A capital campaign would likely be more feasible as the school increases in size.

B. Finance & Facilities Committee Report

There was a drop of \$66K in net income in July due to invoices from FY25. Will need to pursue an invoice payment policy to minimize carry-overs.

Days of Cash: 71

Gross Margin: 6.3%

Fund Balance 20%

- This year's budget was built on an enrollment of 280 and as of today 8/26/25 we have 286 enrolled.

- ASBR was submitted on August 15th, 2025
- Annual Audit will happen in October
- Long Term financial planning model has been developed by EdOps based on three possible space-related scenarios. Enrollments for 2026 - 2027 could be:

437 if space is available

359 if two modules are added

342 with no additional space

In its monthly meeting, the Finance Committee also reviewed the portions of the proposed Strategic Plan that it will monitor in the coming two years.

C. School Performance Committee Report

- Reviewed rationales for amendments to School Performance and School Culture charter goals
- Reviewed key objectives in the proposed Strategic Plan that the committee will monitor for the coming two years
- Shala and Keisha are working on a grant from the St. Louis Children's Fund --more will be shared as information becomes available.
- Teacher evaluation rubric is complete.
- Language added in the Board Personnel Evaluation policy to change the evaluator of all staff (educators and classified staff) to be the immediate supervisor rather than the Executive Director.

G. Stevenson made a motion to accept revised language for Board Personnel Evaluation policy.

T. Montgomery seconded the motion.

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

D. Governance Committee Report

In Committee, continued work on aligning the Organizational Health Dashboard and the Strategic Plan and reviewed the template for the Charter Goal Amendment letter.

Discussed the Cell Phone (Electronic Communications Device policy)

During the meeting, discussed examples and non-examples of the TLS Board norms

- Under "Lead with unity and purpose" add a participation and engagement indicator under "Examples"
- Under "Value and respect each other" change "We apologize promptly" to "We remember our common goal and make amends" (agree to disagree; talk things through)
- Some feel that ensuring transparency does not require a Contact Log

- Carrie will list observable behaviors for Examples and Non-Examples to ensure greater objectivity when naming a norm violation.

Possible Protocol for Holding Ourselves Accountable to the Norms

- Step 1: Parties resolve the issue among themselves
- Step 2: If not unresolved, the complainant contacts the Chair or Vice Chair who sets up a three-way to discuss.
- Step 3: If issue persists, the Governance Committee presents the issue to the full board for input.
- If a violation is found, it's logged and:

Violation #1: Violator offers an apology and verbal re-commitment to the norms.

Violation #2: Written statement from the Board to the violator issuing a warning.

Violation #3: Board deliberates whether to dismiss the member or not.

V. Executive Directors Monthly Report

A. Updates on ...

Enrollment 286 as of 8/25/25; budget is based on 280.

Are working hard on recruiting students and building waiting lists to off-set students who are enrolled but do not end up attending, which was an issue last year.

Have shortened the time frame families have to start sending students to school and moving students from the wait lists into seats.

Staffing 100% staffed (leadership, instructional, and classified staff). Do need to line up a substitute teacher. Discussed whether to hire Kelly.

Assessment Calendar 2025 - 2026:

- **BOY iReady:** 8/27 Reading and 8/28 math. Should have results next week to share with the Board.
- **MOY iReady:** 12/8-12/12
- **EOY iReady/MAP:** 4/27-5/8

VI. Consent Agenda

A. Pending Previous Discussion:

G. Stevenson made a motion to Amend the Consent Agenda.

C. Page seconded the motion.

Removed the Norms from the Consent Agenda for further review.

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

G. Stevenson made a motion to approved the amended Consent Agenda.

C. Page seconded the motion.
The board **VOTED** to approve the motion.

VII. Closing Items

A. Board Member Meeting Reflection

B. Next Steps

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:25 PM.

Respectfully Submitted,
L. Moody Seymour

Documents used during the meeting

- 2025_07_22_board_meeting_minutes-1.pdf
- Board Chair & Committee Reports August 2025.pdf
- 8.4.25-Development Committee Meeting Minutes.pdf
- 8.21.25 Finance and Facilities Committee Meeting Minutes.pdf
- TLS - Monthly Presentation - July 2025.pdf
- 2025 07 Check Register.pdf
- TLS - Supplemental Report - July 2025.xlsx - Dashboard.pdf
- 8.13.25 School Performance Committee Meeting Minutes.pdf
- Governance Committee Meeting Notes - 8_12_25.pdf
- ED Board Report August 2025.pdf
- TLS Board Norms -1.pdf
- TLS Board Communication Protocols.pdf
- Employee Professionalism Policy-1.pdf
- ELECTRONIC COMMUNICATION DEVICE MODEL POLICY.pdf
- Public Comments Policy.pdf
- Amended 2025 - 2027 TLS Charter Goals.pdf
- AY 2026 Yearly Calendar - Family Calendar-1.pdf

Coversheet

Vote to approve Sept. 9 Special Meeting Minutes

Section:	II. Review Minutes
Item:	B. Vote to approve Sept. 9 Special Meeting Minutes
Purpose:	Vote
Submitted by:	
Related Material:	2025_09_09_board_meeting_minutes.pdf

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The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

The Leadership School

Minutes

Special Meeting

Date and Time

Tuesday September 9, 2025 at 7:00 PM

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>

Directors Present

C. Page (remote), G. Stevenson (remote), R. Langrall (remote), S. Madlinger (remote), S. Taylor (remote), T. Curry (remote)

Directors Absent

A. Williams, T. Montgomery

I. Opening Items

A. Call the Meeting to Order

C. Page called a meeting of the board of directors of The Leadership School to order on Tuesday Sep 9, 2025 at 7:05 PM.

B. Record Attendance

II. Closed Session

A. Roll Call Vote

G. Stevenson made a motion to move into Executive Session per 610.021.3 Hiring, firing, disciplining, or promoting particular employees.

R. Langrall seconded the motion.

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

Roll Call

T. Curry	Aye
G. Stevenson	Aye
A. Williams	Absent
C. Page	Aye
S. Taylor	Aye
S. Madlinger	Aye
R. Langrall	Aye
T. Montgomery	Absent

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:26 PM.

Respectfully Submitted,
R. Langrall

Coversheet

Approve May 7 Executive Session Meeting Minutes

Section:	II. Review Minutes
Item:	C. Approve May 7 Executive Session Meeting Minutes
Purpose:	Vote
Submitted by:	
Related Material:	2025_05_07_executive_session_minutes.pdf

DRAFT



The Leadership School

STUDENT LEADERSHIP AT THE CENTER OF LEARNING

The Leadership School

Minutes

Executive Session

Date and Time

Wednesday May 7, 2025 at 4:00 PM

Location

703 S. Main St.

St. Charles, MO 63301

Directors Present

A. Williams, C. Page, G. Stevenson, R. Langrall, S. Madlinger, S. Taylor, T. Curry

Directors Absent

T. Montgomery

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

R. Langrall called a meeting of The Leadership School to order on Wednesday May 7, 2025 at 4:29 PM.

C. Approve Minutes

The Approval Minutes from April 28 are tabled.

II. Closed Session

A.

Vote on Closed Session

R. Langrall made a motion to Move to closed session.

A. Williams seconded the motion.

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

Roll Call

G. Stevenson Aye

A. Williams Aye

T. Curry Aye

T. Montgomery Absent

S. Madlinger Aye

C. Page Aye

R. Langrall Aye

S. Taylor Aye

B. Discussion

Move to Closed Session due to Section 610.021, subsection 3, RSMo

The board discussed employee grievance procedures and outlined steps for resolving complaints involving informal conversations, formal written complaints, meetings, an investigation, and a final written outcome.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,
S. Madlinger

S. Madlinger

Coversheet

Updates

Section:	III. Board Chair Report
Item:	A. Updates
Purpose:	Discuss
Submitted by:	
Related Material:	Skate Party - Nov 29, 2025.PNG Board Conduct Policy.docx Norms Look Fors.pdf Norms Self Check Tool.pdf TLS Norms.pdf Board Chair & Committee Reports September 2025.pdf



**Northeast Ambulance
And Fire Protection
District**



CITY OF
Pagedale
MISSOURI



VIVIAN WHITLEY FOUNDATION
Love. Care. Support.



Join us for an Ole School
evening of music, skating,
and fun! The After Party is
at The Drink House.



Adult Night

**SATURDAY,
29 NOVEMBER, 2025
7 TO 10 PM**



**AFTER PARTY
10 PM UNTIL CLOSE**

More Details Information

Skate King: 2700 Kienlen
Avenue 63121
Drink House STL: 6746
Page Avenue 63133



BLACK
MEN READ

- **Board Conduct Policy**

The Board of The Leadership School adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Board Authority Over Individual Authority

SECTION 1.1. Authority of the board rests only with the board as a whole and not with any individual board member unless expressly provided for in the board's by-laws and/or through board resolution. As such, each member shall act accordingly.

SECTION 1.2. The board vests authority for management of the school in the Executive Director (the Director) (the School Leader) and in good faith, shall not undermine the authority of the Executive Director or intrude into responsibilities that appropriately belong in the scope of management, including, but not limited to such functions as hiring, transferring, or dismissing employees.

SECTION 1.3. The board shall make reasonable efforts to keep the Executive Director informed of concerns or specific recommendations that any member of the board may bring forth to the board as a whole or a committee of the board.

SECTION. 1.4. The board shall honor the established protocols and policies related to student, parent, or staff grievances.

SECTION 2. Duties and Responsibilities

SECTION 2.1. Board members agree to communicate on board related correspondence in a timely manner. For the purposes of this policy, "timely manner" is defined as no more than 24 hours.

SECTION 2.2. Board members shall reflect through their actions that their first concern is for the welfare of the students served by the school.

SECTION 2.3. Each member shall work diligently to uphold the mission of the school, to be an ambassador in the community for the school, and support the appropriate and efficient use of resources, including financial and human capital.

SECTION 2.4. Each board member shall uphold and enforce laws, rules, regulations, and other mandates pertaining to public charter schools.

SECTION 3.0. Accountability to Stakeholders and Community Relations

SECTION 3.1. Board members shall at all times maintain transparency in matters protected by law and shall endeavor to provide information in a timely, concise, and relevant manner to all stakeholders.

SECTION 3.2. Each board member shall be a positive ambassador for the school in the community and shall seek partnerships that enhance the school's programs, services, and resources.

SECTION 3.3. Board members shall regularly and systematically communicate information to stakeholders including, but not limited to academic achievement and fiscal health of the school.

SECTION 3.4. Board members shall, in a timely manner, communicate to the board or the Board Chair expressions of public reaction to board policies and school programs.

SECTION 4. Policy Development

SECTION 4.1. Board members shall regularly review and revise policies that improve the programs, services, safety, and practices of the school.

SECTION 4.2. Each board member shall make policy related decisions only after full discussion at publicly held board meetings following an established policy or procedure formally adopted by the board.

SECTION 5. Board Meetings

SECTION 5.1. To ensure proper execution of duties and active engagement in the work of the board, board members shall attend no less than [75%] all board meetings and functions sponsored by the board.

SECTION 5.2. To ensure proper execution of duties and active engagement in the work of the board, board members shall attend all meetings fully prepared to actively discuss and deliberate on matters requiring board attention or resolution. This extends to fully reviewing all documentation provided in advance of board meetings including meeting agendas, minutes, and attached documentations supporting board discussion or action.

SECTION 5.3. Board members shall work in a spirit of harmony and cooperation in spite of differences of opinion or philosophy that may arise during discussion and resolution of issues.

SECTION 5.4. Each member shall comply with the provisions of the Sunshine Law related to participating in executive/closed sessions.

SECTION 5.5. Board members shall maintain confidentiality of all discussions and other matters pertaining to board business during executive sessions of the board or related to matters or information protected by law.

SECTION 5.6. Each member shall in good faith make decisions to further the greater good as opposed to any particular segment or group.

SECTION 5.7. Each board member shall engage fully in discussion prior to casting a board vote and shall vote only on matters where the member has full understanding and adequate and appropriate information to make an informed decision.

SECTION 5.8. After casting a vote on any issue, each member agrees to abide by and support all majority decisions of the board.

SECTION 6. Personnel

Section 6.1. Board members shall only consider employment of personnel after receiving and fully considering the recommendation of the Executive Director.

SECTION 6.2. Consideration for employment of the Executive Director shall be made based on the needs and interests of the school. Decisions shall be made based on qualifications, experience, philosophy, verifiable performance, and fiscal feasibility related to compensation. All hiring decisions shall be made in accordance with the Equal Opportunity Employment Act and any policies of the board and shall not be made based upon race, gender or national origin or other factors prohibited by law.

SECTION 6.3. Board members shall ensure regular and impartial evaluations of all staff and the appropriate supervisor or supervising body shall provide timely, written feedback related to formal evaluations.

SECTION 7. Financial Governance

SECTION 7.1. Board members shall refrain from and guard against use of any board member for personal or partisan gain or to benefit any person or entity over the interest of the school. Such gain refers to more than nominal or incidental amounts which would tend to impair or hinder independent judgment or action in the performance of official duties.

SECTION 7.2. Each board member shall be provided and regularly review financial information to ensure proper stewardship of public funds related to appropriate, efficient, and responsible use. In addition, each member shall carefully protect and monitor the fiscal health of the school and support actions that ensure sustainability of the school.

SECTION 8. Board Member Conduct

SECTION 8.1. Each board member shall conduct him or herself publicly in a manner befitting a public official and shall remember that personal actions and behavior reflect upon the school.

SECTION 8.2. Members shall communicate with fellow board members, staff, parents, and community members in a respectful, professional manner at all times.

SECTION 8.3. Each member shall refrain from any private action that would compromise the integrity, honor, function, or reputation of the board or the school.

SECTION 8.4. Every member of the board shall annually file a written statement acknowledging that he or she is in compliance with this Code of Ethics and supports the responsibilities of board service.

Norm Area	Violations (Negative Observable Behaviors)	Commitments (Positive Observable Behaviors / Look-Fors)	Evidence / Examples
Responding to Norm Violations	Ignore interruptions or domination; remain silent; avoid eye contact.	Pause discussion to reference norms; respectfully name behavior; acknowledge redirect.	Meeting notes reflect use of norms; facilitator logs when norms are referenced; observation of respectful redirection in real time.
Agenda Transparency	Introduce issues without notice; withhold info until votes; push personal interests.	Distribute/follow agendas in advance; declare conflicts openly; link contributions to mission.	Agendas/minutes shared in advance; disclosure of conflicts of interest; motions tied to strategic plan.
Respectful Communication	Gossip/criticize absent members; sarcasm; eye-rolling or side comments.	Offer feedback directly; disagree respectfully; speak of others with professionalism.	Observation of tone/body language; feedback shared openly in meetings; absence of negative sidebar conversations.

Accountability	Deflect blame; deny role in errors; say “not my job.”	Acknowledge mistakes; use reflective statements; follow through on commitments.	Member statements in minutes showing ownership; action item completion tracked; verbal acknowledgments of responsibility.
Learning from Mistakes	Repeat errors; resist revisiting failing policies; become defensive.	Ask “What can we do differently?”; adjust policies based on data; welcome feedback.	Revised policies documented; data presented in follow-up discussions; evidence of adaptation in board decisions.
Professional Development	Decline PD opportunities; arrive unprepared; dismiss new learning.	Attend and participate in PD; come prepared; reference new learning in decisions.	Attendance records for PD; board reflections/discussion logs; minutes noting research-based rationale.
Good Faith Collaboration	Hold private exclusive meetings; vote in blocks; share info selectively.	Invite all members into discussions; share rationales transparently; distribute info to the full board.	Full attendance at discussions; explanations of votes on record; documents shared with the entire board.

Decision-Making Focus	Vote without facts; center adult convenience/politics; ignore child impact.	Request data before voting; explicitly reference student outcomes; frame around equity and children’s needs.	Data reports in board packets; statements in minutes connecting decisions to student impact; evidence of equity-focused discussion.
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Board Norms Self-Check Tool

Instructions:

For each area, check the box that best reflects your observation of board behaviors over the past several months.

Rating Key  **Consistently**  **Sometimes**  **Rarely/Never**

1. Responding to Norm Violations

Behavior				Notes
We respectfully name behaviors that violate norms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We acknowledge and appreciate when norms are reinforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We avoid ignoring violations or letting them slide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Agenda Transparency

Behavior

☒
☐
☒
**Note
s**

- | | | | |
|-----------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Agendas are distributed in advance and followed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conflicts of interest are declared openly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Motions/discussions connect to mission or strategic plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
-

3. Respectful Communication

Behavior

☒
☐
☒
**Note
s**

- | | | | |
|------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Feedback is offered directly and respectfully. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disagreements are handled professionally. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gossip, sarcasm, or side comments are avoided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
-

4. Accountability

Behavior




☒
☐
☒
**Note
s**

- | | | | |
|--------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Members acknowledge mistakes and take ownership. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------------------------------|--------------------------|--------------------------|--------------------------|




Members follow through on commitments. ☐ ☐ ☐

Defensiveness and blame-shifting are avoided. ☐ ☐ ☐




5. Learning from Mistakes

Behavior				Notes
Policies/decisions are revised when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Members ask, "What can we do differently?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Feedback is welcomed and acted upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	




6. Professional Development

Behavior				Notes
Members attend PD opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Preparation is evident in board discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New learning is applied in decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

7. Good Faith Collaboration

Behavior				Notes
All members are included in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rationales for votes are shared transparently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Information is shared with the full board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

8. Decision-Making Focus

Behavior				Notes
Members request facts/data before decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Student outcomes are explicitly referenced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Decisions are framed around equity & children's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Reflection Prompts

- **Strengths:** Where do we see the board living out its norms?
- **Improvements:** Where do we need to grow?
- **Commitments:** What steps will we take in the next 6 months?



DRAFT Board Norms of The Leadership School Board of Directors*

Demonstrate Professional and Ethical Behavior

Whether interacting with each other, TLS 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 and safety the main focus of board actions.

Indicators:

- We understand the **TLS Charter Goals** and our responsibility **to hold the TLS Executive Director as accountable** for meeting these 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 and TLS leadership'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 before bringing our concerns to others.
- We commit to working in good faith to solve disagreements.
- We respond to board communications requiring action (email) [within 24 hours](#) ([Board Conduct policy, p. 59, Section 2.](#)), which means we check our TLS email once a day.
- We [avoid using texts](#) for anything other than logistics.

*Based with appreciation on the norms of [Maplewood Richmond Heights](#)

****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.



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

Board Chair & Committee Reports

The Leadership School
Board of Directors
Meeting
September 30, 2025

Charter Goal 10: Board Engagement:

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

	7/22	8/9	Average for 25 - 26
Meeting Attendance	5/8	5/8	63%



THE LEADERSHIP SCHOOL
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Powered by BoardOnTrack

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	2/8	4/8									

Board Contributions (direct and indirect) Year To Date: \$1250

Includes \$250 from Dollars for Doers for Gary based his work as TLS Treasurer

Next Fundraiser: Skating Event, November 29

Community Engagement

Trivia Night - 9/29

- **Congratulations to Keisha!**
- **Congratulations to Courtney's Team!**
- **51 attendees; over \$4000K raised**

Increasing Board Community Involvement

- **“Meet the Board” monthly/quarterly co**
- **Evening Meetup?**



Board Updates

9.24.25 - SLU's **Policy Research in Missouri Education (PRiME) Center** luncheon for area superintendents and board chairs

Key Point:

- **Replicate the practices of high growth schools.**
- High growth elementary schools near us in Math
 - **Washington Elementary - Normandy**
 - **Momentum TGE - St. Louis**
 - **KIPP Inspire - St. Louis**
- High growth elementary schools near us in ELA
 - **KIPP Triumph**
 - **KIPP Inspire**
 - **Momentum TGS - St. Louis**

Board Retreat - November 2025

Goal: Strategic Planning to support Charter Renewal Application Development

What: Two Saturday sessions proposed, 11- 4 PM

Session #1: Either Nov 1 or Nov 8

Purpose: Led by Kent to create the plan

Session #2: Either Nov. 15 or Nov. 22

Purpose: Led by TLS to develop the plan through tactical committee work

Please complete [Google Survey](#) re: your availability by Friday, 10/3

Annual Review of Board Conduct Policy

Read, summarize, discuss what each looks/doesn't look like:

Section 1: Board Authority Over Individual Authority (TC)

Section 2: Duties and Responsibilities (RL)

Section 3: Accountability to Stakeholders & Community Relations (SM)

Section 4: Policy Development (TM)



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

Annual Review of Board Conduct Policy

Section 5: Board Meetings (RL)

Section 6: Personnel (ST)

Section 7: Financial Governance (GS)

Section 8: Board Member Conduct (AW)

Sign last page



THE LEADERSHIP SCHOOL
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Board Accountability to Norms

Previously Approved Norms:

1. We conduct ourselves ethically and professionally
2. We lead with unity and purpose
3. We value and respect each other
4. We listen and communicate effectively

Next Steps

- Review the Norms Area Clarification doc and discuss
- Review the self check doc and discuss
- Approve norms, clarification, self-check



Development Committee Key Points from Notes

Goal 7 (Family/Community Engagement) -

- Discussed timing of first TLS newsletter
- PTO launch plan
- Writing a letter from the 2024 - 2025 Dev Comm members explaining the shift in direction of the committee
- Trivia Night planning
- Whether enrollment numbers could support hiring a development consultant.

Next meeting is 10/6/25



Finance & Facilities Committee Notes: Key Points

	Mar	Apr	May	June	July	Aug
Days of Cash (< 60)	66	59	59	56	76	
Gross Margin (> 5%)	13%	13%	13%	10.7	7%	
Fund Balance @ Year's End (> 12%)	18%	16%	16%	13.6%	21%	

Next meeting is 10/18/25 @ 3:30 PM



Finance & Facilities Committee Notes: Key Points

- **Reviewed financials from August**
- Discussed status of the 2025 Annual Audit
- **Reviewed compliance with state reporting - need quarterly reports from last year**
- Reviewed Goal 11: Board Engagement goals in the SMP
- **Discussed timeline for completion of the Financial Info to prep the Board for the SQR Site Visit on 10/27 - 10/28.**
- Discussion Facilities expansion planning timeline



School Performance Committee Notes: Key Points

- Reviewed the Beginning of year (BOY) performance data and actions being taken to accelerate growth in ELA/Reading and math achievement by December, when the Mid-Year (MOY) data are collected.
- Discussed Report Well compliance - overdue School Performance related reporting
- Discussed ETA for 2025 - 2026 Committee Charter completion
- Discussed ETA for SQR Site Visit Prep info related to school performance
- Reviewed progress on Goals 1 - 9 of the Strategic Monitoring framework.
- Checked progress on the St. Louis Children's Fund Grant development process

Next meeting; 10/8/25 @ 4:00 PM



Beginning of Year iReady Data - ELA

Grade	On/Nearing	1+ Year Behind	2+ Years Behind	Not complete as of 9/15/25
K	17%			
1	18%	52%	17%	13%
2	12%	42%	46%	0%
3	11%	22%	62%	4%
4	11%	27%	49%	13%
5	16%	25%	54%	4%



Beginning of Year iReady Data - Math

Grade	On/Nearing	1+ Year Behind	2+ Years Behind	Not complete as of 9/15/25
K	2%	29%		69%
1	6%	60%	21%	13%
2	0%	46%	50%	4%
3	0%	33%	60%	7%
4	7%	18%	69%	7%
5	10%	22%	69%	0%



Governance Committee Notes: Key Points

- Discussed status of norm review panel work re: process for holding ourselves and each other accountable
- [SQR Site Visit Prep](#) - reviewed Governance/Strategic Vision modules
- Status of compliance with Report Well reporting requirements for August 2025/early Sept 2025 per the SMP
- Established Evaluation Work Team to initiate planning for the 2025 - 2026 ED with first meeting set for 9.22 (see notes)
- Discussed need for emergency board succession planning

Next meeting is **9/9/25 @ 4:30 PM**



THE LEADERSHIP SCHOOL
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Coversheet

Development Committee Report

Section:	IV. Committee Reports
Item:	A. Development Committee Report
Purpose:	Discuss
Submitted by:	
Related Material:	2025 - 2026 TLS Development Committee Charter.pdf 9.8.25 Development Committee Meeting Notes.pdf



DRAFT 2025 - 2026 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):
 - Overseeing the development and implementation of the organization's **fund development plan**
 - Overseeing the development of **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

Board	<ul style="list-style-type: none"> ● Dr. Rebecca Langrall, Committee Interim Chair, Committee Secretary and TLS Board Chair
Members	<ul style="list-style-type: none"> ● Aaron Williams ● Terence Curry
TLS Staff	<ul style="list-style-type: none"> ● Courtney Moulder, Executive Director, non-voting member ● Keisha Seymour, Culture Leader, non-voting member ● Other TLS staff, community TBD

Committee Member Qualifications

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.



DRAFT 2025 - 2026 Development Committee Charter

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 board engagement, communicate those expectations, provide leadership through example:
 - a. All board members are encouraged to give a monthly contribution through Give Butter
 - b. All Board Members are expected to participate in Giving Tuesday (December) and Give STL (May)
 - c. All board members are expected to attend at least four (4) TLS school events and promote them via personal social media by posting The Leadership School promotional flyers
 - d. All board members are expected to introduce at least three (3) contacts to the school by arranging a tour of the school and introductions to school leaders/staff and at least one other board member.
- 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

2025 - 2026 Committee Goals

Goal	Strategy
1. By June 30, 2026, we will have a viable long term development plan in place.	<ol style="list-style-type: none"> a. Meet with TLS leaders to determine long-term needs b. Support the hiring of a Director of Development or a development consultant to



DRAFT 2025 - 2026 Development Committee Charter

	build a plan to ensure financial sustainability for anticipated needs.
2. By June 30, 2026, all board members will have attending at least five (5) school events	<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>
3. By June 20, 2026, all board members will have introduced at least three (3) of their contacts to the school, engaging in a tour of the campus, and meeting with TLS staff.	a. Craft clear and persuasive messaging about the purpose of the school to share with potential stakeholders.
4. By June 30, 2026, all board members will have donated to TLS for Giving Tuesday and Give STL day.	Encourage participation by connecting with the needs of the school as well as promoting its successes by monitoring family satisfaction and sharing findings at board meetings.

Committee Meetings Date/Time

- First Monday of the month @4:30 pm

[Board Annual Task Calendar](#)



Development Committee

Meeting Notes - 9.8.25

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 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 4:30 PM

Date of this Meeting: 9/8/2025 @ 4:30 PM

Join Zoom Meeting

<https://us06web.zoom.us/j/82332496109?pwd=rNtO6w15HSbp8dN1ffF1DG4xUaytat.1>

Meeting ID: 823 3249 6109

Passcode: SP3Ls9

Present: Keisha, Courtney, Aaron, Becky

Governance	<ul style="list-style-type: none"> Review the 2025 - 2026 Committee Charter - Does this work for us? Yes.
Oversight	<ul style="list-style-type: none"> Review the Development-related parts of the draft 2025 - 2026 Strategic Plan: Goals 7 - 9 and 12
Communication with the Community	<ul style="list-style-type: none"> Letter to former Dev Comm members - Keisha and Aaron by 8/18. - Status?
TLS Events	<ul style="list-style-type: none"> Trivia Night 9/27 Status - Keisha has created a new flyer and will be sending it out to generate renewed awareness/interest. TLS Events Calendar for the Board - Denise will provide School Newsletters to the Board
New Position - Revisit in October	<ul style="list-style-type: none"> Enrollment will determine if we add a new staff position: <ol style="list-style-type: none"> TLS Development Coordinator, to coordinate with the Board Development Committee, and report to the Culture Leader (Keisha). This person will lead the school development team comprised of the Director of Family Engagement (Carmen), community members (Talana, Marilyn), school staff (TBD), and the Culture Leader. In conjunction with ED/Culture Leader/Board, duties include long-term fund raising strategy, donor and partnership development leadership, grant writing, events planning. Increase in Grade 1 enrollment. Takes a month, perhaps October, before we know. Student counts for the state. CM has someone in mind as one possibility. Supplies, donations, tech and curriculum grant, clothing, food and other resources. Connected to a lot of resources. Can write a salary into a grant. (Social Worker, playground) CM may be able to do some grant writing.
Action Items - Tabled to September	<p>Ameren Grant Program</p> <ul style="list-style-type: none"> Grant Info - Courtney (Ed I R grant, IDEA)

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Coversheet

Finance & Facilities Committee Report

Section:	IV. Committee Reports
Item:	B. Finance & Facilities Committee Report
Purpose:	Discuss
Submitted by:	
Related Material:	TLS - Monthly Presentation - August 2025.pdf TLS - Supplemental Report - August 2025(1).xlsx 2025 08 Check Register.pdf 9.25.25 Finance and Facilities Committee Meeting Minutes.pdf



August 2025 Financials

PREPARED SEP'25 BY



Contents



- **Executive Summary**
- **Key Performance Indicators**
- **Cash Forecast**
- **Annotated Financials**
- **Monthly Financials**
- **Balance Sheet**

Executive Summary



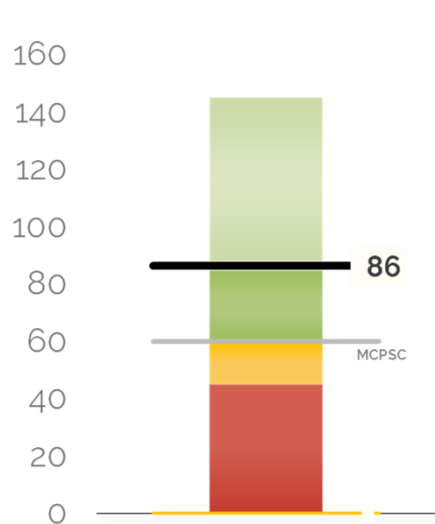
- **207k Increase in Net Income:**
 - July close forecast 345k
 - August close 553k
- **Revenue: Net increase of 194k**
 - 5k decrease in **Prop C**
 - 199k increase in **State Aid**. Forecast is based on the following:
 - **Current enrollment** of 293
 - **Summer School ADA** of 4.1
 - **Expected annual attendance** of 91.5%
 - **Per-WAM/WADA payment amount** of \$10,819
- **Expenses: Net decrease of 13k**
 - Net 24k decrease in **Wages and Benefits/Taxes**: no open positions forecasted; forthcoming open enrollment may impact benefits costs
 - **Occupancy Service**: 9k increase in unbudgeted Copier Rental

Key Performance Indicators



Days of Cash

Cash balance at year-end divided by average daily expenses

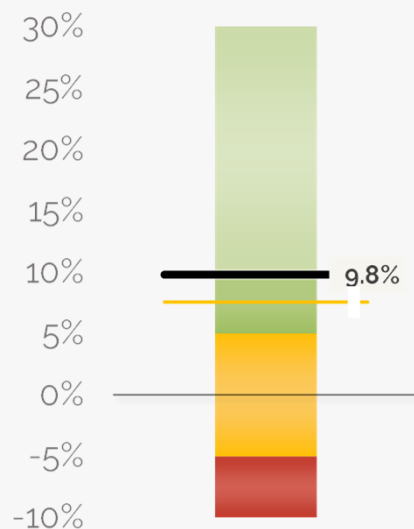


86 DAYS OF CASH AT YEAR'S END

The school will end the year with 86 days of cash. This is above the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

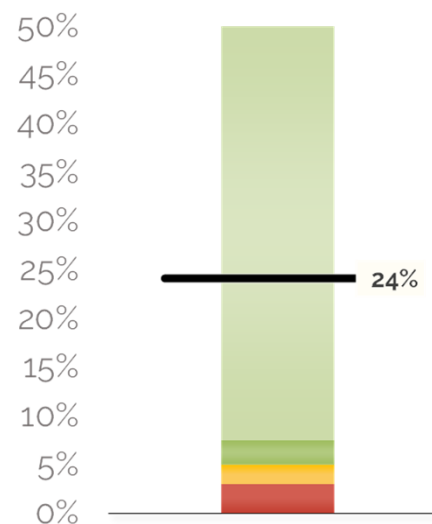


9.8% GROSS MARGIN

The forecasted net income is \$553k, which is \$141k above the budget. It yields a 9.8% gross margin.

