

**MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:****February 2016**

CONSIDERATION OF CHARTER SCHOOL APPLICATION  
RENEWAL FOR LEE A. TOLBERT COMMUNITY ACADEMY

**STATUTORY AUTHORITY:**

Sections 160.400 and 160.405, RSMo

Consent  
ItemAction  
ItemReport  
Item**DEPARTMENT GOAL NO. 1:**

All Missouri students will graduate college and career ready.

**SUMMARY:**

The 1998 session of the Missouri legislature authorized establishment of charter schools. Renewal charter applications are submitted every five years. Section 160.405.9, RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.

The Department received a request for a renewal of a charter school application approved by the University of Missouri-Kansas City (UMKC). Lee A. Tolbert Community Academy Charter LEA currently serves 540 students in grades K-8. Test scores will be presented for the past five years. Lee A. Tolbert Charter LEA has requested that UMKC renew its charter for a term of five years beginning July 1, 2016, and ending June 30, 2021.

Department staff met with UMKC staff and the LEA administration in January regarding governance issues and concerns about low academic performance. Revised governance documents have been submitted correcting the identified concerns. The Annual Performance Report (APR) dropped from 74.3% in 2013 to 58.8% in 2015. UMKC has submitted incremental increases in MAP Performance Index (MPI) scores as part of the performance contract. UMKC ensures continued monitoring regarding academic trends.

**PRESENTERS:**

Chris Neale, Assistant Commissioner of the Office of Quality Schools; and Curt Fuchs, Coordinator of Educational Support Services, will assist in the presentation and discussion of this item.

**RECOMMENDATION:**

The Department recommends that the State Board of Education authorize Lee A. Tolbert Community Academy LEA to continue operations pursuant to the charter renewal granted by the University of Missouri-Kansas City, effective July 1, 2016 for a five year period. The Department's recommendation is based on the sponsor's assurances found in the performance contract presented by UMKC.

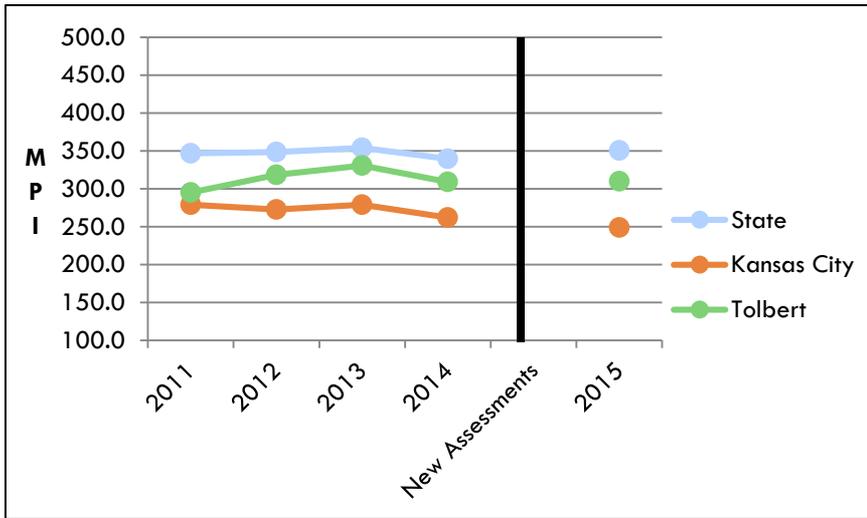


LEE A. TOLBERT  
COMMUNITY ACADEMY  
PERFORMANCE DATA

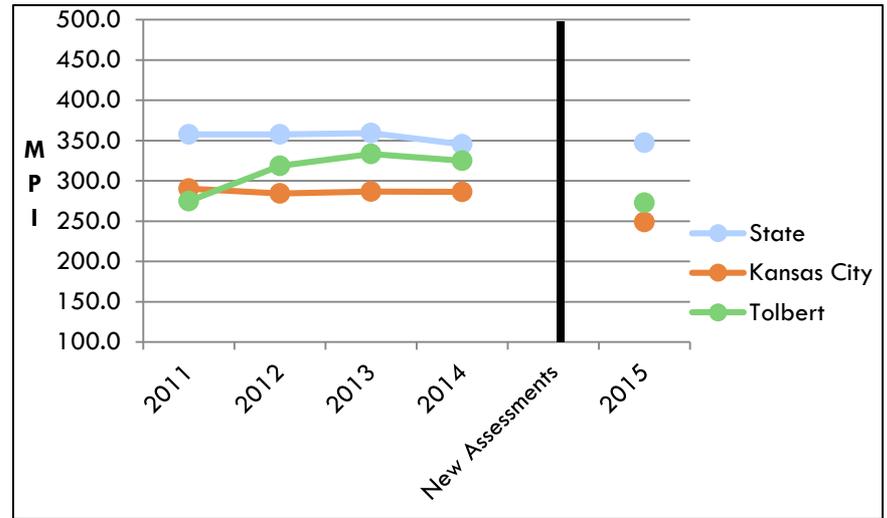
February 2016

Missouri Department  
of Elementary and Secondary Education

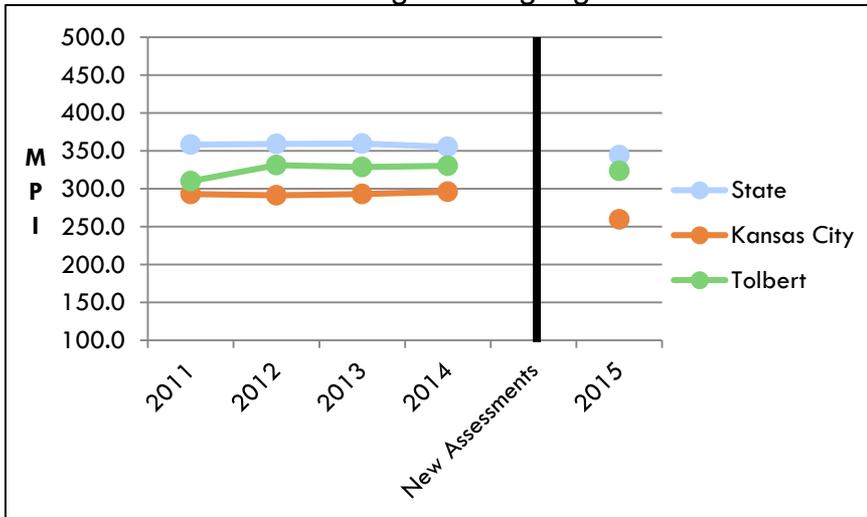
### 3<sup>rd</sup> Grade English Language Arts



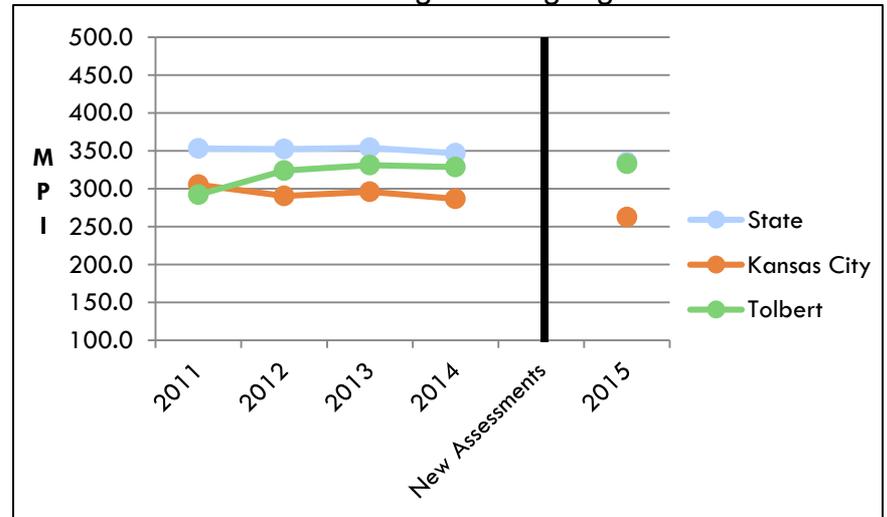
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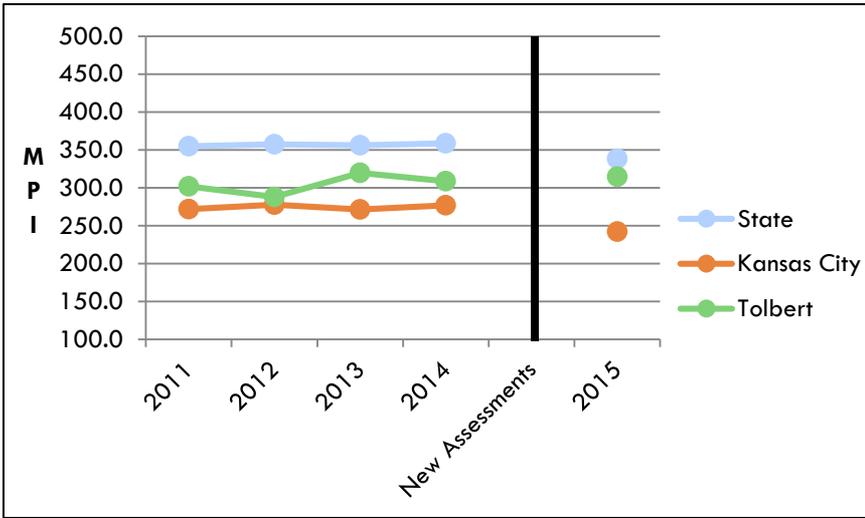
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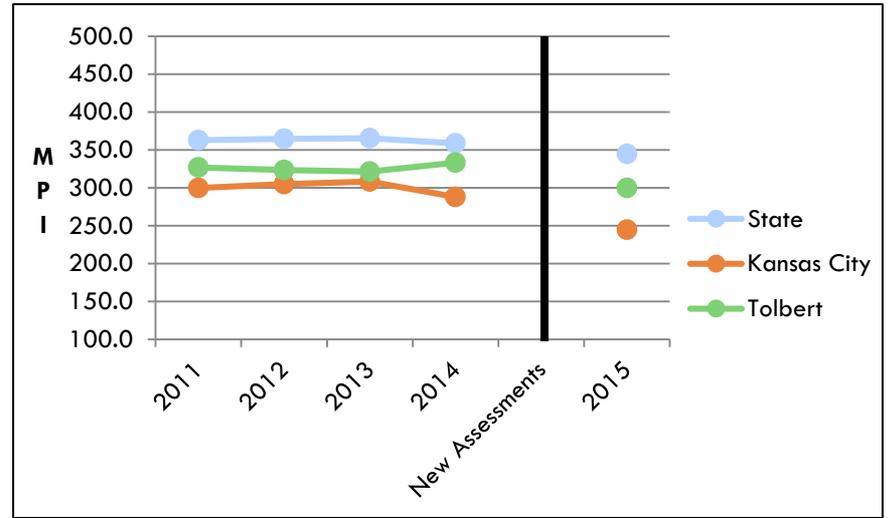
### 6<sup>th</sup> Grade English Language Arts



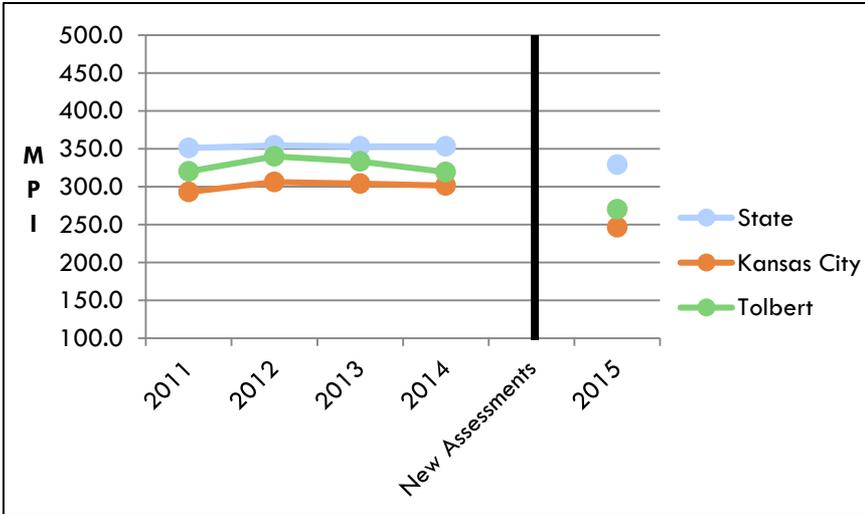
### 7<sup>th</sup> Grade English Language Arts



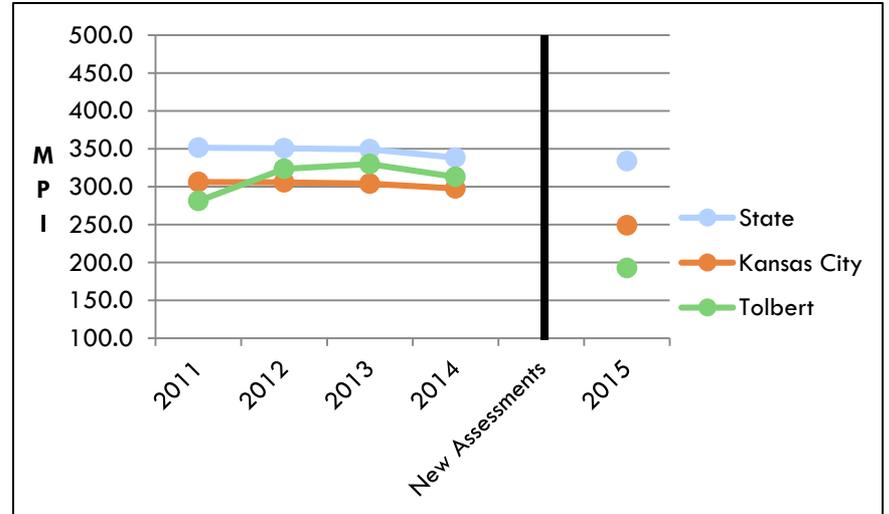
### 8<sup>th</sup> Grade English Language Arts



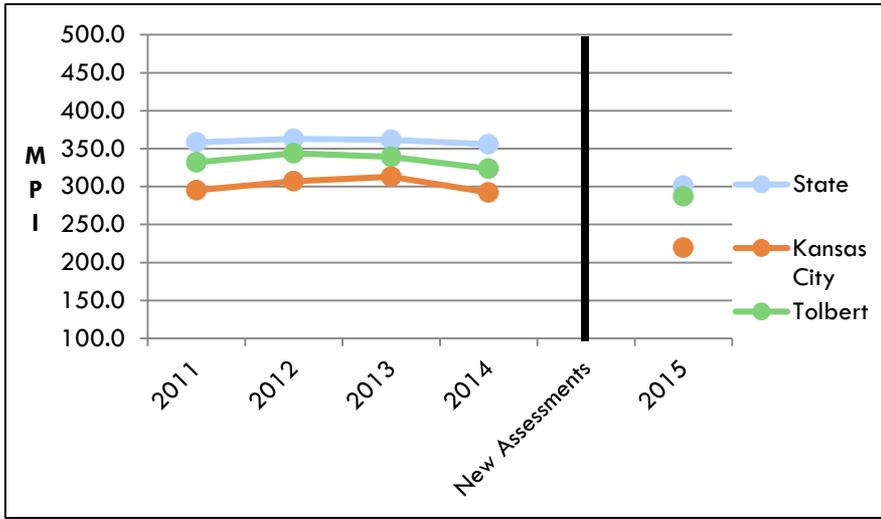
### 3<sup>rd</sup> Grade Mathematics



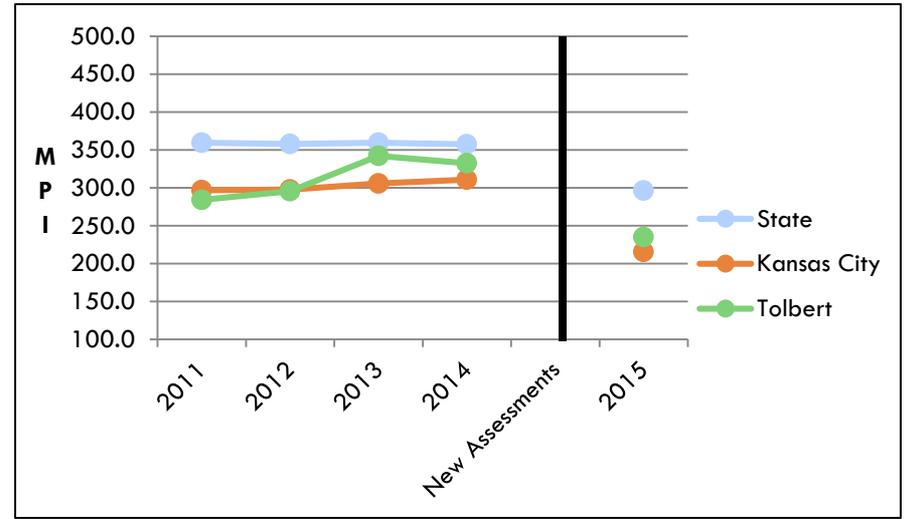
### 4<sup>th</sup> Grade Mathematics



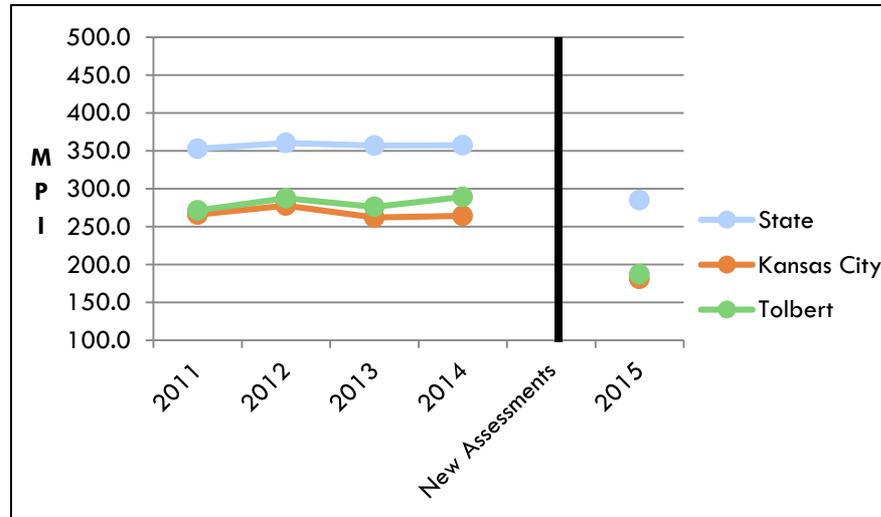
### 5<sup>th</sup> Grade Mathematics



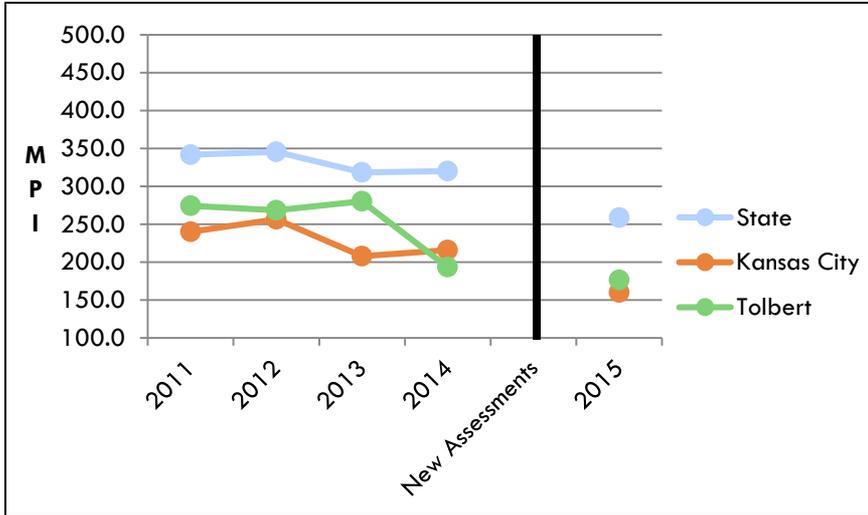
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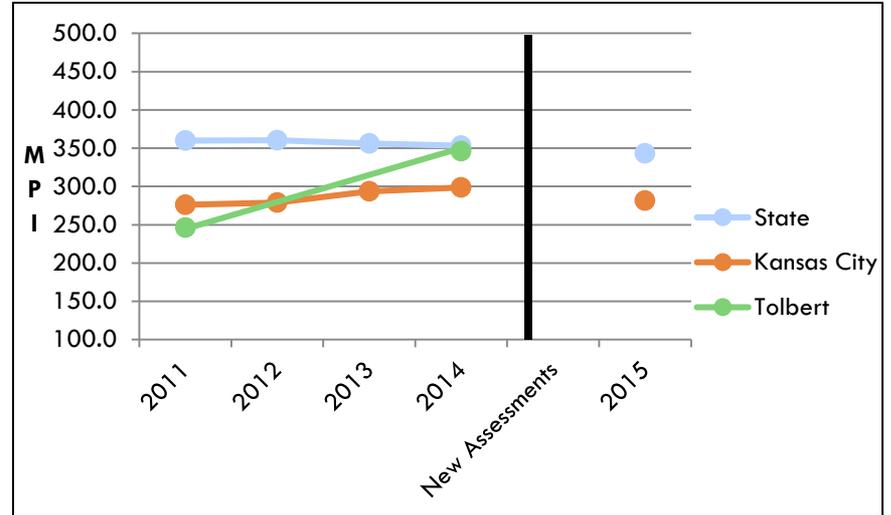
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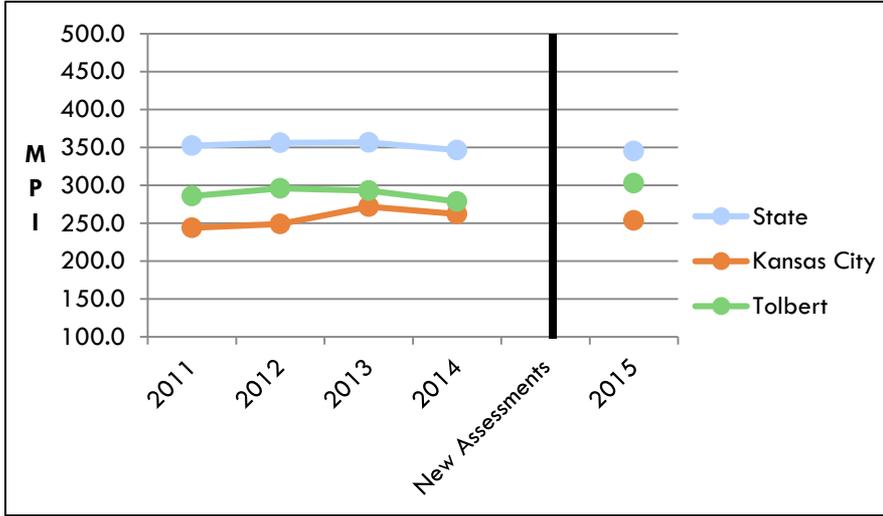
### 8<sup>th</sup> Grade Mathematics



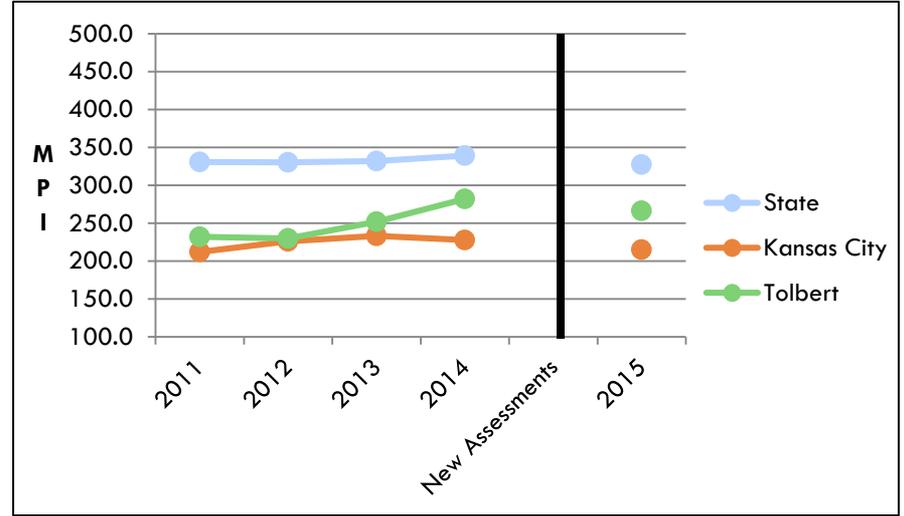
### Algebra I



5<sup>th</sup> Grade Science



8<sup>th</sup> Grade Science



## Contact Us

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Lee. A. Tolbert Community Academy

Charter Renewal Application &  
Performance Contract  
Sponsored by



UNIVERSITY OF MISSOURI-KANSAS CITY

Dr. C. Brown, Interim Dean, School of Education  
Dr. P. Chase, Director, Charter School Center

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# Lee A. Tolbert Community Academy

## Renewal Application & Performance Contract Cover Sheet

|                                  |         |
|----------------------------------|---------|
| Lee A. Tolbert Community Academy | UMKC    |
| Name of Renewing Charter School  | Sponsor |

|                                   |
|-----------------------------------|
| Tolbert Educational Services      |
| Name of Not-For-Profit 501(C) (3) |

|                                     |                                      |
|-------------------------------------|--------------------------------------|
| Dr. Vivian Roper                    | Superintendent                       |
| Primary Contact Organization Person | Title/Relationship To Not-For-Profit |

|                  |             |       |          |
|------------------|-------------|-------|----------|
| 3400 Paseo Blvd. | Kansas City | MO    | 64109    |
| Mailing Address  | City        | State | Zip Code |

|                     |                       |
|---------------------|-----------------------|
| 816-561-0114        | 816-365-4014          |
| Telephone (Primary) | Telephone (Secondary) |

|                            |
|----------------------------|
| vproper@tolbertacademy.org |
| Email Address              |

|  |
|--|
| Educational Service Provider (If Applicable) |
|--|

|                            |             |       |          |
|----------------------------|-------------|-------|----------|
| 3400 Paseo Blvd.           | Kansas City | MO    | 64109    |
| Physical Address of School | City        | State | Zip Code |

|   |                           |
|---|---------------------------|
| Kansas City Missouri School District    | 1999                      |
| District In Which The School Is Located | Year School Opened – Fall |

**Renewal Application & Performance Contract Cover Sheet (continued)**

Enrollment Projections

|                 | SY 2016 | SY 2017 | SY 2018 | SY 2019 | SY 2020 |
|-----------------|---------|---------|---------|---------|---------|
| KDG             | 70      | 70      | 70      | 70      | 70      |
| 1 <sup>ST</sup> | 66      | 66      | 66      | 66      | 66      |
| 2 <sup>ND</sup> | 66      | 66      | 66      | 66      | 66      |
| 3 <sup>RD</sup> | 66      | 66      | 66      | 66      | 66      |
| 4 <sup>TH</sup> | 66      | 66      | 66      | 66      | 66      |
| 5 <sup>TH</sup> | 50      | 50      | 50      | 50      | 50      |
| 6 <sup>TH</sup> | 50      | 50      | 50      | 50      | 50      |
| 7 <sup>TH</sup> | 50      | 50      | 50      | 50      | 50      |
| 8 <sup>TH</sup> | 50      | 50      | 50      | 50      | 50      |
| TOTAL           | 534     | 534     | 534     | 534     | 534     |

At full enrollment, this school intends to serve grade levels **K to 8** with a projected total enrollment of **534**.

**School Description:**

Lee A. Tolbert Community Academy (LATCA) is a public charter school located at 3400 Paseo in midtown Kansas City, Missouri. Lee A. Tolbert Community Academy is mainly housed in the 24-classroom educational wing of Victorious Life Church. The location provides access to a main auditorium, a full-court gymnasium, a cafeteria and kitchen, and additional classrooms in the church annex. LATCA is located in an urban setting where it educates 532 students, grades Kindergarten through eight, who live within the Kansas City, Missouri school district boundaries. The Title 1 funded school is 96% African-American, with about 90% of students eligible for free and reduced lunch. About 9% of its scholars receive Special Education services, and 1% of its scholars receive English Language Learner (ELL) services.

**PERFORMANCE CONTRACT CERTIFICATION**

I certify that I have the authority to submit this performance contract and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the performance contract process or revocations after award. The person named as the contact person for the performance contract is so authorized to serve as the primary contact for this performance contract on behalf of the organization.

November 16, 2015

Signature

Date

Superintendent

Title/Role

Dr. Vivian Roper

Printed Name

## Education Plan

Mission, Vision and Goals

Curriculum & Instruction

Assessment

School Calendar and Daily Schedule

Academy's Demographics

Special Student Populations

School-Specific Goals and Objectives

School Climate and Discipline

## **A. Education Plan**

### **A. 1 Mission, Vision and Goals**

#### **Mission Statement**

The Mission of Lee A. Tolbert Community Academy is to prepare students for entrepreneurial leadership in the twenty-first century by providing a nurturing environment and rigorous learning experiences for successful competition in a global society.

#### **Vision**

By 2025, LATCA will improve urban education by:

1. providing students in the urban core with access to innovative technologies and rigorous learning experiences and programs to support their preparation for successful competition in a global society.
2. increasing the performance level of all students on state mandated and other standardized assessments.
3. supplying students with the knowledge and skills to communicate effectively, think critically, problem solve, be good team members and be resilient which are all necessary skills for successful entrepreneurs.

#### **A.1.1 School-Wide Success**

Lee A. Tolbert Community Academy (LATCA) Debate Team was birthed in spring of 2007 with the viewing of the movie “The Great Debaters” by its then Principal Vivian Roper who was so inspired by the movie that she made the decision that our school would have a debate team. The first season was frustrating but at the last tournament of the year the Academy finished with over half of the debaters earning trophies. In the 2007-08 school year the Academy’s debate team accumulated several individual student wins and team wins, placing the team amongst the top three teams in the city. The year ended well for the team as they placed third in the league and third at the city championships. Starting strong in 2008-09, the debate team won numerous tournaments including the city championship. The policy teams dominated and placed 1<sup>st</sup> and 2<sup>nd</sup> at city championships. Since several LATCA debaters qualified for national competition, a decision was made to support the team's registration at the National Junior Forensics Tournament. The Academy had one scholar emerge as a finalist in the Impromptu Speech event. From 2009 through 2014, the LATCA Debate Team continued to successfully compete in regional and national tournaments. Students won and had high placements at their events, placing either first, second, or third place. The team as a whole also continued to win at tournaments, city championships and league championships. In 2014, LATCA placed 2<sup>nd</sup> at city championships and 1<sup>st</sup> in league championships.

The Academy’s debate team has accomplished many firsts during its time of operation: first team to have fifth graders participate in debate; and, first team in Urban Kansas City Middle Schools to send and have a debater make finals at the national championships. LATCA continues to be the only team in the local urban middle school community to send students outside the state to the national championship yearly. LATCA’s debate program has served over 350 students. Over the seven year period of existence, the team has earned over 550 individual trophies and 40 team trophies. The team has also received nine coaches’ awards and has placed two finalists at the national championships. As the team chants, “We are Lee A Tolbert”, the team proudly recognizes the impact of debate in the school and the urban communities.

One last accomplishment to note about the LATCA debaters is that they have increased their individual student performance scores to proficient and/or advanced on the state MAP tests in the area of English Language Arts.

The Academy is proud to mention the fact that area high schools have actively recruited LATCA's 8<sup>th</sup> grade graduates. In the past five years, three of the twelfth grade valedictorians 2012, 2013, 2014 from Hogan Prep Academy were 8<sup>th</sup> grade valedictorians at Lee A. Tolbert Community Academy in 2008, 2009, 2010, respectively.

As an instructional philosophy, the Academy encourages field-work learning experiences. Classroom teachers integrate experiential opportunities for their classes throughout the school year. For the past ten years, the entire student body has attended Alvin Ailey presentations and performances at Kauffman Performing Arts Center and the Folly Theatre.

The Academy's marching band has won numerous awards since its creation in 2008. Because of its success the "Marching Explosion" band applied for and received the 2015 Mr. Holland's Opus national grant which provided the band with over \$50,000 worth of instruments.

A chapter of the National Junior Honor Society was established at LATCA in 2015. Selected students in grades seven and eight participated in the first induction ceremony last spring. The high standards set by the National Junior Honor Society are based on five criteria: citizenship, service, leadership, scholarship and character. Requirements include maintaining a high grade point average (the national minimum is a 3.0) and becoming good citizens (by participating in service projects).

Research supports the fact that partnerships with parents are crucial to student success in school. Since its inception, teachers at Lee A. Tolbert Community Academy, grades Kindergarten through eight, have participated annually in visiting over 85% of its families' homes prior to the beginning of the school year.

## **A.1.2 Challenges**

### **Academic**

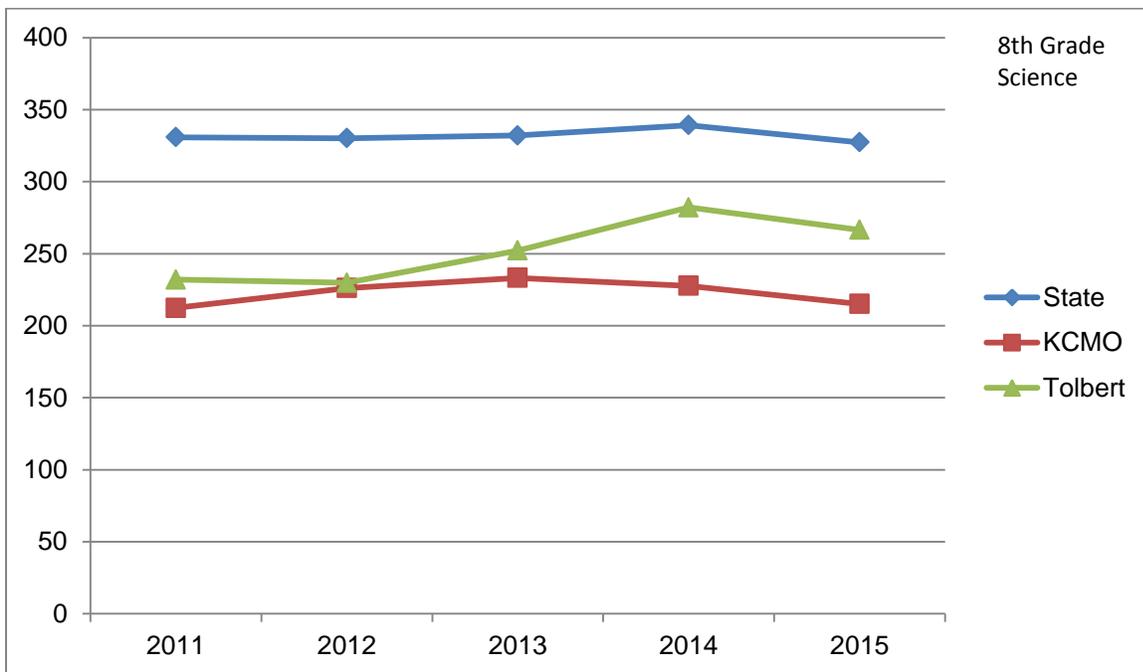
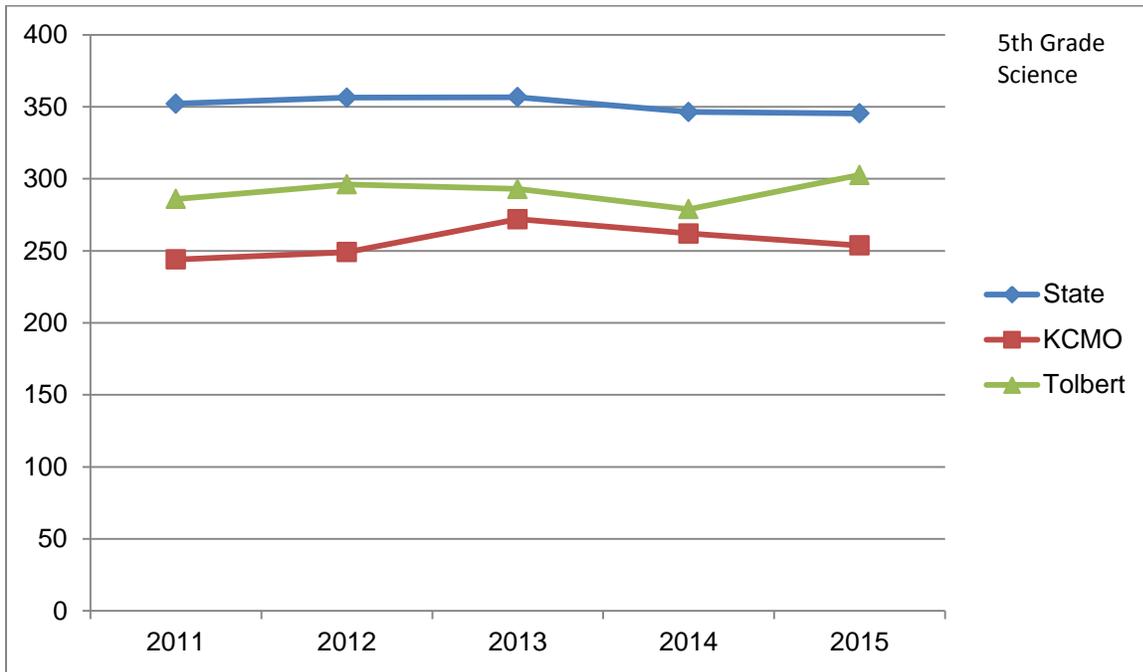
The most consistent academic challenge for the Academy is and has been student mobility. Although student mobility is a common occurrence with students in the urban core there are various reasons explaining this trend. Over the years the K-8 Academy has lost high performing middle school students to schools that offer a high school for students to continue their education. As a result, the Academy's yearly enrollment includes numerous new students to the school who enter performing multiple grade levels below. As stated above, this is a consistent challenge.

The Academy has worked hard to address this challenge. One of the most influential strategies used by the Academy is and continues to be building positive relationships with families and students. By establishing partnership relationships with parents they are less likely to withdraw their students from the school. The Academy also has a philosophy of accommodating students as opposed to weeding out students. The Academy understands that it services a unique population and is committed to doing what it takes to ensure that "No Child is Left Behind."

The Academy also offers a variety of extracurricular activities: an award-winning band program; an award-winning debate program; an award-winning athletics league; and an award-winning drill team. Students who participate in these extra-curricular activities tend to remain at the school for the middle school program.

# Lee A. Tolbert Community Academy

Another challenge that the Academy has faced is the inconsistent and poor performance of students on the Science MAP assessment.



The Academy attributed the poor performance to lack of comprehensive instruction throughout the K-5 program. Students received science instruction every other day for no more than 45 minutes at a time. This inconsistent instruction impaired student's learning of scientific concepts.

In an effort to address the gap in students' instruction and therefore their understanding of science content, the Academy hired a full-time science teacher who provides science labs and science instruction for grades K-8.

## **Operational**

The Academy is well aware of the research that indicates that students experience learning losses over the summer when not engaged in educational activities. For numerous years the Academy contracted its summer school program from Edison Learning. The Academy noticed that students were engaged in more enrichment and recreational activities than academic and educational learning experiences. The Academy also noted the financial expense of contracting with an outside organization. After much discussion with school administrators, teachers, parents and board members and research of effective summer school models, the Academy decided to develop its own summer school program that included more rigorous learning opportunities. This summer marked the Academy's fourth year of operating its own summer program.

### **A.1.3 Educational Foundation**

#### **History of The Academy**

Lee A. Tolbert Community Academy, LATCA, was established in 1999 as a public entrepreneur-themed charter school. It is named in honor of Lee A. Tolbert, a local minister who, along with his wife, raised six children who graduated as successful citizens from the Kansas City Public School District. LATCA believes that the best learning environment is one in which the community, parents, children, and school staff work together as a team. The mission at the Academy is to prepare students for entrepreneurial leadership in the 21st century by providing a nurturing environment and rigorous learning experiences for successful competition in a global society.

Missouri Charter Laws were legislated in 1998 and the first charter schools went into operation in Kansas City in 1999. Lee A. Tolbert Community Academy was one of the first charter schools and opened with 191 Kindergarten through third grade students for the 1999-2000 school year. The Academy had a principal, 11 classrooms and 14 teachers, 80% certified in accordance with Missouri's Charter School Law. The Academy used the 20% non-certified rule as an opportunity to recruit African-American males into the profession, since the majority of students at the Academy were male and African American. The 20% non-certified teachers all held Bachelor's degrees, and were then encouraged to take education coursework and pass the Praxis in order to earn Missouri teaching certification. The original charter indicated that the Academy would add a grade level each year up to grade eight. However, the second year, as a result of parent request, the Academy added 4th, 5th, and 6th grades and enrolled 401 students for the 2000-2001 school year. This resulted in a 200% increase of students and staff. Grades three-six were housed at Metropolitan Baptist Church, 2310 E. Linwood Blvd., about one mile from LATCA's 34th & Paseo location. Year three, a new educational wing was made available and the 2001-2002 school year began with grades K-7 enrolled at the 3400 Paseo location.

To provide a nurturing environment conducive to optimal learning experiences, the Academy adopted B.I.S.T. (Behavior Intervention Support Team) as a behavioral management program. This program is based on children being educated in a consistent nurturing environment in which disruptive or hurtful behaviors are stopped through the balance of grace and accountability. Through B.I.S.T., students learn every adult in the building is on their side to help with self-awareness and management of three goals for life: I can take good care of myself even when I am mad; I can be okay, even when others are not okay; and, I can be productive and follow directions even if I don't want to. Every adult who works with

students at LATCA has been trained for successful implementation of B.I.S.T. through the use of triage, positive language, and empathy toward all student behavior.

In addition, the Academy's belief in providing a nurturing environment is demonstrated through stakeholder partnerships. LATCA consistently works with parents through home visits and volunteer opportunities to develop strong positive relationships between teachers, parents and students. All classroom teachers, grades K-8, at the Academy begin the year by visiting students' homes. During the visit, parents and students provide valuable information about themselves, educational goals and challenges they want to address for the upcoming school year. This is the first step in forming a partnership between teachers and parents for student success. Another component to this partnership is the Parent Contract which encourages parents to volunteer at the Academy. Parents are asked to volunteer at least twenty hours at the school by working in classrooms or on committees, attending performances, chaperoning field trips, making bulletin boards and representing the school at community events to engage with the school. Parents were also invited to join the parent group, P.E.A.C.E. (Parents Empowered to Appreciate Children's Education), which meets quarterly to discuss ways to assist in students' academic success and aid families facing crisis situations. Parents and other community members are also invited to join the Superintendent's Advisory Council, a group of stakeholders that participate in recommending school policies to improve or maintain the Academy's strong learning and nurturing environment.

Since the Academy's infancy, it has been committed to providing students with rigorous learning experiences. As an example, in 2006 LATCA made the decision to apply for accreditation from North Central Accreditation (now known as AdvancED). Although this was not a requirement under the Charter School law, the Academy knew that accreditation status would distinguish them from other schools. The Academy underwent a very meticulous review process in order to ensure that they met all educational and business standards for accreditation. The review process included several campus visits by the review committee which involved parent, teacher, and student interviews and classroom observations. In 2007 LATCA successfully received their certificate of accreditation. The Academy completed this process again in 2013 for accreditation renewal.

In support of the belief in providing rigorous learning experiences for all students to successfully compete globally, the Academy has dedicated itself to increasing access to technology and multi-media resources for students and teachers. The Academy has financially invested in providing teachers and students with technology for instructional use. Each classroom has a Smartboard that is connected to teachers' laptop computers. All grade levels have access to classroom sets of iPads for interactive instruction. The Academy's middle school has a class set of netbooks to enhance instruction. Teachers are encouraged to use these multi-media resources daily in their instruction and receive training from colleagues on effective use of technology during instruction. Students also have access to two state-of-the-art computer labs, as well as computer centers in each classroom. Teachers are required to use technology in their weekly lesson plans. The Academy desires for all students to have learning experiences that are relevant for real world application. This then provides the students with the skills essential for college and career readiness.

The Academy maintains a vision of every child being successful in the community, not always just having a job, but creating jobs as leaders and entrepreneurs. Aligned with this thought and the charter's entrepreneur theme, each grade level participated in creating, implementing, and maintaining a school business. During their Y.E.S. classes, Young Entrepreneurial Spirits, students worked to learn business concepts like budgets, business plans, and decision-making strategies. These classes were intended to educate and inspire children to consider and plan for future entrepreneurial careers and gain valuable life skills. The Academy relied on the 80/20 certification rule under the charter school law in order to employ

qualified personnel for this class. No certification category existed that addressed the content of this class for grades K-8. In 2012, the Academy, desiring to have 100% of its instructional staff determined as Highly Qualified under the NCLB legislation, had to remove its YES instructor and re-envision the entrepreneurial thematic program. Currently, the entrepreneur program is in transition and a new plan is addressed as a goal in the Performance Contract.

## **A.2 Curriculum and Instruction**

Curriculum, instruction, assessment, school culture, and school structures employed by the Academy are designed to produce more engaging learning experiences and high quality student work. The Academy offers a variety of educational opportunities for students. The curriculum provides a foundation of skills and knowledge at each grade level to increase each student's learning for college and career readiness in all disciplines. In addition, all students learn awareness and understanding of entrepreneurial skills and financial literacy; computer literacy, Spanish, music, art, and physical education/health.

The Academy's academic program and curriculum are aligned with the curriculum frameworks approved by the State of Missouri Board of Education. The Missouri Learning Standards are used to develop learning objectives and inform instructional practices. Students are provided with rigorous learning opportunities which are designed for their academic levels, while being challenged to grow and mature into masterful scholars. In the core content areas of English Language Arts, Mathematics and Science, students have access to small group settings designed to support collaborative learning. The educational program continues to use innovative strategies to address the educational needs of its student population.

### **A.2.1 Curriculum**

#### **Reading**

##### *Walk to Read*

In order to offer meaningful learning experiences for students in the subject of reading the Academy instituted a Walk to Read program. Walking to read is the process of grouping kids in skill-alike groups for a small portion of the day. Typically teachers in a grade level will "specialize" in a particular skill level grouping during Walk to Read and the students will "walk" to that group for targeted instruction. In its best form, walking to read allows for more targeted, more efficient, more streamlined planning, instruction and assessment monitoring.

##### *Read 180*

READ 180, the most effective system for raising reading achievement in Grades 4–12+, is designed to support educators while helping struggling readers meet the rigorous expectations of the new standards and experience success on the new assessments. In READ 180, students engage with and evaluate texts across a range of types and disciplines—with a strong emphasis on informational text—and consider multiple perspectives that represent a variety of periods, cultures, and viewpoints.

##### *System 44*

System 44 Next Generation is a new foundational reading program for the most challenged readers in Grades 3–12+. System 44 is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing. System 44 gives students access to a range of text types with an emphasis

on nonfiction to engage students in learning, build critical thinking, and construct knowledge that students need for school and beyond.

## **English Language Arts**

### *Journeys*

Journeys is a research-based, comprehensive English Language Arts program designed to provide solid instruction that is clear and focused with realistic pacing and manageable resources.

Journeys in the classroom provides the following highlights

- Access the complex Anchor Text using a practical 3-step routine to analyze deeply
- Flexible for teachers with powerful tools to reach all learners
- Complete suite of integrated assessments to improve achievement

## **Mathematics**

### *Georgia Math*

The Georgia Mathematics standards are designed to achieve a balance among concepts, skills, and problem solving. The standards stress rigorous concept development and real-world applications while maintaining a strong emphasis on computational and procedural skills. At all grades, the standards encourage students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines.

The standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The standards isolate and identify the skills needed to use the knowledge and skills to problem solve, reason, communicate, and make connections with other information.

### *Engage New York*

Curriculum modules in mathematics are marked by in-depth focus on fewer topics. They integrate the CCLS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. The time required to complete a curriculum module will depend on the scope and difficulty of the mathematical content that is the focus of the module (first priority cluster area for a given grade level). For example, the curriculum module relating to Grade 3 multiplication and division introduces initial ideas of multiplication and division in a brief period at the start of the year, continues to develop strategies and problem solving throughout the year, and includes materials to be used throughout the year for helping students reach fluency by the end of the year with single-digit multiplication and related division.

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

## **Science**

### *Science Fusion*

Science Fusion is a state-of-the-art science program designed for building inquiry, STEM, and optimized for learning in the classroom, at home, on a laptop, a tablet, or using a science textbook. The digital curriculum, virtual labs and hands-on activities, and write-in science textbook develops important critical thinking skills that prepare students for success in future science courses and in the workplace.

Science Fusion in the classroom looks like

- Digital lessons, write-in Student Editions, and hands-on labs
- Hands-on activities and virtual labs for every lesson or every day of the week
- Leveled Readers and Video-based Projects reinforce and enrich important concepts

## **Test Preparation**

### *Common Core Performance Coach*

The program allows teachers to implement lessons in a variety of ways and can reinforce Common Core Coach instruction or supplement any other program. Many examples are provided in order to solidify understanding. Practice tests mirror question types that will be seen in the new assessments and simulates in paper format what students will see online. Common Core Performance Coach is perfect for ongoing instruction throughout the year or more intensive instruction and test prep before the tests.

## **Instructional Technology**

Along with experiential instruction opportunities, students also use technology as a tool for learning. “Emerging technologies have changed the way people learn, work and communicate” (Blackwell-Tanner, 2008). The Academy, in collaboration with parents and the community, are committed to the use of technology as a springboard into the 21<sup>st</sup> Century. Students use various forms of technology to do school work and for personal use, for accessing and applying information, for problem solving, and for communicating ideas and data. Students have access to two state-of-the-art computer labs and classroom computer centers to enhance learning experiences. Grade levels also use classroom sets of iPads and netbooks to deliver instruction. The mission of the Academy is to prepare students to successfully compete in a global society. This goal can be achieved through the intentional use of instructional technology in the classroom. The Academy has invested substantially in the purchase of various instructional technologies and programs in order to provide students with progressive learning experiences. Students have access to the following programs:

- ***FASTT Math*** Next Generation’s engaging content and adaptive technology is based on decades of research and is proven to build fluency fast so students can focus on building more rigorous math skills. *FASTT Math* is a solution for both those who are accelerating their acquisition of math facts as well as those who are struggling to catch up. *FASTT Math*’s adaptive technology creates an individualized learning progression for every student, and embedded assessment ensures math fact mastery. Students will be enthralled by our 18 NEW games.
  
- ***Fraction Nation*** targets fractions and decimals — two of the most difficult concepts to teach and learn. Designed to develop the critical foundations of fraction fluency — conceptual understanding and procedural knowledge — Fraction Nation delivers fraction fluency through explicit instruction, extensive practice, and ongoing assessments. Fraction Nation guides students on a journey through 64 carefully crafted lessons to build a strong foundation in fractions and decimals — all in 15-minute lessons.
  - Research-based fraction instruction
  - Adaptive technology to meet each student's needs
  - Actionable reports for placement and progress monitoring
  - Teacher support to build capacity and expertise
  - Compelling & motivational to engage learners
  - 15-minute instructional sessions support any curriculum
  
- ***Study Island*** - Data-driven math, ELA, science, and social studies programs that result in meaningful formative assessment strategies in the classroom.
  
- ***GoSolve*** Word Problems positions students for success in algebra by laying a foundation of conceptual understanding and problem-solving skills. This engaging, research-based software program is aligned to State and National Standards in Mathematics. Students master problem solving through step-by-step instruction and practice, at their own pace and at a level automatically adapted to each student. Instructional Content: Go Solve Word Problems teaches students to recognize mathematical situations in word problems, comprehend problems with the aid of graphic organizers, and plan solutions with addition, subtraction, multiplication, and division. The instructional focus of the program is on problem solving, numbers and operations, and communication and representation. Self-paced, interactive tutorials introduce graphic organizers to map out mathematical situations.

Teachers are encouraged to thoughtfully and deliberately include the use of these programs and instruments of technology in their daily instructional practices.

## A.2.2 Instruction

### Campus Wide Instructional Strategies

The Academy is committed to providing all students with rigorous learning opportunities. In order to do this, the Academy has identified several research-based instructional strategies that all teachers are required to use as a part of their instruction. These strategies are branded by John Hattie and Robert Marzano as high yield strategies.

| Strategy  | Description   |
|---|---|
| Providing worked examples                         | A form of demonstrating to students what success looks like; typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.   |
| Vocabulary programs                               | Students who experience vocabulary instruction experience major improvements in reading comprehension and overall reading skills. Most effective vocabulary instruction included providing both definitional and contextual information, involved students in deeper processing, and gave students more than 1 or 2 exposures to the word to be learned.  |
| Teacher-student relationships                     | Interestingly, “when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students.” “Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student.” Facilitate student development by demonstrating that they care for the learning of each as a person. |
| How to provide better feedback                    | Among most powerful of influences, especially when it is from the student to the teacher. If the teacher is open to feedback regarding what students know and understand, where they make errors, when they have misconceptions, and when they are disengaged, then they can respond accordingly. Feedback is about providing information about task performance .  |
| How to develop high expectations for each student | Students knowledgeable about their chance of success; awareness of what they know about a subject and how they will likely perform  |

| Strategy                                  | Description   |
|---|---|
| Setting objectives and providing feedback | Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.   |
| Questions, cues, and advance organizers   | Teachers should use cues and questions that focus on what is important (rather than unusual), eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized. |

### A.3 Assessment

Lee A. Tolbert Community Academy is dedicated to students learning the knowledge and skills necessary for successful global competition. The Academy consistently focuses on using innovative instructional strategies and research-based materials to improve students’ academic performance. Teachers at the Academy use a variety of strategies to assess students’ academic performance. Each strategy chosen is dependent upon the lesson’s learning objectives and the instructional strategies used.

- Diagnostic Assessments: Teachers use diagnostic assessments to learn students’ background knowledge of content concepts. Information gathered from these assessments informs teachers’ instructional practice.
- Formative Assessments: Teachers use formative assessments to track students’ progress toward mastery of learning objectives. Information gathered from these assessments informs teachers’ instructional practice.
- Summative Assessments: Teachers use summative assessments to provide students with the opportunity to “show what they know.” This assessment assists teachers with collecting data on students’ overall retention of concepts taught and the students’ ability to apply such knowledge.

Along with authentic classroom assessments, the Academy has implemented the Renaissance Testing (STAR) in the content areas of Math and English Language Arts and Scholastic Reading Inventory as campus-wide assessments systems to assist with the evaluation of instruction, curriculum and student academic achievement. These two assessments provide information (diagnostics) on areas of strengths and weaknesses and have a strong correlation in predicting student performance on the state MAP assessments. This is important because teachers can have more meaningful conversations with students and parents throughout the school year over assessment data and students can take ownership of their scores to make plans for improvement.

## *Renaissance (STAR)*

STAR assessments provide the most valid, reliable, actionable data in the least amount of testing time. That empowers educators to focus on what matters most—individualizing instruction to accelerate learning for all students.

## *Scholastic Reading Inventory (SRI)*

Scholastic Reading Inventory is a reading comprehension assessment that uses the Lexile Framework to help monitor growth and guide instruction for students in kindergarten through 12th grade.

| <b>Assessments</b> | <b>Measures</b>     | <b>Purpose</b>          | <b>Frequency</b> | <b>Grade Level</b> |
|--------------------|---------------------|-------------------------|------------------|--------------------|
| STAR               | Student Performance | Diagnostic<br>Formative | 4 times a year   | 3-8                |
| SRI                | Student Performance | Diagnostic<br>Formative | 4 times a year   | K-8                |
| MAP/EOC            | Student Performance | Summative               | Once a year      | 3-8                |

### **A.3.1 Academic Promotion and Retention**

#### *Grade Promotion*

A student is promoted each year on the recommendation of the teacher and the principal. When evaluating the student’s progress, the teacher is to consider the social, emotional, and physical as well as academic development of the student. School grade cards are used to document mastery or failure of competencies and are a part of the promotion and retention process. Retention discussions initiated by parents or teachers must take place no later than the third quarter conference. Promotion/retention forms must be signed by all involved.

The following procedure is followed for monitoring academic performance:

- a) Instructors identify students not meeting the requirements for promotion during first grading period.
- b) A conference is held with the administrator, teacher, and parents to discuss the academic concerns.
- c) Collaboratively, a plan is devised for the student with the understanding that the parent will work along with the school to bring the child’s performance to a satisfactory level.
- d) Methods to help improve the student’s performance vary including tutoring, mentoring, peer tutoring, and alternate methods of evaluation.

## *8<sup>th</sup> Grade Promotion*

Criteria for being promoted to the 9th grade are as follows: A student must have a passing grade in all core courses. A student passing only two of the four core courses during the school year must attend summer school and receive a passing grade for the one or two courses that were not passed during the academic school year to be promoted to the next grade level. A student passing only one of the four academic core courses during the school year will not be promoted to the next grade level (the student will be retained in the current grade). 8th Grade Promotion and Graduation Requirements: The Academy prides itself on high academic achievement standards. The Board of Directors, along with school administrators, has established guidelines and requirements for students participating in the 8th grade graduation ceremony.

## *Participation in Graduation Ceremony*

The promotion ceremony, planned under the direction of the school personnel and 8<sup>th</sup> grade parent group, is a way to reward students for their hard work and dedication to academic excellence. It is also a practice simulation to help prepare students for High School graduation.

Guidelines and requirements for students participating in 8<sup>th</sup> grade graduation ceremonies: To be able to participate in the year-end graduation ceremony, a student must have a cumulative G.P.A. of a 2.5 or better (which includes all elective classes) for every course taken during their 8<sup>th</sup> grade year. If a student receives below a 2.5, but has earned an overall accumulative grade no lower than 1.00, the student will be promoted to the next grade level and will be allowed to be a spectator of the graduation.

Students who may need to take one or two core classes in summer school may participate in the graduation ceremony as long as the cumulative GPA is a minimum of 2.5. The student will be promoted to ninth grade only when they show proof of summer school attendance and passing grade(s).

## **A.4 School Calendar and Daily Schedule**

The Academy is intentional with meeting the required instructional time expectations outlined by Missouri's Department of Elementary and Secondary Education. The school calendar consists of 174 school days and 6 inclement weather days (used as needed to meet the required 174 school days).

### *Daily Schedule at a Glance*

School day: 8:20 am – 3:20 pm

- 90 minutes of reading instruction
- 60 minutes of math instruction
- 60 minutes of writing instruction
- 30-45 minutes of Science/Social Studies
- Special Interest Classes

Note: Middle School Schedule will differ from the above.

## *Homework*

All classes assign homework in order to help establish the routine of studying at home, which is a contributing factor to student success. Homework is assigned to serve as independent practice of PREVIOUSLY assigned class work. It serves as an evaluation technique, both for the student's family and the teacher, in determining that what is taught is being learned. Parents are asked to (1) provide a study area for children to complete homework and (2) check to make sure assignments is completed.

### **Average Daily Time Allotments for Homework**

|   |               |
|---|---------------|
| Kdg & 1 <sup>st</sup> grade                   | 10-30 minutes |
| 2 <sup>nd</sup> grade                         | 20-45 minutes |
| 3 <sup>rd</sup> grade                         | 30-60 minutes |
| 4 <sup>th</sup> grade                         | 40-60 minutes |
| 5 <sup>th</sup> grade                         | 45-75 minutes |
| 6 <sup>th</sup> grade                         | 50-75 minutes |
| 7 <sup>th</sup> grade & 8 <sup>th</sup> grade | 1-2 hours     |

## **A.5 The Academy's Demographics**

The Academy is currently located at 3400 Paseo in midtown Kansas City, Missouri and is mainly housed in the 24-classroom educational wing of Victorious Life Church. This location provides LATCA with access to a main auditorium, a full-court gymnasium, a cafeteria and kitchen, and additional classrooms in the church's annex. The Academy is located in an urban setting where it educates approximately 500+ students annually, grades Kindergarten through eight, who live within the Kansas City, Missouri school district boundaries. The Academy is a Title I funded school which is 96% African-American, with about 93% of students eligible for free and reduced lunch. About 9% of their scholars receive Special Education services, and 1% of their scholars receive English Language Learner (ELL) services

| <b>Student Categories</b> | <b>2010-2011 (510)</b> | <b>2011-2012 (523)</b> | <b>2012-2013 (525)</b> | <b>2013-2014 (536)</b> |
|---------------------------|------------------------|------------------------|------------------------|------------------------|
| African American          | 97.3%                  | 95.8%                  | 96.4%                  | 94.8%                  |
| Latino/Hispanic           | 1.8%                   | 2.5%                   | 1.5%                   | 3%                     |
| Caucasian                 | .4%                    | .8%                    | .4%                    | .4%                    |
| Asian                     | 0%                     | .2%                    | .6%                    | .2%                    |

| <b>Student Categories cont.</b> | <b>2010-2011 (510)</b> | <b>2011-2012 (523)</b> | <b>2012-2013 (525)</b> | <b>2013-2014 (536)</b> |
|---------------------------------|------------------------|------------------------|------------------------|------------------------|
| Other                           | .6%                    | .8%                    | 1.1%                   | 1.7%                   |
| Free/Reduced Lunch              | 82.2%                  | 74.6%                  | 86.1%                  | 91.4%                  |

| <b>Staff Categories</b>                   | <b>2010-2011</b> | <b>2011-2012</b> | <b>2012-2013</b> | <b>2013-2014</b> |
|---|------------------|------------------|------------------|------------------|
| Ratio: Students to Teachers               | 17               | 17               | 18               | 18               |
| Ratio: Students to Administrators         | 215              | 163              | 175              | 186              |
| Years of Experience of Professional Staff | 13               | 13.8             | 15.3             | 15.7             |
| Professional Staff with Advanced Degrees  | 35.7%            | 37.8%            | 40.9%            | 46.4%            |

## **A.6 Special Student Populations**

### *Special Education Services*

It is the policy of the Academy to develop an individualized educational plan (IEP) for each public school student with a qualifying disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and/or an accommodation plan, if necessary, for students who are qualified pursuant to Section 504 of the Rehabilitation Act.

