

Board Meeting 10/20/25

Zoom Meeting ID: 977 7313 9415

Zoom Passcode: 3400



Call to Order: Board Chair, Bishop Mark Tolbert

- Bishop Tolbert called to order the monthly Board Meeting at 7:02pm.

Roll Call

- Bishop Mark Tolbert
- Troy Nash
- Clyde Irvin
- Linda Edgely
- Blaine Clark

First Motion: Motion to approve September's minutes.

-Troy Nash put forth the motion to approve September's minutes.

-Linda Edgely seconded the motion.

-Motion approved.

Questions about the September's minutes

- **Bishop Tolbert** – We had something in last month's minutes about bulk mail outreach. Did you look into that?
 - **Dr. Mitchell** – Dr. Hayes and I are going to be working on that and that was in regards to recruiting efforts. We are looking into getting access to the mail database for certain zip codes in the city.
 - **Bishop Tolbert** – The Post Office has that; it is not so much the city. If you call the local Post Office, you can get a map of all the zip codes right around us. They have a list of residents under each zip code. We then design a post card with the information we want on it and send it out to the residents of the zip codes in district.
 - **Dr. Mitchell** – I can give the Board a follow-up after the district meeting tomorrow, 10/21.

Second Motion: Motion to approve monthly bills.

-Troy Nash put forth the motion to approve monthly bills.

-Linda Edgely seconded the motion.

-Motion approved.

Superintendent's Report – Dr. Mitchell

- As we are in the midst of the government shutdown, DESE does keep us updated weekly. Funding is not going to be impacted by the shutdown. Many families in Missouri that received SNAP benefits and other benefits, which are many of our families, are going to be impacted starting around November. If this government shutdown continues, the funding for SNAP and other benefits may be taken away, so we may have an increase number of families that have a different level of need.
- Last week I had the opportunity to represent our school at the Greater Kansas City Superintendent's Association. Over 20 districts represented; our school was the only charter school that was there. They discussed beginning of the year business. They are changing the athletic leagues, but that doesn't have anything to do with our school. The next meeting is in November.
- As of Friday 11/17, our enrollment numbers are 367. From our September board meeting, that is a net increase of 19 students. We did lose two 8th grade students since the last board meeting. Our Pre-K enrollment at Operation Breakthrough has decreased from 7 to 5. Operation Breakthrough enrollment numbers are down all the way across the board which has impacted Lee A. Tolbert, but they are working on recruiting other families.

Questions about the Superintendent's Report

- **Clyde Irvin** – What method did you use to get the additional 19 students to enroll?
 - **Dr. Mitchell** – There was not a specific method used to increase enrollment. As new families came in and enrolled, we added them to the list. Dr. Hayes and the team have been to a few outings in the community to help with recruitment and get the word out. Some of the new enrollments may be from families that have moved from other schools.

Principal's Report – Dr. Hayes

- We have been invited to another event this Saturday, 10/25, in the Vineyard to come have a table and bring our band there, so we will continue recruiting this Saturday at the Vineyard Neighborhood Association.
- An update on the Kiewitt reading club, we have been talking to them consistently as they come every other Monday. They have invited us to give them another \$70,000 proposal so myself and Ms. Smith have been working on that and are really close to being finished. Kiewitt also wants to

come and interview some students, myself, Bishop Tolbert, and some of the reading teachers to promote what they are doing at Lee A. Tolbert.

- We finished all of our SQR interviews with the Missouri Charter Association. The interviews went well. The teachers had a lot of questions once the interviews were over and so we are just trying to keep them encouraged. They made several statements about our data going up about 75%.
- We did not complete our first Evaluate test. I thought we would have completed it by now, but we did complete our first Istation, which is now Amira, and it came back that all of our reading scores went up except for 1st through 3rd grade.

Questions about the Principal's Report

- **Bishop Tolbert** – What was the Missouri Charter Association?
 - **Dr. Hayes** – They came to do their final follow-up for this school year. They did a site visit and interviewed myself and the Superintendent. They still have to interview the Board. That is the last piece of it.
 - **Dr. Mitchell** – This is their yearly site review that the Charter Commission employs them to come out for.