Fund Balance %

Forecasted Ending Fund Balance / Total Expenses



24.10% AT YEAR'S END

The school is projected to end the year with a fund balance of \$1,228,248. Last year's fund balance was \$675,426.

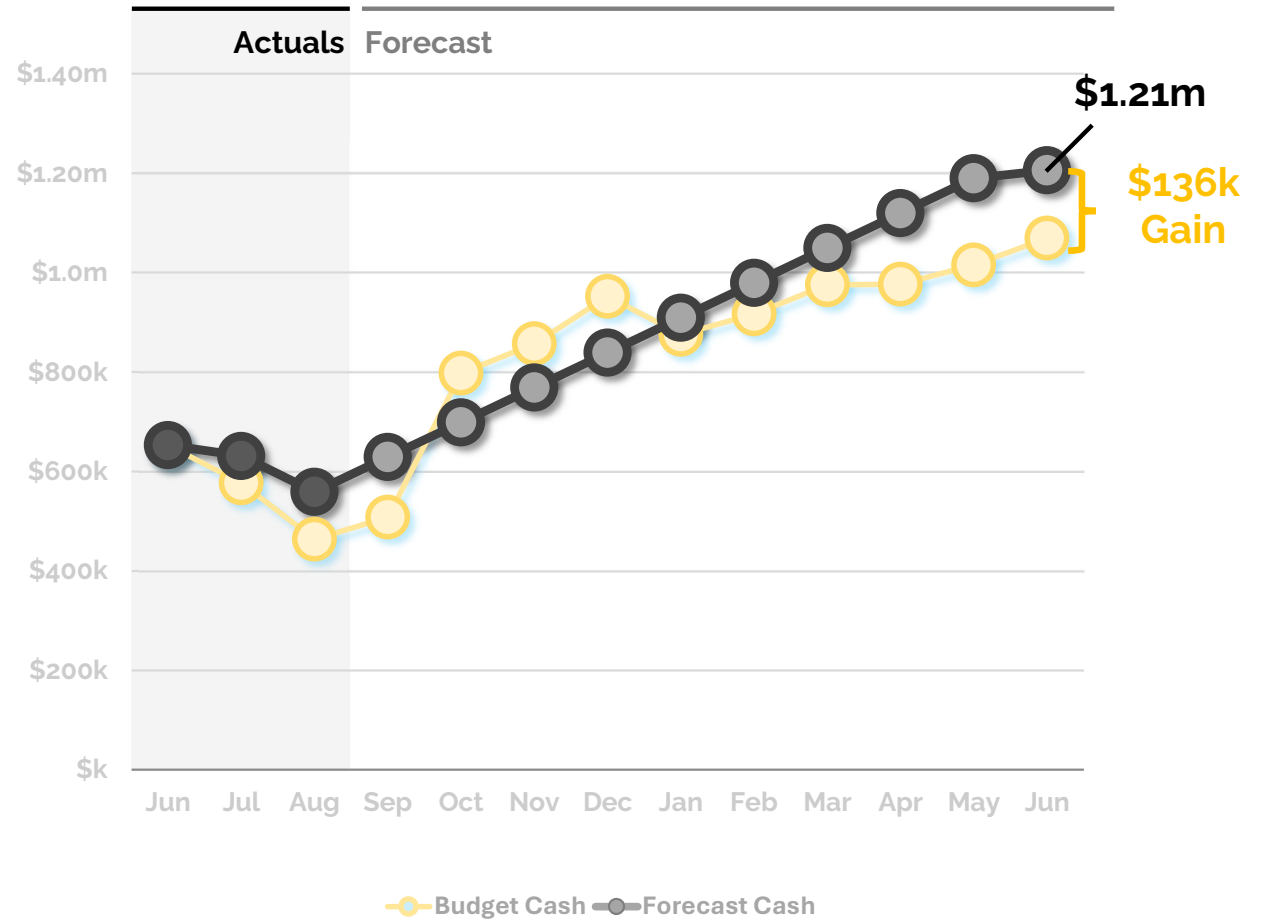
Cash Forecast



86 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$1.2m**, **\$136k** above budget.

<Enter data here>



	Year-To-Date			Annual Forecast			Remaining	Rem %
	Actual	Budget	Variance	Forecast	Budget	Variance		
Revenue								
Local Revenue	57,767	47,932	9,835	357,563	362,503	(4,940)	299,796	84%
State Revenue	436,074	475,449	(39,375)	3,477,889	3,278,965	198,924	3,041,815	87%
Federal Revenue	84,024	98,555	(14,531)	1,631,043	1,631,043	0	1,547,018	95%
Private Grants and Donations	73,334	78,032	(4,698)	180,000	180,000	(0)	106,666	59%
Earned Fees	2,500	2,469	31	2,500	2,500	0	0	0%
Total Revenue	653,700	702,437	(48,738)	5,648,995	5,455,011	193,984	4,995,295	①
Expenses								
Salaries	329,586	378,817	49,231	2,296,677	2,272,900	(23,777)	1,967,092	86%
Benefits and Taxes	70,678	96,083	25,404	532,051	579,495	47,444	461,373	87%
Staff-Related Costs	34,605	49,438	14,834	118,148	118,148	0	83,543	71%
Rent	51,232	79,234	28,003	550,000	550,000	0	498,768	91%
Occupancy Service	67,970	33,233	(34,738)	155,092	146,396	(8,696)	87,122	56%
Student Expense, Direct	57,091	223,026	165,935	411,755	424,100	12,345	354,663	86%
Student Expense, Food	27,240	-	(27,240)	381,331	356,240	(25,091)	354,091	93%
Office & Business Expense	100,808	36,881	(63,927)	283,325	253,114	(30,211)	182,516	64%
Transportation	24,795	-	(24,795)	367,795	343,000	(24,795)	343,000	93%
Total Expenses	764,005	896,712	132,707	5,096,174	5,043,393	(52,780)	4,332,169	②
Net Income	(110,305)	(194,275)	83,969	552,821	411,617	141,204	663,126	③
Cash Flow Adjustments	16,129	-	16,129	(0)	-	(0)	(16,129)	④
Change in Cash	(94,176)	(194,275)	100,099	552,821	411,617	141,204	646,997	⑤

① REVENUE: \$194K AHEAD

199k increase in State Aid:

- Higher than budgeted enrollment
- Slightly lower per-WAM/WADA payment amount
- 5k decrease in Prop C

② EXPENSES: \$53K BEHIND

24k decrease in payroll costs (incl. Taxes/Benefits) is offset by:

- 50k FY25 Transportation and Food expenses paid in FY26
- 16k Increase in Student Information System costs from budget
- 9k increase in copier costs

③ NET INCOME: \$141K ahead**④ CASH ADJ: \$0K BEHIND****⑤ NET CHANGE IN CASH: \$141K AHEAD**

Income Statement	Actual		Forecast										TOTAL
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Revenue													
Local Revenue	29,095	28,672	29,980	29,980	29,980	29,980	29,980	29,980	29,980	29,980	29,980	29,980	357,563
State Revenue	216,001	220,074	304,181	304,181	304,181	304,181	304,181	304,181	304,181	304,181	304,181	304,181	3,477,889
Federal Revenue	65,037	18,987	154,702	154,702	154,702	154,702	154,702	154,702	154,702	154,702	154,702	154,702	1,631,043
Private Grants and Donations	0	73,334	10,667	10,667	10,667	10,667	10,667	10,667	10,667	10,667	10,667	10,667	180,000
Earned Fees	0	2,500	0	0	0	0	0	0	0	0	0	0	2,500
Total Revenue	310,132	343,567	499,530	499,530	499,530	499,530	499,530	499,530	499,530	499,530	499,530	499,530	5,648,995
Expenses													
Salaries	148,895	180,691	191,709	191,709	191,709	191,709	191,709	191,709	191,709	191,709	191,709	241,709	2,296,677
Benefits and Taxes	35,753	34,926	45,755	45,755	45,755	45,755	45,755	45,755	45,755	45,755	45,755	49,580	532,051
Staff-Related Costs	10,109	24,495	8,354	8,354	8,354	8,354	8,354	8,354	8,354	8,354	8,354	8,354	118,148
Rent	25,616	25,616	49,877	49,877	49,877	49,877	49,877	49,877	49,877	49,877	49,877	49,877	550,000
Occupancy Service	31,554	36,416	8,712	8,712	8,712	8,712	8,712	8,712	8,712	8,712	8,712	8,712	155,092
Student Expense, Direct	32,383	24,708	35,466	35,466	35,466	35,466	35,466	35,466	35,466	35,466	35,466	35,466	411,755
Student Expense, Food	3,640	23,600	35,409	35,409	35,409	35,409	35,409	35,409	35,409	35,409	35,409	35,409	381,331
Office & Business Expense	45,113	55,695	18,252	18,252	18,252	18,252	18,252	18,252	18,252	18,252	18,252	18,252	283,325
Transportation	8,927	15,868	34,300	34,300	34,300	34,300	34,300	34,300	34,300	34,300	34,300	34,300	367,795
Total Ordinary Expenses	341,989	422,015	427,834	427,834	427,834	427,834	427,834	427,834	427,834	427,834	427,834	481,659	5,096,174
Total Expenses	341,989	422,015	427,834	427,834	427,834	427,834	427,834	427,834	427,834	427,834	427,834	481,659	5,096,174
Net Income	-31,857	-78,448	71,695	71,695	71,695	71,695	71,695	71,695	71,695	71,695	71,695	17,870	552,821
Cash Flow Adjustments	10,288	5,841	-1,613	-1,613	-1,613	-1,613	-1,613	-1,613	-1,613	-1,613	-1,613	-1,613	0
Change in Cash	-21,569	-72,607	70,082	70,082	70,082	70,082	70,082	70,082	70,082	70,082	70,082	16,257	552,821
Ending Cash	631,328	558,721	628,803	698,886	768,968	839,050	909,132	979,214	1,049,297	1,119,379	1,189,461	1,205,718	

PAGE 7

	<i>Previous Year End</i>	<i>Current</i>	<i>Year End</i>
Assets			
Current Assets			
Cash	652,897	558,721	1,205,718
Accounts Receivable	26,876	9,841	26,876
Total Current Assets	679,773	568,562	1,232,594
Total Assets	679,773	568,562	1,232,594
Liabilities and Equity			
Liabilities			
Current Liabilities			
Other Current Liabilities	4,346	3,441	4,346
Total Current Liabilities	4,346	3,441	4,346
Total Long-Term Liabilities	0	0	
Total Liabilities	4,346	3,441	4,346
Equity			
Unrestricted Net Assets	675,426	675,426	675,426
Net Income	0	-110,305	552,821
Total Equity	675,426	565,121	1,228,248
Total Liabilities and Equity	679,773	568,562	1,232,594



QUESTIONS?

Please contact your EdOps Finance Team:

Anne Schaffa

anne@ed-ops.com

816.945.2918

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Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

TLS - Supplemental Report - August 2025(1).xlsx

The Leadership School
09/25/2025 2:54 PM

Check Register by Type

Page: 1
User ID: SAS

Payee Type: Vendor		Check Type: Automatic Payment			Checking Account ID: 1		
<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>
52024512	08/13/2025	X			REPUBLIC	Republic Services	0.00
52024513	08/11/2025	X			BAMBOOHR	Bamboo HR	379.11
52024514	08/05/2025	X			GSUITE	Google Suite	208.33
52024515	08/18/2025	X			NEXTIVA	Nextiva	832.41
52024516	08/01/2025	X			SCCHARTER	SC Charter - Rent	25,615.79
52024517	08/19/2025	X			WELLSFARGO	Wells Fargo Vendor	137.98
52024518	08/25/2025	X			LEVEL3	Level 3 Communications, LLC	1,711.24
52024519	08/14/2025	X			CSD	CSD Insurance Trust	0.00
52024542	08/15/2025	X			DIVVY	DIVVY - BILL.COM	71,740.12
Checking Account ID: 1					Void Total:	0.00	Total without Voids: 100,624.98
Check Type Total: Automatic Payment					Void Total:	0.00	Total without Voids: 100,624.98

Payee Type: Vendor		Check Type: Check			Checking Account ID: 1		
<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>
1001	08/20/2025	X			FOEHJAM	James Foehner	560.00
1002	08/25/2025	X			FOEHJAM	James Foehner	420.00
1003	08/28/2025	X			FOEHJAM	James Foehner	720.00
86236378	08/11/2025	X			WALTERKAY	Kayla Walter	43.60
86236379	08/11/2025	X			MANSMAR	Marquette Mansion	43.50
86236380	08/11/2025	X			BEISPLUMB	Beis Plumbing LLC	898.00
86236381	08/11/2025	X			YERGLAU	Lauren Yergler	43.50
86236654	08/11/2025	X			CINTAS	Cintas Corp	149.52
86236655	08/11/2025	X			CINTAS	Cintas Corp	149.52
86237142	08/11/2025	X			CSD	CSD Insurance Trust	3.50
86237143	08/11/2025	X			INNOVATIVE	Innovative Options LLC	429.00
86237144	08/11/2025	X			HOPSKIP	HopSkipDrive, Inc.	15,868.27
86258981	08/14/2025	X			GADELLNET	GadellNet Consulting Services, LLC.	1,050.00
86258982	08/14/2025	X			CULLIGAN	CULLIGAN	60.56
86258983	08/14/2025	X			BOARD	BoardOnTrack, Inc.	3,000.00
86259127	08/14/2025	X			CINTAS	Cintas Corp	149.52
86259193	08/14/2025	X			ROTTLER	Rottler Pest Solutions	107.00
86259407	08/14/2025	X			PAYPOOL	Paypool LLC	711.42
86259408	08/14/2025	X			THOMASENTE	Thomas Enterprise LLC	1,800.00
86259409	08/14/2025	X			EDOPS	EdOps	11,241.67
86417635	08/29/2025	X			PROPEL	Propel Kitchens	23,600.00
86422654	09/02/2025	X			CINTAS	Cintas Corp	1,068.58
86422655	09/02/2025	X			CINTAS	Cintas Corp	149.52
86422656	09/02/2025	X			CINTAS	Cintas Corp	149.52
86426823	09/04/2025	X			GLADDON	Donna Gladden	43.50
86426824	09/04/2025	X			REBELLAW	Rebel Law	489.00
86426825	09/04/2025	X			BAMBOOHR	Bamboo HR	379.11
86426826	09/04/2025	X			KENKLIS	Ken Klispie	225.00
86426827	09/04/2025	X			GADELLNET	GadellNet Consulting Services, LLC.	1,738.63
86426828	09/04/2025	X			MINDSCAPE	Mindscape Education Consulting	13,500.00
86426829	09/04/2025	X			CROSSRHODE	Cross Rhodes	878.50
86426830	09/04/2025	X			BONDAND	Andrew Bond	43.50
86426831	09/04/2025	X			GADELLNET	GadellNet Consulting Services, LLC.	101.25
86426832	09/04/2025	X			GADELLNET	GadellNet Consulting Services, LLC.	107.50
86426833	09/04/2025	X			GREATMINDS	Great Minds PBC	7,800.00
86426834	09/04/2025	X			BEISPLUMB	Beis Plumbing LLC	429.00
86426835	09/04/2025	X			RIGMNIS	Ni'Sean Rigmaiden	43.50
86426836	09/04/2025	X			CITYBLUE	CityBlue Technologies, LLC	205.33
86426837	09/04/2025	X			TWOMEN	Two Men and a Junk Truck	1,500.00
86426838	09/04/2025	X			BRAMKEV	Kevin Bramlett	43.50
86426839	09/04/2025	X			HERDBRA	Brandon Herd	43.50
86427528	09/04/2025	X			ATHLETE	Athlete Interior Painting LLC	355.00
86427529	09/04/2025	X			MOCPSA	Missouri Charter Public School Association	3,360.00
86427530	09/04/2025	X			CSD	CSD Insurance Trust	13,600.91
Checking Account ID: 1					Void Total:	0.00	Total without Voids: 107,302.93

The Leadership School

Check Register by Type

Page: 2

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User ID: SAS

Payee Type: Vendor

Check Type: Check

Checking Account ID: 1

<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>
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Payee Type Total:			Vendor			Void Total: 0.00	Total without Voids: 207,927.91
Grand Total:						Void Total: 0.00	Total without Voids: 207,927.91



Finance and Facilities Committee Meeting Agenda - 9.25.25

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](#) and [MCPSC Website](#)

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:

- 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 [TLS Board Bylaws](#)

- **90% or higher comprehension of Finance/Facilities [TLS 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, 2026**

Action:

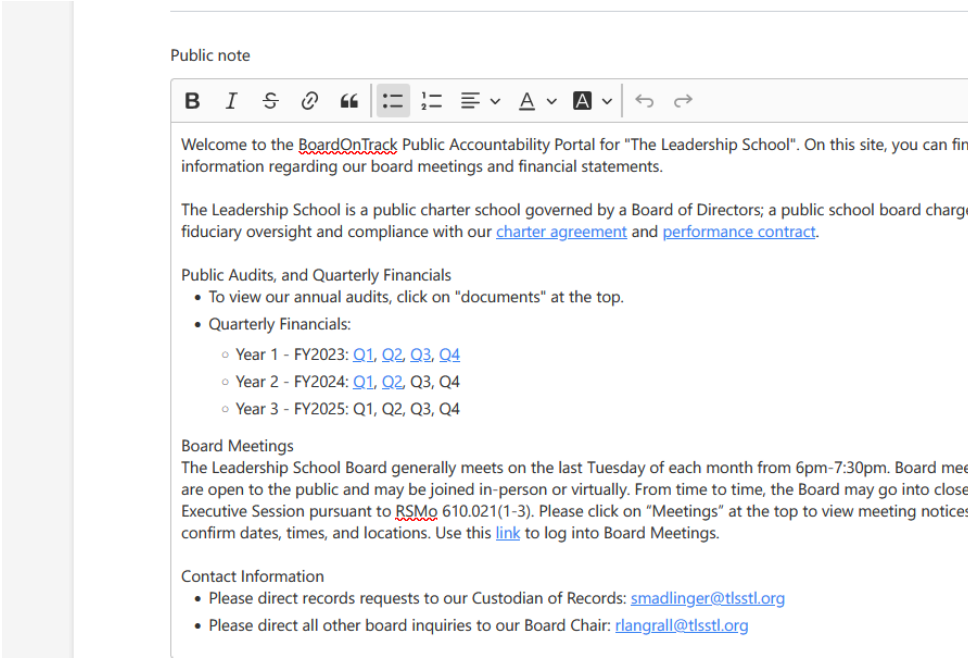
- Participate in long-term financial strategy planning in collaboration with School Executive Directors and TLS Board Development Committee via monthly meetings

<p>Meeting Dates: The Third Thursday before Board Meetings</p> <p>Date of this meeting: 9/25/25 @ 3:30 PM</p> <p>Join Zoom Meeting https://us06web.zoom.us/j/83650102774?pwd=ETac4PU9azZ8mdtgnXSTNt4Xz4Jya.1</p> <p>Meeting ID: 836 5010 2774 Passcode: H6Qkw8</p>	<p>Attendees: Anne, Gary, Courtney, Becky</p>
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TLS 2024 - 2025 KPIs						
	April	May	June	July	Aug	
Days of Cash (< 45)	59	59	56	76	86	
Gross Margin (> 5%)	13%	13%	10.7%	7%	10%	
%Fund Balance @ Year's End (> 12%)	16%	16%	13.61%	21%	24%	

<p>Charter Goal 11 - No material findings in annual audit report</p> <p>- Monitor school financial progress and trends monthly</p> <p>F & F Comm Goal: Financial Policies Followed & Fund Balance over 12%</p> <p>1. Monthly Financials - Anne (EdOps)</p> <ul style="list-style-type: none"> • EdOps Hub 	<ul style="list-style-type: none"> • Presentation by Anne Shaffa: <ul style="list-style-type: none"> ■ Supplemental Report for August ■ Check Register for August ■ Board Presentation for August <p>Discussion:</p> <ul style="list-style-type: none"> • State revenue is \$193K, higher than projected <ul style="list-style-type: none"> ○ Result of the WAM 10% / WADA 90% formula ○ WAM = Weighted Average Membership (= enrollment) <ul style="list-style-type: none"> ■ Collected on Sept 15 and Jan 26 ■ As of 9/20 had 293 enrolled; AY 26 budget was based on 284 ■ If we can get to 295 enrolled, the resulting WAM/WADA would be \$199K ○ WADA = Weighted Average Daily Attendance = ADA + weights for % FRL, IEP, LEP <ul style="list-style-type: none"> ■ Current attendance rate is 91.5% • Salaries were \$79K higher than projected due to one more position in Gr. 1 to accommodate a third class; no big concerns on EdOps's end • Leaves us at \$115K higher than projected for last month overall • Reviewed expenditures reimbursed through the Charter School Program (CSP) grant that are tracked by Kristin at EdOps: <ul style="list-style-type: none"> ○ Classroom furniture, technology, some salaries/benefits • Reviewed Divvy expenditures <ul style="list-style-type: none"> ○ Noted payments from Apr and May for HopSkipDrive - cab service for students without permanent housing (McKinney-Vento) for ~ \$7K and ~\$9K, respectively ○ Noted payments for food vendor, Propel Kitchen ○ Noted payments for Mindscape, Educational Consulting firm offering professional development ○ A lot of 1-time purchases related to furniture, curriculum, coaching <p>ASBR - Initial submission last month; awaiting Federal Title fund reporting (public funds) to complete final ASBR.</p>
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<p>2025 Audit</p>	<p>Docs</p> <ul style="list-style-type: none"> • 2025 TLS Audit Folder • Audit Tracker (scroll right) • Documentation of Tasks Assigned to the Board • Templates for Audit Completion <p>Status</p> <ul style="list-style-type: none"> • Week of 10/6 Marr & Co begin sampling documents • Week of 10/13 - Audit is conducted in earnest <ul style="list-style-type: none"> ○ Will review of employment agreements ○ Accounts payable ○ Deposits ○ Invoices.... • The three tasks assigned through the Audit Tracker for the F & F Committee are done <ul style="list-style-type: none"> ○ Do not have access to F & F notes from July and August of 2024 (was before the current committee was formed; no notes in Drive. Added the board meeting minutes and agendas for these months.) ○ Going forward will cc EdOps on F & F meeting minutes, so that they are already collected for next year's audit. • At Oct. 14 Special Board meeting will get additional information about facilities expansion projections
<p>Monitoring of Team, Operations, and Financial Uploads to Report Well</p>	<p>MPCSC Compliance Calendar</p> <p>Report Well status re: Facilities & Finance Docs - good shape as of 9.25</p> <ul style="list-style-type: none"> • Quarterly Financial Statement is due 11/3 (for July - Sept) • Quarterly Reports needed on website (see below) <ul style="list-style-type: none"> ○ Have been requested from EdOps and should be available on 9/29.
<p>Strategic Monitoring Plan</p>	<p>Oversight of Goal 11</p> <ul style="list-style-type: none"> • Audit Docs folder set up • SOP for Vendor Relations Tabled (need to establish if there should be a 60 or 90 day expectation for receipt of invoices) • 218 Agreement - February 2026 • Quarterly Controls Questionnaire - Sent this week. ETA requested by 10/15

<p>School Quality Review Visit - 10/27 - 10/28</p>	<ul style="list-style-type: none"> • SQR Tracker • SQR Board Preparation Packet <ul style="list-style-type: none"> ◦ Financial Oversight Questions, ◦ Gary is working on this. ETA 10/5
<p>Board on Track Website Info</p> <p>Needed: Q3, Q4 (FY24) Q1 1-4 (FY 25)</p>	 <p>Public note</p> <p>Welcome to the BoardOnTrack Public Accountability Portal for "The Leadership School". On this site, you can find information regarding our board meetings and financial statements.</p> <p>The Leadership School is a public charter school governed by a Board of Directors; a public school board charge fiduciary oversight and compliance with our charter agreement and performance contract.</p> <p>Public Audits, and Quarterly Financials</p> <ul style="list-style-type: none"> • To view our annual audits, click on "documents" at the top. • Quarterly Financials: <ul style="list-style-type: none"> ◦ Year 1 - FY2023: Q1, Q2, Q3, Q4 ◦ Year 2 - FY2024: Q1, Q2, Q3, Q4 ◦ Year 3 - FY2025: Q1, Q2, Q3, Q4 <p>Board Meetings</p> <p>The Leadership School Board generally meets on the last Tuesday of each month from 6pm-7:30pm. Board meetings are open to the public and may be joined in-person or virtually. From time to time, the Board may go into close Executive Session pursuant to RSMo 610.021(1-3). Please click on "Meetings" at the top to view meeting notices confirm dates, times, and locations. Use this link to log into Board Meetings.</p> <p>Contact Information</p> <ul style="list-style-type: none"> • Please direct records requests to our Custodian of Records: smadlinger@tlsstl.org • Please direct all other board inquiries to our Board Chair: rlangrall@tlsstl.org
<p>Update F & F Committee Charter</p>	<p>Revised for 2025 - 2026 - Gary has reviewed. Still need Tanisha's feedback.</p>

<p>Previous business</p>	<p>Did the payment from Synchrony's Deeds Platform come through on the TLS side? -Tabled</p> <p>Hire subs through Kelly - Tabled</p> <p>Facilities Expansion Plan update:</p> <ul style="list-style-type: none"> ● Consultant Lindsay's Richard will present a proposal at a Special Board meeting on Oct. 14 that will allow TLS to expand to Gr. 6 next year and possibly Pre-K ● Tight timeline to be ready for next year: <ul style="list-style-type: none"> ○ 10/14 - Share the loan amount needed to complete the proposed plan; board discussion/review ○ 10/28 - Board approval ○ November - Lenders approached. Will be a combo of sources: <ul style="list-style-type: none"> ■ Angel Organization offers very low interest loads ■ Grandfather loan' interest only ■ Charter School Growth Fund (CSGF) ■ Normal loan ○ Will first buyout Charter School Development Corporation (CSDC)'s ownership (will save \$100K in rent) ● To pull in more people on the design process, discussed moving the Nov Retreat to a Saturday, either 11/1 or 11/8 to accommodate people who cannot get off work during the week <ul style="list-style-type: none"> ○ Could do two shorter sessions, say 11 - 4, including lunch ○ Part #1 for Full Board re: strategic planning for charter renewal led by Kent ○ Part #2 with any Board members interested in working on logistics led by Courtney
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Monthly Action Items	<input type="checkbox"/> 1	Committee members put all board and committee meeting dates on their personal calendars for the year	July
	<input type="checkbox"/> 2	Chair and ED meet to plan the monthly agenda using the agenda template	A week before the meeting: Date?
	<input type="checkbox"/> 3	Sends agenda to committee members , including any underlying documents (financials, action plans, policy updates, achievement data, etc.) as well as standing areas for monitoring within the strategic plan	At least three business days ahead of the meeting: Date?
	<input type="checkbox"/> 5	Chair lines up a committee member to lead if unable to attend a committee meeting	At least two days ahead of the meeting
	<input type="checkbox"/> 6	Committee secretary takes notes during the meeting	Monthly
	<input type="checkbox"/> 7	Secretary lines up a committee member to take notes if unable to attend	2 - 3 days before meeting
	<input type="checkbox"/> 8	Comm Sec edits notes, sends notes link to committee members including ED	2 - 3 days after meeting
	<input type="checkbox"/> 9	Makes sure notes are clearly and consistently labeled & housed in the right meeting folder on Google Drive	2 - 3 days after meeting
	<input type="checkbox"/> 10	Downloads a PDF of the notes to send to the Director of Operations to upload to ReportWell	2 - 3 days after meeting
	<input type="checkbox"/> 11	Sends a PDF of the notes to the Board Secretary to upload to the monthly meeting of the board	2 - 3 days after meeting

	<input type="checkbox"/> 12	Between meetings, individuals/action teams execute action items coming out of monthly meetings ensuring all committee members are informed	Per agreed upon scheduling
	<input type="checkbox"/> 13	The Committee Chair puts key points from the monthly meeting minutes onto the committee's slide for their report to the board	No later than the Friday before a board meeting; preferably 5 working days ahead (prev. Tuesday)
	<input type="checkbox"/> 14	The Committee Chair sends an email with their key points for the Board Secretary to paste into the agenda.	No later than the Friday before a board meeting; preferably 5 working days ahead (prev. Tuesday)

Coversheet

School Performance Committee Report

Section:	IV. Committee Reports
Item:	C. School Performance Committee Report
Purpose:	Discuss
Submitted by:	
Related Material:	9.10.25 School Performance Committee Meeting .pdf



School Performance Committee

Meeting - 9.10.25

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

TLS Academic Goals for 2025 - 2027

Goal 1: By year Five, **35% of TLS students** will score Proficient or Advanced in **English Language Arts** (ELA) on the **MAP** (Missouri Assessment Program) and **20% of TLS students** will score Proficient or Advanced in **Math** on the **MAP** (Missouri Assessment Program)

Goal 2: Annually decrease the number of students that are 2 grade levels below by half (50%) as measured by the iReady reading diagnostic test.

