

# **BOARD MEETING**

**SEPTEMBER 26, 2013**

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# **A G E N D A**

## **SPECIAL ADMINISTRATIVE BOARD**

**MR. RICK SULLIVAN**  
**MS. MELANIE ADAMS**  
**MR. RICHARD GAINES**

## **SUPERINTENDENT OF SCHOOLS**

**DR. KELVIN R. ADAMS**

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**ST. LOUIS PUBLIC SCHOOL DISTRICT  
SUPERINTENDENT'S REPORT  
September 26, 2013**

**\*New Items Added**

**1.0 Preliminary**

**1.1 CONSENT AGENDA**

Information Item(s)

- |                |                      |
|----------------|----------------------|
| a) State Audit | c) Enrollment Update |
| b) HR Staffing | d) Facilities Update |

Business Item(s)

- a) Consent Agenda

**09-26-13-01** To approve the amendment of Board Resolution 07-25-13-10, a contract with Supplemental Health Care, to increase the cost by \$495,900 for the procurement of 10 additional contract nurses to fill current nursing vacancies. The Board originally approved \$862,524. If approved, the total cost for these services will now be \$1,358,424.

**FUNDING SOURCE: GOB**

**09-26-13-02** To ratify a contract renewal with the Alliance of Parent and Children for Educational Empowerment, Inc. to provide parent resource centers at Walbridge and Langston Schools for the period August 21, 2013 through May 31, 2014 at a cost not to exceed \$173,604.20.

**FUNDING SOURCE: GOB**

**09-26-13-03** To ratify a contract renewal with HP, Inc. to provide *Openview*, the Network Node Manager software that is used to monitor the status of the network for the period July 1, 2013 through June 30, 2014 at a cost not to exceed \$35,000.

**FUNDING SOURCE: GOB**

**09-26-13-04** To ratify a membership renewal in the International Baccalaureate Organization for the Metro Academic and Classical High School for the period September 1, 2013 through August 31, 2014 at a cost not to exceed \$10,660.

**FUNDING SOURCE: GOB**

**09-26-13-05** To ratify an emergency approval to purchase a new chiller from American Boiler Mechanical for Herzog Elementary School at a cost not to exceed \$93,700.

**FUNDING SOURCE: HVAC AND GOB**

**09-26-13-06** To ratify a purchase of pre-paid Visa gift cards from US Bank to be used to purchase lunch meals for Beaumont High School students who are participating in the Dual Enrollment/Early College Academy program at a cost not to exceed \$9,000.  
**FUNDING SOURCE:** GOB

**09-26-13-07** To approve a contract with the Cooperating School District to act as the fiscal agent for the St. Louis Community Monitoring and Support Task Force for the fiscal year 2013-2014 at a cost not to exceed \$62,500.  
**FUNDING SOURCE:** GOB

APPROVED AT THE  
SEPTEMBER 5, 2013 Meeting

**09-26-13-08** To approve a contract renewal with The Children's Academy (Academy) for the District to provide lunches for 20 students on a daily basis for the period October 1, 2013 through September 30, 2014. The Academy will reimburse the District at a rate of \$2.54 per meal with total reimbursement being \$12,242.80.  
**FUNDING SOURCE:** NON-GOB

**09-26-13-09** To approve a sole source contract renewal with the St. Louis Zoo for science courses and experiences for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$22,590.  
**FUNDING SOURCE:** NON-GOB

**09-26-13-10** To approve a sole source contract renewal with the St. Louis Society for the Blind and Visually Impaired for collaboration with the community services project for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$14,000.  
**FUNDING SOURCE:** NON-GOB

**09-26-13-11** To approve a sole source contract renewal with the Missouri Botanical Garden to provide math and science courses for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$26,320.  
**FUNDING SOURCE:** NON-GOB

**09-26-13-12** To approve a sole source contract renewal with the St. Louis Science Center to provide math and science courses for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$19,350.  
**FUNDING SOURCE:** NON-GOB

**09-26-13-13** To approve a membership renewal with AVID for membership licensing fees at a cost not to exceed \$27,080 for the period October 1, 2013 through June 30, 2014.  
**FUNDING SOURCE:** NON-GOB

- 09-26-13-14** To approve a Memorandum of Understanding with the Young Men's Christian Association to provide after school and evening programs for the period September 27, 2013 through June 30, 2014.
- 09-26-13-15** To approve a Memorandum of Understanding with the Assistance League to provide school and community resources to assist the District's parents and students thereby increasing the student's attendance and achievement for the period September 27, 2013 through June 30, 2014.
- 09-26-13-16** To approve the renewal of a Memorandum of Understanding with St. Louis University to provide training and mentoring for prospective occupational therapists for the period September 27, 2013 through June 30, 2014.
- 09-26-13-17** To approve a purchase of 250 software licenses (for students) from Achieve3000, Inc. at a total cost not to exceed \$12,000.  
**FUNDING SOURCE: NON-GOB**
- 09-26-13-18** To approve the modifications to the Performance Based Teacher Evaluation System in order to meet new requirements as established by the Department of Elementary and Secondary Education.
- 09-26-13-19** To approve the Local Compliance Plan Certification Statement, Part B of the Individuals with Disabilities Act to be submitted to the Department of Elementary and Secondary Education.
- 09-26-13-20** To approve Amendment #3 to the Fiscal Year 2012-2013 General Operating Budget.
- 09-26-13-21** To approve the July 2013 Monthly Transaction Report.
- 09-26-13-22** To authorize the Superintendent to exercise discretion in the expenditures of the School Improvement Grant (SIG). This discretion request includes the authority to accept the funds (\$4,386,150) and to process time sensitive items as deemed required.
- 09-26-13-23\*** To approve the FY 2013-2014 Fall Bus Routes.
- 09-26-13-24\*** To approve a contract with Raineri Construction Company to install a wheelchair lift at Nottingham CAJT High School. The work should begin on October 10, 2013 and end December 31, 2013 at a cost not to exceed \$43,963.70 which includes a 10% contingency of \$3,996.70.  
**FUNDING SOURCE: PROP S**

APPROVED AT THE  
SEPTEMBER 5, 2013 Meeting

**09-26-13-25\*** To approve the re-commissioning costs to reopen Mitchell Elementary School for the 2014-2015 school year. The work shall begin on September 27, 2013 and be completed no later than May 1, 2014.

**FUNDING SOURCES:** PROP S, HVAC AND GOB

### **OCTOBER 9, 2013 ITEMS FOR CONSIDERATION**

**10-09-13-01** To approve the August 2013 Monthly Transaction Report.

**10-09-13-02** To approve the amendment of Board Resolution 03-14-13-22, a contract with Aspex Solutions, to increase the cost by \$950 to allow the addition of the module for the screening tools in Applitrac for administrative support. The Board originally approved \$14,550. If approved, the total cost for these services will now be \$15,500.

**FUNDING SOURCE:** GOB

**10-09-13-03** To ratify a contract with Ranken Technical College for the new FULL YEAR Dual Enrollment Program for the period August 27, 2013 through June 30, 2014 at a cost not to exceed \$7,681.

**FUNDING SOURCE:** GOB

**10-09-13-04** To approve a contract with the North Campus Partnership to provide the Math and Science Tutoring Program for the period October 10, 2013 through June 30, 2014 at a cost not to exceed \$150,000.

**FUNDING SOURCE:** NON-GOB

**10-09-13-05** To approve a contract with Route 3 Films to provide up to seven (7) short films promoting various District schools and programs and website support for distribution of the films via Social Media for the period October 10, 2013 through June 30, 2014 at a total combined cost not to exceed \$40,000 that includes a \$5,000 contingency.

**FUNDING SOURCE:** GOB

**10-09-13-06** To approve a sole source contract renewal with Career Cruising for consulting and software services that will provide career guidance to middle and senior high school students. The renewal is for the period October 10, 2013 through June 30, 2014 at a cost not to exceed \$36,045.

**FUNDING SOURCE:** NON-GOB

**10-09-13-07** To approve an Agency Partnership Agreement with the St. Louis Public School Foundation to provide administrative services and coordination for the Aim for Fitness program for the period October 10, 2013 through June 30, 2014 at a cost not to exceed \$88,460.