Treasury Report – Mr. Clark

- On page 3, the Statement of Financial Position, has no major changes. We are still sitting at 3.2 million in our CD. We have the \$75,000 escrow account. Our operating account has \$932,000. We are looking to transfer \$250-300,000 into a money market account, so that would put our general operating account in the \$500-600,000 range and we want to keep that. That is the target amount we want to balance. Still working on the details of the money market account.
 - On page 4, it shows the gross profit of \$665,000 that came in September. Year-to-date we are at \$1.8 million. \$665,000 is a little high but we did pick up a transportation reimbursement for about \$15,000.
 - On page 9, net income was \$69,358 for September. Year-to-date is \$54,137. Overall, for the first three months, we are trending right where we want to be.
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- Linda Edgely put forth motion that we accept the financial report.
 - Aldon Jones seconded the motion.
 - Motion approved.

Informational Items

- **Reliance Introduction (HR Director Joi Slaughter)**
 - **Joi Slaughter** – I wanted to give a brief update on the life and disability insurance. We have made a change to Reliance. One of the main reasons for making that change is we

get the same coverage as we did with Unum, but we got a 14% decrease. Some other reasons for the change was Unum is not very user-friendly, and we had quite a few issues with short-term disability last year, and just being able to get questions answered and just walking through that whole process. It wasn't very easy, even when it came to the billing. Nothing is changing with the life insurance we offer and now the employees will have a better experience customer-wise when they do have to go out on short-term disability.

Questions about the Reliance Introduction

- **Bishop Tolbert** – How long have we been away from Blue Cross Blue Shield?
 - **Joi Slaughter** – So Blue Cross was with the medical, and last year we were with Blue Cross just as far as our dental. This year we are with Aetna for our dental so that is a change as well. We made the change for our vision and dental to Aetna because we are going to get a credit for about \$11,000. And that would wipe out the increase we received from the medical insurance. Nothing changed with the coverage for the dental.
- **Blaine Clark** – So now Aetna will be providing dental, medical, and vision?
 - **Joi Slaughter** – Dental, medical, and vision yes.
- **Blaine Clark** – And Reliance will just be life coverage? What else are we using Reliance for?
 - **Joi Slaughter** – So Reliance will be the employer-paid life insurance that we offer, as well as, the life and short-term disability.

Items for Consideration/Approval

- **Request approval of Extra Duty Stipends for cheer coaching staff**
 - **Dr. Mitchell** – In the board packet, there is a cheer proposal to pay our cheerleading coach and the two assistant coaches. It has been listed on the proposal all the things the coaching staff does and the various performances they are a part of. At the end of the proposal, the requested amount is in red and when we would pay the head and assistant coaches. We put the stress on the assistant coaches for cheerleading because the cheerleading has been a great recruiting tool for our school. When we have back-to-school and enrollment events, our cheerleaders always perform, and we have had young ladies who have said they want to be a part because they see the cheer team.

Questions about the approval of Extra Duty Stipends for cheer coaching staff

- **Bishop Tolbert** – How many girls are involved?
 - **Dr. Mitchell** – I think as of Friday, 10/17, there are 38 young ladies that are involved in cheerleading.
- **Blaine Clark** – I had two different proposals, which is the right version to use?
 - **Dr. Mitchell** – The correct version is the one that says “revised”. The revised one actually goes more in detail to what is expected of the cheerleading coaching staff.

- Blaine Clark put forth motion for approval of the cheerleading proposal for \$1500 for the head coach and \$750 for assistant coaches.
- Aldon Jones seconded the motion.
- Motion approved.

- **Request approval of Extra Duty Stipends for Professional Development**

- **Dr. Mitchell** – This is for a revised science professional development proposal. This proposal, as part of Dr. Hayes professional development plan, is to have teachers up on their science standards and science teaching standards as opposed to hiring a consultant to deliver science instruction for teachers. We have a certified, veteran teacher by the name of Piper Crawford who is willing to give up some of her planning time to coach the grade levels that would be responsible for science. Inside of this revised proposal, it gives all the duties that Ms. Crawford would do for the year. There is a similar proposal for math, but the math one is higher because the math teacher would be coaching more teachers than the science coach. On the back of the revised science proposal, it gives you an outline of what it would cost if we were to hire a professional science consultant, as opposed to, what we would be paying Ms. Crawford to teach science to make sure our students are ready for the Missouri assessment in science. The professional development proposal is requesting \$7500 for math and \$3000 for science for a total of \$10,500.