Goal 3: By the end of Year 5, **50%** of all students 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.

Goal 4: Annually decrease the number of students that are 2 grade levels below by half (50%) as measured by the iReady math diagnostic test.

Proposed Additional 2025 - 2026 School Performance Committee Goals

1. Effective Academic Oversight
 - a. Based on monitoring Goals 1 - 7 and 9 in the [TLS 2025 - 2027 Strategic Plan](#)
2. Consistent Compliance Oversight
 - a. Review reports required by Report Well each month related to School Performance
3. Board Development
 - a. Engage in study to identify best practices for optimal student outcomes
 - b. Educate board members on school performance-related terms, concepts, data literacy.

Meeting Dates for 2024 - 2025: **Second Wednesday @ 4:00 PM** [TLS 2025 - 2026 TLS School Calendar](#)

Meeting Link: <https://us06web.zoom.us/j/88991655489?pwd=5zackuNrzXFgQLjL6GV0VofLENRTDb.1>

Date of this Meeting: 9/10/25 4:00 - 5:30 PM

Present: Courtney, Becky, Shala, Keisha, Rebecca Maldonado

Committee Governance

Committee Charter for 2025 - 2026

- Need a couple of people to review for 2025 - 2026 based on the draft [Strategic Plan](#) objectives. - Shala, Stephanie?
 - Complete 9/26
 - Be ready to approve via Consent Agenda on 9/30/25

School Quality Review Site Visit	<ul style="list-style-type: none">● SQR visit will take place Oct. 27 - 28 (M - T).● SQR Project Management Tracker - All docs need to be submitted by Sept. 27th.● SQR Documents Folder● SQR Visit Prep Packet for board members<ul style="list-style-type: none">○ Need a work team to pull together responses to School Performance questions to help prepare. Shala, Carrie?○ ETA: By Sept. 30th for review																												
Compliance Report Well - reports due	<p>Due 8/20/25: ELL Student Services</p> <p>Due 8/20/25: Discipline Data & Staff Handbook</p> <p>Due 8/20/25: Parent Student Handbook returned</p> <p>Due 9/15/25: Pledge of Allegiance</p> <p>Due 9/16/25: Curriculum - ELA and Math - CM send; CM will send org chart KS re: curriculum and board matrix s/s</p>																												
Monitoring Academic Performance per Monthly Board Calendar iReady BOY August 27-September 5 MOY December 16-19 EOY May 12-15 MAP May 5-12	<ul style="list-style-type: none">● BOY Assessment Data Discussion<ul style="list-style-type: none">○ BOY data is 81% complete, 12% partially complete, 6% not started.○ Trends in ELA <table><tr><th>Grade</th><th>On/Nearing</th><th>1+ Year Behind</th><th>2+ Years Behind</th></tr><tr><td>K</td><td>17%</td><td></td><td></td></tr><tr><td>1</td><td>20%</td><td></td><td></td></tr><tr><td>2</td><td>12%</td><td>41%</td><td>47%</td></tr><tr><td>3</td><td>17%</td><td></td><td>66%</td></tr><tr><td>4</td><td>17%</td><td>23%</td><td>60%</td></tr><tr><td>5</td><td>16%</td><td></td><td></td></tr></table> <ul style="list-style-type: none">■ Discussion<ul style="list-style-type: none">● Students scoring on grade level last spring are scoring below grade level because the scale has been adjusted to reflect the mastery standards of the next grade.● On-grade level students from the spring should show gains at MOY that reflect adequate yearly progress.● Based on current research, strengthening Tier 1 instruction is the fastest way to support student growth.● Students in Grade 3 scoring 2+ years behind are priorities for the Reading Intervention Block, followed by students in Grade 4.	Grade	On/Nearing	1+ Year Behind	2+ Years Behind	K	17%			1	20%			2	12%	41%	47%	3	17%		66%	4	17%	23%	60%	5	16%		
Grade	On/Nearing	1+ Year Behind	2+ Years Behind																										
K	17%																												
1	20%																												
2	12%	41%	47%																										
3	17%		66%																										
4	17%	23%	60%																										
5	16%																												

○ Trends in Math

Grade	On/Nearing	1+ Year Behind	2+ Years Behind
K	13%		
1	8%		
2	0%		
3	0%		
4	8%		
5	2%		

○ Discussion:

- TLS does not currently offer a math intervention block.
- Intervention is being addressed via Tier 2 small group re-teaching within the Tier 1 setting.
- Finding math interventionists who are aligned with the new math curriculum (Eureka Squared) is essential if the intervention is to work as unaligned intervention teachers can cause more confusion than benefits for students.
- TLS is intensively developing teachers in Eureka this year with the goal of recruiting one mid-year into the intervention role for the following year.
- The current intervention coordinator (Grace) is covering 5th Gr. math for a teacher who is out for medical reasons.
-
- The school has enlisted the support of Wash U and [Teach St. Louis](#) coaches to support high quality Tier 1 instruction via coaching clinics.
- For both content areas, students complete Progress Monitoring Assessments (PMAs) every other week that is measured against internal benchmarks, aligned with the [Revised Internal Charter Goals](#) approved by the Board on 8/26.
- Board members can track student progress on these PMAs any time by clicking into the [Organizational Health Dashboard](#) - TLS's internal implementation of the [Board's 2025 - 2027 Goals and Objectives Monitoring Plan](#).

Strategic Plan Oversight

Review of School Performance related draft [Strategic Plan](#) objectives as aligned with [Organizational](#)

- Goals 1 - 4 (Academic) - FOCUS IS TIER 1 DEVELOPMENT
 - [Teacher Development/Evaluation](#) Rubric
 - [Principal Development/Evaluation](#) Rubric
 - Leader Development/Evaluation Rubric - Director of Operations is developing the rubric right now for classified staff; Rebecca is developing the rubric for her leadership team. Will work on these after this next focal shift teacher development. ETA: End of September to be shared at

Health Dashboard (OHD)

Need a Restorative Justice board policy to support integration

the ED/Board Check-in in early October.

- Classified Staff Development/Evaluation Rubrics - Director of Operations is working on these.
- Schedule for Teacher, Leader & Staff Coaching and Evaluation
 - Focus of coaching the first six weeks was “Culture of Learning” about to shift to the next six weeks “Content and Planning”
 - Each teacher has an individualized coaching plan and receives feedback 2 - 3 times a week
 - Progress for each person is tracked on a shared spreadsheet.
- Intervention: Will begin ELA intervention next week.
- Independent Reading: Ms. Timmons lined up a monthly Book Mobile from the St. Louis County Library with free books for students and teachers’ classroom libraries.
 - Going to work on an Independent Reading Program in second quarter, pushed out through Family University, to encourage volume reading at home; possibly the use of a parent log.
- Principal RM and teachers like Ms. T may be partnering to develop ELA clinics; helping to create teacher leaders for PD
- Vocab development: Focused mainly on domain-specific words via word walls; later will work on using vocabulary across content areas; discussed
- Goals 5 - 9 (Culture)
 - Goal 5 Attendance Plan
 - Desiree (AP) is developing an incentive plan, as well as problem solving re: families that struggle to get students to school
 - Will check in with Carmen who's been working on recruitment and enrollment; could focus on the importance of attendance at a Fam U. evening.
 - Goal 6 (Student Leadership)
 - KS met with Wayfinder rep re: info/tools; gaining access to their online platform
 - Gr. 5 students can now apply to become “Breakfast Helpers”; have to participate in an interview conducted by Denise (Director of Operations); taking it very seriously
 - Student Buddies - reading, games, building community/mentorship skills:
 - Grade 5 and Grade 2
 - Grade 4 and Grade 1
 - Grade 3 and K
 - How to track leadership?
 - Discussed “Good News” phone calls/notes and how to track within PowerSchool as a way to reinforce leadership behaviors.
 - Share out periodically/review with teachers
 - Already doing “Culture-based” Walkthroughs
 - Could help with observational data re: Classroom meetings
 - Set up training/cadence for Classrm Mtgs for P/S and development of leadership skills

	<ul style="list-style-type: none"> ○ Goal 7 (Family Satisfaction) <ul style="list-style-type: none"> ■ Event-based feedback tool for tracking family participation in school events; family university ■ Family University topics: <ul style="list-style-type: none"> ● Attendance (importance of, incentives, P/S ● Home-based SSR program ● Online safety training (board policy) ● Online Literacy resources training (Title 1 requirement, board policy) ○ Goal 9 (Staff Satisfaction) <ul style="list-style-type: none"> ■ Rebecca is organizing five Teacher Committees; <ul style="list-style-type: none"> ● Parent Teacher Organization (PTO) ● Family University ● School Joy/Sunshine Committee ● Inclusion & Equity ● Technology & Testing ■ Every teacher is expected to attend four TLS events and volunteer to support at least one. ■ TLS Leaders could pull ideas from the PTOs of the schools where their children attend ■ Vending machine in the teacher's lounge (convenient, lucrative)
Grants Status	<p>KS and Shala are working on a St. Louis Children's Fund grant related to mental health. -</p> <ul style="list-style-type: none"> ● ST and KS set a cadence for Wednesdays; need a better time. ● Have some outlines with language to share with families and community. ● Moving forward with the planning re: how to spend the hours the grant would provide. ● Application opened on Monday. Reviewing the data needed to apply. Closes on Oct. 30. Submit by Oct 10. ● Have access to 10 free hours with grant writers. TLS is on their radar already. Terry at the Legacy Center has done some work with them. ● The grant could create another level of innovation beyond the current mental health sustainability for staff. ● Could provide healing opportunities for families outside TLS to come to school in the evenings ● Could help provide space for the counseling to happen. (Maybe a shed?). Services would start July 1, 2026. Could coordinate with the facilities expansion planning re: space. <p>KS investigated Emerson Early Literacy Challenge . Decision was that we don't have the capacity this year.</p>

Coversheet

Governance Committee Report

Section:	IV. Committee Reports
Item:	D. Governance Committee Report
Purpose:	Discuss
Submitted by:	
Related Material:	9.16.25 - Governance Committee Meeting Agenda and Notes.pdf School Leader Evaluation - Kick-Off Meeting .pdf



Governance Committee

Meeting Agenda - 9/16/25

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 2024 - 2025 Charter](#)

[Board Meetings 2025 - 2026](#)

[MEANS and ENDS](#)

[TLS Board Bylaws](#)

Standing Meeting Dates for 2025 - 2026: Second Tuesday @ 4:30 PM

<https://us06web.zoom.us/j/87596248351?pwd=bRtDGns1sqzPSAU3Dotp1bWpAj5yBz.1>

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TLS Charter Goals (ALL)

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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.

Meeting ID: 875 9624 8351

Passcode: C0RL1a

Date of this Meeting: 9.16.25	Present: Courtney, Stephanie, Becky, Gary, Keisha
Norms Process	<p>Norms Review Panel (Carrie, Gary, Stephanie)</p> <ul style="list-style-type: none"> ● Status of moving the Board toward right relations regarding 8/9 and 8/29 concerns. <ul style="list-style-type: none"> ○ Carrie is leading, so will let us know next steps. ● Status of reviewing norms, examples/non-examples, adding observable behaviors, recommendations re: a norms violation review process. <ul style="list-style-type: none"> ○ Carrie is working on the observable behaviors. ○ Panel will set up a work team meeting within the next 7 - 10 days to ready documents to be shared via the 9/28 Weekly Memo (10/5 at the latest) ; this will give the Board 2-3 weeks to review before the Panel's formal presentation at the October 28 meeting. ● Should the Panel's recommended norm adjudication procedure be added to the Board Conduct policy? <ul style="list-style-type: none"> ○ Norm Review Panel will review the policy and make a recommendation for board review by first week in October.
SQR Site Visit Prep Questions	<p>By 9/30, compile responses for the Board on:</p> <p>SQR Governance Questions discussed and expanded. Next steps: Introduce a possible TLS Board Compact at next ED/Board Check-In on 9/25</p> <p>SQR Strategic Vision & Long Term Priorities Questions - discussed and expanded. Next steps: <ul style="list-style-type: none"> ● Development of a Strategic Communications Plan ● Board MOY and EOY Reports to the TLS Community </p>

	<ul style="list-style-type: none"> Quarterly coffees/evening gatherings between the Board/Community members Connect Board with Deputy Commissioner Martha McGeehon Develop emergency and regular succession plans for board and ED
Compliance	<p>Keisha has been working with Denise on uploading docs to RW. We are almost up to date.</p> <p>Reports still Overdue (8/20):</p> <ul style="list-style-type: none"> Articles of Incorporation - Nonprofit Status - not sure where they are. <ul style="list-style-type: none"> Look into sharing KT's Drive with the Board. KS will have Denise request a copy from the State. ELL Plan - don't have a plan, but do have one student who is learning to be bi-lingual. KS will develop and upload to Report Well. Organizational Chart - KS has located the most recent and will upload to RW Board Roster - returned; Becky resubmitted today with home address and CV info. Discipline Data - KS will pull data from last year. Staff Handbook - KS will include a link to Board grievance policy, per Commission expectations. Student/Parent Handbook - returned. Reason?
<p>5. Governance Committee</p> <p>Goal 1:</p> <p>2025 - 2026 School Calendar:</p> <p>(Should be approved in March of each year)</p>	<p>CM's Eval content/process</p> <ul style="list-style-type: none"> Personal Professional Goals discussion for 2025 - 2026 in the context of <ul style="list-style-type: none"> the Job Description reflections of the ED about last year's leadership reflections from the Committee about last year's leadership <p>Tabled to Monday, 9/22/25 at 3:00 PM when the Governance Committee work team can meet and address goals and the other topics below:</p> <ul style="list-style-type: none"> Ratio of QL (survey) vs QN (metrics related to Internal Revised Charter Goals) data? Sample Questions from BOT (used by Kairos Academy) Sample Questions/Process from The Opportunity Trust from Jesse Dixon (used at City Garden Montessori) Stakeholder Survey Groups: <ul style="list-style-type: none"> Board Members? Direct Reports? <ul style="list-style-type: none"> Data from other stakeholders - Families and Staff survey data - could be included in the ED's documentation supporting self-evaluation ratings? Will follow this kick-off meeting agenda and review goal setting template? CM will share personal professional goals before 9/22 to expedite time spent on 9/22.

Strategic Goals & Objectives Monitoring Plan (SMP)	<p>Does this title work?</p> <p>Governance Committee-related areas for monitoring of Goals 9 (staff retention), 10 (board engagement), and 12 (compliance)</p> <p>Prior to presentation to the Board for approval on 9/30:</p> <ul style="list-style-type: none"> Does the Committee have recommendations re: how to improve this document? - Gary and Stephanie will review and provide feedback before 9/30. <ul style="list-style-type: none"> Recommendations for using it during monthly committee review Can we approve by consent understanding that it's a living doc?
<p>Policy Review</p>	<p>HR Policy Update - any further feedback on this prior to presentation for approval on 9/30?</p> <p>The following policies approved last month have now been added to the TLS Policies and Bylaws:</p> <ul style="list-style-type: none"> Electronic Communications Device Policy Employee Professionalism Policy Public Comments policy <p>Janie Stanner has been asked to help with repagination.</p> <p>If EDs have a concern about a Board member what is the policy? Becky will check with Kent.</p>
<p>Succession Planning</p>	<p>ED Succession Planning docs</p> <p>Status Update:</p> <p>I reached out to the below consultant two weeks ago, but have not received a response.</p> <p>ED Succession Planning Consultant:</p> <p>John Tarvin, Principal Partner Eos Transition Partners jtarvin@eostransitions.com 617.304.8436</p> <p>Recommended by Whitney Young (Governance Committee Chair at Kairos Academy)</p> <p>Board Succession Planning</p> <ul style="list-style-type: none"> Shall we take this up at the next ED/Board Check-in on Thursday, 9.25.25?

<p>Upcoming</p> <p>Next Governance Committee Meeting:</p> <p>Tuesday, October 14 @ 4:30 PM</p>	<p>ED/Board Compact</p> <ul style="list-style-type: none">Recommended by Kent Peterson <p>November Board Retreat (sometime between Monday, Nov. 10, and Thursday, Nov 13 to avoid conflicts on the TLS side)</p> <ul style="list-style-type: none">Kent is willing to facilitatePossible topic: 5-Year Strategic Plan<ul style="list-style-type: none">Could help us with preparing the charter renewal application
------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Date: September 22, 2025

[TLS Board & Committee Meeting Dates](#)

Attendees: Courtney, Gary, Becky, Stephanie

Purpose: Align on process, timeline and expectations related to the Executive Director evaluation cycle for 2025 - 2026

Outputs: Evaluation timeline & meeting schedule, board communication expectations, defined support structures

Agenda

1. Alignment on how we'll approach the Annual ED Evaluation this year

- What goals will be tracked?
 - [Courtney's professional goals for 2025 - 2026](#)
 - Committee's professional goal recommendations - ETA Friday, 9/26.
 - [School Leader Goal setting/tracking template](#)
 - [Revised charter performance goals](#)
 - [Contractual performance metrics](#)
- Which stakeholders will provide feedback?
 - Board
 - The ED's direct reports
 - ED herself
 - Use data from other surveys as documentation to support the ED self-evaluation (staff, families - twice a year)
 - Other partners that Courtney would contact/collect info from - Stephanie
- What survey questions will be used?

- Survey questions from [last year](#), [TOT](#), and [BOT](#)
 - [Comparisons: Plus, Minus, Interesting](#)
- [Sample Competency Rubric from TOT](#)
- The committee recommends conducting the surveys through Board on Track to ease year over year comparisons.
- By Oct. 1 determine which questions, if any, to include from TOT to add to or replace those in BOT
- What ratio of QL and QN data will be used to determine the final performance rating?
 - More emphasis on QN data: 80/20
- Steps to ensure accuracy of evaluation by Board Members:
 - Commit to spending more time on campus, learning about the school and experiencing what's going on. Commit to twice a year coming to campus during the school day.
 - Coffee twice a year with ED
 - Monthly coffee with Normandy families?
 - Newsletters?
 - Attending Check-Ins.
 - Attending Committee meetings
 - Direct email communications from the ED to the Board on a monthly basis, possibly excerpts from memos to staff?
- When will the Annual Evaluation survey be administered?
 - April 27 - May 1 to avoid Teacher Appreciation Week (May 4 - May 8)

- When and where will the in-person Annual Evaluation review take place?
 - At TLS during a Closed Meeting of the Board of Directors at its June 30 Board Meeting (see Item #3 below).
- Will we use the [TOT School Leader Evaluation Meeting Template](#), the [BOT CEO Evaluation Memo](#), or both in the final report to be given to Courtney?

Resources:

[School Leader Evaluation Overview](#)

[Annual Evaluation Meeting Template](#)

[School Leader Evaluation Summary Report](#)

[BOT CEO Evaluation Memo](#)

2. Alignment on how we'll approach the Mid-Year Review meeting this year

- Which stakeholders will provide feedback?
 - Same as EOY
- Which metrics will be tracked?
 - iReady data won't be ready until January
 - Staff and Family survey data - Keisha will be leading this and plans the first in Nov; second in March
 - Slides from December re: attendance data, financial KPIs, status updates on Courtney's three personal professional goals...
 - Audit Report ([draft for last year's report was available in November of 2024](#))
 - Table of Cash On Hand/Fund Balance/Gross Margin from F & F Committee monthly report for November (available mid-December)
 - Other?

- What survey questions will be used?
 - A subset of the EOY questions?
 - [The questions in doc?](#)
- What ratio of QL and QN data will be used to determine an MOY performance rating? 80 (data) /20 (survey)
- When will the MOY survey be administered? Dec. 1 - 5
- When will and where will the in-person MOY evaluation review take place? During the Jan. 6 Board meeting during Closed Session.

o *“What would help this process go smoothly?”*

Resources

- [Mid-Year Review Meeting Template](#)
- [BOT MOY Questions](#)

3. Confirm roles, meeting cadence, and milestones for the evaluation cycle:

- By **October 14** - Governance Committee reviews a draft EOY and MOY survey tool at its monthly meeting based on feedback received by Oct. 1 and [begins school leader goal monitoring](#)
- **Oct. 28 Board Meeting** - Governance Committee presents its recommendations for the 2025 - 2026 ED Evaluation cycle to the board for review/discussion.
- **December 2 Board Meeting** - Board approves the agreed upon evaluation process and Courtney's professional goals.
- **Dec 1 - 5 MOY** evaluation survey is administered
- **Dec. 9** - Governance Committee reviews feedback at its monthly meeting and discusses key themes.
- **January 6 Board Meeting** - Closed session to discuss the Mid-Year ED Review.

- **January 13** - Governance Committee discusses any recommended goal revisions suggested either by the board or by Courtney
 - **January through April** - The Governance Committee continues [school leader goal monitoring](#)
 - **April 27 - May 1** - EOY survey is administered to stakeholders
 - **May 12** - Governance Committee meets to review survey data at its monthly meeting
 - **May 12 - 26** - Governance Committee creates the EOY summary report to share with the Board at the May 26 Board meeting during Executive session.
 - **May 26 Board Meeting** - Board reviews the Governance Committee's report and [aligns on messaging](#).
 - **Before the June 30 Board meeting** - Governance Committee sends the board aligned [Annual Evaluation Summary](#) to Courtney for review.
 - **June 30** - Closed session at the June Board meeting to discuss the [Annual ED Evaluation](#) with Courtney.
- o *"What's the process for surfacing feedback or concerns between formal touchpoints?" - Solicit monthly feedback based on check-ins. From and to ED during this space. Once a meeting solicit feedback from either side.*
 - o *"How will we keep the rest of the board apprised?" - Governance Committee Monthly Board Report based on discussion at monthly meeting.*

4. Clarify Goals & Support

- o *"Do you anticipate any shifts to your goals since they were approved?" - could be asked at ED/Check-Ins once a month.*
- o *"What guardrails do we need to put in place to ensure your success? (i.e., what do we agree *won't* happen in pursuit of these goals)"*

- o *"What would be most supportive to you in reaching these goals?"*

5. Align on Next Steps

- o Ensure meetings are calendared and shared - can be shared in the Governance Committee Monthly Report to the board.
- o *"Are there any questions about what's expected?"*

Action Items to be completed by Oct. 1:

1. Identify partners that might be included in an Annual ED Evaluation - Stephanie
2. Ways to increase board awareness of Courtney's work (monthly email?) - Courtney
3. Determine which questions from TOT to add to/replace those in BOT. - All
4. Determine if we will use the Ppt template, BOT Memo or both as the summary for the ED evaluation data. - Gary, Stephanie, Becky
5. Are there other data points to include in the MOY eval? Gary, Stephanie, Becky
6. Which questions will we use from the BOT/TOT survey for the MOY eval or will we go with those in the BOT MOY memo? Gary, Stephanie, Becky
7. Questions we did not get to:
 - What would help this process go smoothly? - All
 - What guardrails do we need to put in place to ensure Courtney's success? - Gary, Stephanie, Becky
 - What would be most supportive to you in reaching these goals? - Courtney

Coversheet

Updates on ...

Section:	V. Executive Directors Monthly Report
Item:	A. Updates on ...
Purpose:	Discuss
Submitted by:	
Related Material:	ED Board Report - September 2025.pdf



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS


Executive Director Board Report

The Leadership School
Board of Directors Meeting
Sept 30, 2025

Org Health Dashboard

		EOY Goals	Benchmark MOY Goals	Progress Monitoring Goals	September
Academics	Student Proficiency	TLS will increase from 21% of students proficient in ELA to 35% on the 2026 MAP assessment.	By November 5% of TLS students will score Advanced, 25% of TLS students will score Proficient, and 40% Basic on bi-weekly data assessments and unit assessments	BOY Bi-Weekly Data Quiz Goal (September - October) 15% Critical 25% Below Basic 40% Basic 20% Proficient	No Data
		TLS will increase from 12% of students proficient in math to 20% on the 2026 MAP assessment.	By November 5% of TLS students will score Advanced, 25% of TLS students will score Proficient, and 40% Basic on bi-weekly data assessments and unit assessments		On-Track
		TLS will increase the percent of students who are on or above grade level in Math and in ELA by 20% from Fall 2025 to Spring 2026 according to the iReady Assessment	TLS will increase the percent of students who are on or above grade level in math and in ELA by 12% from Fall 2025 (BOY) to Winter 2025 (MOY)		On-Track
			MOY Bi-Weekly Data Quiz Goal (November - February) 10% Critical 20% Below Basic 40% Basic 25% Proficient 5% Advanced		

Staffing 2025-2026



Vacant Teaching	Vacant Leadership	Vacant Support
0	0	0
100% Staff Retention		

Enrollment: 2025-2026

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

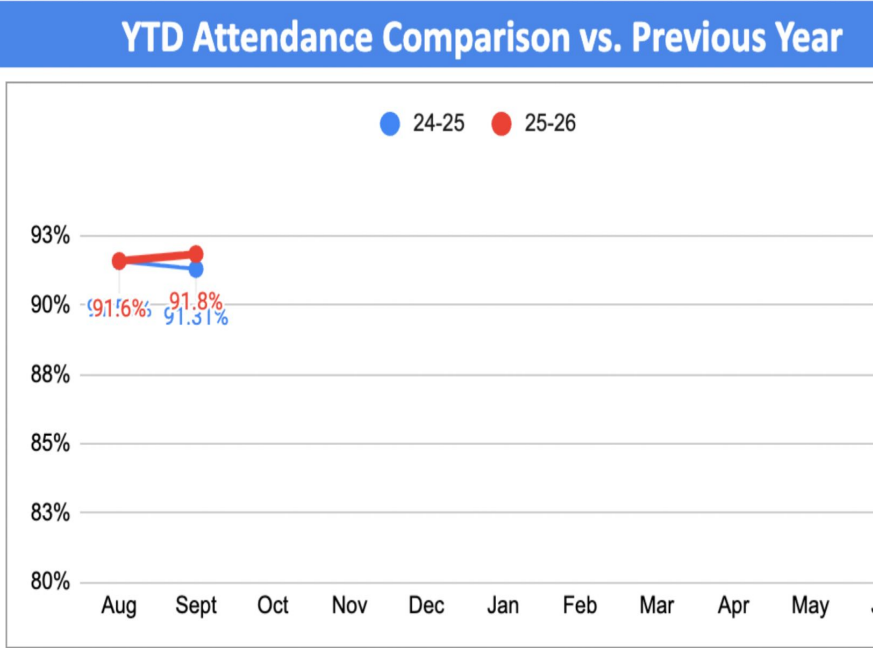
Driver Goal 4: 90% show rate on 1st day of school = 288 butts in seats

<u>Total Enrollment</u>	
293	
Since beginning of year	▲ 4
Since last month	▲ 4

K		47	50
1		51	51
2		50	50
3		47	45
4		43	46
5		51	51
TLS Subtotal		289	293
Onsite Total		289	293
Total		289	293

Goal: TLS will maintain a monthly Attendance of 89% throughout the 25 - 26 school year

YTD Attendance	
91.8%	
Since beginning of year	▲ .2%
Since last month	▲ .25%



TLS will end FY26 with a fund balance of at least 20%

Key Performance Indicators

Days of Cash
(At Year End)

86

Target > 60 days

Gross Margin
Margin

10%

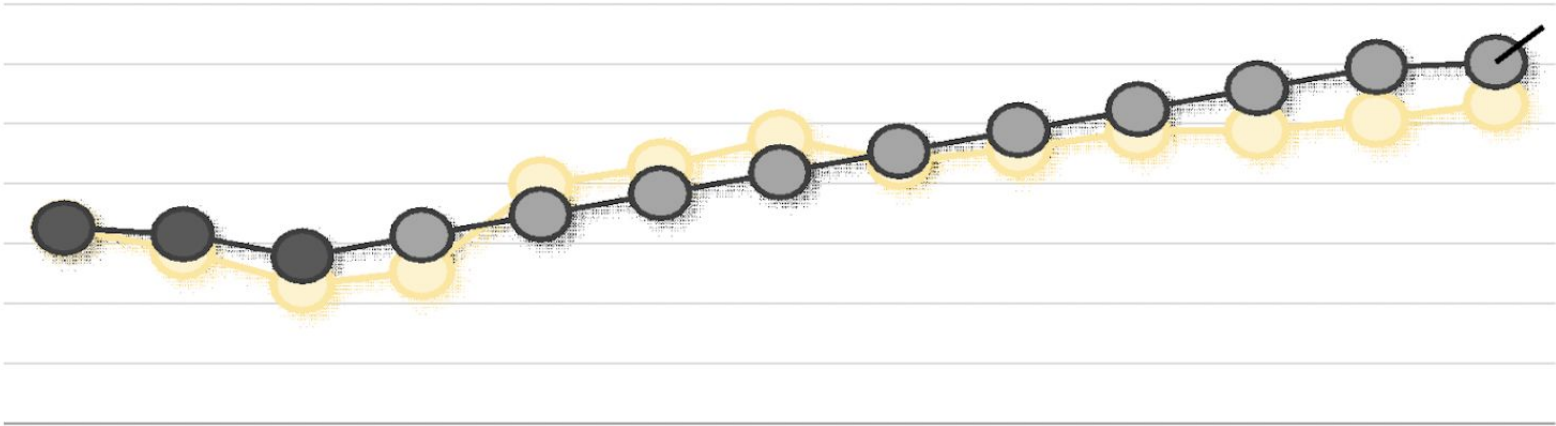
Target > -5.0%

Fund Balance
(At Year End)

24%

Target > 0,00

Cash Forecast



Coversheet

Pending Previous Discussion:

Section:	VII. Consent Agenda
Item:	A. Pending Previous Discussion:
Purpose:	Vote
Submitted by:	
Related Material:	Professional Personnel Hiring and Recruitment Policy.docx TLS Staff Handbook 25-26.pdf TLS Family Handbook 2025-2026.pdf

- **Professional Personnel Hiring and Recruitment Policy**

The Board of The Leadership School adopts the following policy, effective on the date of adoption by the Board.