Tolbert Educational Services will provide special education and/or related services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan, the principal, counselor, and classroom teacher(s) for such course(s)) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll.

## *English Language Learner (ELL)*

The Academy is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, the Academy will provide appropriate programs to address the needs of these students. The Academy will use the WIDA ACCESS Placement Test (W-APT) as the screening assessment as required by the state. The W-APT is a valuable tool that allows the Academy to properly place students in the ESL program and is designed to work in concert with the ELP standards and the assessment. Students entitled to considerations under this policy include:

1. Language Minority (LM) - students who come from a background where English is not the student's first language, or where the primary language of the home is not English or both.
2. Limited English Proficient (LEP) - Students whose English language skills are insufficient to lead to success in an English-only classroom.

A student who has been classified as an English Language Learner (ELL) is eligible for ESL services. To be classified as an ELL, the following criteria will be considered:

- The student is unable to converse in English during a personal interview.
- The student is identified as non-English proficient or Limited English proficient as determined by an English language proficiency test (W-APT). (First semester kindergarten students scoring “Exceptional” in the two modalities, Listening and Speaking, will not receive ESL services during the kindergarten year. However, these students will be assessed in all four modalities, Listening, Speaking, Reading, and Writing, using the ACCESS test during the second semester of kindergarten to determine if services will be needed beginning in first grade.)
- The student is transferring from another school where he/she was receiving ESL services.
- The student is reading two or more years below grade level as determined by the STAR reading assessment, Scholastic reading /phonics assessment, or an English language proficiency test.

The Academy will also take steps to ensure to the maximum extent practicable that the interests of ELL students are included in the development and implementation of District programs and services that are offered by the District to and for its student body.

To ensure that parents/guardians are properly notified of the ELL program, all new and enrolling students are to be given the Student Home Language Survey (Form 6180). The form shall be completed and returned to the school by the parents/guardians if they feel their child may be in need of such services.

## *Admission of Exchange Students*

Resident foreign exchange students under the auspices of an organization or association accredited by the state and/or federal governments for that purpose may enroll in the Academy, and shall have all the rights and privileges of a resident student during the period of enrollment. Those sponsoring agencies which comply with the standards for foreign student exchange programs as established by the U.S. Department of State are those which will be recognized by the District. (**Policy 2250**)

## *Homeless Students*

The Academy is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other school students. In carrying out this commitment, the Academy will identify and assess the needs of the District's homeless students; provide for the placement of its homeless students in the school of best interest; provide access to the District's programs; and appoint a homeless coordinator.

When the Lee A. Tolbert Community Academy designee determines that an enrolling student is homeless, the district's homeless coordinator must assist in the student in obtaining his/her education, immunization, medical, and other records.

According to McKinney-Vento, the student must be enrolled in the interim. If the homeless coordinator is unable to obtain prior immunization records within thirty (30) days of enrolling and the student is still eligible for services under the homeless education program; the student must begin the immunization series and demonstrate that satisfactory progress has been accomplished within (90) days. If the homeless student maintains that he/she is exempted from receiving immunizations, then after thirty (30) days the student must provide documentation in accordance with the exemption requirements provided for in 167.181.3, RSMo. (See also **Policy and Regulation 6273** – Instruction for Homeless Students.) (**Policy 2260**)

## *Migrant Students*

The Academy is committed to the identification, needs assessment and enrollment of migrant students living within the District. The Academy's Coordinator of Programs for Homeless Students is also responsible for implementation and maintenance of the District's program for migrant students.

To determine migrant status, the parent/guardian should complete the MELL Parent Survey at enrollment. If the form indicates the family has moved within the past three years, and currently works in one of the categories listed on the survey, the form is sent to the MELL Project Office. A MELL recruiter interviews the family to determine if the student meets qualifying criteria for migrant eligibility. A Certificate of Eligibility is sent to the district when a student is identified as a migrant. At that time, the Curriculum and Instruction Office notifies the student's attendance center and Food Service so that the need for appropriate services can be determined and rendered. (See also **Policy 6274** – Instruction for Migrant Students.) (**Policy 2270**)

## *Title I Services*

The Academy coordinates and integrates Title I school-wide supplemental communication arts for K-8 students with other supplemental services including: incoming kindergarteners, LEP, Special Education, 504, homeless, immigrant and migrant children.

The Academy reviews available funding for existing services and resources to find ways to increase efficiency and effectiveness of all programs. Documentation of student eligibility for each funded program is maintained and continuously monitored for redundancy of instructional services. The Academy ensures that documented meetings and collaboration time is provided for teachers and staff involved with supplemental services to identify overlapping services, to monitor each program's effectiveness, and to provide comprehensive instructional program.

The Academy has 1 full time and 6 part time teachers working in its K-8 classrooms. Being a school-wide Title I school, the Academy can work with all students in the school, however focusing on those

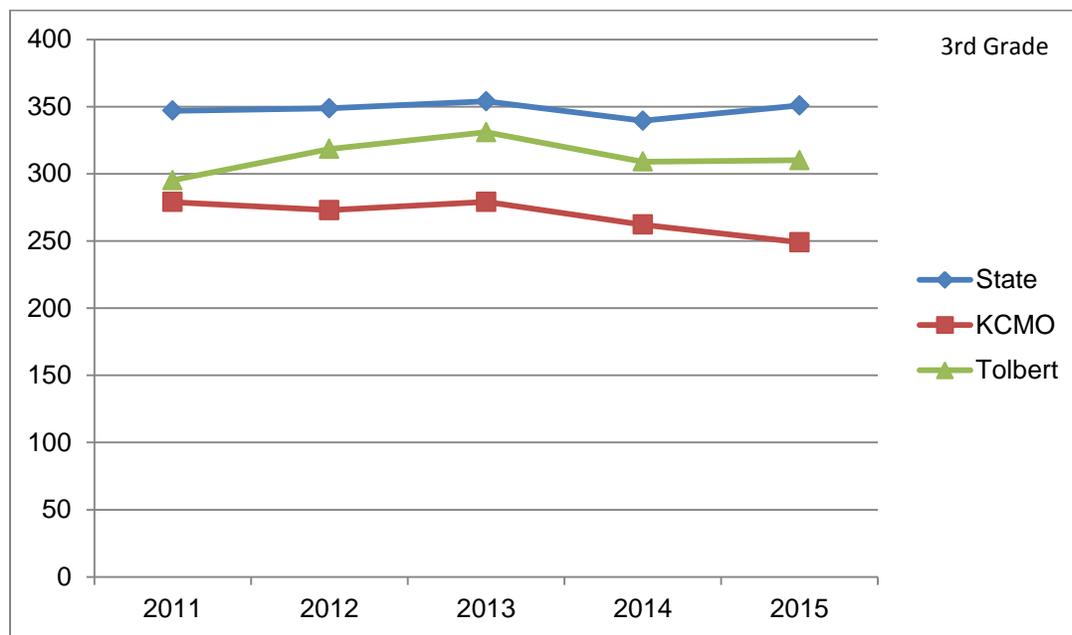
scholars performing 2 or more grade levels below. The Title I program also coordinates and implements parent involvement activities throughout the year. Title I also supports the Academy's vision of increasing access to technology for students and teachers by purchasing instructional technology equipment and software programs.

## A.7 School-Specific Goals and Objectives

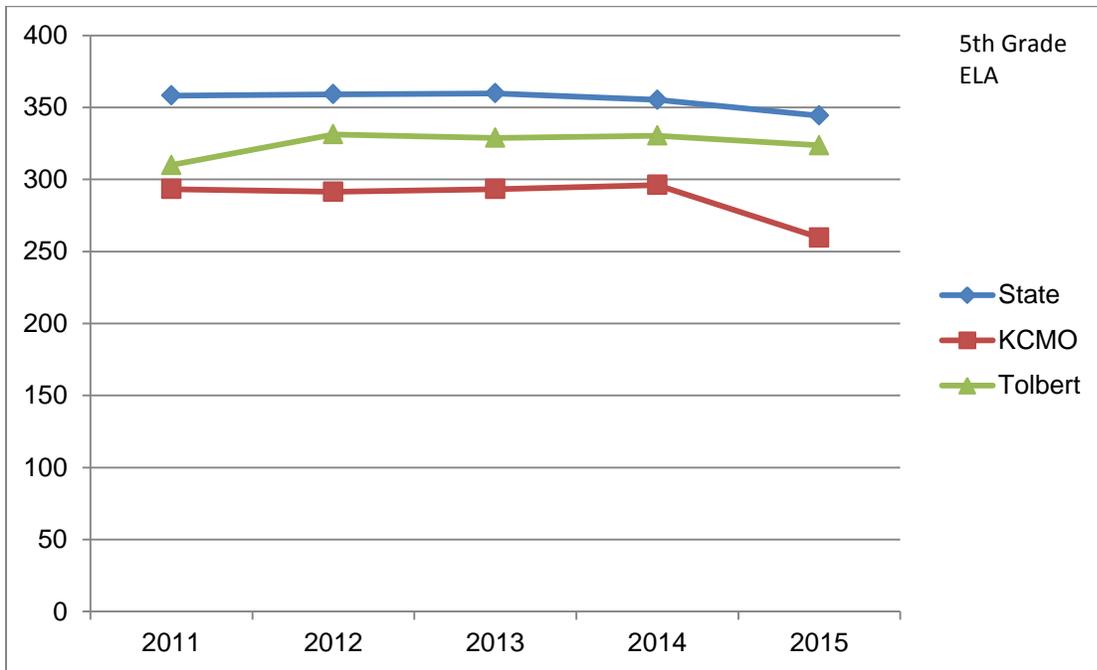
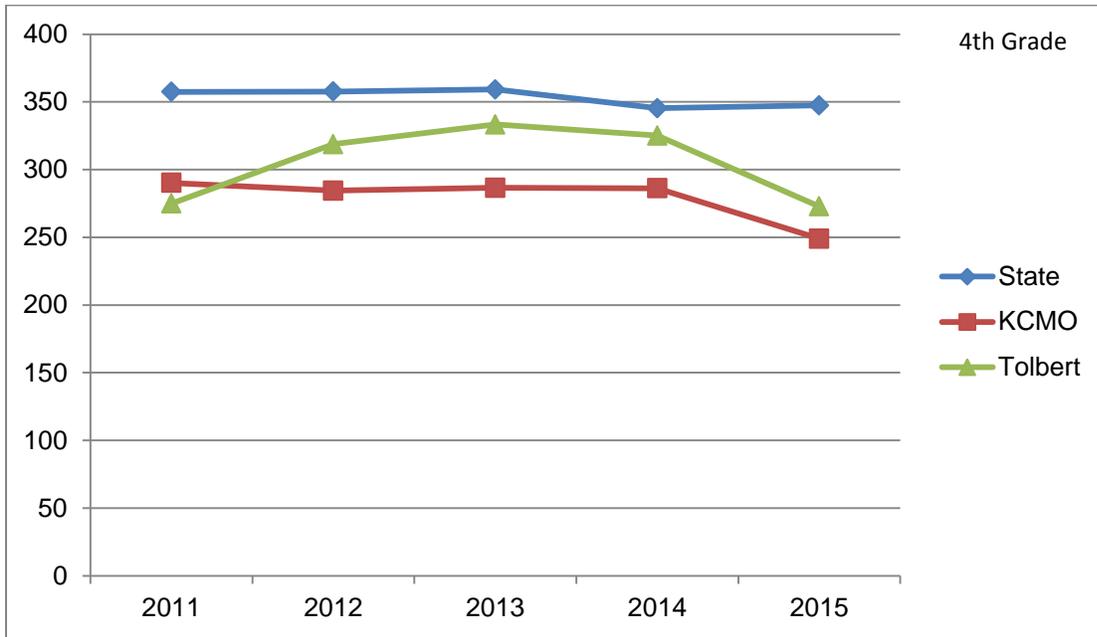
### A.7.1 Academic Performance

The Academy is committed to providing students with rigorous learning experiences in an effort to increase their performance on state assessments. When compared to other KC metropolitan schools, the Academy's scholars have proven to excel.

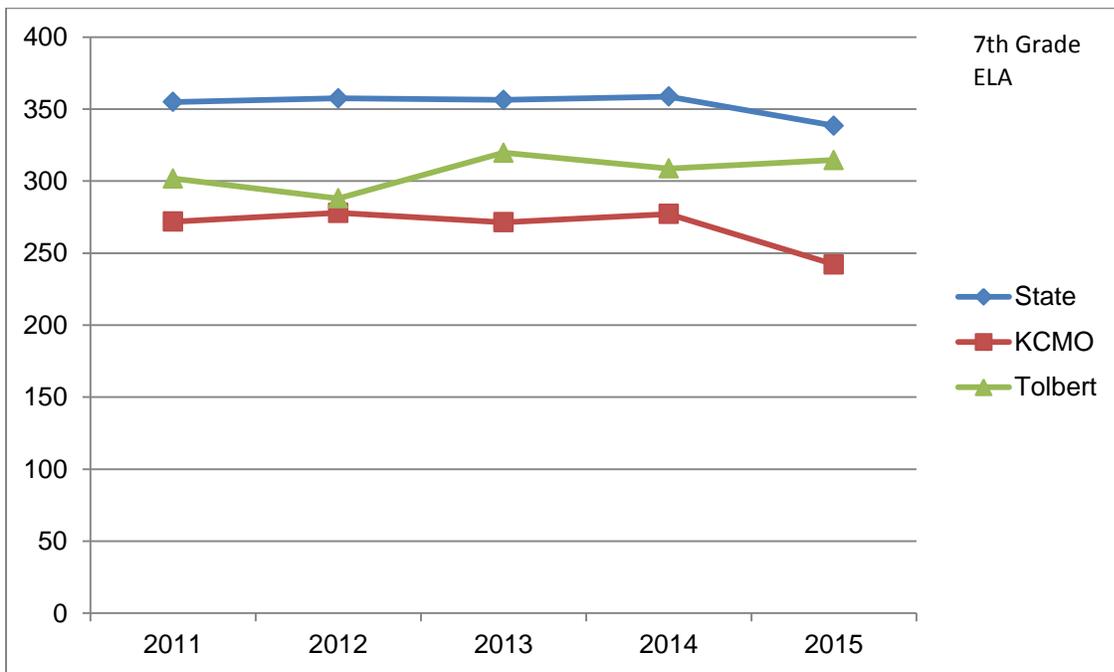
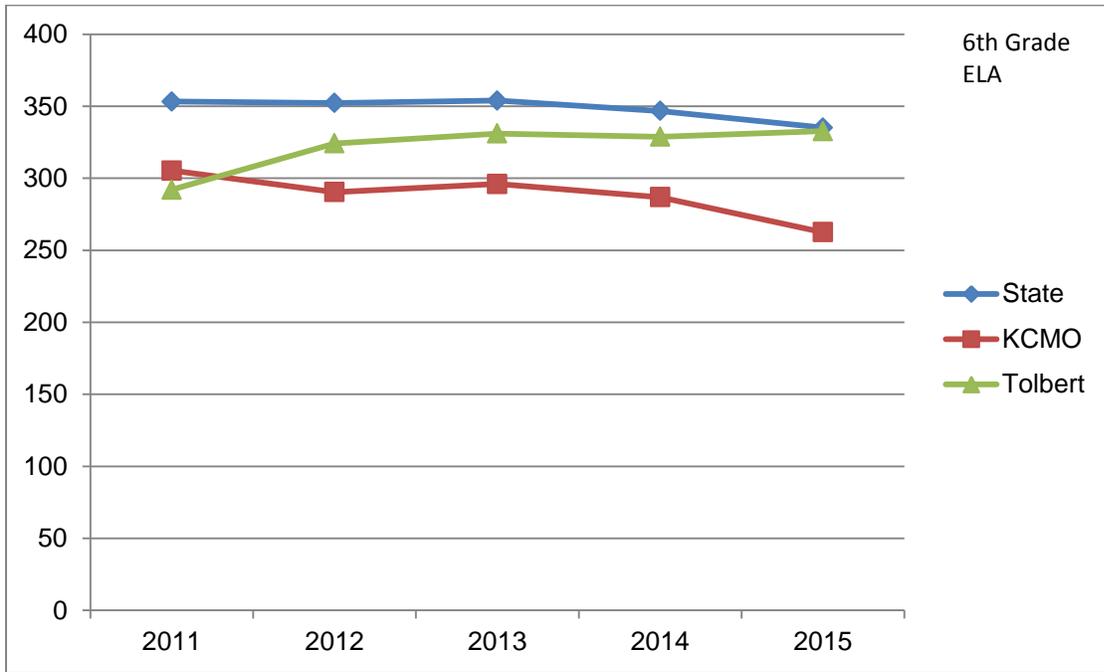
#### Missouri Assessment Program Data (MPI scores): English Language Arts



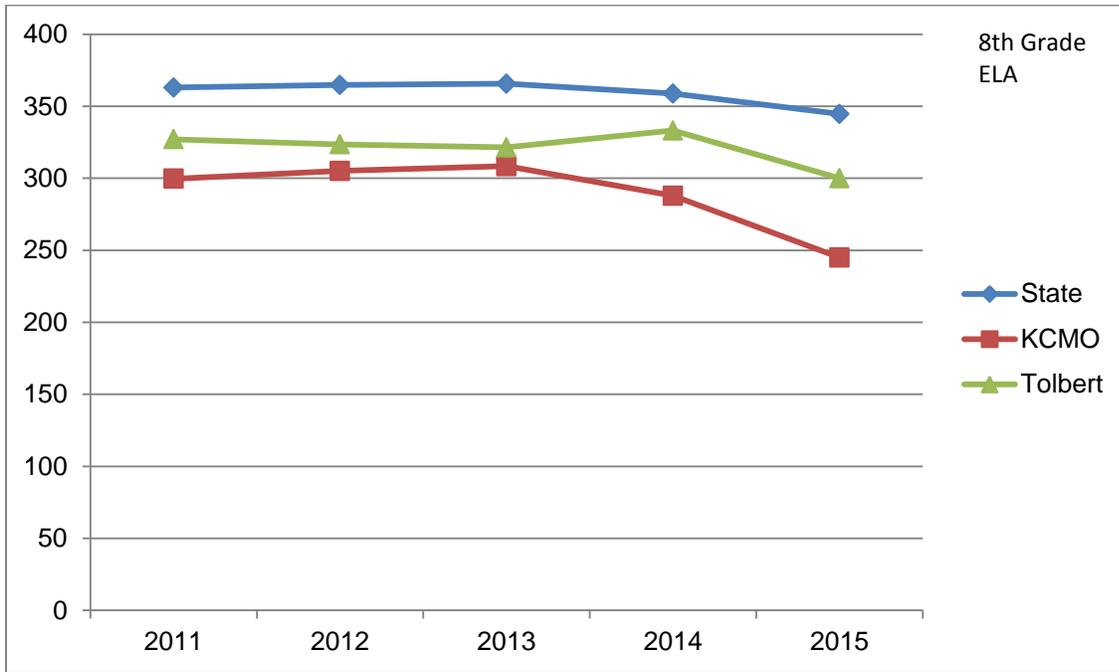
# Lee A. Tolbert Community Academy



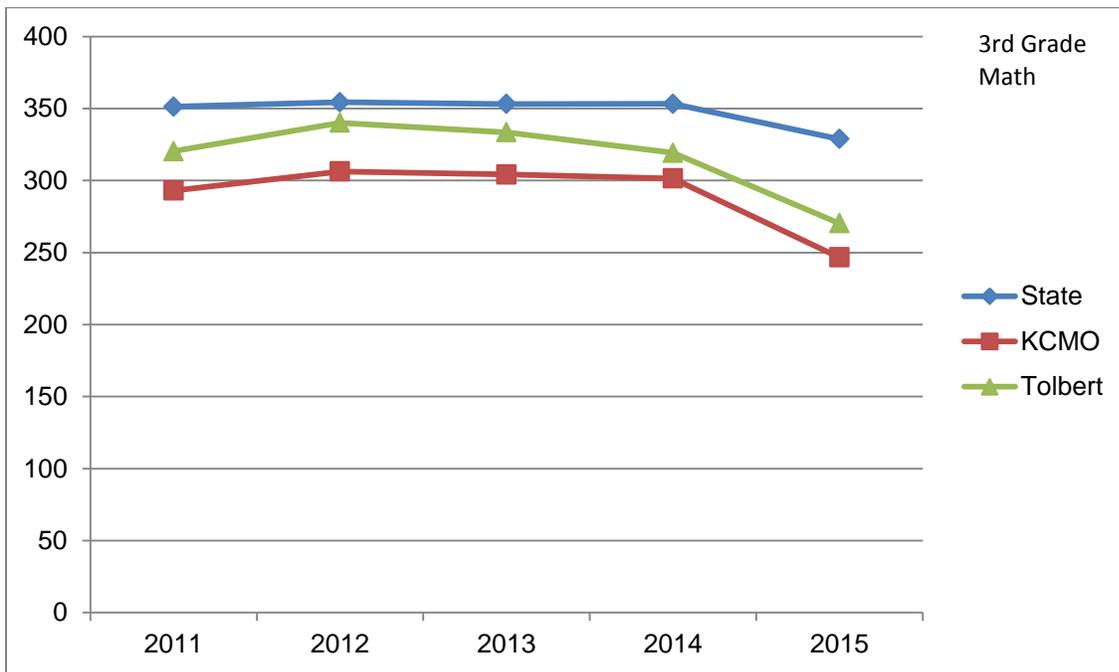
# Lee A. Tolbert Community Academy



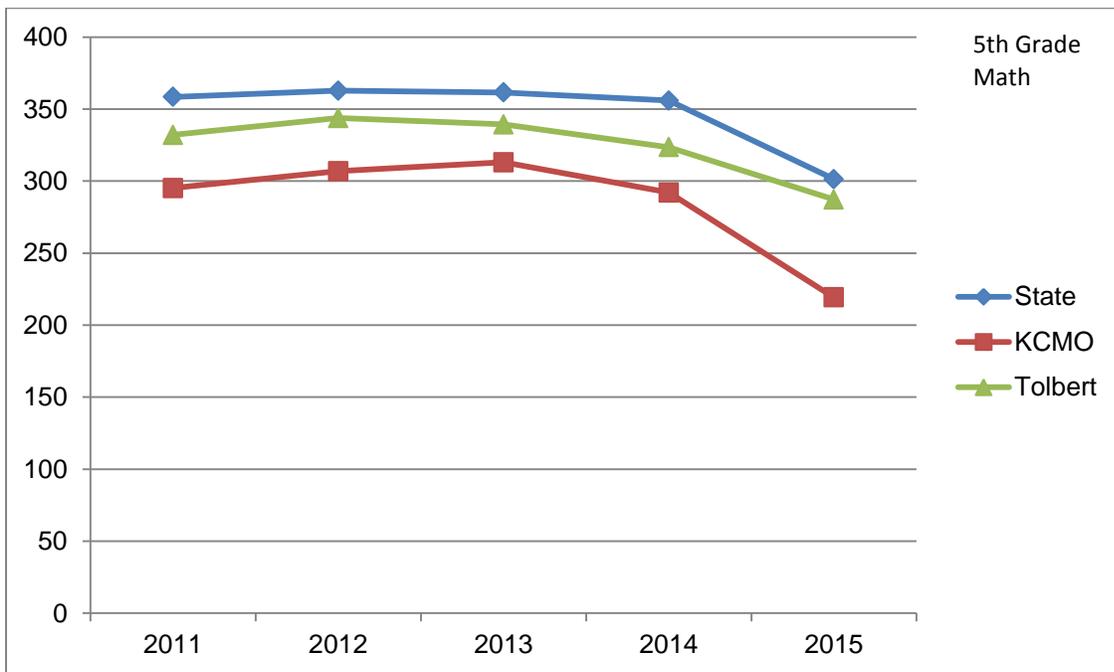
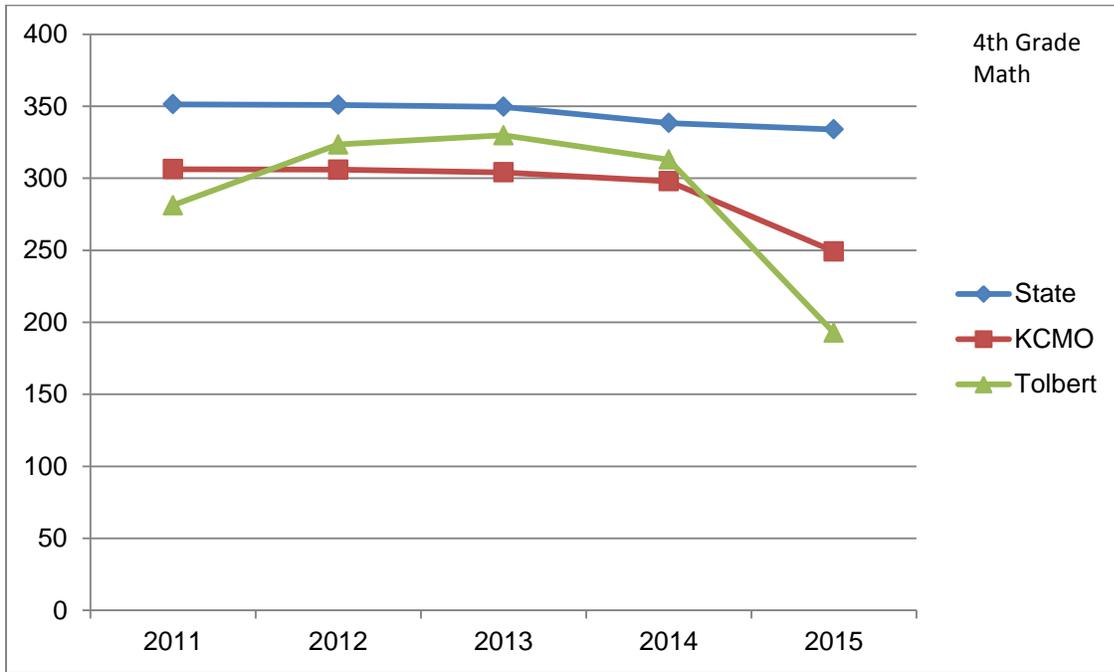
# Lee A. Tolbert Community Academy



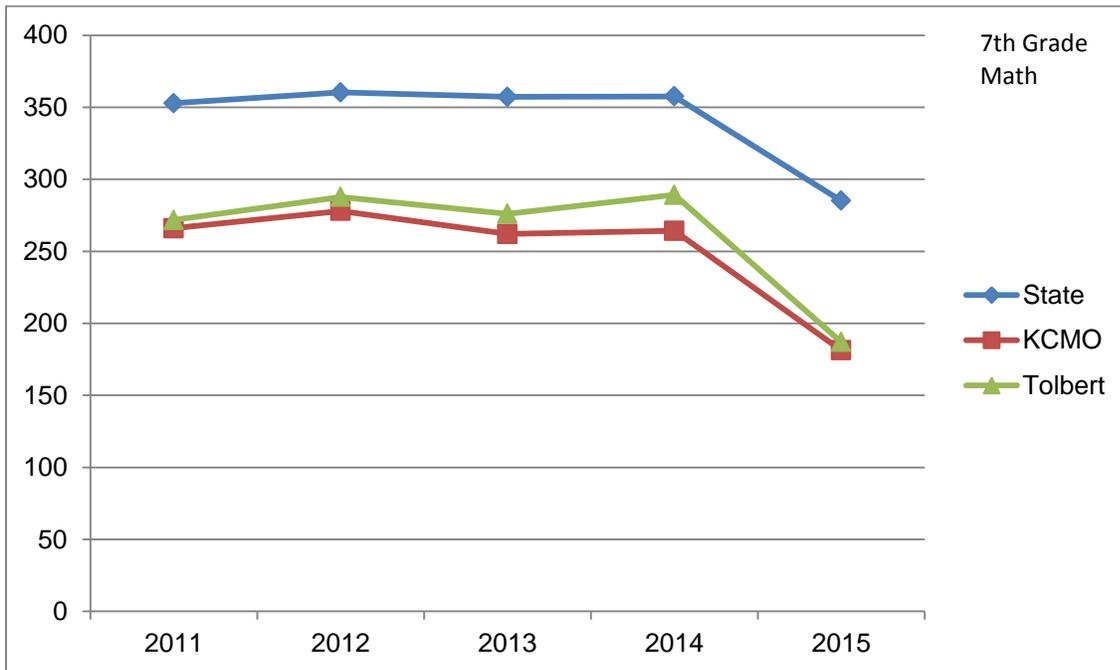
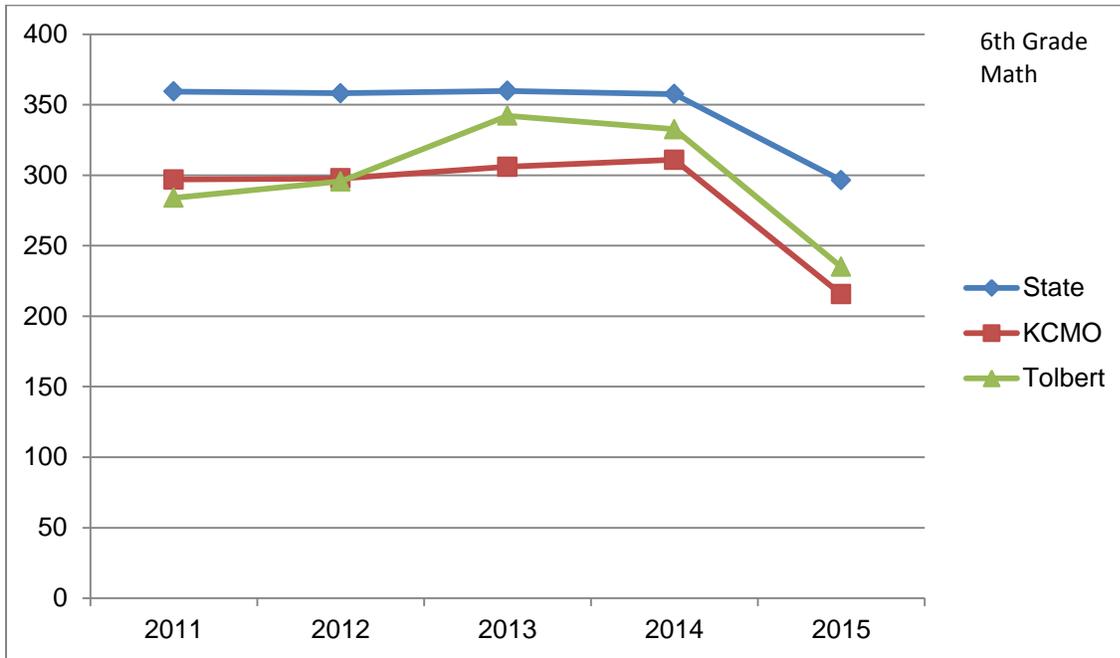
## Missouri Assessment Program Data (MPI scores): Math



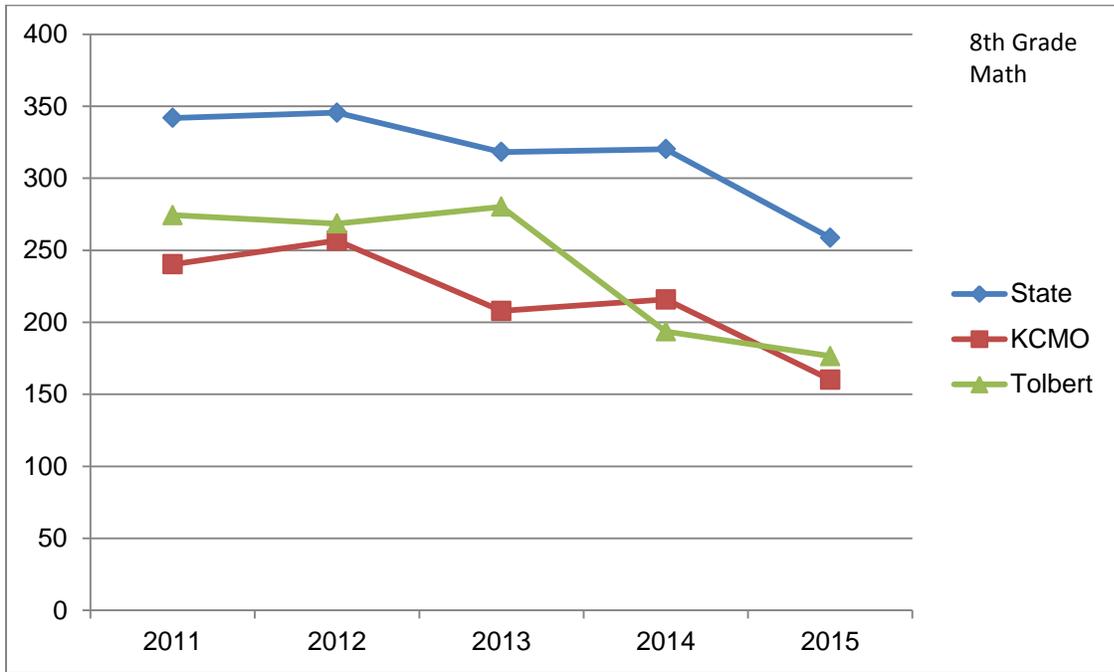
# Lee A. Tolbert Community Academy



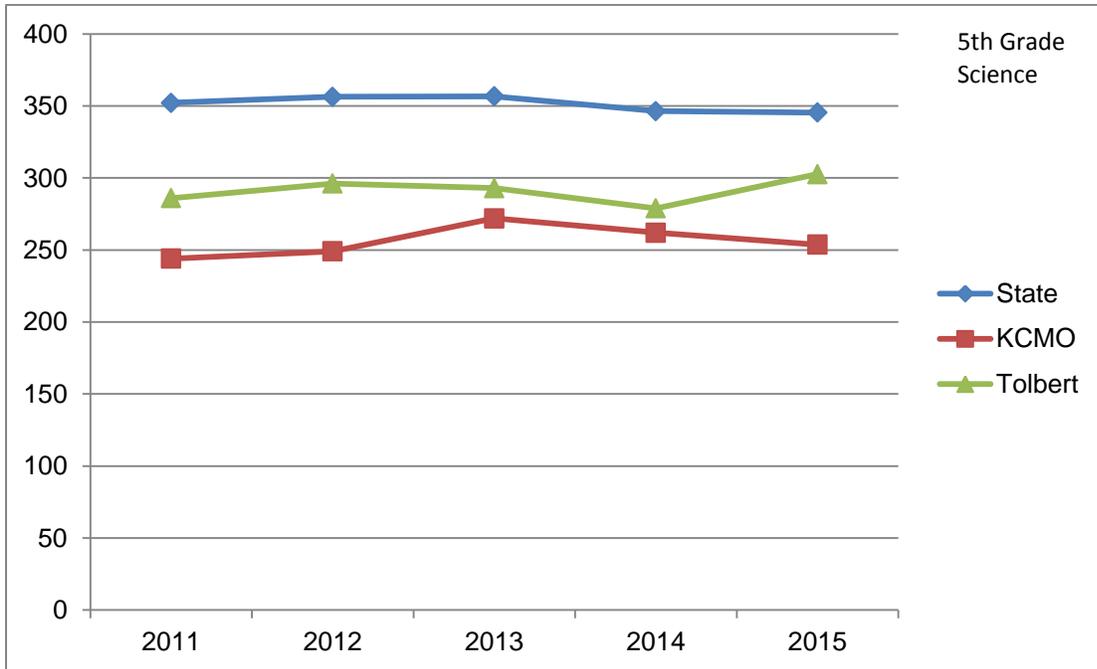
# Lee A. Tolbert Community Academy

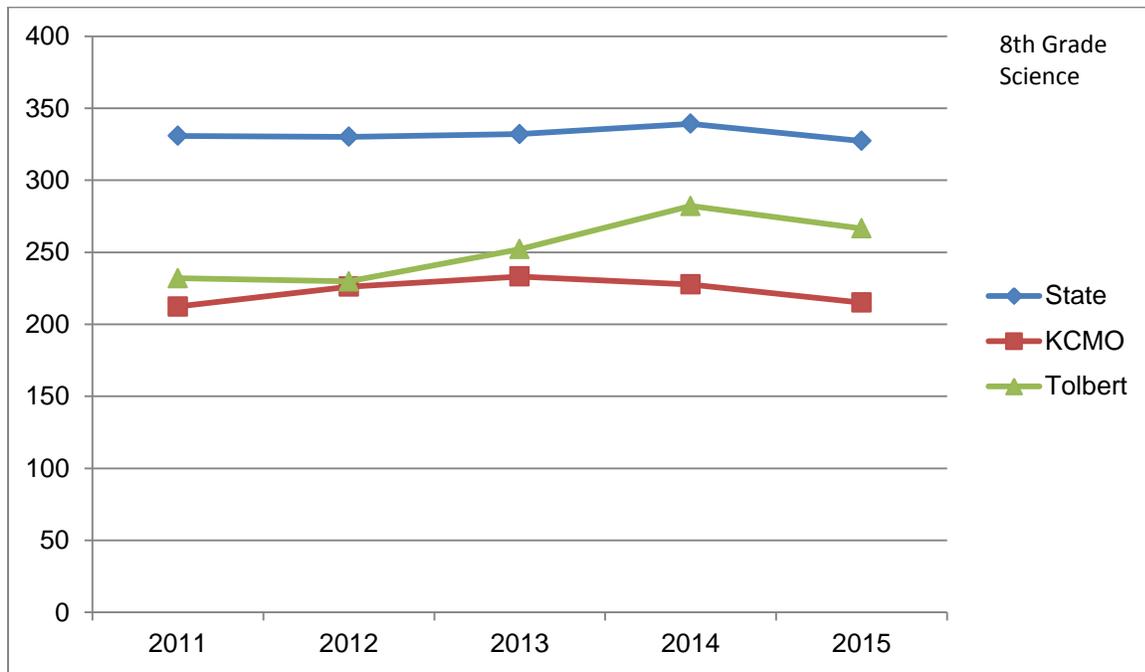


# Lee A. Tolbert Community Academy



## Missouri Assessment Program Data (MPI scores): Science





### A.7.2 Analysis of Student Performance

The Academy sets high academic standards for all students. Its K-8 curriculum is aligned with the MO Learning Standards and state assessments. The Academy uses various standardized assessments to inform teacher instructional decisions and track students’ academic performance. Quarterly analyses of data from campus standardized assessments assist teachers with predicting student performance on state assessments. Teachers use this data to inform their practice of setting individual learning goals for their students and therefore positively impacting student achievement. Although student performance scores on state assessments provide valuable information in the evaluation of the Academy’s academic program, these scores are not the only source of information used by the Academy for such evaluation. However, it is important to note that through anecdotal data analysis there are indications that students who have attended the Academy for three or more consecutive years are more likely to perform in the proficient and advanced categories than those students new to the Academy.

### A.7.3 Performance Contract Goals

In collaboration with its sponsor, the University of Missouri Kansas City, the Academy has identified the following student performance goals. The Academy has defined SMART (specific, measurable, attainable, relevant, and timely) student performance goals in three essential categories: English Language Arts (MAP), Mathematics (MAP), and Science (MAP). The Academy will continue to adhere to Charter School Law by continuing to outpace the district within which it resides. The specific measures for these goals may change annually to maintain alignment with State expectations. The Academy expects students to make progress towards academic performance and growth goals. Additionally, the Academy has established non-instructional goals in the categories of school climate, charter theme and governance. The Academy will make adjustments to its Performance Contract Goals to reflect new reporting standards.

## ***Intervention Process/Procedures***

The UMKC CSC “provides charter schools with clear, adequate, and evidence-based notice of problems.” If the school can give the matter immediate attention and rectifies the problem in two weeks to one month, the incident is noted in the school’s file. However, if the matter cannot be resolved in a timely manner, the UMKC CSC’s Director will draft a letter placing the school on probation. “The school is provided adequate time to address and correct problems including academic performance deficiencies.” Statutory non-compliance related to teacher certification, improper investment of funds, and untimely CPA audit submission will result in immediate probation. If the grounds for probation are not addressed in a timely manner, a school’s charter may be non-renewed or charter revoked.

The UMKC CSC has developed an agreement to be used with charter schools, as part of their application that outlines the terms under which the UMKC CSC will exercise the Center’s responsibility to initiate intervention, revocation and non-renewal.

The UMKC CSC shall intervene in the operation of this charter school if contract violations or performance deficiencies based on the findings of the state board of education mandate if one or more of the following conditions exist:

1. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school years unless the school has dropout recovery as its mission;
2. The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and
3. The charter school is identified as a persistently lowest achieving school by the department of elementary and secondary education
4. A violation of the law or the public trust that imperils students or public funds.

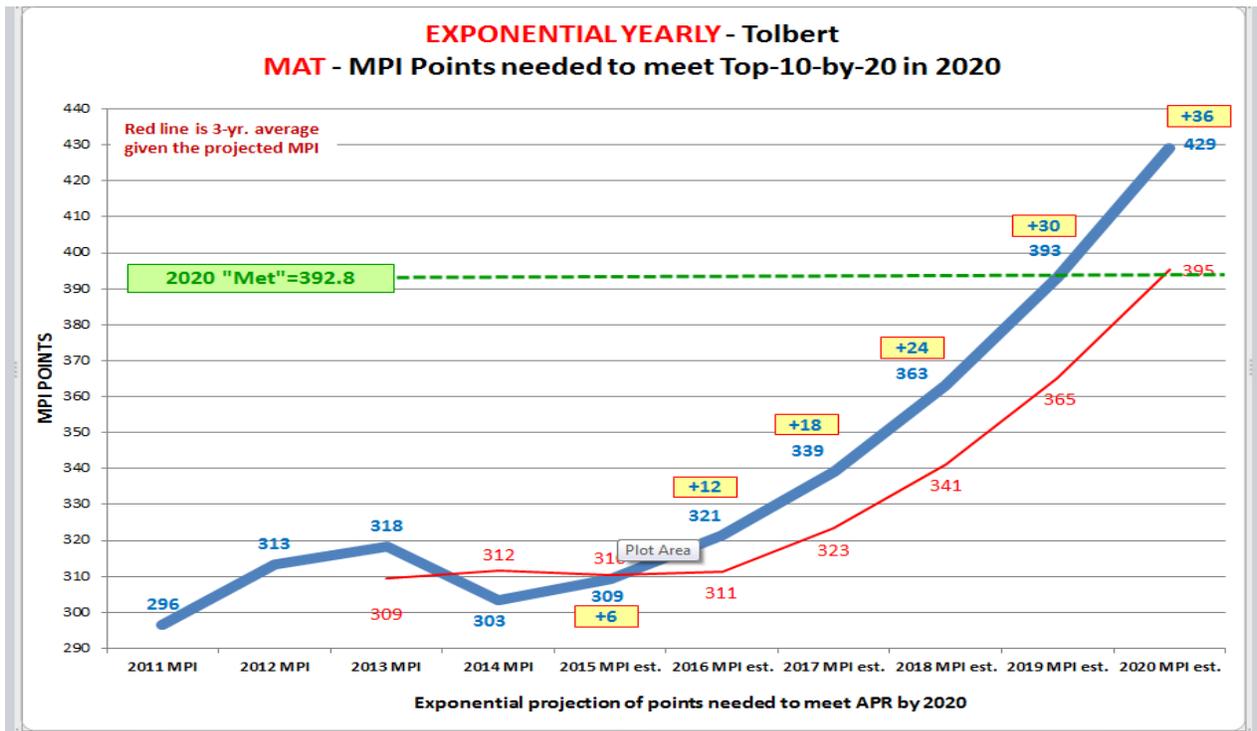
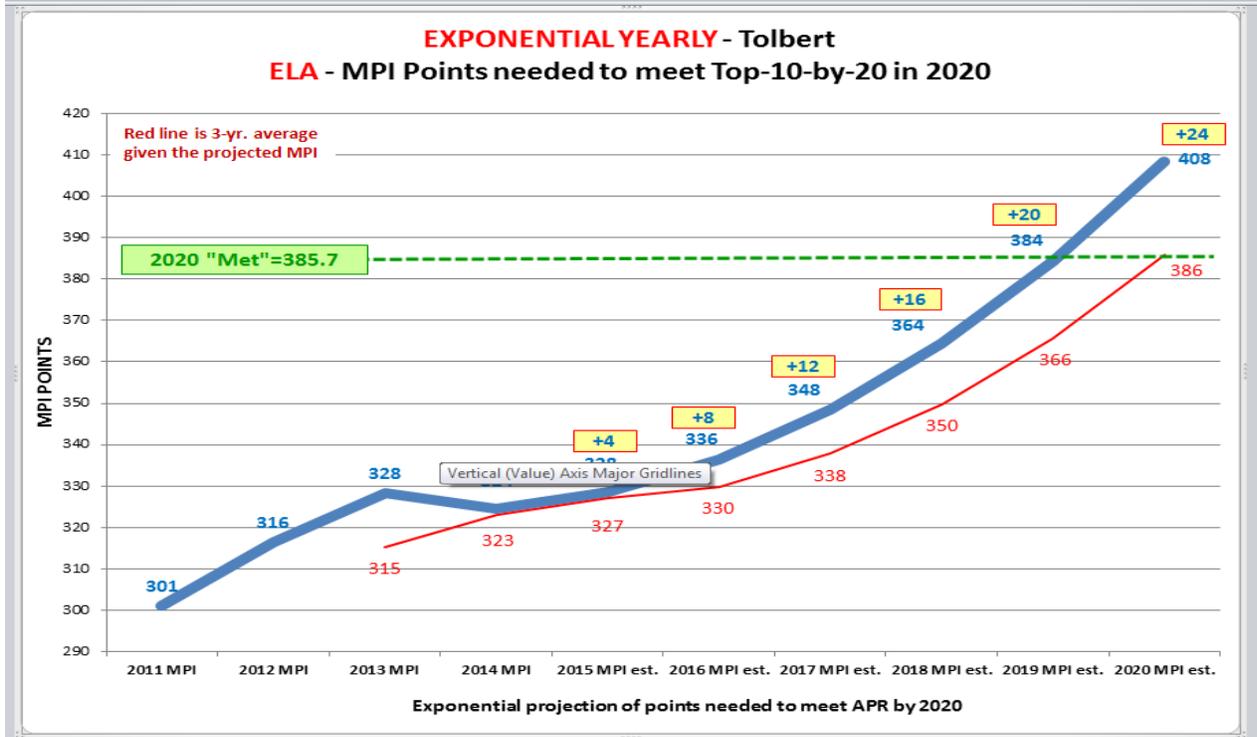
*RSMo 160.405.8(1)(a)(b)(c)*

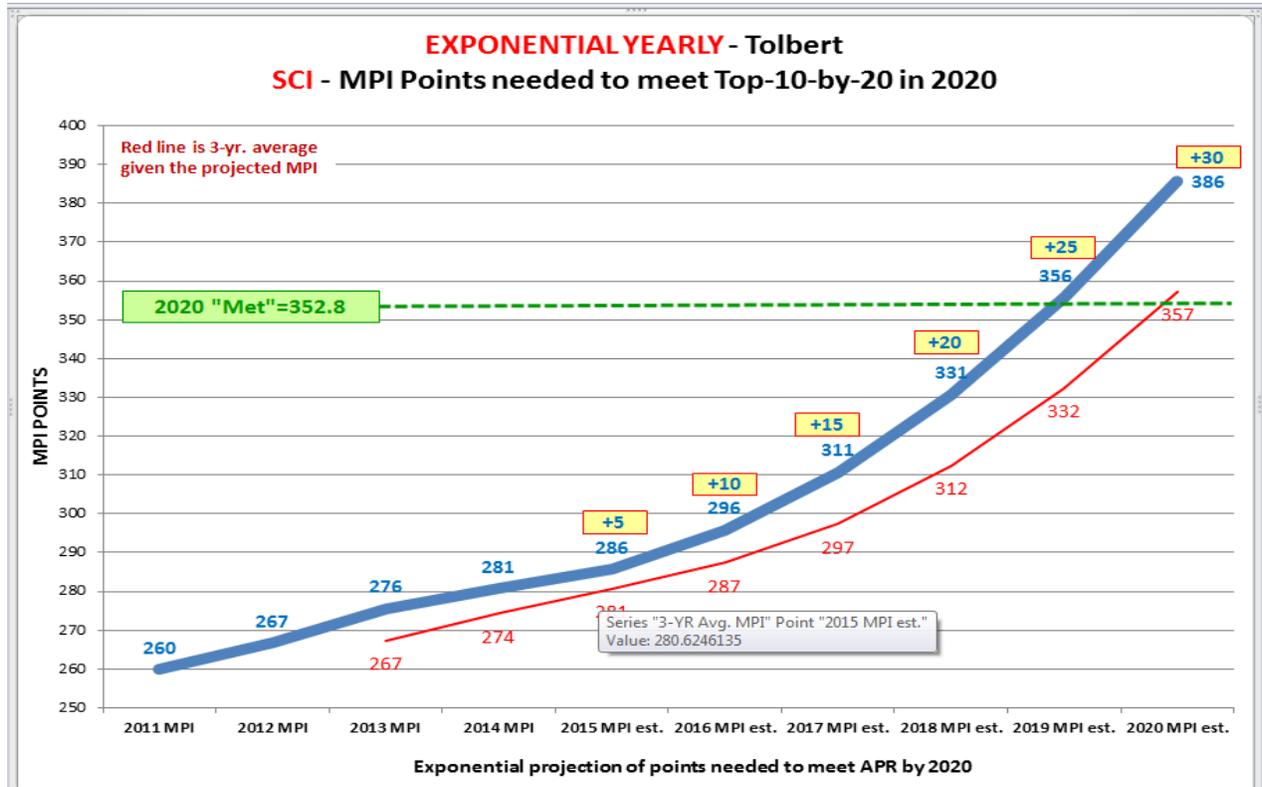
If school closure is warranted, the UMKC CSC and the Academy will follow all processes and procedures outlined according to 26 Code of State Regulations: DESE 5 CSR 20-100.

# Lee A. Tolbert Community Academy

Below is a projection of the three academic goals to be achieved over the life of this charter in order to achieve the Missouri Department of Education's goal of Top 10 by 2020.

The Academy's MPI Score (Exponential Growth Model)





## A.8 School Climate and Discipline

“A positive school culture is reflected in all aspects of LATCA. It is evident, based on interviews of students, staff, administration, and parents, and an overall feeling when walking in the building, the culture and climate of LATCA is positive. The school consistently uses the Behavior Intervention Support Team to reinforce positive behaviors and instill a sense of accountability and responsibility in their scholars. The academic and behavioral accomplishments of students are celebrated. Celebration of staff accomplishments serves to model success for students. The people who work and study inside these walls have dedicated themselves to creating a learning atmosphere where everyone feels confident to grow unimpeded.” Advanced Accreditation Review Team

### A.8.1 Goals of the Academy

- To provide an innovative educational environment that meets the educational, social, emotional, physical, psychological, individual and special needs of each student in order to maximize academic achievement and reduce the risks that cause students to drop out of school.
- To provide a nurturing environment where high-risk students are able to learn coping, peer mediation and goal setting skills necessary for succeeding in school as well as within their families, the community and society at large.

- To provide creative and integrative programming designed to engage students by providing them opportunities to develop and practice entrepreneurial skills within a safe, structured, and “real-life” simulated learning environment.
- To provide technology-based education whereby all students can develop the necessary academic and technical skills necessary for successful integration in a high-tech and global society.
- To develop in each student a respect for self and others through diversity and multicultural training, in order to interact positively with others; make sound, healthy, appropriate decisions; utilize problem-solving skills, and to become aware of and responsible for his/her own learning as well as his/her potential contributions to school, family, the community, and society.
- To develop in each student a commitment to become a life-long learner.

## **A.8.2 Perception Data**

The Academy employs a variety of resources to evaluate the academic program and overall impact of the Academy’s effectiveness. These resources include:

- Student performance scores on state assessments
- Student performance scores on campus standardized assessments
- Student attendance
- Student grade level promotion rate
- Faculty and staff attendance
- Parent completion of contractual requirements
- Parent satisfaction surveys
- Advance Questionnaire perceptions (students – grades 3-8; faculty; parents)

These data sources provide helpful information when evaluating the effectiveness of curriculum, operational procedures, etc. of the school. The Academy administered the Advance Questionnaire to students in grade 3-8, parents, classroom teachers and school administrators. Although most of the results from the questionnaire were favorable, the Academy identified an area for improvement and concluded that that area would be a performance contract goal.

### **A.8.2.a Performance Contract Goal**

The following is a discussion of one of the Advanced Questionnaire indicators highlighted by Dr. Jones. The results of this indicator prompted its determination as a Performance Contract Goal.

1. The **school climate** scale identifies the degree to which all students feel respected and valued. As school climate has historically been identified as a strong correlate to improved student achievement, it should be noted that the AQ data confirm that the climate for learning at Lee A. Tolbert from the students’ perspective is above average as compared to district level students’ responses statewide. At the 3.9 mean agreement level, the School Climate Scale was at the 74th percentile. Five of the six individual items were below the 4.0 agreement level with items, “My opinion is valued by teachers

and administrators” (3.03/6th percentile) and “If a student has a problem there are teachers who will listen and help,” (3.98/1st percentile) negatively impacted the scale. The highest individual item for students compared to statewide responses was, “Teachers in my school really care about me” (4.17/10<sup>th</sup> percentile). It should be noted that the standard deviation for this scale was relatively high indicating considerable difference in the perceptions of climate by students.

The School Climate Scale for faculty presents a high level of agreement at a 4.14 mean agreement level on a scale of 1-5 with 5 being strongly agree. Examination of the items within this scale reveals strong levels of agreement on three of the four items. It is clear from the AQ data that there are notable differences in the perceptions of students taking the survey and the faculty. Where differences between faculty and student perceptions surface, the opportunity is presented for rich conversations between representatives of both groups to identify possible reasons for the differences. Regardless, these perceptions do impact both relationships and performance

The Academy offered the following thoughts about the indicator results:

- Although students noted the following statements “My opinion is valued ...” and “... there are teachers who will listen and help” at a low satisfaction rate, we were pleased to see that students did express positively that, “Teachers really care about me.” However, the contradiction in similar question items warranted discussion of causation.
- Charter Renewal Committee members noted the following as possible reasons for the discrepancy in results:
  - Students’ level of understanding of question items were minimal
  - Questionnaire was administered in November, and student teacher relationships were not completely established
  - Large number of new students to a school with high academic and behavioral expectations
  - Length of survey

SMART Goal: In order to address students-to-school relationships the Academy will revise and reimplement the CARE team structure, Caring Attitudes by Respecting Everyone, by second semester of the 2015-2016 school year, which will meet weekly giving all students another adult contact the building.

#### **Plans to address goal result:**

- Teacher-Student Relationships has been added as a part of the new Teacher Evaluation System
- CARE Team activities will include discussion prompts about school climate and culture
- “Stop and Jot” writing prompts will be implemented about school climate and culture

## A.8.3 Platforms for Student Excellence

We believe that the best learning environment is one in which community, parents, children, and school staff work together. At the Academy, we believe . . .

- all children can learn and succeed
- in putting children first
- everyone is a learner and every child is special
- children have different learning styles
- learning should be relevant
- children learn in a safe, stimulating environment
- learning should be contagious and inviting
- children have choices and responsibilities in learning
- families play a key role
- in community involvement
- parent involvement enhances learning

## A.8.4 Charter Theme

“Most new jobs won’t come from our biggest employers. They will come from our smallest. We’ve got to do everything we can to make entrepreneurial dreams a reality.” This quote by Ross Perot accurately summarizes our belief in the importance of developing a strong entrepreneurial spirit among our youth in the urban core and providing them with foundational financial literacy. In 2004 nearly one-third of the entire male workforce was self-employed men. In that same year 15% of women in the workforce were self-employed. According to the 2008 reports from the US Census, almost 2,356 people move to entrepreneurship per day. This is a big figure. Even though not all of them succeed, the report puts entrepreneurship efforts of such people at 78% of US small businesses, whereby the overall earnings are estimated at a whopping \$951 billion per year! It is the strong small businesses that can have the greatest impact of reviving and rebuilding our urban communities. For this reason the Academy has adopted the theme of Entrepreneurship and Financial Literacy. The Academy is committed to cultivating the creativity of youth in the urban core; translating that creativity into viable entrepreneurial pursuits; and providing students with the necessary financial knowledge and skills to be successful citizens.

### A.8.4.a Performance Contract Goal

SMART Goal: The Young Entrepreneur Spirits program will be embedded into our daily structures and routines by collaborating with the Center of Entrepreneurial Ecosystem Development, CEED, to strengthen our scholars’ creativity, problem-solving, and critical thinking skills through annual staff professional development using the Stanford University’s Design Thinking program, rigorous student

learning experiences, comprehensive financial literacy curriculum and development of multiple community partnerships.

## A.8.5 Home Visits: Rationale and Procedure

“Home visits are just one way to make the vital connection between teacher and student and between home and school. Good customer service, high expectations, a desire to make sure every student is successful and the efforts of all educators help create a culture of caring and achieving.”(Kelly E. Middleton, Superintendent, Mason County School, Maysville, Kentucky 2008)

“I feel a greater connection with a student and his or her family after a home visit”. (Tarik McFall, School teacher, Fern Bacon Middle School, 2011)

“I think the visits help build a relationship between family and school. Many of these parents I may never see unless I go to them. When I go to their homes and show them that I want to work with them not against them, I feel I am able to know more about their child and how they can be most successful at school.”(Valley Park Elementary Teacher, 2010)

“This is the first time a teacher has ever visited our home. Anything else she does this year will be fine with me!” (parent of a new LATCA sixth grader)

Home visits are a powerful component of the Academy’s partnership structure. The Academy is one of the few charter schools that have made home visits a foundational practice. Home visits help students to see their teachers and parents as partners. For teachers, it is an opportunity to learn about the students and their families, determine each family’s academic and social priorities for their children, and set goals with students and parents. Home visits set the pace for developing positive relationships between teachers and parents and may prevent major problems from arising during the school year. The Academy’s faculty and staff have been committed to this endeavor since the beginning of operation in 1999 and have conducted home visits for students in grades K-8 annually. The Academy requires that all teachers complete at least 70% of their home visits in students’ homes or at locations away from the school. Every year the Academy’s teachers exceed the minimum requirement of 70%. This can be attributed to the teachers’ buy-in of the benefits of this practice. Some faculty members have recorded 100% completion numerous times.

## A.8.6 Student Pledge

Weekly during Morning Assembly students, faculty and staff recite the Student Pledge as a means to focus and remind them of the expectations of the Academy. Through recitation, students take to heart the meaning of the pledge and apply its principles to their scholastic journey.

**Pledge:** I was created to be successful. I can do anything I set my mind to do. I achieve all my goals. I respect my parents, my elders, my peers, my teachers; but most of all, I respect myself

I am wise; therefore, I listen and obey instruction. I not only accept responsibility, but I take it! I am **responsible** for myself, my actions, my supplies, my school, my home, and my community.

Daily, I am prepared for success: mentally, emotionally, spiritually, and physically. I allow nothing and no one to stop my progress. I am ready to combat fear, ignorance, violence, drugs, and all other enemies of my community, my home, my school, and my life.

Knowledge is power and my greatest weapon; therefore, I will become skillful in Science, Mathematics, Social Studies, Reading, English, Technology, and Foreign Languages.

I will graduate from high school and complete college or gain advanced training in preparation for my role as a leader and an entrepreneur. I will use my creativity to create businesses, jobs, and other opportunities in my community.

As a student at Lee A. Tolbert Community Academy, I am RESPONSIBLE, PREPARED, AND READY TO LEAD.

## A.8.7 Behavior Goals

Students learn eight (8) behavior goals that they are expected to meet every day. Students also are expected to be able to describe 3-4 examples of each behavior goal. Each goal is listed below along with 3-4 examples of each. By the third week of school, students are expected to know them without prompting from staff.

1. **Display a positive attitude** – How do I display a positive attitude?
  - I keep a pleasant face.
  - I say nice things.
  - I encourage others to do the right thing.
2. **Work well with others** – How do I work well with others?
  - I work as a team. I do not work alone.
  - I respect differences.
  - I wait my turn to speak or do something.
3. **Follow directions the 1<sup>st</sup> time** – How do I follow directions the 1<sup>st</sup> time?
  - I look at the person to see if he or she is talking to me.
  - I listen to directions.
  - I do exactly what I am asked to do RIGHT AWAY.
4. **Show respect for others** – How do I show respect for others?
  - I listen when others talk.
  - I keep my hands and feet to myself.
  - I ask students to be quiet. I do not tell students to shut up.
5. **Show good customer service skills** – How do I use good customer service skills?
  - I use my manners.
  - I greet visitors with a positive attitude.
  - I help others.