Questions about the Request approval of Extra Duty Stipends for Professional Development

- **Aldon Jones** – If Ms. Crawford is going to be leading these other teachers during her planning time; what is going to be her planning time? Or what is she going to do to make sure she is still getting things completed for her grade level and classes? Since she would lose out on her planning period.
 - **Dr. Mitchell** – She wouldn't be giving up 100% of her planning time, but I think the advantage for her is that she is a certified, veteran teacher with "all the tools in her toolkit" already.
 - **Dr. Hayes** – They will also be taking the teachers off site, one day a month, so they can have a day long professional development where they are actually teaching them the best practices of math and science. Then every Wednesday, during the after school meeting, they will also be pulling those science and math teachers to give them extra assistance. The science teacher is tested in 5th grade and 7th grade, so the science lead will be primarily focusing on bringing those scores up in those two areas. Whereas, the math scores need to come up across the board so she will have a higher level of work to do.
- **Blaine Clark** – I agree with the proposal, just not with the \$100/hr. I was thinking it would be more in line with \$35/hr which is what we pay if that teacher was to work after school.

- **Dr. Mitchell** – The state of Missouri requires us to spend a certain percentage of our money on professional development. What we would be doing is putting that money, that we are required to spend anyways, just on our teachers. The purpose of the science and math is not just to bringing up those teachers teaching skills, but to prepare them for Missouri assessment because math and science are required with Missouri assessment. I don't think our teachers will do it for \$35/hr because they are giving up a significant chunk of their time. We put it at that amount (\$100/hr) because we are required, per DESE budgeting, to spend a certain amount of money on professional development.
- **Bishop Tolbert** – I think I am uncomfortable with a flat fee for sure. I would say if we do \$50/hr, but then we also want a timesheet saying here is who is who I taught, what time, and how long. An actual timesheet with a log of who I actually taught at this time.
- **Blaine Clark** – How many teachers are we focusing on for science? And how many teachers are we focusing on for math?
 - **Dr. Hayes** – For math, it is all teachers. I think if we get into the “by hour” for math, that teacher is going to be well over the amount that Dr. Mitchell proposed. We are looking at the curriculum for math, looking at going into the classes at the end of the day, during our professional development time, and during our professional development meetings. It is going to be quite a buck to pay this teacher, Ms. Jessica Neal, \$50/hr to teach all the teachers. It's kindergarten through 8th grade.
 - **Bishop Tolbert** – Ms. Neal is highly skilled and qualified, but I think for this other one (science) where we are only talking about three teachers. I think \$45/hr and we give them a schedule, and they need to actually sign in so we can know they are using those hours and we have set a cap at how many hours we think that is going to take.
- **Bishop Tolbert** – How many hours do you think the math is going to take?
 - **Dr. Hayes** – She has already been working with us since we don't have a lot of highly qualified math teachers. I would say one professional development day at \$50/hr if she took them off site would be about \$400. We have several more professional development days to go this year. If we scaled that down to maybe half a day to take them off site, and she uses an hour a week of her plan time and that would be just \$50/wk.
 - **Dr. Mitchell** – Ms. Neal's and Ms. Crawford's science and math piece only equate to \$10,000 total. Which we feel like is probably a steal compared to what we would pay. The math professional development doesn't impact all teachers because every grade level has to teach math, but what it is doing is impacting our overall scores, which the science and math all work together to raise our MPI score. You have to have your MPI scores to raise if you are going to continue to be accredited. Even though the science is just tested at three grade levels, if our science scores go up then our school MPI score goes up which impacts our overall performance recognized by the state.
- **Aldon Jones** – Would it be ok if we included other teachers in our building to get them on board? Because I know a lot of our teachers shift around from grade levels.
 - **Dr. Hayes** – Let me clarify, we use Mystery Science, which are sciences kits that each grade level gets. We have been using them for a while. That science teacher will be helping all of the teachers make it through those Mystery Science kits, going and showing them how to use the beakers, how to use the magnify glass, etc. The major

focus, because our MAP science scores are so low, is on our two tested grades (5th & 8th grade) for science.