**FUNDING SOURCE:** NON-GOB



- 10-09-13-08** To approve a Memorandum of Understanding with St. Louis Community College to provide Dual Credit Programs for the Innovation High School Initiative for the period October 10, 2013 through June 30, 2014.
- 10-09-13-09** To approve a Memorandum of Understanding with Webster University to provide Dual Credit Programs for the Innovation High School Initiative for the period October 10, 2013 through June 30, 2014.
- 10-09-13-10** To approve a Memorandum of Understanding with Jamison Memorial to provide the 21<sup>st</sup> Century After School Program for the period October 10, 2013 through May 23, 2014.
- 10-09-13-11** To approve a Memorandum of Understanding with Counsel The Mind LLC to provide mental health counseling services for students at Dewey School for the period October 10, 2013 through June 30, 2014.
- 10-09-13-12** To approve a Memorandum of Understanding with the Department of Parks, Recreation and Forestry to provide after school and evening programs for students at Shaw, Clay, Dewey, Gateway Middle and Langston Schools for the period October 10, 2013 through June 30, 2014.
- 10-09-13-13** To approve a Memorandum of Understanding with JAKS Counseling Services to provide therapeutic counseling services to students and families at Shaw, Yeatman, Lexington, Humboldt and Mullanphy Schools for the period October 10, 2013 through June 30, 2014.
- 10-09-13-14** To approve a Memorandum of Understanding with ANNONY Arts to provide video camera editing techniques for students at the Stevens Middle Alternative School for the period October 10, 2013 through June 30, 2014.
- 10-09-13-15** To approve a Memorandum of Understanding with the Sheldon Arts Foundation to provide music and visual arts education programs for students at Adams, Ashland, Dewey, Gateway Elementary, Laclede, Mallinckrodt, Mason, Peabody and Shenandoah Schools for the period October 10, 2013 through June 30, 2014.
- 10-09-13-16** To approve a Memorandum of Understanding with Ralston Purina where students from Gateway STEM, Metro and Cleveland High Schools will participate in the Purina Pet Advocate Leader's Program for the period October 10, 2013 through June 30, 2014.

- 10-09-13-17** To approve the renewal of a Memorandum of Understanding with Craft Alliance to provide contemporary craft art activities for students at New American Preparatory, Carr Lane, Compton Drew, Gateway Middle, Lyon @ Blow, McKinley Jr., Yeatman, Peabody Shenandoah, Pamoja @ Cole, McKinley High, Metro, Carnahan, Clyde C. Miller, Gateway STEM, Roosevelt, Sumner, Cleveland, Vashon and Central VPA Schools for the period October 10, 2013 through June 30, 2014.
- 10-09-13-18** To approve a renewal of the Memorandum of Understanding with YWCA Head Start to provide available local resources relative to servicing the needs of students and their families for the period October 10, 2013 through June 30, 2014.
- 10-09-13-19** To approve a sole source purchase from the College Board/Advance Placement for the 2014 AP testing fees at a cost not to exceed \$40,000, pending funding availability.  
**FUNDING SOURCE:** GOB
- 10-09-13-20** To approve the purchase of science materials from Sangari Active Science for grades K-2 Active Science and IQWST grades 6-8 at a cost not to exceed \$10,067.16  
**FUNDING SOURCE:** GOB







# BOARD RESOLUTION

Date: August 23, 2013

To: Dr. Kelvin R. Adams, Superintendent

From: Stacy Clay, Dept. Supt., Institutional Advancement

Agenda Item : 09-26-13-01

Action:

Action to be Approved:  
Contract Increase/Decrease

Previous Board Resolution # 07-25-13-10

Prior Year Cost \$862,524.00

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the amendment of Board Resolution 07-25-13-10 to increase the total dollar limitation for the contract with Supplemental Healthcare to provide medical/nursing staffing. The Board originally approved the current limitation of \$862,524. This request is for an additional \$495,900 for the procurement of 10 additional contract nurses from Supplemental Healthcare to fill current nursing vacancies. If approved, the total dollar limitation amount will be \$1,358,424.

**BACKGROUND:** St. Louis Public Schools has not been immune to the nationwide nursing shortage. We have historically had challenges filling all of our nursing positions. This year has proven particularly challenging, so in order to provide adequate coverage, we have hired contract nurses. It should be noted that contracting these positions represents savings to the District as it is not paying benefits.

Accountability Plan Goals: Goal II: Highly Qualified Staff

Objective/Strategy: II.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 880-00-110-2134-6319	GOB	Requisition #:
Amount: \$495,900		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$495,900.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600013310

Department: Student Support Services

Requestor: Stacy Clay

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Stacy Clay, Dep. Supt., Institutional Advancement

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Angela Banks, Budget Director

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Leon Fisher, CFO/Treasurer

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Dr. Kelvin R. Adams, Superintendent





# BOARD RESOLUTION

Date: August 26, 2013

Agenda Item: 09-26-13-02

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Cleopatra Figures,

Action to be Approved: Contract Renewal

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 10-18-12-01 and 06-27-13-67

Prior Year Cost \$280,459.70

**SUBJECT:** To ratify a contract renewal with the Alliance of Parents and Children for Educational Empowerment (APCEE), Inc. to provide parent resource centers at Walbridge and Langston Schools. The program will be for the period August 21, 2013 to May 31, 2014 at a cost not to exceed \$173,604.20. This is the last year of the three year contract for these services.

**BACKGROUND:** The service provided by Alliance of Parents and Children for Educational Empowerment (APCEE), Inc. is designed to increase access to high quality education options for children by actively linking their families to schools and the community and by actively supporting parental choice policies and program that empower low income working families. The contract for 2012-13 included services for three schools. Columbia Elementary has been removed from the contract.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 802-00-110-2325-6319	GOB	Requisition #:
Amount: \$173,604.20		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed: \$173,604.20	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600014402

Department: Academics

Requestor:

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Cleopatra Figures, Dep. Supt., Accountability /  
Acting Chief Academic Office

Dr. Kelvin R. Adams, Superintendent







# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-03

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Cheryl VanNoy, Exec. Dir., Technology Services

Action to be Approved: Contract Renewal

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 09-27-12-07

Prior Year Cost \$15,000.00

**SUBJECT:** To ratify a contract renewal with HP, Inc. to provide Openview, the Network Node Manager software that is used to monitor the status of the network beginning July 1, 2013 through June 30, 2014 at a cost not to exceed \$35,000. The increase over last year is due to an increase in the number of licenses needed in preparation for the increase in wireless access points and other nodes across the District and the annual maintenance agreement.

**BACKGROUND:** The Network Node Manager is an enterprise management system. It allows St. Louis Public Schools to manage and monitor the status of network nodes, including routers, switches, servers and network devices. Once the software detects a problem, an alarm is sent to a technician, providing a proactive approach to maintenance. The data that measures the success of the software is the number/accuracy of alarms that are sent. Use of this software prevents downtime for the District's network.

Accountability Plan Goals: Goal III: Facilities, Resources Support

Objective/Strategy: III.A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source: 981-L3-110-2223-6441	GOB	Requisition #:
Amount: \$35,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$35,000.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600010323

Department: Information Technology

Requestor: Cheryl L VanNoy

Cheryl VanNoy, Exec. Dir., Technology Services

Mary M. Houlihan, Dep. Supt., Operations

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 03/29/2013
Dept / School: Technology		Reported By: Cheryl VanNoy
Vendor: HP		Vendor #: 600010323
Contract # / P.O/ #: 4500163986		Contract Name: HP
Contract Amount: \$15,000		Award Date: 9/27/12
Purpose of Contract (Brief Description): HP Network Node		
<b>Performance Ratings:</b> Summarize the vendor's performance and circle the number which best describes their performance in that category. See Vendor Performance Report Instructions for explanations of categories and numeric ratings ( <i>please attach additional sheets if necessary</i> ). Ratings 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory		
Category	Rating	Comments (Brief)
Quality of Goods / Services	5 <b>X4</b> 3 2 1	Good product and support
Timeliness of Delivery or Performance	5 4 <b>X3</b> 2 1	Timely delivery and installation
Business Relations	5 4 <b>X3</b> 2 1	Appropriate working relationship with vendor
Customer Satisfaction	5 4 <b>X3</b> 2 1	Customer satisfaction is acceptable
Cost Control	5 <b>X4</b> 3 2 1	Good financial responsibility for product services.
Average Score	3.4	
Would you select / recommend this vendor again? Please be aware that an answer of yes authorizes the Purchasing Department to seek renewal of the available option year for this contract. All items and conditions within the current contract shall be honored during this renewal period.		
Please Check    Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

## VENDOR PERFORMANCE REPORT INSTRUCTIONS

<b>Type of report</b>	Identify if this is a final report or a quarterly report (3 months)
<b>Report Date</b>	The date the report is prepared
<b>Department</b>	Indicate the name of the reporting department
<b>Reported By</b>	Please sign your name
<b>Vendor</b>	Enter the vendor's name
<b>Vendor Number</b>	Enter the vendor's assigned number
<b>Contract # / PO #</b>	Enter the assigned contract # or the purchase order # for the goods or services being reported
<b>Contract Name</b>	The official name used when the contract was solicited
<b>Contract Amount</b>	The total dollar value of the contract: the amount listed on the Board Resolution
<b>Award Date</b>	Enter the date that the Board approved this contract
<b>Contract Description</b>	Provide a brief description of the work being done under the contract
<b>Performance Ratings</b>	In the comment column provide the rationale for the rating you give Indicate the contract requirements that were exceeded, were not exceeded, or were not met by the vendor