6. **Do my work** – How do I do my work?
- I work quietly.
  - I complete all my work on time.
  - I turn in my work.
  - I bring my Thursday Envelope back to school every Friday.
7. **Use good communication skills** – How do I use good communication skills?
- I talk in a low voice.
  - I say “please,” “thank-you,” and “excuse me,” to students and adults.
  - I call students and adults by their names.
8. **Set and work toward my goals** – How do I set and work toward my goals?
- I decide what I need to do. I decide what my goals are.
  - I make a plan for how to reach my goals.
  - I work with my teacher to follow my plan.
  - I ACHIEVE MY GOALS!!**

## A.8.8 Principal’s Breakfast/Lunch

Students who earn 36-40 points or 90% of their weekly points for four (4) consecutive weeks have breakfast with the principal the first Friday following students’ completion of the fourth week (the date varies depending upon other school events). This celebration awards approximately 200-250 students each month. As an added incentive for the Academy’s middle school students, they are provided the opportunity to have lunch with the principal at a KC metropolitan restaurant. The restaurant choices expose students to fine dining experiences that they may not normally be afforded.

## A.8.9 Student-Led Conferences

Student-led conferences are a practice that the Academy continues to implement even after the Academy’s separation with Expeditionary Learning Schools. Student-Led Conferences are an important part of the Academy’s expectation of student accountability.

“Student-Led Conferences are designed to empower students to take responsibility for their own academic progress and character development. In student-led conferences, students meet with their parents and present evidence showing how they have met learning targets from each of their classes. Students also share reflections on their learning from classes and from particular assessments. At student-led conferences, students showcase work that demonstrates their proficiency in a subject, including project work, completed problem sets, tests, and quizzes, writing, a recorded performance, and any other materials they have collected in their portfolio over the term. Students might also discuss evidence of their character growth, attendance, and service-learning projects they have completed.

Student-led conferences give students the chance to explain any shortfalls in achievement or behavior with parents or guardians, and to share their goals and strategies for next term.” Expeditionary Schools

Student-led conferences are held every third quarter at the Academy. Students are encouraged to invite parents and other family members to this conference to discuss learning experiences and academic goals set and achieved throughout the term. Each student maintains an academic portfolio that contains artifacts from all content areas. These artifacts are evidence of learning targets attempted, achieved or missed. Students use this portfolio as a guide to facilitate the conference.

## **A.8.10 Discipline**

### *WHAT WILL LEARNING LOOK LIKE?*

- Engaged in activities that are fun
- On task behavior
- Hands-on activity
- Experiential learning
- Safe environment
- Risk taking
- Variety of learning styles
- Allowances made for gifted and underachieving
- Interaction between students
- Cooperative Learning
- Appreciation of multiple intelligences and learning styles
- Children helping children
- Happy faces
- Allow for creativity
- Multicultural awareness
- Parent and Community Involvement
- Improve test scores
- Every student learning every single day

## *Student Expectations*

L.A.T.C.A. students are expected to demonstrate the following qualities:

- Honesty
- Respect for self, others, and property
- Responsibility for one's actions, class work, and homework
- Compassion
- Self-discipline
- Giving
- Perseverance

## *Behavior Intervention Support Team, B.I.S.T.*

The Academy has been a partner with the Ozanam and has implemented the B.I.S.T model since 2001. "The Behavior Intervention Support Team (BIST) grew out of a desire to keep at-risk students in a community school. [Their] mission is to help teachers, administrators, parents and students learn techniques to effect positive change and create a healthy learning environment for all. We accomplish this through G.R.A.C.E. - Giving Responsibility and Accountability to Children in Education."

Behavior Intervention Support Teams supports a caring community and a productive academic environment. BIST empowers schools to change students' lives and behavioral skills. Common elements include...

- Balance of grace and accountability
- Powerful language to problem solve
- Consistency in expectations

## *School-based Interventions*

When students violate school rules, any of the following school-based interventions are utilized to help the student understand the wrongfulness of his/her behavior and correct his/her behavior:

- Academic modifications
- Daily or weekly progress reports
- Daily points not earned
- Behavior Modification Programs
- Behavior contracts
- Student/Teacher or Student/Administrator Conferences

- Parent/Teacher or Parent/Administrator Conferences
- In-school Suspension
- Short-term suspension (imposed only if other interventions are unsuccessful)

### *Suspensions and Expulsions*

The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violation of school rules. The principal or her designee shall have the power to suspend from school any student guilty of gross misconduct or continual insubordination to school organization and/or regulations.

When a student is suspended or expelled from school, he/she is not to be on any school property or attend any school-sponsored activity for the duration of the suspension or expulsion. It is the responsibility of the principal to determine the type of exclusion and/or action recommended for students who violate school rules.

### *Offenses and Consequences*

The Academy has classified inappropriate student behaviors in Classes I-IV, class number corresponding to increased severity of student behavior. Each class has a list of consequences that can be distributed by school personnel. This list is used as a guide providing school personnel with the opportunity to adjust on a case-by-case basis.

## Organization Plan

Governing Body

Management History

Governing Board Composition

Management and Operation

Staffing and Human Resources

Student Recruitment and Enrollment

Parent, Community and Educator Involvement

**B. Organizational Plan**

**B.1 Governing Body**

**B.1.1 Governing Board Purpose and Roles**

The Tolbert Community Academies Governing Board performs three basic functions in the management of the School:

*Legislative*

The Board shall exercise full legislative rule and management authority for the School by adopting policy and directing all procedures necessary for the governance of the School’s educational and administrative responsibilities.

*Executive*

The School Board shall delegate to the Superintendent the responsibility of implementing all Board policy.

*Appraisal*

The TCA Board shall determine the effectiveness of policy implementation through evaluation of school operations, practices and program outcomes. The achievement level of students shall be the guiding standard through which all success shall be measured.

*Sponsors*

The Board will not contract with sponsors other than UMKC without having a prior discussion with UMKC

**B.1.2 Statement of Practices**

*Board Meetings*

The Tolbert Charter Academies Board meets monthly to be compliant with 5 CSR 20-100.260. The TCA Board meeting is held on the second or third Monday of every month at the hour of 7:00 p.m. unless otherwise determined. Board meetings may be conducted in person, tele-conference calls, video chats, Internet conferences, e-mails and Internet message boards. Meetings will be posted according to Sunshine Law requirements.

*Attendance*

Members shall attend all regularly scheduled Board meetings insofar as possible. Any member failing to attend the meeting of the Board for three (3) consecutive regular meetings, unless excused by a majority of the Board for reasons satisfactory to the Board, shall be deemed to have vacated the seat; and the secretary of the Board shall certify that fact to the Board. The vacancy shall be filled as other vacancies occurring in the Board. Attendance for purposes of this provision shall be defined as actual, physical attendance at the Board meeting until all of the business of the Board has been completed unless a member is excused by a majority of the Board.

## *Employment*

Members will not be employed by the Tolbert Charter Academies LEA or the TCA Board while serving as members of the TCA Governing Board.

## *Knowledge*

Members bring a variety of experiences to their Board positions. Members shall come to Board meetings informed concerning the issues to be considered.

## *Abstentions*

Members shall avoid abstaining except when required by statute or Board policy. The members of the TCA Board have been elected to make difficult decisions on behalf of the students, parents, patrons and employees of the school. The concept of trusteeship requires each member to review the issues under the Board's consideration and to take a stand regarding those issues. A member who has conformed to the above-described tenets of knowledge, open discussion, independent judgment, and independent and civility should be prepared to cast a vote on each of the issues before that member.

## *Cooperation/Delegation*

Members shall work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent. Members shall not attempt to bypass, undermine, or usurp the Superintendent's authority and responsibility for the daily operation of the schools.

## *Conflict of Interest (Refer to Policy and Regulation 0342 – Nepotism, Conflict of Interest and Financial Disclosure)*

Members shall avoid being placed in a position of conflict of interest, and shall not use the TCA Board position for personal or partisan gain. Members shall conduct themselves in accordance with the conflict of interest policy and disclosure requirements prescribed by statute and Board policy. No Member will have a substantial interest in any entity employed by or contracting with the Governing Board of the School. Moreover, no Member of the TCA Governing Board may be an employee of a company that provides substantial services to the Tolbert Charter Academies LEA. Board members will at all times make good faith efforts to avoid the appearance of a conflict of interest. If a situation arises which involves the potential for a conflict of interest, the individual Board member will declare his interest and will refrain from debating or voting upon the question of engaging or using the business entity in question.

## *Travel*

Travel and accompanying expenses may be authorized by a majority of the Tolbert Charter Academies Board for any of its members to attend conferences, meetings, seminars, conventions, etc., at the state, regional and national levels. Travel expenses may include transportation, lodging, meals and registration fees.

Each Board member who has been approved for travel shall file with the Finance Office an itemized account of anticipated expenses and may request and receive an advance for these expenses. Upon completion of travel, an actual expense account report, with appropriate receipts, shall be filed with the Finance Office within the next two weeks.

Travel requests will not normally be approved in the three months prior to the completion of a Board member's term.

## *Training*

Members of the Board are to receive annual training related to their responsibilities. Current board members have received training from Missouri Association of Rural Educators and Missouri Public Charter Schools Association.

## *Accessibility*

Members are accessible to the Tolbert Charter Academies LEA and reside within a reasonable distance from the Tolbert Charter Academies. All Board members shall live in the Greater KCMO/KS area unless they are honorary board members.

## *Confidentiality*

Members shall not disclose confidential information. Information is confidential if it is (a) communicated during executive session; or (b) otherwise communicated with a mutual understanding of confidentiality.

## *Acceptance of Gifts*

Members shall not solicit gifts from vendors. Board members may accept gifts or holiday gifts of nominal value from any person, organization, group, or entity doing business or desiring to do business with Tolbert Charter Academies.

## *Contact with Vendors*

Members, if contacted by a vendor requesting information about Tolbert Charter Academies' bidding procedures, whether of a general nature or with regard to specific goods or services to be bid, shall provide the vendor with the name and business telephone number of the administrator responsible for purchasing such goods or services. The board member shall request that the vendor contact the relevant administrator and direct all questions and concerns to that administrator.

## *Board Communications to Staff*

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent, and the Superintendent will employ such media as are appropriate to keep the staff fully informed of the Board's concerns and actions.

## *Visits to Schools*

Individual Board members who, in their parental capacity, wish to visit the school or classroom(s) of their child(ren) will follow the regular procedures for visitors. Official visits by Board members will be conducted only with the full knowledge of the Superintendent.

## *Educational Welfare*

Members shall remember always that the first and greatest concern must be the educational welfare of the students attending Tolbert Charter Academies.

## *Background Checks*

Members shall obtain a background check prior to beginning service on the Board of Tolbert Charter Academies. Copies of such background checks will be available at the Human Resources Office at the Academy.

## *Term Limits*

Terms of members of the Board of Directors shall be three (3) years. Members of the Board of Directors may serve a maximum of three (3) consecutive terms, and then rotate off of the Board of Directors for one full three year term before being or becoming eligible for re-election to the Board Directors.

## *Site Visits*

UMKC will visit the school on an annual basis to observe and assess the educational performance. In addition, UMKC will conduct such on-site visits whenever the operation or management of Tolbert Charter Academies is changed. UMKC representatives will be placed on the agenda of a Board meeting to review the results of the on-site visit.

## **B.2 Management History**

Leadership has been consistent at the Academy since it opened in 1999. As founder, Mr. Tolbert has been a strong advocate for student learning and has worked to develop a board that looks for ways to support innovation and entrepreneurship in education. He, along with a group of teachers, community members, and area parents held meetings to write the vision of what effective education needed to look like in order for children living in urban Kansas City to develop into productive citizens. From those sessions, a charter application was submitted to UMKC and approved by the State of Missouri.

For the past sixteen years, the school leadership has consisted of: the founding principal, who is now, superintendent; and, the current principal, who began teaching at the Academy in 2000, and has now been principal for seven years. Consistent leadership has been a key to establishing policies and procedures that support the school's vision and purpose.

Leadership believes that community must play an active role in the successful education of its children. The Academy's philosophy recognizes that parents are crucial allies in this effort. Therefore, in order to build and strengthen the relationships between teachers and families the Academy begins each school year with home visits. For the past eight years, between 85-90% of families visit with their children's teachers prior to the start of school via home visits. Such efforts on the part of school staff make parents: 1) feel welcome to visit the school, and 2) participate as stakeholders whose voices are respected in leadership roles. Parents frequently remark that the visits are an event that makes them loyal to the mission of the Academy.

School practice encourages returning families to log-in twenty volunteer hours during the school year. This practice displays the school's open door policy and willingness to partner with parents. Parents are also asked to participate as members of the school's design teams. Design teams are part of the school's organizational structure, based on concepts presented in Boyer's book, "The Basic School".

In order to sustain the effective home visits, staff makes sure that new hires understand that home visits are part of the duties to be performed as a member of the Academy staff. Incentives are offered so that

staff members are encouraged to meet with as many families as possible. In addition, administrators and support staff accompany teachers on visits.

Improvement in the area of school board training was identified during our AdvancED Accreditation review. The Academy responded expeditiously to this matter and sponsored an on-site Board training retreat in September 2013. All board members attended and received certificates of completion. Board members have also attended several Charter School National Conferences where specific board member sessions were provided.

## **B.3 Governing Board Composition**

Clyde Irvin – Board President (Eternal Life Worship Center)

Blaine Clark – Treasurer (Sprint)

Linda Edgely – Vice President (Blue Ridge Bank and Trust)

TuJuania Scott – Member (Community America Credit Union)

Resumes, Background Checks and Training Certificates of Board Members can be found in the Appendices

### **B.3.1 Board Officers' Job Descriptions and Qualifications**

#### *President of the Board*

The President of the Board of Directors shall:

- preside at all meetings of the Board of Directors.
- may execute any deeds, contracts, or other instruments that the Board of Directors has authorized to be executed.
- perform other duties prescribed by the Board of Directors.
- perform all duties incident to the office of President.

#### *Board Secretary*

The Secretary is responsible for:

- the minutes of each meeting.
- a register of the mailing address of each board member.
- for maintaining accurate documentation and meeting any legal requirements such as annual filing deadlines.
- reviewing and updating documents as necessary and ensuring all documents are safely stored and readily accessible.

- performing duties as assigned by the president of the board of directors.

## *Board Treasurer*

The treasurer shall:

- ensure that board members receive financial statements at board meetings
- sign checks, along with the board president's signature, to disburse funds to discharge obligations of the Academy
- chair the finance committee, which will include at least one board member and one school administrator. This committee reviews fiscal procedures and recommends approval of the budget.

## *Finance Committee:*

The Treasurer is chair of the Finance Committee, which will include three other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, a fundraising plan, and annual budget with staff and other Board members. The Board must approve the budget, and all expenditures must be within the budget. Any major change in the budget must be approved by the Board or the Executive Committee. The fiscal year shall be July 1 through June 30. Monthly reports must include approval of bills that exceed \$1,000 as recommended by OMNI and quarterly reports are required to be submitted to the Board showing income, expenditures and pending income. The financial records of the organization are public information and shall be made available to the membership, Board members and the public.

## *Executive Committee:*

The officers will serve as the members of the Executive Committee. Except for the power to amend the policies, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

## **B.4 Management and Operation**

### **B.4.1 Management Team**

The management team consists of the following people:

#### Dr. Vivian A. Roper, Superintendent

Dr. Roper has completed her ninth year as Superintendent of Lee A. Tolbert Community Academy. She was the founding principal of the Academy in 1999. Some of her accomplishments include:

- 42 years in the field of public education
- Ph.D. – Urban Leadership and Policy Studies in Education (UMKC)
- MS. – Educational Administration (University of Nebraska)
- Big 5 Kindergarten Readiness Initiative, Quality and Assessment subcommittee

# Lee A. Tolbert Community Academy

- AdvancED Accreditation, State Council Representative
- UMKC School of Medicine – Paramedic Program, Communities of Interest Committee

The superintendent operates as the controller for the Academy. An independent CPA is contracted by the Academy for assistance with financial record keeping, audits, and other operational processes.

## Ms. Trasi Ashley, Principal

Ms. Ashley has completed her 15<sup>th</sup> year at Lee A. Tolbert Community Academy and her seventh year as Principal. Some of her accomplishments include:

- 15 years in the field of public education
- MS. – Elementary Administration

## Mr. Harrison Neal, Assistant Principal of Discipline

Mr. Neal has completed his fifth year at Lee A. Tolbert Community Academy and his first as a member of the administration. Some of his accomplishments include:

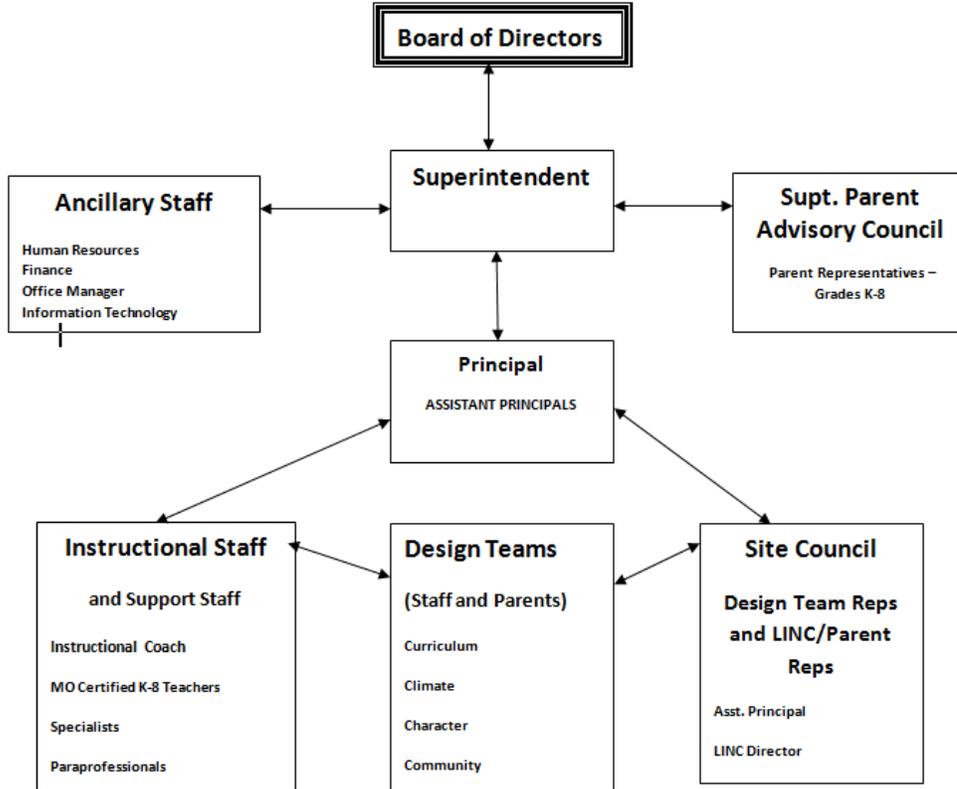
- Five years in the field of public education
- MS. – Educational Administration
- NAACP – UMKC, Vice President
- Phi Beta Sigma, 2<sup>nd</sup> Regional Director

## Ms. Caron Fauntleroy, Finance Officer

Ms. Fauntleroy has completed her third year at Lee A. Tolbert Community Academy and first year in charge of the Finance Office. Some of her accomplishments include:

- BS – Mass Communications and Human Resources
- Editor of the Christian Outlook International Publication
- Certified Flexible Spending Consultant

## B.4.2 Organizational Chart



The Academy works diligently to ensure that all positions are filled by qualified personnel.

## B.5 Staffing and Human Resources

“A good teacher can inspire hope, ignite the imagination, and instill a love for learning.” Brad Henry  
 This quote summarizes the expectations for all faculty and staff at the Academy. We believe that all students should have relationships with other faculty and staff members beside their assigned teachers. With that being said, we work diligently to ensure that we employ and maintain personnel with a heart for working with students in the urban setting.

The Academy is an equal opportunity employer. The Academy is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Academy commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Academy is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

The Academy offers competitive salaries and benefits packages to gain and retain quality employees. Pay increases are provided for cost-of-living, education and longevity.

The Academy's Human Resources manager is Ms. Tracy Garcia. Ms. Garcia has 17 years of experience in the department of Human Resources. She facilitates all aspects of the hiring process including recruitment and screening as well any HR legal related responsibilities.

The Academy's staff includes:

- 3 Administrators
- 35 Teachers
- 9 Teacher Assistants
- 6 District Office Staff Members
- 4 Classified Employees
- 3 Support Staff

As a LEA, charter schools have numerous operational and increasing supervisory responsibilities which makes it necessary to employ qualified staff.

## **B.5.1 Highly Qualified Teachers**

To be highly qualified a teacher must:

- have a four year degree,
- have certification in the content area and grade level assigned
- Be able to document content expertise with a passing score on the appropriate praxis exam or by completing and receiving 50 points on the HOUSSE form. (HOUSSE = High Objective Uniform State Standard of Evaluation)

The definition for Highly Qualified Teachers found in Public-Law 107-110 allows for teachers in Public Charter Schools to meet the certification requirements set forth in the States Charter School Law.

Missouri Charter School Law says 20% of the instructional personnel can be non-certified as long as they are supervised by certificated instructional personnel. 80% of the instructional personnel must be certificated. In a Foreign Language Immersion school the 80-20 requirement is waived and any teacher whose duties include instruction given in a foreign language have current valid credentials in the country in which such teacher received his or her training.

Our interpretation of the Charter Law is that 20% of the teachers could have no certificate at all while 80% would be certified either appropriately or inappropriately for the course they are teaching. As long

as the Public Charter meets the 80-20 requirement set forth in the Charter Law, HQT would be determined based on;

- Having a Bachelor’s Degree and
- Being able to demonstrate content expertise through a passing score on the appropriate Praxis/content area exam or by completing and receiving 50 points on the appropriate Housse form.

The public Charter School would have to verify to DESE that at least 80% of their instructional personnel are certified and that all core content teachers have at least a bachelor’s degree and all core teachers must be able to document content expertise by passing the appropriate praxis exam/content area exam OR for appropriately certified teachers completing and receiving 50 points on the Housse form.

## **B.5.2 Professional Development**

Lee A. Tolbert Community Academy is committed to providing students with the best educational opportunities and learning experiences to increase their academic performance and equip them for successful competition in the global community. In order to accomplish this goal, it is imperative that its faculty and staff have access to knowledge, strategies and training to assist them with becoming experts at their craft.

In an effort to be efficient with time and financial resources, the Academy’s Professional Development Growth Plan was composed to address the individual and collective professional development needs of its faculty and staff. Professional development foci were determined by the analysis of the Professional Development Needs Assessment. After such analysis, PD foci were aligned with the Missouri Department of Elementary and Secondary Education identified “High Leverage” Standards.

### *Professional Development Strategies*

Teachers receive professional development the following times and through the following methods: a) Teacher Institute at the beginning of the school year [5 days], b) monthly half-day PLC meetings, c) weekly data team trainings, and d) bi-monthly after-school professional development workshops. New teachers meet with the Academy’s administrators monthly for continuing PD and are engaged in a book study. Grade level chairpersons and other teacher leaders also meet with the Academy’s administration monthly for continuing PD. The Academy’s professional development offerings are directly linked to its teacher evaluation program and address the following campus-wide PD goals:

### **Focus 1: Building Capacity for Student Engagement**

NEE Indicator 1.1: The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students’ accurate use of academic and disciplinary language.

MOTS 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students

Theme 1: Essential Elements of Instruction (MOTS 1.2 - “High Leverage”)

Theme 2: Integrating Instructional Technology (MOTS 6.4)

Theme 3: Differentiated Instruction

(MOTS 2.4; 3.3 - “High Leverage”)

## Focus 2: Curriculum and Instruction

NEE Indicator 4.1: The teacher uses instructional strategies that lead students to problem-solving and critical thinking.

MOTS 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills.

Theme 1: 6+1 Writing Traits across content areas (MOTS 4.1 - “High Leverage”)

Theme 2: Science Fusion (MOTS 1.1 - “High Leverage”)

Theme 3: Close Reading (MOTS 4.2)

Qualifier: Evaluating Text Complexity and Informational Text

Theme 4: 21<sup>st</sup> Century Skills (MOTS 4.2)

Theme 5: Common Core (MOTS 3.1)

Qualifier: Unwrapping Standards, Identifying Shifts

## Focus 3: Teacher –Student Relationships

NEE Indicator 5.3b: The teacher establishes secure teacher-student relationships.

MOTS 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Theme 1: Classroom Routines and Procedures (MOTS 5.1 – “High Leverage”)

Theme 2: Effective Classroom Management (MOTS 5.2)

## Focus 4: Data Driven Instruction

NEE Indicator 7.4: The teacher monitors the effect of instruction on the whole class and individual learning.

MOTS 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Theme 1: Data Teams

(MOTS 7.6)

|   |                              |
|---|------------------------------|
| Theme 2: Common Assignments and Assessments | (MOTS 7.1)                   |
| Theme 3: SMART Goals                        |                              |
| Theme 4: Rubrics                            | (MOTS 7.2 - “High Leverage”) |
| Theme 5: Critiquing Student Work            | (MOTS 7.2 - “High Leverage”) |

## **B.6 Student Recruitment and Enrollment**

### *Non-Discrimination Policy*

The Academy reaffirms its belief that every student regardless of race, color, sex, national origin, age, ethnicity, religion, disability, sexual orientation or perceived sexual orientation be given equal opportunity for educational development.

The Academy recognizes the importance of providing each student with a school environment conducive to intellectual, emotional and social growth through participation in a full range of educational programs and activities. The Academy’s and staff’s commitments insure equal educational opportunities in course offerings, guidance and counseling, test procedures, extracurricular activities, discipline procedures and student support services.

It is the policy of the Academy to provide a free and appropriate education for students with disabilities. Students with disabilities are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services. Students with disabilities will be identified on the basis of physical, health, sensory, and/or emotional handicaps, behavioral problems or observable exceptionalities in mental ability. It is possible that a student may have more than one type of disability.

The Academy’s programs and services available to meet the needs of these students will be in accordance with The Individuals with Disabilities Education Act, The Education for All Handicapped Students Act of 1975, The Rehabilitation Act of 1973, Section 504, and § 162.670 - .995 RSMo., Missouri Special Education Services. In addition, the identification of students with disabilities and the services provided by the District will be in accordance with the regulations and guidelines of the Missouri Department of Elementary and Secondary Education’s Current Plan for Part B of The Education of the Handicapped Act, as amended. (See Policy and Regulation 6250 - Instruction for Students with Disabilities.) (Policy 2110)

### *Enrolling Students*

In order to attend the Academy, the parent or legal guardian must reside within the district boundaries of the Kansas City, Missouri School District. In addition, the parent or legal guardian must provide copies of the following documents:

- child’s birth certificate
- child’s current immunization records
- school records (school records will be requested from previous school)

## *Re-Enrollment for Next School Year*

Returning families must have all of the child's legal documents on file in the school office. All parents must reapply to the academy every year by submitting an application for the child to be admitted to the academy; failure to do so may jeopardize the student's placement or admission to the academy. Early enrollment begins in January. All families have to re-apply. At that time, spaces are available on a first-come, first-served basis. Enrollment Lottery occurs when it appears that grade levels receive more applications than spaces available. At that time, a lottery is held and a waiting list is created.

## *Student Recruitment Activities*

In January of each year, the Academy's office manager contacts area pre-school programs for recruitment purposes. Office personnel and the superintendent visit various sites to meet parents of potential students to fill 70-80 kindergarten openings. Each year, they participate in recruitment fairs at Operation Breakthrough, Inc. ; YMCA Thomas Roque Head Start; YMCA Metro Head Start; and, St. Marks United Intercity Child Care. In addition, radio and television advertisements announcing available openings in various grade levels are aired. Flyers are mailed throughout the local Kansas City area and posted in local churches and grocery stores.

During early spring, the Academy hosts Kindergarten Round-Up. Flyers and commercials request that parents RSVP. At the event, incoming recruits participate in activities with the kindergarten teachers while the principal, social worker, and other support staff share the Academy's program with guests. The parent guests meet the teachers and participate in Q&A sessions to learn more about LATCA's program. Parents then submit their enrollment packets and sign-up for a screening. If the number of recruits exceeds the number of spaces available, a lottery is held and a waiting list is created.

## *Kindergarten Readiness Screenings*

The Academy uses a screening process to measure the school readiness of incoming kindergartners. Title I teachers and other staff members administer the Dial 3 assessment to all kindergartners as a part of the enrollment process. The assessment results are shared with kindergarten teachers to inform their instruction and development of Individual Learning Plans, when necessary. The school collaborates with Head Start programs, Operation Breakthrough, and other local preschools and daycare providers to assist with students' school readiness. The Academy also provides Summer School for incoming kindergarten students which is a common and allowable practice among public schools. Incoming kindergartners follow a daily schedule of instruction and other learning experiences that assist with their transition to a full day of school.

## **B.7 Parent, Community and Educator Involvement**

### **B.7.1 School Leadership**

The Academy is committed to inviting all stakeholders to participate in their educational program. School stakeholders need to be invited to the design teams to share their voices of expertise and experience when creating a shared school vision. "... shared vision or ownership (which is unquestionably necessary for success) is more of an outcome of a quality change process than it is a precondition for success" (Fullan, 2007, p. 41). Therefore, the involvement of stakeholders should be authentic. Many stakeholders will see through any farce of engaging them in any meaningless activity or if their voices are not truly heard. Stakeholders must be invited to school in order to participate in meaningful ways.

## *Design Teams*

Using the Basic Schools Model, Design Teams were created to provide opportunities for stakeholders to participate in directing the vision and operation of the school. Faculty and staff along with students and parents meet monthly to discuss various school initiatives, programs, etc.

Community Design Team: scheduling, landscaping, public relations, coordinating fundraisers, determining availability of rooms for school functions, Professional Development.

Curriculum Design Team: assemblies, integrating Arts into classrooms, multi-cultural activities, newsletter, increase TV/media use as part of instruction, technology training for staff and parents, increase software availability, and integrate computers with curriculum, Curriculum Night, Professional Development.

Climate Design Team: social events; wellness programs; lunches and snacks for staff meetings and in-services; parent, volunteer and staff recognition, Professional Development.

Character Design Team: attendance recognition, spirit week, student incentive programs, honor roll, Principal's Breakfast, Professional Development.

Student Assistance Team (SAT): Staff team that brainstorms intervention strategies for students experiencing difficulty in the classroom setting. The parents of the specific students to be referred are invited to attend and participate.

## *Site Council*

This group consists of parent and staff representatives from each grade level and meets the fourth Thursday of each month. Design Teams report on upcoming events in order to receive feedback from constituents. Building administrators are participants as well.

## *Superintendent's Advisory Council (By invitation only)*

The Superintendent's Advisory Council meets with the superintendent to discuss and investigate issues. They also recommend policy to the Board of Directors. Parents who have concerns and general suggestions should contact their grade level's advisory council representative.

## **B.7.2 Parent/Guardian Involvement**

At the Academy, we truly believe that "it takes a village to raise a child." "Parent engagement in the student educational experience includes an array of meaningful opportunities. The school website provides parents access to a monthly newsletter, calendar, lunch menu, parent contract and student handbook. A student information system (SISK12) has a parent portal that allows parents to monitor their students' academic progress, attendance, and discipline as well as other school information." AdvancED Accreditation Review Team

## *Contracts*

A "Parent Contract" is provided to each family at the beginning of each school year. The contract is an agreement to participate in school functions and twenty (20) hours of volunteer work per family during the school year. This school/family team assures that the academic as well as emotional needs of each student are met. The contract encourages partnership between family and school. Parents have ample opportunities to earn volunteer hours by working in classrooms or on committees, attending performances, chaperoning field trips, making bulletin boards, and representing our school at community events.

## *P.E.A.C.E. (Parent Group)*

P.E.A.C.E. stands for Parents Empowered to Appreciate Children's Education. This is a parent organization that is organized by the parents at LATCA and meets quarterly after school. Parent attendance at these meetings counts towards the encouraged volunteer hours. PEACE meetings are coordinated by the school's Title I Department.

## *Design Teams*

Parents are encouraged to join the Academy's design teams and actively participate in the achievement of the Academy's goals. There are four (4) design teams. Parents may join as many as they wish. Parents who wish to be part of and have input about what goes on at the Academy are encouraged to sign up.

## **B.7.3 Community Involvement**

### *LINC Partnership*

The Local Investment Commission (LINC) is a citizen-driven community collaborative involving efforts by the state of Missouri to work with neighborhood leaders, citizens, business, civic and labor leaders to improve the lives of children and families in the Kansas City region. – LINC website

The “Before and After School” program at the Academy extends to students the opportunity to embrace a variety of activities and learning experiences designed to enhance their abilities to become productive, resourceful and creative individuals. Through the joint effort of parents, teachers, students, and concerned individuals within the community, the program offers not only basic living skills but also artistic, athletic, and academic learning experiences. This program is exclusively funded by LINC and its community partners.

### *Junior Achievement of Mid-America*

JA Worldwide is the world’s largest organization dedicated to educating students about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programs. Junior Achievement programs help to prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students put these lessons into action and learn the value of contributing to their communities. JA’s unique approach allows volunteers from the community to deliver our curriculum while sharing their experiences with students. Embodying the heart of JA, our classroom volunteers transform the key concepts of our lessons into a message that inspires and empowers students to believe in themselves, showing them they can make a difference in the world. - JA website

The Academy has partnered with Junior Achievement in an effort to enhance the entrepreneurial program. JA volunteers provide students K-8 with business and financial literacy instruction through literature, activities and games. Students learn the steps to creating a viable business and various marketing tools to ensure business success. JA volunteers are people who work in corporate America and are able to provide our students with relative and up-to-date business knowledge and experiences.

## *Other Community Partnerships*

- Niles Home For Children
- GFWC Achieving by Reading Club
- University of Phoenix
- RAZMobile
- University of Missouri, Columbia
- The Kansas City Globe
- The Writer's Place
- AT&T
- Microsoft
- Architects of Kansas City
- Houghton Mifflin Harcourt (Science Fusion)
- Ozanam: BIST
- Missouri Charter School Association
- Purple Guys – IT Company
- Apple
- Network for Effective Educators
- Exchange City
- Science City
- Friends of Alvin Ailey

## **B.7.4 Enrichment Programs and Student Activities**

LATCA offers a variety of after school activities to help keep students excited about learning. Students who receive lower than a 2.5 grade point average at semester are not eligible to participate in any extracurricular activities. They are placed on probation and unable to participate in any extracurricular activities until the following semester grades are posted. For example, students who receive a 2.5 or above may participate on LATCA basketball, track, volleyball, band, or debate teams. Students not meeting grade requirements in academic areas are unable to participate in extracurricular activities until the next posted semester grades show adequate improvement. Some study halls and tutoring may be offered to students involved in extracurricular activities.

# Business Plan

Budget

Financial Management

Facility

Transportation

Insurance

## C. Business Plan: District Board Language

### C.1 Budget

Each year the Superintendent submits to the Board for their consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year. The Board may accept, reject, modify or request revisions of the budget. The Board, with assistance from school administration, will prepare a school budget that will serve a complete financial plan that states anticipated receipts and expenditures for the school during the planned fiscal year.

By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund. After the beginning of the fiscal year, the superintendent shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

See Appendices

### C.2 Financial Management

#### *Investment of School Funds (Board Policy 3160 – not currently implemented)*

The Tolbert Charter Academies Board has an obligation to the patrons of Tolbert Charter Academies to direct the management of School funds. The primary objective of the TCA's investment plan will be legality, safety, liquidity, yield and the provision of a capital base for future needs. In the management of such funds, TCA adheres to the "prudent investor" rule. Investments will be made with judgment and care, under the circumstances which persons of prudence, discretion and intelligence exercise in the management of their own investments. Funds will be managed for investment, not for speculation considering the safety of the funds invested and the probable income to be derived.

School personnel and/or Board members who are involved in the investment of School funds, will not engage in any personal business activity which could:

1. Impair their ability to make impartial decisions concerning investment of School funds;
2. Conflict with proper execution of the School's investment program; or
3. Create an appearance of impropriety.

TCA employees and Board members involved in investment of TCA funds will disclose any material interests in financial institutions in which they conduct business. Such disclosure will include, but not be limited to any personal financial/investment positions that could be related to the performance of the TCA's investment portfolio. Similarly, TCA employees and board members involved in investment of School funds will not engage in personal investment transactions with the same individual with whom business is conducted on behalf of the School.

Investments will be made through banks or securities dealers who have been approved by the Investment Committee of the State Treasurer's Office. Such banks and securities dealers will have been subjected to an appropriate investigation by the staff of the State Treasurer's Office. This investigation will include, among other things, a written review of the firm's financial statements and the background of the sales representatives. All approved dealers must be fully licensed and registered NASD Brokers/Dealers or exempt banks. Criteria used to select securities dealers include:

1. Financial strength and capital adequacy of firm;
2. Services provided by firm;
3. Research service available;
4. Résumé, reputation, and qualifications of sales representatives;
5. Due diligence and firm references; and
6. State government expertise.

The performance goals of TCA's active investment management program, over time, should produce book yields that are greater than yields from low risk passive investments. In analyzing the results of TCA's investment program, Tolbert Charter Academies will calculate the book yield and total rate of return on School funds compared to the appropriate security market indexes.

The Superintendent's Office will direct the preparation of quarterly investment reports providing a summary of TCA's current investment portfolio and all transactions executed since the last report.

Such investment reports will be prepared by the appropriate bank(s) or security dealers for review by the Board and the Superintendent. Investment reports are considered to be public records and will be made accessible to the public.

7. Résumé, reputation, and qualifications of sales representatives;
8. Due diligence and firm references; and
9. State government expertise.

Criteria and procedures implementing the TCA's investment policy have been approved by the Board and are contained in Regulation 3160.

The Tolbert Charter Academies (TCA) Board has a series of policies to provide direction regarding the budget and financial affairs which reflect the educational philosophy of TCA and provide a framework in which Tolbert Charter Academies' administration can effectively operate.

The budget and finance processes conform to all state and local requirements as set forth by Missouri Accounting Manual, Department of Elementary and Secondary Education rules, and Tolbert Charter Academies Board policies. Since the Academy does not have any private sponsors, all revenue is generated from state and federal dollars. If and when any program grants are received, that revenue will be recorded under the activity fund.

Good business necessitates keeping accurate, legal and understandable records of receipts and expenditures. It is also essential that procedures be followed which will help to insure that the budget adopted by the TCA Board is effective in providing parameters for its fiscal affairs.

The purpose of the budget and financial policies for TCA will be to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the education and financial operations of Tolbert Charter Academies.

## *School Activity Funds*

School activity funds are used to finance a program of student activities which supplement but do not take the place of the instructional programs provided by the Board. Whether funds are collected from student contributions, club dues, special activities, or result from admissions to events or from other fund-raising activities, all funds will be under the jurisdiction of each School's principal and the Superintendent. School Activity Fund checks must be signed by the Superintendent and Office Manager.

The funds will be expended to benefit students currently enrolled in school. Funds may be used to support class field trips, field work, transportation, admission fees, etc. The management of the funds will be in accordance with good business practices, including sound budgetary and accounting procedures, and will be audited in the same manner as School funds. There shall be full disclosure of the sources and expenditures of all funds.

This fund will be included in the ASBR for the 2015-16 school year and will be maintained as a standard practice.

## **C.3 Facility**

The Academy occupies the facilities on 3400 Paseo and 3400 Virginia in Kansas City MO, owned by Victorious Life Church. The school's campus includes 28 classrooms, 2 computer labs, gymnasium, cafeteria, library, and auditorium.

## *Educational Specifications*

No state and federal funds were used in the renovation of the site of which the school currently occupies.

## *Lease Agreement*

As a part of its lease agreement:

- The Academy shares the utility bills with the church at a ratio of 70/30, the Academy paying the majority.
- The Academy provides the custodial services for all school operation hours.
- The church, VLC, uses the shared facility during non-school hours which include evenings and weekends.
- Lease rates are investigated to ensure fair market rate is considered.

## *Site/Facilities Retirement*

As of 2015, TCA site/facilities are leased. In the event that facilities are owned by the school district, the following guidelines are to be regarded.

Certain school buildings may no longer be adequate for instructional purposes and should be used to benefit the School or public in other ways. In determining when a facility is to be retired from regular school purposes, the Board will be guided by a combination of factors, to include:

1. Review of the in-depth demographic studies and population groupings.
2. Age and current physical condition of the building, its operating systems and program facilities.
3. Adequacy of site, location, accessibility, surrounding development, traffic patterns, and other environmental conditions.
4. Reassignment of children, including alternative plans, according to Board policy.
5. Transportation factors including number of children bused, time, distance and safety.
6. Alternate uses of the building.
7. Costs/savings
  - a. Personnel
  - b. Plant operation
  - c. Transportation
  - d. Capital investment
  - e. Alternate use

If the Board determines to close a school, it will first consider other uses that the School might make of the building; then it will consider its sale. Sale or lease of any School facility will be conducted as set forth in Regulation 3380 - Sale/Lease of Real Property.

The historic value of any building will also be considered by the Board. It may take special action to provide for a building's preservation.

## **C.4 Transportation**

Lee A. Tolbert Community Academy provides free transportation to all eligible students. The Superintendent or her designee shall ensure the transportation services of the Academy meet all of the guidelines established by Missouri Department of Elementary and Secondary Education.

For the past several years the academy has contracted with Apple Bus Company to provide transportation services for our students.

Only students living over one mile from the school are eligible for transportation. All transportation requests submitted due to an address change require proof of residency.

The safety and welfare of TCA students is of paramount importance to the Board. Accordingly, no person will operate a school bus unless the person possesses a valid Commercial Driver License and has complied with the regulations of the Department of Revenue, Department of Transportation, the Missouri Department of Elementary and Secondary Education and other regulatory agencies. The Board may require evidence of continued good health from individual drivers at any time it deems necessary.

All School vehicles that are used to transport more than 10 passengers (including the driver) will be inspected annually by the Missouri State Highway Patrol.

Newly purchased, newly leased, newly placed into service, newly contracted vehicles or vehicles replaced under contracted services with a rated capacity to carry more than ten (10) passengers including the driver, and used to transport students, shall meet state and federal specification and safety standards applicable to school buses.

## **C.5 Insurance**

Lee A. Tolbert Community Academy carries a wide-range of insurance policies. A complete list can be found in the Appendices.

### *Insurance Programs*

The Tolbert Charter Academies Board shall maintain adequate insurance programs to cover property, liability and personnel, within the requirements of good risk management and state law. The administration will recommend to the Board the kind and amount of property, casualty and/or liability insurance needed for the protection of the School property, employees, and Board of Education, and will administer insurance authorized by the Board, unless otherwise directed.

Every effort shall be made to obtain insurance at the most economical cost consistent with required service by obtaining quotations or by negotiations, whichever method is advantageous to the School.

Tolbert Charter Academies will maintain coverage on all buildings and capital outlay contents. Coverage should be 100% without coinsurance if available.

Liability coverage should include comprehensive general liability, employee benefits liability, vehicular liability and board legal liability.

### *Liability Coverage*

Tolbert Charter Academies Board recognizes that legal actions may be initiated from time to time against TCA as a corporate entity, against the Board as a whole, against Board members as individuals, or against District officers, employees or other agents. The TCA Board also recognizes the contribution that is rendered to the students of Tolbert Charter Academies by volunteers and is mindful that legal actions may be initiated against these individuals as well.

To protect members of the TCA Board, District officers, employees, other agents and volunteers in the performance of their duties and responsibilities, the Board will defend its Board members, officers, employees, other agents and volunteers against claims for suits arising out of the performance of their duties and responsibilities. The Board shall indemnify its Board members, officers, employees, other agents and volunteers against all financial liability or loss resulting from such claims or suits including judgments for damages, attorney's fees, fines, court costs and amounts paid in settlement of such matters

and reasonable and customary ancillary costs. Ancillary costs may include, for example, travel expenses incurred by Board members or others if they must appear for a case that is being tried outside the area.

The protection provided by this policy shall apply on an occurrence basis, which means that an individual will be indemnified even though he/she is no longer a member of the Board or employed by or otherwise associated with the School when the lawsuit is filed.

The TCA Board reserves the right, however, to deny representation and indemnification to any person covered by their Board policy in any instance in which there would be no coverage under the School applicable liability insurance program in which the claim "results in civil judgment or criminal conviction for" an intentional tort, immoral conduct, violation of any criminal or civil statute or violation of Board policy or regulations or administrative order or directive, whether verbal or written.

As a prerequisite to the right of legal representation and indemnification, any person who is served with legal notice commencing any action or proceeding against him/her for which indemnification is sought is required to immediately notify the Principal of the legal action after receipt of such legal notice.

TCA shall maintain a program of self-insurance and/or insurance coverage sufficient to provide the legal defense and indemnification described in this policy. However, TCA's purchase of liability insurance does not waive its entitlement to sovereign immunity.

*Libility Insurance Coverage*

|                               |              |
|-------------------------------|--------------|
| Damage to rented premises     | \$5,000,000  |
| Personal & Advertising Injury | \$5,000,000  |
| General Aggregate             | \$10,000,000 |
| Products/Operations           | \$5,000,000  |

*Libility Insurance Coverage cont.*

|                            |             |
|----------------------------|-------------|
| Automobile Combined Single | \$5,000,000 |
| Workers Compensation       |             |
| Each Accident              | \$5,000,000 |
| Disease – Employee         | \$5,000,000 |
| Disease – Policy           | \$5,000,000 |

## **C.6 OMNI Regulations/Requirements**

**General Procurement Standards:** Procurement standards apply to the purchase of supplies, equipment, construction (if approved) and other services funded in whole or in part by federal grant funds, which include the following:

- Non-Federal entity must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law.
- Non-Federal entity must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- The non-Federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.
  - No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.
  - Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
  - The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts
- If the non-Federal entity has a parent, affiliate, or subsidiary organization that is not a state or local government, the non-Federal entity must also maintain written standards of conduct covering organizational conflicts of interest.
- The non-Federal entity must avoid acquisition of unnecessary or duplicative items.
- The non-Federal entity is encouraged to enter into state and local intergovernmental agreements for use of common or shared goods and services.
- The non-Federal entity is encouraged to use Federal excess and surplus property.
- The non-Federal entity is encouraged to use value engineering clauses in contracts for construction projects.
- The non-Federal entity must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement.
- The non-Federal entity must maintain records sufficient to detail the history of procurement. The records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

- The non-Federal entity must be responsible for the settlement of all contractual and administrative issues arising out of procurements.

*Reference 2 CFR Part 200.318*

**Competition:** All procurement transactions must be conducted in a manner providing full and open competition. Situations considered to be restrictive of competition include but are not limited to:

- Placing unreasonable requirements on firms in order for them to qualify to do business.
- Requiring unnecessary experience and excessive bonding.
- Noncompetitive pricing practices between firms or between affiliated companies.
- Noncompetitive contracts to consultants that are on retainer contracts.
- Organizational conflicts of interest.
- Specifying only a “brand name” product instead of allowing “an equal” product to be offered.
- Any arbitrary action in the procurement process.

The non-Federal entity must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

- Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured.
- Identify all requirements which the offerors must fulfill and all factors to be used in evaluating bids or proposals.

The non-Federal entity must ensure all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition.

*Reference 2 CFR Part 200.319*

**Methods of Procurement:** The non-Federal entity must use one of the following methods of procurement or be more restrictive with their policies:

- Micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services which are less than \$3,000. This purchase may be awarded without soliciting competitive quotations.
- Small purchase procedures. Small purchase procedures are those simple and informal procurements for securing services, supplies or other property that cost between \$3,000 and \$150,000. Price and rate quotations must be obtained from at least two qualified sources.

- Sealed bids (formal advertising). Bids are publicly solicited and a firm fixed price contract is awarded. The sealed bid method is preferred for procuring construction.
- Competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type of contract is awarded.
- Noncompetitive proposals. This is the solicitation of a proposal from only one source and may be used only when one or more of the following applies: The item is available only from a single source; the public emergency for the requirement will not permit a delay; the pass-through entity authorizes noncompetitive proposals in response to a written request; and/or after solicitation of a number of sources, competition is determined inadequate.

## **Travel Costs**

### **General**

Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-Federal entity.

Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the non-Federal entity's non-federally-funded activities and in accordance with non-Federal entity's written travel reimbursement policies.

### **Lodging and Subsistence**

Costs incurred by employees for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the non-Federal entity in its regular operations as the result of the non-Federal entity's written travel policy.

In addition, if these costs are charged directly to the Federal award documentation must justify that:

- (1) Participation of the individual is necessary to the Federal award; and
- (2) The costs are reasonable and consistent with non-Federal entity's travel policy.

### **Documentation could include any or all of the following:**

- Agenda
- List of Attendees
- Prior Written Approval
- Written Justification Statement

**Dependent Care**

A non-Federal entity may not use its grant funds for temporary dependent care costs unless specifically permitted by the authorizing statute, regulation and Department.

*Reference: 2 CFR Part 200.474*

# Assurances

**D. Assurances**

See Appendices

# Performance Contract

**E. Performance Contract**

## UMKC Charter School Renewal Performance Contract

The University of Missouri, Kansas City (UMKC) Charter School Center considers a number of factors when making renewal determinations. Of primary importance is whether or not a school is generating college and career ready students by serving their academic needs with excellence. Towards this end, and in accordance with State Statute, UMKC Charter School Center schools are required to enter into a performance contract. This performance contract sets the standards for high achievement, provides for interventions when necessary, and delineates non-renewal and/or revocations procedures when achievement goals are not being met. This performance contract is a part of the school’s charter and is updated annually through a series of internal and external audits.

To oversee this process, Lee. A. Tolbert Community Academy convened a renewal committee. The participants of this committee included representation from the staff, administration, board of directors, special services, parents, and community members. The process of internal and external audits identified the school’s strengths and weaknesses and provided the data by which the school, in conjunction with its sponsor, identified its major goals and objectives for the length of the renewal period.

As the sponsor, the UMKC Charter School Center will monitor this school’s academic performance regularly. Monitoring results will identify needed support measures. Those supports and/or interventions may include some, or all, of the following:

- On site instructional monitor
- Formative and summative assessments
- Teacher/Leader evaluation
- Targeted audits
- Research based instructional interventions

Over the length of this contract, Lee A. Tolbert Community Academy and the UMKC Charter School Center reserve the right to adjust specific targets for each goal based on actual yearly outcomes and/or progress towards the “Top 10 by 20 “ goals.

\_\_\_\_\_  
UMKC Charter School Representative

\_\_\_\_\_  
Lee A. Tolbert Community Academy  
Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Performance Contract

### Audit Results

| Internal/External Audit of Performance Contract Components | Exceeds Standards | Meets Standards | Approaching Standards | Does Not Meet Standard | Improvement Goal Required |
|--|-------------------|-----------------|-----------------------|------------------------|---------------------------|
| Charter Implementation                                     |                   | X               |                       |                        |                           |
| Academic Achievement                                       |                   | X               |                       |                        |                           |
| Organization Performance                                   |                   | X               |                       |                        |                           |
| Governance   |                   | X               |                       |                        |                           |
| Financial Status/Sustainability                            |                   | X               |                       |                        |                           |

Student achievement results at Lee. A. Tolbert Community Academy, determined by a review of the last three year's of MAP scores, and, as indicated in the UMKC Charter School Center Performance Contract document, classifies Lee. A. Tolbert Community Academy as: **Tier III Provisionally Accredited District**

# Lee A. Tolbert Community Academy

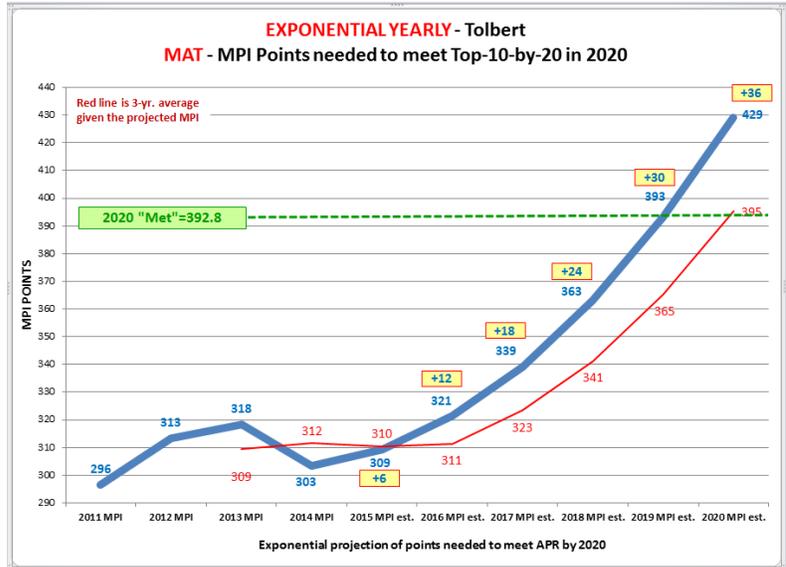
## Goal Area – Student Performance

**Math:** Lee A. Tolbert Community Academy will increase its MPI score in mathematics incrementally each year until reaching the score needed to meet the Missouri Department of Education’s goal of Top 10 by 20 in 2020.

The MPI goal scores will increase by the following number of points each year:

- 2016-17: 311
- 2017-18: 323
- 2018-19: 341
- 2019-20:365
- 2020-21:395

These numbers may be revised based on changes to the state’s accountability system beginning in 2015.



| Improvement Strategy                                  | Implementation Timeline | Person(s) Responsible  | Resources  |
|---|-------------------------|--|--|
| Saturday School Curriculum Emphasis: Math             | 2015-16                 | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach | STAR Assessments<br>Georgia Math<br>Engage New York<br>FASTT Math<br>Fraction Nation<br>Study Island<br>Go Solve<br>Professional Development<br>Data Teams<br>Math Enrichment Instructor |
| Add Math Enrichment Instructor                        | 2015-16                 |  |  |
| Weekly use of Common Core Performance Coach materials | 2015-16                 |  |  |
| Targeted After-school Tutoring                        | 2015-16                 |  |  |
| Comprehensive Curriculum Review                       | 2016-17                 |  |  |
| Add Math Enrichment Class to grades 3-8               | 2016-17                 |  |  |

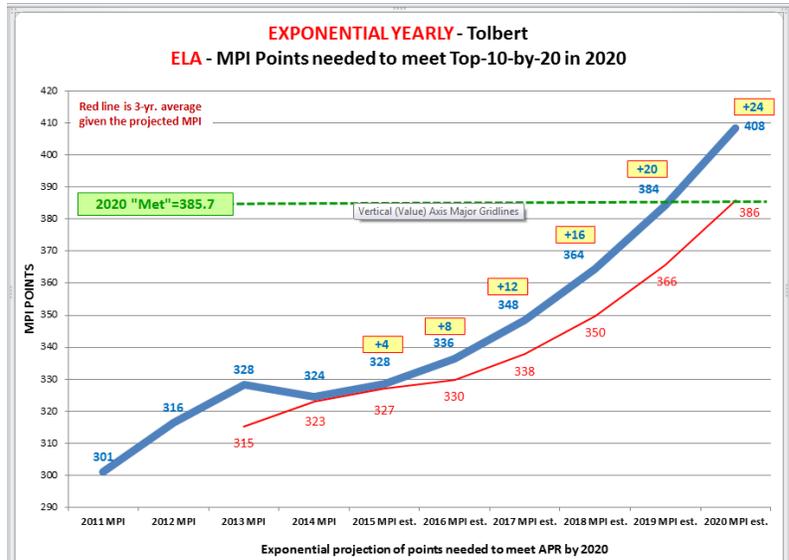
# Lee A. Tolbert Community Academy

**English Language Arts:** Lee A. Tolbert Community Academy will increase its MPI score in English Language Arts incrementally each year until reaching the score needed to meet the Missouri Department of Education’s goal of Top 10 by 20 in 2020.

The MPI goal scores will increase by the following number of points each year:

- 2016-17: 330
- 2017-18: 338
- 2018-19: 350
- 2019-20:366
- 2020-21:386

These numbers may be revised based on changes to the state’s accountability system beginning in 2015.



| Improvement Strategy   | Implementation Timeline | Person(s) Responsible  | Resources   |
|--|-------------------------|--|---|
| Implementation of New Curriculum in English Language Arts grades 1-6 | 2015-16                 | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach | STAR Assessments<br>SRI Assessment<br>Journeys Reading Curriculum<br>Read 180 System 44<br>Walk to Read<br>Study Island<br>Title I Teachers<br>Professional Development<br>Data Teams |
| Saturday School Curriculum Emphasis: English Language Arts           | 2015-16                 |  |   |
| Daily Oral Language implementation grades 2-8                        | 2015-16                 |  |   |
| Weekly use of Common Core Performance Coach materials                | 2015-16                 |  |   |
| Uninterrupted 90 minute Reading Block                                | 2015-16                 |  |   |
| Targeted After-school Tutoring                                       | 2015-16                 |  |   |
| Add English Language Arts Enrichment Class to grades 3-8             | 2016-17                 |  |   |

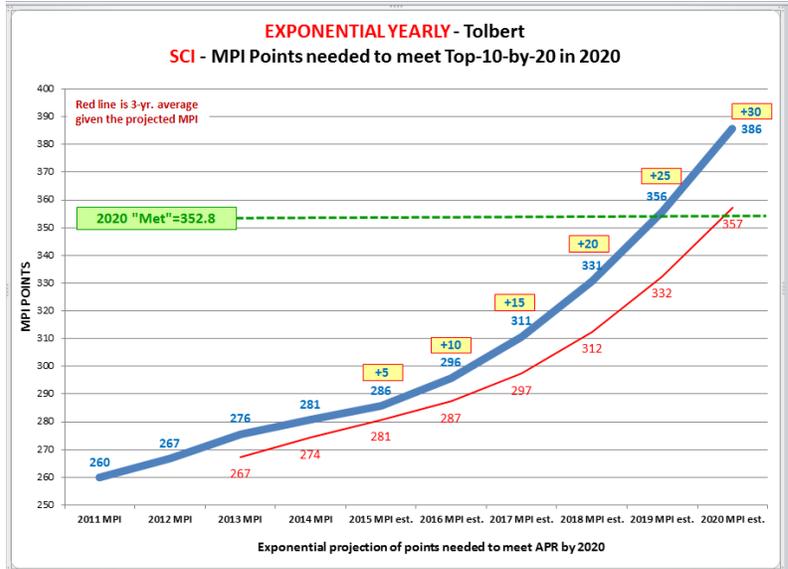
# Lee A. Tolbert Community Academy

**Science:** Lee A. Tolbert Community Academy will increase its MPI score in Science incrementally each year until reaching the score needed to meet the Missouri Department of Education’s goal of Top 10 by 20 in 2020.

The MPI goal scores will increase by the following number of points each year:

- 2016-17: 287
- 2017-18: 297
- 2018-19: 312
- 2019-20:332
- 2020-21:357

These numbers may be revised based on changes to the state’s accountability system beginning in 2015.



| Improvement Strategy         | Implementation Timeline | Person(s) Responsible  | Resources   |
|------------------------------|-------------------------|--|---|
| Add Science Lab w/teacher    | 2014-15                 | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach | Science Fusion<br>Science lab<br>Professional Development<br>Data Teams |
| New Science Curriculum       | 2014-15                 |  |   |
| Daily Science Instruction    | 2015-16                 |  |   |
| Add Science enrichment class | 2015-16                 |  |   |

Goal Area – Student Perception

**Culture & Climate:** In order to address the student-to-school relationship as noted in the perception data analysis, the Academy will revise and re-implement the CARE team structure by second semester of the 2015-16 school year, which will meet weekly providing all students with character education and another positive adult contact in the building.

The school climate scale identifies the degree to which all students feel respected and valued. As school climate has historically been identified as a strong correlate to improved student achievement, it should be noted that the AQ data confirm that the climate for learning at Lee A. Tolbert from the students’ perspective is above average as compared to district level students’ responses statewide. At the 3.9 mean agreement level, the School Climate Scale was at the 74th percentile. Five of the six individual items were below the 4.0 agreement level with items, “My opinion is valued by teachers and administrators” (3.03/6th percentile) and “If a student has a problem there are teachers who will listen and help,” (3.98/1st percentile) negatively impacted the scale. The highest individual item for students compared to statewide responses was, “Teachers in my school really care about me” (4.17/10<sup>th</sup> percentile). It should be noted that the standard deviation for this scale was relatively high indicating considerable difference in the perceptions of climate by students.

| Improvement Strategy  | Implementation Timeline                                     | Person(s) Responsible  | Resources  |
|---|---|--|--|
| Teacher-Student Relationships added to Teacher Evaluation Expectations                | January 2016<br>Maintained for the duration of this charter | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach<br>* Asst. Principal – Discipline<br>* School Social Worker | Boys Town model for Social Skills<br>School generated writing & discussion prompts |
| CARE team activities will include discussion prompts about school culture and climate |   |  |  |
| “Stop and Jot” writing prompts about school culture and climate                       |   |  |  |

Goal Area – Charter Theme

**Charter Theme:** The Young Entrepreneur Spirits program that addresses the Academy’s charter theme of entrepreneurship and financial literacy will include content that will be embedded into the daily routines and structures of the Academy. Collaboration with the Center of Entrepreneurial Ecosystem Development will assist the Academy to strengthen the LATCA scholars’ creativity, problem-solving and critical thinking skills through annual staff professional development, rigorous student learning experiences and development of multiple community partnerships.

| Improvement Strategy   | Implementation Timeline  | Person(s) Responsible  | Resources   |
|--|--|--|---|
| Partnering with CEED   | 2016-17 school year<br>Maintained for the duration of this charter | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach<br>* Asst. Principal – Discipline | CEED<br>Council for Economic Education<br>Federal Reserve Bank<br>Jr. Achievement |
| Providing staff professional development   |  |  |   |
| Obtain financial literacy curriculum to be implemented during social studies block   |  |  |   |
| Design and implement learning experiences that will enhance students’ knowledge and skills to communicate effectively, think critically, problem solve, be good team members and be resilient which are all necessary skills for entrepreneurs |  |  |   |

## Appendices: Education Plan

**Sample Lesson Plans**

**Sample Daily Schedule**

**Enrollment History and Projections**

**Annual Calendar**

**Performance Contract**

**School Disciplinary Policy**

**School's Grievance Procedures for Parents and Guardians**

**Performance Contract Plan**

**Perception Data Report**

**LATCA Brochure**

**Debate KC Awards Night Winners**

## Appendices: Organizational Plan

**Insurance Policies**

**Articles of Incorporation & Corporate By-Laws**

**Non-Profit Corporation Evidence**

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**Board Member resumes**

**UMKC CSC Statutory Responsibilities of Board Members**

**Job descriptions: Administration Team**

**Staff Handbook (Table of Contents)**

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## Appendices: Business Plan

**Charter School Budget**

**Cash-Flow Analysis**

**KCMSD Map Showing Current Location**

**UMKC Charter Application Assurances Statement**

2nd Grade Reading Lesson Plans

Teachers: Gasaway, Parks, Mulvihill

Subject: Reading: Theme 2 Week 4 **Wilfred Gordon McDonald Partridge by Mem Fox** (a.k.a.: WGMP)

Instructional Focus: Develop listening & speaking vocabulary, Central Question-How do we feel when we give to others?