SECTION 1. Authority to Hire

SECTION 1.1. The Governing Board shall approve through formal resolution or through an approved budget all positions for employment.

SECTION 2. Recruitment.

SECTION 2.1. All public announcements for positions and vacancies shall assure applicants of nondiscrimination on the basis of race, color, national origin, sex, age, religion, or handicap. Public announcements shall include only the following information: title of the position, full or part time status, salary range, job description, certification requirements, and start date.

SECTION 2.2. All job announcements for all certificated positions shall be published on the school's website and sent to appropriate third parties, including colleges, universities, The Missouri Charter Public School Association, and other agencies or employment organizations.

SECTION 2.3. Public notice shall be provided for no less than two weeks prior to hiring of a position.

SECTION 2.4. The School Leader or Governing Board may elect to hire a qualified internal candidate in lieu of or in addition to publicly posting the position.

SECTION 3. Qualifications

SECTION 3.1. The Leadership School shall endeavor to hire the most highly qualified individual to execute the functions of the posted position. The Leadership School will give strong consideration to the following qualifications:

1. (When applicable) Demonstrated global awareness as evidenced by international travel or study abroad, ability to read and understand one or more languages, which may include sign language, and/or other relevant experiences;
2. Advanced degrees;
3. High academic achievement;
4. Experience in a charter school setting;
5. Competency in the use of technology that would enhance the instructional program;
6. Demonstrated leadership potential;
7. Demonstrated ability and/or desire to work with students from demographic backgrounds The Leadership School serves;
8. Experience with community-based and/or parental involvement activities;
9. Exemplary written and oral communication skills;
10. Demonstrated effective management and instructional practices;
11. Professionalism in demeanor and appearance;
12. Certification by a national certification agency;
13. Certification from the state of Missouri or eligibility for such; and
14. Willingness to work with athletics and extra-curricular activities.

This profile is not all-inclusive and may change depending on the school's needs at the time of hire. The Board's ultimate goal is to attract and retain highly competent individuals who share the school's mission and who will provide the best educational opportunities possible for our students.



Staff Handbook

2025 - 2026

WELCOME

The Leadership School (TLS) faculty and staff welcomes you and is proud to have you as a member of our team. Whether you are a new employee, or have been with us for some time, you are our most important and valued assets. We hope you feel comfortable with your work environment and with the people around you.

The Leadership School is a model center of quality in education. As an employee of the TLS, you will be expected to exemplify love, excellence, authenticity and discipline through quality of service and care. By following the employee policy and procedures outlined in this handbook you will be well on your way to meeting the goal of excellence and quality. This handbook is just a broad tool for conduct. You will be oriented on more specific policy and procedures through our on-going professional development to help guide decision-making and best practices specific to your role. Be sure to always keep the Code of Conduct at the forefront of all decision-making concerning children.

Please set aside some time to become familiar with this Handbook. It will be very helpful in answering many questions that arise. We recognize, however, that no Handbook can answer every question. If you do not find an answer to your particular question in this Handbook, or if you would like a particular policy or procedure clarified, please feel free to ask the Executive Director. We will be glad to help you answer every question.

Good luck and best wishes for a long and satisfying career with our team!

Mission: The Leadership school grows students' leadership capacity through engagement in an academically rigorous, culturally relevant, & relationship oriented environment.

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

ABOUT THIS HANDBOOK

This staff handbook is intended to help each staff member understand policies and procedures at The Leadership School (TLS). As an employee of TLS, you are expected to read this handbook thoroughly and to know and adhere to the outlined policies throughout your tenure with TLS.

Our goal is for this handbook to serve as a useful reference throughout your tenure at TLS. While we do our best to cover all of the bases, this handbook cannot anticipate every situation or answer every question about employment. Where appropriate and necessary, the Executive Director or designee will explain additional procedures and policies.

TLS reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever TLS determines that such action is warranted. This handbook supersedes and replaces all previous staff policies, practices and procedures.

If you have any questions about any policies or procedures, whether or not they are referred to in this handbook, please contact your Executive Director.

DISCLAIMERS

Please note that nothing in this handbook creates a contract for employment or alters the employee's at-will employment relationship. This handbook cannot address every situation that could arise in the workplace. TLS has flexibility in addressing unique situations.

HANDBOOK REVISIONS

This staff handbook applies to the 2025–2026 school year but may be updated at any point to reflect changes in policies, procedures, or operational needs. Any revisions made during the school year will be communicated to all staff in a timely manner. If substantive changes occur, staff will be given the opportunity to review the updated handbook and sign a new acknowledgment form.

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ABOUT THE LEADERSHIP SCHOOL

TLS MISSION & GRADUATE OUTCOMES

Established in 2022, The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

- TLS students will learn to leverage relationships by showing empathy for others and collaborate creatively together.
- TLS students will excel academically by mastering rigorous content and having agency to navigate their learning experiences.
- TLS students will demonstrate leadership by knowing themselves and helping others.



TLS FOUNDATIONAL BELIEFS & VALUES

Our school couples a sense of belonging with a rigorous academic experience to lay the foundation for authentic student leadership.

Sense of Belonging

We value the opinions and insights of young children. Our students learn and grow in a relationship oriented community that reflects and honors their ideas, experiences, and contributions.

Rigorous Academic Expectations

We believe that a focus on “deeper learning” is the best route for all students to reach the highest levels of academic success and be able to design and live a successful life.

Authentic Leadership

We believe in trusting students to drive their own learning – to make the best decisions about how they engage in the school community, accomplish goals, take responsibility and impact their community.

Our school L.E.A.D.s with *love, empowerment, authenticity, and development*. These values guide our interactions within the school community.

Love: We cultivate a sense of empathy through strong relationships, collaboration, and focusing on community above self.

Empowerment: We always strive for our “good” to become “better”, and our “better” to become our “best”, in all areas, for all members of the community.

Authenticity: We ensure alignment of our learning to authentic work, hold ourselves to the highest levels of integrity, employ just and equitable practices, and remain true to our mission at all times.

Development In the face of adversity, we stay the course, persevere, and accomplish our personal and collective goals.

GENERAL EMPLOYMENT

AT-WILL EMPLOYMENT

All employment at TLS is "at-will." This means that employment is for no definite period and both you and TLS have the right to terminate employment at any time, with or without advance notice and with or without cause. TLS also has the right to demote or discipline an employee, or alter the terms of employment, at any time, with or without cause and with or without advance notice, at TLS' sole discretion. No one other than the Executive Director of TLS has the authority to alter this at-will policy, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. To be effective, any such agreement must be in writing, must be signed by the Executive Director of TLS and by the affected employee, and must express a clear and unambiguous intent to alter the at-will nature of the employment relationship.

EQUAL EMPLOYMENT OPPORTUNITY

It is TLS' policy to provide equal employment opportunities for all applicants and employees. TLS does not unlawfully discriminate on the basis of race, color, sex (including pregnancy, childbirth, or related medical conditions), religion, marital status, age, national origin, disability, veteran status, sexual orientation, or on any other basis made unlawful by federal, state or local laws.

TLS also makes reasonable accommodations required by law, including accommodations for disabled employees and accommodations for women with pregnancy-related disabilities who request an accommodation for pregnancy, childbirth, or related medical conditions.

TLS also prohibits the harassment of any individual on any of the bases listed above.

This policy governs all aspects of employment, including hiring, job assignment, compensation, promotion, discipline, termination, and access to employee benefits and training. It is the responsibility of every manager and employee to follow this policy.

If you have any questions or concerns about any type of discrimination in the workplace you are encouraged to bring these issues to the attention of your Executive Director. TLS will not tolerate retaliation against any employee for making a good faith complaint regarding discrimination, harassment or retaliation, or cooperating in an investigation of such complaints.

IMMIGRATION REFORM AND CONTROL ACT

The Immigration Reform and Control Act of 1986 (IRCA) prohibits TLS from employing any person not legally authorized to work in the United States. In accordance with the requirement of IRCA, all persons commencing or resuming work after November 6, 1986, must submit documentation to TLS evidencing their right to work in the United States. Anyone submitting false documentation shall be immediately terminated. In fulfilling its obligations under IRCA, TLS reaffirms its commitment to comply with both state and federal non-discrimination laws. TLS does not discriminate on the basis of citizenship. Any questions concerning IRCA and the required documentation should be directed to the Executive Director.

ANTI-DISCRIMINATION AND HARASSMENT

TLS is committed to becoming an anti-racist, anti-sexist and anti-bias organization by confronting inequities, barriers, and oppressive policies and systems.

TLS will not tolerate discrimination or harassment based on race, color, sex (including pregnancy, childbirth, or related medical conditions), religion, marital status, age, national origin, disability, veteran status, sexual orientation, or any other basis protected by federal, state, or local law. Harassment is prohibited whether it is by managers, managers, co-workers, board members, officers, employees, vendors, or other third parties with whom TLS has a business, service, or professional relationship.

Prohibited conduct can take many forms and may include, but is not limited to, the following: offensive slurs, jokes, statements, and/or gestures, assault, impeding or blocking another's movement or otherwise physically interfering with normal work, offensive drawings, cartoons, and other statements, actions, writings, or pictures based on an employee's race, color, sex, religion, marital status, age, national origin, disability, veteran status, sexual orientation, or any other basis protected by federal, state or local laws.

Sexual harassment is also prohibited and is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or other conduct of a sexual nature, which may include but is not limited to, unwelcome lingering or intimate touches, sexual jokes, sexual advances or propositions, sexually suggestive objects or pictures displayed in areas of common view, and sexually suggestive emails or text messages.

Any incidents of prohibited conduct, including work-related harassing conduct by any TLS personnel or any other person, must be reported to your Executive Director or designee. If your Executive Director or designee or the Human Resources representative is the individual engaging in the conduct, then you are not required to report to that person, but may instead report the conduct to another member of management. Managers who receive complaints or who observe prohibited conduct must immediately inform the Director of Human Resources, so that an investigation may be initiated.

Every complaint reported under this policy will be investigated thoroughly and promptly. TLS will attempt to keep complaints made under this policy and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law.

TLS will not tolerate retaliation against any employee for making a good faith complaint under this policy or for cooperating in an investigation. Employees should report any such retaliation immediately to Human Resources.

If a violation of this policy is established, TLS will take appropriate corrective action. Corrective action may include, for example, training, referral to EAP counseling services, or disciplinary action ranging from a written warning to termination of employment, depending on the circumstances.

DISCRIMINATION COMPLAINT PROCEDURE

While TLS encourages you to communicate directly with the alleged harasser, and make it clear that the harasser's behavior is unacceptable, offensive or inappropriate, it is not required that you do so. It is essential, however, to notify management immediately even if you are not sure the offending behavior is considered harassment. Any incidents of harassment must be immediately reported to the Executive Director. Appropriate investigation and disciplinary action will be taken. All reports will be promptly investigated with due regard for the privacy of everyone involved. However, confidentiality cannot be guaranteed. Any employee found to have harassed a fellow employee or subordinate would be subject to severe disciplinary action up to and including termination. TLS will also take any additional action necessary to appropriately remedy the situation. Retaliation of any sort will not be permitted. No adverse employment action will be taken for any employee making a good faith report of alleged harassment.

TLS accepts no liability for harassment of one employee by another employee. The individual who makes unwelcome advances, threatens or in any way harasses another employee is personally liable for such actions and their consequences. TLS may or may not provide legal, financial or any other assistance to an individual accused of harassment if a legal complaint is filed.

GRIEVANCE POLICY

GRIVANCE VS. COMPLAINT

A **grievance** is a formal concern raised by an employee that typically involves alleged violations of school policy, unfair treatment, workplace conditions, or actions that significantly impact the employee's ability to perform their job. Grievances generally require formal investigation and documentation.

A **complaint**, on the other hand, may involve general dissatisfaction, interpersonal frustrations, or suggestions for improvement that do not necessarily involve a breach of policy or formal misconduct. Complaints are typically addressed informally through day-to-day communication with supervisors or colleagues.

Employees are encouraged to bring forward both grievances and complaints, but understanding this distinction helps ensure that concerns are addressed through the appropriate channels.

GRIEVANCE PROCEDURE

1. Informal Resolution

Employees are encouraged to first attempt to resolve concerns directly with the individual(s) involved through respectful and professional conversation.

2. Manager-Facilitated Mediation

If the issue remains unresolved, the employee should bring the matter to their immediate supervisor or the supervisor of the individual involved. The manager will facilitate a mediation or guided conversation between the parties to support a resolution. While the mediation may be documented, this step is not considered a formal grievance.

3. Formal Grievance Submission

If the concern cannot be resolved through mediation, or if the matter is serious in nature, the employee may submit a formal grievance in writing to the Director of Operations. The grievance should include:

- A clear description of the issue
- Efforts made to resolve it informally and through mediation
- The desired resolution or outcome

4. Investigation and Review

The Director of Operations (or designee) will conduct a thorough and impartial review, which may include meeting with those involved, reviewing documentation, and gathering relevant information.

5. Resolution and Response

After reviewing the grievance, a written response will be provided outlining the findings and any actions to be taken.

6. Appeal

If the employee is not satisfied with the outcome, they may appeal the decision to the Executive Director (or designated senior leader). The appeal process will include a review of the original grievance, the findings, and any additional relevant context. In the event that further review is deemed necessary, the individual may appeal to the Board following the Board Policy. Please see the [Staff Complaints and Grievance Policy](#).

CATEGORIES OF EMPLOYMENT

In order to determine eligibility for benefits and overtime status and to ensure compliance with federal and state laws and regulations, TLS classifies its employees as shown below. TLS may review or change employee classifications at any time.

Exempt. Exempt employees are paid on a salaried basis and are not eligible to receive overtime pay.

Nonexempt. Nonexempt employees are paid on an hourly basis and are eligible to receive overtime pay for overtime hours worked.

Regular, Full-Time. Employees who are not in a temporary status and work a minimum of 30 hours weekly and maintain continuous employment status. Generally, these employees are eligible for the full-time benefits package and are subject to the terms, conditions, and limitations of each benefits program.

Regular, Part-Time. Employees who are not in a temporary status and who are regularly scheduled to work fewer than 30 hours weekly and who maintain continuous employment status. Part-time employees may be eligible for some of the benefits offered and are subject to the terms, conditions, and limitations of each benefits program.

Temporary, Full-Time. Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project and who are temporarily scheduled to work TLS's full-time schedule for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.

Temporary, Part-Time. Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project and who are temporarily scheduled to work fewer than 30 hours weekly for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.

Twelve Month Employees: Employees scheduled to work year-round and follow a 12 month work calendar.

Eleven Month Employees: Employees scheduled to work an additional month longer than the annual school year calendar. At the manager's discretion the additional month can occur before and/or after the school year.

School year or 10 Month Employees: Employees scheduled to work during the school year and follow the annual school year calendar.

PERSONAL DATA

It is important that your personal data such as your address, telephone number, number of dependents, beneficiaries, and tax withholding information be accurate and up-to-date. It is your responsibility to report any changes to TLS through the Employee Self-Service portal in the payroll system.

VACANT POSITIONS

Vacancies for all full-time permanent positions within TLS will normally be announced and posted; however, TLS reserves the right not to post positions based on its discretion. TLS employees will have the opportunity to apply for these positions, and will be considered along with other applicants. The Executive Director or designee has the authority to select candidates deemed to be the best talent and fit for each position.

EMPLOYMENT OF RELATIVES

Members of the immediate family of a TLS employee shall not be permanently employed or contracted by TLS for positions supervised/overseen by that employee. For this purpose, immediate family includes spouse, parents, brothers, sisters, children, grandchildren and grandparents.

OPEN DOOR POLICY

We are committed to providing a safe and welcoming work environment. Because of that, we treat team members as individuals and lean on teamwork to meet our goals. As an inclusive workplace, we use communication to discuss and resolve problems respectfully. In that process, we consider individual circumstances and team members. With direct communication, we aim to resolve any difficulties and build a positive working environment.

We are always interested in constructive ideas and suggestions. Please submit suggestions in writing to your manager. We encourage you to bring questions and concerns to our attention. We will carefully consider them in our continuing effort to improve. If you have a concern, talk to your manager about the situation. Your manager should be able to resolve most concerns. In the event that the concern goes unresolved, we encourage speaking with the Executive Director or designee. Your

questions and concerns are important. Please give TLS the opportunity to support you in resolving the concern.

STAFF AND STUDENT RELATIONSHIPS

Professional and personal boundaries must also be maintained in order to preserve the professional atmosphere that is necessary to achieve TLS' mission. Maintaining this atmosphere requires the protection of students from harm and staff from allegations of misconduct by requiring them to maintain professional boundaries with students. TLS does not intend to interfere with or impede appropriate interactions between staff members and students.

The relationship between the employee and the student should be one of cooperation, understanding, and mutual respect. All employees have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity, through consistently and fairly applied discipline and the maintenance of appropriate physical and emotional boundaries with students. These boundaries must be maintained regardless of the student's age, the location of the activity, whether the student allegedly consents to the relationship or whether the staff member directly supervises the student. Maintaining these boundaries is an essential requirement for employment in TLS.

Although this policy applies to the relationships between staff members and students, staff members who inappropriately interact with any child may be reported to the Missouri Division of Children's Services, disciplined and/or terminated when TLS determines such action is necessary to protect students.

Absolute Prohibitions (no exceptions apply)

There are some interactions between staff members and students that are never acceptable and are absolutely prohibited including, but not limited to:

1. Touching, caressing, fondling or kissing students in a sexual or sexually intimate manner.
2. Dating a student or discussing or planning a future romantic or sexual relationship with a student. TLS may presume that this provision has been violated if a staff member begins a dating or sexual relationship with a student immediately after graduation or immediately after a student has left TLS.
3. Making sexual advances toward a student or engaging in a sexual relationship with a student.
4. Engaging in any conduct that constitutes illegal harassment or discrimination
5. Engaging in any conduct that violates constitutes criminal behavior.
6. Engaging in any conduct that constitutes abuse or neglect pursuant to

[R.S.Mo.210.115](#)

Failure to Maintain Boundaries

Unless an educational purpose exists or an exception as defined in this policy applies, examples of situations where professional boundaries (physical and emotional) are violated include, but are not limited to:

1. Being alone with a student in a room with a closed or locked door or with the lights off. Counselors or others who need to work with students confidentially must discuss with their managers the appropriate manner of meeting with students.
2. Meeting students in nonwork settings without the parent/guardian being present, even if the parent/guardian grants permission.
3. Associating with students in any setting where students are provided, are consuming or are encouraged to use or consume alcohol, tobacco, drugs or any other product or service prohibited to minors.
4. Communicating with students about sexual topics verbally or by any form of written, pictorial or electronic communication.
5. Communicating with students before 6a and after 8p, without written permission of the Executive Director or designee and student guardian.
6. Discussing the staff member's personal problems with or in the presence of students.
7. Sponsoring parties for students outside of school unless as part of an extracurricular activity that is appropriately supervised by additional staff members.
8. Inviting students to the staff member's home.
9. Being present when students are fully or partially nude.
10. Allowing a student to drive the staff member's vehicle.
11. Providing a student (other than the staff member's children, stepchildren or other children living in the staff member's home) transportation in the staff member's personal vehicle without a manager's written approval, parental consent, and another staff member or the student's parent/guardian being present in the vehicle.
12. Allowing any student to engage in behavior that would not be tolerated if done by other similarly situated students. Staff will not engage in behavior that may be viewed as favoritism.
13. Giving gifts to individual students without manager and parent approval. *This does not include incentives available to all students.*
14. Frequently pulling a student from another class or activity to be with the staff

member.

Electronic Communication between Staff and Students

Staff members are encouraged to use electronic as well as other modes of communication to interact effectively with students and parents for educational purposes. In all cases, staff members must maintain professional boundaries with students, regardless of whether the communication resources are provided by TLS or the staff member uses his/her own personal electronic communication devices, accounts, web pages or other forms of electronic communication. Staff members are expected to maintain a professional level of communications with students and to discourage and document (with a manager) inappropriate communications from students.

TLS' policies, procedures, and expectations regarding in-person communications at school and during the school-day also apply to electronic communications, regardless of when those communications occur.

Staff members are required to abide by the following practices when communicating electronically with students:

1. TLS devices, accounts and forms of communication (such as computers, phones, telephone numbers, e-mail addresses and TLS-sponsored web pages or social networking sites) should be used when available. Staff members may communicate with students using TLS-provided forms of communication without first obtaining manager approval. With TLS permission, staff members may establish websites or other accounts on behalf of TLS that enable communications between staff members and students or parents. Any such website or account is considered TLS-sponsored and must conform to TLS policies and procedures. TLS forms of communication may be monitored.
2. Staff members may use their personal devices to communicate with students if TLS resources for communication are unavailable or using them is not feasible. In such instances, managers may require staff members to send communications with students simultaneously to the manager. Staff members are required to provide their managers with communications with TLS students upon request. When organizing or facilitating a TLS-sponsored activity, a staff member is encouraged to consult with his/her manager regarding the use of the staff member's personal electronic devices and to inform parents regarding the authorization and use of personal electronic communications. It is highly recommended that parents be included in these communications.
3. Staff use of any electronic communication is also subject to TLS policies, procedures, and legal requirements governing the confidentiality and release of information about identifiable students. Staff members who obtain pictures or other information about identifiable students through their connections with TLS are prohibited from posting such pictures or information on personal websites or personal social networking websites without permission from a manager.
4. TLS discourages staff members from communicating with students electronically for

reasons other than educational purposes. When an electronic communication is not for educational purposes, the staff member must be prepared to demonstrate that the communications are appropriate. This policy does not limit staff members from communication with their children, stepchildren or other persons living within the staff member's home who happen to be students of TLS.

Exceptions

An emergency situation or an educational purpose might justify deviation from some professional boundaries set out in this policy. Likewise, staff members might be related to students or have contact with students outside the school environment through friends, neighborhood or community activities, or participation in civic, religious or other organizations. These contacts might justify deviation from some of the standards set in this policy, but under no circumstance will an educational or other purpose justify deviating from the "Absolute Prohibitions" section of this policy.

The staff member must be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he or she has maintained an appropriate relationship with the student. To avoid confusion, TLS encourages staff members to consult with their managers prior to engaging in behaviors or activities that might violate professional boundaries as defined in this policy.

Reporting Violations and Consequences of Violations

Any person, including a student, who has concerns about or is uncomfortable with a relationship or activities between a staff member and a student should bring this concern immediately to the attention of the staff member's manager or the manager. Staff members who possess knowledge or evidence of possible violations of this policy must immediately make a report to TLS' administration. Staff members who have reasonable cause to suspect that a child has been or may be subjected to abuse or neglect must immediately make a report to the Children's Division as provided by law. Staff members must also immediately report a violation or perceived violation of

Violation of this policy will result in disciplinary action commensurate with the seriousness of the offense. If illegal discrimination or harassment is suspected, the appropriate procedures will be followed. TLS will not discipline, terminate or otherwise discriminate or retaliate against a staff member for reporting in good faith any action of another adult that may be a violation of this policy.

Training

TLS will provide training to staff that includes current and reliable information on identifying signs of sexual abuse in children and potentially abusive relationships between children and adults. The training will emphasize legal reporting requirements and cover how to establish an atmosphere where students feel comfortable discussing matters related to abuse.

Definitions

Educational Purpose – A reason associated with the staff member's duties in TLS including, but not limited to: counseling, the treatment of a student's physical injury or illness, or coordination of an extracurricular activity, depending on the staff member's job description.

Staff Member – For the purposes of this policy, a staff member is any individual employed by TLS, including part-timers, substitute employees, coaches, consultants, contractors, etc.

Student – Individuals currently enrolled at a TLS location.

PAY AND ATTENDANCE

HOURS OF OPERATION

The Leadership School Administration Office Hours are 7:30am-4:00pm Monday through Friday. School hours and school staff member work hours, unless otherwise instructed by their Executive Director or designee, are 7:45am-4:00pm Monday through Friday.

WORK HOURS AND OVERTIME PAY

Employees classified as non-exempt are eligible for overtime pay according to applicable State and Federal guidelines. Non-exempt employees may NOT work overtime without the express, prior written approval of their direct manager. Unauthorized overtime is against TLS policy and may result in disciplinary action, up to and including termination. Only those hours that are actually worked are added together to determine an employee's overtime pay. These hours are to be recorded through the timekeeping portal in the Employee Portal/Payroll system. It is the employee's responsibility to review and approve their reported time on a semi-monthly basis and to ensure that all hours recorded are accurate and complete.

Employees in exempt positions are not eligible for overtime pay. TLS provides employees with breaks according to applicable laws.

PUNCTUALITY AND ATTENDANCE

School-based staff members are expected to arrive promptly each day. Late staff arrivals disturb school routines and negatively impact the school day. If you intend to arrive to work after the start of the scheduled workday, you should inform your Executive Director or designee prior to your regular start time unless an emergency prevents you from doing so. If you must be absent for any reason during work hours, you should inform your Executive Director or designee no later than 6:00 a.m.

Please remember, attendance and punctuality are important factors for your success and our students' success.

Reporting Absences

If you are physically unable to contact TLS, you should direct another person to make the contact on your behalf. Leaving a message with a fellow employee or with the answering service is not considered proper notification. There may be instances that occur moments before your scheduled work day and may require you to contact your TLS without the 1-hour advance notice. We understand unfortunate situations happen abruptly and the leadership team will review those situations on a case-by-case basis.

If you become ill at work, notify (in person or via call or text) your manager immediately. If you are unable to perform your job, you will be either sent to a doctor

You will be paid only for time actually worked and may receive paid sick time if eligible.

Tardiness

You shall be at your workstation/post, prepared to begin work at the start of your scheduled work time or resumption of your work duties. If you are not, you will be considered tardy. Excessive tardiness constitutes unacceptable work performance. This includes, but is not limited to, tardiness to class or to picking up your class, being unprepared for the start of class, arriving late to meetings of any kind, or arriving at school late.

Time Off Requests

All absence requests are to be submitted through the appropriate timekeeping system and made at least 2 weeks prior to the absence date, to allow for proper preparation and coverage. Requests made with less than 2 weeks' notice may not be considered and may be subject to denial. These requests include vacations and time off for other reasons. PTO (paid time off) must be used prior to approving unpaid time off. Also, please note that PTO will not be paid out upon separation of employment with TLS.

There are some instances where time off will not be paid if not approved in advance. TLS may designate certain blackout dates where PTO requests will not be allowed for such times as MAP testing, Professional Development and Parent-Teacher conferences

Consequences

Repeated absences, excessive absences (excused or unexcused) or a pattern of absences are unacceptable job performance. If you are absent for two (2) consecutive days and have not notified your immediate manager of your whereabouts and reason for absence, TLS may assume that you have abandoned your position and you may be treated as having voluntarily terminated your employment with TLS.

Please keep in mind that tardiness and excessive absences are considered unprofessional behavior that can result in disciplinary action, up to and including, termination.