### Performance Ratings Guidelines

Rating	Category	Description
5	Exceptional	Met all performance requirements; Minor problems; Effective corrective actions; Improved performance; Quality results
4	Very Good	Met all performance requirements; Minor problems; Effective corrective actions
3	Satisfactory	Met all performance requirements; Minor problems; Satisfactory corrective actions
2	Marginal	Some performance requirements not met; Performance reflects some serious problem; Ineffective corrective actions
1	Unsatisfactory	Most performance requirements are not met; Recovery not likely

### Performance Categories Descriptions

Category	Description
<b>Quality of Goods and / or Services</b>	Rate the vendor's technical performance or the quality of the product or services delivered under the contract
<b>Timeliness of Delivery or Performance</b>	Rate the vendor's performance based on the delivery requirements of the contract. If the vendor significantly exceeded the requirements (to SLPS' benefit); quickly resolved delivery issues
<b>Business Relations</b>	Rate the vendor's professionalism; responsiveness; significantly exceeded expectations; customer service; limited change orders
<b>Customer Satisfaction</b>	Rate the vendor based on feedback you receive from your customers (end-users)
<b>Cost Control</b>	Make your ratings based on the vendor's effectiveness in forecasting, managing and controlling contract cost. This assesses whether the vendor met original cost estimated or needed to negotiate cost changes to meet contract requirements





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-04

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Dan Edwards, Assoc. Supt., Secondary Schools

Action to be Approved: Membership Renewal

Other Transaction Descriptors: Ratification  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 08-23-12-12

Prior Year Cost \$10,400

**SUBJECT:** To ratify the membership renewal in the International Baccalaureate Organization for Metro Academic and Classical High School for the period September 1, 2013 to August 31, 2014, at a cost not to exceed \$10,660.00.

**BACKGROUND:** The International Baccalaureate Diploma Programme prepares students for admission to universities throughout the world through integrated curriculum, assessments in multiple formats, and rigorous externally moderated exams with published global standards. Diploma graduates earn up to a full year of advanced placement in college. The program aims to develop inquiring, knowledgeable and caring young people and promotes intercultural understanding and respect. A majority of Metro Academic & Classical High School juniors and seniors enroll in IB courses, and all who complete IB courses sit for IB exams.

**Accountability Plan Goals:** Goal I: Student Performance **Objective/Strategy:** I.B.

**FUNDING SOURCE:** (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source: 156-FL-110-1177-6381	GOB	Requisition #: 10135441
Amount: \$10,660.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$10,660.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600006330

Department: Metro High School

Requestor: Wilfred Moore/T. Gremaud

Angela Banks, Budget Director

Dr. Dan Edwards, Assoc. Supt., Secondary Schools

Leon Fisher, CFO/Treasurer

Dr. Cleopatra Figgures, Deputy Supt. for Accountability/  
Acting Chief Academic Officer

Dr. Kelvin R. Adams, Superintendent



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

# Sales invoice Facture Factura

Thomas Gremaud  
Metro Academic & Classical High School  
4015 McPherson Ave  
Saint Louis  
MO 63108  
United States

Invoice number Numéro de facture Número de factura	10679540
Invoice date Date de la facture Fecha de al factura	10-JUN-13
Purchase order number Numéro du bon de commande Número de orden de compra	
Account number Numéro du compte Número de cuenta	S001323DIP
Page Number Page Pagi	1/1

Item Article Artículo	Description Description Descripción	Quantity Quantité Cantidad	Price Prix Precio	Total Total Total
1	Diploma Annual fee: 01/09/13 - 31/08/14 (2014; ; ; )	1	10660.00	10660.00

Payment due by  
Païement échu près  
Pago debido cerca

01-SEP-13

Payment Due Païement du A pagar	USD	10,660.00
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**For authorized schools based in USA please send check payments to:**  
Pour les écoles autorisées basées aux Etats Unis d'Amérique, veuillez transmettre le paiement par chèque à :  
Para los Colegios del Mundo del IB de los Estados Unidos, sírvase enviar los pagos con cheque a:

International Baccalaureate Organization  
Post Office  
PO Box 5950  
New York NY 10087-5950

**For authorized schools based in Canada please send check payments to:**  
Pour les écoles autorisées basées aux Canada, veuillez transmettre le paiement par chèque à :  
Para los Colegios del Mundo del IB de Canadá, sírvase enviar los pagos con cheque a

International Baccalaureate Organization  
PO Box 15081 Station "A"  
Toronto, Ontario, M5W 1C1 Canada

**For Wire Transfer details and candidate school payments please visit IB website**  
Pour les transferts bancaires ainsi que pour les paiements des écoles candidates, veuillez vous référer au site internet de IB  
Si desea más información sobre los giros bancarios o sobre los pagos a colegios solicitantes visite el sitio web público del IB  
<http://www.ibo.org/offices/profsupport/finance/index.cfm>

Please quote school account number and invoice number on all payments  
Veuillez indiquer le numéro de compte de l'établissement et le numéro de facture pour tous les paiements adressés à l'IB.  
Todos los pagos realizados al IB deben incluir el número de cuenta del colegio y el número de factura





# BOARD RESOLUTION

Date: August 19, 2013

Agenda Item : 09-26-13-05

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Roger L. CayCe, Exec. Dir., Operations/Bldg. Comm.

Action to be Approved: Purchase of Good (s) Other Transaction Descriptors: 3 Quotes Requested (i.e.: Sole Source, Ratification)  
RFP/Bid # Ratify an Emergency Approval to Purchase a Chiller for Herzog Elementary

**SUBJECT:** To ratify an emergency approval to purchase a new chiller for Herzog School from American Boiler and Mechanical. The project will be completed no later than July 31, 2013 at a cost not to exceed \$93,700.00. The majority of the project, \$79,235.60, will be funded through the HVAC Bond Program. The remaining \$14,464.40 balance will be funded through American Boiler's GOB Boiler Repair Contract.

**BACKGROUND:** American Boiler will disconnect and remove the existing Carrier unit and then supply and install a new air cooled, rotary scroll chiller 170 ton cooling 460-3-60 with: freeze protection, non-fused disconnect, low sound, minimum load control, coil trim panels and security grills. Also included is a 5-year compressor parts only warranty.

Accountability Plan Goals: Goal III: Facilities, Resources Support

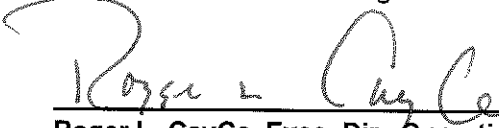
Objective/Strategy: III.C.1

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 905-HE-909-2624-6522	HVAC	Requisition #: 10135044
Amount: \$79,235.60		
Fund Source: 905-00-110-2624-6333	GOB	Requisition #: 10129994
Amount: \$14,464.40		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed: \$93,700.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600002817

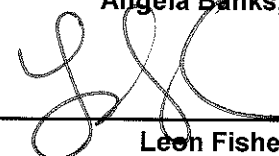
Department: Operations


Requestor: Linda C. McKnight

  
Roger L. CayCe, Exec. Dir., Operations/Bldg. Comm.

  
Mary M. Houlihan, Dep. Supt., Operations

  
Angela Banks, Budget Director

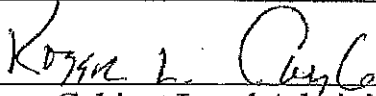
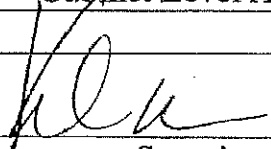
  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent





## EMERGENCY PURCHASE REQUEST (Non-Construction)

Requestor: Roger L. CayCe	Date: 5/23/13
Department / School: Operations	Phone Number 345-4452
Description of Emergency	
To replace 170 ton Carrier Chiller at Herzog Elementary School	
Describe the service, materials or equipment required:	
Contractor will disconnect and remove the existing unit and then supply and install (1) new air cooled rotary scroll chiller 170 ton cooling 460-3-60 with: freeze protection, non-fused disconnect, low sound, minimum load control, coil trim panels and security grills. Also included is a 5-year compressor parts only warranty.	
<b>Total Cost: \$ \$93,700.00</b>	
<b>Method of Solicitation (Check appropriate box):</b>	
<input checked="" type="checkbox"/> <b>Quotes were obtained (see attached)</b>	
<input type="checkbox"/> <b>Quotes were not obtained (see attached for reason(s))</b>	
<b>Name of Selected Vendor: American Boiler and Mechanical</b>	
<input type="checkbox"/> <b>Is Selected Vendor MWD Certified</b>	
<i>My signature acknowledges that I have received the above emergency request and I concur that these goods and/or services are of an unusual and compelling urgency that will cause serious injury, financial or other impact if not procured immediately</i>	
 Cabinet Level Administrator	5/22/13 Date
 Superintendent	5/25/2013 Date
See reverse side for Board Policy 3323.4 "Purchases/Contracts – Emergency Letting of Contracts"	

**Comments:** Cost will be divided between the HVAC Bond - \$79,235.60 and American Boiler's GOB Boiler Repair Contract - \$14,464.40



Classification	Type
<input type="checkbox"/> Safety	Mechanical
<input checked="" type="checkbox"/> Emergency	Construction
<input type="checkbox"/> Routine	Cosmetic
<input type="checkbox"/> Urgent	

**'EMERGENCY'**  
**Construction Project Request Form**

Date: 5/23/2013

Requestor completes this section only.