Week of: Oct. 20<sup>th</sup> – 24<sup>th</sup> 2014

**Monday**

|   | Reading Strategy   | Reading Groups  | Vocabulary  |
|---|--|---|---|
| Common Core Standards                                   | Speaking and Listening<br>#1: Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   | Foundational skills #1: Know and apply grade-level phonics and word analysis skills in decoding words.  | Reading #4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic and subject area.  |
| Learning Target   | I can think about details from a story by using the comprehension strategy Ask & Answer Questions.   | I can decode to build fluency in my reading by sounding out unknown words. I can make connections as I read by using text-to-self connections.  | I can become a vocabulary word expert by practicing the words, being able to use them in sentences and use the words in my daily oral communication.  |
| Mini Lesson<br>Connect<br>Teach<br>Active Participation | Model fluency by reading aloud the book WGMP.<br>Preview cover: what can we tell about the characters?<br>Set purpose: As we read this, think about the central question: How do we feel when we give to others? Think about who gives and who receives in this story. | Focus on vocabulary, decoding, and connections to the read aloud WGMP<br><br>BL: Sand Trap pages T240-42<br>OL: The Ugly Duckling pages T254-56<br>AL: Daniel the Magnificent Pages T262-65 | <b>Listening and Speaking Vocabulary</b><br>errands-memory-questions-puppet-sadness-medal<br><b>Character words</b><br>gift-remembering<br><b>Materials:</b> 4-page flip book for each student, dictionaries<br>Write words on board into t-chart: things you can see and hold/things inside your mind. Go over each word and have the kids describe where each word fits on t-chart and why. |
| Practice/Application                                    | Knee-to-knee conversation with a partner: Discuss who  | Comprehension worksheets or connections journal   | Each group of four will be given two of the vocab. words. Have each child decide which word they will “become a word  |

|                   |   |  |  |
|-------------------|---|--|--|
|                   | gives and who receives in this story?<br>Chart answers.   |  | expert” for. On their flip charts, they are to:<br>Title page: write/decorate word<br>Page 2 : use dictionaries to define the word<br>Page 3: use word in a sentence<br>Page 4: illustrate the word/their sentence |
| 3 Story Questions | -What is Perspective?<br>What was Mrs. Jordan’s perspective on memory?<br>-What was Mr. Hosking’s perspective on memory |  | Have kids share their books with another group.  |

2nd Grade Reading Lesson Plans

Teachers: Gasaway, Parks, Mulvihill  
 Subject: Reading: Theme 2 Week 4 **Wilfred Gordon McDonald Partridge** by **Mem Fox** (a.k.a.: WGMP)  
 Instructional Focus: Author’s Viewpoint, whole class reading vocabulary  
 Week of: October 20<sup>th</sup> – 24<sup>th</sup> 2014  
 Tuesday and **Wednesday**

|                      | Reading Strategy   | Reading Groups  | Vocabulary  |
|----------------------|--|---|---|
| Common Core Standard | Speaking and Listening<br>#1: Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | Foundational skills#1: Know and apply grade-level phonics and word analysis skills in decoding words.                           | Fluency: Read with sufficient accuracy and fluency to support comprehension.  |
| Learning Target      | I can use the author’s viewpoint to understand perspective taking in a story by understanding the author’s intent.   | I can recognize, read, and understand vocabulary words by successfully sounding out these words while reading the level reader. | I can become a reading word expert by practicing the words and being able to use them in sentences and in my daily oral communication.                      |
| Connect Teach        | Mini Lesson<br>Draw author’s viewpoint web on board.(T214)<br>Explain meaning of author’s viewpoint. Show  | Focus on vocabulary, decoding,  | <b>Leveled Reading Vocabulary</b><br>leash-praise-heroinc-improve-device-obedient(red wkbk pages 164 and 179)<br>*Note* this can also be done for other set |

|                             |   |  |  |
|-----------------------------|---|--|--|
| <p>Active Participation</p> | <p>book cover. Ask for clues that show how author feels about children. Record ideas on web.</p> <p>Model using think aloud how identifying author's viewpoint helps to understand perspective taking and the book.</p> <p>Knee-to-knee conversation with a partner: How does understanding the author's viewpoint help us be better readers?</p> | <p>and author's viewpoint.</p> <p>BL: Jessie the guide dog T220-22<br/>AL: Special Helpers T244-47</p> <p>OL: Helen Keller T228-30</p>               | <p>of leveled vocab. Words: nervous-cactus-great-grandmother-swiftly-hollow-hatch (red wkbk pages 171 and 180)</p> <p><b>Materials:</b> flap chart for each student, dictionaries</p> <p>Introduce leveled reading vocabulary words by having kids match word to definition. Explain these words will be popping up in reading groups today.</p>             |
| <p>Practice/Application</p> |   | <p>Comprehension worksheets /leveled reading vocabulary charts</p> <p>*Note*</p> <p>Reading workbook pg.162 and 172 goes with author's viewpoint</p> | <p>Have each child decide which word they will "become a word expert" for. On their flap charts, they are to: write/decorate word definition : use dictionaries to define the word</p> <p>sentence: use word in a sentence</p> <p>illustration: illustrate the word/their sentence</p> <p>write a sentence from the book using the word with page number</p> |
| <p>3-Story Questions</p>    | <p>- What rule applies when two vowels come together in a word?</p> <p>- Give examples of words with ay.</p> <p>- Give examples of words with ai?</p>   |  |  |

Second Grade Reading Lesson Plans

Teachers: Gasaway, Parks, Mulvihill  
 Subject: Reading: Theme 2 Week 4 **Wilfred Gordon McDonald Partridge** by **Mem Fox** (a.k.a.:WGMP)  
 Instructional Focus: Author's Viewpoint, Story details  
 Week of: October 20<sup>th</sup> – 24<sup>th</sup> 2014

**Thursday**

|                       | Reading Strategy   | Reading Groups  | Phonics  |
|-----------------------|--|---|--|
| Common Core Standards | Speaking and Listening<br>#1: Participate in collaborative conversation with   | Fluency: Read with sufficient accuracy to support comprehension.  | Foundational skills #1: Know and apply grade-level phonics and word analysis in decoding words.  |
| Learning Target       | I can describe author's viewpoint and other details of a story by understanding the author's intent.   | I can decode to build fluency in my reading by successfully sounding out unknown words while reading the level reader.  | I can identify ai and ay patterns as I read by successfully pronouncing words with these patterns.   |
| Mini Lesson           | As you read <u>Book Day</u> , think about how the author feels about books. What does the author want you to learn by reading this story? Pay close attention to other important details of the story too, like character, setting, problem, and solution. (Briefly review these story elements) | Bottom two groups to reread <u>Book Day</u> . Pay close attention to fluency of reviewed decodable words (found in back cover).<br>Make flashcards of words each child is struggling with. (to be used for center work later)<br><br>High group to finish AL book from before or start enrichment text.(aka lit group)<br><br>All groups: connect to strategy: discuss author's viewpoint and connection to perspective taking. | <u>Book Day</u> has many words with an ai or ay spelling. What sound does ai and ay make?<br><br>Discuss the ai and ay making the long a sound.<br>Explain that some of these words have the long a sound as the middle sound, and other words have the long a sound as the final or ending sound. |
| Connect Teach         |  |   |  |
| Active Participation  |  |   |  |
| Practice/Application  | Have kids read <u>Book Day</u> in their teams(grps of 3-4)Then have them work together to fill out story concept map including character, setting, problem, solution, and  | Kids to complete chart(see handout) after reading <u>Book Day</u> . Ai vs. ay: who wins with the most?<br><br>Can be done individually, partners, or groups. Also can be a center.  |  |

|                    |   |  |  |
|--------------------|---|--|--|
|                    | author's viewpoint.   |  |  |
| 3- Story Questions | <p>From Wilfrid's perspective, what is most important about Miss Nancy?</p> <p>-What do you think the author's viewpoint of elderly people is?</p> <p>-If you were Miss Nancy, how would you feel when Wilfred visited?</p> |  |  |

2nd Grade Reading Lesson Plans

Teachers: Gasaway, Parks, Mulvihill

Subject: Reading: Theme 2 Week 4 **Wilfred Gordon McDonald Partridge by Mem Fox** (a.k.a.:WGMP)

Instructional Focus: Author's Viewpoint, story details: character, setting, problem, solution

Week of: October 20<sup>th</sup> – 24<sup>th</sup> 2014 **Friday**

|                      | Reading Strategy   | Reading Groups   | Phonics   |
|----------------------|--|--|---|
| Common Core Standard | <p>Speaking and Listening#1: Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>I can describe author's viewpoint and other details of a story understanding the author's intent.</p> | <p>Read with sufficient accuracy and fluency to support comprehension.</p>                                       | <p>Foundational skills #1: Know and apply grade level phonics and words analysis skill in decoding words.</p> |
| Learning Target      |  | <p>I can decode to build fluency in my reading by sounding out unknown words while reading the level reader.</p> | <p>I can identify ee and ea patterns as I read by successfully pronouncing words with these patterns.</p>     |
| Mini Lesson          | <p>As you read <u>Reading</u> is a <u>Treat</u>, think about how</p>   | <p>Test groups on their homework readers. Listen for fluency and</p>   | <p>Yesterday we discussed words with ai and ay pattern that make the long a sound.</p>                        |
| Connect              |  |  |   |

|  |   |  |  |
|--|---|--|--|
| <p>Teach</p> <p>Active Participation</p> | <p>the author feels about books. What does the author want you to learn by reading this story? Pay close attention to other important details of the story too, like character, setting, problem, and solution. (Briefly review these story elements)</p> | <p>give comprehension test to monitor comprehension.</p>   | <p>Who can spy the pattern for today's reader: <u>Reading is a Treat</u>? (ea and ee) What sound do these make in words? (long e sound) Give examples of words with ee and ea as middle and final sounds of words.</p> |
| <p>Practice/Application</p>              | <p>Have kids read <u>Reading is a Treat</u> in their teams (grps of 3-4) Then have them work together to fill out story concept map including character, setting, problem, solution, and author's viewpoint.</p>  | <p>Kids to complete chart (ee vs. ea words: who wins with the most?) after reading <u>Reading is a Treat</u>.</p> <p>Can be done individually, partners, or groups. Also can be a center.</p> <p>Note: Phonics: red wkbk page 170 and 176 can be used for independent work</p> |  |
| <p>3-Story Questions</p>                 | <p>-What vowel sound do we hear if ee or ea come together in a word?<br/>         -Give examples of words with ee sound.<br/>         -Give examples of words with ea.</p>  |  |  |

LATCA  
 Week at a Glance  
 Grade Level Lesson Plans

Teacher(s): Wunsch

Week of: Dec. 8-12

Grade Level: Third

Subject: Writing

Resources: Snow

Monday

Common Core STD:  
 W.3.2b

Key Vocabulary:

quotation marks

Learning Target(s):

I can write about snow, or any type of weather to help me become a better writer.

Tuesday

Common Core STD:  
 W.3.2a, W.3.2b

Key Vocabulary:

quotation marks

Learning Target(s):

I can write dialogue by using quotation marks.

Wednesday

Common Core STD:  
 W.3.3b

Key Vocabulary:

organization

Learning Target(s):

I can write to hold the reader's attention by organization, including the lead sentence.

Thursday

Common Core STD:  
 W.3.2a, W.3.2b

Key Vocabulary:

respiratory system, engineer, nonfiction

Learning Target(s):

I can write about information that I learned from a nonfiction book to help me become a better writer.

Friday

Common Core STD:  
 W.3.2a, W.3.2b

Key Vocabulary:

Learning Target(s):

I can write a lead about our story that I will attract a reader's attention by using the techniques I've learned.

Brief Description of Lesson:

Let's finish our acrostic poem on snow and writings about the season. Poem, story, acrostic poem

3 Story Questions:

1. What am I interested in writing about?
2. What type of weather can I write about?
3. How can I become a better writer?

Result Indicators:

Check student work, and find out what they are interested in writing about. What type of weather will they write about?

Brief Description of Lesson:

P. 44-45  
 Proper use of quotation marks. Graphic organizer from the story, Snow. Writing about something they care about.

3 Story Questions:

1. How do I use quotation marks?
2. How do I use my senses to write a better story?
3. Have I chosen a topic I really like?
4. Am I following punctuation marks correctly?

Results indicator:

Check student work. Are they using quotation marks correctly? Did they pick a main idea that they like?

Brief Description of Lesson:

P. 46-47 A strong lead grabs the readers' attention by giving them something to think about so they want to keep reading to find out what we have to say. Go over the techniques on p. 48 to help with the lead. Write a lead to the paragraph on p. 49.

3 Story Questions:

1. Can I pick the right word choice to get a reader's attention?
2. Can I compare something to write about a topic in a different way?
3. Can I write about an interesting piece of information?

Result Indicators:

After discussing the lead, watch and read students' work writing a lead to make the paragraph strong.

Brief Description of Lesson:

p. 50 Read The Respiratory System by Christine Taylor-Butler Have good listeners write answers to the questions concerning the story. P. 51 Let's write about a new lead for your story: follow the techniques on p. 48 to help you choose how to write your lead.

3 Story Questions:

1. What strategy will I use to write my lead?
2. What facts did I find interesting in the story?
3. What could the author learn from kids to help her develop her ideas?

Result Indicators:

Check student work and have volunteers share their leads.

Brief Description of Lesson:

p. 52 Spelling words. P. 53 Write a new lead for The Respiratory System, using one of the techniques on p. 48.

3 Story Questions:

1. What technique will I use to write my lead to attract my reader?
2. How can I write a lead that will not be boring? (In this report I will tell you about...)
3. How strong is my lead?

Results Indicator:

Check student work and edit the lead: Will it attract a reader's attention?

**LATCA Week at a Glance**  
**Grade Level Lesson Plans**

Subject: Science

Grade Level: Third

Teacher: Wunsch      Week of: Dec. 8-12  
 We were working on our Indian reports last week.

**Resources:** Science Fusion student workbooks

| Monday   | Tuesday   | Wednesday  | Thursday   | Friday  |
|--|---|--|--|---|
| <p><b>Common Core STD:</b><br/>S.3.2b</p> <p><b>Key Vocabulary:</b><br/>experiment, hypothesis, investigating, mass, volume</p> <p><b>Learning Target(s):</b><br/>I can determine which tools scientists use to measure length, mass, volume, and small objects.</p> <p><b>Brief Description of Lesson:</b><br/>Discuss p. 20-31; especially mass and volume. Discuss the appropriate tools to use when measuring length, volume, and mass.</p> <p><b>3 Questions:</b></p> <ol style="list-style-type: none"> <li>1. What tools do scientists use to measure mass?</li> <li>2. What tools do scientists use to measure volume?</li> <li>3. What tools do scientists use to measure length?</li> </ol> <p><b>Result Indicators:</b><br/>Walk around and observe as students give ideas to see if they are understanding the task.</p> | <p><b>Common Core STD:</b><br/>S3.2b</p> <p><b>Key Vocabulary:</b><br/>evidence, data, bar graph, record data, graphic organizer</p> <p><b>Learning Target(s):</b><br/>I can use the data collected to make charts and bar graphs.</p> <p><b>Brief Description of Lesson:</b><br/>Lesson 5 p. 33-44 Scientists ask a lot of questions. What is evidence? How do we communicate our data?</p> <p><b>3 Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do scientists show data?</li> <li>2. How can we display data?</li> <li>3. How do graphs help display data?</li> </ol> <p><b>Result Indicators:</b><br/>Check knowledge by watching students making graphs, writing data in workbooks.</p> | <p><b>Common Core STD:</b><br/>S3.2b</p> <p><b>Key Vocabulary:</b><br/>investigation, hypothesis, variable, record data, conclusion</p> <p><b>Learning Target(s):</b><br/>I can do an experiment with bubbles by following the scientific model: hypothesis, collecting data, recording data, and conclusion..</p> <p><b>Brief Description:</b><br/>P. 45 Flip chart inquiry: We will do an experiment involving the height of bubbles compared to the amount of liquid soap used. We will follow the scientific model and record our results.</p> <p><b>3 Questions:</b></p> <ol style="list-style-type: none"> <li>1. What evidence do I have with this experiment?</li> <li>2. How do I record this evidence?</li> <li>3. What conclusion do I make after I complete the experiment?</li> </ol> <p><b>Results indicator:</b><br/>Observe students performing and recording the experiment. Check for understanding by asking questions.</p> | <p><b>Common Core STD:</b><br/>S3.2a</p> <p><b>Key Vocabulary:</b><br/>I will take the Unit 1 test over the information in the unit.</p> <p><b>Learning Target(s):</b><br/>I can determine what tools and strategies are needed to build buildings and bridges.</p> <p><b>Brief Description of Lesson:</b><br/>P. 49-51 in student workbook, testing concepts in Unit 1.</p> <p><b>3 Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is an experiment?</li> <li>2. What is the hypothesis?</li> <li>3. What are the different tools scientists use to measure?</li> </ol> <p><b>Result Indicators:</b><br/>Check student work for understanding.</p> | <p><b>Common Core STD:</b><br/>S.3.2b</p> <p><b>Key Vocabulary:</b><br/>engineering, architecture, build to scale</p> <p><b>Learning Target(s):</b><br/>Unit 2.<br/>I can determine what tools and strategies are needed to build buildings and bridges.</p> <p><b>Brief Description of Lesson:</b><br/>P. 52-55 Student workbook: read the strategies for building amazing things. What tools are used for measuring, making a model, drawing the blue prints, and measuring to scale? Investigate the ways scientists use to build the buildings and bridges.</p> <p><b>3 Story Questions:</b></p> <ol style="list-style-type: none"> <li>1. What tools do we use to build the buildings and bridges?</li> <li>2. What strategies are used by engineers and architectures?</li> <li>3. How do we measure to scale for such a big project?</li> </ol> <p><b>Result Indicators:</b><br/>Discuss the strategies and tools used by scientists; listening for understanding.</p> |

# Ms. Combs Lesson Plans: Social Studies

Week of: February 10-14

Grade Level: 7

| Day                  | Monday | Tuesday  | Wednesday  | Thursday   | Friday   |
|----------------------|--------|--|--|--|--|
| GLE                  |        | Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy SS1 1.6, 4.2  | Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy SS1 1.6, 4.2  | Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy SS1 1.6, 4.2  | Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy SS1 1.6, 4.2  |
|                      |        | Compare and contrast the following:<br>a. limited government<br>b. rule of law<br>c. majority rule<br>d. minority rights<br>SS1 1.6  | Compare and contrast the following:<br>a. limited government<br>b. rule of law<br>c. majority rule<br>d. minority rights<br>SS1 1.6  | Compare and contrast the following:<br>a. limited government<br>b. rule of law<br>c. majority rule<br>d. minority rights<br>SS1 1.6  | Compare and contrast the following:<br>a. limited government<br>b. rule of law<br>c. majority rule<br>d. minority rights<br>SS1 1.6  |
|                      |        | Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers<br>SS5 1.6, 3.6  | Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers<br>SS5 1.6, 3.6  | Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers<br>SS5 1.6, 3.6  | Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers<br>SS5 1.6, 3.6  |
| Common Core Standard |        | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Reading<br><u>Determine</u> the central ideas or information of a primary or secondary source; provide an accurate <u>summary</u> of the source distinct from prior knowledge or opinions.<br>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br><u>Distinguish</u> among fact, opinion, and reasoned judgment in a text. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Reading<br><u>Determine</u> the central ideas or information of a primary or secondary source; provide an accurate <u>summary</u> of the source distinct from prior knowledge or opinions.<br>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br><u>Distinguish</u> among fact, opinion, and reasoned judgment in a text. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Reading<br><u>Determine</u> the central ideas or information of a primary or secondary source; provide an accurate <u>summary</u> of the source distinct from prior knowledge or opinions.<br>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br><u>Distinguish</u> among fact, opinion, and reasoned judgment in a text. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Reading<br><u>Determine</u> the central ideas or information of a primary or secondary source; provide an accurate <u>summary</u> of the source distinct from prior knowledge or opinions.<br>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br><u>Distinguish</u> among fact, opinion, and reasoned judgment in a text. |

# Ms. Combs Lesson Plans: Social Studies

| DOK  | 4  | 1  | 1  | 4  | 1  |
|--|--|--|--|--|--|
| <b>Learning Targets</b>                    | <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Civil Rights Movement by analyzing pieces of texts</li> <li>I can analyze the impact of historical events on the Civil Rights Movement by analyzing pieces of texts</li> </ul> | <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Civil Rights Movement by analyzing pieces of texts</li> <li>I can analyze the impact of historical events on the Civil Rights Movement by analyzing pieces of texts</li> </ul> | <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Civil Rights Movement by analyzing pieces of texts</li> <li>I can analyze the impact of historical events on the Civil Rights Movement by analyzing pieces of texts</li> </ul> | <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Civil Rights Movement by analyzing pieces of texts</li> <li>I can analyze the impact of historical events on the Civil Rights Movement by analyzing pieces of texts</li> </ul> | <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Civil Rights Movement by analyzing pieces of texts</li> <li>I can analyze the impact of historical events on the Civil Rights Movement by analyzing pieces of texts</li> </ul> |
| <b>Guiding Questions</b>                   | <ul style="list-style-type: none"> <li>Is freedom really free?</li> <li>What do Warriors do when they want to cry?</li> <li>How much are you willing to endure for the good of others?</li> </ul>  |  |  |  |  |
| <b>Lesson Description</b>                  | <ul style="list-style-type: none"> <li>WDC: Chp. 1</li> <li>Review Questions</li> </ul>  |  |  |  |  |
| <b>Mini Lesson Check for Understanding</b> | <ul style="list-style-type: none"> <li>WDC: Chp. 2</li> <li>Read aloud</li> </ul>  |  |  |  |  |
| <b>Guided Practice</b>                     | <ul style="list-style-type: none"> <li>WDC: Chp. 2</li> <li>Review Questions</li> </ul>  |  |  |  |  |
| <b>Independent Practice</b>                | <ul style="list-style-type: none"> <li>WDC: Chp. 2</li> <li>Review Questions</li> </ul>  |  |  |  |  |
| <b>Debrief/Closure</b>                     | <ul style="list-style-type: none"> <li>WDC: Chp. 2</li> <li>Review Questions</li> </ul>  |  |  |  |  |
| <b>Homework</b>                            | <ul style="list-style-type: none"> <li>WDC: Chp. 3</li> <li>Read aloud</li> </ul>  |  |  |  |  |

# Ms. Combs Lesson Plans: Social Studies

Week of: February 17-21

Grade Level: 8

| Day                  | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  |
|----------------------|---|---|---|---|---|
| GLE                  | Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful<br>SS3 3.6<br>Interpret political, economic and social causes and consequences of the Civil War and Reconstruction<br>SS3 1.6, 3.1<br>Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life<br>SS5 1.6   | Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful<br>SS3 3.6<br>Interpret political, economic and social causes and consequences of the Civil War and Reconstruction<br>SS3 1.6, 3.1<br>Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life<br>SS5 1.6   | Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful<br>SS3 3.6<br>Interpret political, economic and social causes and consequences of the Civil War and Reconstruction<br>SS3 1.6, 3.1<br>Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life<br>SS5 1.6   | Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful<br>SS3 3.6<br>Interpret political, economic and social causes and consequences of the Civil War and Reconstruction<br>SS3 1.6, 3.1<br>Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life<br>SS5 1.6   | Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful<br>SS3 3.6<br>Interpret political, economic and social causes and consequences of the Civil War and Reconstruction<br>SS3 1.6, 3.1<br>Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life<br>SS5 1.6   |
| Common Core Standard | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Reading<br>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.<br>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br>Distinguish among fact, | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Reading<br>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.<br>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br>Distinguish among fact, | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Reading<br>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.<br>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br>Distinguish among fact, | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Reading<br>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.<br>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br>Distinguish among fact, | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>Reading<br>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.<br>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br>Distinguish among fact, |

# Ms. Combs Lesson Plans: Social Studies

| DOK Learning Targets   | opinion, and reasoned judgment in a text.   | opinion, and reasoned judgment in a text.   | opinion, and reasoned judgment in a text.   | opinion, and reasoned judgment in a text.   | opinion, and reasoned judgment in a text.   |
|--|---|---|---|---|---|
|  | <p>4</p> <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Mexican American War by analyzing different pieces of text</li> <li>I can analyze the impact of historical events on Mexican American War by analyzing different pieces of text</li> </ul> | <p>1</p> <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Civil War by analyzing different pieces of text</li> <li>I can analyze the impact of historical events on Civil War by analyzing different pieces of text</li> </ul> | <p>4</p> <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Civil War by analyzing different pieces of text</li> <li>I can analyze the impact of historical events on Civil War by analyzing different pieces of text</li> </ul> | <p>4</p> <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Civil War by analyzing different pieces of text</li> <li>I can analyze the impact of historical events on Civil War by analyzing different pieces of text</li> </ul> | <p>4</p> <ul style="list-style-type: none"> <li>I can identify types of conflict with in a text by analyzing pieces of texts</li> <li>I can use evidence from the text to support my identification of conflict by providing details from the text</li> <li>I can analyze the impact historical personalities had on the Civil War by analyzing different pieces of text</li> <li>I can analyze the impact of historical events on Civil War by analyzing different pieces of text</li> </ul> |
| Guiding Questions  | <ul style="list-style-type: none"> <li>Is war a necessary evil?</li> <li>What is the price of freedom?</li> </ul>   |   |   |   |   |
| Lesson Description<br>Mini Lesson<br>Check for Understanding<br>Guided Practice<br>Independent Practice<br>Debrief/Closure<br>Homework | <ul style="list-style-type: none"> <li>Review MAW timeline</li> <li>Review people</li> <li>Review events</li> </ul>   | <ul style="list-style-type: none"> <li>Civil War timeline</li> </ul>  | <ul style="list-style-type: none"> <li>Historical Character: Nat Turner</li> </ul>  | <ul style="list-style-type: none"> <li>Event Analysis: Secession of Southern States (February 9, 1861)</li> </ul>   |   |

Daily Schedule Sample 2015-2016

|                    | <b>1<sup>ST</sup> GRADE</b> |
|--------------------|-----------------------------|
| <b>8:20-8:40</b>   | MORNING WORK/BATHROOM       |
| <b>8:40-9:40</b>   | WRITING                     |
| <b>9:45-10:40</b>  | SPECIALS                    |
| <b>10:45-11:15</b> | LUNCH                       |
| <b>11:15-11:40</b> | RECESS/BATHROOM             |
| <b>11:40-1:15</b>  | READING BLOCK               |
| <b>1:15-2:15</b>   | MATH                        |
| <b>2:15-3:00</b>   | SCIENCE                     |
| <b>3:00-3:20</b>   | STOP,DROP,JOT-3:00          |

|                    | <b>3<sup>RD</sup> GRADE</b>   |
|--------------------|-------------------------------|
| <b>8:20-8:40</b>   | MORNING WORK/BATHROOM         |
| <b>8:40-10:10</b>  | READING BLOCK                 |
| <b>10:10-10:45</b> | SCIENCE PT. 1                 |
| <b>10:45-11:40</b> | SPECIALS                      |
| <b>11:45-12:15</b> | LUNCH                         |
| <b>12:15-12:40</b> | RECESS/BATHROOM               |
| <b>12:40-1:10</b>  | SCIENCE PT.2                  |
| <b>1:10-2:10</b>   | MATH                          |
| <b>2:10-3:20</b>   | WRITING<br>STOP,DROP,JOT-3:00 |

|                    | <b>5<sup>TH</sup> GRADE</b>   |
|--------------------|-------------------------------|
| <b>8:20-8:45</b>   | MORNING WORK/RESTROOM         |
| <b>8:45-9:40</b>   | SCIENCE                       |
| <b>9:40-10:45</b>  | MATH                          |
| <b>10:45-11:40</b> | SPECIALS                      |
| <b>11:40-12:00</b> | RECESS/BATHROOM               |
| <b>12:00-12:30</b> | LUNCH                         |
| <b>12:30-2:00</b>  | READING BLOCK                 |
| <b>2:00-3:20</b>   | WRITING<br>STOP,DROP,JOT-3:00 |

|             | <b>2<sup>ND</sup> GRADE</b> |
|-------------|-----------------------------|
| 8:20-8:40   | MORNING WORK/BATHROOM       |
| 8:40-10:10  | READING BLOCK               |
| 10:10-11:10 | WRITING                     |
| 11:15-11:45 | LUNCH                       |
| 11:45-12:10 | RECESS/BATHROOM             |
| 12:10-1:05  | SPECIALS                    |
| 1:05-2:05   | MATH                        |
| 2:05-3:00   | SCIENCE                     |
| 3:00-3:20   | STOP, DROP, JOT             |

|             | <b>6<sup>TH</sup> GRADE</b> |
|-------------|-----------------------------|
| 8:20-8:40   | MORNING WORK/BATHROOM       |
| 8:40-10:10  | READING BLOCK               |
| 10:10-11:25 | WRITING                     |
| 11:30-12:00 | LUNCH                       |
| 12:00-12:10 | BATHROOM                    |
| 12:10-1:05  | SPECIALS                    |
| 1:05-2:05   | MATH                        |
| 2:05-3:00   | SCIENCE                     |
| 3:00-3:20   | STOP, DROP, JOT             |

|             | <b>KINDERGARTEN</b>      |
|-------------|--------------------------|
| 8:20-8:40   | MORNING MEETING/BATHROOM |
| 8:40-10:10  | READING BLOCK            |
| 10:10-10:55 | WRITING                  |
| 11:00-11:30 | LUNCH                    |
| 11:30-12:00 | RECESS/BATHROOM          |
| 12:00-1:05  | MATH                     |
| 1:05-2:05   | SCIENCE                  |
| 2:05-2:20   | BATHROOM                 |
| 2:20-3:00   | SOCIAL STUDIES           |
| 3:00-3:20   | STOP, DROP, JOT          |

|             | <b>4<sup>TH</sup> GRADE</b> |
|-------------|-----------------------------|
| 8:20-8:40   | MORNING WORK/BATHROOM       |
| 8:40-10:10  | READING BLOCK               |
| 10:10-11:10 | WRITING                     |
| 11:10-12:10 | SCIENCE                     |
| 12:15-12:45 | LUNCH                       |
| 12:45-1:10  | RECESS/BATHROOM             |
| 1:10-2:10   | MATH                        |
| 2:10-3:05   | SPECIALS                    |
| 3:05-3:20   | STOP, DROP , JOT            |

# LEE A. TOLBERT COMMUNITY ACADEMY



1<sup>ST</sup> Qtr: 8/12 – 10/13 (44)  
2<sup>nd</sup> Qtr: 10/14 – 12/21 (44)

3<sup>rd</sup> Qtr: 12/22 – 3/7 (42)  
4<sup>th</sup> Qtr: 3/8 – Last Day (44)

## IMPORTANT NOTES

Jul 31: All Staff (Prof Devl)  
 Aug 1: Family Day with All Staff  
 Aug 5: 190-day Staff Report  
**Aug 12: First Day of School**  
 1<sup>st</sup> Quarter Begins (44)  
 Sep 7: No School (Labor Day)  
 Oct 14: 2<sup>nd</sup> Quarter Begins (44)  
 Oct 22: No Classes (P/T Conf)  
 Oct 23: No School  
 Nov 25,26,27: Thanksgiving Break  
 Dec 22: 3<sup>rd</sup> Quarter Begins (42)  
 Dec 23-Jan 5: Winter Break  
 Jan 6: Students & Staff Return  
 Jan 18: No School (ML King Day)  
 Feb 12: No Classes (Staff Devl)  
 Feb 15: No School-Presidents' Day  
 Mar 8: 4<sup>th</sup> Quarter Begins (44)  
 Mar 18: No Classes (P/T Conf)  
 Mar 21-28: Spring Break  
 May 25: Last Day for Students  
 May 26: Last Day for Staff (190)

## 2015-2016 School Calendar

| August 2015          | September 2015       | October 2015         | November 2015        |
|----------------------|----------------------|----------------------|----------------------|
| S M T W T F S        | S M T W T F S        | S M T W T F S        | S M T W T F S        |
|                      | 1 2 3 4 5            | 1 2 3                | 1 2 3 4 5 6 7        |
| 2 3 4 5 6 7 8        | 6 7 8 9 10 11 12     | 4 5 6 7 8 9 10       | 8 9 10 11 12 13 14   |
| 9 10 11 12 13 14 15  | 13 14 15 16 17 18 19 | 11 12 13 14 15 16 17 | 15 16 17 18 19 20 21 |
| 16 17 18 19 20 21 22 | 20 21 22 23 24 25 26 | 18 19 20 21 22 23 24 | 22 23 24 25 26 27 28 |
| 23 24 25 26 27 28 29 | 27 28 29 30          | 25 26 27 28 29 30 31 | 29 30                |
| 30 31                |                      |                      |                      |
| December 2015        | January 2016         | February 2016        | March 2016           |
| S M T W T F S        | S M T W T F S        | S M T W T F S        | S M T W T F S        |
|                      | 1 2                  | 1 2 3 4 5 6          | 1 2 3 4 5            |
| 6 7 8 9 10 11 12     | 3 4 5 6 7 8 9        | 7 8 9 10 11 12 13    | 6 7 8 9 10 11 12     |
| 13 14 15 16 17 18 19 | 10 11 12 13 14 15 16 | 14 15 16 17 18 19 20 | 13 14 15 16 17 18 19 |
| 20 21 22 23 24 25 26 | 17 18 19 20 21 22 23 | 21 22 23 24 25 26 27 | 20 21 22 23 24 25 26 |
| 27 28 29 30 31       | 24 25 26 27 28 29 30 | 28 29                | 27 28 29 30 31       |
|                      | 31                   |                      |                      |
| April 2016           | May 2016             | June 2016            | July 2016            |
| S M T W T F S        | S M T W T F S        | S M T W T F S        | S M T W T F S        |
|                      | 1 2 3 4 5 6 7        | 1 2 3 4              | 1 2                  |
| 3 4 5 6 7 8 9        | 8 9 10 11 12 13 14   | 5 6 7 8 9 10 11      | 3 4 5 6 7 8 9        |
| 10 11 12 13 14 15 16 | 15 16 17 18 19 20 21 | 12 13 14 15 16 17 18 | 10 11 12 13 14 15 16 |
| 17 18 19 20 21 22 23 | 22 23 24 25 26 27 28 | 19 20 21 22 23 24 25 | 17 18 19 20 21 22 23 |
| 24 25 26 27 28 29 30 | 29 30 31             | 26 27 28 29 30       | 24 25 26 27 28 29 30 |
|                      |                      |                      | 31                   |

**Bold** = Quarter Begins    ■ = No School    ○ = No Classes

**E. Performance Contract**

## UMKC Charter School Renewal Performance Contract

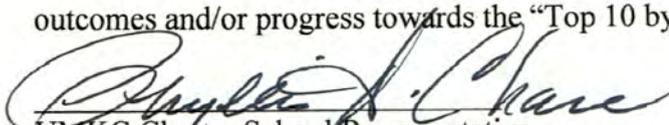
The University of Missouri, Kansas City (UMKC) Charter School Center considers a number of factors when making renewal determinations. Of primary importance is whether or not a school is generating college and career ready students by serving their academic needs with excellence. Towards this end, and in accordance with State Statute, UMKC Charter School Center schools are required to enter into a performance contract. This performance contract sets the standards for high achievement, provides for interventions when necessary, and delineates non-renewal and/or revocations procedures when achievement goals are not being met. This performance contract is a part of the school's charter and is updated annually through a series of internal and external audits.

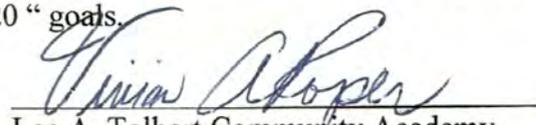
To oversee this process, Lee. A. Tolbert Community Academy convened a renewal committee. The participants of this committee included representation from the staff, administration, board of directors, special services, parents, and community members. The process of internal and external audits identified the school's strengths and weaknesses and provided the data by which the school, in conjunction with its sponsor, identified its major goals and objectives for the length of the renewal period.

As the sponsor, the UMKC Charter School Center will monitor this school's academic performance regularly. Monitoring results will identify needed support measures. Those supports and/or interventions may include some, or all, of the following:

- On site instructional monitor
- Formative and summative assessments
- Teacher/Leader evaluation
- Targeted audits
- Research based instructional interventions

Over the length of this contract, Lee A. Tolbert Community Academy and the UMKC Charter School Center reserve the right to adjust specific targets for each goal based on actual yearly outcomes and/or progress towards the "Top 10 by 20" goals.

  
\_\_\_\_\_  
UMKC Charter School Representative

  
\_\_\_\_\_  
Lee A. Tolbert Community Academy  
Official

11/17/2015  
Date

11/16/2015  
Date

## Class I Offenses:

1. **ACADEMIC DISHONESTY:** Plagiarism, cheating on tests, copying assignments or papers, placing parent/teacher signature on document.
2. **CLASSROOM DISRUPTIONS:** Intentional acts, behaviors, or conduct in the classroom or in the school building which disrupt the educational process.
3. **DISRUPTION OF LEARNING:** Any behavior and/or action that causes students to be distracted from learning.
4. **EDUCATIONAL NUISANCE:** Devices that impede or interrupt the educational process and serve no educational purpose.
5. **EXCESSIVE TARDINESS:** Repeated failure to report without acceptable excuse to assigned classrooms or other instructional areas after class has started.
6. **FAILURE TO ADHERE TO DRESS CODE:** Please see School Uniform Policy.
7. **FAILURE TO FOLLOW DIRECTIONS IN CLASS OR TO DO CLASS ACTIVITIES:** The refusal to participate in required assigned classroom activities
8. **USE OF PROFANE LANGUAGE:** The use of any language, act, remark or expression, including obscene gestures, which is offensive to modesty or decency.
9. **VIOLATING HALL, LUNCHROOM, CLASSROOM, OR GENERAL SCHOOL RULES:** The failure to comply with or follow established procedures and/or conduct for use of the hallways, lunchroom facilities, classrooms, or any other school area

## Classroom Teacher Interventions

### Class I Offenses:

Classroom teachers will evaluate each incident of student misconduct and select appropriate interventions. These interventions are designed to empower the teacher to maintain safety and order in the classroom.

- a. Conference with student and teacher
- b. Parent/Guardian contact**
- c. Safe Seat
- d. Time out in another supervised classroom (buddy room)
- e. Send student to administration to process
- f. Mandatory student, parent/guardian and teacher conference
- g. Contract with student, parent/guardian and teacher
- h. Detention(s) or other extended school options
- i. Administrative referral

## Administrative Options

### CLASS I OFFENSES

| 1 <sup>st</sup> Offense                | 2 <sup>nd</sup> Offense                | Subsequent Offenses  |
|--|--|--|
| Teacher Action (Please refer to above) | Teacher Action (Please refer to above) | <ul style="list-style-type: none"> <li>• Conference with student</li> <li>• Detention or other extended school time options</li> <li>• In-School Suspension</li> <li>• Short-Term Suspension</li> <li>• Academic Success Plan</li> </ul> |

The Administration has the authority to use discretion and common sense in enforcing the *Student Interaction Policy*. The administration is authorized to apply a higher level of consequence for serious violations of the *Policy* even if it is a student's first offense.

**Class I offenses typically do not require a  
police report.**

## **Class II Offenses:**

1. **BATTERY:** Physical contact with another person when done in a rude, insulting and/or angry manner.
2. **CONSTANT REFUSAL TO FOLLOW DIRECTIONS IN CLASS OR TO DO CLASS ACTIVITIES:** The consistent refusal to participate in regularly assigned classroom activities.
3. **CONTRIBUTING TO A DISRUPTIVE SITUATION:** The intentional promotion or advocacy of student misconduct by any student, for any purpose including gang related graffiti or attire, or signs/symbols.
4. **DEFIANCE OF AUTHORITY:** The refusal to comply with a reasonable request from any school representative, lying to any school representative, or disobeying any general rule of school conduct.
5. **GAMBLING:** The participation on school property in games of chance with the express purpose of exchanging money or other tangible barter.
6. **INCENDIARY DEVICES:** The possession of any combustible or explosive substance or devices is forbidden (including fireworks). The intentional damaging of a building or the disruption caused either in the building or on school grounds by the use of any combustible or explosive substances or devices. The violations may result in Class III consequences.
7. **INCITING TO FIGHT:** The intentional promotion by a student to engage another student in physical conflict, continuous harassment or to engage and/or promote other students to engage in physical conflict or the willful engagement of two or more students in physical combat.
8. **INCORRIGIBLE CONDUCT:** Persistent violations of the Student Interaction Policies or persistent violation of the criminal laws of Missouri. **Three offenses - either all of Class I or in combination with Class II offenses in a school year - can be considered as "persistent."**
9. **MISBEHAVIOR ON BUS:** The failure to comply with or to follow established procedures for bus transportation.
10. **MISUSE OF COMPUTER OR VIOLATION OF NETWORK PRACTICES:** Any misuse or inappropriate network practices including, but not limited to, practices that do not conform to District policy or procedures.
11. **STEALING:** The unlawful taking or disposition of property of another with intent to deprive the person of the property. Receiving stolen property or possession of stolen property is included in this offense.
12. **TOBACCO-POSSESSION, USE, SALE OR DISTRIBUTION:** Possession use, sale or distribution of tobacco products at school, on school district property or during a school activity. In all instances, the tobacco products will be confiscated from the student and turned over to local law enforcement agencies.
13. **TRUANCY:** The unauthorized absence from a scheduled class or school without obtaining consent of the proper school authority. This includes leaving school without permission.
14. **VANDALISM:** The willful or malicious destruction or defacement of any property or attempt to do so.
15. **VERBAL ABUSE OR THREAT OF OTHERS:** Any act of disrespect directed at a teacher, staff member, student or other person in school, including profane or insulting remarks, gestures, or a statement that offends or is intended to offend such persons or the intentional unlawful threat or intimidation by word or act to do violence to the person or property of others or the doing of any act which creates a well-founded fear within another person.

## Administrative Options

### CLASS II OFFENSES

| 1 <sup>st</sup> Offense  | 2 <sup>nd</sup> Offense                            | Subsequent Offenses  |
|--|--|----------------------|
| In-School Conference With Student<br>Parent/Guardian Conference<br>Suspension or Forfeiture of Access<br>to Computer Privilege | Detention or Other Extended<br>School Time Options | In-School Suspension |
| Detention Or Other Extended<br>School Time Options   |  |                      |
| Restitution  | In-School Suspension                               | Long-Term Suspension |
| In-School Suspension   | Short Term Suspension                              | Long Term Suspension |
| Short-Term Suspension  | Long Term Suspension                               | Expulsion            |
| An academic success plan will be made for repeat offenders along with any of the consequences above.                           |  |                      |

The Administration has the authority to use discretion and common sense in enforcing the *Student Interaction Policy*. The administration is authorized to apply a higher level of consequence for serious violations of the *Policy* even if it is a student's first offense.

**Class II offenses may result in a police report.**

### Class III Offenses:

1. **AGGRAVATED ABUSE OF OTHERS (ASSAULT):** An intentional, willful threat or attempt to do bodily harm to a teacher, staff member, student or other person in school, blatant degrading verbal abuse of others; the unwanted, intentional touching of or application of force to another person when done in a rude, insolent or angry manner or the unintentional touching of or application of force to another person which is the result of conduct committed in violation of other Class II or Class III offenses in the Student Interaction Policies.
2. **ALCOHOL POSSESSION, CONSUMPTION OF ALCOHOL, AND/OR BEING UNDER THE INFLUENCE OF ALCOHOL:** Possession, use, or being under the influence of alcohol at school, on school district property or during a school activity. In all instances, the alcohol will be confiscated from the student and turned over to local law enforcement agencies. The first offense will result in a short-term out-of-school suspension. Subsequent offenses will result in a recommendation for a long-term out-of-school suspension or expulsion.
3. **DISTRIBUTION OF ALCOHOL:** The distribution of alcohol to anyone at school, on school district property or during a school activity is prohibited. In all instances, the alcohol will be confiscated from the student and turned over to local law enforcement agencies.
4. **POSSESSION AND/OR USE OF DRUGS, BEING UNDER THE INFLUENCE OF DRUGS, AND/OR POSSESSION OR USE OF DRUG PARAPHERNALIA:** Possession, purchase or attempt to purchase, use or being under the influence of controlled substances (other than alcohol and tobacco) at school, on school district property or during a school activity. In all instances, the drug or drug paraphernalia will be confiscated from the student and turned over to local law enforcement agencies. All incidents involving possession and/or use of these drugs will result in a recommendation for a long-term out-of-school suspension or expulsion.
5. **PURCHASE, POSSESSION OR DISTRIBUTION OF NONCONTROLLED SUBSTANCES, OR TOXIC SUBSTANCES:** Purchase, Distribution, attempt to distribute, or possession with intent to distribute a noncontrolled substance, over the counter drugs or upon the representation that the substance is a controlled substance. Use and/or possession of intoxicants which cause a loss of control or inebriation and which shall include, but not be limited to glue, solvents, and misuse of over the counter drugs.
6. **ARSON:** The willful and malicious burning of a building or its contents and/or the personal property of others.
7. **CAUSING SERIOUS PHYSICAL HARM TO STUDENT OR STAFF:** Intentional efforts resulting in serious physical harm to a student or staff members.

8. **CRIMINAL DAMAGE TO PROPERTY:** The willful or malicious destruction or defacement of any property on school district grounds or in a school district building.
9. **EXTORTION:** Verbal threats or physical conduct designed to obtain money or other valuables or services.
10. **POSSESSION AND/OR USE OR THREAT TO USE A WEAPON OTHER THAN A FIREARM:** Possession and/or use or threat to use weapons, knives (including pocket knives), explosives, or other dangerous articles if such articles may be used as weapons or are designed to hurt someone or put someone in fear. The school will turn over all weapons, explosives, or dangerous articles to the appropriate law enforcement agency. The use of laser pointers in a harmful way is forbidden in school.
11. **LEWD AND LASCIVIOUS ACT (SEXUAL MISCONDUCT):** The unlawful act that is intended to stimulate the libido or sexual interest of themselves or another person. It can include:
  - a. **Actual or simulated conduct,** including but not limited to, fondling, inappropriate touching, or the engagement in any sexual activity on school property, during school functions, or at school-sponsored activities.
  - b. **Indecent exposure:** the deliberate exposure by a person of a portion or portions of his or her own body.
  - c. **Pornography:** posing for, engaging in, or distributing any forms of pornography
  - d. **Sexting:** The act of sending sexually explicit photos, images, or messages electronically, primarily by cell phone or the internet.

### **Class III Offenses:**

12. **SETTING OFF DISASTER ALARM FALSELY:** The intentional activation of fire alarms or like warning devices.
13. **STUDENT HARASSMENT OF OTHERS:**
  - a. **Bullying:** Persistent aggressive behavior that involves unwanted, negative actions. It can include any action that is intended to emotionally, verbally, or physically abuse another student
  - b. **Cyber Bullying:** The willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices. (This can include any action that is done off campus and before or after school hours, if the action results in a disruption of the learning environment.)
  - c. **Sexual Harassment:** Persistent unwelcome sexual behavior that includes, but is not limited to:
    - i. Verbal, such as derogatory comments, jokes, slurs or remarks/questions of a sexual nature;
    - ii. Physical, such as unnecessary, unwanted or offensive touching;
    - iii. Visual, any derogatory writings such as: e-mail, drawings, graffiti, gestures and looks.
  - d. **Harassment Because of Race or Color, National Origin or Ethnicity, Disability, Gender, or Sexual Orientation or Perceived Sexual Orientation:** Verbal or physical conduct relating to an individual's race or color that is sufficiently severe, persistent, or pervasive in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.
  - e. **Hazing:** Any actions that are being performed in a group and inflicted upon an individual. Acts that intimidate, provoke, harass, in any manner, ridicule, taunt, and/or initiate unwanted and uninvited acts of a mental and/or physical nature or cause in any way mental and/or physical aggravation, fear, uneasiness, nervousness, shock, fatigue, humility, demoralization, anguish, and/or discomfort or injury.
14. **UNAUTHORIZED GROUP BEHAVIOR:** Wearing, carrying, or displaying unauthorized group paraphernalia, exhibiting behavior or gestures, which symbolize unauthorized group membership, or causing and/or participating in activities which intimidate or affect the attendance of another student. Group violence which is not limited to threats, confrontations, intimidations, fighting, and/or possession or use of weapons, when such can be credited to organized groups.

## Administrative Options

### CLASS III OFFENSES

| 1 <sup>st</sup> Offense  | 2 <sup>nd</sup> Offense | Subsequent Offenses  |
|--|-------------------------|----------------------|
| In-School Suspension   | Short Term Suspension   | Long Term Suspension |
| Short-Term Suspension  | Long Term Suspension    | Expulsion            |
| Long Term Suspension   | Expulsion               |                      |
| An academic success plan will be made for repeat offenders along with any of the consequences above. |                         |                      |

The Administration has the authority to use discretion and common sense in enforcing the *Student Interaction Policy*. The administration is authorized to apply a higher level of consequence for serious violations of the *Policy* even if it is a student's first offense.

**Class III offenses may require a police report.**

### CLASS IV OFFENSES

- 1. POSSESSION AND/OR USE OF OR THREAT TO USE A FIREARM:** Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. This policy may be applied to replicas and/or toy firearms or guns.

The school will turn over all firearms to the appropriate law enforcement agency. In compliance with the "Gun Free Schools Act"

Any student who is determined to have brought a weapon (as defined in this subparagraph) to school in violation of this policy shall be suspended for a period of not less than one (1) year or be expelled and will be referred to the appropriate legal authorities. The Superintendent may modify such suspension on a case by case basis.

"Weapon" means (1) any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any weapon described in the preceding example; (3) any firearm muffler or firearm silencer; (4) any explosive, incendiary, or poison gas (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than 1/4 ounce (E) mine, or (F) similar device; (5) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; (6) any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled; (7) any bludgeon, sand club, metal knuckles or throwing star; (8) any knife, commonly referred to as a switch-blade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement; (9) any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun.

- 2. POSSESSION OF DRUGS WITH INTENT TO SELL OR DISTRIBUTE:** which by virtue of the quantity, packaging, or other circumstances demonstrates intent or effort to sell or distribute.

## Administrative Options

### CLASS IV OFFENSES

| 1 <sup>st</sup> Offense              |
|--------------------------------------|
| Long-Term Suspension or<br>Expulsion |

**Class IV offenses require a police report.**

## DEFINITION OF CONSEQUENCES

1. **SAFE SEAT:** Student will be moved from his/her regular seat in the classroom and will sit in a separate seat in the classroom away from the class.
2. **BUDDY ROOM:** Student will be moved from the regular class into a neighboring class.
3. **SMARTE ROOM:** Student will be moved from buddy room and sent to SMARTE Room.
4. **IN-SCHOOL CONFERENCE WITH STUDENT:** A private conference between student, teacher and/or principal attempting to resolve unacceptable behavior.
5. **DETENTION:** A period of temporary custody during regularly scheduled or beyond the length of the regular school day.
6. **EXTENDED SCHOOL TIME:** A period of temporary custody for a period of several hours either with a teacher or with other school personnel. Appropriate supervision, school assignments, and parental notification will be provided. Transportation is not provided.
7. **LUNCH DETENTION:** Students will eat lunch in a predetermined excluded area during their regularly scheduled lunch.
8. **THINK SHEET:** The students will be sent to an administrator's office to complete a "think sheet." There they will reflect on their actions. After the administrator meets with students, they will be sent back to class.
9. **ACADEMIC SUCCESS PLAN:** The student will meet with the grade level teams. Together they will determine the student's problem areas, goals, and a plan of action. They will also discuss and document possible consequences for breaking of the plan.
10. **PARENT/GUARDIAN CONTACT:** Written notice, phone conference or meeting in person with school representative regarding student misbehavior.
11. **PARENT/TEACHER CONFERENCE:** A meeting between parent and teacher or other school representative.
12. **SUSPENSION OR FORFEITURE OF ACCESS TO COMPUTER PRIVILEGE:** Any student found responsible for misuse or inappropriate network or technology practices may have access privileges suspended for a specific period or terminated. This includes district computer access, Internet, or any other technology applications.
13. **INDIVIDUAL BEHAVIOR CONTRACT:** A behavioral agreement between parties outlining future actions, limitations, and/or consequences.
14. **RESTITUTION:** An agreement between student and school that the student will attempt to restore or replace damaged property, equipment or supplies to their original condition.
15. **IN-SCHOOL SUSPENSION (ISS):** The interruption of classroom attendance and regular school participation, by official directive from the administration for a period of time not to exceed five days. A designated, supervised, academically conducive but restrictive atmosphere will be substituted. Administrators will attempt to notify parents prior to placing a student in In-School Suspension.
16. **SHORT-TERM SUSPENSION:** The interruption of school attendance by the administration, for a period of time not to exceed 10 school days. Notification will be provided to parent before initiation. Students may not participate in extra-curricular activities during suspension.
17. **LONG-TERM SUSPENSION:** The exclusion from school for a period of up to 90 school days. A long-term suspension begins with a short-term suspension (see #16). Parental notification is given at the time of the short-term suspension. Students may not participate in extra-curricular activities during suspension.
18. **EXPULSION:** The exclusion from school for a period up to 186 days begins with a short-term suspension. (See #16). Parental notification is given at the time of short term suspension. Students may not participate in extra-curricular activities during expulsion.

# Lee A. Tolbert Community Academy

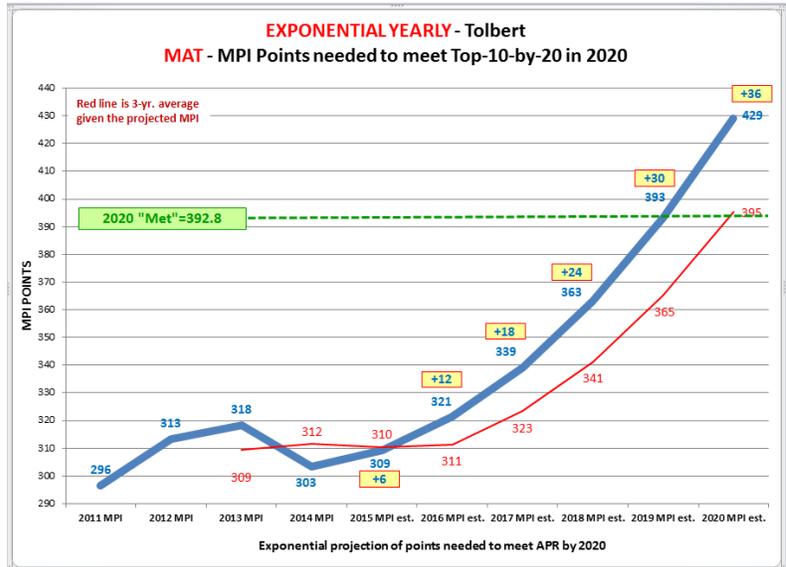
## Goal Area – Student Performance

**Math:** Lee A. Tolbert Community Academy will increase its MPI score in mathematics incrementally each year until reaching the score needed to meet the Missouri Department of Education’s goal of Top 10 by 20 in 2020.

The MPI goal scores will increase by the following number of points each year:

- 2016-17: 311
- 2017-18: 323
- 2018-19: 341
- 2019-20:365
- 2020-21:395

These numbers may be revised based on changes to the state’s accountability system beginning in 2015.



| Improvement Strategy                                  | Implementation Timeline | Person(s) Responsible  | Resources   |
|---|-------------------------|--|---|
| Saturday School Curriculum Emphasis: Math             | 2015-16                 | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach | STAR Assessments<br>Georgia Math<br>Engage New York<br>FASTT Math<br>Fraction Nation<br>Study Island<br>Go Solve<br>Professional Development<br>Data Teams<br>Math Enrichment<br>Instructor |
| Add Math Enrichment Instructor                        | 2015-16                 |  |   |
| Weekly use of Common Core Performance Coach materials | 2015-16                 |  |   |
| Targeted After-school Tutoring                        | 2015-16                 |  |   |
| Comprehensive Curriculum Review                       | 2016-17                 |  |   |
| Add Math Enrichment Class to grades 3-8               | 2016-17                 |  |   |

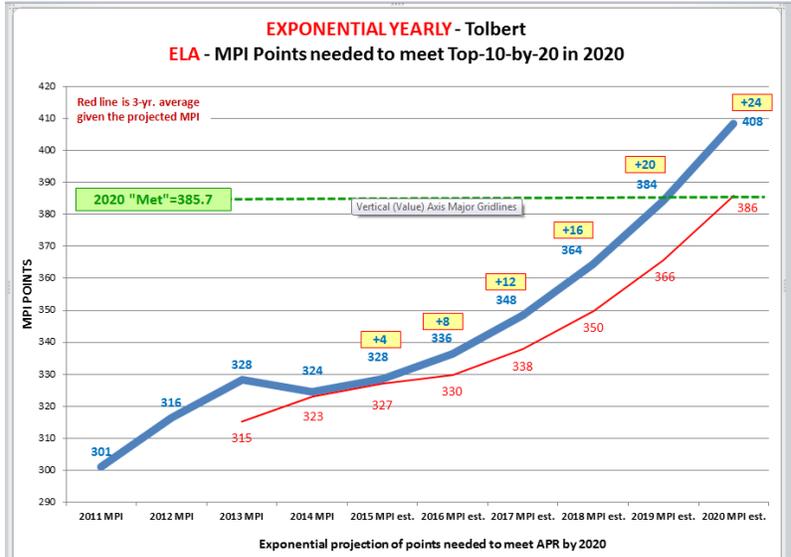
# Lee A. Tolbert Community Academy

**English Language Arts:** Lee A. Tolbert Community Academy will increase its MPI score in English Language Arts incrementally each year until reaching the score needed to meet the Missouri Department of Education’s goal of Top 10 by 20 in 2020.

The MPI goal scores will increase by the following number of points each year:

- 2016-17: 330
- 2017-18: 338
- 2018-19: 350
- 2019-20: 366
- 2020-21: 386

These numbers may be revised based on changes to the state’s accountability system beginning in 2015.



| Improvement Strategy   | Implementation Timeline | Person(s) Responsible  | Resources  |
|--|-------------------------|--|--|
| Implementation of New Curriculum in English Language Arts grades 1-6 | 2015-16                 | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach | STAR Assessments<br>SRI Assessment<br>Journeys Reading Curriculum<br>Read 180<br>System 44<br>Walk to Read<br>Study Island<br>Title I Teachers<br>Professional Development<br>Data Teams |
| Saturday School Curriculum Emphasis: English Language Arts           | 2015-16                 |  |  |
| Daily Oral Language implementation grades 2-8                        | 2015-16                 |  |  |
| Weekly use of Common Core Performance Coach materials                | 2015-16                 |  |  |
| Uninterrupted 90 minute Reading Block                                | 2015-16                 |  |  |
| Targeted After-school Tutoring                                       | 2015-16                 |  |  |
| Add English Language Arts Enrichment Class to grades 3-8             | 2016-17                 |  |  |

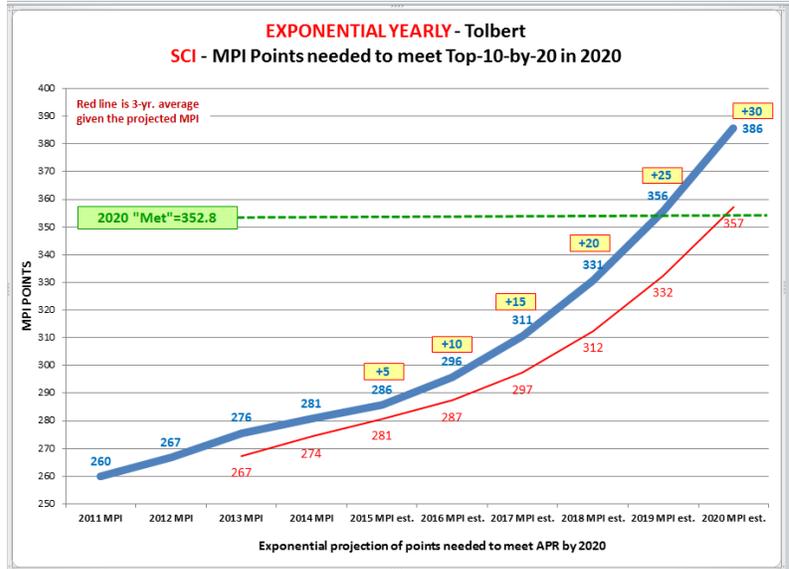
# Lee A. Tolbert Community Academy

**Science:** Lee A. Tolbert Community Academy will increase its MPI score in Science incrementally each year until reaching the score needed to meet the Missouri Department of Education’s goal of Top 10 by 20 in 2020.