DIRECT DEPOSIT

All employees hired or rehired must have a direct deposit account to receive their paychecks. All paychecks will be directly deposited into each employee bank account, unless other short-term arrangements have been made and approved through HR. Pay stub information is available to employees through the Employee Self-Service portal.

PAY PERIODS

Pay is provided twice per month on the 15th and last day of the month, and one-half month in arrears for hourly employees. Benefits will be deducted twice per month. If the pay date falls on a weekend or holiday, employees will be paid on the prior business day.

TIME AND ATTENDANCE

Time and attendance must be recorded through the Employee Portal/Payroll system. Each employee is responsible for clocking in on a daily basis. Non-exempt or hourly employees must also clock out at the end of the work day, as well as out and in for any duty-free breaks. Employees must review and approve their time by the Monday directly prior to a scheduled pay date.

WAGE GARNISHMENT

TLS complies with any and all court orders and any other applicable laws or orders with regards to wage garnishments and/or wage attachments. On receipt of a court order, the payroll department will notify the employee and begin withholding the specified portion of the employee's wages, and provide the employee a copy of the order.

ERRORS IN PAY

Every effort is made to avoid errors in your paycheck. If you believe an error has been made for any reason, please contact the payroll department. Errors will be corrected on the next regularly scheduled payroll period. If an error in pay is made which pays an employee more than he or she is entitled to, the employee will be required to repay all of the overpayment amount.

STIPENDS

A stipend is a predetermined amount of compensation paid to an exempt level employee for a specific purpose and for a specified period of time. This policy allows for additional compensation for work performed by exempt employees, in addition to their normal responsibilities.

Most positions at TLS require employees to go above and beyond to meet the needs of students and their assigned roles. Most work performed by exempt employees is not eligible for a stipend.

A list of standard roles and payment amounts are reviewed annually and approved by

the Executive Director or their designee. An approved stipend agreement must be signed by both the employer and employee prior to work being performed. Unless a stipend request has been approved, any work performed by an exempt employee is considered to fall within his or her job description and is not eligible for additional payment.

In the event that an employee fails to return and therefore not fulfill the obligations of the stipend agreement, no payment will be rendered. Prorated payments may be considered in the event that a portion of the stipend agreement has been fulfilled.

BENEFITS

TLS reserves the right to eliminate or modify its benefits policies at any time to the full extent legally permissible. If you have any questions regarding these policies and/or eligibility, please contact the School Operations Manager.

HEALTH CARE BENEFITS

TLS offers medical, dental and vision (collectively, "health care") insurance plan benefits to employees who are regularly scheduled to work 30 or more hours per week and who otherwise meet the requirements of the health care plans offered by TLS. TLS also offers health care benefits to eligible employees' dependents, subject to the terms, conditions, and limitations of each plan. Part-time employees, regularly scheduled to work less than 30 hours a week, and all temporary employees are not eligible to enroll themselves or any dependents in any of TLS' health care plans.

TLS reserves the right to eliminate or modify its health care plans, including employee costs, at any time to the full extent legally permissible.

FLEXIBLE SPENDING ACCOUNT

TLS offers all full-time employees the option to participate in a medical and or dependent care flexible spending account. The employee may elect to have funds withheld pre-tax from their paychecks semi-monthly to be used/reimbursed for qualifying medical and dependent care expenses.

LIFE INSURANCE

TLS provides all full-time employees with a \$50,000 life insurance policy. An employee may elect to purchase additional life insurance within the guidelines of the carrier.

RETIREMENT PLAN

TLS employees are eligible and required to participate in the Public School Retirement System (PSRS) if such employees meet the participation requirements of PSRS (hours worked per week on a regular basis, age 18 or older, etc.). The employee contribution calculation and rate are set annually by PSRS. TLS, as employer, also contributes on your behalf. Retirement eligibility, benefit formula and other aspects of the plan are governed by Missouri state statutes and administered by PSRS. For more information, visit the PSRS website at www.psrs-peers.org

CONTINUATION OF BENEFITS (COBRA)

The Federal Consolidated Omnibus Budget Reconciliation Act (COBRA) and State law ordinarily give staff and their qualified beneficiaries the opportunity to continue medical insurance coverage under TLS' health plans when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are termination of

employment, a reduction in an employee's hours, an employee's divorce or legal separation, and a dependent child no longer meeting eligibility requirements.

HOLIDAYS

Full-time employees (10, 11 and 12-month) are paid for the following holidays:

New Year's Day	Thanksgiving Wednesday
Martin Luther King's Birthday	Thanksgiving Day
President's Day	Thanksgiving Friday
Memorial Day	December 24th
Juneteenth	December 25th
Independence Day	New Year's Eve
Labor Day	Plus additional days at Winter Break

Full-time staff will receive time off with pay at their normal base rate for the holidays, provided the employee works the days immediately preceding and following such holidays. Non-exempt full-time employees who are required to work on a holiday will be paid time worked as well as the holiday pay.

If an employee misses their scheduled work day preceding or following a holiday, a paid off day must be used, for the employee to receive holiday pay. Holiday pay is not counted as hours worked for purposes of calculating overtime.

Religious Observances

Employees who need time off to observe religious practices or holidays not already scheduled by TLS should speak with their manager. Generally, employees may be allowed to use PTO for religious observances. TLS will seek to reasonably accommodate individuals' religious observances. *See Religious Leave policy.*

PAID TIME OFF

TLS recognizes that employees need and deserve days off from work from time to time to address their personal needs or the needs of a family member.

For this purpose, paid time off (PTO) is assigned at the beginning of the school year or upon hire. If employment begins after the start of the school year, sick and personal time will be prorated based on the actual start date.

Sick Time

Employees will be awarded 1 sick day per month that they are scheduled to work. Sick time will be awarded on a prorated basis for mid-year hires.

Employees may be asked to submit documentation when taking a sick day. Sick leave

absences of three or more days automatically require a doctor's note. Failure to provide such documentation of illness may result in sick leave not being paid and/or in disciplinary action up to and including termination.

Unused sick days carry over to the following school year and can be accrued up to a maximum of 60 days. Sick time off may be used in increments of 2-hours. In the event of sudden illness or emergency where advanced notice is not possible, staff should text the Head of School and their direct manager. Staff should also update their immediate team with the location of their sub plans.

Emergencies happen and it is our responsibility to set up our team with a clear plan. Please be sure to have an up to date subfolder at all times.

PTO Policy

All time off will now fall under one category: PTO (This replaces previous "sick" and "vacation" categories for some contracts.)

- PTO will be granted based on staff contract length:
 - 12-month employees receive 12 PTO days per year
 - 11-month employees receive 11 PTO days per year
 - 10-month employees receive 10 PTO days per year

All employees will begin the year with half of their total PTO days (5 days for 11-month employees) Then, starting in January of the following year, staff will accrue 1 additional PTO day per month until they reach their full annual allotment based on their contract.

PTO days are issued at the start of the school year. Twelve-month employees may roll over up to 6 unused PTO days. Ten and eleven-month employees may roll over up to 5 unused PTO days into the upcoming school year. All remaining unused PTO will be forfeited.

Requesting Time-Off

All requests for time off must be requested by the employee through the Employee Portal/Payroll system and approved by the employee's direct manager. Requests made less than 2 weeks in advance, may be denied. All requests for time off are subject to the needs and scheduling of the employee's school and or department. Timely submitted requests are approved on a "first come, first served basis."

In emergency situations, be sure to notify your manager no later than 1 hour before your designated start time the day of the absence. Employees taking planned time off are expected to fulfill their professional responsibilities by ensuring that lesson plans, copies, and all other resources necessary to effectively cover their absence are prepared and provided to their manager.

Employees may be subject to docked pay when taking time off that had been previously denied and therefore unapproved.

Time Off Procedure for Instructional Staff

All teachers should first inform their managers of planned absences and then submit a request to Bamboo HR for approval. If the absence is approved, the teacher will send a calendar invitation with the date and time of the absence to their manager and immediate team members.

Attendance and Substitute Plans for Instructional Staff

All Teachers are expected to create a folder that contains relevant information regarding the classroom in the event that he or she is unavailable. The folder is required to be stored in an easily accessible location in the teacher's classroom.

The folder must include a class roster, seating chart, classroom schedule, arrival/dismissal procedures for students, emergency procedures (including allergens), and school-based contacts for support. Additionally the teacher is responsible for preparing academic tasks and early finisher work that is aligned to the current unit of study and meets grade-level standards.

Staff should also include two-additional days of "emergency substitute plans" to support in an unplanned, emergent absence.

LEAVES OF ABSENCE

TLS provides other leaves of absence required by The Family and Medical Leave Act (FMLA). TLS reserves the right to eliminate or modify its leave of absence policies at any time to the full extent legally permissible. If you have any questions regarding these policies and/or eligibility, please contact the Human Resources department.

FAMILY & MEDICAL LEAVE ACT ELIGIBILITY

FMLA leave is available to:

- **Eligible Employees:** Employees are eligible if they work for a covered employer for at least 12 months, have at least 1,250 hours of service for the employer during the 12 months before the leave, and work at a location where the employer has at least 50 employees within 75 miles.
- **Covered Employers:** Public agencies, including a local, state, or Federal government agency, and public and private elementary and secondary schools are FMLA covered employers regardless of the number of employees they employ.

FMLA requires employers to:

- Provide 12 work weeks of FMLA leave each year
- Continue an employee's group health benefits under the same conditions as if the employee had not taken leave
- Restore the employee to the same or virtually identical position at the end of the leave period

FMLA may be unpaid or may be used at the same time as employer provided paid leave.

PHYSICAL & MENTAL HEALTH

The Family and Medical leave is available to care for the employee's spouse, child, or parent who has a serious health condition; or for a serious health condition that makes the employee unable to perform the essential functions of his or her job.

Notice

In general, the employee must give the employer at least 30 days advance notice of the need to take FMLA leave when he or she knows about the need for the leave in advance and it is possible and practical to do so. If 30 days advance notice is not possible because the situation has changed or the employee does not know exactly when leave will be required, the employee must provide notice of the need for leave as soon as possible and practical.

Duration

This leave will not exceed that which is medically necessary, up to 12 weeks.

Pay During Leave

Family and Medical Leave is unpaid to the extent the employee has accumulated sick and personal leave available to use.

Health Benefits

Covered employees may remain on the TLS' medical plans during any paid portion of Family and Medical Leave, under the same terms and conditions that were in effect prior to going on leave. After that time, employees will become responsible for the full costs of these benefits under COBRA, or similar state statutes if the employee wishes to continue coverage. When the employee returns from leave, benefits will be reinstated according to all applicable plans. Employees are responsible for payment of the employee-paid portion of spouse/dependent insurance premiums during Family and Medical Leave. These amounts may be billed to the employee while on leave or withheld from the employee's paychecks.

You may be required to reimburse TLS for health insurance premiums paid on your behalf during your Family and Medical Leave if you do not return to work for a reason other than the continuation, recurrence, or onset of a serious health condition that would entitle you to family and medical leave.

Reinstatement

If an employee and his/her manager have agreed upon a definite date of return, the employee will be reinstated on that date if the employee notifies TLS on or before that date that they are able to return. If the length of the leave has not been established, or if it differs from the employee's original agreement, employees are asked to give two (2) weeks of notice of their intent to return to work.

Return to work requires medical release documentation. TLS will reinstate an employee to the job held before the leave or transfer began, unless one of the following conditions exists:

1. The employee would not otherwise have been employed in the same job at the time reinstatement is requested for legitimate business reasons; or
2. The job could not be kept open or filled by a temporary employee without substantially undermining the ability of TLS to operate safely and efficiently.

If TLS cannot reinstate an employee to their job, it will offer the employee a comparable position consistent with the law provided that a comparable position exists and is available.

MATERNITY/PRIMARY CAREGIVER LEAVE

Pregnant women and those who serve as the primary caregiver for a new baby are eligible for Maternity Leave. In the case of adoption, Maternity Leave may be granted to the primary caregiver for any child under the age of two (2) years who joins the family. Men and women are both eligible for this leave.

Notice

Employees are asked to give as much advance notice as possible of a pending need for Maternity Leave. Doctor's certification is required if requesting leave prior to the delivery. In the case of adoption, formal adoption documentation is required. Maternity leave will begin at the birth, adoption date or medically required early leave as documented by the physician. Maternity leave can be used to cover medical appointments where all sick leave and personal leave have been exhausted.

Duration

This leave will not exceed that which is medically necessary, up to 12 weeks.

Pay During Leave

Maternity leave is unpaid to the extent the employee has accumulated paid time off available to use.

Health Benefits

Covered employees may remain on the TLS' medical plans during any paid portion of Maternity Leave, under the same terms and conditions that were in effect prior to going on leave. After that time, employees will become responsible for the full costs of these benefits under COBRA, or similar state statutes if the employee wishes to continue coverage. When the employee returns from leave, benefits will be reinstated according to all applicable plans. Employees are responsible for payment of the employee- paid portion of spouse/dependent insurance premiums during Maternity Leave. These amounts may be billed to the employee while on leave or withheld from the employee's paychecks.

You may be required to reimburse TLS for health insurance premiums paid on your behalf during your Maternity leave if you do not return to work for a reason other than the continuation, recurrence, or onset of a serious health condition that would entitle you to family and medical leave.

A new baby is covered automatically under the employee's medical plan **(if enrolled)** for the remainder of the plan month in which the baby is born. If the employee intends to add the baby to the employee's medical plan, **the new enrollment application must be completed within 30 days or wait until the next open enrollment period.** New enrollment applications may be partially completed (excluding name and date of birth) prior to maternity leave and left with the Human Resources Manager to submit to the carrier immediately following birth.

Reinstatement

If an employee and his/her manager have agreed upon a definite date of return, the employee will be reinstated on that date if the employee notifies TLS on or before that date that they are able to return. If the length of the leave has not been established, or if it differs from the employee's original agreement, employees are asked to give two (2) weeks of notice of their intent to return to work.

Return to work requires medical release documentation. TLS will reinstate an employee to the job held before the leave or transfer began, unless one of the following conditions exists:

- The employee would not otherwise have been employed in the same job at the time reinstatement is requested for legitimate business reasons; or
- The job could not be kept open or filled by a temporary employee without substantially undermining the ability of TLS to operate safely and efficiently.

If TLS cannot reinstate an employee to their job, it will offer the employee a comparable position consistent with the law provided that a comparable position exists and is available.

PARENTAL LEAVE

TLS aims to provide a supportive working environment for parents and families. Please notify the Executive Director as soon as you become aware of your need for Parental Leave.

During Parental Leave, your job-protected leave and health benefit coverage will continue during the approved leave period at the same level and conditions as were in place prior to leave. The amount of leave benefits and pay is the same as for Maternity Leave, and must be taken consecutively within 3 months of the birth or adoption. Leave will begin upon the birth or adoption unless otherwise approved by the employee's manager and the Executive Director. Any approved alternate schedule will be for the mutual benefit of the employee and the school, and must be completed within 3 months of the birth or adoption. If the eligibility date for Parental Leave occurs during a school break, the leave will begin at that time and cannot be adjusted.

If TLS paid Parental leave occurs during a break or holiday, they will run concurrently.

BEREAVEMENT LEAVE

Full-time and 30+ hour part-time employees may take up to three (3) consecutive days of paid bereavement leave for the death of an immediate family member. For purposes of this policy, the following people qualify as an "immediate family member": employee's child (biological, adopted, foster, step, or legal ward), employee's grandchild, employee's parent (biological, adopted, foster, step, or in-law), employee's sibling and employee's spouse.

Full-time and part-time 30+ hour employees may take one (1) day paid bereavement leave for the death of a non-immediate family member. For purposes of this policy, the following people qualify as a "non-immediate family member": aunts, uncles, grandparents, and spouses' siblings, and siblings' spouses.

JURY DUTY LEAVE

Full-time and 30+ hour part-time employees will be paid for Jury Duty for up to 5 days. Any time beyond five (5) days necessary to complete jury duty will be without pay.

You should inform your manager and Payroll of your need for jury duty leave as soon as you receive the summons or subpoena to appear. To request time off, please submit a copy of the court summons.

Upon return from Jury Duty, the employee must provide payroll with a copy of their

jury duty form showing dates served and payment received.

WITNESS DUTY

TLS will provide employees with time off to appear in court or other judicial proceedings as a witness to comply with a valid subpoena or other court order. Leave under this section will be unpaid unless Personal Leave is requested and approved.

You should inform the Executive Director or designee of your need for witness duty leave as soon as you receive the subpoena or court order. To request time off, please submit a leave request through the PTO Request System. A copy of the subpoena or court order may be requested.

MILITARY LEAVE

The Leadership School is committed to protecting the job rights of employees absent on military leave. In accordance with federal and state law, it is the company's policy that no employee or prospective employee will be subjected to any form of discrimination on the basis of that person's membership in or obligation to perform service for any of the Uniformed Services of the United States. Specifically, no person will be denied employment, reemployment, promotion, or other benefit of employment on the basis of such membership. Furthermore, no person will be subjected to retaliation or adverse employment action because such person has exercised his or her rights under applicable law or this policy. If any employee believes that he or she has been subjected to discrimination in violation of this policy, the employee should immediately contact the Employee Benefits Representative responsible for the employee's division, or the Representative's manager if the Representative is unavailable or unable to be of assistance.

Eligibility

Employees taking part in a variety of military duties are eligible for benefits under this policy. Such military duties include leaves of absence taken by members of the uniformed services, including Reservists, National Guard members for training, periods of active military service, and funeral honors duty, as well as time spent being examined to determine fitness to perform such service. Subject to certain exceptions under the applicable laws, these benefits are generally limited to five years of leave of absence.

Procedures for Military Leave

1. Unless military necessity prevents it, or is otherwise impossible or unreasonable, an employee should provide The Leadership School with notice of the need for leave as far in advance as is reasonable under the circumstances. Written notice is preferred, but not required under the law or this policy.
2. To request a military leave of absence for any length of time, the employee should generally obtain a Request for Leave of Absence Form from

management.

3. Management will review and sign the Request for Leave of Absence Form and process accordingly.
4. Employees on temporary or extended military leave may, at their option, use any or all accrued paid time off during their absence.
5. When the employee intends to return to work, he or she must make an application for reemployment to management within the application period set forth below.
6. If the employee does not return to work appropriate action may be taken.

Benefits

If an employee is absent from work due to military service, PTO will not accrue.

Reemployment

Upon an employee's prompt application for reemployment (as defined below), an employee will be reinstated to employment in the following manner depending upon the employee's period of military service:

1. *Less than 91 days of military service* - (i) in a position that the employee would have attained if employment had not been interrupted by military service; or (ii) if found not qualified for such position after reasonable efforts by the Company, in the position in which the employee had been employed prior to military service.
2. *More than 90 days and less than 5 years of military service* - (i) in a position that the employee would have attained if employment had not been interrupted by military service or a position of like seniority, status and pay, the duties of which the employee is qualified to perform; or (ii) if proved not qualified after reasonable efforts by the Company, in the position the employee left, or a position of like seniority, status and pay, the duties of which the employee is qualified to perform.
3. *Employee with a service-connected disability* - if after reasonable accommodation efforts by the employer, an employee with a service-connected disability is not qualified for employment in the position he or she would have attained or in the position that he or she left, the employee will be employed in (i) any other position of similar seniority, status and pay for which the employee is qualified or could become qualified with reasonable

efforts by the Company; or (ii) if no such position exists, in the nearest approximation consistent with the circumstances of the employee's situation.

Application for Reemployment

An employee who has engaged in military service must, in order to be entitled to the reemployment rights set forth above, submit an application for reemployment according to the following schedule:

- *If service is less than 31 days (or for the purpose of taking an examination to determine fitness for service)* - the employee must report for reemployment at the beginning of the first full regularly scheduled working period on the first calendar day following completion of service and the expiration of eight hours after a time for safe transportation back to the employee's residence.
- *If service is for 31 days or more but less than 181 days* - the employee must submit an application for reemployment with Human Resources no later than 14 days following the completion of service.
- *If service is over 180 days* - the employee must submit an application for reemployment with Human Resources no later than 90 days following the completion of service.
- *If the employee is hospitalized or convalescing from a service-connected injury* - the employee must submit an application for reemployment with Human Resources no later than two years following completion of service.

Exceptions to Reemployment

In addition to the employee's failure to apply for reemployment in a timely manner, an employee is not entitled to reinstatement as described above if any of the following conditions exist:

1. Company circumstances have so changed as to make reemployment impossible or unreasonable
2. Reemployment would pose an undue hardship upon The Leadership School.
3. The employee's employment prior to the military service was merely for a brief, non-recurrent period and there was no reasonable expectation that the employment would have continued indefinitely or for a significant period.
4. The employee did not receive an honorable discharge from military service.

General Benefits Upon Reemployment

Employees reemployed following military leave will receive seniority and other benefits determined by seniority that the employee had at the beginning of the military leave, plus any additional seniority and benefits the employee would have

attained, with reasonable certainty, had the individual remained continuously employed. Additionally, upon reemployment, a covered employee will not be discharged except for cause for up to one year following reemployment.

Documentation

Management will, upon the employee's reapplication for employment, request that the employee provide the company with military discharge documentation to establish the timeliness of the application for reemployment, the duration of the military service, and the honorable discharge from the military service.

EXPECTATIONS AND CONDUCT

The development of a strong, competent staff and the maintenance of high morale among the staff are major objectives for TLS.

PERFORMANCE EVALUATION

All staff members are required to work toward the fulfillment of their role and responsibilities as outlined in their job description and to meet the standards outlined in the mid-year and year-end evaluations. Overall reviews and evaluations will take place in a variety of forms and will be based on observations by administrators, people managers, or their designee. This may include scheduled classroom observations for instructional staff members, professional development activities and periodic one-on-one meetings. Staff members may receive both oral and written feedback as to observed strengths and areas for improvement. It is expected that staff members will make every effort to address the recommendations given in these observations and evaluations.

Evaluations will be conducted by the Executive Director or their designee. Every effort will be made to provide both a mid-year and year-end written evaluation. Employee's performance will be assessed according to school standards. Employees should read written observations and evaluations carefully and respond to them within the timeline provided.

STANDARDS OF CONDUCT

Employees are expected to conduct themselves in a professional and responsible manner and to serve as role models for our students. In this regard, there are certain standards of conduct that all employees must know and follow while employed for TLS, whether on and off TLS premises. These rules are designed for the protection of our employees, for the benefit of our students, to ensure families and members of the public have confidence in the services we provide, and for the good of TLS as a whole.

It is not possible to list all the forms of behavior that are considered unacceptable during your employment, but the following are examples of conduct that may result in disciplinary action, including but not limited to suspension or termination of employment:

- Being absent from work without approval or valid excuse
- Being late for work without approval or valid excuse
- Excessive absenteeism or any absence without appropriate notice •
Unauthorized or unnecessary absence from the workplace during the workday •
Abusing leave (leaves of absence or paid time off)

- Insubordination
- Inappropriate and unprofessional attire during the school day or at TLS events
- Dishonesty
- Falsifying timekeeping or other TLS records
- Providing intentionally false or misleading information
- Misusing of positional power for personal gain or benefit or engaging in a conflict of interest
- Misuse of or unauthorized use of telephones, technology or other TLS property
- Engaging in negligent or improper conduct leading to damage of TLS property
- Theft or unauthorized removal or possession of property belonging to TLS or another
- Unauthorized use or disclosure of confidential business information
- Failing to properly supervise students
- Failing to report unsafe conditions, including failing to abide by mandated reporter obligations
- Failing to cooperate in or interfering with a TLS investigation
- Use of abusive language, including profanity, slurs, and insults
- Exhibiting rude or unprofessional behavior toward a member of the TLS community, including students, parents, volunteers, and staff members
- Reporting to work or working under the influence of alcohol or illegal drugs (or abusing prescription medication)
- Smoking in prohibited areas
- Improper restraint of, and use of excessive force, with students
- Engaging in physical altercations at work, including pushing, hitting, punching, kicking, or otherwise fighting with members of the TLS community
- Threatening or engaging in violence in the workplace
- Engaging in sexual or other harassing behaviors
- Discriminating against or retaliating against members of the TLS community
- Possessing dangerous or unauthorized materials, such as explosives or firearms in the workplace or while on duty for TLS
- Being convicted of a felony or misdemeanor charge that would adversely affect employment at TLS
- Engaging in other violations of law that would adversely affect employment at TLS
- Engaging in inappropriate activities involving children
- Violating personnel policies

Should an employee's performance or conduct not meet our standards, TLS will take the necessary steps deemed to be appropriate. Employees shall be subject to

disciplinary action, up to and including discharge without advance notice. Both TLS and the employee have the right to end the employment relationship at any time.

CONFIDENTIALITY

During employment, employees may have access to and/or become aware of information of a confidential, proprietary, or private nature ("Confidential Information").

For purposes of this policy, "Confidential Information" includes but is not limited to: information and data relating to The Leadership School (TLS) students; non-public information data relating to donors, donor prospects, and donations; non-public TLS budget or financial information; and payroll and personnel information relating to current or former employees.

At all times during and after employment with TLS, employees are required to hold all Confidential Information in trust and keep Confidential Information confidential. During employment with TLS, employees may use Confidential Information or disclose Confidential Information to a third party only:

1. as permitted with the prior written consent of TLS; or
2. as may otherwise be required by law. Employees should act responsibly with respect to materials containing Confidential Information, and, if disposing of materials containing Confidential Information, must do so properly and completely.

Employees who are in doubt about whether information should be disclosed or used should discuss the situation with their manager or the Executive Director before disclosing or using the information.

STAFF AND STUDENT COMMUNICATION

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.

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.

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.

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 employee's child, or a participant in the same civic, social, recreational, sport or religious organization.

As stated in *Acceptable Use Policy*, when an employee engages in electronic communications with a student, the employee does not have an expectation of privacy regarding such communications.

Posting to Social Media Sites

Employees shall observe the following principles when communicating through social media:

- 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 sites, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
- 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.

Consequences

Violations of this policy may result in disciplinary action, up to and including termination of employment.

TEACHER CERTIFICATION

Instructional and administrative candidates must have appropriate certification as required by the DESE for their teaching or administrative assignments. Failure to acquire, and at all times maintain, appropriate certification may result in a reduction of pay or termination of employment.

VISITORS

All visitors must report to the office before visiting any classrooms or office and must show identification and sign-in. Any suspicious visitors should be reported to the Operations Manager, Head of School or designee or Executive Director or designee immediately.

TRANSPORTING STUDENTS

TLS employees should not transport students in their personal vehicles. In cases where this is required, prior approval shall be obtained.

The safe operation of motor vehicles is very important at TLS. The following shall apply to all persons operating school vehicles or operating their own vehicles to transport students for any reason or for school business:

1. All employees need prior written approval to transport students from their manager.
2. Employees must have a valid driver's license at all times when operating a school vehicle, or their own personal vehicle when used for student transportation or school business.
3. For employees who drive their personal vehicles for student transportation, TLS requires that the employee carry insurance.

In the event of an accident, the employee's insurance coverage acts as the primary insurance coverage for damages. Evidence of this insurance as well as a copy of the employee's or volunteer's current motor vehicle report (MVR) must be kept on file and updated upon insurance and license renewals. TLS School is not liable for collision damage on an employee's or volunteer's vehicle.

1. Employees who have been given approval to transport students are required

to report any subsequent violations for review.

2. Seatbelts are an essential element of our driver safety policy/procedures. All employees must wear seatbelts while transporting students and must make sure that students are wearing seatbelts or are restrained in a proper car seat if required.

When transporting a student in a personal vehicle,

- A second TLS employee should be present.
- The student must sit by himself or herself in the back seat of the vehicle.
- A school admin or operations team member must obtain written parental permission prior to transporting students. If written permission cannot be obtained but verbal permission to transport is given, parent's approval should be witnessed by a second TLS employee and the employee should confirm the permission by sending an email or text to the parent before transporting the student.
- Before leaving a student at his/her home, the employee should ensure the student enters the building. If the student cannot enter the home or otherwise feels unsafe, the employee should return the student to school and contact the parent to pick them up or contact the appropriate authorities.

*For the purpose of this policy, major citations include, but are not limited to:

- Driving Under the Influence of Drugs or Alcohol
- Failure to Stop for an Accident
- Homicide, manslaughter or assault arising out of the operation of a motor vehicle
- Driving with a Revoked or Suspended License
- Possession of an Opened Container of Alcohol in a Vehicle
- Speed Contest
- Drag or Highway Racing
- Attempting to Elude a Police Officer
- Hit and Run
- Reckless Driving

PROFESSIONAL DRESS

TLS has a policy on staff dress that is crafted with the following beliefs in mind:

- **Respect:** We are proud that our school's diverse community and core values celebrate authenticity and self-reflection. We celebrate this diversity while recognizing that each culture and each individual has a different view on how professional educators should dress. We seek to maintain dress code standards that engender respect for educators as professionals while also honoring the individuality of each staff member.

- **Individuality:** We have crafted the expectations for Professional Dress that we believe allows staff to express their individuality within a shared framework. It is our belief that this dress code will allow people inside and outside of the community to recognize our commonalities while celebrating our differences.
- **Safety:** We are committed to staff and student safety and have crafted the expectations for Professional Dress that reflects necessary safety requirements. Specific roles/teams have modified dress code requirements (e.g. PE, see below).

General

Staff should prioritize pride and professionalism in how they are dressing and dress in ways that model self care, hygiene and personal/professional presentation for our young people. Your dress should always meet or exceed the student dress code. As adult professionals we trust you to consider the modeling you do for your young people as well as the way you represent our profession.