Requestor: Michael Dobbs Phone: (314) 565-6747 Ext: \_\_\_\_\_

Email: mike.dobbs@slps.org Fax: (314) 345-2631

Project Description: Replace 170 ton Carrier chiller

Location/School: Herzog Elementary

Briefly describe reason for project: The existing chiller has 5 of 7 defective compressors. The cost to replace the compressors is not feasible and does not ensure equipment reliability due to the introduction of moisture and contaminants to the refrigerant circuits. Therefore, a total replacement is recommended. In addition, the lead time to order and receive a replacement chiller is 5-7 weeks which will put us into the beginning of the 2013-2014 school year without air conditioning.

Three (3) estimates attached:  Yes  No If No, This is an emergency replacement and two bids were solicited.

*Note: Requests submitted without estimates will not be considered without prior approval from the Executive Director of Operations.*

**Construction Project Management Office Use**

Project Manager assigned: Mike Dobbs

Project Manager Signature: *Michael Dobbs*

Date: 5/23/13

Recommended Vendor: American Boiler and Mechanical

Amount: \$ 93,700.00

Budget Analyst: Linda McKnight

Budget Analyst Signature: *Linda McKnight*

Date: 5-23-13

**Operation's Office Use**

Budget Type  Bond- (HVAC)  Prop S  GOB Boiler repair contract  Special Projects

\$ 79,235.60

\$ 14,464.40

Project Approved Budget Amount: \_\_\_\_\_

Project Deferred Date for reconsideration: \_\_\_\_\_

Project Assessment Provide additional information and resubmit: \_\_\_\_\_

Project Denied Comments: \_\_\_\_\_

Roger L. Cayce  
 Roger L. Cayce Executive Director of Operations

5/22/13  
 Date

**Construction Program Management Office Use**

Letting Number: \_\_\_\_\_

Funding Source: \_\_\_\_\_

Date Assigned: \_\_\_\_\_

By: \_\_\_\_\_



# American Boiler & Mechanical

www.americanboilemech.com

## PROPOSAL

May 1, 2013

Quote No: BR13-192

St. Louis Public Schools  
801 North 11<sup>th</sup> St.  
St. Louis, MO 63101

Attention: Mike Dobbs

Re: Herzog Elementary  
5831 Pamplin Place  
St. Louis, MO 63147

Thank you for the opportunity to offer this proposal for your consideration. We propose to supply all necessary labor required to perform the following:

- Replace (5) of the (7) compressors on your existing Carrier model 30RBA1706-03793 air-cooled rotary scroll chiller.
- We will excavate the compressors, remove the (5) and install new units, recharge with Freon that was removed and put back into service.

The lump sum for the (5) new compressors would be:

**Forty Eight Thousand Eight Hundred Thirty Dollars (\$48,830.00)**

**Option 1:** Add \$14,900.00 to the above price to change the other two compressors out.

**Option 2:** Disconnect and remove complete the existing carrier unit. We will then supply and install (1) new air cooled rotary scroll chiller 170 ton cooling 460-3-60 with:

- Freeze Protection
- Non-Fused Disconnect
- Low Sound
- Minimum Load Control
- Coil Trim Panels
- Security Grills

5 year compressor parts only warranty

The lump sum for the Option 2 above would be:

**Ninety Three Thousand Seven Hundred Dollars (\$93,700.00)**

---

4950 Bischoff Avenue  
St. Louis, MO 63110  
Phone: 314-865-3000  
FAX: 314-865-3001  
800-235-5377

602 East 12th Avenue  
N. Kansas City, MO 64116  
Phone: 816-421-0382  
FAX: 816-421-7071  
888-440-0382

400 N. 2nd St.  
Safina, KS 67401  
Phone: 785-827-6829  
FAX: 785-823-9651  
800-227-6829





**American Boiler & Mechanical**

www.americanboilermech.com

**TERMS AND CONDITIONS**

Our terms are Net 10 days, and in the event payments are late or in any other way not received by American Boiler & Mechanical when due, then Buyer shall make further payments calculated at a rate of 1.5% of the total amount due per month. In the event American Boiler & Mechanical takes any action to collect any payments due as a result of any late or non-payment, then Buyer further agrees to pay any and all reasonable expenses and costs of such collection, including reasonable attorney's fees.

**CREDIT CARDS**

All credit card transactions will have a 3% processing fee added to the invoice amount.

All work performed under this agreement shall be invoiced as to job progress on a monthly basis and/or upon completion, whichever comes first. Applicable sales tax has not been included in the prices. Should you choose to accept this proposal, please sign, date, and return a signed copy to our office.

Respectfully Submitted by:  
**American Boiler and Mechanical**

Robert Roland

Robert Roland – Branch Manager

May 1, 2013

Date of Proposal

Customer Acceptance by:  
**St. Louis Public Schools**

\_\_\_\_\_  
Signature of Acceptance/Title

\_\_\_\_\_  
Date of Acceptance / P.O. #

4950 Bischoff Avenue  
St. Louis, MO 63110  
Phone: 314-865-3000  
FAX: 314-865-3001  
800-235-5377

602 East 12th Avenue  
N. Kansas City, MO 64116  
Phone: 816-421-0382  
FAX: 816-421-7071  
888-440-0382

400 N. 2nd St.  
Salina, KS 67401  
Phone: 785-827-6829  
FAX: 785-823-9651  
800-227-6829





Excellence in ● Design Build ● LEED ● Construction Management

May 9<sup>th</sup>, 2013

Purchasing Office of the St. Louis Public Schools  
Second Floor – Cashier's Window  
801 North 11<sup>th</sup> Street  
St. Louis, MO 63101

Dear Sir/Madam:

**APPLICABLE CODES:**

- 2003 International Existing Building Code
  - The City of St. Louis Department of Public Works and Fire Department have agreed that the HVAC Modernization project will be classified as Repairs and Alteration – Level 1 per the above code
- 2003 International Building Code
- 2000 International Mechanical Code
- 2003 Uniform Plumbing Code
- 1999 BOCA Fire Prevention Code
- 2004 International Energy Conservation Code
- 2003 International Property Maintenance Code
- 1999 National Electrical Code (NEC)
- ASHRAE Standard 55
- ASHRAE Standard 62.1
- ASHRAE Standard 90.1
- NFPA 101 (Life Safety Code)
- OSHA Standards
- EPA Requirements

**DESIGN CONDITIONS:**

- Summer outside temperature 100°F bd, 78°F wb, 105°F condensing temperature for air cooled DX systems

## **HVAC**

The HVAC work to be performed is based on National Design Build Services design and the following scope:

### **Herzog**

- One (1) nominal 170 ton air cooled chiller

### **GRADE:**

- The new air cooled chillers will be located on grade. The existing security fence with no additional security will be utilized.

### **CONTROLS:**

- New chiller will be tied into existing BMS systems and shall have similar points to what's existing.

### **ELECTRICAL:**

- Disconnect and make safe for the removal of existing chiller.
- Re-use the existing switches in the existing switchboard.
- Connect new chiller.

### **QUALIFICATIONS:**

#### **Included:**

1. Permits (as required for our work, other than environmental impact fees/permits or utility development fees or assessments).
2. Guarantee (two-year period against defects in material and workmanship) starting from the start of beneficial use.
3. Plans/specs (preparation of our work).
4. Hoisting (for major equipment we furnish).
5. Controls (and interlock wiring for systems we furnish).
6. Record set drawings (for our systems).
7. Extended compressor warranty (four-year parts only on compressors).
8. All work shall be performed during normal working hours.
9. All work shall be installed in a neat and workmanlike manner and shall comply with all ordinances governing the installation of such work.

#### **Excluded:**

1. Flushing and water treatment of entire existing system.
2. Taxes.

NDBS appreciated the opportunity to provide our services on this project and is confident with the team of contractors we have assembled, that SLPS will get a quality HVAC system. We would be pleased to further discuss our proposal at your convenience.

Total price :

\$95,843.00

Respectfully Submitted,



James Flanigan  
Vice President of Engineering  
National Design Build Services, LLC







# BOARD RESOLUTION

Date: August 22, 2013

Agenda Item : 09-86-13-06

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Dan Edwards, Assoc. Supt., Secondary Schools

Action to be Approved: Purchase of Good (s)

Other Transaction Descriptors: Ratification  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To ratify a purchase of pre-paid Visa gift cards from US Bank to be used to purchase lunch meals for the Beaumont High School students participating in the Dual Enrollment/Early College Academy program through Forest Park Community College. Lunches will be provided for the SLPS students in the program for the period August 19, 2013 to December 15, 2013. The cost of the purchase will not exceed \$9,000.00.