The MPI goal scores will increase by the following number of points each year:

- 2016-17: 287
- 2017-18: 297
- 2018-19: 312
- 2019-20:332
- 2020-21:357

These numbers may be revised based on changes to the state’s accountability system beginning in 2015.



| Improvement Strategy         | Implementation Timeline | Person(s) Responsible  | Resources   |
|------------------------------|-------------------------|--|---|
| Add Science Lab w/teacher    | 2014-15                 | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach | Science Fusion<br>Science lab<br>Professional Development<br>Data Teams |
| New Science Curriculum       | 2014-15                 |  |   |
| Daily Science Instruction    | 2015-16                 |  |   |
| Add Science enrichment class | 2015-16                 |  |   |

# Lee A. Tolbert Community Academy

## Goal Area – Student Perception

**Culture & Climate:** In order to address the student-to-school relationship as noted in the perception data analysis, the Academy will revise and re-implement the CARE team structure by second semester of the 2015-16 school year, which will meet weekly providing all students with character education and another positive adult contact in the building.

The school climate scale identifies the degree to which all students feel respected and valued. As school climate has historically been identified as a strong correlate to improved student achievement, it should be noted that the AQ data confirm that the climate for learning at Lee A. Tolbert from the students' perspective is above average as compared to district level students' responses statewide. At the 3.9 mean agreement level, the School Climate Scale was at the 74th percentile. Five of the six individual items were below the 4.0 agreement level with items, "My opinion is valued by teachers and administrators" (3.03/6th percentile) and "If a student has a problem there are teachers who will listen and help," (3.98/1st percentile) negatively impacted the scale. The highest individual item for students compared to statewide responses was, "Teachers in my school really care about me" (4.17/10<sup>th</sup> percentile). It should be noted that the standard deviation for this scale was relatively high indicating considerable difference in the perceptions of climate by students.

| Improvement Strategy  | Implementation Timeline                                     | Person(s) Responsible  | Resources  |
|---|---|--|--|
| Teacher-Student Relationships added to Teacher Evaluation Expectations                | January 2016<br>Maintained for the duration of this charter | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach<br>* Asst. Principal – Discipline<br>* School Social Worker | Boys Town model for Social Skills<br>School generated writing & discussion prompts |
| CARE team activities will include discussion prompts about school culture and climate |   |  |  |
| "Stop and Jot" writing prompts about school culture and climate                       |   |  |  |

# Lee A. Tolbert Community Academy

## Goal Area – Charter Theme

**Charter Theme:** The Young Entrepreneur Spirits program that addresses the Academy’s charter theme of entrepreneurship and financial literacy will include content that will be embedded into the daily routines and structures of the Academy. Collaboration with the Center of Entrepreneurial Ecosystem Development will assist the Academy to strengthen the LATCA scholars’ creativity, problem-solving and critical thinking skills through annual staff professional development, rigorous student learning experiences and development of multiple community partnerships.

| Improvement Strategy   | Implementation Timeline  | Person(s) Responsible  | Resources   |
|--|--|--|---|
| Partnering with CEED   | 2016-17 school year<br>Maintained for the duration of this charter | *Principal<br>*Asst. Principal – C&I<br>*Instructional Coach<br>* Asst. Principal – Discipline | CEED<br>Council for Economic Education<br>Federal Reserve Bank<br>Jr. Achievement |
| Providing staff professional development   |  |  |   |
| Obtain financial literacy curriculum to be implemented during social studies block   |  |  |   |
| Design and implement learning experiences that will enhance students’ knowledge and skills to communicate effectively, think critically, problem solve, be good team members and be resilient which are all necessary skills for entrepreneurs |  |  |   |

# Performance Contract Plan

|  |   |
|--|---|
| <b>Date:</b>   |   |
| <input type="checkbox"/> <b>District Plan</b>  | <b>District Name:</b> _____ <b>County/District Code:</b> _____  |
| <i>or</i>  |   |
| <input checked="" type="checkbox"/> <b>School Plan</b>   | <b>Building Name:</b> Lee A. Tolbert Community Academy <b>Building Code:</b> 048910 <b>Grades Served:</b> K-8   |
| <b>Accountability Plan Due To:</b> <input type="checkbox"/> Priority School <input checked="" type="checkbox"/> Focus School <input type="checkbox"/> Risk Factors <input type="checkbox"/> Other  |   |
| <b>Regional School Improvement Team</b><br><i>See guidance for all individuals who need to be included in the RSIT team.</i>   |   |
| <b>Name</b>  | <b>Position</b>   |
| <ol style="list-style-type: none"> <li>1.</li> <li>2. Mr. Walt Brown</li> <li>3. Dr. Vivian Roper</li> <li>4. Ms. Marsha Chappelow</li> <li>5. Ms. Trasi Ashley</li> <li>6. Mrs. Kacy Parker</li> <li>7. Mr. Harrison Neal</li> <li>8. Mrs. Leah Lucero</li> <li>9. Ms. Angela Boley</li> <li>10. Dr. Phyllis Chase</li> </ol> | <ol style="list-style-type: none"> <li>1. Area Supervisor</li> <li>2. Federal Instructional Supervisor</li> <li>3. Superintendent</li> <li>4. Charter School Field Director</li> <li>5. Principal</li> <li>6. Asst. Principal of Instruction</li> <li>7. Asst. Principal</li> <li>8. Federal Programs Coordinator</li> <li>9. Instructional Guide</li> <li>10. UMKC Charter Sponsor</li> </ol>  |
|  |   |
| <b>Description of how staff and stakeholders will be informed and engaged in the plan.</b>   | <p>LATCA stakeholders have been identified as: Charter School Sponsor (UMKC), TCA School Board, Superintendent, School Administration, Teachers, Students, Parents</p> <p>Plan Developers: Superintendent, School Administration, Teachers, Outside Consultant</p> <p>Communication Plan: Internal dissemination of plan will occur during the LATCA staff meetings</p> <p style="padding-left: 40px;">External dissemination of plan will occur during the following meetings:<br/>         Superintendent's Advisory Council, Site Council, P.E.A.C.E Parent Meetings</p> <p style="padding-left: 40px;">Stakeholders will be encouraged to be engaged during professional development sessions, Professional Learning Community meetings, school visitations, advisory meetings, etc.</p> <p style="padding-left: 40px;">Plan updates will be communicated via school monthly newsletter, weekly staff meetings, monthly advisory meetings, quarterly Board Meetings</p> |

**Performance Contract Goals:  
Student Performance**

**MPI Score Projections to meet State Student Performance Expectations**

|                       | 2014 act. | 2015 act. | 2016 est. | 2017 est. | 2018 est. | 2019 est. | 2020 est. |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| English Language Arts | 323.0     | 301.4     | 329.8     | 337.8     | 349.8     | 365.8     | 385.8     |
| Mathematics           | 311.7     | 216.7     | 311.3     | 323.3     | 341.3     | 365.3     | 395.3     |
| Science               | 274.3     | 275.3     | 287.3     | 297.3     | 312.3     | 332.3     | 357.3     |



**Performance Contract Goals:  
School Culture**

The Academy employs a variety of resources to evaluate the academic program and overall impact of the Academy’s effectiveness. These resources include:

- Student performance scores on state assessments
- Student performance scores on campus standardized assessments
- Student attendance
- Student grade level promotion rate
- Faculty and staff attendance
- Parent completion of contractual requirements
- Parent satisfaction surveys
- Advance Questionnaire perceptions (students – grades 3-8; faculty; parents)

These data sources provide helpful information when evaluating the effectiveness of curriculum, operational procedures, etc. of the school. The Academy administered the Advance Questionnaire to students in grade 3-8, parents, classroom teachers and school administrators. Although most of the results from the questionnaire were favorable, the Academy identified an area for important and concluded that that area would be a performance contract goal.

|  |   |
|--|---|
|  | <p>SMART Goal: In order to address students-to-school relationships the Academy will revise and re-implement the CARE team structure, Caring Attitudes by Respecting Everyone, by second semester of the 2015-2016 school year, which will meet weekly giving all students another adult contact the building.</p>  |
| <p><b>Performance Contract Goal:<br/>Charter Theme</b></p> | <p>The Academy maintains a vision of every child being successful in the community, not always just having a job, but creating jobs as leaders and entrepreneurs. Aligned with this thought and the charter's entrepreneur theme, each grade level participated in creating, implementing, and maintaining a school business. During their Y.E.S. classes, Young Entrepreneurial Spirits, students worked to learn business concepts like budgets, business plans, and decision-making strategies. These classes were intended to educate and inspire children to consider and plan for future entrepreneurial careers and gain valuable life skills. The Academy relied on the 80/20 certification rule under the charter school law in order to employ qualified personnel for this class. No certification category existed that addressed the content of this class. In 2012, the Academy desiring to have 100% of its instructional staff determined as Highly Qualified under the NCLB legislation had to remove its YES instructor and re-envision the entrepreneurial thematic program. Currently, the entrepreneur program is in transition.</p> <p>SMART Goal: The Young Entrepreneur Spirits program will be embedded into our daily structures and routines by collaborating with the Center of Entrepreneurial Ecosystem Development, CEED, to strengthen our scholars' creativity, problem-solving, and critical thinking skills through annually staff professional development using the Stanford University's Design Thinking program, rigorous student learning experiences and development of multiple community partnerships.</p> |

# Student Performance

## SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

**The Academy will improve students' performance on the State mandated standardized assessments in predetermined increments over the next five years in the content areas of English Language Arts, Mathematics, and Science.**

## Rationale (name the existing conditions/data points to support the selection of the objective/goal):

**In collaboration with its sponsor, the University of Missouri Kansas City, the Academy has identified student performance goals for the performance contract. The Academy has defined SMART (specific, measurable, attainable, relevant, and timely) student performance goals in three essential categories: English Language Arts (MAP), Mathematics (MAP), and Science (MAP). The Academy will continue to adhere to Charter School Law by continuing to outpace the district within which it resides. The specific measures for these goals may change annually to maintain alignment with State and Focus Schools' expectations. The Academy expects students to make progress towards academic performance and growth goals.**

## Strategy(ies) for Improvement:

- **Substituting Library class with a Reading class for 6-8.**
- **Replacing Spanish class with Math and English Language Arts Enrichment**
- **Providing transportation to Saturday School for grades 6-8.**
- **Use of common formative and summative assessments**
- **Teachers devote one plan time a week to tutoring**
- **Continuous use of uninterrupted 90 minute Reading Block**
- **Targeted after-school tutoring**
- **Data teams – data driven instruction**
- **Weekly review of teachers' lesson plans for review and feedback**
- **Daily Oral Language lesson daily for grades 2-8**
- **Weekly use of Common Core Performance Coach materials**
- **On-site instructional monitoring**
- **Continuous Professional Development**
- **Teacher/Leader Evaluations**
- **Targeted Audits**
- **Other Research-based Interventions**

# School Culture and Climate

**SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):**

**In order to address students-to-school relationships the Academy will revise and re-implement the CARE team structure, Caring Attitudes by Respecting Everyone, by second semester of the 2015-2016 school year, which will meet weekly giving all students another adult contact the building.**

**Rationale (name the existing conditions/data points to support the selection of the objective/goal):**

**The following is a discussion of one of the Advanced Questionnaire indicators highlighted by Dr. Jones. The results of this indicator prompted its determination as a Performance Contract Goal.**

**1. The school climate scale identifies the degree to which all students feel respected and valued. As school climate has historically been identified as a strong correlate to improved student achievement, it should be noted that the AQ data confirm that the climate for learning at Lee A. Tolbert from the students' perspective is above average as compared to district level students' responses statewide. At the 3.9 mean agreement level, the School Climate Scale was at the 74th percentile. Five of the six individual items were below the 4.0 agreement level with items, "My opinion is valued by teachers and administrators" (3.03/6th percentile) and "If a student has a problem there are teachers who will listen and help," (3.98/1st percentile) negatively impacted the scale. The highest individual item for students compared to statewide responses was, "Teachers in my school really care about me" (4.17/10<sup>th</sup> percentile). It should be noted that the standard deviation for this scale was relatively high indicating considerable difference in the perceptions of climate by students.**

**The School Climate Scale for faculty presents a high level of agreement at a 4.14 mean agreement level on a scale of 1-5 with 5 being strongly agree. Examination of the items within this scale reveals strong levels of agreement on three of the four items. It is clear from the AQ data that there are notable differences in the perceptions of students taking the survey and the faculty. Where differences between faculty and student perceptions surface, the opportunity is presented for rich conversations between representatives of both groups to identify possible reasons for the differences. Regardless, these perceptions do impact both relationships and performance**

**The Academy offered the following thoughts about the indicator results:**

- Although students noted the following statements "My opinion is valued ..." and "... there are teachers who will listen and help" at a low satisfaction rate, we were pleased to see that students did express positively that, "Teachers really care about me." However, the contradiction in similar question items warranted discussion of causation.**
- Charter Renewal Committee members noted the following as possible reasons for the discrepancy in results:**
  - Students' level of understanding of question items were minimal**

- **Questionnaire was administered in November, and student teacher relationships were not completely established**
- **Large number of new students to a school with high academic and behavioral expectations**
- **Length of survey**

**Strategy(ies) for Improvement:**

- Teacher-Student Relationships has been added as a part of the new Teacher Evaluation System**
- CARE Team activities will include discussion prompts about school climate and culture**
- “Stop and Jot” writing prompts will be implemented about school climate and culture**

# Charter Theme

## SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):

**The Young Entrepreneur Spirits program will be embedded into our daily structures and routines by collaborating with the Center of Entrepreneurial Ecosystem Development, CEED, to strengthen our scholars' creativity, problem-solving, and critical thinking skills through annually staff professional development using the Stanford University's Design Thinking program, rigorous student learning experiences and development of multiple community partnerships.**

## Rationale (name the existing conditions/data points to support the selection of the objective/goal):

**“Most new jobs won’t come from our biggest employers. They will come from our smallest. We’ve got to do everything we can to make entrepreneurial dreams a reality.” This quote by Ross Perot accurately summarizes our belief in the importance of developing a strong entrepreneurial spirit among our youth in the urban core and providing them with foundational financial literacy. In 2004 nearly one-third of the entire male workforce was self-employed men. In that same year 15% of women in the workforce were self-employed. According to the 2008 reports from the US Census, almost 2,356 people move to entrepreneurship per day. This is a big figure. Even though not all of them succeed, the report puts entrepreneurship efforts of such people at 78% of US small businesses, whereby the overall earnings are estimated at a whopping \$951 billion per year! It is the strong small businesses that can have the greatest impact of reviving and rebuilding our urban communities. For this reason the Academy has adopted the theme of Entrepreneurship and Financial Literacy. The Academy is committed to cultivating the creativity of youth in the urban core; translating that creativity into viable entrepreneurial pursuits; and providing students with the necessary financial knowledge and skills to be successful citizen**

## Research Based Strategy(ies) for Implementation:

- **Partnering with the Center of Entrepreneurial Development to create curriculum**
- **CEED provide professional development to all staff**
- **Design and implement learning experiences that will enhance students' knowledge and skills to communicate effectively, think critically, problem solve, be good team members and be resilient which are all necessary skills for successful entrepreneurs.**

# Professional Development

**SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):**

**Over the course of the next five years, all instructional staff will receive targeted professional development to improve their practice and improve students' academic performance.**

**Rationale (name the existing conditions/data points to support the selection of the objective/goal):**

**Lee A. Tolbert Community Academy is committed to providing students with the best educational opportunities and learning experiences to increase their academic performance and equip them for successful competition in the global community. In order to accomplish this goal, it is imperative that its faculty and staff have access to knowledge, strategies and training to assist them with becoming experts at their craft.**

**In an effort to be efficient with time and financial resources, the Academy's Professional Development Growth Plan was composed to address the individual and collective professional development needs of its faculty and staff. Professional development foci were determined by the analysis of the Professional Development Needs Assessment. After such analysis, PD foci were aligned with the Missouri Department of Elementary and Secondary Education identified "High Leverage" Standards.**

**Strategy(ies) for Implementation:**

**Teachers receive professional development the following times and through the following methods:**

- **Teacher Institute at the beginning of the school year [5 days]**
- **Monthly half-day PLC meetings**
- **Weekly data team trainings**
- **Bi-monthly after-school professional development workshops**
- **New teachers meet with the Academy's administrators monthly for continuing PD and are engaged in a book club.**
- **Grade level chairpersons and other teacher leaders also meet with the Academy's administration monthly for continuing PD.**

**The Academy's professional development offerings are directly linked to its teacher evaluation program**

## **Professional Development Foci**

### **Focus 1: Building Capacity for Student Engagement**

NEE Indicator 1.1: The teacher demonstrates content knowledge through the use of academic and disciplinary language and facilitates students' accurate use of academic and disciplinary language.

MOTS 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students

### **Focus 2: Curriculum and Instruction**

NEE Indicator 4.1: The teacher uses instructional strategies that lead students to problem-solving and critical thinking.

MOTS 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

### **Focus 3: Teacher –Student Relationships**

NEE Indicator 5.3b: The teacher establishes secure teacher-student relationships.

MOTS 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

### **Focus 4: Data Driven Instruction**

NEE Indicator 7.4: The teacher monitors the effect of instruction on the whole class and individual learning.

MOTS 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

## Enrollment History & Projections

### History

|                 | SY 2010 | SY 2011 | SY 2012 | SY 2013 | SY 2014 | SY 2015 |
|-----------------|---------|---------|---------|---------|---------|---------|
| KDG             | 56      | 63      | 73      | 72      | 71      | 70      |
| 1 <sup>ST</sup> | 60      | 56      | 57      | 80      | 60      | 68      |
| 2 <sup>ND</sup> | 57      | 61      | 62      | 57      | 66      | 70      |
| 3 <sup>RD</sup> | 58      | 60      | 64      | 62      | 59      | 72      |
| 4 <sup>TH</sup> | 60      | 73      | 57      | 60      | 70      | 73      |
| 5 <sup>TH</sup> | 48      | 48      | 58      | 42      | 37      | 47      |
| 6 <sup>TH</sup> | 49      | 46      | 45      | 51      | 46      | 40      |
| 7 <sup>TH</sup> | 53      | 48      | 46      | 46      | 47      | 52      |
| 8 <sup>TH</sup> | 48      | 38      | 46      | 35      | 42      | 41      |
| TOTAL           | 489     | 493     | 508     | 505     | 498     | 533     |

### Projections

|                 | SY 2016 | SY 2017 | SY 2018 | SY 2019 | SY 2020 |
|-----------------|---------|---------|---------|---------|---------|
| KDG             | 70      | 70      | 70      | 70      | 70      |
| 1 <sup>ST</sup> | 66      | 66      | 66      | 66      | 66      |
| 2 <sup>ND</sup> | 66      | 66      | 66      | 66      | 66      |
| 3 <sup>RD</sup> | 66      | 66      | 66      | 66      | 66      |
| 4 <sup>TH</sup> | 66      | 66      | 66      | 66      | 66      |
| 5 <sup>TH</sup> | 50      | 50      | 50      | 50      | 50      |
| 6 <sup>TH</sup> | 50      | 50      | 50      | 50      | 50      |
| 7 <sup>TH</sup> | 50      | 50      | 50      | 50      | 50      |
| 8 <sup>TH</sup> | 50      | 50      | 50      | 50      | 50      |
| TOTAL           | 534     | 534     | 534     | 534     | 534     |



## DEBATE-Kansas City Awards Night Winners

May 5<sup>th</sup>, 2015



Communication Studies

### Top 20 Middle School Congress

1. Marquies Johnson, Lee A. Tolbert Community Academy
2. De'na Newborn, Lee A. Tolbert Community Academy
3. Yusuf Khan, Smith-Hale Middle School
4. Erika Scott, Lee A. Tolbert Community Academy
5. T'Khara Jones, Arrowhead Middle School
6. Katie Hogue, Arrowhead Middle School
7. Tylecia Wiley, Lee A. Tolbert Community Academy
8. Adriana Suarez, Sumner Academy
9. Logan Bates, Lee A. Tolbert Community Academy
10. Karen Dorsainville, Faith Academy
11. Mariyah Haliburton, Lee A. Tolbert Community Academy
12. William White, Foreign Language Academy
13. Andrew Frazier, Smith-Hale Middle School
14. Henry Valdivia, Foreign Language Academy
15. Dionna Moore, Smith-Hale Middle School
16. Rosa Reyes, Turner Middle School
17. Anthony Lasley, Coronado Middle School
18. Ethan Maxey, Turner Middle School
19. Leon Brown, Sumner Academy
20. Kyra Duwe, Arrowhead Middle School

### Top 10 Middle School Novice Policy Debate Speakers

1. Emma Jenkins, Barstow School
2. Aasim Hawa, Barstow School
3. Payton Earl, Kauffman School
4. Jeseke McDaniel, Alta-Vista Middle School
5. Kasey Romo-Nieves, Sumner Academy of Arts & Science
6. Deb Vasquez, Arrowhead Middle School
7. Donovan Herron, Kauffman School
8. Zoe Brous, Barstow School
9. Eric Kushnir, Barstow School
10. Anthony Quiroga, Turner Middle School

### Top 5 High School Student Congress

1. Camree Mills-Gladney, Sumner Academy of Arts & Science
2. Destinee' Gillom, Washington High School
3. Zoya Khan, Notre Dame de Sion
4. Michael Franklin, Sumner Academy of Arts & Science
5. Beighly Weiss, Sumner Academy of Arts & Science

### Top 10 Middle School Policy Debate Novice Wins

1. Aasim Hawa, Barstow School
2. Miles Luce, Barstow School
3. Anthony Quiroga, Turner Middle School
4. Matthew Jones, Turner Middle School
5. Emma Jenkins, Barstow School
6. Zoe Brous, Barstow School
7. Eric Kushnir, Barstow School
8. Humza Kahn, Barstow School
9. Donovan Herron, Kauffman School
10. Ian Rowse, Kauffman School

### Top 10 Middle School Policy Debate Varsity Speakers

1. Andrew Valdivia, Foreign Language Academy
2. Taha Fanaswala, Barstow School
3. Aaron (Max) Baker, Foreign Language Academy
4. Kristin Tingle, Barstow School
5. Hannah Tadros, Barstow School
6. Haley Turner, Barstow School
7. Tyler Durwood, Barstow School
8. Sam Keeney, Foreign Language Academy
9. Sam Short, Barstow School
10. Ashlynn Freeman, Coronado Middle School

### Top 10 Middle School Policy Debate Varsity Wins

1. Kristin Tingle, Barstow School
2. Hannah Tadros, Barstow School
3. Tyler Durwood, Barstow School
4. Shaunak Lockre, Barstow School
5. Aaron (Max) Baker, Foreign Language Academy
6. Andrew Valdivia, Foreign Language Academy
7. Sam Keeney, Foreign Language Academy
8. Taha Fanaswala, Barstow School
9. Paul Case, Barstow School
10. Monica Bates, Foreign Language Academy

**QUESTIONS INFORMED BY REVIEW OF ADVANCE QUESTIONNAIRE (AQ) DATA**  
**LEE A. TOLBERT CHARTER SCHOOL**  
**April 16, 2015**

**Prepared by Howard Jones, Ed.D.**

**Missouri Education Data Analysis Group**

Several data sources are useful in monitoring both changes in the school over time and in comparison to state-wide data. These data include:

- Student performance measures including MAP/EOC and formative assessments;
- Classroom and school climate observations;
- Perceptions of faculty and students through the 4<sup>th</sup> Cycle MSIP Advance Questionnaire (AQ) results; and
- Miscellaneous data elements, i.e. student and faculty attendance, graduation rate, etc.

It is often helpful to examine these data as leading and lagging indicators of change with appropriate targets and metrics well defined in improvement plans.

Although Missouri (DESE) has utilized perceptual data in assessing educational processes at the school and district level for many years, collection of perceptual data from major stakeholders, especially students, has gathered considerable momentum in the past few years. The work of Ron Ferguson at Harvard and Cambridge Education, through both the Tripod Project surveys and the MET Project funded by the Gates Foundation have validated the reliability of student perceptions in assessing instruction, teaching and professional practice within a school. McKeachie (1997) found, "Student ratings are the single most valid source of data on teaching effectiveness." In light of this research, it is recommended that the school takes seriously the collection of student perceptions and gives careful consideration to these findings in addressing school improvement efforts.

Responses to additive scales (as well as to individual items) have been considered as noteworthy if the mean response is less than agreement (<4.00) and the percentile is a standard deviation below the statewide comparison group for that scale (<17<sup>th</sup> percentile). Also considered are percentiles above the 90<sup>th</sup> percentile. Individual items within the scale and as stand-alone items may be meaningful in determining specific responses affecting the scale. It should be noted that the number of respondents may vary between different administrations of the questionnaire over time and, in all cases, a low "N" should be factored into analysis of the reports.

Based on number of possible student and faculty respondents from DESE data for all grades at Tolbert, the response rate for students was 87% compared with a statewide average response rate for students of 83% at all grade levels. The response rate for faculty at Tolbert was 69% compared to the statewide average for faculty at 80%. The data and resulting analysis must be viewed in light of the response rate.

It is suggested that conclusions be validated through focus groups, committees and/or additional questionnaires before significant effort and expense are allocated to addressing areas of concern in planning. Perceptions expressed in the analysis may, or may not be reality.

1. The school climate scale identifies the degree to which all students feel respected and valued. As school climate has historically been identified as a strong correlate to improved student achievement, it should be noted that the AQ data confirm that the climate for learning at Lee A. Tolbert from the students' perspective is above average as compared to district level students' responses statewide.

At the 3.9 mean agreement level, the School Climate Scale was at the 74th percentile. Five of the six individual items were below the 4.0 agreement level with items, “My opinion is valued by teachers and administrators” (3.03/6th percentile) and “If a student has a problem there are teachers who will listen and help,” (3.98/1st percentile) negatively impacted the scale. The highest individual item for students compared to statewide responses was, “Teachers in my school really care about me” (4.17/10<sup>th</sup> percentile). It should be noted that the standard deviation for this scale was relatively high indicating considerable difference in the perceptions of climate by students.

The School Climate Scale for faculty presents a high level of agreement at a 4.14 mean agreement level on a scale of 1-5 with 5 being strongly agree. Examination of the items within this scale reveals strong levels of agreement on three of the four items. It is clear from the AQ data that there are notable differences in the perceptions of students taking the survey and the faculty. Where differences between faculty and student perceptions surface, the opportunity is presented for rich conversations between representatives of both groups to identify possible reasons for the differences. Regardless, these perceptions do impact both relationships and performance.

2. The Data Use and the Differentiated Instruction scales are often examined in tandem as it is assumed that use of student data are essential in effectively differentiating instruction and addressing individual student needs. The agreement level by faculty on the Data Use Scale (4.38 mean and 96th percentile), indicates data use is a priority at Tolbert. It also should be noted that the standard deviation is relatively low indication a high degree of agreement among faculty regarding this scale. Within the Data Use Scale, the item “I assess the level of prior knowledge of all students before initiating instruction” was especially high at 4.44 mean agreement level and at the 70<sup>th</sup> percentile. Responses to the Differentiated Instruction scale/ items are relatively positive (4.3 mean and 84<sup>th</sup> percentile). This writer wonders if data teams are currently in place and functioning effectively as this strategy often improves the practical use of data in decision-making and ensures more effective differentiation of instruction.
3. Scales somewhat related to overall school climate include the Classroom Management Scale for students and faculty. The faculty perceives this scale at a strong agreement level of 4.37/63rd percentile. The perceptions of students on this scale are very different than faculty (3.72/79th percentile). Four of the five individual items on the student questionnaire were below the 4.0 agreement level with the item “During our classes we stay focused on learning and don’t waste time” (3.02/9<sup>th</sup> percentile) as the lowest item. Other items below 4.0 were within the “normal” range compared to students in the state. All items within this scale displayed a lack of agreement within the respondents as evidenced by standard deviations exceeding 1.0. It would be helpful to identify subgroups and the basis for expressions of low perceptions to improve the mean, but to also improve a sense of good classroom management practices within the school for all students.

Faculty perceptions were very positive with a mean for the scale of 4.37 at the 63<sup>rd</sup> percentile. Considering the differences in the perceptions of faculty and students, a committee made up of representatives of both groups might clarify the cause of the differences.

An additional additive scale related to the school climate includes the Safe and Orderly Environment Scale and the individual item, “I feel safe at school.” On the single item, “I feel safe at school,” faculty responded at a mean level of agreement above the 4.0 level. The student rate was lower at 3.95 and the 54th percentile which is in the middle range of the state distribution. The school climate related items indicate a positive learning environment exists at Lee A. Tolbert.

An in depth analysis of perceptions expressed on this instrument over three years did not reveal significant differences between administrations. Ideally, results over time become more positive and generate smaller differences expressed in the standard deviation. When changes do not occur, questions regarding priorities, goal setting, and actions taken are raised.

4. The overall faculty Professional Development Scale results indicate slightly less than positive perceptions with a mean agreement level of 3.82 at the 11th percentile. The only items on the Professional Development Scale at or above the 4.0 level were the items, related to PD improving the way I teach and the relationship of PD to the CSIP. The two lowest means were related to PD regarding working with special needs students and the item related to technology training. These results might be worthy of consideration for topics of future professional development.
5. Research has identified a strong relationship between student achievement and the Efficacy and Expectations Scale. Ideally, these two attributes would be separated as there seems to be some difference in the expectations for students expressed by the school and the personal and collective efficacy of faculty and students. Within the faculty Efficacy and Expectations scale, it was noted that all items in this scale were above the 4.0 mean agreement level. The items, “All staff in our school hold high expectations for student learning” (4.09), “Students are held accountable for doing quality work” (4.15), and “I emphasize the importance of effort with students” (4.79) indicate both high expectations and imply an effort to integrate rigor in instruction. Analyses of the student Efficacy and Expectations Scale are consistent with the positive perceptions of the faculty.
6. The Guaranteed and Viable Curriculum scale was relatively positive at the 40<sup>th</sup> percentile/3.95 mean agreement level. Within the items, the low agreement level of the items, “The essential content is organized and sequenced in a way that students have ample time to learn it” (3.52/15<sup>th</sup> percentile and “The amount of essential content that has been identified can be addressed in the instructional time available to teachers” (3.55/39<sup>th</sup> percentile) may call for an examination of pacing guides or adding instructional time through longer class periods, longer school days and/or extending the school year.
7. The Instructional Strategies Scale examines the prevalence of research supported instructional practices. Unlike most of the items on the AQ requesting that the respondent indicate strength of agreement with a statement, this scale requests the respondent to address how frequently these strategies are used. Students at Tolbert rated this scale and most items considerably higher than the statewide comparison group at 3.54 mean and the 100th percentile. Items related to correcting errors and taking notes were especially high. The faculty results were also positive at a frequency of use mean of 4.05 and the 86<sup>th</sup> percentile.
8. The perceptions expressed on the faculty Leadership Scale provide insight in the ways faculty see the function of leadership within the school’s operation. Several items within this scale, along with the faculty Collegiality and Professionalism Scale/items results indicate areas for improvement. Professional Learning Community strategies might be a consideration to include faculty in more visible ways in addressing school improvement planning and implementation.

In summary, the Advance Questionnaire provides valuable information regarding the perceptions of faculty and students within the Lee A. Tolbert Charter School. As was stated previously, the response rate within the two groups, as well as the reality of changes in teachers and students in the 2014-15 School Year, call for verification of conclusions generated from these data. Ultimately, the perceptions of students and teachers have an effect and can either empower improvement strategies or inhibit them.

Considering the positive perceptions of school climate, the school seems well positioned to continue improvements in programs and services to its students.





**ADDITIONAL REMARKS SCHEDULE**

|  |           |  |  |
|--|-----------|--|--|
| AGENCY<br>Arthur J. Gallagher Risk Management Services, Inc. |           | NAMED INSURED<br>FIRST STUDENT INC<br>600 Vine St<br>Ste 1400<br>CINCINNATI OH 45202 |  |
| POLICY NUMBER  |           | EFFECTIVE DATE:  |  |
| CARRIER  | NAIC CODE |  |  |

**ADDITIONAL REMARKS**

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,  
 FORM NUMBER: 25 FORM TITLE: CERTIFICATE OF LIABILITY INSURANCE

Sparrow Community Development Corporation is included as Additional Insured (blanket endorsement) solely with respect to General Liability and Automobile Liability coverage as evidenced herein as required by written contract with respect to work performed by the Named Insured.

Arthur J. Gallagher Risk Management Services, Inc.  
250 Park Avenue, 3rd Floor  
New York NY 10177  
USA

012705



Sparrow Community Development Corporation  
3400 Paseo Blvd  
Kansas City MO 64109-2429



January 5, 2015

Nicole White  
Swett & Crawford of Georgia Inc  
16100 N 71st Street  
#150  
Scottsdale, AZ 85254

**Fidelity / Crime Division**  
5 Waterside Crossing, Suite 300A  
Windsor, CT 06095

**Re:** Tolbert Educational Services DBA Lee A. Tolbert Community Academy  
Commercial Crime Coverage Quote Letter

Dear Nicole,

We are pleased to offer the following crime insurance quotation based upon your submission.

**COMMERCIAL CRIME COVERAGE**

**NAMED INSURED:** TOLBERT EDUCATIONAL SERVICES DBA  
LEE A. TOLBERT COMMUNITY ACADEMY

**ADDRESS:** 3400 Paseo Blvd  
Kansas City, MO 64109

**POLICY NUMBER:** Renewal of SAA 025-24-73-02

**EFFECTIVE DATES:** 12:01 A.M. on **January 19, 2015** to 12:01 A.M. on **January 19, 2016**

**ISSUING COMPANY:** Great American Insurance Company  
A.M. Best Rated "A+" (Superior) Class XIII as of February 21, 2014  
Standard & Poor's Rated "A+" (Strong) as of June 24, 2013  
Admitted in all 50 States & Canada

**POLICY FORM:** SFAA Crime Protection Policy (Ed. 04/12)  
Discovery Form

| INSURING AGREEMENT     | LIMIT OF INSURANCE | DEDUCTIBLE AMOUNT |
|------------------------|--------------------|-------------------|
| 1. Employee Dishonesty | \$ 500,000         | \$ 10,000         |

**TOTAL PREMIUM:** \$ 1,625

**ENDORSEMENTS:**

| SEQ | FORM # | DESCRIPTION   |
|-----|--------|---|
| 1   | 790FIC | Great American Insurance Fidelity & Crime Policy Cover        |
| 2   | SDM451 | Important Notice To Obtain Information or to Make a Complaint |
| 3   | SDM460 | Statutory Home Office   |
| 4   | SDM683 | Important Notice Fidelity Crime Division Claims               |

| SEQ | FORM # | DESCRIPTION   |
|-----|--------|---|
| 5   | SP0001 | Crime Protection Policy Declaration   |
| 6   | IL8801 | BusinessPRO Forms And Endorsements Schedule   |
| 7   | SE0011 | Include Specified Non-Compensated Officers As Employees - Non-Compensated Officer as Employee All Non-Compensated Officers As Employees                         |
| 8   | SE0014 | Include Specified Directors Or Trustees On Committees As Employees - Name of Specified Director or Trustee All Directors Or Trustees On Committees As Employees |
| 9   | SE0015 | Include Volunteer Workers As Employees  |
| 10  | SE0019 | Exclude Trading Loss  |
| 11  | SE0079 | Missouri Changes  |
| 12  | SE0137 | Missouri Changes-Cancellation And Nonrenewal  |
| 13  | SE0161 | Amend Confidential Information And Data Breach Costs Exclusions   |
| 14  | SA7065 | Definition Of Employee - Endorsement Number 1<br>Students Or Interns X  |
| 15  | SA7150 | Virtual Or On-Line Peer To Peer Mediums Of Exchange Exclusion   |
| 16  | IL7324 | Economic And Trade Sanctions Clause   |
| 17  | IL7268 | In Witness Clause   |

**SUBJECTIVITIES:**

No subjectivities are required. File is current.

This quotation will remain in effect until January 19, 2015.

Please feel free to contact me with any questions. Thank you for the opportunity to provide terms on this account!

This quotation for coverage is subject to the terms and conditions of the specified insurance company forms currently in use including any listed amendatory endorsements. THIS QUOTATION FOR COVERAGE MAY NOT CONFORM TO THE TERMS AND CONDITIONS REQUESTED. Should a change in insurance company be involved, terms and conditions may vary from those currently in force. A copy of the form to be used is available upon request. You acknowledge that Swett & Crawford or one of its affiliates is acting as a wholesale insurance broker in connection with this placement. Specifically, it (1) is acting on your behalf (and you are transacting on behalf of the consumer), (2) is working as a wholesale broker to obtain appropriate quotes and/or placements on your behalf, (3) may be charging a broker fee for its services as set forth in the indication, quote and/or binder and (4) may be entitled to receive compensation from the insurer for the purchase of insurance. As the retail broker, if you choose to deliver documents electronically to the insured, you acknowledge that you have obtained the consent of the insured in accordance with applicable law.

*The foregoing quote for coverage is subject to modification or rescission by the Company if, before the proposed inception date, any new, corrected or updated information becomes known or is discovered relating to the Entity's claims history or risk exposure which could alter the underwriting evaluation of the account. If the foregoing occurs, the Company, at its sole discretion, may determine that the terms of their proposal no longer apply or may be changed.*

STOCK COMPANY

# COMMERCIAL LINES POLICY



## Western World INSURANCE GROUP

POLICY NUMBER: BRL0007401

Prior Policy Number: BRL0005106

WESTERN WORLD INSURANCE COMPANY     TUDOR INSURANCE COMPANY     STRATFORD INSURANCE COMPANY

### COMMON POLICY DECLARATIONS

Agent/Broker #09001

**Named Insured and Mailing Address:**

Tolbert Educational Services, Inc.

DBA Lee A. Tolbert Community Academy  
3400 Paseo Boulevard

KANSAS CITY, MO 64109

**Producer:**

Med James, Inc.  
8595 College Boulevard  
P.O.#: 2014, Suite: 200  
Overland Park, KS 66210-2617

THIS IS EVIDENCE OF INSURANCE PROCURED AND DEVELOPED UNDER THE MISSOURI SURPLUS LINES LAWS. IT IS NOT COVERED BY THE MISSOURI INSURANCE GUARANTY ASSOCIATION. THIS INSURER IS NOT LICENSED BY THE STATE OF MISSOURI AND IS NOT SUBJECT TO ITS SUPERVISION.  
LICENSEE: MED D JAMES, III

**Policy Period: (Mo./Day/Yr.)**

From: 08/13/2014

To: 08/13/2015

12:01 AM, standard time at your mailing address shown above.

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.

**THIS POLICY CONSISTS OF THE FOLLOWING COVERAGES FOR WHICH A PREMIUM IS INDICATED.  
THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.**

|   |                |
|---|----------------|
| Commercial Property Coverage Part             | \$ NOT COVERED |
| Commercial General Liability Coverage Part    | \$ NOT COVERED |
| Commercial Auto Coverage Part                 | \$ NOT COVERED |
| Directors and Officers Coverage Part          | \$ 5,372.00    |
| _____   | \$ _____       |
| _____   | \$ _____       |
| Other Coverages: Terrorism Risk Insurance Act | \$ INCLUDED    |
| _____   | \$ _____       |
| _____   | \$ _____       |
| _____   | \$ _____       |
| <b>TOTAL ADVANCE PREMIUM</b>                  | \$ 5,372.00    |
| _____   | \$ _____       |
| _____   | \$ _____       |
| _____   | \$ _____       |
| _____   | \$ _____       |
| _____   | \$ _____       |
| _____   | \$ _____       |
| BROKER FEE                                    | \$ 100.00      |
| MO SURPLUS LINES TAX                          | \$ 273.60      |
| <b>GRAND TOTAL</b>                            | \$ 5,745.60    |

Forms and endorsements applying to this policy and attached at time of issue:  
  
See Applicable Schedule Of Forms And Endorsements

COMMON POLICY DECLARATIONS (continued)

POLICY NUMBER: BRL0007401

The Named Insured is:

- Individual  
  Partnership  
  Limited Liability Company  
  Organization/Corporation  
  Trust  
 Other \_\_\_\_\_

Location of Business:  
 3400 Paseo Boulevard  
 KANSAS CITY, MO 64109

Business Description:  
 Educator's E&O

THESE DECLARATIONS TOGETHER WITH THE COVERAGE PART DECLARATIONS, THE COMMON POLICY CONDITIONS, COVERAGE FORM(S), AND FORMS AND ENDORSEMENTS, IF ANY, COMPLETE THE ABOVE NUMBERED POLICY.

**WESTERN WORLD INSURANCE GROUP**

Western World Insurance Company  
 Tudor Insurance Company  
 Stratford Insurance Company

Administrative Office  
 400 Parson's Pond Drive  
 Franklin Lakes, New Jersey 07417-2600

We will provide the insurance described in this policy in return for the premium and compliance with all applicable provisions of this policy. If required by state law, this policy shall not be valid unless countersigned by our authorized representative.

Secretary

President

LICENSEE:  
 MED DAVID JAMES, III  
 P O BOX 2014  
 SHAWNEE MISSION, KS 66201

Countersigned:

08/20/2014 MASIEROL

By

Authorized Representative

# SCHEDULE OF FORMS AND ENDORSEMENTS

|                              |   |
|------------------------------|---|
| POLICY NUMBER:<br>BRL0007401 | NAMED INSURED<br>Tolbert Educational Services, Inc.<br><br>DBA Lee A. Tolbert Community Academy |
|------------------------------|---|

| Form/Endorsement No./Edition Date | Title (Note- Titles are indications only. See actual form for correct name.) |
|-----------------------------------|--|
| WW230(08_11)                      | COMMON POLICY DECLARATIONS   |
| WW22(02_13)                       | SERVICE OF SUIT  |
| IL0017(11_98)                     | COMMON POLICY CONDITIONS   |
| WWME011(06_11)                    | MANUSCRIPT ENDORSEMENT   |
| WWME011(06_11)                    | MANUSCRIPT ENDORSEMENT   |
| DEL02(10_11)                      | DIRECTORS OFFICERS INSURED ENTITY DECLARATIONS                               |
| DEL01(02_12)                      | DIRECTORS OFFICERS INSURED ENTITY COVERAGE FORM                              |
| DEL17(03_10)                      | ASBESTOS EXCLUSION   |
| DEL19(03_10)                      | POLICYHOLDER DISCLOSURE NOTICE OF TERRORISM INS CVG                          |
| DEL47(06_11)                      | SEXUAL ABUSE AND MOLESTATION EXCLUSION                                       |
| DEL73(12_11)                      | SCHOLASTIC ENTITY LIMITATION ENDORSEMENT                                     |
| DEL75A(06_14)                     | MODIFIED DEF OUTSIDE OF SHARED LMTS ENDT                                     |
| DEL94(07_12)                      | EXTENDED REPORTING PERIOD ENDORSEMENT  |
| DEL96(07_12)                      | PERSONAL INJURY EXCLUSION  |
| DEL98(06_13)                      | SETTLEMENT AMENDATORY ENDORSEMENT  |
| DEL102(08_13)                     | CRISIS MANAGEMENT ENDORSEMENT  |

**ADDITIONAL FORMS AND ENDORSEMENTS**

**AMENDED & RESTATED  
BYLAWS OF  
Tolbert  
Educational  
Services, Inc.**



*“Creating Pathways to Educational Excellence”*

**Mission Statement:**

The Tolbert Educational Services, Inc. mission is to improve formal academic instruction and achievement by addressing the barriers to learning, through strengthening problem solving, conflict resolution and critical thinking skills.

**ADOPTED BY THE BOARD OF DIRECTORS ON:  
January 11, 2016**

These Bylaws (the “Bylaws”) govern the affairs of Tolbert Educational Services, Inc., a non-profit corporation (the “Corporation”) organized under the Missouri Non-Profit Corporation Act, as amended (the “Act”).

**ARTICLE 1**  
**COMPOSITION & PURPOSE CLAUSE**

The name of the Corporation shall be **Tolbert Educational Services, Inc.**, and the Corporation is organized exclusively for charitable causes to be of a public benefit and incorporated in the state of **Missouri** and will act as a 501 c 3 according to the IRS provisions. The purposes for which the Corporation is organized are exclusively religious, charitable, scientific, literary and/or educational within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law. Notwithstanding any other provisions of these articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.

**1.05: Vision:**

**Tolbert Educational Services, Inc.** will provide regular educational instruction for kindergarten through 8<sup>th</sup> grade students within the boundaries of the Kansas City, Missouri Public School District.

**1.06: Mission Statement**

The mission of the Corporation is to improve formal academic instruction and achievement by addressing the barriers to learning, through strengthening problem solving, conflict resolution and critical thinking skills.

**1.07: Program Rationale/Need**

**Tolbert Educational Services, Inc.** organizers have recognized the lack of positive, engaging, accredited schools, and the need for community and family-oriented programs located in the inner city areas of Kansas City. Bishop Mark Tolbert also realized hundreds of students and their families were struggling to overcome the conditions of poverty, low self-esteem, lack of purpose and direction, as well as, academic failure.

**1.08: Services, Goods and Funds: Tolbert Educational Services, Inc.** will provide tutorial services for learners Kindergarten through the 8<sup>th</sup> grade within the boundaries of the Kansas City Missouri Public School District.

- A. “Services”** thus consist of formal academic instruction, tutoring, mentoring, guidance, career counseling, job/ vocational training for careers, computer training and educational tutoring for GED/Adult Basic Education; health and nutrition classes, etc.

- B. “Goods”** will consist of meals/snacks, food, clothing, books, bus passes, as well as, program incentive items needed for daily living, school or job placement.
- C. “Funds”** will consist of incentives needed for transportation, field trip incentives, support for career or job advancement or fees/sponsorships for educational testing, etc.

**1.09: Geographical area**

**Tolbert Educational Services, Inc.** will serve individuals within the boundaries of the Kansas City, Missouri Public School District.

**1.10: Target population**

Students from Kindergarten – 8<sup>th</sup> grade will be served through **Tolbert Educational Services** with indirect prevention and intervention services (i.e. formal school instruction, tutoring, mentoring, instruction and training, and career counseling, computer training, hands-on interactive career/vocational workshops, acting lessons, resume/interview job-skills training, etc.

**1.11: Demographics**

Based on the current population trends, most of the program participants will be economically disadvantaged, minority youth and adults, presumably from single-parent families and from at-risk (for juvenile crime, high school dropout, teen pregnancy, ex-offender, etc.) environments.

**1.12 Offices**

The principal office of the Corporation shall be located at **3400 Paseo Blvd. Kansas City, MO 64109**. The Corporation may have such other offices, either within or without of the State of Missouri, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

**1.13 Registered Office and Registered Agent**

The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Missouri. The registered office may, but need not be identical with the Corporation’s principal office in Missouri. The Board of Directors may change the registered office and the registered agent as provided in the Act.

**ARTICLE 2 MEMBERS**

The Corporation shall not have members. The management of the Corporation is vested solely in its Board of Directors.

**ARTICLE 3 BOARD OF DIRECTORS**

**3.01 Management of the Corporation**

The affairs and property of the Corporation shall be conducted and managed by a self-perpetuating Board of Directors. The Board of Directors shall have the power to

supervise, control, direct and manage the property, affairs and activities of the Corporation, and to determine the policies of the Corporation and actively prosecute its corporate purposes and objectives. The Board of Directors shall have absolute discretion regarding the disbursement of the Corporation's funds and the disposition of its property; provided, however, all income and property shall be distributed or otherwise applied only in furtherance of the purposes set forth in Article I.

**3.02 Number, Qualifications and Tenure of Directors**

The number of Directors shall be a number determined by the Board of Directors that is not less than three and not greater than nine. Directors need not be residents of any particular state. Each director shall serve for a term of one year. There are no term limits.

**3.03 Election of Directors**

Directors shall be elected by the Board of Directors upon the expiration of a director's term in office by a majority vote. A nomination committee may be formed to nominate new directors, officers or members, as need. Each director shall hold office until a successor is elected and qualified. A director may be elected to succeed himself or herself as director.

**3.04 Terms**

Terms of members of the Board of Directors shall be three (3) years. Members of the Board of Directors may serve a maximum of three (3) consecutive terms, and then rotate off of the Board of Directors for one full three year term before being or becoming eligible for re-election to the Board of Directors.

**3.05 Vacancies**

Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by a majority vote of the remaining members of the Board. A director appointed to fill a vacancy shall be appointed for the remainder of the term of the predecessor in office.

**3.06 Annual Meeting**

The annual meeting of the Board of Directors shall be held in a place and at a time determined by Board of Directors.

**3.07 Regular Meetings**

The Board of Directors shall meet no fewer than twelve (12) times per fiscal year at a date and time determined by the Board. The meetings may be held at the place designated by the Board of Directors and shall be held at the Corporation's principal office of the resolution does not specify the location of the meetings. Notice of all meetings of the Board of Directors shall be given pursuant to §610.020 of the Revised Missouri Statutes, as amended.

**3.08 Special Meetings**

Special meetings of the Board of Directors may be called by or at the request of the

President or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place as the place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. The secretary shall provide notice to the Board of Directors of each meeting of the Board pursuant to §610.020 of the Revised Missouri Statutes, as amended.

### **3.09 Notice**

Any notice required or permitted by these Bylaws to be given to a director, officer, or member of the committee of the Corporation may be given by mail, facsimile transmission or electronic mail. If mailed, a notice shall be deemed to be delivered upon the expiration of the three (3) day period immediately following such notice being deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by facsimile transmission or electronic mail, a notice shall be deemed to be delivered when received by the recipient and upon the sender's receipt of written confirmation of such recipient's receipt of the notice.

### **3.10 Quorum**

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. The directors present at a duly called or held meeting at which a quorum is present may continue to transact business even if enough directors leave the meeting so that less than a quorum remains. However, no action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If a quorum is present at no time during a meeting, a majority of the directors present may adjourn and reconvene the meeting one time without further notice.

### **3.11 Duties of Directors**

Directors shall discharge their duties, including any duties as committee members, with ordinary care, and in a manner they reasonably believe to be in the best interest of the corporation. Ordinary care is care that ordinarily prudent persons in similar positions would exercise under similar circumstances. In the discharge of any duty imposed or power conferred on directors, they may rely on information, opinions, reports, or statements, including financial statements and other financial data, concerning the corporation or another persons that were prepared or presented by a variety of persons, including officers and employees of the Corporation, professional advisors or experts such as accountants or legal counsel. A director is not relying in good faith if the director has knowledge concerning a matter in question that renders reliance unwarranted. Directors are not deemed to have the duties of trustees of a trust with respect to the Corporation or with respect to any property held or administered by the Corporation, including property that may be subject to restrictions imposed by the donor or transferor of the property.

**3.12 Delegation of Duties**

Directors are entitled to select advisors and delegate duties and responsibilities to them, such as the full power and authority to purchase or otherwise acquire stocks, bonds, securities, and other investments on behalf of the Corporation; and to sell, transfer, or otherwise acquire stocks, bonds, securities, and other investments on behalf of the Corporation; and to sell, transfer, or otherwise dispose of the Corporation; and to sell, transfer, or otherwise dispose of the Corporation's assets and properties at a time and for a considerations that the advisor deems appropriate. The directors have no liability for actions taken or omitted by the advisor if the Board of Directors act in good and with ordinary care in selecting the advisor. The Board of Directors may remove or replace the advisor, with or without cause.

**3.13 Interested Directors**

Contracts or transactions between directors or officers who have a financial interest in the matter shall be considered pursuant to the terms of the Conflict of Interest Policy of the Corporation.

**3.14 Actions of Board of Directors**

The Board of Directors shall try to act by consensus. However, the vote of a majority of directors present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the Board of Directors unless the act of a greater number is required by law or these Bylaws. A director who is present at a meeting and abstains from a vote is considered to be present and voting for the purpose of determining the decision of the Board of Directors. For the purpose of determining the decision of the Board of Directors, a director who is represented by proxy in a vote is considered present.

**3.15 Proxies**

A director may vote by proxy executed in writing by the director. No proxy shall be valid after three months from the date of its execution.

**3.16 Compensation**

Directors may not receive salaries for their services as a board member or board of director. The Board of Directors may adopt a resolution providing for payment to directors of the reasonable expenses of attendance, if any, for attendance at each meeting of the Board of Directors. A director may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a director shall be commensurate with the services performed and reasonable in amount.

**3.17 Removal of Directors**

A director may be removed at any time by a majority of the Board of Directors.

**3.18 Meeting by Telephone**

The Board of Directors, and any committee of the Corporation may hold a meeting by telephone conference-call procedures in which all persons participating in the meeting can hear each other. The notice of a meeting by telephone conference must state the fact that the meeting will be held by telephone as well as all other matters required to be included in the notice §610.020 of the Revised Missouri Statutes, as amended. Participation of a person in a conference-call meeting constitutes presences of that person at the meeting.

**3.19 Decision Without Meeting**

Any decision required or permitted to be made at a meeting of the Board of Directors, or any committee of the Corporation may be made without a meeting. A decision without a meeting may be made if a written consent to the decision is signed by all of the persons entitled to vote on the matter. The original signed consents shall be place in the Corporation minute book and kept with the Corporation's records.

**ARTICLE 4 OFFICERS**

**4.01 Officer Positions**

The officers of the Corporation shall be a president, a secretary, and may include any number of vice presidents, a treasurer, an assistant treasurer and an assistant secretary. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

**4.02 Election and Term of Office**

The officers of the Corporation shall be elected annually by the Board of Directors at the regular, annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

**4.03 Removal**

Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause; provided, however, that the removal of the President shall require a unanimous vote of the Board of Directors. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

**4.04 Vacancies**

A vacancy in any office may be filled by the Board of Directors for the remainder of the portion of the officer's term.

**4.05 President**

The President shall be the chief executive officer of the Corporation. The President shall supervise and control all of the business and affairs of the Corporation. The President

shall preside at all meetings of the members and the Board of Directors. The President may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. The President shall perform other duties prescribed by the Board of Directors and all duties incident to the office of President.

**4.06 Vice President**

When the President is absent, is unable to act, or refuses to act, a Vice President shall perform the duties of the President. When a Vice President acts in place of the President, the Vice President shall have all the powers of and be subject to all the restrictions upon the President. If there is more than one Vice President, the Vice Presidents shall act in place of the President in the order of the votes received when elected. A Vice President shall perform other duties as assigned by the President or Board of Directors. Except as expressly authorized by the Board of Directors, the Vice President of public relations shall have no authority to sign for or otherwise bind the Corporation.

**4.07 Treasurer**

The Treasurer shall be responsible for oversight of the organization's finances, financial management practices, and shall perform all other duties, usual to the office and those delegated by the President or the Board of Directors.

**4.08 Secretary**

The Secretary shall be responsible for recording minutes of all meetings, counting votes, and maintaining files of minutes, and shall perform all other duties usual to the office and duties that may be delegated by the President or the Board of Directors.:

**ARTICLE 5 COMMITTEES**

**5.01 Establishment of Committees**

The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the President its power to appoint and remove members of the committee that has not been delegated any authority of the Board of Directors. The establishment of a committee or the delegation of authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.

- (b) Adopt a plan of merger or a plan of consolidation with another Corporation.
- (c) Authorize the sale, lease, exchange, or mortgage of all the substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws
- (h) Elect, appoint, or remove a member of the committee or the director or officer of the Corporation.
- (i) Approve and transaction to which the Corporation is a party and that involves a potential conflict of interest as defined in paragraph 5.04, below.
- (j) Take any action outside of the scope of authority delegated to it by the Board of Directors.

**5.02: AD Hoc Committees**

As needed, the Board may create temporary ad hoc or long-standing **committees** as needed, such as fundraising, community outreach, publicity/marketing, housing, etc. The Board Chair/President appoints all committee chairs.

**5.03: Finance Committee.** The Treasurer is chair of the Finance Committee, which will include three other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, a fundraising plan, and annual budget with staff and other Board members. The Board must approve the budget, and all expenditures must be within the budget. Any major change in the budget must be approved by the Board or the Executive Committee. The fiscal year shall be July1 through June 30. Monthly and quarterly reports are required to be submitted to the Board showing income, expenditures and pending income. The financial records of the organization are public information and shall be made available to the membership, Board members and the public.

**ARTICLE 6 CONFLICT OF INTEREST**

Potential, actual or perceived conflicts of interest among members of the Board of Directors shall be governed by the terms and conditions of the Conflict of Interest Policy of the Corporation.

**ARTICLE 7 BOOKS AND RECORDS**

**7.01 Required Books and Records**

The Corporation shall keep correct and complete books and records of account. The Corporation's books and records shall include:

(a) A file-endorsed copy of all documents filed with the Missouri Secretary of the State relating to the Corporation, including, but not limited to, the articles of incorporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.

(b) A copy of the bylaws, and any amended versions or amendments to the bylaws.

(c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.

(d) A list of the names and addresses of the directors, officers, and any committee members of the Corporation.

(e) If prepared, a financial statement showing the assets, liabilities, and net worth of the Corporation at the end of the three most recent fiscal years.

(f) If prepared, a financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.

(g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

#### **7.02 Inspection and Copying**

Any director, officer, or member of the Corporation may inspect and receive copies of all books and records of the Corporation required to be kept by the bylaws. Such a person may inspect or receive copies if the person has a proper purpose related to the person's interest in the Corporation and if the person submits a request in writing. Any person entitled to inspect and copy the Corporation's books and records may do so through his or her attorney or other duly authorized representative. A person entitled to inspect the Corporation's books and records may do so at the reasonable time no later than five working days after the Corporation's receipt of a proper written request. The Board of Directors may establish reasonable fees for copying the Corporation's books and records by members. The fees may cover the cost of materials and labor, but may not exceed fifty cents per page. The Corporation shall provide requested copies of books or records no later than five working days after the Corporation's receipt of a proper written request.

**ARTICLE 8 DISSOLUTION CLAUSE**

The directors of the Corporation shall not take any voluntary action to dissolve the Corporation. However, the Board will follow DESE policy as written in the Code of State Regulations DESE 5 CSR 20-100.265 Charter School Closure.

**ARTICLE 9 FISCAL YEAR**

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

**ARTICLE 10 INDEMNIFICATION**

The Corporation may, to the extent legally permissible under the laws of the State of Missouri and only to the extent that the status of the Corporation as an exempt organization is not affected thereby, indemnify any person which was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative or investigative, other than an action by or in the right of the Corporation, by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses including attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful. The Corporation may, to the extent legally permissible under the laws of the State of Missouri and only to the extent that the status of the Corporation as an exempt organization is not affected thereby, indemnify any person which was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses including attorneys' fees, and amounts paid in settlement actually and reasonably incurred by him in connection with such action or suit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation; except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his duty to the Corporation unless and only to the extent that the court in which the action or suit was brought determines upon application that, despite the adjudication of liability and in view of all the circumstances of the case, the person is fairly and reasonably entitled to

indemnity for such expenses which the court shall deem proper.

Any indemnification by the Corporation, unless ordered by a court, shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the director, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard set forth in this Article VII. The determination shall be made by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit, or proceeding, or if such a quorum is not obtainable, or even if obtainable a quorum of disinterested directors so directs, by independent legal counsel in a written opinion.

Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the director, officer, employee or agent to repay such amount unless it shall ultimately be determined that he is entitled to be indemnified by the corporation as herein authorized and as authorized by the laws of the State of Missouri.

The right of indemnification hereby provided shall not be exclusive of or affect any other rights to which any director or officer may be entitled by bylaw, agreement, vote of disinterested directors, or otherwise. Nothing contained herein shall affect any rights to indemnification to which corporate personnel other than directors or officers may be entitled by bylaw, agreement, vote of disinterested directors, or otherwise. As used in this provision, the terms “directors” and “officers” include their respective heirs, executors and administrators.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the corporation would have the power to indemnify him against such liability under the provisions of this Article 10 or the laws of the State of Missouri.

Notwithstanding anything herein to the contrary, no indemnification shall be made to any director, officer, or individual who incurs personal liability for excise taxes under Sections 4941, 4943, 4944 or 4945 of the Internal Revenue Code.

**ARTICLE 11 AMENDMENTS TO BYLAWS**

The bylaws may be altered, amended, or repealed, and new bylaws may be adopted by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of

those provisions.

**ARTICLE 12 MISCELLANEOUS PROVISIONS**

**12.01 Legal Authorities Governing Construction of Bylaws**

The bylaws shall be construed in accordance with the laws of the State of Missouri. All references in the bylaws statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

**12.02 Legal Construction**

If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not affect any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

**12.03 Headings**

The headings used in the bylaws are used for convenience and shall not be considered in construing the terms of the bylaws.

**12.04 Gender**

Whenever the context required, all words in the bylaws in the male gender shall be deemed to include the female or gender neutral, all singular words shall include the plural, and all plural words shall include the singular.

**CERTIFICATION**

The above and foregoing is a true and correct copy of the Amended & Restated Bylaws of Tolbert Educational Services, Inc. adopted by the Board of Directors as of January 11, 2016.