All staff members are expected to present a professional image to students, parents, visitors, co-workers and the public. Acceptable personal appearance, like proper maintenance of work areas, is an ongoing requirement of employment with TLS.

Area-specific workplace attire and grooming guidelines will be communicated to staff members during new-hire orientation and evaluation periods. Any questions about the guidelines for attire should be discussed with the immediate manager.

Any staff member who does not meet the attire or grooming standards will be subject to corrective action and may be asked to leave the premises to change clothing. Hourly paid staff members will not be compensated for any work time missed because of failure to comply with designated workplace attire and grooming standards.

Specific Requirements

Certain staff members may be required to meet special dress, grooming and hygiene standards, such as wearing uniforms or protective clothing, depending on the nature of their job.

At the discretion of the Executive Director or designee, in special circumstances, such as during unusually hot or cold weather or during special occasions, staff members may be permitted to dress in a more casual fashion than is normally required. On these occasions, staff members are still expected to present a neat appearance and are not permitted to wear ripped, frayed or disheveled clothing or athletic wear. On non-student contact days, staff are free to follow a more relaxed dress code.

Use the following guidelines to define appropriate attire:

Reasonable accommodation of religious beliefs

TLS recognizes the importance of individually held religious beliefs to persons within its team. TLS will reasonably accommodate a staff member's religious beliefs in terms of workplace attire unless the accommodation creates an undue hardship. Accommodation of religious beliefs in terms of attire may be difficult in light of safety issues for staff members. Those requesting a workplace attire accommodation based on religious beliefs should be referred to the Executive Director or designee

Addressing workplace attire and hygiene problems

Violations of the policy can range from inappropriate clothing items to offensive perfumes and body odor. If a staff member comes to work in inappropriate dress, they will be required to go home, change into conforming attire or properly groom, and return to work.

If a staff member's poor hygiene or use of too much perfume/cologne is an issue, the manager should discuss the problem with the staff member in private and should point out the specific areas to be corrected. If the problem persists, managers should follow the normal corrective action process.

EMAIL CORRESPONDENCE

Important information is often conveyed via e-mail and, as a result, it is important that employees not only read each email carefully but also respond within 24 hours, when possible. All employees are responsible for checking their email at least twice per day, including at least once before 8 a.m.

Instructional staff should not compose or check emails while instructing students.

CONFLICT OF INTEREST

TLS expects all staff to conduct themselves in a manner that reflects the highest standards of ethical conduct, and in accordance with all federal, state, and local laws and regulations. This includes avoiding real and potential conflicts of interests.

Exactly what constitutes a conflict of interest or an unethical business practice is both a moral and a legal question. TLS recognizes and respects each employee's right to engage in activities outside of employment, which are private in nature and do not in any way conflict with or reflect poorly on TLS.

It is not possible to define all the circumstances and relationships that might create a conflict of interest. If a situation arises where there is a potential conflict of interest, the employee should discuss this with a manager for advice and guidance on how to proceed. The list below suggests some types of activity that indicate improper behavior, unacceptable personal integrity, or unacceptable ethics:

- Borrowing money from managers, direct reports, parents or students
- Participating in civic or professional organization activities in a manner that divulges confidential information
- Misusing privileged information or revealing confidential information publicly
- Using one's position in the TLS or knowledge of its affairs for personal gains

OUTSIDE EMPLOYMENT

TLS recognizes that some staff may need or want to hold additional jobs outside their position with TLS. Staff are permitted to engage in outside work or hold other jobs, subject to certain restrictions based on reasonable concerns.

TLS applies this policy consistently and without discrimination to all employees, and in compliance with all applicable employment and labor laws and regulations. The following rules for outside employment apply to all staff notifying their managers or managers of their intent to engage in outside employment:

- Work-related activities and conduct away from TLS must not compete with, conflict with or compromise TLS's interests or adversely affect job performance and the ability to fulfill all responsibilities to TLS. In addition, employees may not solicit or conduct any outside business during work time for TLS.
- TLS staff must carefully consider the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel, or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related problems at TLS, the staff member will be asked to discontinue the outside employment, and the employee may be subject to the normal disciplinary procedures for dealing with the resulting job-related problem(s).
-
- Employees may not use TLS paid sick leave to perform work for another employer.
- If an employee's outside employment presents a conflict of interest with TLS, as defined in the Conflict of Interest Policy, or if such outside employment has any potential for negative impact on TLS, the employee will be asked to terminate the outside employment.
- Fraudulent use of company sick leave or an employee's refusal to comply with TLS's reasonable request to terminate outside employment may result in immediate termination of employment with TLS.

WORKPLACE SAFETY

COMMUNICABLE DISEASE

An employee may be excluded from work if the employee (1) has, or has been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) is likely to transmit the contagious or infectious disease, unless TLS or its designee has determined, based upon medical evidence, that the employee:

1. No longer has the disease.
2. Is not in the contagious or infectious state of an acute disease.
3. Has a chronic infectious disease that poses little risk of transmission in the school/office environment with reasonable precautions.

TLS administration may require an employee suspected of having a contagious or infectious disease to be examined by a physician and may exclude the employee from work, in accordance with the procedures authorized by this policy, so long as TLS reasonably believes that there is a substantial risk of transmission of the disease in the school/office environment.

Employees with acute or chronic contagious or infectious diseases have a right to privacy and confidentiality. Only staff members who have a medical reason to know the identity and condition of such employees will be informed. Willful or negligent disclosure of confidential information about an employee's medical condition by staff members will be cause for disciplinary action.

WEAPONS AND VIOLENCE IN THE WORKPLACE

TLS does not tolerate any type of workplace violence committed by or against staff (or students). Staff are prohibited from making threats or engaging in violent activities.

This list of behaviors provides examples of conduct that is prohibited:

- Causing physical injury to another person.
 - Making threatening remarks.
 - Displaying aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another individual to emotional distress.
 - Intentionally damaging TLS property or property of another employee or student.
 - Possessing a weapon while on TLS property or while conducting TLS business.
- Committing acts motivated by, or related to, sexual harassment or domestic violence.

Reporting Procedures

Any potentially dangerous situations must be immediately reported to a manager or the

Executive Director. Reports can be made anonymously, and all reported incidents

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will be investigated. Reports or incidents warranting confidentiality will be handled appropriately, and information will be disclosed to others only on a need-to-know basis. All parties involved in a situation will be counseled, and the results of investigations will be discussed with them. TLS will actively intervene at any indication of a possibly hostile or violent situation.

Risk Reduction Measures

- **Hiring** – The HR department takes reasonable measures to conduct background investigations to review candidates' backgrounds and to reduce the risk of hiring individuals with a history of violent behavior.
- **Safety** – TLS conducts annual inspections of the premises to evaluate and determine any vulnerabilities to workplace violence or hazards. Any necessary corrective action will be taken to reduce all risks.

Individual Situations

Although TLS does not expect employees to be skilled at identifying potentially dangerous persons, staff is expected to exercise good judgment and to inform the Executive Director or manager if any employee exhibits behavior that could be a sign of a potentially dangerous situation. Such behavior includes:

- Discussing weapons or bringing them to the workplace.
- Displaying overt signs of extreme stress, resentment, hostility or anger.
- Making threatening remarks.
- Showing sudden or significant deterioration of performance.
- Displaying irrational or inappropriate behavior.

Dangerous/Emergency Situations

Staff who confront or encounter an armed or dangerous person should not attempt to challenge or disarm the individual. Employees should remain calm, make constant eye contact and talk to the individual. If a manager can be safely notified of the need for assistance without endangering the safety of the employee or others, such notice should be given. Otherwise, staff should cooperate and follow the instructions given.

Enforcement

Threats, threatening conduct, or any other acts of aggression or violence in the workplace will not be tolerated. Any employee determined to have committed such acts will be subject to disciplinary action, up to and including termination. Nonemployees engaged in violent acts on TLS premises will be reported to the proper authorities and fully prosecuted.

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SMOKE AND VAPE-FREE WORKPLACE

Providing a safe and healthy environment for our staff, students, and visitors is top priority. Therefore, we prohibit smoking and vaping on TLS property (including the parking lot) to provide a safe and healthy environment for all that enter our doors.

Smoking is defined as the "act of lighting, smoking or carrying a lighted or smoldering cigar, cigarette or pipe of any kind." Vaping refers to the use of electronic nicotine delivery systems or electronic smoking devices such as e-cigarettes, e-pipes, e-hookahs and e-cigars.

Staff who violate this policy will be subject to disciplinary action up to and including immediate discharge. Additionally, staff reporting such violations or asking questions about the policy will not be subject to retaliation.

WORKERS COMPENSATION

The purpose of this policy is to ensure that employees who are injured within the course and scope of their employment will receive appropriate medical care and a managed return to work in accordance with the mandates of the Missouri Workers' Compensation Act.

Workers' Compensation Benefits Payable

Employees who suffer an injury or illness caused by an accident or occupational disease arising out of and in the course of employment ("work-related injury") will receive benefits in accordance with the Workers' Compensation Law of the State of Missouri ("the Law").

TLS' Workers' Compensation insurance carrier shall determine whether the injury is compensable under the Law.

Continuation of Employee Benefits

If a member of staff is not able to work due to a compensable injury, and as long as the injured person remains an employee of TLS, all regular employee benefits may continue subject to the following administrative limitation. Since the employee will be receiving a wage benefit check directly from the insurer and not through TLS' regular payroll system, the employee's portion of the cost for those benefits cannot be automatically deducted from the employee's payroll check. Therefore, the employee is responsible for making separate payment arrangements with TLS and/or its fiscal agent's office as directed by TLS.

Compliance with Physician's Orders

An employee with a compensable injury must strictly follow any and all instructions of the treating physician. This compliance includes, but is not limited to: prescription use,

therapy, rest, following activity restrictions, and returning for follow-up visits. Compliance with medical instructions is mandatory on and off the job.

Notice Requirements

A work-related injury or illness must be reported in writing by the injured employee to his or her manager immediately. An accident/injury report form is available from the School Operations Manager or Human Resources. If an injured employee fails to report an injury in writing within 30 days, the Division of Workers' Compensation may be entitled to deny any benefits under the Law

Drug and/or Alcohol Abuse

Under the Law, workers' compensation benefits can be denied if an employee is found to be using alcohol and/or non-prescribed controlled drugs in the workplace and the use is the proximate cause of the injury. If the employee is found to be using alcohol/drugs and the use is not the proximate cause of injury, a 50% penalty can be levied against otherwise payable benefits.

Rule Violation or Willful Failure to Use Safety Devices

If an employee violates a rule of the employer or willfully fails to use a required safety device, that employee's workers' compensation benefits may be reduced by 50%.

Failure to Return to Work After Physician Release

An employee who failed to return to work after receiving a release from their treating physician to do so, will be considered absent from their job without authorization. TLS considers three (3) consecutive days of unauthorized absences without notice to be a voluntary resignation. All employment at TLS is "at-will" meaning that employment is for no definite period and both you and TLS have the right to terminate employment at any time, with or without advance notice and with or without cause.

Penalties for Fraud

In accordance with Missouri State law, any employee who submits a fraudulent workers' compensation claim and/or misrepresents facts can be found guilty of a Class A misdemeanor and may be subject to substantial criminal fines. They may also be subject to disciplinary action by TLS.

Policy Compliance

Employees are expected to comply with these policies as a condition of their employment. This includes but is not limited to, the expectation that all staff shall:

1. Comply with physician's orders.
2. Immediately notify their manager of work-related injury or illness.
3. Refrain from the use of drugs and/or alcohol in violation of the TLS' policies.
4. Comply with safety standards.

5. Return to work upon release of physician, and
6. Be absolutely truthful and accurate in all claims and reports.

Failure to comply with this policy may result in disciplinary action up to and including discharge.

EMERGENCY PROCEDURES

Maintaining the safety of all TLS stakeholders (staff, students, visitors, etc.) is of the utmost importance. Staff should follow these outlined procedures.

Emergency Evacuation

In the event of a fire alarm or if employees are advised to evacuate the building, you should:

- Stop all work
- Shut off electrical equipment, if doing so does not compromise the employee's or anyone else's safety
- Walk to the nearest exit
- Leave the building using the stairs (do not use elevators)

Fire Prevention

In any fire situation, it is important to act quickly and decisively in order to contain the spread of the fire.

All doors leading to the fire should be closed.

Teachers are to follow all procedures outlined for fire safety and evacuation. Teachers are to participate in and facilitate the calm instruction of students as it relates to their understanding of all safety procedures.

Whenever the alarm is heard, the teacher should close all windows, turn off the lights and have the class exit the room silently. The teacher should take his or her class list and close the door before proceeding out of the building. When the teacher is out of the building, he/she must verify that all of his/her students are safely out of the building.

If any employee is aware of a fire, they are to pull the nearest alarm and notify the office of the location of the fire. Do not try to put the fire out before alerting others of the alarm.

If a false alarm is sounded, it is to be treated like a real fire until it has been confirmed that it is indeed a false alarm. Please report any intentional or accidental false alarms.

After the all clear is given, teachers are to bring their classes back to the room and

resume class.

Any missing students or problems experienced during the fire drill should be reported to the Executive Director or designee immediately.

For further information about other emergency procedures (tornado, earthquake, intruder) please refer to the TLS Emergency Management Plan.

Weapons and Explosives

In the event that a bomb threat is received, it is important for the person receiving the call to attempt to keep the caller on the telephone as long as possible, while also immediately notifying the Executive Director.

It is also important to listen carefully to all information provided by the caller and to make a note of any voice characteristics, accents, or background noises.

TECHNOLOGY AND PROPERTY USE

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:

- 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.

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 vehicles.

“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.

ACCEPTABLE USE OF TLS PROPERTY AND TECHNOLOGY RESOURCES

TLS will provide employees with access to property and technology resources as necessary and appropriate to fulfill assigned responsibilities. TLS employees’ use of personal technology resources is guided by the Bring Your Own Device Policy.

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 characteristic protected by Federal, State or local laws.

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.

The following activities are prohibited while using TLS technology resources:

- 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 pornographic or sexually-tinged materials
- 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

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.

Privacy

All internet traffic and all messages sent and received, including personal messages, internet browsing traffic, 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.

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 items.

Return of TLS property and Technology Resources

TLS community members who are 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.

Blogs, Web Pages, and Social Networking Sites

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.

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.

Violation of Policy

Any violation or abuse of this Policy is just cause for taking disciplinary action, up to and including termination, removal of all TLS network privileges and accounts, and/or legal action. Employees may also be charged for damage to TLS property if they are deemed responsible. We anticipate that such actions can be avoided since they cause problems for all concerned. To keep the TLS technology resources and property viable, effective, and user friendly, all staff must work cooperatively and responsibly.

SUPPLIES AND EQUIPMENT

TLS is committed to ensuring that staff have the resources necessary to create a warm and innovative learning experience for students and to fulfill their job responsibilities and the TLS mission. These resources are provided for delivering high quality learning experiences for students and may not be used for personal purposes unless approved by the Executive Director or designee.

Therefore, staff are encouraged to submit requests for classroom supplies to the Operations Manager or designee via the Supply Request Form for ease of tracking.

Requests will be considered based on funding. The appropriate leader or designee will either approve or deny requests within 5 business days. As with all resources provided by TLS, supplies and equipment should be used only when necessary with the highest regard and respect for the financial expenditure.

TLS retains the right to monitor employee communications and history via email, voicemail, Internet access, and similar resources without notice to ensure compliance with this policy.

INTERNET SAFETY

It is the policy of TLS to:

- 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 [Pub. L. No. 106-554 and 47 USC 254(h)].

This policy applies to all TLS community members, including students, teachers, staff, and designated contractual or temporary staff.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects

the privacy of student education records. The Leadership School has access to and maintains an information file on each student via an internal records system. The student education records contained in TLS' electronic and physical data sources are subject to FERPA. Parents/Guardians may review their student's file upon request.

With few exceptions, FERPA prohibits schools from disclosing personally identifiable information contained in student education records without prior written parent consent. Violation of FERPA could subject TLS to severe penalties including the termination of eligibility to receive funding under any applicable federal program.

However, one exception which permits disclosure without prior parent consent, is disclosure to school officials with legitimate educational interests.

As a staff member of TLS, you agree not to disclose any of the personally identifiable information you acquire in the course of your duties to other parties who are not school officials unless you have obtained prior written parental consent in accordance with FERPA guidelines for the disclosure.

Definitions:

- **Student Education Records:** are records directly related to students and maintained by the school or a party acting for the school.
- **Personally, Identifiable Information:** includes, but is not limited to:
 - Student names;
 - Names of student parents or other family members;
 - Student or student family addresses;
 - Personal identifiers, such as student social security numbers or school-assigned student numbers;
 - Lists of personal characteristics that would make student identity easily traceable; or
 - Other information that would make a student's identity easily traceable.
- **School Official:** is a person employed by TLS as an administrator, manager, instructor, or support staff member (including health, medical, law enforcement, or technical personnel); a person serving on the school's board of directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, data analyst, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- **Legitimate educational interest:** A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Violation of Policy

Any violation or abuse of this Policy is just cause for taking disciplinary action, up to and including termination, removal of all TLS network privileges and accounts, and/or

legal action.

SOCIAL MEDIA POLICY

At TLS, we understand that social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media.

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity website, web bulletin board or a chat room, whether or not associated or affiliated with TLS, as well as any other form of electronic communication.

The same principles and guidelines found in TLS policies and three basic beliefs apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that adversely affects your job performance, the performance of fellow staff or otherwise adversely affects students, parents, people who work on behalf of TLS or TLS' legitimate interests may result in disciplinary action up to and including termination.

Know and follow the rules

Ensure your postings are consistent with all TLS policies. Inappropriate postings that contain vulgar, obscene, sexually explicit, threatening, intimidating, or harassing language, images, or acts and statements; or postings that ridicule, harass, malign, disparage, or otherwise expresses bias against any person(s) on account of race, religion, sex, age, national origin, disability, or any other protected characteristic are strictly prohibited and will not be tolerated and may subject you to disciplinary action up to and including termination.

Be Respectful

Always be fair and courteous to fellow staff members, students, parents, or other people who work on behalf of TLS. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or your manager than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage fellow staff members, students, parents, or other people who work on behalf of TLS, or that might constitute harassment or bullying. Examples

of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by law or TLS policy.

Be Honest and Accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors about TLS, fellow staff members, students, parents, or other people who work on behalf of TLS.

Post Only Appropriate and Respectful Content.

- Maintain the confidentiality of TLS' operating procedures and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how and technology. Do not post internal reports, policies, procedures or other internal business-related confidential communications.
- Do not create a link from your blog, website or other social networking site to the TLS website without prior approval from the Executive Director. • Express only your personal opinions. Never represent yourself as a spokesperson for TLS. If TLS is a subject of the content you are creating, be clear and open about the fact that you are a staff member and make it clear that your views do not represent those of TLS, fellow staff, students, parents, or other people who work on behalf of TLS. If you do publish a blog or post online related to the work you do or subjects associated with TLS, make it clear that you are not speaking on behalf of TLS. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of TLS."

Using Social Media at Work

Refrain from using social media while on work time or on equipment we provide, unless it is work-related and authorized by your manager or consistent with your job responsibilities. Do not use TLS email addresses to register on social networks, blogs or other online tools utilized for personal use.

Off-Duty Use of Social Media

1. TLS employees shall abide by the following for the personal, off-duty use of social media:
2. TLS employees are cautioned that their activity on social sites may reflect upon their position and TLS. Therefore, employees engaged in the personal use of social media, whether it be the employee's own sites, the sites of others, media pages, professional sites or other information exchange forums, must not state or imply that they are speaking or acting on behalf of TLS or presenting or

representing the interests of TLS.

3. Under no circumstances, should staff post pictures of or statements about students, parents, or other team members on the internet.
4. TLS recommends marking your social media pages as “private,” so only the people that you have invited may access your page to minimize postings or communications that may violate this policy.
5. You are solely responsible for any legal liability arising from or relating to the content from your personal website, social networking and/or blog.

Retaliation

TLS prohibits taking negative action against any staff member for reporting a possible deviation from this policy or for cooperating in an investigation. Any staff member who retaliates against another staff member for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

MEDIA CONTACTS

Staff should not speak to the media on TLS' behalf. All media inquiries should be directed to the Executive Director.

Any violation of this policy may result in discipline, up to and including termination.

HEALTH AND SAFETY

TLS has an established policy of providing a safe workplace for all employees consistent with current federal, state and local laws, as well as proven “common sense” safety practices.

It is only through the combined efforts and interest of all employees that we can continue to make TLS a safe place to work. Employees are expected to work safely, observe safety regulations, and report unsafe conditions immediately to the Executive Director or a manager.

ADMINISTRATION OF MEDICINE

If students require a prescribed medication, the school nurse or designee is the only person authorized to administer medicine if:

1. There is a *written* request from the parent/physician which includes the type of medication, dosage, and time of administration, and
2. The medicine is in its original packaging with the prescriptive label.

CHILD ABUSE REPORTING

All staff must follow state policies on reporting abuse. All staff must report abuse or neglect if they “have knowledge of or observe” instances of abuse or neglect, or if they “know or reasonably suspect” abuse or neglect have occurred.

All school personnel are mandated reporters of suspected child abuse and/or neglect, and are expected to complete the requisite Mandated Reporter training annually. Mandated reporters are required to report suspected child maltreatment *immediately* when they have “reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.” Once you become aware that a student may be the victim of abuse or neglect, *you must*:

1. Notify the Executive Director or designee
2. Call the Abuse Hotline together
3. Complete a report

No one in the workplace, even a manager, is permitted to suppress, change, or edit a

report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to disciplinary action.

SUBSTANCE-FREE WORKPLACE

In compliance with the Drug-Free Workplace Act of 1988, TLS has a commitment to provide a safe, quality-oriented and productive work environment. Alcohol and drug misuse poses a threat to the health and safety of TLS staff and students and to the security of the TLS's equipment and facilities. For these reasons, TLS is committed to the elimination of drug and alcohol use and misuse in the workplace.

Work Rules

1. Whenever employees are working, are present on TLS premises or are conducting school-related work offsite, they are prohibited from:
 - a. Using, possessing, buying, selling, manufacturing or dispensing an illegal drug (to include possession of drug paraphernalia).
 - b. Being under the influence of alcohol or an illegal drug as defined in this policy.
 - c. Possessing or consuming alcohol.
2. The presence of any detectable amount of any illegal drug, illegal controlled substance or alcohol in an employee's body system, while performing school business or while in a TLS facility, is prohibited.
3. TLS will also not allow staff to perform their duties while taking prescribed drugs that are adversely affecting their ability to perform their job duties safely and effectively. Staff taking a prescribed medication must carry it in a container labeled by a licensed pharmacist or be prepared to produce the container if asked.
4. Any illegal drugs or drug paraphernalia will be turned over to an appropriate law enforcement agency and may result in criminal prosecution.

REQUIRED TESTING

Reasonable suspicion

Staff are subject to testing based on, but not limited to, observations of apparent workplace use, possession or impairment by at least two members of management. The Executive Director should be consulted before sending an employee for testing. Management must use the reasonable suspicion observation checklist to document specific observations and behaviors that create a reasonable suspicion that an employee is under the influence of illegal drugs or alcohol. Examples include:

- Odors (smell of alcohol, body odor or urine)
- Movements (unsteady, fidgety, dizzy)
- Eyes (dilated, constricted or watery eyes, or involuntary eye movements)
- Face (flushed, sweating, confused or blank look)
- Speech (slurred, slow, distracted mid-thought, inability to verbalize thoughts)

- Emotions (argumentative, agitated, irritable, drowsy)
- Actions (yawning, twitching).
- Inactions (sleeping, unconscious, no reaction to questions)

When reasonable suspicion testing is warranted, both management and the Executive Director will meet with the employee to explain the observations and the requirement to undergo a drug and/or alcohol test within two hours. Refusal by an employee will be treated as a positive drug test result and will result in immediate termination of employment.

Under no circumstances will the employee be allowed to drive himself or herself to the testing facility. A member of management must transport the employee or arrange for a cab and arrange for the employee to be transported home.

Post-Accident

Staff are subject to testing when they cause or contribute to accidents that seriously damage TLS equipment or property or that result in an injury to themselves, students, or another employee requiring offsite medical attention. A circumstance that constitutes probable belief will be presumed to arise in any instance involving a work-related accident or injury in which an employee who was operating a motorized vehicle is found to be responsible for causing the accident. In any of these instances, the investigation and subsequent testing must take place within two hours following the accident, if not sooner. Refusal by an employee will be treated as a positive test result and will result in immediate termination of employment

Under no circumstances will the employee be allowed to drive himself or herself to the testing facility. A member of management must transport the employee or arrange for the employee to be transported home.

Collection and Testing Procedures

Employees subject to alcohol testing will be transported to Total Access Urgent Care-designated facility and directed to provide breath specimens. Breath specimens will be tested by trained technicians using federally approved breath alcohol testing devices capable of producing printed results that identify the employee. If an employee's breath alcohol concentration is .04 or more, a second breath specimen will be tested approximately 20 minutes later. The results of the second test will be determinative. Alcohol tests may, however, be a breath, blood or saliva test, at TLS's discretion. For purposes of this policy, test results generated by law enforcement or medical providers may be considered by TLS as work rule violations.

Staff subject to drug testing will be transported to a [Company Name]-designated testing facility and directed to provide urine specimens. Staff may provide specimens in

private unless they appear to be submitting altered, adulterated or substitute specimens. Collected specimens will be sent to a federally certified laboratory and tested for evidence of marijuana, cocaine, opiates, amphetamines, PCP, benzodiazepines, methadone, methaqualone and propoxyphene use. (Where indicated, specimens may be tested for other illegal drugs.) The laboratory will screen all specimens and confirm all positive screens. There must be a chain of custody from the time specimens are collected through testing and storage.

The laboratory will transmit all positive drug test results to a medical review officer (MRO) retained by [Company Name], who will offer individuals with positive results a reasonable opportunity to rebut or explain the results. Individuals with positive test results may also ask the MRO to have their split specimen sent to another federally certified laboratory to be tested at the employee's own expense. Such requests must be made within 72 hours of notice of test results. If the second facility fails to find any evidence of drug use in the split specimen, the employee will be treated as passing the test. In no event should a positive test result be communicated to TLS until such time that the MRO has confirmed the test to be positive.

Consequences

Employees who refuse to cooperate in required tests or who use, possess, buy, sell, manufacture or dispense an illegal drug in violation of this policy will be terminated. If the employee refuses to be tested, yet TLS believes he or she is impaired, under no circumstances will the employee be allowed to drive himself or herself home.

Employees who test positive, or otherwise violate this policy, will be subject to discipline, up to and including termination. Depending on the circumstances, the employee's work history/record and any state law requirements, TLS may offer an employee who violates this policy or tests positive the opportunity to return to work on a last-chance basis pursuant to mutually agreeable terms, which could include follow-up drug testing at times and frequencies determined by TLS for a minimum of one year but not more than two years as well as a waiver of the right to contest any termination resulting from a subsequent positive test. If the employee either does not complete the rehabilitation program or tests positive after completing the rehabilitation program, the employee will be immediately discharged from employment.

Employees will be paid for time spent in alcohol or drug testing and then suspended pending the results of the drug or alcohol test. After the results of the test are received, a date and time will be scheduled to discuss the results of the test; this meeting will include a member of management and the Executive Director. Should the results prove to be negative, the employee will receive back pay for the times/days of suspension.

Confidentiality

Information and records relating to positive test results, drug and alcohol dependencies, and legitimate medical explanations provided to the MRO will be kept confidential to the extent required by law and maintained in secure files separate from

normal personnel files. Such records and information may be disclosed among managers and managers on a need-to-know basis and may also be disclosed when relevant to a grievance, charge, claim or other legal proceeding initiated by or on behalf of an employee.

Inspections

TLS reserves the right to inspect all portions of its premises for drugs, alcohol or other contraband. All staff, contract employees and visitors may be asked to cooperate in inspections of their persons, work areas and property that might conceal a drug, alcohol or other contraband. Employees who possess such contraband or refuse to cooperate in such inspections are subject to appropriate discipline, up to and including discharge.

Crimes Involving Drugs

TLS prohibits all employees from manufacturing, distributing, dispensing, possessing or using an illegal drug in or on TLS premises or while conducting school business. TLS staff are also prohibited from misusing legally prescribed or over-the-counter (OTC) drugs. Law enforcement personnel may be notified, as appropriate, when criminal activity is suspected.

TLS does not desire to intrude into the private lives of its employees but recognizes that employees' off-the-job involvement with drugs and alcohol may have an impact on the workplace. Therefore, TLS reserves the right to take appropriate disciplinary action for drug use, sale or distribution while off TLS premises. All employees who are convicted of, plead guilty to or are sentenced for a crime involving an illegal drug are required to report the conviction, plea or sentence to the Executive Director within five days. Failure to comply will result in automatic discharge. Cooperation in complying may result in suspension without pay to allow management to review the nature of the charges and the employee's past record with TLS.

Definitions

"TLS premises" includes all buildings, offices, facilities, grounds, parking lots, lockers, places and vehicles owned, leased or managed by TLS or any site on which the school is conducting business.

"Illegal drug" means a substance whose use or possession is controlled by federal law but that is not being used or possessed under the supervision of a licensed healthcare professional. (Controlled substances are listed in Schedules I-V of 21 C.F.R. Part 1308.)