**BACKGROUND:** The twenty-two students in this program will earn 15 hours of college credit while also receiving high school credit toward graduation. The classes will be held on the Forest Park Community College campus and the students will receive 1 hour of tutoring as a part of their class schedule. Since the students will be at Forest Park from 9:00 to 2:00 each day, it is felt that lunch should be provided to these students. See the attached for additional information.

Accountability Plan Goals: Goal I: Student Performance

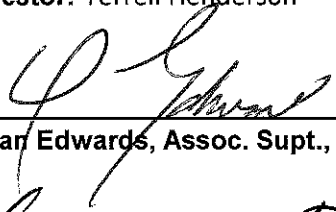
Objective/Strategy: I.B.

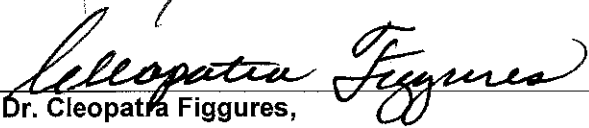
FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source: 816-00-110-2238-6311	GOB	Requisition #:
Amount: \$9,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$9,000.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600013113

Department: Beaumont High School

Requestor: Terrell Henderson

  
Dr. Dan Edwards, Assoc. Supt., Secondary Schools

  
Dr. Cleopatra Figgures,  
Deputy Superintendent for Accountability  
Acting Chief Academic Officer

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent

The Dual Enrollment / Early College Credit Program was designed by the Administrators of Forest Park Community College and Beaumont High School to give the academically qualified students a college experience while earning as college credits as well as high school credits toward graduation. This is the first time a program like this has been done with Beaumont High School students.

On July 18, 2013, the Board approved Board Resolution 07-25-13-01 which approved the contractual and financial agreement with Forest Park for the program. The cost of the program that will be paid directly to Forest Park is \$59,819.53 and includes tuition, books, and tutoring. The cost of transportation will be included within the amount already approved in the First Student contract.

The item that was not included in the original Board Resolution relates to the cost of lunches on campus at Forest Park. At least 15 of the students participating in the program qualify for free or reduced cost lunches. By participating in the program, these students would no longer receive a free or reduced cost lunch. Approval of this Board Resolution is being requested in order to rectify that situation. The average cost of a lunch in the Forest Park food service facility is estimated at \$6.00. Using the \$6.00 per student per school day at Forest Park, the total cost to provide lunches will be approximately \$9,000. The contractor that runs the Forest Park food service facility would not accept either a purchase order of a check. Each lunch must be paid for at the time it is received. In order to facilitate this requirement, pre-paid Visa gift cards will be purchased in amount adequate to cover two weeks of lunches for all of the students. The gift cards will be held by the SLPS faculty person who will be onsite with the students. The faculty person will pay for the lunches on behalf of the students. Due to the timing of school starting on the Forest Park campus on August 19, the first gift card has been purchased.





# BOARD RESOLUTION

Date: August 23, 2013

Agenda Item: 09-06-13-07

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Contract

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve contract with the Cooperating School District (CSD), to act as the fiscal agent for the St. Louis Community Monitoring and Support Task Force, for the fiscal year 2013-14 in an amount not to exceed \$62,500, as authorized and referenced in the original DESEG Settlement Agreement reached between the Liddell Plaintiffs, the Caldwell/NAACP Plaintiffs, the State of Missouri, the United States of America, and the Special Administrative Board of the Transitional School District of the City of St. Louis.

**BACKGROUND:** The DESEG Settlement Agreement authorizes the establishment of the St. Louis Community Task Force for the expressed purpose of monitoring and ensuring SLPS adherence to the obligations set forth in the agreement.

Accountability Plan Goals: Goal V: Governance

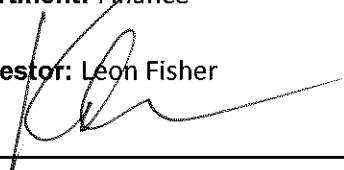
Objective/Strategy: III.D.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 810-00-111-2321-6319	GOB	Requisition #:
Amount: \$62,500.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$62,500.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600001292

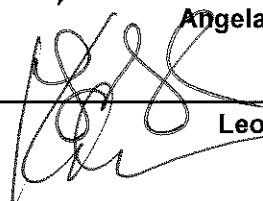
Department: Finance


Requestor: Leon Fisher



  
Mary M. Houlihan, Dep. Supt., Operations

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item: 09-26-13-08

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Althea Albert-Santiago, Director, Food Service

Action to be Approved: Contract Renewal

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 09-27-12-04

Prior Year Amount \$18,748.80

**SUBJECT:** To approve a contract renewal with The Children's Academy for the District to provide lunches for 20 students on a daily basis. The contract period is from October 1, 2013 to September 30, 2014. The Children's Academy will reimburse the District for the cost of the meals at the rate of \$2.54 per meal. The total amount of the reimbursement will be \$ 12,242.80.

**BACKGROUND:** Historically, the District has agreed to package and deliver meals in containers to The Children's Academy at the reduced lunch rate. The Children's Academy has requested that we continue to provide the lunches for their students. The meal rate has been increased this year from \$2.48 to \$2.54, however, the number of meals being provided has decreased from 30 to 20.

Accountability Plan Goals: Goal III: Facilities, Resources Support

Objective/Strategy: III.G.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 906-00-510-3141-6319	Non-GOB	Requisition #: NA
Amount: \$12,242.80		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Reimbursement Amount \$12,242.80	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Food and Nutrition Services

Requestor:

Althea Albert-Santiago, Director, Food Service

Mary M. Houlihan, Dep. Supt., Operations

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Missouri Department of Health and Senior Services  
Community Food and Nutrition Assistance  
Child and Adult Care Food Program

**Agreement to Furnish Food Service**

THIS AGREEMENT is made and entered into between (school) The Children's Academy and the (independent center or sponsoring organization) St. Louis Public Schools.

WHEREAS the facilities of the (center or sponsor) The Children's Academy are not adequate for preparing and serving meals to enrolled children, while the facilities of the (school) St. Louis Public Schools are adequate to serve meals to participants. The (school) St. Louis Public Schools agrees to supply meals (inclusive/exclusive) of milk to (center or sponsor) \_\_\_\_\_ with and for the rates herein listed:

Breakfast..... \$ _____ each	Lunch... <u>20</u> ... \$ <u>2.17</u> each
Snacks..... \$ _____ each	Supper..... \$ _____ each

It is further agreed that the (school) St. Louis Public Schools, pursuant to the provisions of the Child and Adult Care Food Program (CACFP) regulations, attached copy of which is part of this agreement, will assure that said meals meet the minimum meal pattern requirements as to nutritive value and content, and will maintain full and accurate records that the (center or sponsor) \_\_\_\_\_ will need to meet its responsibility including menu records containing the amount of food prepared and daily number of mails delivered by type.

These records must be reported to the (center or sponsor) Children's Academy promptly at the end of the month. (School) St. Louis Public Schools agrees also to retain records required under the preceding clause for a period of three years after the end of the fiscal year to which they pertain (or longer, if an audit is in progress); and upon request, to make all accounts and records pertaining to the CACFP available to representatives of the Missouri Department of Health and Senior Services, the U.S. Department of Agriculture, and the General Accounting Office for audit or administrative review at a reasonable time and place.

This agreement shall be effective as of (date) Oct 1 2013 It may be terminated by notice in writing given by any party hereto to the other parties at least 30 days prior to the date of termination.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the dates indicated below:

_____	<u>Verian G Moore</u>
School Official	Center/Sponsor Official
_____	<u>Executive Director</u>
Title	Title
_____	_____
Date	Date







# BOARD RESOLUTION

Date: August 21, 2013

To: Dr. Kelvin R. Adams, Superintendent

From: Stacy Clay, Dept. Supt., Institutional Advancement

Agenda Item : 09-06-13-09

Action:

Action to be Approved: Contract Renewal

Other Transaction Descriptors: Sole Source  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 10-18-12-16

Prior Year Cost \$22,590.00

**SUBJECT:** To approve a sole source contract renewal with the St. Louis Zoo for science courses and experiences for students to be provided during the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$22,590.00.