*Missouri Association of Rural Education*

*TO Whom It May Concern:*

*Based on the completed certification request,*

*Mark C Tolbert*  
*Lee A. Tolbert Com.*  
*Academy*

*has met all the requirements for new school board member training as set forth in RSMo 162.203 and the Missouri State Board of Education's "Final Rule" 5CSR 80-850.060. The Board Member Training Program offered by the Missouri Association of Rural Education requires 16 hours of discussion about the information presented in the curriculum guide, viewing of selected videotapes, Board Trainer instruction and collaboration with other board members. MARE is recognized as a statewide organization for the benefit of school board members as required by state law.*

*The school district should include this certification in a Board Member Training File for future reference. A copy may also be given to the board member.*

*For the Association:*

*Date training completed: September 14, 2013*

*Ray V Patrick*

*Ray V Patrick, EdD.*  
*Executive Director*

*Trainer(s) Dr. M. Anderson*

## MEMORANDUM

**TO:** LEE A. TOLBERT COM. ACADEMY  
**FROM:** Educator Certification/Conduct and Investigations  
**DATE:** January 16, 2013  
**SUBJECT:** Results of FBI/Missouri Highway Patrol Fingerprint Checks

**Candidates Name:** MARK TOLBERT  
**Social Security No:** Ending In -4821  
**Date of Birth:** 09/17/1955  
**Employee Status Code:** U

- No open criminal records reported from Missouri Highway Patrol.
- Criminal history record reported by Missouri Highway Patrol.
- No open criminal records reported from FBI.
- Criminal history record reported by FBI.

\*\*For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2012, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."

Do not copy or share these results with other employers.

*Missouri Association of Rural Education*

TO Whom It May Concern:  
Based on the completed certification request,

*Linda D. Edgely*  
*Lee A. Tolbert Com.*

*Academy*

has met all the requirements for new school board member training as set forth in RSMo 162.203 and the Missouri State Board of Education's "Final Rule" 5CSR 80-850.060. The Board Member Training Program offered by the Missouri Association of Rural Education requires 16 hours of discussion about the information presented in the curriculum guide, viewing of selected videotapes, Board Trainer instruction and collaboration with other board members. MAARE is recognized as a statewide organization for the benefit of school board members as required by state law.

The school district should include this certification in a Board Member Training File for future reference. A copy may also be given to the board member.

For the Association:

Date training completed: September 14, 2013

Trainer(s) Dr. M. Anderson

*Ray V. Patrick*  
Ray V Patrick, EdD.  
Executive Director

## MEMORANDUM

**TO:** LEE A. TOLBERT COM. ACADEMY  
**FROM:** Educator Certification/Conduct and Investigations  
**DATE:** November 20, 2012  
**SUBJECT:** Results of FBI/Missouri Highway Patrol Fingerprint Checks

**Candidates Name:** LINDA EDGELY  
**Social Security No:** Ending In -0433  
**Date of Birth:** 05/04/1955  
**Employee Status Code:** U

- No open criminal records reported from Missouri Highway Patrol.
- Criminal history record reported by Missouri Highway Patrol.
- No open criminal records reported from FBI.
- Criminal history record reported by FBI.

\*\*For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2012, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."

Do not copy or share these results with other employers.

*Missouri Association of Rural Education*

TO Whom It May Concern:  
Based on the completed certification request,

*Blaine Clark*  
*Lee A. Tolbert Com.*  
*Academy*

has met all the requirements for new school board member training as set forth in RSMo 162.203 and the Missouri State Board of Education's "Final Rule" 5CSR 80-850.060. The Board Member Training Program offered by the Missouri Association of Rural Education requires 16 hours of discussion about the information presented in the curriculum guide, viewing of selected videotapes, Board Trainer instruction and collaboration with other board members. MARE is recognized as a statewide organization for the benefit of school board members as required by state law.

The school district should include this certification in a Board Member Training File for future reference. A copy may also be given to the board member.

For the Association: Date training completed: September 14, 2013  
*Ray V Patrick* Trainer(s) Dr. M. Anderson  
Ray V Patrick, EdD.  
Executive Director

## MEMORANDUM

**TO:** LEE A. TOLBERT COM. ACADEMY  
**FROM:** Educator Certification/Conduct and Investigations  
**DATE:** December 06, 2012  
**SUBJECT:** Results of FBI/Missouri Highway Patrol Fingerprint Checks

**Candidates Name:** BLAINE CLARK

**Social Security No:** Ending In -3387

**Date of Birth:** 09/19/1966

**Employee Status Code:** U

- No open criminal records reported from Missouri Highway Patrol.
- Criminal history record reported by Missouri Highway Patrol.
- No open criminal records reported from FBI.
- Criminal history record reported by FBI.

\*\*For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2012, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."

Do not copy or share these results with other employers.

## Missouri Association of Rural Education

TO Whom It May Concern:

Based on the completed certification request,

*TuJuania Scott*

*Lee A. Tolbert Com. Academy*

has met all the requirements for new school board member training as set forth in RSMo 162.203 and the Missouri State Board of Education's "Final Rule" 5CSR 80-850.060. The Board Member Training Program offered by the Missouri Association of Rural Education requires 16 hours of discussion about the information presented in the curriculum guide, viewing of selected videotapes, Board Trainer instruction and collaboration with other board members. MARE is recognized as a statewide organization for the benefit of school board members as required by state law.

The school district should include this certification in a Board Member Training File for future reference. A copy may also be given to the board member.

For the Association:

*Ray V Patrick*

Ray V Patrick, EdD.  
Executive Director

Date training completed: September 14, 2013

Trainer(s) Dr. M Anderson

## MEMORANDUM

**TO:** LEE A. TOLBERT COM. ACADEMY  
**FROM:** Educator Certification/Conduct and Investigations  
**DATE:** November 20, 2012  
**SUBJECT:** Results of FBI/Missouri Highway Patrol Fingerprint Checks

**Candidates Name:** TUJUANIA SCOTT

**Social Security No:** Ending In -8930

**Date of Birth:** 07/21/1975

**Employee Status Code:** U

- No open criminal records reported from Missouri Highway Patrol.
- Criminal history record reported by Missouri Highway Patrol.
- No open criminal records reported from FBI.
- Criminal history record reported by FBI.

\*\*For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2012, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."

Do not copy or share these results with other employers.

*Missouri Association of Rural Education*

*TO Whom It May Concern:*

*Based on the completed certification request,*

*Betty M. Redwood*  
*Lee A. Tolbert Com.*  
*Academy*

*has met all the requirements for new school board member training as set forth in RSMo 162.203 and the Missouri State Board of Education's "Final Rule" 5CSR 80-850.060. The Board Member Training Program offered by the Missouri Association of Rural Education requires 16 hours of discussion about the information presented in the curriculum guide, viewing of selected videotapes, Board Trainer instruction and collaboration with other board members. MARE is recognized as a statewide organization for the benefit of school board members as required by state law.*

*The school district should include this certification in a Board Member Training File for future reference. A copy may also be given to the board member.*

*For the Association:*

*Date training completed: September 14, 2013*

*Ray V. Patrick*

*Ray V Patrick, EdD.*  
*Executive Director*

*Trainer(s) Dr. M. Anderson*

## MEMORANDUM

**TO:** LEE A. TOLBERT COM. ACADEMY  
**FROM:** Educator Certification/Conduct and Investigations  
**DATE:** December 21, 2012  
**SUBJECT:** Results of FBI/Missouri Highway Patrol Fingerprint Checks

**Candidates Name:** BETTY REDWOOD

**Social Security No:** Ending In -5388

**Date of Birth:** 05/31/1947

**Employee Status Code:** U

- No open criminal records reported from Missouri Highway Patrol.
- Criminal history record reported by Missouri Highway Patrol.
- No open criminal records reported from FBI.
- Criminal history record reported by FBI.

\*\*For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2012, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."

Do not copy or share these results with other employers.

*Missouri Association of Rural Education*

TO Whom It May Concern:

Based on the completed certification request,

*Emelda Tolbert*  
*Lee A. Tolbert Com.*  
*Academy*

has met all the requirements for new school board member training as set forth in RSMo 162.203 and the Missouri State Board of Education's "Final Rule" 5CSR 80-850.060. The Board Member Training Program offered by the Missouri Association of Rural Education requires 16 hours of discussion about the information presented in the curriculum guide, viewing of selected videotapes, Board Trainer instruction and collaboration with other board members. MARE is recognized as a statewide organization for the benefit of school board members as required by state law.

The school district should include this certification in a Board Member Training File for future reference. A copy may also be given to the board member.

For the Association:

Date training completed: September 14, 2013

*Ray V Patrick*

Ray V Patrick, EdD.  
Executive Director

Trainer(s) Dr. M. Anderson

## MEMORANDUM

**TO:** LEE A. TOLBERT COM. ACADEMY  
**FROM:** Educator Certification/Conduct and Investigations  
**DATE:** January 16, 2013  
**SUBJECT:** Results of FBI/Missouri Highway Patrol Fingerprint Checks

**Candidates Name:** EMELDA TOLBERT  
**Social Security No:** Ending In -8701  
**Date of Birth:** 08/19/1957  
**Employee Status Code:** U

- No open criminal records reported from Missouri Highway Patrol.
- Criminal history record reported by Missouri Highway Patrol.
- No open criminal records reported from FBI.
- Criminal history record reported by FBI.

\*\*For certification and/or employment purposes, the fingerprint results are valid for twelve months from the date of this letter. Please be advised that pursuant to §43.540, RSMo Supp. 2012, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."

Do not copy or share these results with other employers.

*Missouri Association of Rural Education*

*TO Whom It May Concern:*

*Based on the completed certification request,*

*Clyde Irvin  
Lee A. Tolbert Com.  
Academy*

*has met all the requirements for new school board member training as set forth in RSMo 162.203 and the Missouri State Board of Education's "Final Rule" 5CSR 80-850.060. The Board Member Training Program offered by the Missouri Association of Rural Education requires 16 hours of discussion about the information presented in the curriculum guide, viewing of selected videotapes, Board Trainer instruction and collaboration with other board members. MARE is recognized as a statewide organization for the benefit of school board members as required by state law.*

*The school district should include this certification in a Board Member Training File for future reference. A copy may also be given to the board member.*

*For the Association:*

*Date training completed: September 14, 2013*

*Ray V. Patrick*

*Trainer(s) Dr. M. Anderson*

*Ray V Patrick, EdD.  
Executive Director*

## MEMORANDUM

December 07, 2012

**TO:** LEE A. TOLBERT COM. ACADEMY  
**FROM:** Educator Certification/Conduct and Investigations  
**SUBJECT:** Results of FBI/Missouri Highway Patrol Fingerprint Checks

A Missouri Highway Patrol and FBI records check were completed at your request on:

**CLYDE IRVIN**

SSN Ending In -9008

A copy of those results are attached for your information. Please be advised that pursuant to §43.540, RSMo Supp. 2012, you may only use these results for "... determining the suitability of an applicant or a volunteer. The information shall be confidential and any person who discloses the information beyond the scope allowed in this section is guilty of a class A misdemeanor."

**Do not copy or share the results with other employers.**

Please contact the Circuit Court Clerk's Office in the county of conviction for accuracy of the information regarding this individual.

If the above-listed individual(s) is applying for a certificate of license to teach, the Department will not issue a certificate until the individual(s) is "cleared." Clearance requires the individual to send DESE appropriate court records, personal interview, and review by the State Board of Education. This may take several weeks.

For hiring purposes, these results are valid for twelve months from date of results. If you have any questions, or need further assistance, please feel free to contact our office at (573) 522-8761.

# **TOLBERT COMMUNITY ACADEMY**

## **BOARD MEMBERS**

### **Current School Board Members:**

### **School/Community Affiliation:**

Mark C. Tolbert

LATCA Founder, Board President  
Financial Advisor -PAW International,  
Pastor  
President – Dominion Heights  
Real Estate Development Co.

Emelda Tolbert

GnLD Distributor

Blaine Clark

Sprint Corporation

Clyde Irvin

Director, Darrick Irvin Learning Center  
Pastor, New Life Worship Center

Linda Edgely

Branch Manager  
Blue Ridge Bank & Trust

Tujuania Webb Scott

Community America Credit Union  
Branch Manager



## Bishop Mark C. Tolbert

Mark Tolbert is a native of Kansas City, Missouri, Graduate of Central High School, attended Penn Valley Community College and received his DD from Western Baptist Bible College.

In 1989, Bishop Tolbert became Senior Pastor of Victorious Life Church, 3400 Paseo. He is the former President of the Concerned Clergy Coalition of Greater Kansas City (an ecumenical group comprising of 18 Denominations), former Board Member of the Friends of Sacred Structures, Former United Way Board member, Presently Bishop Tolbert serves as: President of the Board of Lee A. Tolbert Community Academy, Diocesan Bishop of the Canadian District Council and Diocesan of the Northwestern District Council of the Pentecostal Assemblies of the World, Director of Budget & Finance for the Pentecostal Assemblies of the World, President of the Saving Grace Insurance Exchange, and Director of Colonnades of Beacon Hill LLC.

Mark was born the 5th child to Lee A. and Lorene Tolbert. You could never keep him still he has always been project driven and challenged himself to be productive. In his early years his entrepreneurial spirit shined through the midst of an era of poverty and despair. At age 9 Mark started a lawn care service and had 3 employees. His initial goal was to purchase the brand of tennis shoes he desired but his entrepreneurial thrust opened up his understanding to commerce and business practices. From the time he bought and paid for his own tennis shoes at 9 years of age, everything from that point was about business concepts, business practices and profits.

In 1974 Mark moved to Chicago, Illinois and worked for Potter Photographic Industries as a photographer and sales manager. Moving back to Kansas City in 1976 to purchase his own fast food franchise was one of the highlights of his life that he loves to talk about.

Mark married Emelda Faciane in 1978. Two children were born into their marriage, Mark, Jr. (Gone Home to Glory) and Britton Elliot Tolbert.

Over the next few years Mark owned his own photography company, worked for George Johnson of

Johnson Products, and George Blankinship of Blankinship Distributors. Blankinship Distributors was the Largest African America Owned distributor of black hair care products in the Midwest.

Mark had acknowledged his call to the ministry in 1977. His first love was business but he knew the call of God when he heard it and surrendered to the will of God for his life. He was appointed to assist his father as an assistant pastor in 1979. In that position Mark served the church faithfully in many capacities including driving the church bus, a lead singer in the choir and serving the youth ministry.

In 1989 Bishop Lee Tolbert took full time retirement and Mark C. Tolbert was voted in as Senior Pastor.

The church congregation grew from 300 to 500 in less than a year. New programs and out reaches were instituted to bring excitement to the ministry. Television ministry and many other outreach concepts were put in place. Increased leadership positions and leadership trainings were added. Finally Victorious Life Bible Institute was founded. Through these many outreach and visionary extensions, the Church has continued on a steady growth pattern over the last 26 years.

Our services are also streamed live over the internet each week and is watched by thousands....

The Lee A. Tolbert Community Academy Charter School was founded by Bishop Mark Tolbert in 1999. The first year opened with 191 students. Now the student body is over 500. The Tolbert Charter Academies School District is accredited and has a waiting list of students to be enrolled.

VLC church built a 40,000 square foot Educational wing in 2003. The Lee A. Tolbert Community Academy Charter School now leases that wing and substantial portion of the existing structure. The second phase of the Lee A. Tolbert Community Center has been completed and provides space for community sports activities as well as a sports and recreational facility for the school.

Our ministry presently has a food pantry where we feed the hungry and working poor.

We host "Feed the Multitude", a program where we feed the lonely, homeless, and many others each year. During this program we feed and clothe over 1000 individuals. Our Christian Education Electives are creating new excitement in the community as we move toward skills-based teaching. With our Computer Learning Centers, we have managed to help hundreds of youth and adults find help and direction for their futures. Since receiving the mantle to pastor Christ Temple Church in July of 1989, our ministry has grown and flourished under the leadership of Bishop Mark Tolbert. In 2006 there was a name change. Our church pulled together to make a decision and our church name was officially changed to Victorious Life Church. The name change shows that the congregants are willing to make preparations to minister to the next generation. Victorious Life Church has over 75 active ministries with Christian Education and the Christian Education Electives being at the forefront. One of our major ministries is the drama ministry. Over the past years we have performed Stairway to Heaven and the musical production The Wizz to audiences of over 14,000. The response to our productions have been phenomenal. Bishop Tolbert is preparing leaders to lead courageously and vivaciously into the future. Thank you for taking the time to read about our leader and we hope you will come and visit our worship services soon.

Blaine C. Clark  
601 NE Sundance Trail  
Lee's Summit MO 64086

[bservices@kc.rr.com](mailto:bservices@kc.rr.com)

## SUMMARY

A highly motivated professional with over 20 years of diversified experience in finance and operations is seeking a challenging leadership position which will offer challenges and opportunities for growth. Personal strengths include:

- Financial Analysis
- Budgeting & Forecasting
- Accounting
- Team Building
- Project Management
- Employee Development
- Decision Support
- Process Reengineering

## EMPLOYMENT HISTORY

SPRINT NEXTEL CORPORATION, Overland Park, KS

1990 - Present

Business Segments Finance - Financial Management Director 2004 - Present

Serve as the primary financial support contact for one of the companies Major Market Groups. Responsible for supporting annual revenues between \$750M - \$1.2B and an operating expense budget of \$43M.

- Coordinated the preparation and distribution of the organization's annual revenue budget and quarterly revenue forecasts; completed analysis and commentaries of monthly results to highlight market group's performance to target.
- Responsible for developing and presenting monthly operations packages to Regional Sales Executives which focuses on the overall business unit's performance to include revenue trends, headwinds & tailwinds impacting the business, unit cost measures, account productivity, and customer profitability.
- Lead research and value analysis on business customers which focused on revenue opportunities for growth and avenues to enhance less profitable products.
- Aided the executive team with managing the Business Segment's \$48M expense budget. Supported management with decisions on managing the organizations 212 headcount, travel and entertainment expenses, and adhoc marketing expenses.
- Provided sales administration support in setting sales quota and managing quota performance.

Technology Services Finance - Finance Project Manager 2001 - 2004

Lead a team of 3 analysts responsible for financial modeling and analysis to facilitate executive level decision making for network expansion and cost reduction strategies. As well as developing and reporting the capital budget for the network build out and expansion projects.

- Developed and presented business case summaries to the executive lead team which highlighted break even analysis, ROI, and asset valuation for capital intensive deployments.
- Completed 14 network business cases that over a 5 year period will generate over \$100M in cost savings.
- Completed post mortem analysis on deployed projects to evaluate business case projections.
- Responsible for training and development of 3 Financial Analysts.
- Managed the monthly capital reporting and depreciation for the organization's \$670M capital budget (over 300 capital projects).

LTD Carrier Markets - Senior Pricing Analyst

1998 - 2001

Developed pricing strategies and profitability studies for various access and wireless services. Produced monthly revenue reports which provided product revenue trends and profitability.

- Prepared customer specific pricing solutions which yielded \$ 1.5M per month for Sprint's Local Telecom Division..
- Managed an annual revenue budget of approx. \$48.2M across 3 major product lines.

Gross Margin Accounting - Senior Accountant

1994 - 1998

Provided accounting and financial support for the Gross Margin Accounting Division. Produced monthly reporting to record, report, and analyze the revenue and cost for multiple products supported by the marketing business units.

- Responsible for calculating and entering monthly revenue and cost of revenue journal entries for products utilizing the company's network assets.
- Produced adhoc reporting to marketing, engineering, and sales teams on the profitability of data revenue products.

- Responsible for month end accrual entries and monthly reconciliation of general ledger accounts.
- Managed the regulatory filings for federal and state regulatory revenue reporting.

Operations Analysis - Supervisor Force Management

1991 - 1994

Conduct weekly analysis of call volume trends to develop staffing requirements to efficiently and effectively meet operations contractual service agreements. Developed call volume routing tables for operation centers to manage budgeted labor costs.

- Developed programs to produce monthly reporting for manpower management.
- Create weekly staffing schedules for customer service centers providing staffing for over 650 agents.
- Analyzed historical trends and weekly reports to determine staffing requirements overtime requirements, training and development for 3 customer service centers.

Operations Analysis - Customer Service Supervisor

1989 - 1991

Directed a staff of six customer service representatives that supported Sprint's Telecommunication Centers which operate in 19 states and the Federal Government. Provided residential customer service and account maintenance to resell customers that used the Sprint network. The department supported products that generated approximately \$125 million in revenues. Managed a departmental budget of approximately \$450K.

- Increased department productivity, employee job satisfaction and customer satisfaction by developing a cross training program that increased department functions and responsibilities.
- Reduced processing time of error reports from 3 days to 1 day by implementing an ani batch program. As a result, customer expectations were exceeded and revenues were accelerated.
- Conducted training and quarterly focus reviews with staff to enhance employee development and maintain department moral.

BUTLER MANUFACTURING, Kansas City, MO

1995 - 1996

International Reporting - Accounting Analyst

Provided Accounting and Financial support to the International Finance Department. Produced monthly reporting for international operations based in Mexico, China, Chile, Argentina, and Korea. Responsible for ensuring operational transactions were properly reflected in the company's books.

- Prepared monthly reconciliation of General Ledger and expense account balances.
- Produced monthly Balance Sheet, Budget, and Expense Variance Reporting.
- Processed and maintained accounts payable records for large vendors.

UNITED STATES MARINE CORPS, Camp Pendleton, CA

1984 - 1988

Communications Watch Supervisor

Supervised a staff of as many as 15 in the operation of a Military Base Communications Center. Additional responsibilities were the processing of classified message traffic and the proper destruction of crypto hardware.

- Received Presidential Commendation for outstanding service during exercises in Korea.
- Received a Good Conduct Medal for superior service.
- Held a Top Secret Security Clearance.
- Received an Honorable Discharge - July 88

EDUCATION:

Webster University, Kansas City, MO

2000

MBA with emphasis in Finance Management

Park College, Parkville, MO

1995

Bachelor's of Science in Management/Accounting

Magna Cum Laude Honors

Blaine C. Clark

Page 2

Management Training:

Front-Line Leadership  
Helping Others Succeed

Managing Personal Growth  
Managing Individual Performance

Quality Team Training  
Process Analysis & Maturity

1501 E. 30TH STREET KANSAS CITY, MISSOURI 64109  
edgelylinda@yahoo.com

**CAREER OBJECTIVE:**

Meeting the financial needs of the Eastern Jackson County Community.

**SUMMARY OF QUALIFICATIONS:**

- Detail-oriented and organized with close attention to accuracy. Highly effective in environments requiring professional demeanor and strong verbal communication skills. Ability to work independently or in a team environment.
- Knowledge of and use of Streamline, Jack Henry Software. Proficient with Microsoft Word, Excel, Outlook; e-mail and Internet use; quickly adapt to new applications. Notary Public and Medallion Guarantee Stamp.

**EDUCATIONAL BACKGROUND:**

AMERICA INSTITUTION OF BANKING, Kansas City, MO .....July 1987  
**Certificates: New Accounts & Teller Supervisor**

BLUE RIDGE BANK & TRUST TRAINING, Kansas City, MO .....Ongoing

DALE CARNEIGE CLASS, Kansas City, MO .....Feb 2008  
**Certificate**

**EMPLOYMENT HISTORY:**

BLUE RIDGE BANK & TRUST .....July 1987 to Present

**Assistant Vice President, Kansas City (Jan. 2000 – present)**

- Organize and administer 7 branch employees.
- Supervise performance of junior level staff.
- Maintain cordial relationships of the bank customers solving any complaints, grievances, or disputes regarding bank services.
- Verify safety deposit boxes and cash vault's operation under durable control.
- Prepare and analyze daily reports for balancing and posting of transactions.

**Branch Manager, Kansas City Missouri (Mar. 1997– Jan. 2000)**

- Establish maintain procedures for banking financial reporting.
- Hire train and supervise all bank staff, including approving schedules, time cards, and vacations.
- Perform background checks and confirm references of new hires.
- Maintain cordial relationships of the bank customers solving any complaints, grievances, or disputes regarding bank services.
- Reconcile teller drawers for accuracy and balance.
- Verify safety deposit boxes and vault's operation under durable control.
- Prepare daily reports for balancing and posting of transactions.

**Assistant Branch Manager, Kansas City Missouri (Mar. 1993– Mar. 1997)**

- Reconciled teller drawers for accuracy and balance.
- Verified safety deposit boxes and vault's operation under durable control.
- Prepared daily reports for balancing and posting of transactions.
- Established and maintains procedures for banking financial reporting.
- Scheduled shifts, approve time cards & vacations for employees.

**Clerk, Financial Service Representative, Paying & Receiving Teller, Kansas City Missouri (July 1987– Mar. 1993)**

- Handled deposits, withdrawals, money orders, cashier and travelers' checks and credit card advances, transferred funds and accepted loan payments, examined checks for endorsement.
- Balanced cash drawers.
- Issued checks for students loans and notifications through correspondence.

**COMMUNITY AND PROFESSIONAL ORGANIZATION:**

- Independence Chamber of Commerce
- Board Member - Lee A. Tolbert School
- Mentor for Daughter of Devine Destiny

*References & Additional Information Available Upon Request*

## TuJuania Scott- Bio

TuJuania Scott was born in Kansas City, Missouri to George and Willa Webb. TuJuania graduated from Central High School, a public inner city school located in Kansas City, Missouri. Mrs. Scott also studied at Western International University.

TuJuania has worked in the financial industry for over 18 years. She began her career at Union Bank as a teller. Mrs. Scott worked as a teller for 2 years. She changed financial institutions and went to Midwest United Credit who merged with Community America Credit Union. Changing financial institutions helped TuJuania to advance in her career. Mrs. Scott has held several positions in the banking industry. She has been a Teller, Teller Supervisor, Member Service Representative, Assistant Branch Manager, Branch Manager and her current role is a Branch Manager of two branches. As a manager, she coaches her staff to have quality conversations with existing members and potential new members about their finances. Under her leadership, her branch has won top performing branch awards out of the 32 branches that Community America has in the Kansas City area for the last 3 years. One of her greatest strengths is coaching the members on their financial challenges. Whether it is helping to process a loan, helping members to build savings, rebuild credit, budget, or offering financial advice, TuJuania is very passionate about helping and making a difference in the lives of others.

In 2013, Mrs. Scott participated in the Independence Chamber of Commerce's LEAD program, designed to develop leadership skills and provide networking opportunities for professionals in the community. She currently serves as the co-chair of the Independence Chamber LEAD program. She is a YouthFriend, volunteers in a local Girl Scout Troop, and is a member of the Lee A. Tolbert Community Academy Board of Education.

Mrs. TuJuania Scott's family is very important to her. Her husband, Dred Scott, is a deputy superintendent for the Independence School District. They have been married for fifteen years. They have two sons, Antione and Quincy, and one daughter, Kayla. They have lived in Independence for thirteen years.

TuJuania Scott | Branch Manager, 40 Hwy Hy-Vee and Noland Rd. | w 816-412-4010 | f 816-410-2872  
CommunityAmerica Credit Union | Profit to the People®  
NMLS 775943

## Emelda Tolbert

A native of Slidell, Louisiana, Emelda (Faciane) Tolbert was born the eighth of eleven children to the union of David and Bernice (Doucette) Faciane. Shortly after graduating from high school in 1975 she moved to Kansas City, Missouri.

Emelda's career began in 1976, when she went to work for Safeway Stores, Inc. as a cashier. Later, she was promoted to a management position as Paying Teller. While employed at Safeway, she attained an Associate of Applied Science degree in Fashion Merchandising from Penn Valley Community College.

After working 12 years in the grocery industry, Emelda decided it was time for a career change. In 1988, she secured a job as a Medical Office Manager. She returned to school and completed courses in Medical Terminology and training in Medical Office Management. Although she enjoyed her work in the medical field, a desire to spend more time with family prompted her to get involved in a home based business. Emelda joined GNLD International, a nutritional and herbal products network marketing company, along with her husband and within 18 months was able to resign from her job. Emelda handles the day to day operations of the business, conducts seminars and workshops, as well as recruit and train distributors.

Emelda served as Chief Administrator of Lee A. Tolbert Community Academy for five years. She also served as secretary of the board for Lee A. Tolbert Community Academy and Sparrow Community Development Corporation for many years. Having a passion to see students excel, she and her husband became Certified Educational Directors and launched Tolbert Tutoring Innovations, which tutored students throughout the states of Missouri and Kansas.

Emelda is no stranger to community work. She serves as the First Lady of Victorious Life Church and handles multiple projects and tasks. She has worked over 30 years in Christian Education and Church Administration and Finance. Currently, she oversees multiple ministries and projects within the church;

Director of Women's Ministry, Fashion Share- an outreach ministry to women and children of domestic violence, Director of Daughters of Divine Destiny Teen Scholarship Pageant- a mentoring ministry for teenage girls, Coordinator of Honor Roll Recognition- an academic awards program, Interior Decorator and Special Events Coordinator.

Emelda is an entrepreneur at heart. In September 2013, she launched "Faciane Enterprises, Inc."; doing business as "Faciane's Finishing Touches", Event Planning, Interior Decorating and Fashion & Accessories and "Elite Wellness Solutions"; Independent Distributors of GNLD Products and Services. Currently, she is pursuing a degree as a Holistic Health Practitioner with dual certification in Nutritionist Consultant and Herbology to enhance her services offered through "Elite Wellness Solutions".

Emelda's genuine love and compassion for people, southern hospitality, hard work ethic, organizational skills and spirit of excellence are just some of her most recognized and appreciated attributes.

Emelda has been married to Bishop Mark Tolbert for over 37 years. They are the proud parents of two sons; Mark Tolbert, Jr., (gone home to be with the Lord) and Britton Elliott Tolbert.

# Clyde Irvin

3761 Paseo Blvd, 64109, MO | | clydeirvin@yahoo.com

## Professional Summary

As Pastor of the New Life Worship Center, I am capable of fostering positive relationships with clients and colleagues; effective in both spoken and written communication and with excellent problem-solving skills. Is a team player and competent when it comes to conflict-resolution.

As Pastor, Community Involvement Networker, Comcast Sales Representative, Marriage and Family Counseling and Biblical Instructionist, I have developed strong:

- Leadership Skills
- Counseling Skills
- Spiritual and Biblical Guidance Skills

An energetic self-starter who is creative and can work independently or with a team. Is enthusiastic when it comes to work and can maintain a positive attitude under changing work circumstances. Possesses good work ethics that make long-term relationships with customers possible.

## Work History

### Pastor

*New Life Worship Center - 4533 Prospect Ave.*

10/1992 to /

## Education

:

### **Penn Valley Community College -**

Pursuing A Degree In Business And Ministerial Counseling. I Am Certified In Family Development Through UMKC Annex Of KCMO.

I Volunteerd With Many Kansas City Organizations For The Past 35 Years Such As Youth Friends Of Kansas City, Habitat For Humanity Kansas City, New Life Worship Center, And The Northwestern District Council, Pentecostal Assemblies Of The World,

## Skills

- Excellent verbal communication skills
- Work well with teams
- Commercial Awareness
- Demonstrate confidence
- Self motivated
- Financial Knowledge
- Sales Experience
- Community Networking Ability
- Has leadership qualities
- Good with negotiations
- Able to perform with minimal supervision
- Strong work ethics
- Professionalism
- Good role model
- Individual management
- Strong values and beliefs

As The Pastor Of The New Life Worship Center For Over 22 Years, I Have Been Responsible for Marriage And Family Enrichment And Counseling, Spiritual Guidance And Biblical Instruction To A thriving Congregation, Community Involvement With Business within The Kansas City, Missouri Area, And A vast Amount Of Pastoral Services.

As An Educational Director I Established The Darrick L.Irvin Learning Center. This Included A collaboration with The Kansas City Missouri School District, Which Included The Bright Sky Tutoring Program.

I Have Over 35 Years Of Sales Experience In The Areas Of Life And Health Insurance, Handling Personal And Business Coverage For The Following Companies; Western & Southern Life Insurance, Blue Cross And Blue Shield Marketing And Sales Dept, Midwestern Association Sales Force, And American General Life And Health Insurance Company.

I Have Over 4 Years Sales And Supervisor Experience In The Electronics And Furniture Department Of J.C. Pennys Inc.

I Have Over 5 Years Experience In Sales With Comcast (Xfinity)Cable Company.

Blaine Clark

Lee A. Tolbert Community Academy

b. Board Member Questionnaire

| Statutory and UMKC Charter School Center Requirements  | In Compliance |
|--|---------------|
| Are you a UMKC employee? 160.400.13 RSMo   | Yes/No        |
| Are you an employee of this charter school? 160.400.15 RSMo  | Yes/No        |
| Are you an employee of a company that provides substantial services to this charter school? 105.450 RSMo   | Yes/No        |
| Do you agree to submit annually in a timely manner the financial disclosures required by the Missouri Ethics Commission of charter board members? 105.483, 105.485, 105.487, and 105.489 RSMo, 160.415.7(3)  | Yes/No        |
| Do you understand that this charter school must be held to a performance standard that is equal to or above other public schools in the district, with the exception of alternative school- sponsor performance contracts? 160.405.6 RSMo  | Yes/No        |
| Do you understand that the governing board, staff, and sponsor of the charter school shall jointly review the school's performance, management, and operations during the first year of operation and at least every other year (biennially), or as requested by the sponsor? 160.405.6 RSMo   | Yes/No        |
| Do you understand that the governing board may amend the charter, only with sponsor approval? 160.405.6 RSMo   | Yes/No        |
| Do you understand that the charter school is required to participate in the state testing program (MAP) as well as standardized and benchmark testing? 160.518 RSMo, 160.405.1(7) RSMo, and 160.514 RSMo   | Yes/No        |
| Do you understand that the charter school is required to distribute to parents and others the annual report card as prescribed in 160.522, which shall also include a statement that background checks have been completed on the charter school's board members? 160.405.4(6)(a) RSMo   | Yes/No        |
| Do you understand that charter board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of boards in any other public school district in this state? The school should provide liability insurance to indemnify the school, its board, staff, and teachers against tort claims. 160.405.12 RSMo and 160.405.4(4) RSMo. | Yes/No        |

BC

# Lee A. Tolbert Community Academy

Do you understand that a charter school may contract with the local board or private entities for services like food service, transportation, special education, etc.? 160.415.6 Services shall be paid for based on documentation by the charter school. 160.415.7(2) RSMo

Yes/No

The charter board will provide a term sheet setting forth the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and time lines; compensation structure, including clear identification of all fees to be paid to the service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract. 160.415.7(2) RSMo **UMKC Charter School Center does not sponsor charters that contract with for-profit educational management organizations(EMO), but will sponsor charters that contract with nonprofit charter management organizations (CMO).**

Yes/No

Do you understand that if this charter school contracts with a CMO that there will be a process established that requires all expenditures of the CMO shall receive prior approval of the governing board or its designee. 160.415.7(6) RSMo

Yes/No

Do you understand that as a board member, you must conduct and plan the finances of the charter school in a way that prevents and when necessary corrects the designation of "financially stressed" as defined in section 160.417 RSMo.

Yes/No

**Do you understand that UMKC requires benchmark testing designed to adjust instruction to enable each pupil to achieve such standards and shall contain a complete set of indicators, measures, metrics, and targets for academic program performance, including specific goals on graduation rates and standardized test performance and academic growth? 160.405.1(7) RSMo**

Yes/No

Do you agree to complete the sixteen hours of board training offered by one or a combination of the Missouri Charter Public School Association, the Midwest Center for Nonprofit Research and legal counsel, or the Missouri School Board Association-Certified Board Member Training within the first three years of this charter? UMKC requirement

Yes/No

Will you participate in the annual performance evaluation, which results in a written school improvement plan, which includes goals for the lead administrator, during the term of this charter renewal? UMKC requirement

Yes/No

BC

Lee A. Tolbert Community Academy

Will you participate in the annual self-appraisal, which results in written goals for the governing board during the term of this charter renewal? UMKC requirement

Yes/No

All board members have completed Criminal Background checks and Family Care Safety Registry checks as a condition of service as required by 160.400.14 RSMo

Yes/No

*Blaine Clark*

Linda Edgely

Lee A. Tolbert Community Academy

b. Board Member Questionnaire

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| Do you understand that charter board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of boards in any other public school district in this state? The school should provide liability insurance to indemnify the school, its board, staff, and teachers against tort claims. 160.405.12 RSMo and 160.405.4(4) RSMo. | Yes/No        |

LE

# Lee A. Tolbert Community Academy

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Yes  No

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Yes  No

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Yes  No

LE

Lee A. Tolbert Community Academy

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Lee A. Tolbert Community Academy

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Lee A. Tolbert Community Academy

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Yes/No

Do you understand that as a board member, you must conduct and plan the finances of the charter school in a way that prevents and when necessary corrects the designation of "financially stressed" as defined in section 160.417 RSMo.

Yes/No

**Do you understand that UMKC requires benchmark testing designed to adjust instruction to enable each pupil to achieve such standards and shall contain a complete set of indicators, measures, metrics, and targets for academic program performance, including specific goals on graduation rates and standardized test performance and academic growth? 160.405.1(7) RSMo**

Yes/No

Do you agree to complete the sixteen hours of board training offered by one or a combination of the Missouri Charter Public School Association, the Midwest Center for Nonprofit Research and legal counsel, or the Missouri School Board Association-Certified Board Member Training within the first three years of this charter? UMKC requirement

Yes/No

Will you participate in the annual performance evaluation, which results in a written school improvement plan, which includes goals for the lead administrator, during the term of this charter renewal? UMKC requirement

Yes/No

Lee A. Tolbert Community Academy

Will you participate in the annual self-appraisal, which results in written goals for the governing board during the term of this charter renewal? UMKC requirement

Yes/No

All board members have completed Criminal Background checks and Family Care Safety Registry checks as a condition of service as required by 160.400.14 RSMo

Yes/No

*Lizmaria Scott*

b. Board Member Questionnaire

| Statutory and UMKC Charter School Center Requirements  | In Compliance                           |
|--|---|
| Are you a UMKC employee? 160.400.13 RSMo   | Yes/No <input checked="" type="radio"/> |
| Are you an employee of this charter school? 160.400.15 RSMo  | Yes/No <input checked="" type="radio"/> |
| Are you an employee of a company that provides substantial services to this charter school? 105.450 RSMo   | Yes/No <input checked="" type="radio"/> |
| Do you agree to submit annually in a timely manner the financial disclosures required by the Missouri Ethics Commission of charter board members? 105.483, 105.485, 105.487, and 105.489 RSMo, 160.415.7(3)  | Yes/No <input checked="" type="radio"/> |
| Do you understand that this charter school must be held to a performance standard that is equal to or above other public schools in the district, with the exception of alternative school- sponsor performance contracts? 160.405.6 RSMo  | Yes/No <input checked="" type="radio"/> |
| Do you understand that the governing board, staff, and sponsor of the charter school shall jointly review the school's performance, management, and operations during the first year of operation and at least every other year (biennially), or as requested by the sponsor? 160.405.6 RSMo   | Yes/No <input checked="" type="radio"/> |
| Do you understand that the governing board may amend the charter, only with sponsor approval? 160.405.6 RSMo   | Yes/No <input checked="" type="radio"/> |
| Do you understand that the charter school is required to participate in the state testing program (MAP) as well as standardized and benchmark testing? 160.518 RSMo, 160.405.1(7) RSMo, and 160.514 RSMo   | Yes/No <input checked="" type="radio"/> |
| Do you understand that the charter school is required to distribute to parents and others the annual report card as prescribed in 160.522, which shall also include a statement that background checks have been completed on the charter school's board members? 160.405.4(6)(a) RSMo   | Yes/No <input checked="" type="radio"/> |
| Do you understand that charter board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of boards in any other public school district in this state? The school should provide liability insurance to indemnify the school, its board, staff, and teachers against tort claims. 160.405.12 RSMo and 160.405.4(4) RSMo. | Yes/No <input checked="" type="radio"/> |

BMT

Lee A. Tolbert Community Academy

Do you understand that a charter school may contract with the local board or private entities for services like food service, transportation, special education, etc.? 160.415.6 Services shall be paid for based on documentation by the charter school. 160.415.7(2) RSMo

Yes/No

The charter board will provide a term sheet setting forth the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and time lines; compensation structure, including clear identification of all fees to be paid to the service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract. 160.415.7(2) RSMo **UMKC Charter School Center does not sponsor charters that contract with for-profit educational management organizations(EMO), but will sponsor charters that contract with nonprofit charter management organizations (CMO).**

Yes/No

Do you understand that if this charter school contracts with a CMO that there will be a process established that requires all expenditures of the CMO shall receive prior approval of the governing board or its designee. 160.415.7(6) RSMo

Yes/No

Do you understand that as a board member, you must conduct and plan the finances of the charter school in a way that prevents and when necessary corrects the designation of "financially stressed" as defined in section 160.417 RSMo.

Yes/No

**Do you understand that UMKC requires benchmark testing designed to adjust instruction to enable each pupil to achieve such standards and shall contain a complete set of indicators, measures, metrics, and targets for academic program performance, including specific goals on graduation rates and standardized test performance and academic growth?** 160.405.1(7) RSMo

Yes/No

Do you agree to complete the sixteen hours of board training offered by one or a combination of the Missouri Charter Public School Association, the Midwest Center for Nonprofit Research and legal counsel, or the Missouri School Board Association-Certified Board Member Training within the first three years of this charter? UMKC requirement

Yes/No

Will you participate in the annual performance evaluation, which results in a written school improvement plan, which includes goals for the lead administrator, during the term of this charter renewal? UMKC requirement

Yes/No

BMT

Lee A. Tolbert Community Academy

Will you participate in the annual self-appraisal, which results in written goals for the governing board during the term of this charter renewal? UMKC requirement

Yes  No

All board members have completed Criminal Background checks and Family Care Safety Registry checks as a condition of service as required by 160.400.14 RSMo

Yes  No



# Lee A. Tolbert Community Academy

Mark C. Tolbert, Director

Vivian A. Roper, Superintendent

## Job Description

**Job Title:** Superintendent

**Reports to:** School Board of Directors

**Duties and Responsibilities** including but not limited to the following:

### **Supervises**

To provide leadership in developing and maintaining the best possible educational programs and services for the students of our school system. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school system. To oversee and administer the use of all facilities, property, and funds in the best interests of students and the school system.

### **Performance Responsibilities and Criteria**

The criteria for performing the job responsibilities of the Superintendent include the ability to function effectively in the following categories:

- 1) Communication; 2) Leadership; 3) Supervision Evaluation; 4) School Finance;
- 5) Organization Management; 6) Community Relations; 7) School/Community Involvement; 8) School Improvement; 9) Curriculum; 10) Superintendent/Board Relations;
- 11) Staff Development; 12) Personnel Management; and 13) Facility Management.

**A. Communication—Able to communicate clearly with all stakeholders, both verbally and in writing.** 1. Keeps the public informed of the status of the schools and the District as a whole. 2. Ensures meetings of administrators, teachers and other staff members are conducted as necessary for the discussion of matters concerning the improvement and welfare of the schools. 3. Communicates to all staff members, directly or through delegation, actions of the Board relating to personnel matters and receives from employees communications to be made to the Board. 4. Confers as appropriate with professional and lay groups concerning the school program and transmits suggestions to the Board and others, as appropriate. 5. Provides the board ample and timely information in order for them to make well-informed decisions. 6. Communicates the Vision, Mission and Belief Standards effectively to all stakeholders, is proactive and uses a variety of means to inform, commend, recommend, thank, inquire, and respond. 7. Demonstrates

the importance of and highly valuing the need for all employees to have the appropriate qualifications and to be offered appropriate staff/professional development, and to have understanding of the importance of the roles each of them should have for themselves. 8. Demonstrates patience, yet ensures closure.

**B. Leadership—Able to motivate, lead, guide and direct people. Committed to implementing the Mission, Vision, and Belief Standards of the school system.**

1. Facilitates the development of and implements a collaborative effort to seek fulfillment and refinement of the educational vision, mission, and beliefs and assists the Board in setting priorities for the school system.
2. Supports policy and works for constructive change.
3. Communicates the educational vision, mission, and belief standards effectively to all stakeholders.
4. Attends conventions and conferences to keep abreast of the most promising initiatives and best practices.
5. Ensures that policies, procedures and school rules promote a safe, respectful, and healthy school environment.
6. Shares expertise with colleagues.

**C. Supervision/Evaluation—Understands the importance of accountability for staff and self. Develops and monitors an evaluation process that establishes clear performance standards and provides for staff development and follows through to resolve performance issues.**

1. Develops and implements an effective system of supervision and evaluation for all staff, based on Board policies, job descriptions, and appropriate input from administration and staff.
2. Ensures the methods of teaching, supervision, evaluation and administration in the schools reflect current best practices and are consistent with the system of Common Core.
3. Acts on employee misconduct consistent with Board policy and employment standards and reports such actions to the Board as appropriate.
4. Recommends salary changes or dismissal/non-renewal of administrators and teachers to the Board for final action.

**D. School Finance/Budgeting—Extensive working knowledge of school finance, including budget development and management. Ability to effectively communicate with the Board, staff, community and local municipal officials. Clear understanding of federal, state, and local funding issues.**

1. Demonstrates the ability to perform effective financial forecasting and long and short-term financial planning.
2. Supervises the preparation and presentation of the annual budget and recommends it to the Board for approval.
3. Explains clearly the proposed budgets, needs and priorities to all stakeholders.
4. Ensures

financial procedures and accounts are maintained and that audits are performed on an annual basis. 5. Apprises the Board of the status of expenditures and receipts on a regular basis. 6 Aligns budgeted funds and human resources to achieve agreed upon strategic goals.

**E. Organizational Management—Uses a systematic approach to managing and improving the schools. Demonstrates excellent organizational skills, principles of strategic planning, command of school law, and proven ability to resolve organizational conflicts.** 1. As chief school executive, provides leadership for the development of a systematic plan to provide for continuous school improvement. 2. Maintains, directly or through delegation, such personnel records, pupil accounting records, business records and other records as required by law and/or Board policy. 3. Files, or causes to be filed, all reports required by state or federal laws/regulations. 4. Advises the Board of the need for new and revised policies. Ensures that all policies of the Board are implemented followed. Involves appropriate stakeholders in the policy setting process. 5. Makes administrative decisions necessary for the effective and efficient operations of the schools. Acts on own discretion when emergency action is necessary in matters not covered by Board policy. Reports such emergency actions to the Board and recommends policy for future guidance. 6. Delegates to other staff, at own discretion, the exercise of any powers and duties, with the knowledge that such delegation does not relieve the Superintendent of final responsibility for any actions taken. 7. Recommends attendance boundaries for all schools and the transfer of students from one building to another in the interest of good administration and equity of the instructional program. Implements Board policies and state laws/regulations for the promotion, retention and acceleration of students. 8. Makes recommendations to the Board concerning the transportation of students in accordance with Board policies, state laws/regulations, and student safety considerations. 9. Models for all school personnel the use of data to make well-informed decisions.

**F. Community Relations—Recognizes the importance of both stimulating and reflecting community needs/wants regarding education. Demonstrates ability to involve the community in developing and implementing goals. Views the community/school relationship as a partnership.** 1. Establishes and maintains a program of public relations to keep the public well informed of the activities and needs of the school system, affecting a wholesome and cooperative working relationship between the schools and the community. 2. Communicates with and understands the needs and perspectives of various community groups. 3. Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school system appear on the agenda or are expected to be raised. 4. Has the knowledge of and the ability to keep the public informed about current educational practices, educational trends, and the policies, practices, successes and challenges of the schools.

**G. School/Community Involvement—Visible in the schools, aware of current issues and activities in the schools, and show an interest in community affairs.**

1. Visits schools and classrooms in order to observe the quality of the educational environment. Attends a reasonable number of student/staff events.
2. Seeks to stay informed about issues and activities in the schools that add to, or distract from, the District's mission, vision and belief standards.
3. Has a reasonable level of knowledge regarding the interaction of administrators, staff, students, and parents.
4. Keeps the public informed about educational practices and trends as well as the policies, practices, success and challenges of the schools.

**H. School Improvement—Commitment to supervise and evaluate school programs in the spirit of continuous improvement; understanding of educational practices, research, and national/state/local initiatives, including Missouri's Common Core Standards; and ability to frame issues for discussion, reach timely decisions, and implement change.**

1. Is involved and ensures the conditions necessary for the change process are in place.
2. Keeps abreast with current research and educational issues.
3. Involves pertinent stakeholders in the planning process before arriving at a decision that requires their participation.
4. Ensures that there is a comprehensive system of student assessment in place.
5. Informs and advises the Board about educational programs and instructional practices in the schools.
6. Communicates effectively with the Board, staff, students and the community about educational trends, curriculum needs and instructional programs.
7. Ensures the educational program complies with Board policies and applicable state and federal laws/regulations.
8. Ensures that administrators and teachers communicate student progress and school curricula to parents.

**I. Curriculum—Strong commitment to leading the effort to define and deliver an effective, consistent curriculum**

- K-8.**
1. Administers the development, implementation, and assessment of educational programs consistent with the Missouri's *Common Core Standards*, and other locally developed initiatives.
  2. Conducts reviews of the total school program, and advises the Board on recommendations for the educational advancement of the schools.
  3. Recommends to the Board, through the use of appropriate personnel, adoption of courses of study, curriculum, teaching materials, etc.
  4. Ensures the timely revisions of curriculum and courses of study.

**J. Superintendent/Board Relations—Understands that the Superintendent is responsible for the leadership of the schools under the Board's policies and is accountable to the Board. Supports and facilitates the work of the Board. Maintains open communication with the Board.**

1. Supervises and ensures compliance with all laws, regulations and Board policies.
2. Keeps the Board informed about programs, activities, accomplishments, problems, and

needs of the schools. 3. Presents information and recommendations necessary to assist the Board in performing its duties effectively, including the need for policy on particular subjects. 4. Serves as an ex officio member of all school system/Board committees, attending meetings as specified by the Board.

3. Advises and recommends action by the Board as appropriate regarding alleged student and staff misconduct.

4. Assists the Board in developing annual and long-range goals for the school system. 7. Performs such other tasks as may be assigned by the Board.

**K. Staff Development—Committed to and fosters continuous staff improvement.**

**Emphasizes both system-wide and individual development.** 1. Fosters an environment that encourages continuous learning and improvement on the part of school staff. 2.

Ensures protocols are in place to develop and implement an effective system of staff development focused on improving the educational and operational programs for each of the schools in collaboration with the Board, administration, and District. 3. Demonstrates a strong advocate for staff to participate in conferences, visitations and coursework within the framework of the school system's budget. 4. Keeps the Board abreast of staff development priorities, needs, and activities.

**L. Personnel Management—Excellent people skills. Ability to recruit and retain high quality staff. Strong personnel management practices and understanding of collective bargaining issues.**

1. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates. 2. Recognizes employees for distinguished work and contributions to the District. . 3. Nominates to the Board for employment the most qualified and competent teachers, administrators, and co-extra curricular personnel. 4. Ensures that job descriptions for all staff are developed, remain current, and serve as a basis for the evaluation of all school personnel subject to Board review and approval. 5. Participates, as deemed appropriate by the Board, in negotiations with recognized employee bargaining units. 6. Responds appropriately to employee grievances or problems in accordance with applicable Board policies, collective bargaining agreements, and/or state/federal laws and regulations. 7. Ensures that the Board complies with meet and consult requirements on educational policy issues. 8. Establishes personnel procedures that provide information that may be used to advance the quality of the school system, such as exit interviews for departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback. 9. Gives building Principals and Supervisors the authority and support to manage/lead their personnel in achieving agreed upon goals.

**M. School Facility Management—Good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs.**

1. Makes recommendations to the Board on the location and size of new school sites and additions to existing sites as well as the location and size of new buildings on sites; plans for new school buildings and new sites as well as for improvements, alterations and changes in buildings and equipment. 2. Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as the Superintendent deems appropriate. 3. Includes maintenance and other facilities/equipment needs in budget planning. 4. Develops and implements guidelines and procedures governing the use and care of school facilities and property.

### **Academia**

- Evaluates curriculum in reference to state standards
- Models instructional “best practices” for teachers
- Visits classrooms to observe effectiveness of instructional methods and materials
- Evaluates teaching techniques and recommends changes for improvement
- Conducts workshops and conferences for teachers to study new and innovative instructional practices and materials, etc.
- Researches, orders and ensures proper implementation of new curriculum materials
- Conducts informal observations to assist in preparing teachers for formal evaluations
- Provides teachers with supplies, equipment, curriculum supplements and visual/instructional aids
- Confers with teaching and administrative staff on curriculum uses
- Confers with teachers on any areas of concern, i.e. instructional performance, classroom management, materials
- Researches opportunities for teacher professional development
- Assists teachers with the development of relative Guest Teacher plans
- Assists Guest Teachers with instructional materials in the absence thereof
- Mentors teachers under certification requirements
- Support the implementation of the core practices and the design principles of EL design
- Provide leadership for and support the implementation of arts education and arts integration on all teams
- Provide leadership for the use arts partners as co-planners and teachers with permanent teaching staff
- Provide logistical leadership and support for arts partnerships
- Collaborate with teachers and teacher teams to support the development of standards based expedition plans and high quality instructional plans
- Support teachers’ development of thorough standards based assessment plans

### **Assessments**

- Administers all state and other mandated student assessments
- Orders all necessary materials for assessment implementation
- Maintains students assessment results/records

## **Schedules**

- **Develops and administers the assessment schedules**

## **Other**

- **Oversees the Curriculum design team**
- **Attends all Grade level chair meetings**
- **Attends all New Staff meetings**
- **Attend all Educational Assistants meetings**
- **Attends all Advisory Council meetings**
- **Attends Grade Level meetings**
- **Attends Specials Teachers meetings**
- **Assists with the planning and implementation and academic celebrations and events, i.e. Saturday School, Soaring Eagles, Multicultural Week, etc.**
- **Assists in the design of the school events calendar**
- **Assume leadership role in development of school structures and programs to support the model, i.e. student recruitment, assessment, etc.**
- **Function as a liaison between school staff, school leadership and district personnel**

# Lee A. Tolbert Community Academy

Mark C. Tolbert, Director

Vivian A. Roper, Superintendent

## Job Description

**Job Title:** Principal

**Duties and Responsibilities** including but not limited to the following:

### **Supervises**

The Charter School Principal oversees all operations of the Charter School and supervises a staff of approximately 50+ teachers and teaching assistants as well as an Assistant Principal, a counselor and/or social worker.

### **Personnel**

- Assists in professional development/training of teachers
- Assist teachers with professional goals i.e. (graduate programs, certification)

### **Academia**

- Evaluates curriculum in reference to state standards
- Models instructional “best practices” for teachers
- Visits classrooms to observe effectiveness of instructional methods and materials
- Evaluates teaching techniques and recommends changes for improvement
- Conducts workshops and conferences for teachers to study new and innovative instructional practices and materials, etc.
- Researches, orders and ensures proper implementation of new curriculum materials
- Conducts informal observations to assist in preparing teachers for formal evaluations
- Provides teachers with supplies, equipment, curriculum supplements and visual/instructional aids
- Confers with teaching and administrative staff on curriculum uses
- Confers with teachers on any areas of concern, i.e. instructional performance, classroom management, materials
- Researches opportunities for teacher professional development
- Assists teachers with the development of relative Guest Teacher plans
- Assists Guest Teachers with instructional materials in the absence thereof
- Mentors teachers under certification requirements
- Support the implementation of the core practices and the design principles of EL design

- Provide leadership for and support the implementation of arts education and arts integration on all teams
- Provide leadership for the use arts partners as co-planners and teachers with permanent teaching staff
- Provide logistical leadership and support for arts partnerships
- Collaborate with teachers and teacher teams to support the development of standards based expedition plans and high quality instructional plans
- Support teachers' development of thorough standards based assessment plans

### **Assessments**

- Administers all state and other mandated student assessments
- Orders all necessary materials for assessment implementation
- Maintains students assessment results/records

### **Schedules**

- Develops and administers the assessment schedules

### **Other**

- Oversees the Curriculum design team
- Attends all Grade level chair meetings
- Attends all New Staff meetings
- Attend all Educational Assistants meetings
- Attends all Advisory Council meetings
- Attends Grade Level meetings
- Attends Specials Teachers meetings
- Assists with the planning and implementation and academic celebrations and events, i.e. Saturday School, Soaring Eagles, Multicultural Week, etc.
- Assists in the design of the school events calendar
- Assume leadership role in development of school structures and programs to support the model, i.e. student recruitment, assessment, etc.
- Function as a liaison between school staff, school leadership and district personnel

# Lee A. Tolbert Community Academy

Mark C. Tolbert, Director

Vivian A. Roper, Superintendent

## Job Description

**Job Title:** Assistant Principal of Instruction

**Duties and Responsibilities** including but not limited to the following:

### **Personnel**

- Assist in the directing and coordinating of educational, administrative and counseling activities of K-8 School by performing the following duties personally or through subordinate supervisors.
- Assists in professional development/training of teachers
- Assist teachers with instructional and professional goals

### **Academia**

- Formulates student personnel policies such as code ethics.
- Plans and supervises school activity programs
- Gives individual and group guidance for personal problems, educational and vocational objectives, and social and recreational activities.
- Talk with and disciplines students in cases of attendance and behavior problems.
- Supervises students in attendance at assemblies and athletic events.
- Walks about school building and property to monitor safety and security or directs and coordinates teacher supervision of areas such as halls and cafeterias
- Works with administrators to coordinate and supervise student teacher program.
- Organizes and administers in-services teacher training.
- Assist with developing and evaluating of educational program to ensure conformance to state and school board standards.
- Assist with developing and coordinating of educational programs through meetings with staff, review of teachers' activities and issuance of directives
- Models instructional "best practices" for teachers
- Visits classrooms to observe effectiveness of instructional methods and materials
- Evaluates teaching techniques and recommends changes for improvement
- Conducts workshops and conferences for teachers to study new and innovative instructional practices and materials, etc.
- Researches, orders and ensures proper implementation of new curriculum materials
- Conducts informal observations to assist in preparing teachers for formal evaluations

- Confers with teachers, students and parents concerning educational and behavioral problems in school
- Establishes and maintains relationships with colleges, community organizations and other schools to coordinate educational services.
- Provides teachers with supplies, equipment, curriculum supplements and visual/instructional aids
- Plans and directs building maintenance
- Confers with teaching and administrative staff on curriculum uses
- Confers with teachers on any areas of concern, i.e. instructional performance, classroom management, materials
- Researches opportunities for teacher professional development
- Mentors teachers
- Collaborate with teachers and teacher teams to support the development of Common Core standards and high quality instructional plans
- Support teachers' development of thorough Common Core based assessment plans

### **Assessments**

- Administers all state and other mandated student assessments
- Orders all necessary materials for assessment implementation
- Maintains students assessment results/records

### **Schedules**

- Develops and administers the assessment schedules

### **Other**

- Oversees the Curriculum design team
- Attends all Grade level chair meetings
- Attends all New Staff meetings
- Attend all Educational Assistants meetings
- Attends all Advisory Council meetings
- Attends Grade Level meetings
- Attends Specials Teachers meetings
- Assists with the planning and implementation and academic celebrations and events, i.e. Saturday School, Soaring Eagles, Multicultural Week, etc.
- Assists in the design of the school events calendar
- Assume leadership role in development of school structures and programs to support the model, i.e. student recruitment, assessment, etc.
- Function as a liaison between school staff, school leadership and district personnel

# Lee A. Tolbert Community Academy

Mark C. Tolbert, Director

Vivian A. Roper, Superintendent

## Job Description

**Job Title: Assistant Principal of Discipline**

### **Position Summary:**

The Assistant Principal's primary job responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal, under the direction of the Building Principal, implements and enforces school board policies, administrative rules and regulations. In the absence of the Building Principal, the Assistant Principal shall assume the duties and responsibilities of the Building Principal. The Assistant Principal of Discipline will assist with the development and implementation of the Young Entrepreneurial Spirits Program and work cooperatively with the District Administrator and administrative team, support district-wide goals and initiatives, and be held directly accountable to the District Administrator.