"Refuse to cooperate" means to obstruct the collection or testing process; to submit an altered, adulterated or substituted sample; to fail to show up for a scheduled test; to refuse to complete the requested drug testing forms; or to fail to promptly provide specimen(s) for testing when directed to do so, without a valid medical basis for the

failure. Employees who leave the scene of an accident without justifiable explanation prior to submission to drug and alcohol testing will also be considered to have refused to cooperate and will automatically be subject to discharge.

"Under the influence of alcohol" means an alcohol concentration equal to or greater than .04, or actions, appearance, speech or bodily odors that reasonably cause a manager to conclude that an employee is impaired because of alcohol use.

"Under the influence of drugs" means a confirmed positive test result for illegal drug use per this policy. In addition, it means the misuse of legal drugs (prescription and possibly OTC) when there is not a valid prescription from a physician for the lawful use of a drug in the course of medical treatment (containers must include the patient's name, the name of the substance, quantity/amount to be taken and the period of authorization).

CORRECTIVE ACTION

ADDRESSING PERFORMANCE PROBLEMS

Performance management is key to sustaining a high-performing team where staff feel a sense of purpose and connection and take ownership over reaching goals. Staff development and performance management, which includes spotting and addressing problems when they arise, and doing so in a way that advances racial equity and inclusion, promotes personal and organizational sustainability, and supports our mission is the goal of Corrective Action at The Leadership School.

The process starts with the manager reflecting to consider their management choices and the staff members actions.

- What is the impact of this problem (on students, relationships, culture, or results)?
- Is this a management issue or a performance issue?

The next step involves a conversation between the manager and staff member. The goal of the conversation is for the manager to share feedback and seek the staff member's perspective. The manager may give corrective or developmental feedback. The manager should be very clear and transparent with the staff member about what kind of feedback they are providing and the expectations moving forward. After the manager has assessed the situation thoroughly, with input from the staff member, a plan can be developed. This could include training and support, a performance improvement plan, or other requirements. Finally, if the staff member's performance does not improve after additional support has been provided, the manager will determine the best next step. This could lead to further investment in the employee's development, a change in role within the organization, or termination of employment.

SEPARATION FROM EMPLOYMENT

VOLUNTARY

When a team member terminates employment, TLS expects two (2) weeks' notice and possibly more, depending on the employee's level of responsibility. All debts owed to TLS will become immediately due at termination.

If an employee resigns during a school break within the academic year and does not return, they are ineligible for pay during the break. If payment has already been made, the employee will be required to repay TLS.

The effective last day of employment for a resigning employee will be the last day actually worked. Paid leave cannot be used to end employment.

The employee authorizes TLS to withhold any amounts owed to TLS, including but not limited to payment for unreturned property, from the employee's paycheck or any other type of payment provided the employee by TLS.

INVOLUNTARY

All employees of TLS are employed on an at-will basis, and the employment of any individual is subject to termination at any time for any reason. When TLS terminates an employee, the amount of notice and compensation, if any, will be decided on the merits of each case.

Staff Reduction

Should it become necessary because of financial conditions to reduce the number of employees or work hours, this will be done at the discretion of the Executive Director and the Board.

PROPERTY RETURN

All separating employees will be promptly expected to return TLS property. Property will include and may not be limited to TLS documents, electronic devices, supplies and any other TLS provided resources. These items must be returned to management.

EMPLOYMENT REFERENCES

Under no circumstances should any employee release information or provide references regarding present or former employees without prior approval from the Executive Director.

INSURANCE CONTINUATION

Information regarding benefits continuation through the Consolidated Omnibus Budget Reconciliation Act (COBRA) will be sent to the employee's home address via US Mail.

CONFIDENTIALITY UPON SEPARATION

Employees' obligations under this policy remain in effect even after their employment relationships with TLS ends. After separation of employment, employees may not use or disclose confidential information to any third party unless required to do so by law. Upon separation of employment, employees must immediately return to TLS any and all computers, documents, computer or electronic files, cellular phones, print-outs, copies, or other information containing confidential information in their possession, custody or control. If the employees are requested to disclose confidential information to a third party in a subpoena or similar type of request, employees shall give TLS notice of such request as soon as is reasonably possible.

Direct any questions about your confidentiality obligations to the Executive Director.



THE LEADERSHIP SCHOOL

EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

Employee Handbook Acknowledgement

I acknowledge that I have been given a copy of the TLS Staff Handbook. I understand that I am responsible for reading the handbook and for knowing and complying with the policies set forth in the handbook during my employment with The Leadership School (TLS). I understand that failure to comply with TLS' rules and regulations may result in disciplinary action, up to and including termination.

I understand and agree I am employed by TLS on an at-will basis, which means that my employment is for no definite period and may be terminated by me or by TLS at any time and for any reason, with or without cause or advance notice. I also understand that TLS may demote or discipline me or otherwise alter the terms of my employment at any time at its discretion, with or without cause or advance notice.

I understand that the policies contained in this handbook are guidelines only and, with the exception of the at-will policy, are not intended to create any contractual rights or obligations. I also understand that in order to retain the necessary flexibility in the administration of policies and procedures, with the exception of the at-will policy, TLS reserves the right to change, revise, supplement or rescind the provisions of this handbook and the policies or procedures on which they were based. Any changes to this Handbook must be in writing and must be signed by a TLS representative authorized to make such changes. No one other than the Executive Director of TLS has the authority to enter into an agreement altering an employee's at-will employment. Any such agreement must be in writing, must be signed by the Executive Director of TLS and by the affected employee, and must express a clear and unambiguous intent to alter the at-will nature of the employment relationship.

I understand that this Acknowledgment contains a full and complete statement of the agreements and understandings that it recites and I agree that no one has made any promises or commitments to me contrary to the foregoing. I also understand that this handbook supersedes all previous handbooks and manuals.

Employee's Name (Printed): _____

Employee's Signature: _____

Date: _____



THE LEADERSHIP SCHOOL
EMPOWERING LITTLE LEARNERS TO BECOME LITTLE LEADERS

FAMILY HANDBOOK



Location: 1785 Pennsylvania Ave, Pagedale, MO 63133

Phone: 314-492-2301

Email: info@tlsstl.org

Website: www.tlsstl.org

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Welcome Letter

Dear TLS Families,

Thank you for choosing The Leadership School! Your TLS team is committed to fostering a nurturing and supportive environment that promotes your child's growth and development. We are thrilled to partner with you to build a fantastic school community that sets every student on a path toward success.

Every student's potential is best realized within a safe, supportive, and positive learning environment. We are committed to respecting all students' rights and ensuring they have the support they need to thrive. We also recognize the vital role of parents/guardians in guiding and encouraging their children to conduct themselves respectfully and appropriately at school. We invite you to become active members of our school community, as educational success for our students requires strong family partnerships.

Our policies and procedures are designed to ensure that our school runs efficiently and effectively. Please take the time to read this handbook carefully. It has been prepared to familiarize you with the school's procedures and help you support your child's educational journey.

At TLS, we believe in collaboration and leveraging the strengths of all stakeholders to enhance student outcomes. We are excited to have you join us on this journey and look forward to a year filled with joy and discovery!

In partnership,

Courtney Moulder
Executive Director

Please Note: This handbook provides guidance and guidelines for students and their families. However, in every instance where a governing board policy exists, the board policy always governs and supersedes any statement in this handbook. We will periodically revise the handbook, and the updated version will be available on our website, www.theleadershipschoolstl.org.

Notice of Non-Discrimination

The Leadership School is committed to maintaining a workplace and educational environment free from discrimination and harassment in admission to, access to, or treatment in its programs, services, activities, and facilities. By law, the school strictly prohibits discrimination and harassment against employees, students, or others based on race, color, religion, sex, sexual orientation, gender identity, national origin, ancestry, familial status, disability, age, veteran status, genetic information, or any other characteristic protected by law.

The Leadership School Mission and Vision

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 terms of 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.

Our Core Values

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.

2025 - 2026 TLS Calendar - Family



July 2025					August 2025					September 2025					October 2025					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
		1	2	3	4				1	1	2	3	4	5				1	2	3
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10	
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17	
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	
28	29	30	31		25	26	27	28	29	29	30				27	28	29	30	31	
S: 13 T: 15					S: 13 T: 21					S: 20 T: 21					S: 19 T: 20					
November 2025					December 2025					January 2026					February 2026					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
					1	2	3	4	5				1	2	2	3	4	5	6	
3	4	5	6	7	8	9	10	11	12	5	6	7	8	9	9	10	11	12	13	
10	11	12	13	14	15	16	17	18	19	12	13	14	15	16	16	17	18	19	20	
17	18	19	20	21	22	23	24	25	26	19	20	21	22	23	23	24	25	26	27	
24	25	26	27	28	29	30	31			26	27	28	29	30						
S: 13 T: 15					S: 15 T: 15					S: 19 T: 20					S: 17 T: 17					
March 2026					April 2026					May 2026					June 2026					
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
2	3	4	5	6			1	2	3					1	1	2	3	4	5	
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8	8	9	10	11	12	
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19	
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22	22	23	24	25	26	
30	31				27	28	29	30		25	26	27	28	29	29	30				

Important Dates	
Dates	Event
Aug. 15	Open House & Ribbon Cutting
Aug. 18	First Day of School
Sept 1	Labor Day - No School
Sept 19	Staff Development - No School
Sept. 23	Family University
10.6 - 10.8	Conferences - Early Release (1:30)
Oct 9 - Oct 14	Fall Break - No School
Oct 15	First Day - Quarter Two
Nov. 18	Family University
Nov 24 - 28	Thanksgiving Break
Dec 19	Last Day of Semester 1
Dec 22 - Jan 1	Winter Holiday Break - No School
Jan 2	Staff Development - No School
Jan 5	First Day - Quarter 3
Dec 22 - Jan 1	Winter Holiday Break - No School
Jan 2	Staff Development - No School
Jan 5	First Day - Quarter 3
Jan 19	MLK Day - No School
Jan. 27	Family University
Feb 13 - 17	Winter Wellness Break - No School
Feb. 24	Family University

Foundational Beliefs

“GOING BEYOND THE CLASSROOM TO EDUCATE THE WHOLE CHILD”

We envision a future where all children can lead change for their communities and our world. Coupling a sense of belonging with rigorous academics lays a strong foundation for authentic student empowerment and leadership.

Sense of Belonging

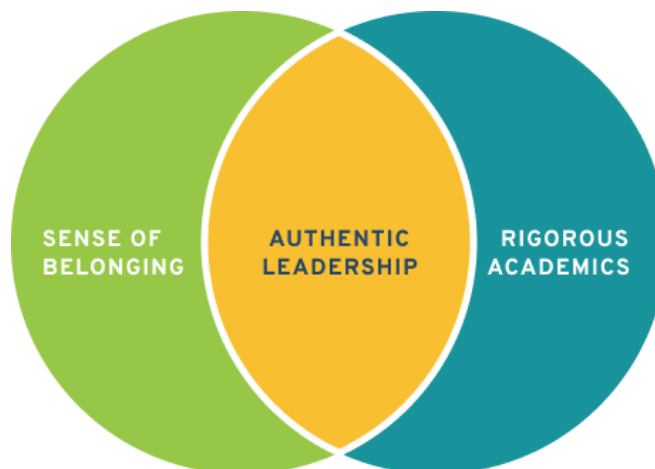
We value children's opinions and insights. Our students learn and grow in a relationship-oriented community that reflects and honors their ideas, experiences, and contributions.

Rigorous Academics

We believe that focusing on “deeper learning” is the best route for all students to reach the highest levels of academic success and design and live successful lives.

Authentic Leadership

We believe in trusting students to drive their learning - to make the best decisions about how they engage in the school community, accomplish goals, take responsibility, and impact their community.



TLS Staff

Courtney Moulder	Executive Director	cmoulder@tlsstl.org
Keisha Seymour	Managing Director of Student Support	kseymour@tlsstl.org
Rebecca Maldonado	Principal	rmaldonado@tlsstl.org
Desiree Buchanon	Assistant Principal	dbuchannan@tlsstl.org
Denise Rawers	Operations Director	dgriffin@tlsstl.org
Carmen Ward	Family & Community Engagement Director	cward@tlsstl.org
Jonathan Books	Director of Student Success	jbook@tlsstl.org
Kyla Croft	Office Manager	Kcroft@tlsstl.org
Janie Stanner	Office Coordinator	jloughridge@tlsstl.org
Jayden Sortor	Kindergarten ELA	jsortor@tlsstl.org
Lauren Yergler	Kindergarten ELA	lyergler@tlsstl.org
Marquettea Mansion	Kindergarten Math	mmansion@tlsstl.org
Imani Colvin	Kindergarten Coteacher	icolvin@tlsstl.org
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Nathan Engle	1st Grade Math	nengle@tlsstl.org
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	4th Grade ELA	
	4th Grade Math	
Leslie Bland	5th Grade ELA	lbland@tlsstl.org

Evan Roig	5th Grade Math	eroig@tlsstl.org
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Lauren Martin	Social Studies	lmartin@tlsstl.org
Ashli Rhodes	Art	arhodes@tlsstl.org
Nisean Rigmaiden	Physical Education	nrigmaiden@tlsstl.org
Miles Nettles	Physical Education	mnettlles@tlsstl.org
Grace Rollins	Math Interventionist	grollins@tlsstl.org
Hayley Kuehner	Student Success Coordinator/Reading Interventionist	hkuehner@tlsstl.org
Gail Murray	SSD Paraprofessional	gmurray@tlsstl.org
Tisha Bogan-Clay	SSD Paraprofessional	tbogancay@tlsstl.org
Veronica Higgins	BJC Therapist	vhiggins@tlsstl.org
Peri Ablen	BJC Nurse	Peri.Abeln@bjc.org
Paul Covington	Building Assistant	pcovington@tlsstl.org
Byron Terry	Janitor	bterry@tlsstl.org
Kevin Bramlett	Janitor	kbramlett@tlsstl.org

Board Meetings

Community members are welcome to attend Board of Directors meetings. Meetings are open to the public and typically held in person at 1785 Pennsylvania Avenue, Pagedale, MO 63133. Virtual participation is also available. Meetings are generally scheduled for the fourth Tuesday of the month and begin at 6:00 pm. TLS's Board of Directors may also conduct executive session meetings, which are closed to the public in compliance with Missouri Sunshine Laws. Closed meetings are typically restricted to matters involving students, personnel, property, or legal issues. The executive director prepares agendas for board meetings in consultation with the school board's president. After board approval, copies of the minutes of each board meeting are available on TLS' website, [The Leadership School Board of Directors \(theleadershipschoolstl.org\)](http://theleadershipschoolstl.org).

TLS Board of Directors

Dr. Rebecca Langrall - Board Chair
Dr. Carrie Page - Vice Chair
Dr. Stephanie Madlinger - Secretary
Gary Stevenson - Treasurer

Terrance Curry - Member
Tanisha Montgomery - Member
Shala Taylor - Member
Aaron Williams - Member

Academic Culture

The Leadership School empowers students to become self-directed learners. Students set goals for their learning, reflect on their progress, and develop habits and mindsets to help them succeed. Students discover their passions and interests and plan to achieve their goals. With teacher support, each student has a personalized learning experience tailored to their individual needs. A component of work that equips students to become self-directed learners is accomplished through building student leadership in the areas of understanding their emotions (self-awareness), making good choices (responsible decision-making), and working well with others (collaboration).

Personalized Learning is not just a feature but the very essence of TLS. It begins with a comprehensive understanding of each child. We meticulously identify each student's strengths and areas for growth, as well as their interests, passions, and ambitions. This knowledge forms the bedrock of a learning environment where students' needs are met and celebrated.

Rigorous Academics

The Leadership School (TLS) bases its curriculum on our mission and vision for students. We incorporate best practices and research-based approaches in our academic program. Our school day is designed to provide students with proven models for literacy, mathematics, science, and social studies instruction, as well as personalized learning experiences. Alongside our rigorous academic program, students benefit from a proven leadership development curriculum (Wayfinder) that teaches them to set and achieve personal goals and become better leaders and participants in their community. At TLS, we focus on placing students at the center of learning by offering relevant, rigorous, and meaningful learning opportunities.

Elementary students require a balance of structured instruction, particularly in literacy and mathematics, and time to explore and learn interdisciplinary concepts through hands-on, real-world experiences. To achieve our goals and develop students prepared to thrive, we have adopted three research-based curriculums: EL Education, CKLA Reading Skills, and Savvas in Mathematics. Our core values of Love, Empowerment, Authenticity, and Development are integrated into our curricular programs.

Assessments & Testing

Student progress in literacy and mathematics is carefully assessed using various methods to ensure a comprehensive understanding of their abilities. These methods include curriculum-embedded assessments and iReady literacy and math diagnostics.

Beginning in the 3rd grade, students undergo the Missouri Assessment Program (MAP) to measure their achievement in grade-level standards. Our assessment system goes beyond traditional testing and incorporates a range of assessment styles, including performance tasks, curriculum-embedded tasks carried out during the school year, and portfolios or collections of evidence that showcase a broad set of competencies. This multifaceted approach allows us to effectively measure student mastery of deep learning skills and academic content knowledge.

Curriculum

English-Language Arts

Our English Language Arts (ELA) program follows the science of reading approach by focusing on establishing foundational skills and phonics in the early grades through our CKLA Skills Curriculum. We aim to ensure that our students become proficient readers and writers who enjoy expressing their thoughts about what they read and write. We prioritize comprehension through high-quality texts in our EL Education curriculum, which expands background knowledge, builds vocabulary, and integrates writing to prepare our students to achieve their ELA goals.

TLS' literacy program aims to cultivate passionate, lifelong readers and writers. We are dedicated to helping students discover genuine enjoyment in literary studies and develop a deep appreciation for excellent literature, new knowledge, diverse viewpoints, and the ability to express their ideas effectively. Our literacy program is designed to instill a critical curiosity in our students and broaden their understanding of the world through exploring questions, reading, writing, and discussion. Across all grade levels, we utilize EL's Module Lessons as they promote in-depth, content-focused learning and deliver rigorous, grade-appropriate reading and writing instruction to all students. During Module Lessons, children enhance their vocabulary, writing skills, comprehension strategies, verbal reasoning, and background knowledge.

Mathematics

High-quality math instruction develops students' problem-solving skills and deepens their conceptual understanding. At TLS, our math program, Savvas enVision, is designed to prepare students for the challenges of middle school, high school, and beyond. All students can excel in mathematics and develop critical thinking and problem-solving skills to tackle complex real-world problems. Our approach emphasizes conceptual understanding, procedural fluency, and practical application, aligning with the Missouri Learning Standards and promoting coherence across grade levels. By fostering a love for math and nurturing students' identities as mathematicians, we aim to equip them with the tools they need to thrive in the 21st century.

Science

Our Amplify Science curriculum is designed around three key elements: inquiry, experimentation, and the practical application of core scientific principles. It aims to immerse students at The Leadership School in real-world scientific problems and phenomena from kindergarten through eighth grade, providing hands-on experiences that foster a deep understanding of scientific concepts.

Social Studies

In InquirEd, an inquiry-based social studies program, students learn through investigation, mirroring the approach used in experiment-based science classes. The learning process begins with formulating a question that students explore as they progress through their studies. They then collect evidence from various sources to support their answers. Finally, they conclude and share their findings with others. This approach to social studies education begins with a thought-provoking, open-ended inquiry question that prompts students to delve deeper. Throughout the investigation, students don't just act as passive record-keepers; instead, they adopt the role of social scientists striving to comprehend the world and communicate their understanding to others. As students delve deeper into their inquiries, they accumulate profound and enduring knowledge because their learning aligns with their interests and curiosities, and serves a practical purpose in the real world: they apply it to educate others, enhance their community, or set goals for the future.

Student Support

Multi-Tiered System of Supports (MTSS)

At the Leadership School, a Multi-Tiered System of Support (MTSS) provides varying levels of support to student development and success. MTSS combines academic, behavioral, and social-emotional supports to address the diverse needs of student leaders. It ensures that each child receives the right level of intervention based on their individual needs.

MTSS is organized into three tiers of support:

- **Tier 1: Universal Supports**

This tier involves high-quality instruction and behavioral support provided to all students. Evidence-based teaching methods and classroom management strategies help all students succeed. Regular assessments help identify students who may need additional support.

- **Tier 2: Targeted Supports**

Students who require assistance beyond what is offered in Tier 1 receive additional support in small-group settings. These targeted interventions address specific areas where a student may be struggling. Progress is closely monitored to ensure that the interventions are effective.

- **Tier 3: Intensive Supports**

This tier provides individualized and intensive support for students with significant needs. Tailored interventions and one-on-one instruction address severe academic or behavioral challenges. These supports are highly personalized and involve frequent monitoring to track progress.

MTSS structures ensure TLS Student Leaders receive the appropriate level of support based on their individual needs. The benefits include early identification, personalized support, and continuous monitoring. Family support is critical to the success of MTSS. Families should stay informed, communicate with staff leaders, and support learning at home.

Inclusion

An inclusive education is at the heart of TLS's culture. Inclusion is about creating classrooms, programs, and activities that allow all students to learn and participate together. We take pride in embracing diverse learning styles and meeting the academic, social, and emotional needs of all our students. Our educators share the responsibility for the success of all students, meeting them where they are to provide equal access to the learning environment. Inclusion means physical presence and meaningful participation in one's education. We work hand in hand with families, recognizing their essential role in their child's education. Our various supports and services ensure that students receive the necessary accommodations and modifications to access high-quality instruction alongside their peers whenever appropriate.

Special Education

We are committed to meeting the needs of all students, including those with disabilities and those with Individualized Education Plans (IEPs). Our school is open to all students and does not discriminate based on disability. We strictly adhere to all state and federal laws concerning students with disabilities and create, implement, and oversee Individualized Education Programs (IEPs) and Section 504 plans. If you suspect your child may have a disability, please bring your concerns to your child's teacher, school Counselor, or the Managing Director of Student Supports. While verbal requests are acceptable, we recommend submitting your request in writing for clarity and record-keeping purposes.

Your child may qualify for special services under Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act. School staff, such as teachers, counselors, or the school principal, may also recommend testing to determine if your child has a disability and requires specialized instruction. All Special Education services will be coordinated through the Special School District, St. Louis County [Special School District of St. Louis County / Homepage \(ssdmo.org\)](https://ssdmo.org). If your child has previously been identified as eligible for services under IDEA, please provide documentation, including prior evaluations and the most recent IEP or 504 Plan, at your earliest convenience.

Reading Success Plans & Reading Intervention

The Leadership School will conduct a state-approved reading assessment for through fifth-grade students. At the beginning of the year, Kindergarten students will take the Kindergarten Entry Assessment within the first two to six weeks of entering school. Afterwards, Kindergarten will follow the same testing schedule as grades first through fifth. Students will be assessed using the iReady Diagnostic Assessment, which is adaptive to find a precise reading proficiency level. The assessment measures the following areas to determine reading proficiency: phonics, phonemic awareness, high-frequency words, vocabulary, literature comprehension, and comprehension of informational texts. The reading assessment windows and assessments for each grade level are below:

Grade	Administration Timeline	Test Assignment
Kindergarten	Mid-Year (before January 31)	iReady Diagnostic
	Last 30 days of the school year	
First - Fifth	First 30 days of the school year	iReady Diagnostic
	Mid-Year (before January 31)	
	Last 30 days of the school year	

The Leadership School will issue reading success plans to students with a substantial reading deficiency that creates a barrier to building foundational literacy skills. A substantial reading deficiency is a student who is one or more grade levels behind in reading or reading readiness. This is determined when a student does not meet the minimum skill level for reading competency in phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, or overall Lexile level for the student's grade level.

Social-Emotional Supports

In attending to the whole child, we incorporate social-emotional development into all aspects of teaching and programming. We view SEL (Social and Emotional Learning) as the identification and application of skills to know oneself, setting and working toward goals, empathizing, building positive relationships, constructively resolving conflict, engaging in conversations about diversity and inclusiveness, and making responsible decisions. SEL is a focus at every grade level and a primary component of teacher development. We recognize that SEL cannot be taught and exercised in bursts but must be demonstrated and practiced continuously. Most explicit SEL instruction occurs through activities, individual and group conversations, and verbal transparency in our morning meetings. In addition to this holistic approach. This will encompass growing as student leaders using The Wayfinder curriculum. In addition, students will take part in lessons and activities focused on the SEL Core Competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

SEL is also a mindset that all staff are expected to model, both in the classroom and in collaboration with one another, as well as family and community relationships.

At TLS, we are dedicated to creating a positive and inclusive learning environment where every student is valued, respected, and supported. Our teaching approach is based on principles that emphasize the important connection between academic success and social-emotional learning. This approach focuses on social-emotional learning, academic excellence, and the development of strong character traits. Our commitment to these principles will enable us to provide a positive, inclusive, and engaging environment for all our students, families, and staff members.

Restorative Practices

As a school, our top priority is to ensure the emotional and physical safety of all community members. This applies within classrooms, around our school building, on field trips and at all TLS sponsored events. TLS complies with all state and federal statutes related to school safety, including but not limited to [RSMO 160.261 and the Missouri Safe Schools Act](#).

Teachers take a proactive approach by teaching conflict resolution skills, setting clear expectations, reinforcing positive behavior, and redirecting misbehavior. In response to any misbehavior that threatens the safety of our community, The Leadership School is committed to restorative practices—our goal is to restore relationships and teach lifelong skills rather than rely on punitive measures, while still complying with the law. As

the first line of response to misbehavior, all staff employ logical consequences whenever possible. We believe consequences are one element of responding to challenging behavior; however, TLS prioritizes teaching replacement behaviors and repairing harm when determining the next steps after a student engages in misbehavior.

Maintaining all students' dignity rather than shaming or blaming them is central to a restorative approach to discipline. When a behavior crosses a line, is disruptive, or unsafe (emotionally and/or physically), we take into account a myriad of factors to determine consequences for misbehavior, including context, whether a behavior is rare or recurring, whether malice or ill intent preceded the behavior, if a student has a disability impacting behavior, and/or if the student is already on a specific behavior plan that could inform the situation. TLS follows state and federal law concerning student discipline and interventions, and we remain grounded in our belief that strong communities are built when mistakes are met with accountability, empathy, and opportunities to make things right.

Behavior Intervention

When students exhibit harmful or inappropriate behaviors, we follow our tiered behavior support system to determine an appropriate accountability measure. Afterward, the student will engage in a restorative process, which may include a restorative circle, a family meeting, and—if needed—the implementation of a behavior support plan. The behavior support plan may include environmental adjustments, reduced stimuli, and adaptive materials such as special seats, personalized materials, or visual communication devices or schedules. If the behavior support plan developed within the classroom is not effective, then a care team of teachers and mental health staff members may convene to implement the student's response-to-intervention (RTI) plan.

Resolution

As a school with all early-grade students, we are committed to using child-centered consequences that aim to teach children alternative and more positive behaviors rather than punish them for their actions. We seek to avoid severe consequences such as suspension, in-school suspension, and expulsion for students. Instead, we use a

cross-team approach, including parent conferences, to get support from families and address difficult behaviors.

Grade Level Pride Meetings

As a connection back to our school mascot, the lion, we call each of our classes by different pride names. ***(The definition of a pride is a group of lions!)*** Each grade level will come together for pride meetings bi-weekly to participate in community-building activities.

Communication

Our Communication Procedures outline the procedures for communicating with caregivers or guardians when their children attend our school.

TLS Staff will use Classroom Dojo to communicate with families, and teachers will lead these communications. All enrolled students must have at least one adult caregiver connected to and engaged in Classroom Dojo.

Please note that Classroom Dojo will be a platform for families to receive school-wide information, track academic/activities in their child's classroom, and monitor their students' leadership points.

Lunch, Transportation, Uniforms & Technology

The Director of Operations or their designee communicates with caregivers regarding transportation, uniform, technology and lunch inquiries.

Transportation

Bus routes are sent directly to families before school starts from First Student.

- Caregivers who require a bus route should call 314-492-2301
- First Student should be contacted first if the bus is late at 314-389-1111.
- After 3:30pm, only First Student can provide information on the child's location.

Uniforms

All students are required to wear their uniforms every school day. Uniform-appropriate attire is deemed as:

- TLS Logoed shirt
- TLS Brand Colored Non Logoed Shirt (no words or graphics)

- Blue, Khaki, Grey, or Black Bottoms, skirt, or dress

Students not in uniform may be prohibited from attending away from school events. Caregivers are required to ensure their child is dressed in uniform each academic day.

Personal Technology

Students will have access to Chromebooks at TLS, which are monitored for 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 DOS. Phones will be turned in at the beginning of the school day to the DOS and retrieved at the end of the school day. Please review the guidelines for managing cell phones on the school bus. If a caregiver does not alert the DOS 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 DOS and the caregiver will need to retrieve the phone from school administration.

After Care

Aftercare services are provided by 4 partner organizations. Please reach out directly to these organizations for any information:

Kindergarten and First Grade:

State subsidy is available for families who qualify for all of these options. Please make sure you sign up early, as slots for each may be limited.

- Strawberry International: Programming is offered for both before and after care. Strawberry International has 24 hour services, but aftercare is offered until 6pm daily at the site closest to our school. Website: <https://strawberryschool.yolasite.com> Phone Number: 314-427-7441
- Pre-K University: Programming is offered for both before and after care. Sign Up Link: <https://childcare.mo.gov/s/> Phone Number: 314-222-1813
- Jessie B's: Programming offered for both before and after care. Jessie B's is open from 7am-5pm and is closed for a half day on the first Friday of every month from professional development. Website: <https://www.jessiebsacademy.org>. Phone Number 314-449-1796

Second through Fifth Grade:

The Legacy Center

- The Legacy Center: Programming is offered after care until 6pm.