**BACKGROUND:** This program is part of the activities included under the 21st Century Grant Cohort 6; Gateway Elementary and Gateway STEM High School and Cohort 7: Washington Montessori and Soldan International High School. The intent of this contract is to use the Zoo resources to help students improve their science scores. Students from both the high school and elementary levels will gain knowledge of conservation, animal management, research, and have interaction with live animals. In addition, the program for high school students will include a career component which could include employment at the Zoo. An evaluation of the program will be conducted by Rachel Kryah an outside evaluator with the Missouri Institute of Mental Health. The Center for Youth and Program Quality will also use the School-Age Program Quality Assessment) PQA tool to evaluate programming as required by the grant.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.A.3.d

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 827-V4-294-1663-6319	Non-GOB	Requisition #: 10135487
Amount: \$12,000.00		
Fund Source: 827-W5-294-1663-6319	Non-GOB	Requisition #: 10135488
Amount: \$10,590.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$22,590.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600001260

Department: Student Support Services

Requestor: Judith King

Stacy Clay, Dept. Supt., Institutional Advancement

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Judith King	<b>Date:</b> August 9, 2013
<b>Department / School:</b> Student Support Services	<b>Phone Number:</b> 314-345-4409
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
<p>Students participating in the 21st Century After School Programs at Gateway Elementary, Gateway STEM High, Soldan High and Washington Montessori will have the opportunity to receive academic instruction at the St. Louis Zoo and at each school site. All sessions will consist of active learning activities. Animals are present at every session.</p>	
<b>Vendor Name:</b> St. Louis Zoo	<b>Email:</b> Bradshaw@stlzoo.org
<b>Vendor Contact:</b> Louise Bradshaw	<b>Phone Number:</b> 314-646-4756
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
The St. Louis Zoo offers students access to a wide variety of animals , and experiences at the zoo and in the classroom.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
Program provides access to the Zoo , Educational Department and hands on experiences with animals.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
Services provided by the St. Louis Zoo are included in the 21st Century Grant.	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
<i>I certify the above information is true and correct and that I have no financial, personal or other beneficial interest in the specified vendor.</i>	
<b>Your sole source request will not be approved without the required signatures below:</b>	
Department Head	Date
CFO	Date
Superintendent	Date

## Sole Source Checklist

### 1. Check one of the following:

- One-of-a-kind** The commodity or service has no competitive product and is available from only one supplier.

Prior to checking this box you must complete each of the following tasks:

- Search the internet for companies providing similar services.
- Search purchasing files to determine if district has a record of vendors(s) that have provided similar services.
- Document search activities and findings.

- Compatibility** The commodity or service must match existing brand of equipment for compatibility and is available from only one vendor.

Prior to checking this box you must complete the following task:

- Provide documentation from the provider of the original equipment/services that the equipment/services in question must be provided by the vendor in question.

- Replacement Part** The commodity is a replacement part for a specific brand of existing equipment and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document a search for additional suppliers.

- Delivery Date** Only one supplier can meet necessary delivery requirements.

Prior to checking this box you must complete each of the following tasks:

- Document delivery date and quotes from at least two other vendors.
- Document rationale in support of treating the delivery date as mission critical.

- Research Continuity** The commodity or service must comply with established District standards and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document district adoption of standard (i.e. Textbook adoption).

- Unique Design** The commodity or service must meet physical design or quality requirements and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Sole supplier (i.e. Regional Distributor).

- Emergency** URGENT NEED for the item or service does not permit soliciting competitive bids, as in cases of emergencies, disasters, etc.

Prior to checking this box you must complete the following task:

- Complete Emergency Purchase Form.

2. If the Sole Source Criteria is met, then complete the Sole Source Form;
3. If the Sole Source Criteria are not met, then the item must be bid.



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: August 7, 2013
Dept / School: 21st Century Programs		Reported By: Judith King
Vendor: St. Louis Zoo		Vendor #: 6000001359
Contract # / P.O. #: 4500165793/4500165429		Contract Name: Judith King
Contract Amount: \$ 22,590.00		Award Date: 10/18/2012
<b>Purpose of Contract (Brief Description):</b> This vendor is part of the 21st Century Grant. The Zoo provides instruction and resources to improve science experiences for students. High School Students have a career piece which could include employment at the Zoo.		
<b>Performance Ratings:</b> Summarize the vendor's performance and circle the number which best describes their performance in that category. See Vendor Performance Report Instructions for explanations of categories and numeric ratings ( <i>please attach additional sheets if necessary</i> ). Ratings 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory		
Category	Rating	Comments (Brief)
<b>Quality of Goods / Services</b>	5X	Excellent well developed lessons
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5	All sessions as scheduled
	4X	
	3	
	2	
	1	
<b>Business Relations</b>	5	Good business relationships large organization had difficulty knowing when we sent a check. Changed address to assist.
	4X	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 X	Satisfied with services rendered.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 X	Cost were reasonable for services rendered.
	4	
	3	
	2	
	1	
<b>Average Score</b>	4.6	Add above ratings: divide the total by the number of areas being rated.
Would you select / recommend this vendor again? Please be aware that an answer of yes authorizes the Purchasing Department to seek renewal of the available option year for this contract. All items and conditions within the current contract shall be honored during this renewal period.		
Please Check    Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

## VENDOR PERFORMANCE REPORT INSTRUCTIONS

<b>Type of report</b>	Identify if this is a final report or a quarterly report (3 months)
<b>Report Date</b>	The date the report is prepared
<b>Department</b>	Indicate the name of the reporting department
<b>Reported By</b>	Please sign your name
<b>Vendor</b>	Enter the vendor's name
<b>Vendor Number</b>	Enter the vendor's assigned number
<b>Contract # / PO #</b>	Enter the assigned contract # or the purchase order # for the goods or services being reported
<b>Contract Name</b>	The official name used when the contract was solicited
<b>Contract Amount</b>	The total dollar value of the contract: the amount listed on the Board Resolution
<b>Award Date</b>	Enter the date that the Board approved this contract
<b>Contract Description</b>	Provide a brief description of the work being done under the contract
<b>Performance Ratings</b>	In the comment column provide the rationale for the rating you give Indicate the contract requirements that were exceeded, were not exceeded, or were not met by the vendor

### Performance Ratings Guidelines

Rating	Category	Description
5	Exceptional	Met all performance requirements; Minor problems; Effective corrective actions; Improved performance; Quality results
4	Very Good	Met all performance requirements; Minor problems; Effective corrective actions
3	Satisfactory	Met all performance requirements; Minor problems; Satisfactory corrective actions
2	Marginal	Some performance requirements not met; Performance reflects some serious problem; Ineffective corrective actions
1	Unsatisfactory	Most performance requirements are not met; Recovery not likely

### Performance Categories Descriptions

Category	Description
Quality of Goods and / or Services	Rate the vendor's technical performance or the quality of the product or services delivered under the contract
Timeliness of Delivery or Performance	Rate the vendor's performance based on the delivery requirements of the contract. If the vendor significantly exceeded the requirements (to SLPS' benefit); quickly resolved delivery issues
Business Relations	Rate the vendor's professionalism; responsiveness; significantly exceeded expectations; customer service; limited change orders
Customer Satisfaction	Rate the vendor based on feedback you receive from your customers (end-users)
Cost Control	Make your ratings based on the vendor's effectiveness in forecasting, managing and controlling contract cost. This assesses whether the vendor met original cost estimated or needed to negotiate cost changes to meet contract requirements





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item: 09-26-13-10

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Stacy Clay, Dept. Supt., Institutional Advancement

Action to be Approved: Contract Renewal

Other Transaction Descriptors: Sole Source  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 10-18-12-18

Prior Year Cost \$14,000.00

**SUBJECT:** To approve a sole source contract renewal with the St. Louis Society for the Blind and Visually Impaired for collaboration with the community service project for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$14,000. The project will involve our students in the development of resources for visually impaired individuals to improve their ability to enjoy the St. Louis Zoo, the Botanical Garden and the St. Louis Science Center.

**BACKGROUND:** This program is part of the activities included under the 21st Century Cohort 6 Grant Gateway Elementary and Gateway STEM High School, and Cohort 7, Washington Montessori and Soldan International High School. The intent of this contract is to involve the students in a community service project that will benefit visually impaired individuals as the visit the St. Louis Zoo the Botanical Gardens and the St. Louis Science Center. All students enrolled in the 21st Century Program will participate to some extent in the project. The project will take place after school and on weekends. The Zoo, Botanical Garden and the St. Louis Science Center will work in collaboration with school staff to extend activities. The project will also include experience that will contribute to the student's knowledge of science and technology.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.A.3.d

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 827-V4-294-1663-6319	Non-GOB	Requisition #: 10135493
Amount: \$7,000.00		
Fund Source: 827-W5-294-1663-6319	Non-GOB	Requisition #: 10135494
Amount: \$7,000.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$14,000.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600001298

Department: Student Support Services

Requestor: Judith King

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Stacy Clay, Dept. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Judith King	<b>Date:</b> August 9, 2013
<b>Department / School:</b> Community Education	<b>Phone Number:</b> 314-345-4409
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
Gateway IT High school students will implement a multi-faceted service learning project designed to enhance for blind and visually impaired persons their full access to and enjoyment of key cultural resources in the community including the Saint Louis Zoo, the Saint Louis Science Center, and the Missouri Botanical Garden. The five-year project will be carried out in collaboration with community cultural institutions, with technical assistance services provided by the St. Louis Society for the Blind and Visually Impaired	
<b>Vendor Name:</b> St. Louis Society for the Blind and Visually Impaired	<b>Email:</b> bwendling@slsbvi.org
<b>Vendor Contact:</b> Brenda Wendling	<b>Phone Number:</b> 314-301-7374
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
Consultants from St. Louis Society for the Blind and Visually Impaired will work closely with students to help them gain a greater understanding of the challenges faced by blind and visually impaired persons and to ensure project plans and strategies are consistent with the needs of the visually impaired	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
St. Louis Society for the Blind and Visually Impaired have access to resources to make this community service project successful while collaborating with a variety of agencies.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
Services provided by the St. Louis Society for the Blind and Visually Impaired are included in the 21st Century Grant.	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
<i>I certify the above information is true and correct and that I have no financial, personal or other beneficial interest in the specified vendor.</i>	
<b>Your sole source request will not be approved without the required signatures below:</b>	
Department Head	Date
CFO	Date
Superintendent	Date



## Sole Source Checklist

### 1. Check one of the following:

**One-of-a-kind** The commodity or service has no competitive product and is available from only one supplier.

Prior to checking this box you must complete each of the following tasks:

- Search the internet for companies providing similar services.
- Search purchasing files to determine if district has a record of vendors(s) that have provided similar services.
- Document search activities and findings.