**Duties and Responsibilities including but not limited to the following:**

### **Discipline and Attendance**

- Assists in the development and administration of policies dealing with discipline, conduct, and attendance.
- Provides discipline and attendance counseling for all students and their parents.
- Talk with and disciplines students in cases of attendance and behavior problems.
- Develops, implements and manages the school's discipline program.
- Assures compliance with established legal mandates.
- Manages the school's security programs and evaluates security personnel.
- Maintains all attendance and discipline records required by State law and prepares required reports.
- Works with the school's Parent Liaison and Social Worker.
- Coordinates alternative placements and oversees the Recovery Room (S.M.A.R.T.E. Room).
- Assists teachers with the development of student behavior success plans.
- Responsible for involvement in the Student Assistance Team (SAT) meetings

- **Responsible for assisting the building principal with suspensions, expulsions and referrals to hearing officer.**

## **Personnel**

- **Assist in the directing and coordinating of educational, administrative and counseling activities of K-8 School by performing the following duties personally or through subordinate supervisors.**
- **Assists in professional development/training of teachers**
- **Mentors teachers**
- **Assist teachers with instructional and professional goals**
- **Assists with supervision of the custodial staff of the school and school's cafeteria program.**

## **Curriculum/Instructional**

- **Using the Strategic Plan as a guide to develop and implement a yearly action plan for the Young Entrepreneurial Spirits (Y.E.S.) program.**
- **Formulates student personnel policies such as code ethics.**
- **Assists in the planning of and supervises school activity programs**
- **Gives individual and group guidance for personal problems, educational and vocational objectives, and social and recreational activities.**
- **Assist with supervision of students in attendance at assemblies and athletic events.**
- **Walks about school building and property to monitor safety and security or directs and coordinates teacher supervision of areas such as halls and cafeterias**
- **Works with administrators to coordinate and supervise student teacher program.**
- **Organizes and administers in-services teacher training.**
- **Assist with developing and evaluating of educational program to ensure conformance to state and school board standards.**
- **Assist with developing and coordinating of educational programs through meetings with staff, review of teachers' activities and issuance of directives**
- **Models instructional "best practices" for teachers**
- **Visits classrooms to observe effectiveness of instructional methods and materials**
- **Evaluates teaching techniques and recommends changes for improvement**
- **Conducts workshops and conferences for teachers to study new and innovative instructional practices and materials, preventative discipline practices.**
- **Conducts informal observations to assist in preparing teachers for formal evaluations**

- **Confers with teachers, students and parents concerning educational and behavioral problems in school**
- **Establishes and maintains relationships with colleges, community organizations and other schools to coordinate educational services.**
- **Confers with teaching and administrative staff on curriculum uses**
- **Confers with teachers on any areas of concern, i.e. instructional performance and classroom management.**
- **Researches opportunities for teacher professional development**
- **Collaborate with teachers and teacher teams to support the development of Common Core standards and high quality instructional plans**

### **Common Duties**

- **Develops schedules for teacher duty, Parent/Teacher conferences, assist with master schedule creation**
- **Adheres to and enforces board policy, school guidelines, administrative directives, the Master Contract, and district standards.**
- **Oversees the Community design team**
- **Attends monthly leadership team meetings**
- **Attends monthly New Staff meetings**
- **Attend monthly Educational Assistants meetings**
- **Attends monthly Site Council meetings**
- **Attends designated Grade Level meetings**
- **Attends monthly Specials Teachers meetings**
- **Assists with the planning and implementation and academic celebrations and events, i.e. Saturday School, Soaring Eagles, etc.**
- **Assists in the design of the school events calendar**
- **Assume leadership role in development of school structures and programs to support the model, i.e. student recruitment, assessment, etc**
- **Function as a liaison between school staff, school leadership and district personnel**
- **Assists Building Principal with fire, storm and tornado drills on a regular basis and is able to implement emergency evacuations and lock-downs effectively.**

# Tolbert Charter Academies

Mark C. Tolbert, Director

Vivian A. Roper, Superintendent

## Job Description

**Position:** Elementary Education Teacher

**Functional Area:** K-6

**Organization:** Tolbert Charter Academies

**Location:** Lee A. Tolbert Community Academy

### Summary

Teaches elementary school students academic, social, and motor skills by performing the following duties:

### Essential duties and responsibilities include:

- Designing and implementing curriculum that is aligned with Missouri Common Core Standards
- Prepares course objectives and outline for course of study following curriculum guidelines or requirements of the state and school.
- Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class.
- Prepares, administers, corrects tests, and records results.
- Assigns lessons, corrects papers, and hears oral presentations.
- Teaches rules of conduct.
- Maintains order in classroom and on playground.
- Discusses students' areas of concern and progress with parents.
- Keeps attendance and grade records as required by school.
- Coordinates class field trips.
- Incorporating differentiated instruction and best practice methods
- Working cooperatively within a non-traditional school schedule
- Collaborating with colleagues in study groups around instructional initiatives and learning expeditions
- Participating in on- and off-site staff development opportunities during the summer and academic year
- Serving as advisor to a small group of students, supervising their service learning, internship and expeditionary learning experiences and acting as a liaison between school and family
- Maintaining a strong work ethic and willingness to assume a variety of roles
- Developing an understanding or and enthusiasm for the school's mission

**Qualifications:**

B.S. Elementary Education

Missouri Teaching Certificates in appropriate content area

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## **Lee A. Tolbert Community Academy**

**Job Title:** School Resource Officer  
**Department:** Administration  
**Reports To:** Principal  
**FLSA Status:** Non-Exempt  
**Date Prepared:** May 2015

### **School Resource Officer**

#### ***Job Description***

#### **DEFINITION AND SUMMARY**

Under direct supervision, maintains high visibility on school property to prevent and respond to crimes against district property, students and personnel.

#### **ESSENTIAL TASKS OF THE POSITION**

- Work to prevent juvenile delinquency through close contact and positive relationships with students. In addition the Resource Officer shall develop crime prevention programs and conduct security inspections to deter criminal or delinquent activities.
- Establish and maintain a close partnership with school administrators in order to provide for a safe school environment. Assist school officials with their efforts to enforce Board Of Education policies and procedures. Ensure school administrator safety by being present during school searches, which may involve weapons, controlled dangerous substances or in such cases that, the student's emotional state may present a risk to the administrator.
- Assist school administrators in emergency crisis planning and building security matters.
- Be visible within the school community. Attend and participate in school functions. Build working relationships with the school's staff as well as with student and parent groups.
- Develop and implement classes in law related education to support the educational efforts of the faculty.
- Work with guidance counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies are necessary. Assist in conflict resolution efforts.
- Initiate interaction with students in the classroom and general areas of the school building. Be a positive role model.

#### **KNOWLEDGE, SKILLS AND ABILITIES**

- Knowledge of law enforcement procedures.
- Ability to operate emergency equipment, silent alarm monitors, burglary alarm equipment and motor vehicles.
- Ability to maintain crowd control.
- Ability to work rapidly and accurately with names, codes, and symbols.
- Ability to prepare accurate and concise written reports.
- Ability to maintain security of confidential materials.

- Ability to judge when **to** act independently and when to refer situations to school administrators.
- Ability to work cooperatively with school administrators, employees, students, parents and the public.
- Ability to recognize and report hazards and to apply safe work methods.

## **MINIMUM QUALIFICATIONS**

### ***Training and Experience***

- Computer operation ability.
- High school graduation or equivalent (GED, college transcript, foreign equivalency, etc.)
- Must be at least 21 years of age.
- Must have a safe driving record.
- Must be a United States citizen.

### **Licenses and Certificates**

- MO Driver's License by date of hire. Must be maintained for the duration of the assignment.
- Copy of driving history issued by Department of Motor Vehicles.

## **EXAMINATIONS**

Must successfully complete by date of hire:

1. Physical capabilities examination
2. Oral examination/interview
3. Comprehensive medical examination

## **DOCUMENT(S) REQUIRED AT TIME OF APPLICATION**

1. High school transcript, diploma or equivalent (GED, college **transcript**, foreign equivalency, etc.)
2. Valid Class C Driver's License
3. Copy of driving history issued by Department of Motor Vehicles, Birth Certificate, United States passport, Certificate of Naturalization or Certificate of United States Citizenship
4. Child Abuse Clearance

## **EXCLUSIONARY FACTORS:**

- FAILURE TO DISCLOSE ANY PRIOR CONVICTIONS ON THE APPLICATION FOR EMPLOYMENT WILL RESULT IN IMMEDIATE DISMISSAL FROM THE SCHOOL DISTRICT.

**Tolbert Charter Academies  
Social Worker**

**Job Title:** Social Worker  
**Department:** Student Support and Community Services  
**Reports To:** Principal  
**Date Prepared:** May 2014

**Purpose Statement**

The job of Social Worker is done for the purpose of facilitating administrative processes; ensuring operation in compliance with county, state and/or federal requirements; providing information on services available to eligible students and families; and conveying information regarding school and/or district activities, procedures and referring families to other agencies.

This job is distinguished from similar jobs by the following characteristics: Develop one job description for Social Worker instead of for Elementary, Middle School and High School. This job reports to Principal.

**Essential Functions**

1. Assesses student and family needs (e.g. financial, medical, parenting skills, mental health, etc.) for the purpose of developing and implementing individualized plans of services to support educational objectives.
2. Coordinates workshops for parents and/or students (e.g. parenting skills, community resources, district programs, social skill development, etc.) for the purpose of assisting parents in maintaining a positive home environment, building trust between family and district and supporting child's educational program.
3. Coordinates activities with a variety of outside services agencies, school sites (e.g. mental health, probation, medical, DFS, etc.) for the purpose of providing referrals for families and/or students.
4. Facilitates student groups dealing with issues, such as, divorce, grief, anger management, etc., for the purpose of providing emotional support to help students maintain focus on educational achievement.
5. Maintains case records for the purpose of documenting activities and complying with mandated requirements.
6. Mediates conflicts that may occur between parents, teachers and/or students for the purpose of resolving issues that could impede student's success.
7. Provides interim transportation for the purpose of assisting students and/or family members in receiving required services and/or meetings.
8. Recommends resources and interventions for students and families for the purpose of providing information regarding resources available to assist families in need.
9. Responds to requests for intervention in situations that could negatively impact the student's education plan for the purpose of addressing needs of the student.
10. Responds to all inquiries for the purpose of providing information on district support services and/or educational programs.

## **Other Functions**

- Participates in meetings, workshops and seminars as assigned for the purpose of conveying and/or gathering information required to perform functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications:**

Masters in Social Work

Criminal Background Clearance

### **Skills, Knowledge and Abilities**

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: analyzing data; basic computer skills and functional software applications; create development plans; and facilitating meetings.

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: codes/laws/rules/regulations/policies; health standards; knowledge of community resources; record keeping and record retention practices; and treatment modalities.

**ABILITY** is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: superior interpersonal skills; empathy; adapting to changing work priorities; supporting individuals and groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; and working extended hours.

### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

**Tolbert Charter Academies**  
**School Nurse – Registered Nurse**

**Job Title:** School Nurse – Registered Nurse  
**Department:** Student Support and Community Services  
**Reports To:** Principal  
**Date Prepared:** May 2014

**Job Description**

**PURPOSE OF JOB:**

The school nurse strengthens and facilitates the educational process by identifying and assisting in alleviating or minimizing the effects of health related barriers to learning in individual students and by promoting an acceptable level of wellness for students and staff. The nurse assumes responsibility for appropriate assessment, planning, intervention, evaluation, management and/or referral activities, serves as the direct link between physicians, families and community agencies to promote access and continuity of health care for students, provides relevant instruction, counseling and guidance to students, parents, staff and others concerning health-related issues; upholds professional standards, the Missouri Nursing Practice Act and other state and local statutes and regulations applicable to school nursing practice; and adheres to district policies.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** include the following.

1. Recognizes factors that identify individuals at risk.
2. Conducts normal growth and development screening to identify existing problems.
3. Utilizes appropriate health counseling and guidance techniques, including the ability to follow through on referrals.
4. Applies sound decision-making process to school nursing practice.
5. Effectively utilizes local, state and national resources to meet identified needs in population served.
6. Works cooperatively with other health professionals in identifying and delivering needed services in a coordinated and comprehensive manner.
7. Describes the role and responsibility of a school nurse as a health professional in an educational setting.
8. Demonstrates management and organizational skills necessary to facilitate health care in a school through a working knowledge of school organization and administration.
9. Expresses a sound philosophy of ethical issues in nursing, education and medicine.
10. Works within the framework of the Nursing Practice Act for implementation of laws and regulations pertaining to school health.
11. Assists teachers in identifying health problems.
12. Recognizes goals and objectives of the total educational program
13. Teaches first aid procedures and legal aspects of giving emergency care.
14. Relates policies and procedures to the health of the student.
15. Utilizes county, state and federal laws and regulations related to school health when needed.
16. Obtains and records a comprehensive immunization history.
17. Identifies the communicable diseases common to school-age population.

18. Follows established system of reporting appropriate information to local health unit.
19. Assumes responsibility for compiling immunization report for compliance with state statutes.
20. Plans and implements effective case-finding procedures.
21. Explains the identified diseases or conditions, their progress and prognosis.
22. Develops comprehensive nursing care plans, when appropriate, with specific goals and objectives.
23. Assesses the degree of significance of the health problem to the student's education progress.
24. Performs appropriate special health care procedures prescribed for student.
25. Implements procedures regarding medication, including education for student, family and staff.
26. Assesses the school environment and recommend adaptation to meet student's needs.
27. Presents timely health information when working with student problems.
28. Presents health information to student in an organized manner, based on student's level of comprehension.
29. Encourages teachers to incorporate health concepts in their curriculum.
30. Maintains resource files of pertinent health instruction materials for students and teachers.
31. Demonstrates effective methods of presenting health instruction.
32. Selects health education materials and curriculum having scientific accuracy and learning effectiveness.
33. Obtains appropriate health developmental history of student.
34. Conducts meaningful nursing assessment of the physical status of the 'well child' to identify deviation from the normal.
35. Recognizes health problems, disease or disability as early as possible.
36. Utilizes methods to assess child's growth and nutritional status.
37. Assesses student and/or family for level of knowledge and behavior regarding health problems.
38. Evaluates health deviation for degree of significance and interpret the significance to the student and his/her family.
39. Assesses strengths and weaknesses of student and/or family in relation to health problem.
40. Assesses student and/or family adaptation to health problems.
41. Assesses severity of injuries.
42. Performs appropriate first aid procedures effectively and efficiently.
43. Documents the essential information regarding illness and injury.
44. Analyzes cause of accident and plan intervention.
45. Takes an active role in planning and implementing disaster drills and procedures in school community.
46. Assesses physical facilities for safety and environmental hazards.
47. Demonstrates an awareness of public health measures used to control disease, i.e., sanitation inspection.
48. Analyzes accident reports and recommend a plan to prevent further accidents.
49. Demonstrates a working knowledge of factors that influence learning environment, i.e., temperature, lighting, noise, humidity, etc.
50. Interprets school health needs to community at large.
51. Identifies inadequacies in school health services that require development of resources.
52. Collaborates with other health care providers and agencies outside the school system to ensure continuity of care.
53. Implements a plan to continuously update and expand knowledge base, which is key to the maintenance of individual competency.
54. Incorporates new techniques and knowledge in the field of school health in daily practice.

55. Other duties as assigned.

**SUPERVISORY RESPONSIBILITIES:** None

**REQUIRED QUALIFICATIONS:**

- Licensed in the State of Missouri as a Registered Nurse.
- Graduation from an accredited Associate's degree program in Nursing (ADN).
- Current CPR/First Aid/AED certified.
- Possession of the knowledge, skills, abilities and physical attributes necessary to perform the essential functions of the position.
- Computer skills in Word and Excel.
- Experience working in a school or medical setting.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job requires that the employee be able to: sit, stand, walk, speak, hear, use hands, fingers, reach with hands and fingers; bend, stoop, lift objects of at least twenty-five pounds, and kneel on the floor to perform medical procedures. Must be able to walk a minimum of two flights of stairs. Assist in the lifting of students, in an emergency situation. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and ability to adjust focus.

**Tolbert Charter Academies  
Human Resources Director**

**Job Title: Human Resources Director**  
**Department: Administration**  
**Reports to: Superintendent**  
**Prepared by: Human Resource Department**  
**Prepared date: 3/13/2008**

**RESPONSIBILITIES:**

Under the direction of the Superintendent, supervise the personnel operations and activities of the Human Resources Department and employee health and welfare benefits; perform and coordinate the complex and technical duties related to employment issues; and assist the Superintendent in all aspects of planning, analysis and maintaining of best practices.

**DUTIES:**

- Supervise employee relations and contract administration.
- Participates in employee negotiation sessions.
- Monitor, review and assist certificated and classified management and supervisory employees with the implementation of the policies, procedures, contracts, and Federal/State legal requirements related to classified Human Resources.
- Develop, coordinate, and conduct inservice training to District personnel on laws, regulations, and District policies and procedures related to human resources; communicate with District administrators to resolve issues and improve the human resources function.
- Coordinate the assignment of personnel.
- Monitor, review, and evaluate the District's employee health and benefits programs, recommend changes as appropriate.
- Provide consultation, assistance, training and referrals in employment matters for certificated and classified personnel.
- Supervise and evaluate the technical work involved with planning and implementing employee assignments, certification, and salary placement.
- Review and evaluate human resources methods, assignments, policies and procedures to increase efficiency and effectiveness of District human resources operations; coordinate the enhancement of automated systems.
- Coordinate, monitor and review the procedures relating to transfers, grievances, leaves of absence, evaluations, layoffs and discipline/dismissal issues.
- Assist with the research and generation of data related to such areas as human resource practices, salary surveys, and employee relations.
- Coordinate and communicate with other school sites and departments regarding the human resources function.
- Maintain and review the integrity human resource record system.
- Maintain current knowledge of legal requirements, State and Federal regulations, and Board of Education directives; communicate to appropriate personnel and implement procedural changes as needed.
- Allocate classified personnel based on established Board of Education approved staffing ratios.
- Assist, monitor and review the communication process with outside agencies.
- Assist in the implementation of the District's complaint procedures.
- Perform other related duties as assigned.

**KNOWLEDGE OF:**

- Human resource administration best practices and related procedures.
- Principles and practices of public human resources administration, management and organization and employee health and welfare benefit plans.
- Laws and regulations related to the human resource functions.
- Modern technology systems and procedures as they apply to human resource information systems and employee health and welfare benefit plans.
- Technical processes related to classification analysis, job analysis, and position duties; supervisory practices and techniques.
- Current trends and practices in human resource management and supervision.
- Experience related to classified employee duties and public school administration.

**ABILITY TO:**

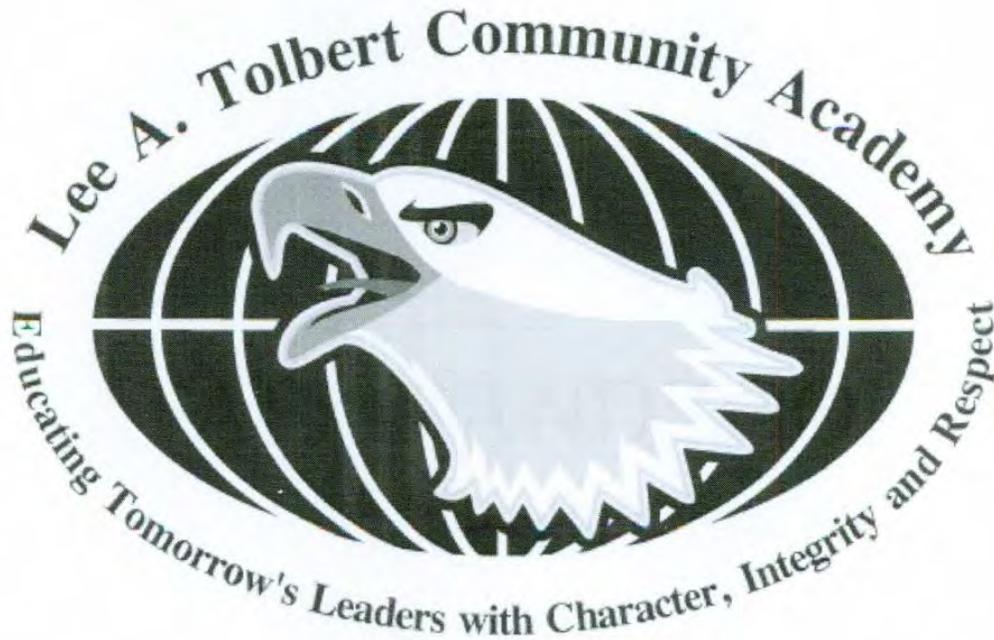
- Supervise, direct and train the Human Resources and Benefits staff.
- Organize, coordinate, and implement the diverse functions of a staff performing the varied human resource functions.
- Prepare and present oral and written reports.
- Understand and implement policies, rules, regulations and procedures.
- Plan and conduct studies, generate and analyze data, and make sound conclusions and recommendations.
- Create innovative solutions or ideas to resolve problems.
- Define problems or concerns and recommend solutions to effect positive change.
- Perform complex assignments independently.
- Analyze and resolve problems or implement change with tact and proficiency.
- Establish, communicate and maintain effective staff and customer relationships.

**EDUCATION AND EXPERIENCE:**

Any combination of training and experience equivalent to: a Bachelor's degree from an accredited college or university with a major in Human Resources, Industrial/Organizational Psychology, Business Administration, School Administration, Communications or a related field; and three years of professional experience including administration, development, and research related to human resource supervision procedures and employee health and welfare plans.

# STAFF HANDBOOK

## 2013-2014



LEE A. TOLBERT COMMUNITY ACADEMY

3400 Paseo  
Kansas City, Missouri 64109  
(816) 561-0114  
FAX: (816) 561-1015

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This handbook gives you information about the Academy's procedures concerning staff, students, and overall school operations. Please read this booklet and keep it for reference throughout the school year. It will help you understand the guidelines and procedures for staff and students attending The Lee A. Tolbert Community Academy. Staff members will be held accountable for all the information provided in this document and in the student handbook.

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## EMPLOYEE ACKNOWLEDGEMENT FORM

The employee Staff Handbook describes important information about Lee A. Tolbert Community Academy. I understand that I should consult the Human Resources Office if I have any questions that are not answered in the Staff Handbook.

I became an employee at Lee A. Tolbert Community Academy voluntarily. I understand and acknowledge that there is no specified length to my employment at Lee A. Tolbert Community Academy and that my employment is at will. I understand and acknowledge that "at will" means that I may terminate my employment at any time, with or without cause or advance notice. I also understand and acknowledge that "at will" means that Lee A. Tolbert Community Academy may terminate my employment at any time, with or without cause or advance notice, as long as they do not violate federal or state laws.

I understand and acknowledge that there may be changes to the information, policies, and benefits in the Staff Handbook. The only exception is that Lee A. Tolbert Community Academy will not change or cancel its employment-at-will policy. I understand that Lee A. Tolbert Community Academy may add new policies to the Staff Handbook as well as replace, change, or cancel existing policies. I understand that I will be told about any Staff Handbook changes and I understand that Staff Handbook changes can only be authorized by the chief executive officer of Lee A. Tolbert Community Academy.

I understand and acknowledge that this Staff Handbook is not a contract of employment or a legal document. I have received the Staff Handbook and I understand that it is my responsibility to read and follow the policies contained in this Staff Handbook and any changes made to it.

EMPLOYEE'S NAME (printed): \_\_\_\_\_

EMPLOYEE'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_



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May 26, 2015

Dr. Roper,

It has been my honor and privilege to work with the faculty, staff and students of Lee A Tolbert Community Academy over the past 3 years. Here at US Bank we have raised money to help provide your students with back packs and school supplies. In return we have been offered use of your facilities for meetings as well as opportunities to see the school and students in action.

I also had the privilege of watching you School Drum Line Perform at the KC Heart Walk last year. Whether they are at the school or out in the community your students always display a high level of professionalism and are very respectful to others. I feel you have a great organization and are doing a great job of educating the young boys and girls in Kansas City, MO.

Sincerely,

Tony Hubbard  
Branch Manager



**General Federation of Women's Clubs of Missouri, Inc.**

**Achieving by Reading Club of Lee's Summit, MO**

April 22, 2015

To Whom It May Concern:

The members of the GFWC Achieving by Reading Club of Lee's Summit, Missouri have had the pleasure of partnering with Lee A. Tolbert Community Academy by sponsoring, for the past six years, a yearly Youth Poetry Writing Contest for the students in grades first through eighth.

After independent judging, we have awarded the winners with small cash prizes and award certificates. Each year all the winning entries have been sent on to the GFWC Missouri State Poetry Writing Contest where these remarkable students have consistently won **all** the top honors.

Our club's experiences with the poetry contests and the LATCA students made us want to be of more help in some small way. We therefore began to partner with The Writers Place to help support its writing workshop for area high school students, including many of the talented LATCA student writers.

Our club has been so amazed at the quality of the students' writing and also by the hard work and dedication of the teachers and staff. Most important, we have had our hearts touched by the stories these children have to tell through their poetry. We have gotten to know some of these students well. We have watched them grow and excel. They have probably done more for us than we have for them.

We thank the school for giving us the opportunity to come in and visit and see the positive work that they are doing at LATCA. We are always impressed beyond measure by this school. Dr. Vivian Roper and Principal Trasi Ashley are always welcoming and the school's writing coach, Janice Yocum, is obviously a master teacher.

We hope this information helps LATCA with its charter renewal. We also hope to continue to work with the students at LATCA for many years to come. Please feel free to call with any questions.

Sincerely,

Janean Mills

Poetry Writing Contest Chairperson

GFWC Achieving by Reading Club of Lee's Summit, MO (816) 265-0353

# UNIVERSITY of MISSOURI

COLLEGE OF EDUCATION  
OFFICE OF THE NETWORK FOR EDUCATOR EFFECTIVENESS

April 29, 2015

Missouri Department of Elementary and Secondary Education  
PO Box 480  
Jefferson City, MO 65102

Dear Charter Renewal Committee,

I would like to take this opportunity to commend the leadership at Lee A. Tolbert Community Academy for seeking to partner with the University of Missouri-College of Education to provide their teachers and administrators with the training and associated resources of our Network for Educator Effectiveness (NEE) and the EdHub online educator training library. We applaud Dr. Roper's and her leadership team in their efforts to go beyond the standard compliance level of meeting the state requirement in teacher and principal evaluation processes. This effort will enable the staff at Lee A. Tolbert Community Academy to make better staff development decisions on the teacher and building levels. These data-based decisions will allow the staff to make identified improvements and changes to help student learning move forward.

The atmosphere of improving student achievement in a caring environment is clear in my conversations with Dr. Roper and her leadership team. I am sure their work with NEE and EdHub will give undisputable evidence that teacher and student behaviors can be systematically improved and student performance will follow those critical steps. Our NEE field support personnel are capable of assisting the Tolbert Leadership Team as they make these significant changes to their way of conducting teacher reviews and implementing teacher development plans.

In closing, I want the committee to understand that in my observations and interactions Lee A. Tolbert Community Academy is headed in the right direction and we are ready to help accelerate that progress.

Sincerely,



Dr. Marc Doss, Director  
Network for Educator Effectiveness  
MU College of Education  
2 London Hall  
Columbia MO 65211





## Fundraising via mobile phones has arrived.

April 29, 2015

TO: Lee A. Tolbert Academy  
Attn: Dr. Vivian Roper  
3400 Paseo Blvd.  
Kansas City, MO 64109

FROM: Dale Knoop, CEO, RAZ Mobile

Dear Dr. Roper:

I hope this letter finds you well.

I am pleased and honored to write you on this occasion to express my belief that the Lee A. Tolbert Academy is a shining light in the lives of hundreds of Kansas City's youths and their families. You are changing lives for the better!

Having personally witnessed the Academy's students recite their pledge it is clear to me that the great things you do for the students, their families and for Kansas City will continue well into the future.

I salute you and your staff for your dedication.

Sincerely,



Dale Knoop  
RAZ Mobile  
9393 W. 110<sup>th</sup> St.  
Overland Park, KS 66210  
913-226-1144

**Kansas City Campus**  
1310 E. 104th St.  
Executive Hills East, Ste. 100  
Kansas City, MO 64131  
816.943.9600 main



**University of Phoenix®**

April 21, 2015

Lee A. Tolbert Community Academy  
Attention: Dr. Roper  
3400 The Paseo Blvd  
Kansas City, MO 64109

RE: Acknowledgement of partnership and support

With great pride and with no hesitation, I would like to acknowledge the community partnership between the Kansas City Campus of University of Phoenix and the Lee A. Tolbert Community Academy. From our observations and experiences, we have found that the Lee A. Tolbert Community Academy is stellar in meeting the educational needs of the Kansas City community and especially the students that we now have in common. The professional staff and the administration of the Academy have proven themselves to be caring and focused on the well-being and educational growth of the students and their families.

We welcome the opportunity to continue our partnership and the mutual goal of progress for the students of this community. We look forward to working with the members of the Lee A. Tolbert Academy staff in making a difference in Greater Kansas City.

Let me know if you need more specific comments.

Sincerely

A handwritten signature in black ink, appearing to read "Robert L. Armbrust", written over a light blue horizontal line.

Robert L. Armbrust,  
Campus and Academic Director  
University of Phoenix, Kansas City Campus

The Writers Place



What's your story?

May 12, 2015

To: The State Board, Missouri Department of Elementary and Secondary Education

The Writers Place is honored to write a letter of support on behalf of Lee A. Tolbert Community Academy and the excellent educational experiences this school provides children living within the urban core of Kansas City, Mo.

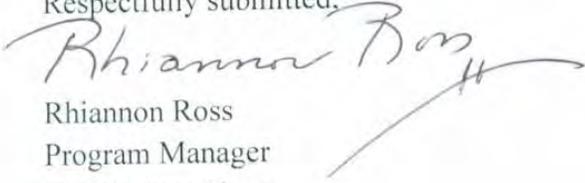
For several years, LATCA has partnered with The Writers Place to offer outstanding youth writing programs to its students. Superintendent Dr. Vivian A. Roper, Principal Trasi Ashley, Poetry Encourager Janice Yocum, and Teacher Joyce Simms have recruited and transported students to our readings, summer and weekend workshops, and after-school program.

Since 2011, LATCA has participated in the Missouri Arts Council poetry-in-the-schools program, "In Our Own Words." This program pairs professional, published writers with students to teach them the craft of composing and editing poetry. It also offers students the opportunity to see their work published in an anthology. Some of these youth have won local, state, and national poetry contests. This semester, LATCA also allowed one of our teaching artists to meet weekly at the school to instruct an after-school poetry workshop for sixth through eighth graders. All of our writing programs provide positive role models to youth.

Several LATCA students also were selected to read in the 2013 Verses and Voices Poets Laureate Festival at the Kauffman Center for the Performing Arts. The Writers Place co-sponsored this event.

The Writers Place looks forward to continuing its partnership with Lee A. Tolbert Community Academy, and we fully support its charter renewal application. We believe the educational opportunities and support the school offers its students and their families will help these young people better succeed in life.

Respectfully submitted,

A handwritten signature in cursive script that reads "Rhiannon Ross". The signature is written in black ink and includes a long, sweeping horizontal flourish at the end.

Rhiannon Ross  
Program Manager  
The Writers Place  
3607 Pennsylvania  
Kansas City, MO 64111  
816-753-1090

**THE WRITERS PLACE is a literary community center and gathering place for writers, readers and the general public. For more information, visit [www.writersplace.org](http://www.writersplace.org) or find us on Facebook.**

# NILES

HOME FOR CHILDREN  
*Rebuilding lives & renewing hope for children and families.*

May 13, 2015

Lee A. Tolbert Community Academy  
Attn. Dr. Roper  
3400 Paseo Blvd.  
Kansas City, MO 64109

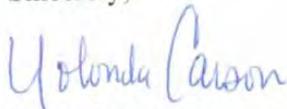
Dear Dr. Roper,

On behalf of Niles Home for Children, I am pleased to submit this letter in support of Lee A. Tolbert Community Academy's (LACTA) charter renewal application to the State of Missouri.

Niles Home and LACTA enjoy a strong partnership. Students attending Niles Home's day treatment school, also known as Niles Prep, often have difficulty functioning in a traditional learning environment due to emotional and behavioral difficulties. A State-approved and fully accredited program, Niles Prep students are able to benefit from a combination of academic, behavioral and therapeutic support in classrooms with a 1:5 adult/student ratio.

As a referring partner of LACTA, we take great pride in helping children return to LACTA when they have achieved their individual treatment plan goals. Together, our schools empower urban core Kansas City youth to become confident and contributing members of society.

Sincerely,



Yolonda Carson  
Vice-President of Treatment Programs

**President/CEO** Rita Holmes-Bobo • **Board of Directors:** *Chair* Karyn Eppler - Hallmark Cards • *Vice Chair* Brent Varzaly - Bank of Kansas City  
Mary Barnes - YRC Freight • Kevin Brannan - KCP&L • Kevin Cullen - Sprint Corporation • Monica Curls - Black & Veatch  
Ron Hamilton - Swiss Re • Victor Hammonds - Liberty Bank & Trust • Kristina Young - Community Rep.  
Lisa White Hardwick - Appellate Judge, MO Court of Appeals • Martha Leahy - Turner Construction Company  
Julie Lonergan - Hallmark Cards • Cedric Rowan - Pastor, First Baptist Church of Kansas City, Kansas



# THE KANSAS CITY GLOBE

May 11, 2015

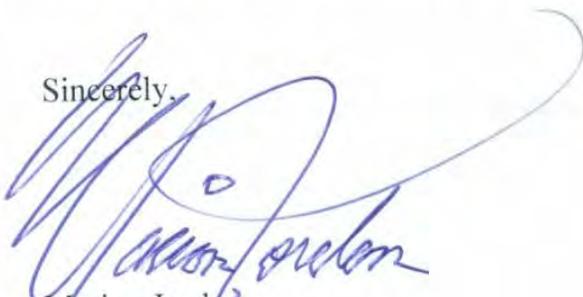
Dr. Vivian Roper  
Superintendent  
Lee A. Tolbert Community Academy  
3400 Paseo Boulevard  
Kansas City, MO 64109

Dear Dr. Roper:

The purpose of this letter is to let you know that we appreciate the on-going partnership established with the Lee A. Tolbert Community Academy, an institution dedicated to educating tomorrow's leaders with "character, integrity and respect"—all characteristics that we deem essential in the growth and development of our city's future leaders. Your academy has stood as a shining example of what happens when dedicated educators and administrators combine their talents and skills to ensure that students in the city's urban core receive the same quality education that can be found in top rated public and private institutions in our community.

As a business owner, we realize the importance of having a pool of employees that hail from such educational institutions as LATCA and we offer our best wishes to you and your staff as you continue your expert service in providing exciting prospects as we and other area businesses in our community constantly seek to meet our employment demands.

Sincerely,



Marion Jordon  
Editor and Publisher

MJ/dj

Published by Jordon Communications Company, 615 E. 29<sup>th</sup> Street . Kansas City, Missouri . 64109 . 816-531-5253 .

FAX: 816-531-5256 . [kcglobe@swbell.net](mailto:kcglobe@swbell.net)

[www.kcglobel.com](http://www.kcglobel.com)



**Lee A Tolbert Community Academy  
Three Year Budget  
Fiscal Years Ended June 30,**

|  | <u>2016</u>     | <u>2017</u>     | <u>2018</u>     |
|--|-----------------|-----------------|-----------------|
| General Income                                 |                 |                 |                 |
| Revenue from State Sources                     |                 |                 |                 |
| Basic Formula                                  | \$ 4,798,608.98 | \$ 4,894,581.16 | \$ 4,992,472.78 |
| Transportation                                 | 109,687.01      | 111,880.75      | 114,118.37      |
| Classroom Trust Fund                           | 212,352.50      | 216,599.55      | 220,931.54      |
| School Food Services State                     | 2,798.71        | 2,854.68        | 2,911.78        |
| Total Revenue from State Sources               | 5,123,447.20    | 5,225,916.14    | 5,330,434.47    |
| Local Revenue                                  |                 |                 |                 |
| Prop C   | 567,865.43      | 573,544.08      | 579,279.53      |
| Interest On Earning Investment                 | 387.84          | 391.72          | 395.64          |
| Food service program                           | 31,758.44       | 32,076.02       | 32,396.78       |
| Total Local Revenue                            | 600,011.71      | 606,011.83      | 612,071.95      |
| Other Primary Income                           |                 |                 |                 |
| Missouri Department of Health revenue          | 51,754.42       | 52,271.96       | 52,794.68       |
| Missouri Department of Social Services revenue | 65,122.78       | 65,774.01       | 66,431.75       |
| Total Other Primary Income                     | 116,877.20      | 118,045.97      | 119,226.43      |
| Revenue from Federal Sources                   |                 |                 |                 |
| Special Ed Part B entitlement                  | 60,363.66       | 60,967.30       | 61,576.97       |
| School Food Service                            | 226,855.09      | 229,123.64      | 231,414.88      |
| Food Service Breakfast                         | 81,758.49       | 82,576.07       | 83,401.84       |
| School Food Services Snacks                    | 9,971.73        | 10,071.45       | 10,172.16       |
| Title I (Elem and Secondary Ed)                | 501,866.98      | 506,885.65      | 511,954.51      |
| Title II (Eisenhower Prof. Dev)                | 86,074.22       | 86,934.96       | 87,804.31       |
| Total Revenue from Federal Sources             | 966,890.17      | 976,559.07      | 986,324.66      |
| Total Income                                   | 6,807,226.28    | 6,943,370.81    | 7,082,238.22    |
| Expenses                                       |                 |                 |                 |
| Certificated Salaries-Regular Salaries         | 1,822,045.38    | 1,858,486.29    | 1,895,656.01    |
| Certificated Salaries K-6                      | 51,174.42       | 52,197.91       | 53,241.87       |
| Salaries-Substitute                            | 27,505.32       | 28,055.43       | 28,616.53       |
| Classified Salaries-Regular                    | 1,423,475.28    | 1,451,944.79    | 1,480,983.68    |
| Employee Benefits                              | 5,745.66        | 5,860.57        | 5,977.78        |
| Teacher Retirement employer                    | 476,223.72      | 485,748.19      | 495,463.16      |
| Employee Insurance                             | 296,176.38      | 302,099.91      | 308,141.91      |
| Other employer provide services                | 67,316.94       | 68,663.28       | 70,036.54       |
| Purchased Instructional Services               | 24,352.50       | 24,839.55       | 25,336.34       |
| Instructional Program Improvement Services     | 54,595.50       | 55,687.41       | 56,801.16       |
| Pupil Services                                 | 37,868.52       | 38,625.89       | 39,398.41       |
| Staff Services                                 | 243.78          | 248.66          | 253.63          |
| Audit Service                                  | 15,504.00       | 15,814.08       | 16,130.36       |
| Data Processing Services                       | 280.50          | 286.11          | 291.83          |
| Other Professional and Technical Services      | 71,223.54       | 72,648.01       | 74,100.97       |

**Lee A Tolbert Community Academy  
Three Year Budget  
Fiscal Years Ended June 30,**

|  | <u>2016</u>          | <u>2017</u>          | <u>2018</u>          |
|--|----------------------|----------------------|----------------------|
| Staff Development                      | 7,384.80             | 7,532.50             | 7,683.15             |
| Rent                                   | 714,961.86           | 729,261.10           | 743,846.32           |
| Contracted Transportation              | 256,357.62           | 261,484.77           | 266,714.47           |
| Travel                                 | 9,877.68             | 10,075.23            | 10,276.74            |
| Mileage                                | 3,649.56             | 3,722.55             | 3,797.00             |
| Other transportation Services          | 5,794.62             | 5,910.51             | 6,028.72             |
| Liability Insurance                    | 54,239.52            | 55,324.31            | 56,430.80            |
| Communication                          | 1,533.06             | 1,563.72             | 1,595.00             |
| Advertising                            | 23,999.58            | 24,479.57            | 24,969.16            |
| Printing                               | 25,432.68            | 25,941.33            | 26,460.16            |
| Membership Dues                        | 610.98               | 623.20               | 635.66               |
| Other Purchase Services                | 275,052.18           | 280,553.22           | 286,164.29           |
| ADP Service Fees                       | 18,254.94            | 18,620.04            | 18,992.44            |
| Contracted labor                       | 6,352.56             | 6,479.61             | 6,609.20             |
| Uniforms, laundry, etc.                | 2,845.80             | 2,902.72             | 2,960.77             |
| Office/General Administrative Expenses | 800.70               | 816.71               | 833.05               |
| Postage                                | 2,601.00             | 2,653.02             | 2,706.08             |
| Equipment Expense                      | 10,716.12            | 10,930.44            | 11,149.05            |
| Fees                                   | 2,135.88             | 2,178.60             | 2,222.17             |
| Bank Svc. Charges                      | 4,158.54             | 4,241.71             | 4,326.55             |
| Student Activity                       | 25,980.42            | 26,500.03            | 27,030.03            |
| Meeting/Conventions                    | 17,240.04            | 17,584.84            | 17,936.54            |
| Other Expenses                         | 12,075.78            | 12,317.30            | 12,563.64            |
| Contracted food services               | 371,173.92           | 378,597.40           | 386,169.35           |
| Cleaning Services                      | 1,212.78             | 1,237.04             | 1,261.78             |
| Repair and Maintenance.                | 24,925.74            | 25,424.25            | 25,932.74            |
| Trash Removal                          | 17,177.82            | 17,521.38            | 17,871.80            |
| Water                                  | 9,408.48             | 9,596.65             | 9,788.58             |
| Other Property Services                | 3,545.52             | 3,616.43             | 3,688.76             |
| Electric                               | 62,985.00            | 64,244.70            | 65,529.59            |
| Natural Gas                            | 4,569.60             | 4,660.99             | 4,754.21             |
| Supplies and Materials                 | 5,091.84             | 5,193.68             | 5,297.55             |
| General Supplies                       | 24,186.24            | 24,669.96            | 25,163.36            |
| Janitorial Supplies                    | 32,162.64            | 32,805.89            | 33,462.01            |
| Classroom Material                     | 35,122.68            | 35,825.13            | 36,541.64            |
| Regular Textbook                       | 1,108.74             | 1,130.91             | 1,153.53             |
| Library Book                           | 1,719.72             | 1,754.11             | 1,789.20             |
| Periodicals                            | 18,610.92            | 18,983.14            | 19,362.80            |
| Classroom Instructional Equipment      | 11,441.34            | 11,670.17            | 11,903.57            |
| Food Supplies                          | 1,275.00             | 1,300.50             | 1,326.51             |
| Other Supplies and Materials           | 9,110.64             | 9,292.85             | 9,478.71             |
| <b>Total Expenses</b>                  | <b>6,490,615.98</b>  | <b>6,620,428.30</b>  | <b>6,752,836.87</b>  |
| <b>Increase in Net Assets</b>          | <b>\$ 316,610.30</b> | <b>\$ 322,942.51</b> | <b>\$ 329,401.36</b> |

**Lee A Tolbert Community Academy**  
**Balance Sheet**  
**APRIL 30,**

**2015**

**2014**

**ASSETS**

Current Assets

|                      |            |            |
|----------------------|------------|------------|
| Cash                 | \$ 869,735 | \$ 735,301 |
| Total Current Assets | 869,735    | 735,301    |

Fixed Assets

|                                    |           |           |
|------------------------------------|-----------|-----------|
| Building & Remolding               | 88,172    | 75,022    |
| Equipment*                         | 230,563   | 230,563   |
| Furniture                          | 100,478   | 98,119    |
| School Bus                         | 4,180     | 4,180     |
| Class Room Equipment and Textbooks | 145,483   | 96,612    |
| Data Processing/Tech Equipment     | 243,170   | 147,505   |
| Computer Software                  | 6,000     | 6,000     |
| Accumulated depreciation           | (373,512) | (336,255) |
| Total Fixed Assets                 | 444,534   | 321,746   |

|                     |                     |                     |
|---------------------|---------------------|---------------------|
| <b>TOTAL ASSETS</b> | <b>\$ 1,314,269</b> | <b>\$ 1,057,047</b> |
|---------------------|---------------------|---------------------|

**LIABILITIES AND EQUITY**

Current Liabilities

|                           |      |      |
|---------------------------|------|------|
| Accounts Payable          | \$ 0 | \$ 0 |
| Total Current Liabilities | 0    | 0    |

Equity

|                    |           |           |
|--------------------|-----------|-----------|
| Opening Bal Equity | 680,520   | 680,520   |
| Fund Balance       | (194,886) | (194,886) |
| Retained Earnings  | 828,635   | 571,413   |
| Total Equity       | 1,314,269 | 1,057,047 |

|                                     |                     |                     |
|-------------------------------------|---------------------|---------------------|
| <b>TOTAL LIABILITIES AND EQUITY</b> | <b>\$ 1,314,269</b> | <b>\$ 1,057,047</b> |
|-------------------------------------|---------------------|---------------------|

**Lee A Tolbert Community Academy**  
**Profit and Loss**  
**For the Ten Months Ended April 30,**

|  | <u>2015</u>  | <u>2014</u>  |
|--|--------------|--------------|
| <b>REVENUE</b>                                 |              |              |
| Revenue from State Sources                     |              |              |
| Basic Formula                                  | \$ 3,949,438 | \$ 4,141,407 |
| Transportation                                 | 81,889       | 58,733       |
| Classroom Trust Fund                           | 169,337      | 179,731      |
| Other Primary Income                           | 150,062      | 77,237       |
| Missouri Department of Health revenue          | 51,242       | 44,778       |
| Missouri Department of Social Services revenue | 47,341       | 43,331       |
| Total State Revenue                            | 4,449,309    | 4,545,217    |
| Local Revenue                                  |              |              |
| Prop C   | 473,230      | 445,344      |
| Interest On Earning Investment                 | 276          | 427          |
| Other Local Sources                            | 19,504       | 6,240        |
| Total Local Revenue                            | 493,010      | 452,011      |
| Revenue from Federal Sources                   |              |              |
| Special Ed Part B entitlement                  | 52,196       | 48,377       |
| School Food Service                            | 178,939      | 167,014      |
| Food Service Breakfast                         | 64,149       | 61,363       |
| School Food Services Snacks                    | 8,992        | 5,940        |
| Title I (Elem and Secondary Ed)                | 287,572      | 274,810      |
| Title II (Eisenhower Prof. Dev)                | 47,900       | 16,720       |
| Total Federal Revenue                          | 639,748      | 574,224      |
| <b>TOTAL REVENUE</b>                           | 5,582,067    | 5,571,452    |
| <b>EXPENSES</b>                                |              |              |
| Certificated Salaries-Regular Salaries         | 1,785,877    | 1,770,852    |
| Salaries-Substitute                            | 21,112       | 55,772       |
| Classified Salaries-Regular                    | 885,674      | 815,041      |
| Teacher Retirement employer                    | 384,356      | 331,280      |
| Employee Insurance                             | 259,804      | 262,656      |
| Other employer provide services                | 61,703       | 42,559       |
| Purchased Instructional Services               | 17,410       | 15,908       |
| Instructional Program Improvement Services     | 47,230       | 22,207       |

**Lee A Tolbert Community Academy**  
**Profit and Loss**  
**For the Ten Months Ended April 30,**

|   | <u>2015</u> | <u>2014</u> |
|---|-------------|-------------|
| Pupil Services                            | 31,367      | 15,498      |
| Staff Services                            | 239         | 952         |
| Audit Service                             | 15,200      | 12,850      |
| Legal Services                            | 0           | 807         |
| Other Professional and Technical Services | 62,944      | 59,501      |
| Staff Development                         | 3,514       | 41,978      |
| Rent                                      | 584,475     | 583,949     |
| Rentals - Equipment                       | 0           | 3,156       |
| Contracted Transportation                 | 237,707     | 318,501     |
| Travel                                    | 8,580       | 82          |
| Mileage                                   | 3,021       | 3,605       |
| Other transportation Services             | 5,682       | 8,855       |
| Liability Insurance                       | 53,177      | 75,221      |
| Communication                             | 1,021       | 3,949       |
| Advertising                               | 23,529      | 20,420      |
| Printing                                  | 24,935      | 28,858      |
| Membership Dues                           | 599         | 345         |
| Other Purchase Services                   | 253,422     | 251,320     |
| ADP Service Fees                          | 17,156      | 8,057       |
| Contracted labor                          | 1,636       | 5,693       |
| Uniforms, laundry, etc.                   | 2,790       | 7,951       |
| Postage                                   | 2,547       | 1,992       |
| Equipment Expense                         | 9,731       | 12,427      |
| Fees                                      | 2,094       | 312         |
| Bank Service Charges                      | 3,895       | 597         |
| Student Activity                          | 25,471      | 5,848       |
| Meeting and Conventions                   | 5,639       | 9,440       |
| Other Expenses                            | 9,605       | 3,173       |
| Contracted food services                  | 344,903     | 388,872     |
| Repairs and Maintenance                   | 21,462      | 30,395      |
| Trash Removal                             | 13,306      | 12,744      |
| Water                                     | 3,230       | 5,245       |
| Other Property Services                   | 3,452       | 0           |
| Electric                                  | 59,251      | 53,734      |
| Natural Gas                               | 4,605       | 5,970       |
| General Supplies                          | 28,034      | 10,410      |
| Janitorial Supplies                       | 31,533      | 31,604      |
| Classroom Material                        | 34,113      | 47,360      |

**Lee A Tolbert Community Academy**  
**Profit and Loss**  
**For the Ten Months Ended April 30,**

|                                   | <u><b>2015</b></u>    | <u><b>2014</b></u>    |
|-----------------------------------|-----------------------|-----------------------|
| Regular Textbook                  | 1,088                 | 19,234                |
| Library Book                      | 1,686                 | 1,669                 |
| Periodicals                       | 18,182                | 14,331                |
| Classroom Instructional Equipment | 8,100                 | 6,300                 |
| Food Supplies                     | 1,250                 | 8,870                 |
| Other Supplies and Materials      | <u>8,844</u>          | <u>14,679</u>         |
| <br><b>TOTAL EXPENSES</b>         | <br><u>5,436,181</u>  | <br><u>5,453,029</u>  |
| <br><b>NET INCOME</b>             | <br>\$ <u>145,886</u> | <br>\$ <u>118,423</u> |

**Lee A Tolbert Community Academy**  
**Profit and Loss Actual to Budget**  
**For the Ten Months Ended April 30, 2015**

|  | <u>Actual</u>    | <u>Budget</u>    | <u>Variance</u><br><u>Over(Under)</u> |
|--|------------------|------------------|---------------------------------------|
| <b>REVENUE</b>                                 |                  |                  |                                       |
| Revenue from State Sources                     |                  |                  |                                       |
| Basic Formula                                  | \$ 3,949,438     | \$ 4,348,477     | \$ (399,039)                          |
| Transportation                                 | 81,889           | 61,670           | 20,219                                |
| Classroom Trust Fund                           | 169,337          | 188,718          | (19,381)                              |
| Other Primary Income                           | 150,062          | 81,099           | 68,963                                |
| Missouri Department of Health revenue          | 51,242           | 47,017           | 4,225                                 |
| Missouri Department of Social Services revenue | 47,341           | 45,498           | 1,843                                 |
| Total State Revenue                            | <u>4,449,309</u> | <u>4,772,478</u> | <u>(323,169)</u>                      |
| Local Revenue                                  |                  |                  |                                       |
| Prop C   | 473,230          | 467,611          | 5,619                                 |
| Interest On Earning Investment                 | 276              | 448              | (172)                                 |
| Other Local Sources                            | 19,504           | 6,552            | 12,952                                |
| Total Local Revenue                            | <u>493,010</u>   | <u>474,612</u>   | <u>18,398</u>                         |
| Revenue from Federal Sources                   |                  |                  |                                       |
| Special Ed Part B entitlement                  | 52,196           | 50,796           | 1,400                                 |
| School Food Service                            | 178,939          | 175,365          | 3,574                                 |
| Food Service Breakfast                         | 64,149           | 64,431           | (282)                                 |
| School Food Services Snacks                    | 8,992            | 6,237            | 2,755                                 |
| Title I (Elem and Secondary Ed)                | 287,572          | 288,551          | (979)                                 |
| Title II (Eisenhower Prof. Dev)                | 47,900           | 17,556           | 30,344                                |
| Total Federal Revenue                          | <u>639,748</u>   | <u>602,935</u>   | <u>36,813</u>                         |
| <b>TOTAL REVENUE</b>                           | <b>5,582,067</b> | <b>5,850,025</b> | <b>(267,958)</b>                      |
| <b>EXPENSES</b>                                |                  |                  |                                       |
| Certificated Salaries-Regular Salaries         | 1,785,877        | 1,859,395        | (73,518)                              |
| Salaries-Substitute                            | 21,112           | 58,561           | (37,449)                              |
| Classified Salaries-Regular                    | 885,674          | 855,793          | 29,881                                |
| Teacher Retirement employer                    | 384,356          | 347,844          | 36,512                                |
| Employee Insurance                             | 259,804          | 275,789          | (15,985)                              |
| Other employer provide services                | 61,703           | 44,687           | 17,016                                |
| Purchased Instructional Services               | 17,410           | 16,703           | 707                                   |
| Instructional Program Improvement Services     | 47,230           | 23,317           | 23,913                                |
| Pupil Services                                 | 31,367           | 16,273           | 15,094                                |
| Staff Services                                 | 239              | 1,000            | (761)                                 |
| Audit Service                                  | 15,200           | 13,493           | 1,708                                 |
| Legal Services                                 | 0                | 847              | (847)                                 |
| Other Professional and Technical Services      | 62,944           | 62,476           | 468                                   |
| Staff Development                              | 3,514            | 44,077           | (40,563)                              |
| Rent   | 584,475          | 613,146          | (28,671)                              |
| Rentals - Equipment                            | 0                | 3,314            | (3,314)                               |
| Contracted Transportation                      | 237,707          | 334,426          | (96,719)                              |
| Travel   | 8,580            | 86               | 8,494                                 |

**Lee A Tolbert Community Academy  
Profit and Loss Actual to Budget  
For the Ten Months Ended April 30, 2015**

|                                   | <u>Actual</u>     | <u>Budget</u>     | <u>Variance<br/>Over(Under)</u> |
|-----------------------------------|-------------------|-------------------|---------------------------------|
| Mileage                           | 3,021             | 3,785             | (764)                           |
| Other transportation Services     | 5,682             | 9,298             | (3,616)                         |
| Liability Insurance               | 53,177            | 78,982            | (25,805)                        |
| Communication                     | 1,021             | 4,146             | (3,125)                         |
| Advertising                       | 23,529            | 21,441            | 2,088                           |
| Printing                          | 24,935            | 30,301            | (5,366)                         |
| Membership Dues                   | 599               | 362               | 237                             |
| Other Purchase Services           | 253,422           | 263,886           | (10,464)                        |
| ADP Service Fees                  | 17,156            | 8,460             | 8,696                           |
| Contracted labor                  | 1,636             | 5,978             | (4,342)                         |
| Uniforms, laundry, etc.           | 2,790             | 8,349             | (5,559)                         |
| Postage                           | 2,547             | 2,092             | 455                             |
| Equipment Expense                 | 9,731             | 13,048            | (3,317)                         |
| Fees                              | 2,094             | 328               | 1,766                           |
| Bank Service Charges              | 3,895             | 627               | 3,268                           |
| Student Activity                  | 25,471            | 6,140             | 19,331                          |
| Meeting and Conventions           | 5,639             | 9,912             | (4,273)                         |
| Other Expenses                    | 9,605             | 3,332             | 6,273                           |
| Contracted food services          | 344,903           | 408,316           | (63,413)                        |
| Repairs and Maintenance           | 21,462            | 31,915            | (10,453)                        |
| Trash Removal                     | 13,306            | 13,381            | (75)                            |
| Water                             | 3,230             | 5,507             | (2,277)                         |
| Other Property Services           | 3,452             | 0                 | 3,452                           |
| Electric                          | 59,251            | 56,421            | 2,830                           |
| Natural Gas                       | 4,605             | 6,269             | (1,664)                         |
| General Supplies                  | 28,034            | 10,931            | 17,104                          |
| Janitorial Supplies               | 31,533            | 33,184            | (1,651)                         |
| Classroom Material                | 34,113            | 49,728            | (15,615)                        |
| Regular Textbook                  | 1,088             | 20,196            | (19,108)                        |
| Library Book                      | 1,686             | 1,752             | (66)                            |
| Periodicals                       | 18,182            | 15,048            | 3,134                           |
| Classroom Instructional Equipment | 8,100             | 6,615             | 1,485                           |
| Food Supplies                     | 1,250             | 9,314             | (8,064)                         |
| Other Supplies and Materials      | 8,844             | 15,413            | (6,569)                         |
| <b>TOTAL EXPENSES</b>             | <u>5,436,181</u>  | <u>5,725,680</u>  | <u>(289,499)</u>                |
| <b>NET INCOME</b>                 | <u>\$ 145,886</u> | <u>\$ 124,344</u> | <u>\$ 21,542</u>                |

## Assurance Statements

*Developed in compliance with the Missouri Charter School Law (160.400-160.425)  
July 2014.*

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*This public charter board understands that the school is expected to remain in compliance with the current and future provisions of the Missouri Charter School Law and the statutes that are cited in that law, as well as the Rules of the Department of Elementary and Secondary Education.*

### **THE FOLLOWING ASSURANCE STATEMENTS ARE IN REGARDS TO THE IMPLEMENTATION OF FEDERAL SCHOOL LAWS**

#### **Federal Charter School Law:**

This public charter school may provide a preference in admission to siblings of current students, children of employees and students that reside in the following geographic area:

*Insert description of the geographic area, if applicable.*

If this public charter school maintains a waiting list by grade level, the school must use a “lottery system” to select students to enroll, when openings occur.

#### **Federal – No Child Left Behind Law or subsequent law:**

If this public charter school does not meet the following standards set out in the Federal–No Child Left Behind Law, this school, if receiving Title I Funds, will undertake appropriate corrective action as required by the Missouri Department of Elementary and Secondary Schools and will provide parental notification of the school status.

The above statements were agreed to by this Public Charter School Board of Education at its meeting on 1-11-16 as reflected in the enclosed minutes.

*[Handwritten Signature]*

Charter School Board Authorized Signature

1-11-2016

Date

*[Handwritten Signature]*

UMKC Authorized Representative's Signature

01-11-2016

Date

Contact Information

UMKC Charter School Center Office  
5306 Holmes, Kansas City, Missouri 64110  
(816) 235-6367 Fax (816) 235-6345

|                      |                             |  |                |
|----------------------|-----------------------------|--|----------------|
| Dr. Phyllis A. Chase | Director of Charter Schools | <a href="mailto:chasep@umkc.edu">chasep@umkc.edu</a> | (816) 235-6344 |
|----------------------|-----------------------------|--|----------------|

## MISSOURI CHARTER SCHOOL LAW (160.400-160.425)

This public charter school board understands that federal laws and regulations that apply to this school are subject to change, and the school will be responsible for adhering to the changes.