Website: <https://legacystl.org> Phone Number: 314-257-9980

Change of Address

Students/parents are required to inform the Operations Coordinator of any change in address or telephone number. TLS encourages the updating of that information so we can contact the parent in the event of an emergency.

Withdrawal from School

Children under 18 will not be permitted to withdraw from school unless a parent, legal guardian, or other adult responsible for the child comes to the school to complete the necessary forms. Students must clear any outstanding fines and fees so that the school can release an official copy of the student's records to their parents and/or another school district. Generally, a 24-hour notice is required for a student to withdraw from school.

Culture & Discipline

Teachers use Conscious Discipline when engaging student leaders. Students who will benefit from additional guidance to maintain focus, follow instructions, use appropriate language, and/or observe personal boundaries will be referred to the culture team for further restorative support.

When a student repeatedly demonstrates behavior that impedes their classmates' learning and is not responding to teacher-managed classroom behavioral strategies (2+ incidents), a documented behavior referral will be made to the culture team. At this point, teachers should have communicated with families using communication methods such as phone calls, class dojo messages, or texts. All forms of communication will be documented in the Family Communication Logs.

Behavior Referral

- The culture team will implement best practices to support the student leader in resetting and re-entering the classroom, allowing them to continue their learning.
- The culture team will track intervention meetings with the student leader and share specific interventions or plans created with the student leader and/or active parties regarding the resolution and a path forward upon re-entering the classroom.
- A member of the culture team will contact the family to inform them of the incident. The student may lead the conversation and follow up with a member of the culture team afterwards.

Student-Led Conferences

When incidents occur requiring a family meeting, a member of the culture team or lead teacher will:

- Schedule the meeting with the family member, student leader, and the staff leader if applicable.
- Create a safe environment for the caregiver and student leader.
- Ensure the discussion is led by the student leader with the support of the DOS and staff leader.
- Remind the student leader and family about their commitment to excellence and the student's focus for the academic year.

If a resolution is not obtained or if the family still has concerns, the matter will then be referred to the the Assistant Principal/Principal.

If the matter remains unresolved after speaking with the Assistant Principal/Principal the caregiver will follow the grievance policy outlined below.

Behavior Policy

At TLS, our staff leaders actively address daily conflicts as opportunities to teach students essential life skills. Student leaders thrive when provided with clear boundaries and high expectations. Each day is designated for learning, enrichment, and recreational activities. We emphasize the role of students in maintaining a positive learning environment as we require all students to adhere to the guidelines established by TLS.

Behavior Management Procedures

To maintain a conducive learning environment, staff leaders will implement the following procedures when expectations are not met:

- **Least Invasive Strategy:** The teacher will first attempt a variety of techniques to correct the behavior, starting with the least invasive method for redirecting it. The goal of this process is to redirect the behavior while respecting the dignity of the student leader and getting the learning back on track as quickly as possible.
- **Clear Verbal Correction:** A reminder of the commitment to excellence in following TLS rules. Students will be asked to follow them.
- **Safe Place:** Students may be asked if they wish to go to a designated "safe place" to regain composure, such as the calming corner of the room or a buddy classroom.
- **Reflection:** Staff leaders will engage in a dialogue with the student to reflect on their circumstances and discuss what changes will be made.

- Consequences for repeated behavior will be communicated, and students will return to their activity.
- **Parent Communication:** Level 2 and 3 concerns will be reported to parents by phone at the end of the academic day by the teacher and, when necessary, the DOS.
- **Suspension:** Level 3 concerns may result in an out-of-school suspension. (A Disciplinary Action Report will be completed and requires a parent's signature.)

Behavior Levels

Tier 1 Behaviors:

Minor misbehaviors that are disruptive to the learning community but can be managed with brief interventions. Examples include:

- Talking to classmates during teacher instruction
- Noncompliance when redirected by a staff leader
- Minor instances of vandalism (littering, putting foreign objects in the toilets, writing on desks, walls, and other building property)

Responses will be handled by the teacher or staff present.

Tier 2 Behaviors:

All students are expected to behave in a manner that ensures the safety of everyone, especially their peers. To achieve this, TLS has established a policy to address behaviors that put students and staff members' safety at risk. The purpose of this policy is to promote a behavior change. If a student violates the policy, the concerns will be referred to the culture team for evaluation and determination of the next steps.

- Repeated tier-one incidents impacting students, staff, or the school.

Tier 3 Behaviors:

Behaviors are considered severe infractions that jeopardize safety, order, or property. They can include a pattern of persistent level 2 behaviors. Depending on the severity of the behavior, level 3 interventions may consist of short-term removal of a student from the classroom environment.

More intensive responses in Tier 3 may include, but are not limited to, out-of-school suspension, temporary removal from class, restitution for property or repair of damage, a formal meeting with school district personnel, and/or a family home visit, as well as restorative practices. Examples of Level 3 behaviors include:

- Repeated acts of violence (such as hitting, kicking, pushing, punching, and scratching) upon a student, teacher, administrator, or other school employee, or attempting to do so.

- Engaging in conduct including repeated threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- Threatening to use any weapon.
- Throwing objects that can cause bodily injury or property damage.
- Possessing, consuming, selling, attempting to sell, distributing, or exchanging alcoholic beverages, tobacco, tobacco products, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs, or being under the influence of any such substances on school property or at a school function.
- Indecent exposure, that is, exposing the private parts of the body in a lewd or indecent manner.
- Sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting" either on or off school property, if the conduct causes a substantial disruption to the educational environment.

Transportation Behavior

Riding the school bus is a privilege. It allows our students to build strong connections with their peers and demonstrate leadership during their daily commute. We have clear expectations for displaying leadership on the bus, including maintaining a voice level of one, refraining from standing except when boarding or exiting, using respectful language, and abstaining from making unsafe choices. This will ensure the driver can safely transport students to their designated drop-off locations and respond to emergencies via the bus radio system.

Additionally, the use of technology and eating are strongly discouraged, as we prioritize the safety and well-being of all TLS students. Students may have adverse reactions to certain food items; additionally, this ensures that your leader's technology access is monitored to some extent on the bus. When students encounter challenges in meeting these expectations, they can rely on the support and guidance of the Dean of Students (DOS). Please review the bus referral process below:

Bus Expectations

When repeated incidents of non-redirectable behavior occur, impacting other students or the safety of the bus occupants, the bus driver makes a referral with written documentation.

The driver will document instances of behavior and will communicate behavioral concerns with the TLS culture team. Please note that repeated violations may result in permanent loss of bus privileges.

Offense	Consequences
1st Warning	Verbal warning, documented incident report sent to families
2nd Offense	Assigned seat, parent meeting, and possible 1-3 day bus suspension.
3rd Offense	3-5 day bus suspension, mandatory behavior contract with student and family.
Serve Misconduct (bullying, fighting, safety risk)	Immediate bus suspension (5+ days) and school consequences.

Attendance

Every missed school day represents a lost opportunity for students to learn and grow. The school door opens at 8:00am for breakfast and students begin classroom instruction at 8:30am. Students are considered late at 8:15 am. The school day ends at 3:30p. Attendance has proven to be one of the primary factors in students' academic success. TLS has established a comprehensive attendance and tardy policy. This policy provides clear and definitive direction on attendance, accountability, and support to ensure your students' attendance goals. It also includes proactive actions for when student(s) are absent, late on arrival, or early to dismiss. It is important to note that this policy ensures uniformity across the school in our efforts to attain our students' ambitious attendance and academic objectives while providing an inclusive family environment.

Caregiver/Family Expectations

Absence: The caregiver or guardian should inform the school as soon as possible of their student leader's absence and its reason. Caregivers are required to call the front office at 314-492-2301. Caregivers who inform teachers of this information will be redirected to contact the Front Office.

Tardy: The caregiver/guardian communicates to the school why their student leader is tardy and commits to striving for on-time attendance. When students are tardy, caregivers must

walk them into the school building to sign them in. Students are late if they are not in their classroom at 8:15 a.m.

Early Dismissal: The caregiver/guardian communicates to the school why their student leader needs early dismissal (no later than 2:00 p.m.). All student leaders requiring early dismissal should be picked up by 2:30 p.m. **Please contact the office if you have any additional questions.**

Late Picks Ups: Families are expected to pick up their student(s) on time. If a student is picked up 30 minutes or more after dismissal, the following consequences will apply:

1. 1st Offense – Verbal warning
2. 2nd Offense – Written notice
3. 3rd Offense – Mandatory family meeting
4. **4th Offense – Late pick-up fine or volunteer time : \$5 for every 15 minutes.**

Additional Notes:

- Late pick-up counts reset each quarter.
- Unpaid fines may result in account holds.

Student Leader Expectations

Absent: After students get well, they are expected to return to school as quickly as possible. Their teacher will work with them to complete/turn in all missing assignments. Families can pick up all student work from the classroom teacher. Families must turn in a doctor's note in order for an absence to be excused.

Tardy: Students are expected to head straight to class as quickly as possible, check in with the classroom teacher, and start their day. They must turn in a tardy slip to the teacher. Tardies are tracked and impact your students' overall attendance record.

Dismissed Early: Student leaders commit to completing any work that will be missed and returning it to their classroom teacher upon their return. The front office tracks all early dismissals in PowerSchool. An early dismissal is leaving before the end of the day without a medical note being turned in.

Staff Leader Expectations

Absence: The Office Manager records information in PowerSchool and on the Attendance spreadsheet and informs the classroom teacher if the absence is more than one day. The classroom teacher gathers all the work that will be missed on this day and prepares it for the student leader's return. Families can pick up student work in advance, or upon the student leader's return, the classroom teacher communicates the missing work to the family and gives the work to the student leader with a due date.

Tardy: The Office Manager records information in PowerSchool and on the Attendance spreadsheet. The receptionist writes the student leader a tardy slip, offers breakfast if applicable, and encourages the student leader to head straight to class. At the end of each academic day, the Office Manager will ensure that all attendance-related records are accurate in the PowerSchool system.

Early Dismissal: Students will be prepared to be picked up before 2:30 p.m for appointments. Please note that we strongly discourage students being picked up after 2:30 p.m. as it is a disruption to the end of the day routines and procedures.

The Office Manager communicates early dismissal to the classroom teacher as soon as possible.

Quarterly Attendance Review

After each academic quarter, the Attendance team reviews all attendance data and sends summary letters to each student's family stating their current standing with absences and tardies. This ensures clarity with families and the school's records. All students who fall within 95% attendance or higher at the end of each quarter will have an opportunity to celebrate with the student services team, and their parent/guardian will be acknowledged.

Family Partnership

At TLS, we believe that families are essential partners in their child's education. We actively seek to involve families in various aspects of school life and provide opportunities for meaningful engagement. We aim to create a strong sense of community and shared responsibility by establishing and nurturing these family partnership initiatives. We recognize that students thrive academically, socially, and emotionally when families actively participate in their child's education. Together, we

can empower our students to reach their full potential and positively impact their educational journey.

Here is a detailed explanation of our family partnership initiatives:

1. **Open Communication:** We are committed to maintaining open and transparent communication with families. We utilize various communication channels, including Class Dojo, school newsletters, emails, and our dedicated school website, to inform families about school activities, events, and important announcements. We encourage families to contact us with questions, concerns, or feedback.
2. **Welcoming Environment:** We are committed to fostering a welcoming and inclusive family environment. Our school hosts an open house at the start of each academic year to familiarize families with the school community, staff, and curriculum. We deeply value our families' diversity and actively promote cultural awareness and appreciation through various events and celebrations.
3. **Parent-Teacher Conferences:** We regularly hold conferences to facilitate in-depth discussions about each child's progress. These conferences enable teachers to provide academic updates, emphasize strengths, and address areas for growth. They also empower parents to ask questions, offer insights about their children, and work with teachers to develop support strategies.
4. **Family University, Events & Engagement:** We host monthly workshops to actively involve families in their child's learning journey. These workshops promote literacy and stem development, nurture positive behavior, provide resources, and provide insights into our classroom approach. We also collaborate with community leaders and organizations to offer resources and assistance to our families in supporting their child's academic journey. Additionally, we arrange family fun student-led events, providing opportunities for families to engage in interactive and inclusive activities that fortify their ties with the school community.
 - a. Family Members who attend Family University will receive 20 Dojo points each month to support their student leader(s) in their academic journey
 - b. If the same family member attends all Family University Sessions and stays the duration of all sessions, they will be entered into a raffle at the last session to receive a \$200 Visa gift card.

5. **Family Ambassador Program/PTO:** The TLS Family Ambassador Program is a family-run volunteer program. Ambassadors will receive incentives for participating. The FAP/PTO vision is to create a supportive and inclusive school community that promotes academic success for all TLS students. TLS will utilize the neighborhood's expertise, energy, and creativity to make TLS an excellent, progressive, nurturing school for neighborhood children. Family Ambassador members have primary responsibility for the following:
 - a. Assisting with student recruitment and enrollment
 - b. Helping new families get acclimated to the school
 - c. Supporting Family Engagement events
 - d. Advising the Director/Designee on priorities and goals for meeting family needs
 - e. Supporting in identifying how donations are dispersed
6. **Reading Success Plans (RSP):** Student Leaders that exhibit a substantial reading deficiency will be placed on a Reading Success Plan. Parent involvement is necessary for a Student Leader's academic success. Parent-Teacher collaboration for students with a RSP will take place three times per year. Parent-Teacher collaboration will typically occur in-person during Family Conferences. Please note, a guardian's signature is required on the RSP. During this time, parents and teachers will discuss foundational reading skills progress as well as learning activities that can be done at home.
7. Wayfinder was born out of an effort to help students navigate life with belonging, meaning, and purpose. This ancient practice of charting a course to unseeable destinations using the stars, ocean swells, and wind patterns became a powerful metaphor for guiding young people through life's uncertainties. Wayfinders' goal is to help students develop the skills and character needed to build lasting relationships, develop purpose, and become responsible, contributing members of their communities and society. This pathway ties into our mission to create limitless opportunities for our little leaders at The Leadership School.

**Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

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1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

- 1. Record.** A written record of the investigation will be kept.
- 2. Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
- 3. Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
- 4. Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
- 5. Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).

6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

◆ **Parents and Student Complaints and Grievances Policy¹**

The Governing Board of The Leadership School adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. Purpose and General Policy Provisions Related to Resolution of Concerns.

SECTION 1.1. Students and parents have the right and responsibility to express school related concerns and grievances to the faculty and administration. Students and parents shall be assured the opportunity for an orderly presentation and timely review of concerns

¹ Op., App. II.

SECTION 2. Process. The faculty and administration shall make an honest and forthright effort to resolve grievances as quickly as possible at the most immediate level of authority.

SECTION 2.1. The levels of authority shall be as follows:

1. Classroom related concerns – teachers
 2. School related concerns (including policies, procedures, administration, unresolved classroom related concerns, etc.) – Executive Director
 3. Appeals – Governing Board Grievance Committee
- Decisions rendered by the Governing Board shall be considered final.

SECTION 2.2 Any teacher, staff member, or administrator shall have the authority to table any meeting considered to be unproductive, threatening, hostile, inappropriate, or lacking appropriate representation.

SECTION 3. All Appeals to the Governing Board Grievance Committee must be submitted in writing and submitted through the Executive Director or their designee.

Educating Missouri's Children Experiencing Homelessness

The McKinney-Vento Act guarantees homeless children and youth an education equal to what they would receive if they were not homeless.

Who is Homeless? According to the McKinney-Vento Act, homeless children and youth include individuals who lack a fixed, regular, and adequate nighttime residence. This includes the following situations:

- Sharing the housing of others due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks, or camping grounds
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Living in a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

The McKinney-Vento Act also recognizes unaccompanied youth who are homeless. According to the act, an unaccompanied youth is not in the physical custody of a parent or legal guardian.

Which School Can a Homeless Child Attend?

There are two choices for a homeless student: The school of origin and the school of residency. The school of origin is the school the child attended when permanently housed or where the child was last enrolled. The residency school serves the area where the child or youth is physically dwelling. When determining the school of best interest, a homeless child or youth should remain in the school of origin (to the extent feasible) unless doing so is contrary to the wishes of the parent or guardian or the wishes of the unaccompanied youth.

Enrollment

The McKinney-Vento Act requires the immediate enrollment of homeless children and youth. These children must be allowed to attend school even if they cannot produce previous academic records, immunization, medical records, proof of residency, birth certificates, or other documentation that is usually required. Families in transition have 30 days after the start of the school year to provide immunization records or an exemption card.

Transportation

School districts must provide transportation for homeless children and youth to the school of best interest. Districts must also provide transportation during the resolution of any pending disputes. While disputes over enrollment, school selection, or eligibility are being resolved, students must be transported to the parent's or unaccompanied youth's school of choice.

Access to Education and Activities

Students have the right to access all programming, activities (before and after school hours), and field trips without exclusion due to financial constraints or transportation limitations. Students will be provided with financial assistance for field trips and other activities with fees with a donation. Families can request support, and the school will offer support to families during activities (i.e Book Fair-students receive donation to purchase a book).

The Homeless Liaison

The school's homeless liaison ensures that children and youth experiencing homelessness enroll and succeed. The McKinney-Vento Act requires that every school district appoint a homeless liaison who serves as the link between homeless families and school staff, district personnel, shelter workers, and social service providers. For more information, please contact Keisha Seymour, TLS Managing Director of Student Supports and Homeless Liaison, at

kseymour@tlsstl.org or (314) 492-2301. To speak with Missouri's Homeless Liaison, call (573) 522-8763.

Foster Care

Foster Care Liaison

The school's foster care liaison ensures that children and youth in foster care enroll and succeed. ESEA Section 1112©(5) (A) requires that every school district appoint a foster care liaison who serves as the link between foster care families/agencies and school staff, district personnel, shelter workers, and social service providers. For more information, please contact Keisha Seymour, TLS Managing Director of Student Supports and Homeless Liaison, at kseymour@tlsstl.org or (314) 492-2301.

Collaborate with State or local child welfare to develop and implement clear written procedures governing how transportation will be provided, arranged, and funded (ESEA Section 1112©(5) (B)). These transportation procedures shall ensure that:

- Children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4) (A) of the Social Security Act (42 U.S.C. 675(4) (A)); and
- If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
- The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
- The local educational agency agrees to pay for the cost of such transportation; or
- The local educational agency and the local child welfare agency agree to share the cost of such transportation.

Mandatory Reporting

Teachers and staff at TLS are mandated reporters and are required to report suspected truancy, child abuse, or educational neglect to the Child Abuse and Neglect Hotline of the Missouri Department of Social Services per RSMo 210.115. They can make an online report for non-emergencies, and in case of an emergency or life-threatening situation, they will call 911 immediately and then report it directly to the Child Abuse and Neglect Hotline.

Field Trips

When your student leader enrollment was completed, you acknowledged that your student could participate in away-from-school field trips. Students will participate in various learning experiences outside of the school building throughout the year. In addition, other trips will be organized throughout the year. Caregivers are encouraged to volunteer as chaperones. It's important to note that the school nurse, a professional in medication administration, will provide more information and accompany classes on trips to ensure the safety of all students. Caregivers will be notified of all away-from-school trips in advance of the event via Class Dojo. Please communicate with your student leader's teacher if your child can not attend.

Emergency Response and Procedures

Families will be contacted via Class Dojo and PowerSchool with a message and email

(Evacuation, Lockdown, Shelter-in-Place, Relocation, Severe Weather) Students, teachers, and other District employees shall participate in periodic drills of emergency procedures. When the notification is given, everyone in the building must respond and follow the direction of teachers or emergency officials quickly and in an orderly manner, or be subject to disciplinary action.

At The Leadership School, we will be sure to prepare for emergency situations, including:

1. Evacuation (such as in the case of fire): Students will be evacuated quickly and quietly, according to evacuation routes.
2. Alert Status (such as in a community emergency): The building will be secured (all doors locked from the inside) and staff will be posted at entrances/exits.
3. Lockdown/Shelter-in-Place (to protect students from potential dangers outside): Students are cleared from the halls and report to all classrooms, where windows and doors are locked and covered.
4. Severe Weather/Drop, Cover, & Hold (for extreme weather or earthquake): Students move to designated safe areas. During earthquakes, students take cover under desks or tables, cover eyes, and hold onto desk legs.

Inclement Weather

When weather conditions are poor and roads are hazardous, school may open late, close early, or close for the entire day, depending on the severity of the weather. During these situations, parents should monitor television and radio stations or check The Leadership School's website for updates. Information is usually available as early as 5:30 am or shortly after. In some cases, students will stay inside for recess when the weather is too cold or too hot. In those instances, students may play structured games or have indoor recess. In instances where inclement weather is predicated, students will come home the day before the predicated weather with AMI packets. If school is cancelled due to the inclement weather, students will be expected to complete AMI packets and return them to school when school resumes for credit.

Parent Grievance Policy

Students, parents, and guardians are responsible for expressing school-related concerns and grievances to the faculty and administration. They should be assured an opportunity for an orderly presentation and timely review of their concerns. The faculty and administration are committed to making an honest and forthright effort to resolve grievances as quickly as possible at the most immediate level of authority, instilling a sense of trust in the process.

The levels of authority are as follows:

1. Classroom/Bus related concerns – Teachers and the Dean of Culture (DOS)
2. School Related concerns (including policies, procedures, administration, unresolved classroom/bus-related concerns, adult staff leader concerns, etc.) – Managing Director of Student Supports, Assistant Principal
3. Appeals – Executive Director
4. Final Appeals- Governing Board Grievance Committee

Decisions rendered by the Governing Board shall be considered final. All Appeals to the Governing Board Grievance Committee must be submitted in writing and submitted within ten days of receiving the Executive Director's decision.

Leadership School Student Pick-Up Policy

Purpose

To ensure the safety and security of all students during pick-up, this policy establishes clear guidelines for verifying authorized individuals and adhering to legal custody arrangements.

1. Authorized Pick-Up List

- **Primary Contact Information:** Parents/guardians must provide a list of individuals authorized to pick up their child during enrollment or when changes occur.
 - **Verification:** Authorized individuals must present a valid photo ID at the time of pick-up.
 - **Updates:** Any changes to the authorized list must be submitted in writing by the custodial parent/guardian.
-

2. Custodial and Legal Considerations

- **Custodial Parent Identification:** The custodial parent or legal guardian must provide a copy of the court order or custody agreement upon enrollment or when changes occur.
 - **Court Orders:**
 - A copy of any court order outlining custody or visitation rights must be on file at the school.
 - The school will adhere strictly to the terms of the court order, including limitations on pick-up rights for non-custodial parents.
 - It is the custodial parent's responsibility to notify the school of updates to court orders.
 - **Non-Custodial Parent Access:**
 - If a non-custodial parent is not permitted to pick up the child, the school must have a copy of the court order stating this restriction.
 - If no court order is provided, both parents will have equal rights regarding pick-up.
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3. Daily Pick-Up Procedures

- **Sign-Out Requirements:**
 - All students must be signed out by an authorized individual at the designated pick-up location.
 - Staff members will verify IDs and check against the authorized pick-up list.
- **Late Pick-Up:**
 - Parents/guardians must notify the school if they anticipate a delay.
 - A late fee may be applied after the designated pick-up window.
 - If a student is picked up 30 minutes or more after dismissal, the following consequences will apply:
 - 1st Offense – Verbal warning

- 2nd Offense – Written notice
 - 3rd Offense – Mandatory family meeting
 - 4th Offense – Late pick-up fine or mandatory volunteer time : \$5 for every 15 minutes.
 - Late pick-up counts reset each quarter.
 - Unpaid fines may result in the student being ineligible for field trips or school events.
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4. Emergency Situations

- **Unfamiliar Individuals:**
 - If an individual not listed on the authorized pick-up list arrives, the custodial parent/guardian will be contacted for confirmation.
 - If confirmation cannot be obtained, the student will not be released.
 - **Law Enforcement Involvement:**
 - In cases of disputes, the school reserves the right to contact local authorities to ensure the child's safety.
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5. Training and Compliance

- **Staff Training:** Staff will receive training on pick-up procedures, legal documentation, and handling disputes.
 - **Annual Review:** This policy will be reviewed annually to ensure compliance with state laws and best practices.
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6. Parent/Guardian Agreement

All parents/guardians must sign an acknowledgment form indicating their understanding and agreement to abide by this policy.

By implementing this policy, The Leadership School commits to providing a secure and structured environment for all students and families.

Parents Right-To-Know ESSA 1112

Our district is required to inform you of information that you, according to Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals, and if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certifications or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Cell Phone Policy

Effective Date: July 14, 2025

Compliance with Missouri SB (2025)

1. Purpose

- ❖ To create a focused learning environment free from distractions, promote student safety, and comply with Missouri's statewide ban on students' personal electronic devices use during school hours.

2. Electronic Device Ban During School Hours

- ❖ All TLS students are prohibited from using cell phones or personal wireless devices (smartwatches, tablets, etc.) during school hours.If devices are brought to school, they must be surrendered to the teacher at the start of the day and returned at dismissal.

3. Permitted Uses (Only with Administration Approval)

- ❖ Educational purposes (teacher directed research, approved apps_
- ❖ Medical needs (with documentation)
- ❖ Emergency situations (must be reported to staff immediately)

4. Consequences for Violations:

- ❖ 1st Offense : Student and family warning, device confiscated and returned at the end of the day.
- ❖ 2nd Offense : Family notification and device held in the office for pick up.
- ❖ 3rd Office: Family meeting

5. Exceptions & Special Circumstances

- ❖ IEP/504 accommodations may allow devices if medical/educationally necessary.
- ❖ After-school activities follow program-specific rules.

Adoption & Review: This policy aligns with Missouri law and will be reviewed annually.

The Leadership School Digital Citizenship Contract

Student Agreement for Responsible Technology Use

At **The Leadership School**, we believe that technology is a powerful tool for learning. To ensure a safe and productive digital environment, all students must follow the guidelines below when using school devices, internet access, and online platforms.

1. Respect & Responsibility

- I will use technology for educational purposes and follow my teacher's instructions.
- I will treat school devices and equipment with care and report any damage immediately.
- I will only access websites and applications approved by my school through **Clever**.
- I will respect others online by using kind and appropriate language.

2. Online Safety & Privacy

- I will keep my personal information (full name, address, phone number, passwords) private.
- I will not share my login credentials with anyone except my teacher or parent/guardian.
- I will immediately report any inappropriate or unsafe online content to my teacher.

3. Digital Etiquette & Integrity

- I will not cyberbully, spread rumors, or engage in any harmful online behavior.
- I will not copy or take credit for someone else's work; I will properly cite sources.
- I will not attempt to bypass **GoGuardian** monitoring or visit restricted websites.

4. Consequences for Misuse

I understand that violating these rules may result in:

- Temporary or permanent loss of technology privileges.
- Disciplinary action in accordance with school policies.
- Parent/guardian notification and required discussions about responsible use.

Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

By signing this contract, I agree to follow The Leadership School's technology policies and use digital tools responsibly.

The Leadership School Internet Safety Policy

Purpose

The Leadership School is committed to providing a safe and secure digital environment for students, staff, and visitors. This Internet Safety Policy governs the use of all devices with internet capability operated by or connected to the school's network infrastructure, ensuring compliance with federal law and safeguarding against inappropriate content.

Scope

This policy applies to all users—including but not limited to students, teachers, administrators, staff, and guests—who access the internet using Leadership School-owned devices, or personal devices connected to the school's wired or wireless networks.

Policy Statement

In compliance with the Children's Internet Protection Act (CIPA) and applicable federal and state laws, The Leadership School employs technology protection measures and administrative safeguards to prevent access to:

- 1. Visual depictions that are obscene**
- 2. Child pornography**
- 3. Content harmful to minors, including:**
 - Pornographic or sexually explicit material
 - Content that promotes violence or hate
 - Content that encourages self-harm or dangerous behaviors

These protections are enforced on all internet-capable devices used within or connected to the school's networks.

Technology Protection Measures

The Leadership School uses a combination of the following methods to enforce this policy:

- **Content Filtering Software:** All internet traffic is routed through a content filter that blocks access to inappropriate visual content and high-risk websites.
- **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 (IDS):** Network-level security solutions detect and block suspicious or malicious internet activity.

Access Controls

- Access to the internet is role-based. Students, staff, and guests are granted internet privileges aligned with educational and professional needs.
- Administrative accounts have elevated access and are subject to additional audit controls.
- Guest access is filtered and monitored, and time-limited when necessary.

Education, Supervision, and Monitoring

The school shall educate students and staff on appropriate online behavior, including: ●

Digital citizenship and internet ethics

- Cyberbullying awareness and response

- Safe use of social media and online communication tools

School staff are responsible for supervising internet use during instructional time and reporting concerns to the designated administrator.

Policy Enforcement

Violations of this policy will result in disciplinary action in accordance with The Leadership

School's Code of Conduct and personnel policies. Depending on the severity of the offense, actions may include:

- Temporary or permanent suspension of internet privileges
- Device confiscation
- Referral to law enforcement where applicable

Policy Review and Updates

This Internet Safety Policy shall be reviewed annually and updated as needed to respond to technological advancements, changes in legal requirements, or operational needs. Updates will be approved by school leadership and communicated to all stakeholders.

Effective Date: January 1, 2025

Approved by: Keisha Seymour



Commitment to Excellence Pledge

I have read and understand my responsibility to support my student leader in achieving their academic goals while attending The Leadership School:

Caregiver Name/Date

I have read the handbook with my caregiver and/or guardian. I commit to displaying leadership qualities and doing my best to accomplish my goals while attending The Leadership School.

Student Name/Date