**Compatibility** The commodity or service must match existing brand of equipment for compatibility and is available from only one vendor.

Prior to checking this box you must complete the following task:

- Provide documentation from the provider of the original equipment/services that the equipment/services in question must be provided by the vendor in question.

**Replacement Part** The commodity is a replacement part for a specific brand of existing equipment and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document a search for additional suppliers.

**Delivery Date** Only one supplier can meet necessary delivery requirements.

Prior to checking this box you must complete each of the following tasks:

- Document delivery date and quotes from at least two other vendors.
- Document rationale in support of treating the delivery date as mission critical.

**Research Continuity** The commodity or service must comply with established District standards and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document district adoption of standard (i.e. Textbook adoption).

**Unique Design** The commodity or service must meet physical design or quality requirements and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Sole supplier (i.e. Regional Distributor).

**Emergency** URGENT NEED for the item or service does not permit soliciting competitive bids, as in cases of emergencies, disasters, etc.

Prior to checking this box you must complete the following task:

- Complete Emergency Purchase Form.

2. If the Sole Source Criteria is met, then complete the Sole Source Form;
3. If the Sole Source Criteria are not met, then the item must be bid.



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: August 7, 2013
Dept / School: 21st Century Programs		Reported By: Judith King
Vendor: St. Louis Society for the Blind		Vendor #: 600001298
Contract # / P.O/ #: 4500165374/4500165375		Contract Name: Judith King
Contract Amount: \$ 14,000.00		Award Date: 10/18/2012
<b>Purpose of Contract (Brief Description):</b>		
<b>Performance Ratings:</b> Summarize the vendor's performance and circle the number which best describes their performance in that category. See Vendor Performance Report Instructions for explanations of categories and numeric ratings ( <i>please attach additional sheets if necessary</i> ). <b>Ratings</b> 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory		
Category	Rating	Comments (Brief)
<b>Quality of Goods / Services</b>	5 X	Excellent experiences for students
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5 X	Available as scheduled, attended field experiences with students.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	5 X	Works well with all agencies
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 X	Satisfied with services rendered.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 X	Cost were reasonable for services rendered determined by the grant.
	4	
	3	
	2	
	1	
<b>Average Score</b>	5.0	Add above ratings: divide the total by the number of areas being rated.
Would you select / recommend this vendor again? Please be aware that an answer of yes authorizes the Purchasing Department to seek renewal of the available option year for this contract. All items and conditions within the current contract shall be honored during this renewal period.		
Please Check    Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

**Type of report** Identify if this is a final report or a quarterly report (3 months)  
**Report Date** The date the report is prepared  
**Department** Indicate the name of the reporting department  
**Reported By** Please sign your name  
**Vendor** Enter the vendor's name  
**Vendor Number** Enter the vendor's assigned number  
**Contract # / PO #** Enter the assigned contract # or the purchase order # for the goods or services being reported  
**Contract Name** The official name used when the contract was solicited  
**Contract Amount** The total dollar value of the contract: the amount listed on the Board Resolution  
**Award Date** Enter the date that the Board approved this contract  
**Contract Description** Provide a brief description of the work being done under the contract  
**Performance Ratings** In the comment column provide the rationale for the rating you give  
 Indicate the contract requirements that were exceeded, were not exceeded, or were not met by the vendor

**Performance Ratings Guidelines**

Rating	Category	Description
5	Exceptional	Met all performance requirements; Minor problems; Effective corrective actions; Improved performance; Quality results
4	Very Good	Met all performance requirements; Minor problems; Effective corrective actions
3	Satisfactory	Met all performance requirements; Minor problems; Satisfactory corrective actions
2	Marginal	Some performance requirements not met; Performance reflects some serious problem; Ineffective corrective actions
1	Unsatisfactory	Most performance requirements are not met; Recovery not likely

**Performance Categories Descriptions**

Category	Description
Quality of Goods and / or Services	Rate the vendor's technical performance or the quality of the product or services delivered under the contract
Timeliness of Delivery or Performance	Rate the vendor's performance based on the delivery requirements of the contract. If the vendor significantly exceeded the requirements (to SLPS' benefit); quickly resolved delivery issues
Business Relations	Rate the vendor's professionalism; responsiveness; significantly exceeded expectations; customer service; limited change orders
Customer Satisfaction	Rate the vendor based on feedback you receive from your customers (end-users)
Cost Control	Make your ratings based on the vendor's effectiveness in forecasting, managing and controlling contract cost. This assesses whether the vendor met original cost estimated or needed to negotiate cost changes to meet contract requirements





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-2613-11

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Stacy Clay, Dept. Supt., Institutional Advancement

Action to be Approved: Contract Renewal

Other Transaction Descriptors: Sole Source  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 10-18-12-17

Prior Year Cost \$26,320.00

**SUBJECT:** To approve a sole source contract renewal with the Missouri Botanical Garden to provide math and science courses for students during the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$26,320.00.

**BACKGROUND:** This program is part of the activities included under the 21st Century Grant Cohort 6; Gateway Elementary and Gateway STEM High School and Cohort 7; Washington Montessori and Soldan International High School. Programs operate Monday through Friday for three hours after school. The program targets 3rd, 4th and 5th grade students in the elementary sites and all students at the high school sites. In addition, the program for the high school students will include a career piece which could include employment at the Botanical Garden. Students will create a portfolio or projects for each module taught by the Missouri Botanical Garden. An evaluation of the program will be conducted by Rachek Kryah, an outside evaluator with the Missouri Institute of Mental Health. The Center for Youth and Program Quality will also use the School-Age Program Quality Assessment (PQA) tool to evaluate programing as required by the grant.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.A.3.d

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 827-V4-294-1663-6319	Non-GOB	Requisition #: 10135489
Amount: \$12,460.00		
Fund Source: 827-W5-294-1663-6319	Non-GOB	Requisition #: 10135490
Amount: \$13,860.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$26,320.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600001260

Department: Student Support Services

Requestor: Judith King

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Stacy Clay, Dept. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Judith King	<b>Date:</b> August 9, 2013
<b>Department / School:</b> Student Support Services	<b>Phone Number:</b> 314-345-4409
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
<p>Students participating in the 21st Century After School Programs at Gateway Elementary, Gateway STEM High, Soldan High and Washington Montessori will have the opportunity to receive academic instruction at the Missouri Botanical Gardens and at each school site. All sessions will consist of active learning activities.</p>	
<b>Vendor Name:</b> Missouri Botanical Gardens	<b>Email:</b> marty.galganski@mobot.org
<b>Vendor Contact:</b> Marty Galganski	<b>Phone Number:</b> 314-776-3300
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
The Botanical Gardens will provide students with the opportunity to connect with nature, increase interest in science and conservation careers. Families will also have the opportunity to participate in programming at the garden.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
Program includes a collaborative plan with the St. Louis Zoo and the St. Louis Science Center to ensure students experience high quality science programming. Access to the Botanical Gardens will be necessary for students and their families.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
Services provided by the Botanical Garden are written in the 21st Century Grants.	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
<i>I certify the above information is true and correct and that I have no financial, personal or other beneficial interest in the specified vendor.</i>	
<b>Your sole source request will not be approved without the required signatures below:</b>	
Department Head	Date
CFO	Date
Superintendent	Date

## Sole Source Checklist

### 1. Check one of the following:

**One-of-a-kind** The commodity or service has no competitive product and is available from only one supplier.

Prior to checking this box you must complete each of the following tasks:

- Search the internet for companies providing similar services.
- Search purchasing files to determine if district has a record of vendors(s) that have provided similar services.
- Document search activities and findings.

**Compatibility** The commodity or service must match existing brand of equipment for compatibility and is available from only one vendor.

Prior to checking this box you must complete the following task:

- Provide documentation from the provider of the original equipment/services that the equipment/services in question must be provided by the vendor in question.