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| <b>STATUTORY REFERENCE 160.400</b>          | <b>Charter schools, defined, St. Louis City and Kansas City school districts--sponsors--use of public school buildings--organization of charter schools--affiliations with college or university--criminal background check required.</b>  |  |
| STATUTORY REFERENCE 160.400.1, 160.400.2(2) | This public charter school will be an independent public school and operate within the Kansas City Public School district.   |  |
| STATUTORY REFERENCE 160.400.6               | UMKC, as the sponsor, shall not receive any fee of any type for the consideration of the charter, nor consideration on the promise of future payment of any kind.  |  |
| STATUTORY REFERENCE 160.400. 7.             | The charter school shall be organized as a Missouri nonprofit corporation incorporated pursuant to chapter 355. The charter provided for herein shall constitute a contract between the sponsor and the charter school.  |  |
| STATUTORY REFERENCE 160.400.8               | This public charter school shall be organized as a Missouri nonprofit corporation pursuant to chapter 355, RSMo, and shall select the method for election of officers pursuant to section 355.326, RSMo, based on the class of corporation selected. Meetings of the governing board of the charter school shall be subject to the provisions of sections 610.010 to 610.030, RSMo, the open meetings law. |  |
| STATUTORY REFERENCE 160.400.9.              | UMKC, as the sponsor, its agents and employees are not liable for any acts or omissions of this public charter school, including acts or omissions relating to the charter submitted by this public charter school, its operation, and/or performance  |  |
| STATUTORY REFERENCE 160.400.10              | This public charter school, as that it is affiliated with UMKC, recognizes a relationship for purposes of teacher training and staff development, curriculum and assessment development, use of physical facilities owned by or rented on behalf of the college or university, and other similar purposes. UMKC will not charge or accept a fee for this affiliation status.                               |  |
| STATUTORY REFERENCE 160.400.11              | UMKC, as the sponsor, will have the expenses associated with this public charter school sponsorship defrayed by the Department of Elementary and Secondary Education by retaining one and five-tenths percent of the amount of state and local funding allocated to the charter school under section 160.415, not to exceed one hundred twenty-five thousand dollars, adjusted for inflation.              |  |
| STATUTORY REFERENCE 160.400.13              | This public charter school, as that it is affiliated with UMKC, will not have an employee of the university as a member of its governing board of directors.   |  |
| STATUTORY REFERENCE                         | This public charter school will conduct criminal background checks and family care safety registry   |  |

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| 160.400.14                         | checks for all members of the governing board.   |  |
| STATUTORY REFERENCE 160.400.15     | This public charter school will not have members of the governing board hold any office or employment from the board or the charter school while serving as a member, nor shall the member have any substantial interest, as defined in section 105.450, in any entity employed by or contracting with the board. No board member shall be an employee of a company that provides substantial services to the charter school. All members of the governing board of the charter school shall be considered decision-making public servants as defined in section 105.450 for the purposes of the financial disclosure requirements contained in sections 105.483, 105.485, 105.487, and 105.489. |  |
| <b>STATUTORY REFERENCE 160.405</b> | Proposed charter, how submitted, requirements, submission to state board, powers and duties—approval, revocation, termination—definitions—lease of public school facilities, when—unlawful reprisal, defined, prohibited.  |  |
| STATUTORY REFERENCE 160.405.1      | The charter shall be a legally binding performance contract that describes the obligations and responsibilities of the school and the sponsor as outlined in sections 160.400 to 160.425 and section 167.349 and include:  |  |
|                                    | (1) A mission and vision statement for the charter school;   |  |
|                                    | (2) A description of the charter school's organizational structure and bylaws of the governing body, which will be responsible for the policy, financial management, and operational decisions of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school;   |  |
|                                    | (3) A financial plan for the first three years of operation of the charter school including provisions for annual audits;  |  |
|                                    | (4) A description of the charter school's policy for securing personnel services, its personnel policies, personnel qualifications, and professional development plan;   |  |
|                                    | (5) A description of the grades or ages of students being served;  |  |
|                                    | (6) The school's calendar of operation, which shall include at least the equivalent of a full school term as defined in section 160.011;   |  |
|                                    | (7) A description of the charter school's pupil performance standards and academic program performance standards, which shall meet the requirements of subdivision (6) of subsection 4 of this section. The charter school program shall be designed to enable each pupil to achieve such standards and shall contain a complete set of indicators, measures, metrics, and targets for academic program performance, including specific  |  |

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|  | goals on graduation rates and standardized test performance and academic growth;  |  |
|  | (8) A description of the charter school's educational program and curriculum;   |  |
|  | (9) The term of the charter, which shall be five years and shall be renewable;  |  |
|  | (10) Procedures, consistent with the Missouri financial accounting manual, for monitoring the financial accountability of the charter, which shall meet the requirements of subdivision (4) of subsection 4 of this section;  |  |
|  | (11) Preopening requirements for applications that require that charter schools meet all health, safety, and other legal requirements prior to opening;   |  |
|  | (12) A description of the charter school's policies on student discipline and student admission, which shall include a statement, where applicable, of the validity of attendance of students who do not reside in the district but who may be eligible to attend under the terms of judicial settlements and procedures that ensure admission of students with disabilities in a nondiscriminatory manner; |  |
|  | (13) A description of the charter school's grievance procedure for parents or guardians;  |  |
|  | (14) A description of the agreement between the charter school and the sponsor as to when a sponsor shall intervene in a charter school, when a sponsor shall revoke a charter for failure to comply with subsection 8 of this section, and when a sponsor will not renew a charter under subsection 9 of this section;   |  |
|  | (15) Procedures to be implemented if the charter school should close, as provided in subdivision (6) of subsection 16 of section 160.400 including:   |  |
|  | a. Orderly transition of student records to new schools and archival of student records;  |  |
|  | b. Archival of business operation and transfer or repository of personnel records;  |  |
|  | c. Submission of final financial reports;   |  |
|  | d. or repository of personnel records;  |  |
|  | e. Submission of final financial reports;   |  |
|  | f. Resolution of any remaining financial obligations; and   |  |
|  | g. Disposition of the charter school's assets upon closure;   |  |
|  | h. A notification plan to inform parents or guardians of students, the local school district, the retirement system in which the charter school's employees participate, and the state board of education within thirty days of the decision to close;  |  |
|  | i. or repository of personnel records;  |  |
|  | j. Submission of final financial reports;   |  |

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|           | k. Resolution of any remaining financial obligations; and   |  |
|           | (16) A description of the special education and related services that shall be available to meet the needs of students with disabilities; and   |  |
|           | (17) For all new or revised charters, procedures to be used upon closure of the charter school requiring that unobligated assets of the charter school be returned to the department of elementary and secondary education for their disposition, which upon receipt of such assets shall return them to the local school district in which the school was located, the state, or any other entity to which they would belong.  |  |
| 160.405.2 | Proposed charters shall be subject to the following requirements  |  |
|           | (1) A charter shall be submitted to the sponsor, and follow the sponsor's policies and procedures for review and granting of a charter approval, and be approved by the state board of education by December first of the year prior to the proposed opening date of the charter school;  |  |
|           | (2) A charter may be approved when the sponsor determines that the requirements of this section are met, determines that the applicant is sufficiently qualified to operate a charter school, and that the proposed charter is consistent with the sponsor's charter sponsorship goals and capacity. The sponsor's decision of approval or denial shall be made within ninety days of the filing of the proposed charter;   |  |
|           | (3) If the charter is denied, the proposed sponsor shall notify the applicant in writing as to the reasons for its denial and forward a copy to the state board of education within five business days following the denial;  |  |
|           | (4) If a proposed charter is denied by a sponsor, the proposed charter may be submitted to the state board of education, along with the sponsor's written reasons for its denial. If the state board determines that the applicant meets the requirements of this section, that the applicant is sufficiently qualified to operate the charter school, and that granting a charter to the applicant would be likely to provide educational benefit to the children of the district, the state board may grant a charter and act as sponsor of the charter school. The state board shall review the proposed charter and make a determination of whether to deny or grant the proposed charter within sixty days of receipt of the proposed charter, provided that any charter to be considered by the state board of education under this subdivision shall be submitted no later than March first prior to the |  |

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|  | <p>school year in which the charter school intends to begin operations. The state board of education shall notify the applicant in writing as the reasons for its denial, if applicable; and</p>   |  |
|  | <p>(5) The sponsor of a charter school shall give priority to charter school applicants that propose a school oriented to high-risk students and to the reentry of dropouts into the school system. If a sponsor grants three or more charters, at least one-third of the charters granted by the sponsor shall be to schools that actively recruit dropouts or high-risk students as their student body and address the needs of dropouts or high-risk students through their proposed mission, curriculum, teaching methods, and services. For purposes of this subsection, a "high-risk" student is one who is at least one year behind in satisfactory completion of course work or obtaining high school credits for graduation, has dropped out of school, is at risk of dropping out of school, needs drug and alcohol treatment, has severe behavioral problems, has been suspended from school three or more times, has a history of severe truancy, is a pregnant or parenting teen, has been referred for enrollment by the judicial system, is exiting incarceration, is a refugee, is homeless or has been homeless sometime within the preceding six months, has been referred by an area school district for enrollment in an alternative program, or qualifies as high risk under department of elementary and secondary education guidelines.</p> |  |
| <p>STATUTORY REFERENCE<br/>160.405.4</p> | <p>This public charter school shall:</p> <p>(1) Be nonsectarian in its programs, admission policies, employment practices, and all other operation.</p>  |  |
|  | <p>(2) Comply with laws and regulations of the state, county, or city relating to health, safety, and state minimum educational standards, as specified by the state board of education, including the requirements relating to student discipline under sections 160.261, 167.161, 167.164, and 167.171, notification of criminal conduct to law enforcement authorities under sections 167.115 to 167.117, academic assessment under section 160.518, transmittal of school records under section 167.020, the minimum number of school days and hours required under section 160.041, and the employee criminal history background check and the family care safety registry check under section 168.133.</p>   |  |
|  | <p>(3) Except as provided in sections 160.400 to 160.425, be exempt from all laws and rules relating to schools, governing boards and school districts;</p>  |  |
|  | <p>(4) Be financially accountable, use practices consistent with the Missouri financial accounting manual, provide for an annual audit by a certified public accountant, publish audit reports and annual financial reports as provided in chapter 165, provided that the annual financial report may be published on the department of</p>  |  |

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|  | <p>elementary and secondary education's internet website in addition to other publishing requirements, and provide liability insurance to indemnify the school, its board, staff and teachers against tort claims. A charter school that receives local educational agency status under subsection 6* of this section shall meet the requirements imposed by the Elementary and Secondary Education Act for audits of such agencies and comply with all federal audit requirements for charters with local education agency status. For purposes of an audit by petition under section 29.230, this charter school shall be treated as a political subdivision on the same terms and conditions as the school district in which it is located. For the purposes of securing such insurance, a charter school shall be eligible for the Missouri Public Entity Risk Management Fund pursuant to section 537.700. If this charter school incurs debt shall include a repayment plan in its financial plan.</p>   |  |
|  | <p>(5) This public charter school shall: Provide a comprehensive program of instruction as specified in its charter</p>  |  |
|  | <p>(6)(a) Design a method to measure pupil progress toward the pupil academic standards adopted by the state board of education pursuant to section 160.514, establish baseline student performance in accordance with the performance contract during the first year of operation, collect student performance data as defined by the annual performance report throughout the duration of the charter to annually monitor student academic performance, and to the extent applicable based upon grade levels offered by the charter school, participate in the statewide system of assessments, comprised of the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board pursuant to section 160.518, complete and distribute an annual report card as prescribed in section 160.522, which shall also include a statement that background checks have been completed on the charter school's board members, report to its sponsor, the local school district, and the state board of education as to its teaching methods and any educational innovations and the results thereof, and provide data required for the study of charter schools pursuant to subsection 4 of section 160.410. .</p> <p>No charter school shall be considered in the Missouri school improvement program review of the district in which it is located for the resource or process standards of the program.</p> |  |
|  | <p>Charter schools, sponsors shall approve performance curriculum, teaching methods, and services. Sponsors shall use academic and behavioral measures to determine whether standards on a different time frame as specified in that statute shall be assessed comprehensively to determine</p>  |  |

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|  | <p>Charter school has documented adequate student performance measures. All performance measures shall be based on sponsor-approved comprehensive public school measures. Annual presentation of charter school performance to the department of elementary and secondary education, the state department of education, and the state board of education shall include comprehensive measures of student progress.</p>  |  |
|  | <p>(c) Nothing in this subdivision shall be construed as permitting a charter school to be held to lower performance standards than other public schools within a district; however, the charter of a charter school may permit students to meet performance standards on a different time frame as specified in its charter. The performance standards for alternative and special purpose charter schools that target high-risk students as defined in subdivision (5) of subsection 2 of this section shall be based on measures defined in the school's performance contract with its sponsors;</p>   |  |
|  | <p>(7) Comply with all applicable federal and state laws and regulations regarding students with disabilities, including sections 162.670 to 162.710, the Individuals with Disabilities Education Act (20 U.S.C. Section 1400) and Section 504 of the Rehabilitation Act of 1973 (29** U.S.C. Section 794) or successor legislation;</p>  |  |
| <p>STATUTORY REFERENCE<br/>160.405.6</p> | <p>The charter of a charter school may be amended at the request of the governing body of the charter school and on the approval of the sponsor. The sponsor and the governing board and staff of the charter school shall jointly review the school's performance, management and operations during the first year of operation and then every other year after the most recent review or at any point where the operation or management of the charter school is changed or transferred to another entity, either public or private. The governing board of a charter school may amend the charter, if the sponsor approves such amendment, or the sponsor and the governing board may reach an agreement in writing to reflect the charter school's decision to become a local educational agency. In such case the sponsor shall give the department of elementary and secondary education written notice no later than March first of any year, with the agreement to become effective July first. The department may waive the March first notice date in its discretion. The department shall identify and furnish a list of its regulations that pertain to local educational agencies to such schools within thirty days of receiving such notice.</p> |  |
| <p>STATUTORY REFERENCE<br/>160.405.7</p> | <p>This public charter school shall annually participate in a review of their compliance with statutory standards including:</p>  |  |
|  | <p>(1) Participation in the statewide system of assessments</p>   |  |
|  | <p>(2) Completion and distribution of an annual report card</p>   |  |
|  | <p>(3) Collection of baseline data during the first three years of operation to determine the longitudinal</p>  |  |

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|                               | success of the charter school;   |  |
|                               | (4) A method to measure pupil progress toward the pupil academic standards   |  |
|                               | (5) Publication of each charter school's annual performance report.  |  |
| STATUTORY REFERENCE 160.405.8 | (1) (a) A sponsor's intervention policies shall give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies and mandate intervention based upon findings of the state board of education of the following   |  |
|                               | a. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school years unless the school has dropout recovery as its mission;   |  |
|                               | b. The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and  |  |
|                               | c. The charter school is identified as a persistently lowest achieving school by the department of elementary and secondary education.   |  |
|                               | (b) A sponsor shall have a policy to revoke a charter during the charter term if there is:   |  |
|                               | a. Clear evidence of underperformance as demonstrated in the charter school's annual performance report in three of the last four school years; or   |  |
|                               | b. A violation of the law or the public trust that imperils students or public funds   |  |
|                               | (c) A sponsor shall revoke a charter or take other appropriate remedial action, which may include placing the charter school on probationary status for no more than twelve months, provided that no more than one designation of probationary status shall be allowed for the duration of the charter contract, at any time if the charter school commits a serious breach of one or more provisions of its charter or on any of the following grounds: failure to meet the performance contract as set forth in its charter, failure to meet generally accepted standards of fiscal management, failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.425 and 167.349 within forty-five days following receipt of written notice requesting such information, or violation of law. |  |
|                               | (2) The sponsor may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both, after which, if such plan is unsuccessful, the charter may be  |  |

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|                                   | revoked.   |  |
|                                   | (3) At least sixty days before acting to revoke a charter, the sponsor shall notify the governing board of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action. The school's governing board may request in writing a hearing before the sponsor within two weeks of receiving the notice.                            |  |
|                                   | (4) The sponsor of a charter school shall establish procedures to conduct administrative hearings upon determination by the sponsor that grounds exist to revoke a charter. Final decisions of a sponsor from hearings conducted pursuant to this subsection are subject to an appeal to the state board of education, which shall determine whether the charter shall be revoked. |  |
|                                   | (5) A termination shall be effective only at the conclusion of the school year, unless the sponsor determines that continued operation of the school presents a clear and immediate threat to the health and safety of the children.   |  |
|                                   | (6) A charter sponsor shall make available the school accountability report card information as provided under section 160.522 and the results of the academic monitoring required under subsection 3 of this section.   |  |
| STATUTORY REFERENCE<br>160.405.9  | (1) This public charter school shall provide all information necessary to confirm ongoing compliance with all provisions of its charter and sections 160.400 to 160.425 and 167.349 in a timely manner to its sponsor.   |  |
|                                   | (2)(a) This public charter school will maintained results on its annual performance report that meet or exceed the KCSD based on the performance standards that are applicable to the grade-level configuration of both the charter school and the district in three of the last four school years;  |  |
|                                   | (2)(b) This public charter school will be organizationally and fiscally viable and will maintain a positive balance in its operating funds, a combined balance of more than three percent of the amount expended for such funds during the previous fiscal year, or (and) not have expenditures that exceed receipts for the most recently completed fiscal year;                  |  |
|                                   | (2)(c) The charter is in compliance with its legally binding performance contract and sections 160.400 to 160.425 and section 167.349.   |  |
| STATUTORY REFERENCE<br>160.405.10 | A school district may enter into a lease with a charter school for physical facilities.  |  |
| STATUTORY REFERENCE<br>160.405.11 | A governing board or a school district employee who has control over personnel actions shall not take unlawful reprisal against another employee at the school district because the employee is directly or indirectly   |  |

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|                                    | involved in an application to establish a charter school. A governing board or a school district employee shall not take unlawful reprisal against an educational program of the school or the school district because an application to establish a charter school proposes the conversion of all or a portion of the educational program to a charter school. As used in this subsection, "unlawful reprisal" means an action that is taken by a governing board or a school district employee as a direct result of a lawful application to establish a charter school and that is adverse to another employee or an educational program. |  |
| STATUTORY REFERENCE 160.405.12     | This public charter school board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of school boards in any other public school district in this state. The governing board of a charter school may participate, to the same extent as a school board, in the Missouri public entity risk management fund in the manner provided under sections 537.700 to 537.756.  |  |
| STATUTORY REFERENCE 160.405.13     | This public charter school whether public or private, operating, administering, or otherwise, any entity managing the school shall be considered a quasi-public governmental body and subject to the provisions of sections 610.010 to 610.035   |  |
| STATUTORY REFERENCE 160.405.14     | This public charter school's chief financial officer school shall maintain:  |  |
|                                    | (1) A surety bond in an amount determined by UMKC, as the sponsor, to be adequate based on the cash flow of the school; or   |  |
| <b>STATUTORY REFERENCE 160.410</b> | <b>Admission, preferences for admission permitted, when--study of performance to be commissioned by department, costs, contents, results to be made public--move out of school district, effect of.</b>  |  |
| STATUTORY REFERENCE 160.410.1      | This public charter school shall enroll:<br>All pupils resident in the district in which it operates;  |  |
|                                    | (1) Nonresident pupils eligible to attend a district's school under an urban voluntary transfer program;   |  |
|                                    | (2) In the case of a charter school whose mission includes student drop-out prevention or recovery, any nonresident pupil from the same or an adjacent county who resides in a residential care facility, a transitional living group home, or an independent living program whose last school of enrollment is in the school district where the charter school is established, who submits a timely application; and  |  |
|                                    | (3) In the case of a workplace charter school, any student eligible to attend under subdivision (1) or (2) of this subsection whose parent is employed in the business district, who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. The configuration of a business district shall be set  |  |

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|                                  | forth in the charter and shall not be construed to create an undue advantage for a single employer or small number of employers.  |  |
| STATUTORY REFERENCE<br>160.410.2 | This public charter school shall have an admissions process that assures all applicants of an equal chance of gaining admission (if capacity is insufficient to enroll all pupils who submit a timely application) except that the school may:  |  |
|                                  | (1) Establish a geographical area around the school whose residents will receive a preference for enrolling in the school, provided that such preferences do not result in the establishment of racially or socioeconomically isolated schools and provided such preferences conform to policies and guidelines established by the state board of education;  |  |
|                                  | (2) Give a preference for admission of children whose siblings attend the school or whose parents are employed at the school or in the case of a workplace charter school, a child whose parent is employed in the business district or at the business site of such school; and  |  |
|                                  | (3) Give a preference for admission to high-risk students, as defined in subdivision (5) of subsection 2 of section 160.405, when the school targets these students through its proposed mission, curriculum, teaching methods, and services. (Charter alternative and special purpose schools)   |  |
| STATUTORY REFERENCE<br>160.410.3 | This public charter school shall not limit admission based on race, ethnicity, national origin, disability, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within a given age group or grade level. If this public charter school is a single-gender school, this school may limit admission based on gender only. Students that are present for the January membership count as defined in section 163.011 shall be counted in the performance of the charter school on the statewide assessments in that calendar year, unless otherwise exempted as English language learners. |  |
| STATUTORY REFERENCE<br>160.410.4 | This public charter school shall participate in the department of elementary and secondary education study of the performance of students at each charter school in comparison with an equivalent group of district students representing an equivalent demographic and geographic population and a study of the impact of charter schools upon the constituents they serve in the districts in which they are located conducted by the joint committee on education <b>if selected</b> .   |  |
| STATUTORY REFERENCE<br>160.410.5 | This public charter school shall make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school-age pupil resident in the district in which the school is located the following information:   |  |

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|  | (1) The school's charter;   |  |
|  | (2) The school's most recent annual report card published according to section 160.522;   |  |
|  | (3) The results of background checks on the charter school's board members; and   |  |
|  | (4) If a charter school is operated by a management company, a copy of the written contract between the governing board of the charter school and the educational management organization or the charter management organization for services.  |  |
| STATUTORY REFERENCE<br>160.410.6       | This public charter school shall allow a student who has been attending this school and who moves out of the boundaries of KCPS to complete the current semester and considered a resident student. The student's parent or legal guardian shall be responsible for the student's transportation to and from the charter school.  |  |
| STATUTORY REFERENCE<br>160.410.7       | If a change in school district boundary lines occurs under section 162.223, 162.431, 162.441, or 162.451, or by action of the state board of education under section 162.081, including attachment of a school district's territory to another district or dissolution, such that a student attending a charter school prior to such change no longer resides in a school district in which the charter school is located, then the student may complete the current academic year at the charter school. The student shall be considered a resident student. The student's parent or legal guardian shall be responsible for the student's transportation to and from the charter school.  |  |
| STATUTORY REFERENCE<br>160.410.8       | This public charter school shall comply to the provisions of sections 167.018 and 167.019 concerning foster children's educational rights are applicable to charter schools.  |  |
| <b>STATUTORY REFERENCE<br/>160.415</b> | <b>Distribution of state school aid for charter schools--powers and duties of governing body of charter schools.</b>  |  |
| STATUTORY REFERENCE<br>160.415.1       | For the purposes of calculation and distribution of state school aid under section 163.031, pupils enrolled in a charter school shall be included in the pupil enrollment of the school district within which each pupil resides. Each charter school shall report the names, addresses, and eligibility for free and reduced lunch, special education, or limited English proficiency status, as well as eligibility for categorical aid, of pupils resident in a school district who are enrolled in the charter school to the school district in which those pupils reside. The charter school shall report the average daily attendance data, free and reduced lunch count, special education pupil count, and limited English proficiency pupil count to the state department of elementary and secondary education. Each charter school shall promptly notify the state department of elementary and secondary education and the pupil's school district when a student |  |

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|                               | discontinues enrollment at a charter school.  |  |
| STATUTORY REFERENCE 160.415.2 | Except as provided in subsections 3 and 4 of this section, the aid payments for charter schools shall be as described in this subsection.   |  |
|                               | (1) A school district having one or more resident pupils attending a charter school shall pay to the charter school an annual amount equal to the product of the charter school's weighted average daily attendance and the state adequacy target, multiplied by the dollar value modifier for the district, plus local tax revenues per weighted average daily attendance from the incidental and teachers' funds in excess of the performance levy as defined in section 163.011 plus all other state aid attributable to such pupils.  |  |
|                               | (2) The district of residence of a pupil attending a charter school shall also pay to the charter school any other federal or state aid that the district receives on account of such child.  |  |
|                               | (3) If the department overpays or underpays the amount due to the charter school, such overpayment or underpayment shall be repaid by the public charter school or credited to the public charter school in twelve equal payments in the next fiscal year.  |  |
|                               | (4) The amounts provided pursuant to this subsection shall be prorated for partial year enrollment for a pupil.   |  |
|                               | (5) A school district shall pay the amounts due pursuant to this subsection as the disbursal agent and no later than twenty days following the receipt of any such funds. The department of elementary and secondary education shall pay the amounts due when it acts as the disbursal agent within five days of the required due date.   |  |
| STATUTORY REFERENCE 160.415.3 | A workplace charter school shall receive payment for each eligible pupil as provided under subsection 2 of this section, except that if the student is not a resident of the district and is participating in a voluntary inter-district transfer program, the payment for such pupils shall be the same as provided under section 162.1060.  |  |
| STATUTORY REFERENCE 160.415.4 | A charter school that has declared itself as a local educational agency shall receive from the department of elementary and secondary education an annual amount equal to the product of the charter school's weighted average daily attendance and the state adequacy target, multiplied by the dollar value modifier for the district, plus local tax revenues per weighted average daily attendance from the incidental and teachers funds in excess of the performance levy as defined in section 163.011 plus all other state aid attributable to such pupils. If a charter school declares itself as a local education agency, the department of elementary and secondary education shall, upon notice of the declaration, reduce the payment made to the school district by the amount |  |

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|                               | specified in this subsection and pay directly to the charter school the annual amount reduced from the school district's payment.  |  |
| STATUTORY REFERENCE 160.415.5 | If a school district fails to make timely payments of any amount for which it is the disbursal agent, the state department of elementary and secondary education shall authorize payment to the charter school of the amount due pursuant to subsection 2 of this section and shall deduct the same amount from the next state school aid apportionment to the owing school district. If a charter school is paid more or less than the amounts due pursuant to this section, the amount of overpayment or underpayment shall be adjusted equally in the next twelve payments by the school district or the department of elementary and secondary education, as appropriate. Any dispute between the school district and a charter school as to the amount owing to the charter school shall be resolved by the department of elementary and secondary education, and the department's decision shall be the final administrative action for the purposes of review pursuant to chapter 536. During the period of dispute, the department of elementary and secondary education shall make every administrative and statutory effort to allow the continued education of children in their current public charter school setting. |  |
| STATUTORY REFERENCE 160.415.6 | The charter school and a local school board may agree by contract for services to be provided by the school district to the charter school. The charter school may contract with any other entity for services. Such services may include but are not limited to food service, custodial service, maintenance, management assistance, curriculum assistance, media services and libraries and shall be subject to negotiation between the charter school and the local school board or other entity. Documented actual costs of such services shall be paid for by the charter school.   |  |
| STATUTORY REFERENCE 160.415.7 | In the case of a proposed charter school that intends to contract with an education service provider for substantial educational services, management services, the request for proposals shall additionally require the charter school applicant to:  |  |
|                               | (1) Provide evidence of the education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable;   |  |
|                               | (2) Provide a term sheet setting forth the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and time lines;   |  |

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|                                | compensation structure, including clear identification of all fees to be paid to the service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;   |  |
|                                | (3) Disclose any known conflicts of interest between the school governing board and proposed service provider or any affiliated business entities;   |  |
|                                | (4) Disclose and explain any termination or nonrenewal of contracts for equivalent services for any other charter school in the United States within the past five years;  |  |
|                                | (5) Ensure that the legal counsel for the charter school shall report directly to the charter school's governing board; and  |  |
|                                | (6) Provide a process to ensure that the expenditures that the educational service provider intends to bill to the charter school shall receive prior approval of the governing board or its designee.   |  |
| STATUTORY REFERENCE 160.415.8  | A charter school may enter into contracts with community partnerships and state agencies acting in collaboration with such partnerships that provide services to children and their families linked to the school.   |  |
| STATUTORY REFERENCE 160.415.9  | A charter school shall be eligible for transportation state aid pursuant to section 163.161 and shall be free to contract with the local district, or any other entity, for the provision of transportation to the students of the charter school  |  |
| STATUTORY REFERENCE 160.415.10 | (1) The proportionate share of state and federal resources generated by students with disabilities or staff serving them shall be paid in full to charter schools enrolling those students by their school district where such enrollment is through a contract for services described in this section. The proportionate share of money generated under other federal or state categorical aid programs shall be directed to charter schools serving such students eligible for that aid.   |  |
|                                | (2) A charter school shall provide the special services provided pursuant to section 162.705 and may provide the special services pursuant to a contract with a school district or any provider of such services.  |  |
| STATUTORY REFERENCE 160.415.11 | A charter school may not charge tuition, nor may it impose fees that a school district is prohibited from imposing.  |  |
| STATUTORY REFERENCE 160.415.12 | A charter school is authorized to incur debt in anticipation of receipt of funds. A charter school may also borrow to finance facilities and other capital items. A school district may incur bonded indebtedness or take other measures to provide for physical facilities and other capital items for charter schools that it sponsors or contracts with. Upon the dissolution of a charter school, any liabilities of the corporation will be satisfied through the procedures of chapter 355. The department of elementary and secondary education may withhold funding at a level the |  |

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|  | department determines to be adequate during a school's last year of operation until the department determines that school records, liabilities, and reporting requirements, including a full audit, are satisfied.  |  |
| STATUTORY REFERENCE<br>160.415.13      | Charter schools shall not have the power to acquire property by eminent domain  |  |
| STATUTORY REFERENCE<br>160.415.14      | The governing body of a charter school is authorized to accept grants, gifts or donations of any kind and to expend or use such grants, gifts or donations. A grant, gift or donation may not be accepted by the governing body if it is subject to any condition contrary to law applicable to the charter school or other public schools, or contrary to the terms of the charter.  |  |
| <b>STATUTORY REFERENCE<br/>160.417</b> | <b>Financial stress, review of report information by charter school sponsor, when--<br/>criteria for financial stress</b>   |  |
| STATUTORY REFERENCE<br>160.417. 1.     | By October 1, 2012, and by each October first thereafter, the sponsor of each charter school shall review the information submitted on the report required by section 162.821 to identify charter schools experiencing financial stress. The department of elementary and secondary education shall be authorized to obtain such additional information from a charter school as may be necessary to determine the financial condition of the charter school. Annually, a listing of charter schools identified as experiencing financial stress according to the provisions of this section shall be provided to the governor, speaker of the house of representatives, and president pro tempore of the senate by the department of elementary and secondary education. |  |
| STATUTORY REFERENCE<br>160.417. 2.     | For the purposes of this section, a charter school shall be identified as experiencing financial stress if it:  |  |
|  | (1) At the end of its most recently completed fiscal year:  |  |
|  | (a) Has a negative balance in its operating funds; or   |  |
|  | (b) Has a combined balance of less than three percent of the amount expended from such funds during the previous fiscal year; or  |  |
|  | (2) For the most recently completed fiscal year expenditures, exceeded receipts for any of its funds because of recurring costs.  |  |
| STATUTORY REFERENCE<br>160.417. 3.     | The sponsor shall notify by November first the governing board of the charter school identified as experiencing financial stress. Upon receiving the notification, the governing board shall develop, or cause to have developed, and shall approve a budget and education plan on forms provided by the sponsor. The budget and education plan shall be submitted to the sponsor, signed by the officers of the charter school, within forty-five calendar days of notification that the charter school has been identified as experiencing financial stress. Minimally, the budget and education plan shall:  |  |

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|                                    | (1) Give assurances that adequate educational services to students of the charter school shall continue uninterrupted for the remainder of the current school year and that the charter school can provide the minimum number of school days and hours required by section 160.041;  |  |
|                                    | (2) Outline a procedure to be followed by the charter school to report to charter school patrons about the financial condition of the charter school; and  |  |
|                                    | (3) Detail the expenditure reduction measures, revenue increases, or other actions to be taken by the charter school to address its condition of financial stress.   |  |
| STATUTORY REFERENCE 160.417.4      | Upon receipt and following review of any budget and education plan, the sponsor may make suggestions to improve the plan. Nothing in sections 160.400 to 160.425 or section 167.349 shall exempt a charter school from submitting a budget and education plan to the sponsor according to the provisions of this section following each such notification that a charter school has been identified as experiencing financial stress, except that the sponsor may permit a charter school's governing board to make amendments to or update a budget and education plan previously submitted to the sponsor.   |  |
| STATUTORY REFERENCE 160.417.5      | The department may withhold any payment of financial aid otherwise due to the charter school until such time as the sponsor and the charter school have fully complied with this section.  |  |
| <b>STATUTORY REFERENCE 160.420</b> | <b>Employment provisions—school district personnel may accept charter school position and remain district employees, effect—non-certificated instructional personnel, employment, supervision.</b>   |  |
| STATUTORY REFERENCE 160.420.1      | Any school district in which charter schools may be established under sections 160.400 to 160.425 shall establish a uniform policy which provides that if a charter school offers to retain the services of an employee of a school district, and the employee accepts a position at the charter school, an employee at the employee's option may remain an employee of the district and the charter school shall pay to the district the district's full costs of salary and benefits provided to the employee. The district's policy shall provide that any teacher who accepts a position at a charter school and opts to remain an employee of the district retains such teacher's permanent teacher status and retains such teacher's seniority rights in the district for three years. The school district shall not be liable for any such employee's acts while an employee of the charter school. |  |
| STATUTORY REFERENCE 160.420.2      | A charter school may employ non-certificated instructional personnel; provided that no more than twenty percent of the full-time equivalent instructional staff positions at the school are filled by non-certificated personnel. All non-certificated instructional personnel shall be supervised by certificated instructional personnel. A charter school that has a foreign language immersion experience as its   |  |

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|  | <p>chief educational mission, as stated in its charter, shall not be subject to the twenty- percent requirement of this subsection but shall ensure that any teachers whose duties include instruction given in a foreign language have current valid credentials in the country in which such teacher received his or her training and shall remain subject to the remaining requirements of this subsection. The charter school shall ensure that all instructional employees of the charter school have experience, training and skills appropriate to the instructional duties of the employee, and the charter school shall ensure that a criminal background check and family care safety registry check are conducted for each employee of the charter school prior to the hiring of the employee under the requirements of section 168.133. The charter school may not employ instructional personnel whose certificate of license to teach has been revoked or is currently suspended by the state board of education. Appropriate experience, training and skills of noncertificated instructional personnel shall be determined considering:</p> |  |
|  | (1) Teaching certificates issued by another state or states;  |  |
|  | (2) Certification by the National Board for Professional Teaching Standards;  |  |
|  | (3) College degrees in the appropriate field;   |  |
|  | (4) Evidence of technical training and competence when such is appropriate; and   |  |
|  | (5) The level of supervision and coordination with certificated instructional staff.  |  |
| <p>STATUTORY REFERENCE<br/>160.420.3</p> | <p>Personnel employed by the charter school shall participate in the retirement system of the school district in which the charter school is located, subject to the same terms, conditions, requirements and other provisions applicable to personnel employed by the school district. For purposes of participating in the retirement system, the charter school shall be considered to be a public school within the school district, and personnel employed by the charter school shall be public school employees. In the event of a lapse of the school district's corporate organization as described in subsections 1 and 4 of section 162.081, personnel employed by the charter school shall continue to participate in the retirement system and shall do so on the same terms, conditions, requirements and other provisions as they participated prior to the lapse.</p>   |  |
| <p>CODE OF STATE REGULATIONS</p>         | <p>The Board agrees to be compliant with the requirements according to 5 CSR 20-100.260, [dealing with school closure)</p>  |  |
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**ADDITIONAL STANDARDS REQUIRED BY THE UNIVERSITY OF MISSOURI-KANSAS CITY**

**Strength of the Governing Board:**

1. The members of this public charter school board are accessible to the school and reside a reasonable distance from this public charter school. (Exhibit# : Board Resumes)
2. The members of this public charter school board have received training related to their responsibilities.
3. This public charter school board is requesting the approval of UMKC Charter School Center to become a LEA.
4. This public charter school board has developed a comprehensive policy manual that meets all the changing requirements and needs of a Missouri LEA charter school. (Exhibit # : Board Policy Manual)
5. By February of each year, this public charter school board will submit proposed operational changes for the following school year to the UMKC Charter School Center for approval. When the school determines a need, mid-year charter changes may be submitted to Center for approval.
6. This charter board will provide the UMKC Charter School Center representative(s) time at a regular board meeting to review the results of school achievement and annual achievement targets that UMKC sets for the school.
7. The UMKC Charter School Center may place a school on probation which allows the charter school to make a plan to change methodology, leadership, or other factors to bring the school in compliance with the law or the requirements of UMKC.

#### **Support of UMKC Sponsored Activities:**

1. This public charter school will have the lead administrator, or another appropriate representative of the school, in attendance at 75% or more of the "Lead Administrator Meetings" called by the UMKC Charter School Center.
2. This public charter school will provide the UMKC Charter School Center the necessary information and data to conduct research and make decisions to support and improve charter schools. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.
3. This public charter school will have a student information system in place to provide DESE's information requirements and will provide the UMKC Charter School Center access to all information on DESE's MSDS portal. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.
4. This public charter school has in place a computer-managed benchmark testing system for collecting and compiling test results and achievement data the correlate with the Missouri Show-Me Standards, Grade Level Expectations (K-8), and End-of-Course Objectives (high schools).
5. This public charter school uses information provided by the computer-managed system to interpret and analyze the equity, effectiveness, and efficiency of the curriculum and instructional methodology this public charter school uses.
6. This public charter school uses the interpretation and analysis of the benchmark data to determine if the curriculum or methodology needs to be adjusted at the school-level, grade-level, disaggregated subgroup-level, or individual student-level.

It is our understanding as a public charter school board that the following will serve as an agreement between this board of education and the UMKC CSC as required by statute 160.405.1(14) RSMo. This outlines the terms under which the UMKC CSC will exercise the center's responsibility to initiate revocation and/or renewal.

It should be noted that the performance standards for alternative and special purpose charter schools that target high-risk students shall be based on measures defined in the school's performance contract with the UMKC CSC.

#### **Intervention**

The UMKC CSC shall intervene in the operation of this charter school if contract violations or performance deficiencies based on the findings of the state board of education mandate if one or more of the following conditions exist:

1. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school years unless the school has dropout recovery as its mission;
2. The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and
3. The charter school is identified as a persistently lowest achieving school by the department of elementary and secondary education.

**Revocation**

The UMKC-CSC shall revoke a charter or take other appropriate remedial action, which may include placing the charter school on probationary status for no more than twelve months, provided that no more than one designation of probationary status shall be allowed for the duration of the charter contract, at any time if the charter school commits a serious breach of one or more provisions of its charter. or on any of the following grounds:

Clear evidence of underperformance as demonstrated in the charter schools annual performance report in three of the last four school years; or

- a. A violation of the law or the public trust that imperils students or public funds.
- b. Failure to meet the performance contract as set forth in its charter,
- c. Failure to meet generally accepted standards of fiscal management,
- d. Failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.425 and 167.349 within forty-five days following receipt of written notice requesting such information, or violation of law.

The UMKC CSC may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both, after which, if such plan is unsuccessful, the charter may be revoked.

**Non-Renewal:**

The UMKC CSC may non-renew charter schools the UMKC-CSC's renewal process of the charter school shall be based on the thorough analysis of a comprehensive body of objective evidence and consider if one or more of the following conditions exist:

1. The charter school has maintained results on its annual performance report that meet or exceed the district in which the charter school is located based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years;
2. The charter school is organizationally and fiscally viable determining at a minimum that the school does not have:
  - a. A negative balance in its operating funds;
  - b. A combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
  - c. Expenditures that exceed receipts for the most recently completed fiscal year;

The Lee A. Tolbert Community Academy

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Public Charter School Name

The above statements were agreed to by this Public Charter School Board of Education at its meeting on \_\_\_\_\_ as reflected in the enclosed minutes.

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Charter School Board Authorized Signature

Date



01-11-2016

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UMKC Authorized Representative's Signature

Date

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Contact Information

|  |                             |  |                |
|--|-----------------------------|--|----------------|
| UMKC Charter School Center Office<br>5306 Holmes, Kansas City, Missouri 64110<br>(816) 235-6367 Fax (816) 235-6345 |                             |  |                |
| Dr. Phyllis A. Chase   | Director of Charter Schools | <a href="mailto:chasep@umkc.edu">chasep@umkc.edu</a> | (816) 235-6344 |

## Minutes of the Board Meeting Of the Tolbert Charter Academies Board

November 2, 2015 @ 7:00pm

### I. Preliminary Matters

Called to Order at 7:13 P.M. by President, Bishop Mark Tolbert

#### Members Present:

- Bishop Mark Tolbert, President
- Mrs. Emelda Tolbert
- Mrs. Linda Edgely
- Mrs. Tujuanina Scott
- Mr. Blaine Clark
- Mr. Clyde Irvin

#### Members Absent:

None

#### School Administrators Present:

- Dr. Vivian Roper, Superintendent (via Face Time)
- Ms. Trasi Ashley, Principal

#### Visitors and Special Guests:

- Dr. Chase
- Ms. Leah Lucero
- Ms. Angela Boley

### II. Consent Agenda

Bishop Tolbert, President, called for the reading of the last minutes – There was one change - the correct spelling of Ms. Scott's Name. Ms. Scott motioned to approve August 2015 minutes, and Ms. Tolbert seconded. All approved 0 opposed.

### III. Superintendent's Report/ Dr. Roper

- A. Currently attending the Administrators Conference in the Lake of The Ozarks.
- B. There are currently no bills to submit for approval at this time.
- C. We changed cleaning vendors From Ace to Walker.
- D. Within last 2 years we have changed the curriculum in science, changed the teachers, and resources.
- E. We lost 4 points in attendance in regards to MAP APR points, which is now the 90 of 90 report. This means that 90% of our students must be present 90% of the school year. We will work hard to earn those 4 points back. Incentives for perfect attendance will be announced weekly, recognition for good attendance each Monday in all-school assembly.
- F. There have been changes in free and reduced lunch numbers as well.

- G. We will be working to dig deeper into data analysis to determine which students to pull academically to work with in small groups
- H. We will try to get a connection with the Sheriff's Department to get a letter in regardless to attendance/ truancy. Bishop Tolbert stated that, given a draft of what we want included in a letter, he will work with the Sheriff's Office.
- I. Some Staff members have been able to use the LATCA partnership with Community America Credit Union.
- J. LATCA will close tomorrow for Royals Celebration (history in 30 years).
- K. Christmas party possibly the 11<sup>th</sup> or 18<sup>th</sup> of December
- L. Homeless / Immunization policy reviewed  
Mr. Clark motioned to approve the Homeless & Immunization Policy  
Ms. Scott 2<sup>nd</sup> motioned to approve.  
All approved 0 opposed

#### IV. Guest / Dr. Chase

- A. Brought slideshows to share update on Charter renewal, academics, organization, financial, and governance.
- B. Standards to improve, protect and uphold.
- C. Continuous improvement cycle – includes planning process, annual performance each year. (what went well, and what didn't)
- D. With new bill 576 state requires sponsor is apart of renewal process and state monitors sponsor.
- E. Goal = Top 10 by 2020 9Top 10 schools in nation academically.
- F. Asses goals by 5 standards, looking for how status and good amount of growth depending on how long been here.
- G. Aim for high status and high growth
- H. Missouri Learning Standards not much different from common core.
- I. School Performance summary comes from 5 standards.
- J. Tier 1 schools are high performing schools.
- K. Tier 2 are mid performing schools
- L. BB= 100 points
- M. Basic = 200 Points
- N. Prof = 100 points
- O. Advanced = 100 points
- P. Organization/ Financial – are we sustainable
- Q. We are coming towards end of process which looks good
- R. Only thing that is problematic is MAP test scores
- S. As a school we struggled in science looking & working with University Academy to look at their model to come up with strategies to bring up scores
- T. We will become provisionally accredited school because we didn't hit 70%.
- U. Will give more support, and monitoring to help bring percentage back up.

#### V. Principal's Report/Ms. Ashley

- A. We had an excellent turnout for Parent-Teacher conferences. 90% of families participated.
- B. National Junior Honor Society – Ms. Simms, Mr. King, Ms. Rosete, Ms. Evans, and Mr. Johnson. Group is up and running. Meet on Wednesday's @3:40pm.

- C. Created a math & science enrichment class for middle school students to try to push scholars (Small group working with Bradley & Steingard to get students on level)
- D. Currently researching a new program Data Director which will assist in the process of creating benchmark assessments based on the standards. (University Academy has used this program for the last 3 years- Working with Dr. Goode)
- E. Currently restricting the tutoring program to ensure tutoring occurs, before, after, and during school.
- F. Will implement Saturday School for 2015/16 SY, beginning in December
- G. Revisiting our Library and Spanish specials—trying to include more instructional minutes in reading and math
- H. Conducting professional development monthly over the 8 Mathematical Practices, academic language, critical thinking and positive language which coincides with out school's focus plan – Teacher/student relationships – Positive reactions

**VI. Guest / Ms. Lucero**

- A. LAU plan – step by step process w/ enrollment & how we interpret & translate (Passed out plan to review)  
Ms. Tolbert Motioned to approve the LAU plan  
All approved & 0 opposed

**VII. Budget/ Financial**

- A. Balance statement, and budget will be in next Board meeting.

**VIII. Old Business**

- A. Trying to bring in African-American corporate lawyer as a new Board Member. Her name is Melinda Clark-Sann. Will try to have her attend the next board meeting.

**IX. Board President/ Bishop Tolbert**

- A. Meet with Adam Arredondo with CEED about entrepreneurial theme.
- B. Would like to make the entrepreneurial program more coherent and visual in our school.
- C. Board members agreed to send in survey by Tuesday November 10<sup>th</sup>.

**VIII. Adjournment**

Next board meeting date: December 11<sup>th</sup> or 18<sup>th</sup>, 2015

Ms. Scott motioned to adjourn meeting at 8:28pm

Ms. Tolbert seconded the motion to adjourn the meeting

All in Favor 0 opposed

## Minutes of the Board Meeting Of the Tolbert Charter Academy Board

August 3<sup>rd</sup>, 2015 @ 7:00pm

### I. Preliminary Matters

Called to Order at 7:18 P.M. by President, Bishop Mark Tolbert

#### Members Present:

- Bishop Mark Tolbert, President
- Mrs. Emelda Tolbert
- Mrs. Linda Edgely
- Mrs. Tijuana Scott
- Mr. Blaine Clark

#### Members Absent:

Mr. Clyde Irvin

#### School Administrators Present:

- Dr. Vivian Roper, Superintendent
- Ms. Trasi Ashley, Principal

#### Visitors and Special Guests:

None

### II. Consent Agenda

Bishop Tolbert, President, called for the reading of the last minutes - There were no changes. Ms. Edgely motioned to approve April 2015 minutes, and Ms. Tolbert seconded. All approved 0 opposed.

### III. Superintendent's Report/ Dr. Roper

Update on Charter Renewal- Last meeting was suggested to move up the renewal date on the calendar to get approval before Thanksgiving, but there was a decision to keep the renewal approval date in February of 2016. LATCA will still move forward on our part with keeping the ball moving forward to be ahead of the process.

- A. Enrollment by grade level to try to have 18-20 students in Kindergarten, 20-22 in 1<sup>st</sup> grade, and around 22 in 3<sup>rd</sup>, and 4<sup>th</sup> grade, and ideally 25 students in grades 5<sup>th</sup>-8<sup>th</sup>.
- B. Trying not to add too many 7<sup>th</sup> and 8<sup>th</sup> graders but we have added about 12 new 7<sup>th</sup> graders due to students leaving other charters such as Lincoln Prep.
- C. Teachers started home visits this week, and in the process will learn if they other students are not coming, and then we can move towards our waitlist.
- D. Looking at changing e-mail addresses to tolbertacademy.org. DeLa Salle use office 365 for e-mail and its free. Roper will look into it and call to see if we can get the same deal.
- E. E-Rate who uses system with government to all allow us 90% off our cell phone bills, are

now changing the discount to landlines, and walkie-talkies.

- F. Looking into purchasing Kaminko walkie talkies, and the fee is around \$2,400.00 but they will be ours to own.
- G. Ms. Richardson moved to Boston with her boyfriend and her class has been replaced with a new teacher named Ms. Foster. (Ms. Foster's daughter) Ms. Gasaway (2<sup>nd</sup> gr.) has been replaced by Mr. Bennett (Leaving 3<sup>rd</sup> going to 2<sup>nd</sup>), Ms. Betscher (3<sup>rd</sup>) has been replaced with Ms. Moburg (leaving 5<sup>th</sup> going to 3<sup>rd</sup>), Mr. Bennett's (2<sup>nd</sup> gr.) class has been replaced by Ms. Rosete (Leaving K going to 3<sup>rd</sup>), Ms. Moburg's (5<sup>th</sup> gr.) class has been replaced with a new teacher named Ms. Meeks, and Ms. Rosete's (K) class has been replaced with a new teacher named Mr. Garcia.
- H. Ms. Castanedes resigned, and we are currently looking for a Spanish teacher because we want to keep that special for our students.
- I. Looking into purchasing cheap 7in tablets for students around \$37.99 each and doing a trial for a yearly app on each tablet for \$28.00 per year.
- J. Roper talked to Mr. Clark, and advised him that LATCA would be interested in being used as a pilot for free internet on the tablets for our students in program called Connect Ed.
- K. Have had staff members that have been able to use the program with Community America.

#### **IV. Principal's Report/Ms. Ashley**

- A. We had our orientation this past Saturday and we got rained on but it was a good turnout.
- B. Families were able to begin signing up for home visits
- C. Staff returns on Wednesday August 5th
- D. First day of school is Wednesday August 12th
- E. Curriculum night will be Thursday August 20<sup>th</sup>
- F. The Marching band received the Mr. Holland's Opus Grant from the Mr. holland's Opus Foundation. The grant included 4 mellophones, 4 clarinets, 8 alto saxophones, 4 trombones, 2 sousaphones, 2 trumpets, 10snare kits, 10 flutes, 6 refurbished clarinets, 2 refurbished alto saxophones, and 3 refurbished trumpets
- G. The total value of the donation was \$50,285.00
- H. LATCA received a 2 yr. Fun e-reader grant- The grant will provide the school with free access to all science and math picture book titles in the Arbordale library in English and Spanish. This can also be used at home with students so families can do activities together

#### **V. Budget/ Financial**

- A. Board reviewed 2015-2016 budget which was previously approved in April 2015 with no changes.
- B. Finally received signature stamp for checks, so that our signature matches with bank.
- C. Free and reducednyumbers did go up to 93%. None of families have to fill out meal forms for the 2015-2016 school year.

#### **VI. Board President/ Bishop Tolbert**

- A. Does LINC do PD with their office? If not would like for LINC to participate in LATCA's PD & we will offer to pay them.

B. Still working on names and letters to potential new Board Members

**VI. Adjournment**

Next board meeting dates: Novemeber 2<sup>nd</sup>, 2015

Mr. Clark motioned to adjourn meeting at 8:02pm

Ms. Scott seconded the motion to adjourn the meeting

All in Favor 0 opposed

**3400 Paseo Boulevard • Kansas City, Missouri 64109**

**Phone: (816) 561-0114 • Fax: (816) 561-1015**

## Minutes of the Board Meeting Of the Tolbert Charter Academy Board

April 13<sup>th</sup>, 2015 @ 7:00pm

### I. Preliminary Matters

Called to Order at 7:07 P.M. by President, Bishop Mark Tolbert

#### Members Present:

- Bishop Mark Tolbert, President
- Mrs. Emelda Tolbert
- Mrs. Linda Edgely
- Rev. Clyde Irvin

#### Members Absent:

- Mr. Blaine Clark - Dental Procedure
- Mrs. TuJuania Scott - Sick

#### School Administrators Present:

- Dr. Vivian Roper, Superintendent
- Ms. Trasi Ashley, Principal
- Angela Boley

#### Visitors and Special Guests:

Marsha Chappelow –DESE Representative

### II. Consent Agenda

Bishop Tolbert, President, called for the reading of the last minutes - There were no changes. Ms. Tolbert motioned to approve February 2015 minutes, and Ms. Edgely seconded.

All approved 0 opposed.

### III. Superintendent's Report/ Dr. Roper

Dr. Roper introduced Ms. Chappelow. Ms. Chappelow only works with charter schools to help improve communication to support charters. Ms. Chappelow loves coming to LATCA.

- A. Working to set up training with Network for Effective Educators which is the educator evaluation system that we will use through Univ. of MO. At Columbia.
- B. 3 Administrators signed up for training in June
- C. Charter Renewal Process Committee has been set up: April 2 will be the first Community Meeting. Attending will be Bishop Tolbert, Ms. Fritz from Junior Achievement, and a LATCA parent named Ms. Freeman.
- D. Bishop has already submitted a letter from the Board to UMKC that has been sent and signed.

- E. In the last Charter Renewal Mtg. Dr. Chase brought a person who will be working with us on the renewal. Ms. Goree was impressed that the Board had completed the required 16 hours of training required by the state.
- F. Ms. Betscher & Ms. Gasaway will retire at the end of the 2014-2015 school year.
- G. 2 New teachers have been hired for those positions
- H. Ms. Richardson, who currently teaches 1<sup>st</sup> grade, resigned and is relocating in Boston.
- I. Opened positions for all 3 office personnel- file clerk, receptionist, and parent liaison
- J. Orientation will be on August 1<sup>st</sup>
- K. School will start on August 12<sup>th</sup>
- L. Staff feels families enjoy the carnival style orientation

#### **Principal's Report/Ms. Ashley**

Biggest part of instructional budget goes towards Reading Program:

- A. Lots of technology involved
- B. K-6<sup>th</sup> about 100K with Journeys reading program
- C. Journeys representatives will come to our school to give PD
- D. It is a continuous program and use of all parts is required for each classroom
- E. Will have tons of resources and support for instructional staff
- F. Last year we purchased all science for the 2014-2015 school year, and 2015-16 school year the focus is reading
- G. Have ordered textbooks for Math 2015-16 in grades 6<sup>th</sup>-8<sup>th</sup>.

#### **IV. Principal's Report: Data Report presented by Instructional Coach, Ms. Boley**

- A. 2 folders presented as measures of testing
- B. 1<sup>st</sup>. Folder included STAR testing results. Explained codes and descriptions
- C. Went over the growth report and explained the pre-test and post-test
- D. Discussed all data
- E. Explained that Scale score = # score, which is grade level equivalent
- F. All learning targets and goals are the same
- G. STAR Reading is more on your own testing, Yet all teachers are making steady growth
- H. Star Math – the goal is 0.4 growth goal
- I. All teachers collaborate often and work together on grade level curriculum
- J. All testing will be on the computer this year
- K. We will be MAP testing until May 13<sup>th</sup>, and afterwards we will take the STAR test again
- L. SRI Testing : Anything under 100 = BR
- M. Typical growth for SRI is around 100-120 pts. Per year
- N. Point Range has changed scales with DESE

#### **V. Bills Paid in Month of October**

- A. Voted to approve budget. The board agreed to review at the August meeting. Ms. Edgely motioned to approve the financial report and budget, and Mr. Irvin seconded the motion. All approved & 0 opposed.
- B. Voted to approve purchase of the Journeys Reading Program. Ms. Tolbert made the motion to approve the Journeys Reading Program, and Ms. Edgely seconded the

motion to approve Journeys k-6<sup>th</sup>, and Houghton Math 6<sup>th</sup>-8<sup>th</sup>. All approved & 0 opposed.

**VI. Board President/ Bishop Tolbert**

- A. We collaborate to see if we have any business that we can mail LATCA flyers to for advertisement
- B. Will suggest companies to write letters on our behalf:  
Chuck Byrd – Blue Ridge Bank, Clyde Irvin – Insurance Company AIG, John McDaniel-  
McDaniel Hasley Insurance, Tijuana Scott – Community America, Sydney King – Liberty Bank,  
Dr. Taylor – New Hope Counseling, Niles, Merit Construction, US Bank (will get addresses  
together for Ms. Ellis)
- C. Working on names and letters to potential new Board Members

**VII. Adjournment**

Next board meeting dates: August 3rd, 2015

Mr. Irvin made a motion to adjourn the meeting at 8:29pm.

Ms. Tolbert seconded the motion to adjourn the meeting.

All in Favor 0 opposed

Minutes submitted by Ms. Keana Ellis

# Agenda of the Regular Meeting of the Tolbert Charter Academies School Board

January 11, 2016

7:00 p.m.

Room 206 VLC

## 1. Preliminary Matters

Board Members in Attendance:

- Clyde Irvin
- Linda Edgely
- Blaine Clark
- Emelda Tolbert
- TuJuania Scott

### 1.1. Notification of Governance Changes

Superintendent Roper provided an update to the Board on the Lee A. Tolbert Community Academy renewal process with UMKC and the MO Department of Elementary and Secondary Education. This renewal will operate for a five year term.

- As part of the application requirements, LATCA has to make changes in governance practices. Board Member term limits are required and the governing bylaws have been rewritten to require a 3-year term limit for all board members.
- Because of OMNI regulations/requirements, LATCA Board is now required to meet monthly instead of quarterly.
- Bishop Tolbert resigned as Board President. With the Board's consent, Clyde Irvin facilitated the meeting.

### 1.2. Amendment of Agenda

The Board, by **consensus**, consented to amend the agenda by moving the election of officers to after the reading and approval of the minutes.

## 2. Consent Agenda

### 2.1. Minutes

Board members silently read the minutes of the Nov. 2, 2015 board meeting.

Linda Edgely made the motion to approve the minutes.

The motion was seconded by TuJuania Scott.

**Motion Carried** - Vote: 5/0

### 2.3. Nomination and Election of Officers

Board members agreed that they would vote by the showing of hands.

2.2.1. Call for Nominations for the office of Board President

Linda Edgely nominated Clyde Irvin for the office of Board President.

No other nominations for the office of Board President were made.

Clyde Irvin was unanimously voted in as Board president

2.2.2. Call for Nominations for the office of Board Vice President

TuJuania Scott nominated Linda Edgely for the office of Vice President of the Board

No other nominations for the office of Board Vice President were made.

Linda Edgely was unanimously voted in as Board Vice President

2.2.3. Call for Nominations for the office of Board Treasurer

Emelda Tolbert nominated Blaine Clark for the office of Board Treasurer

No other nominations for the office of Board Treasurer were made.

Blaine Clark was unanimously voted in as Board Treasurer

**2.3. Bill Approval**

Printout of upcoming bills over the amount of \$1,000.00 was presented to the Board:

|           |                              |             |
|-----------|------------------------------|-------------|
| 1/22/2016 | Plaza Academy                | \$ 1,200.00 |
| 1/22/2016 | Konica Minolta               | \$ 1,230.30 |
| 1/22/2016 | Provident Life & Accident    | \$ 1,259.68 |
| 1/22/2016 | Connie Roye (Speech Serv.)   | \$ 2,250.00 |
| 1/22/2016 | Casework Innovations         | \$ 2,325.00 |
| 1/22/2016 | Humana Dental                | \$ 2,385.65 |
| 1/22/2016 | VLC                          | \$ 2,958.90 |
| 1/22/2016 | UNUM Life Insurance Co.      | \$ 3,001.39 |
| 1/22/2016 | CDW Government, Inc.         | \$24,244.53 |
| 1/22/2016 | Blue Cross Blue Shield of KC | \$28,863.95 |
| 1/22/2016 | Apple Bus                    | \$33,891.01 |
| 1/22/2016 | Joe Joe's Catering           | \$39,305.97 |
| 2/01/2016 | Victorious Life Church       | \$58,365.12 |

Blaine Clark made the motion to approve for payment.

The motion was seconded by Linda Edgely.

**Motion Carried** - Vote:5/0

### 3. Superintendent's Report

3.1. Dr. Roper presented a letter from Commissioner of Education, Margie Vandeven, notifying the Academy that it had successfully met the requirements to exit Focus School status under the ESEA Flexibility Waiver. This could only happen as a result of the hard work by the staff on improving opportunities for student learning. Kudos to LATCA teachers and administrators!

3.2. Principal's Report for Lee A. Tolbert Community Academy

3..2. Events:

- Annual winter program was a success—great turnout by LATCA families
- Principal's Lunch: Took 30 middle schoolers to Red Lobster, school received a phone call from Red Lobster on the excellent behavior of our scholars
- Alvin Ailey Trio will be performing at LATCA Wednesday, Jan. 13 from 10:30-11:30
- Debate team will be at Sumner Academy Tuesday, Jan. 19
- Family Game Night will be held Thursday, Jan. 28- 5:30-7:00pm

3.3. Charter Renewal Update

- Amended bylaws needed to be adopted at this meeting.
- Newly elected Board President needed to sign Assurances from UMKC. These assurances are charter school laws.
- In a letter from DESE requiring Charter Renewal Application revisions, the Academy must abandon its practice of telling parents that completing their volunteer hours guarantees them an early enrollment spot. Although this practice has never been strictly enforced- it was used to try to put some "teeth" in our efforts to encourage parents to become involved in the school. This language will be removed from any of the Academy's communications.
- The Board was provided the Assurance Statements that addressed the Dissolution of the Charter School if UMKC found the Academy to be non-compliant with the Missouri Charter School Law. Newly elected Board President signed copy to submit with Charter Renewal Application.
- Other revisions required include the Board reviewing and approving the monthly check register prior to issuing payment for amounts in excess of \$1,000.00

Emelda Tolbert made the motion to accept the Superintendent's Report.

The motion was seconded by Blaine Clark.

**Motion Carried** - Vote in favor:5/0

### 4. Financial Report

4.1. Financial Statements which included a balance sheet and profit/looks statements was provided to the Board

Blaine Clark made a motion to approve the financial report.

The motion was seconded by Tujuania Scott.

**Motion Carried** - Vote 5/0

## 5. Old Business

5.1. The Board received electronic copies of the June 30, 2015 audit.

Linda Edgely made a motion to approve the audit by Ralph Johnson and Associates.

The motion was seconded by TuJuania Scott.

**Motion Carried** - Vote: 5/0

## 6. New Business

6.1. Approval of Amended Bylaws

- Clyde Irvin asked if all board members had received the amended and rewritten bylaws for the governing body.
- There was a short discussion on the following major changes :
  - Monthly meetings instead of quarterly meetings.
  - Term limits for all board members. It was explained that board members may serve a maximum of 3 consecutive terms. After that, said board member must "sit out" for one term of three years. After three years, a board member could be eligible to return.

Linda Edgely made a motion to adopt the amended and rewritten bylaws.

The motion was seconded by Emelda Tolbert.

**Motion Carried** - Vote: 5/0

6.2. Approval of Monthly Meeting Dates

- The Board discussed changing their meetings to the third Monday of the month which is after the 15th in order for the check register to have the invoices for review of bills to be approved, \$1,000 or greater.

Blaine Clark made a motion to accept the Board meeting date changes

The motion was seconded by Linda Edgely

Motion Carried - Vote 5/0

- The following dates and times were set for the first quarter:
  - February 15th at 10:30 am (because it is Presidents Day)

- March 21 at 7 pm.
- April 18, 2016 at 7 pm.
- The Board discussed meeting on February 15, 2016 through gotomeeting.com web site at 10:30m. President Irvin said he will email the logistics. Posting will provide the number and pin code for community members to join the meeting so that all Sunshine Law requirements will be met as well.

6.3. The Board discussed reviewing financial reports quarterly in May, August, November, and February

Blaine Clark made a motion to review financial reports quarterly

The motion was seconded by TuJuania Scott

**Motion Carried** - Vote: 5/0

6.4. The Board was provided the Audit Press Release.

Emelda Tolbert made a motion to approve the Audit Press Release

The motion was seconded by Linda Edgely

**Motion Carried** - Vote:5/0

The press release will be sent to the newspaper this week to be published prior to January 31.

6.5. Recruitment of Board Members

- Board Candidates: The Board has been putting forth the effort to recruit board members. This evening, four candidates who have been interviewed, were introduced to the board members. They introduced themselves and shared why they were interested in being board members.
  - Alice Sillimon - Retired State Employee, Treasurer of Homeowners Association Board
  - Judith G. Rainey - Retired, Federal Government 10 yrs. HIV AIDS Council Director, 10yrs
  - Erin Vincent - Youth Development for Jackson and Platte Clay County - Dir of Youth Services
  - Charles Durant - Retired, Entrepreneur

Blaine Clark made the motion to accept the new board candidates as members, upon submission of background checks and written resumes.

The motion was seconded by TuJuania Scott.

**Motion Carried** - Vote: 5/0

## **7. Closed Session**

### 7.1. Employee Matters

- Resignation – Ms. Parker, Asst. Principal of Instruction, has had multiple health issues and has not reported to work since October - FMLA. On Dec. 21, 2015, she submitted her resignation. She stated that she is retiring.
- The new Kindergarten teacher, Ms. Shanda Johnson- comes with experience from Kansas City School District. She started on January 6, 2016. She replaces the teacher who resigned in August.

### 7.2. Litigation

## **8. Adjournment**

Emelda Tolbert made a motion to adjourn the meeting

The motion was seconded by TuJuania Scott

### **Motion Carried**

Meeting adjourned at 9:01 pm

Next meeting President's Day - February 15th, 2016. 10:30 a.m.

## **9. Resignation**

- At the end of the meeting, Mrs. Emelda Tolbert resigned as a board member.