- **Clyde Irvin** – What is the budget? And if we have already been using the budget, what is the remainder of the budget? Because that will answer what we can paid towards this stipend.
 - **Dr. Mitchell** – That money has not been tapped into yet, so the work that they have already been doing they have just been doing. Since that has to be earmarked towards professional development, we've not pulled it down yet. So the answer to your question is the money is definitely there.
 - **Blaine Clark** – We had budgeted a total of \$50,000 for staff development.
- Blaine Clark put forth motion that we package them together and call it professional development for science and math and the total is \$7500 for math and \$3000 for science.
- Linda Edgely seconded the motion.
- Motion approved.
- **Presentation by St. Louis University**
 - **Dr. McCoy** – Thank you so much Bishop. Greetings all. It's always a pleasure to be among Bishop Tolbert and his team. I've had the pleasure of being a student of Chris Collier on the organ, so we go many years back. Your pastor has helped me be who I am. I went on to be a teacher, the youngest teacher in the state of Missouri at age 18 certified with a Bachelor's Degree teaching High School Mathematics, then Principal at age 21, Gifted Director at age 25, Superintendent at age 28 through retired after about age 43. I am here to introduce one of those things that is important to me and crucial to what we do. We had access to people who may not have access to the best information to the cutting edge information in real time and to opportunities. I had the pleasure of meeting the CEO of CEdge who is on the screen, his name is Shaker and he is a gentleman who owns a technology company that does about \$40 million in revenue. However, we started partnering together on educational activities 10 years ago with my district in St. Louis where I was Superintendent of and beyond. Then he saw it fit to have me be a part of his business model CEdge, to create something called CEdge Learn, which focused on getting young people access to CTE career technical education, curriculum, and activities that they may not otherwise have a chance to get to. The current status is over 600 courses. We are actually in the process of renaming it from CEdge Learn to Sejal Learn (his daughter). Leo who's created many of the courses in the platform and the technology actually does the programs. Sejal Learn is its own separate entity as an incorporate and it has over 600 courses. There is a partnership with Wiley Publishing which is the company that creates all the books that says "for dummies" for everything. Wiley is the largest publisher in the country with real-time content that is one of the partners for this platform and then also Brainchild which partners for GED high credit recovery and English language learners and other remediation courses. I'm going to pass it to the CEO Shaker to share some remarks and then to Leo show the PowerPoint.

- **Shaker (CEO)** – Thank you so much, Dr. McCoy I appreciate it. To the board really thank you for welcoming me. I'm Shaker CEO of CEdge Inc. and I'll discuss this product which is going to be named after my daughter. This effort has been a big effort for us because I've been working on this online education with my mentor and former CEO of Sun Microsystems, Scott McNeely, so with that I will turn it over to Leo because we are pressed for time so he can talk more about the platform itself thank you.
- **Leo** – I appreciate your time. So our goal here is to create opportunity in career, technical education, and credit recovery and other areas to students.
- **Dr. McCoy** – OK so I'll just say I want to go quickly through the key parts of technology transforming books to something as digital on cell phones, audio, and so forth. Leo has the ability to transfer content from a book to a course online in records time like a day or two. They can become digitized high-quality and with some technology integration. a lot of the slides are just explanations to the journey thus far but bottom line is first 10 school districts were on just this year so this is a start-up/new, not been in existence for decades. The courses have been in existence for five years or more, but the overall platform is something that we would like to partner with you to roll as a business venture. There are a lot of individuals you've been speaking to, and as you see, I'm way based off of people who we've had contact with already, but we're mapping out how fast we move so November, we have a mobile version of the act, not public, not online, just straight to the digital version.
- **Leo** – So our idea is to provide in Missouri the same level of digital learning that's available in another state. We're modeling around some of the work that has been done in California through the University of California who we've partnered with. They have a system called Scout and if you look at it the way that it works is they provide three levels of support and very similar to a Florida virtual school provides when we look at what's available to remote cap most of them are districts to have a line themselves with k-12.com. are one of the really big players but they really don't cater to the localities to the needs of the actual students in Missouri so these are all national conglomerate companies that team up with districts like yours, but then they provide a very generic kind of content. What we've done is we worked with Wiley to articulate to get all of our courses around all of the CTE career clusters that are supported by Missouri and get them so they can be credited. So we submitted about 425 courses of which 395 got approved. We have a total of about 30,000 lessons about 1200 courses of the 1200 courses 400 are fully accredited and others are supplemental in nature. The platform itself allows the students to register themselves or if they want to take something as supplemental studies or they can go through a district and we we're hoping is through collaboration with you. The other district would be able to enroll the students, and then the cost of that enrollment would be part of our revenue share between us being the platform provider and you the district has been the LEA host of the platform so what it does is it allows us to provide courseware this is very revolutionary. We think that the student should start thinking about their pathway as early as middle school so we are proposing that we be a sponsor of the junior CTE program and then there's of course the traditional high school CTE so all the courses that we articulated are dual credit so they also can be used for early credit for the students that want to go on the college

track. We also have durable power skills, which is something that we've identified that's really missing right now. These are communication skills, ability to fill out resumes, and such. Dr. McCoy has provided a magnificent curriculum skills and of course there is emerging technologies which we mapped to the areas specifically in Missouri. There's a big gap in cyber security in project management and geographic information system so we survey the market and then tailor the programs for where we see that there's going to be and local requirements for the job market and of course for the students that need help we've also teamed with the company that provides core skills and recovery to support the adult population. We can also provide support in English language, learning and high setting in GED so to also skill Adults in some of the higher demands so we'll end up with this credit and approved curriculum that's ready for college starting as early as middle school and all the way to workforce. Now the course catalogue comprises a wide range so the student can pick any of the various industries and then get on track for that particular industry.

Questions about the Presentation by St. Louis University

- **Bishop Tolbert** – I personally have questions but I think what we got to try to do is maybe do the ABC approach or the 123. Is our partnering with Sejal allowing us to offer this to students all over Missouri and will we make a residual?
 - **Dr. McCoy** – Yes sir yes sir, so I should've started with that first this is free to your campus so number one we're not coming to ask you to pay one cent we're coming to ask you to partner with us as a learning agency so that when you partner, and as we build this out together, people across the state can enroll in these classes for free and people in your academy will enroll for free at your discretion and ultimately this is a business partnership with your organization to actually serve them while also serving you for free because you're our business partner.
- **Blaine Clark** – The first question is, I want to confirm it's not limited to student so if it was a parent or an adult who wanted to take some education and it does focus in these areas they can also participate or enroll is that a fair assumption?
 - **Dr. McCoy** – 100%, you're so right every parent and any parent can enroll number one number two parents are best suited to enroll in courses that get them a job or if they need recovery for a GED or if they need college classes they can get college credit too, so yes sir you're 100% free as well.
- **Bishop Tolbert** – So it's free for our students but is it free for our parents too?
 - **Dr. McCoy** – That's a great question so I would say to an extent. They wouldn't have a badge that literally linked to company's content if it's owned by CEdge it would be free. If it's owned by someone else, there could be a small charge because that company has private content that they're specifically teaching people for a job at that place.
- **Blaine Clark** – Second question is what's the average time it takes to complete the coursework?
 - **Leo** – So we have three models so we take the content and from our partners and the first thing we do is we measure it in semesters right so for the students we measure about 90 hours of instruction which is now going to development to hear now 90 hours 90 hours of instruction normally covers about six or seven chapters of a book just in an

average And then for the adult education we take the same content and build micro certificates that convinced just the key skills and then we try to get those in less than four each. If it takes three micro courses to complete it we want each one of those micro courses to fit in less than 12 hours of instruction about 36 hours for adults about 90 hours for the kids. A business model I just wanted to go through this very quickly. We're using the California model as a basis. It doesn't mean that we have to stick to it 100% but their model is very simple. So you have the same course and different ways to access it. So what happens if a parent wants to take one of these, normally if they're not sponsored by a company or something like that they'll be charged a very small nominal fee for those kinds of courses. Although, sometimes funding agreements with the state may offer a zero down option if a teacher wants to take on the curriculum from another district. I am not suggesting to do this model so then there's a reduced price per student per semester, but they're responsible for the course itself. So if a teacher in a different district wants to take the digital curriculum and manage lesson planning for all of the assessments, that will be fine.

- **Dr. McCoy** – Sorry, if one of your schools neighboring you or even a high school says we want to use this content and we have our teachers teach so their teachers are providing the class, not your teachers. Credit is provided still through you because they enrolled through your course.
- **Leo** – Most online schools are charging right in the range with Florida to be the high around \$450 but it's a cost per student per semester per course and then we handle the course, and we handle the transcripts. So basically the student takes the class through us, and then we just inform that school that the transcript has been issued for that student.
- **Bishop Tolbert** – What school stands behind that credit?
 - **Leo** – You do. So the transcript would be yours. We've researched the remote app rules and there's nothing that prevents a k-8 district to provide digital courses all the way through K-12.
- Aldon Jones put forth motion for preliminary approval to accept the first level which says we want to partner with St. Louis University.
- Linda Edgely seconded the motion.
- Motion approved.

Adjournment

- Aldon Jones put forth motion for adjournment.

- Blaine Clark seconded the motion.
- Motion approved.

Next Board Meeting: Monday November 17th at 7pm