**Replacement Part** The commodity is a replacement part for a specific brand of existing equipment and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document a search for additional suppliers.

**Delivery Date** Only one supplier can meet necessary delivery requirements.

Prior to checking this box you must complete each of the following tasks:

- Document delivery date and quotes from at least two other vendors.
- Document rationale in support of treating the delivery date as mission critical.

**Research Continuity** The commodity or service must comply with established District standards and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document district adoption of standard (i.e. Textbook adoption).

**Unique Design** The commodity or service must meet physical design or quality requirements and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Sole supplier (i.e. Regional Distributor).

**Emergency URGENT NEED** for the item or service does not permit soliciting competitive bids, as in cases of emergencies, disasters, etc.

Prior to checking this box you must complete the following task:

- Complete Emergency Purchase Form.

2. If the Sole Source Criteria is met, then complete the Sole Source Form;

3. If the Sole Source Criteria are not met, then the item must be bid.



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: August 7, 2013
Dept / School: 21st Century Programs		Reported By: Judith King
Vendor: Missouri Botanical Gardens		Vendor #: 600001260
Contract # / P.O. / #: 4500160823		Contract Name: Judith King
Contract Amount: \$ 26,320		Award Date: 10/18/2012
<p><b>Purpose of Contract (Brief Description):</b> Provide hands on science activities to help students expand their experiences with math, and science. High School Students have a career path which could include employment at the Botanical Gardens. Services provided weekly to Soldan, Washington Montessori, Gateway Elementary and Gateway STEM. A family program at the Garden was also available for elementary students.</p>		
<p><b>Performance Ratings:</b> Summarize the vendor's performance and circle the number which best describes their performance in that category. See Vendor Performance Report Instructions for explanations of categories and numeric ratings (<i>please attach additional sheets if necessary</i>). Ratings 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory</p>		
Category	Rating	Comments (Brief)
Quality of Goods / Services	5 X 4 3 2 1	Provided outstanding services.
Timeliness of Delivery or Performance	5 X 4 3 2 1	Provided all classes in a timely manner. Were able to make up missed programming due to weather etc. in a timely manner.
Business Relations	5 4 X 3 2 1	Staff worked well with students, teachers and other vendors .
Customer Satisfaction	5 X 4 3 2 1	Satisfied with services rendered.
Cost Control	5 X 4 3 2 1	Cost were reasonable for services rendered.
Average Score	4.8	Add above ratings: divide the total by the number of areas being rated.
<p>Would you select / recommend this vendor again? Please be aware that an answer of yes authorizes the Purchasing Department to seek renewal of the available option year for this contract. All items and conditions within the current contract shall be honored during this renewal period.</p> <p style="text-align: center;">Please Check    Yes <input checked="" type="checkbox"/>    No <input type="checkbox"/></p>		



## VENDOR PERFORMANCE REPORT INSTRUCTIONS

<b>Type of report</b>	Identify if this is a final report or a quarterly report (3 months)
<b>Report Date</b>	The date the report is prepared
<b>Department</b>	Indicate the name of the reporting department
<b>Reported By</b>	Please sign your name
<b>Vendor</b>	Enter the vendor's name
<b>Vendor Number</b>	Enter the vendor's assigned number
<b>Contract # / PO #</b>	Enter the assigned contract # or the purchase order # for the goods or services being reported
<b>Contract Name</b>	The official name used when the contract was solicited
<b>Contract Amount</b>	The total dollar value of the contract: the amount listed on the Board Resolution
<b>Award Date</b>	Enter the date that the Board approved this contract
<b>Contract Description</b>	Provide a brief description of the work being done under the contract
<b>Performance Ratings</b>	In the comment column provide the rationale for the rating you give Indicate the contract requirements that were exceeded, were not exceeded, or were not met by the vendor

### Performance Ratings Guidelines

Rating	Category	Description
5	<b>Exceptional</b>	Met all performance requirements; Minor problems; Effective corrective actions; Improved performance; Quality results
4	<b>Very Good</b>	Met all performance requirements; Minor problems; Effective corrective actions
3	<b>Satisfactory</b>	Met all performance requirements; Minor problems; Satisfactory corrective actions
2	<b>Marginal</b>	Some performance requirements not met; Performance reflects some serious problem; Ineffective corrective actions
1	<b>Unsatisfactory</b>	Most performance requirements are not met; Recovery not likely

### Performance Categories Descriptions

Category	Description
<b>Quality of Goods and / or Services</b>	Rate the vendor's technical performance or the quality of the product or services delivered under the contract
<b>Timeliness of Delivery or Performance</b>	Rate the vendor's performance based on the delivery requirements of the contract. If the vendor significantly exceeded the requirements (to SLPS' benefit); quickly resolved delivery issues
<b>Business Relations</b>	Rate the vendor's professionalism; responsiveness; significantly exceeded expectations; customer service; limited change orders
<b>Customer Satisfaction</b>	Rate the vendor based on feedback you receive from your customers (end-users)
<b>Cost Control</b>	Make your ratings based on the vendor's effectiveness in forecasting, managing and controlling contract cost. This assesses whether the vendor met original cost estimated or needed to negotiate cost changes to meet contract requirements





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-12

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Stacy Clay, Dept. Supt., Institutional Advancement

Action to be Approved: **Contract Renewal**

Other Transaction Descriptors: Sole Source  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 10-18-12-15

Prior Year Cost \$23,350.00

**SUBJECT:** To approve a sole source contract renewal with the St. Louis Science Center to provide math and science courses for students for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$19,350.00.

**BACKGROUND:** This program is part of the activities included under the 21st Century Grant Cohort 6; Gateway Elementary and Gateway STEM High School and Cohort 7; Washington Montessori and Soldan International High School. Programs operate Monday through Friday for three hours after school. The program targets 3rd, 4th and 5th grade students in the elementary sites and all students at the high school sites. The intent of this contract is to use St. Louis Science Center resources to help our students improve their math and science scores. In addition, the program for the high school students will include a career piece which could include employment at the Science Center. An evaluation of the program will be conducted by Rachel Kryah an outside evaluator with the Missouri Institute of Mental Health. The Center for Youth and Program Quality will also use the School-Age Program Quality Assessment (PQA) tool to evaluate programming as required by the grant.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.A.3.d

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 827-V4-294-1663-6319	Non-GOB	Requisition #: 10135491
Amount: \$8,350.00		
Fund Source: 827-W5-294-1663-6319	Non-GOB	Requisition #: 10135492
Amount: \$11,000.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$19,350.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600012452

Department: Student Support Services

Requestor: Judith King

Angela Banks, Budget Director

Stacy Clay, Dept. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Judith King	<b>Date:</b> August 9, 2013
<b>Department / School:</b> Student Support Services	<b>Phone Number:</b> 314-345-4409
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
<p>Students participating in the 21st Century After School Programs at Gateway Elementary, Gateway STEM High, Soldan High and Washington Montessori will have the opportunity to receive academic instruction at the St. Louis Science Center and at each school site. All sessions will consist of active learning activities.</p>	
<b>Vendor Name:</b> St. Louis Science Center	<b>Email:</b> mharsley@slsc.org
<b>Vendor Contact:</b> Mia Harsley	<b>Phone Number:</b> 314-289-1414
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
Students must have access to the Science Center, Planetarium and training facility.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
Students must have access to the Science Center and the unique activities which have been tailored to increase science and career awareness.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
Services from the St. Louis Science Center are written in the 21st Century Grants.	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
<i>I certify the above information is true and correct and that I have no financial, personal or other beneficial interest in the specified vendor.</i>	
<b>Your sole source request will not be approved without the required signatures below:</b>	
Department Head	Date
CFO	Date
Superintendent	Date

## Sole Source Checklist

### 1. Check one of the following:

- One-of-a-kind** The commodity or service has no competitive product and is available from only one supplier.

Prior to checking this box you must complete each of the following tasks:

- Search the internet for companies providing similar services.
- Search purchasing files to determine if district has a record of vendors(s) that have provided similar services.
- Document search activities and findings.

- Compatibility** The commodity or service must match existing brand of equipment for compatibility and is available from only one vendor.

Prior to checking this box you must complete the following task:

- Provide documentation from the provider of the original equipment/services that the equipment/services in question must be provided by the vendor in question.

- Replacement Part** The commodity is a replacement part for a specific brand of existing equipment and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document a search for additional suppliers.

- Delivery Date** Only one supplier can meet necessary delivery requirements.

Prior to checking this box you must complete each of the following tasks:

- Document delivery date and quotes from at least two other vendors.
- Document rationale in support of treating the delivery date as mission critical.

- Research Continuity** The commodity or service must comply with established District standards and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document district adoption of standard (i.e. Textbook adoption).

- Unique Design** The commodity or service must meet physical design or quality requirements and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Sole supplier (i.e. Regional Distributor).

- Emergency URGENT NEED** for the item or service does not permit soliciting competitive bids, as in cases of emergencies, disasters, etc.

Prior to checking this box you must complete the following task:

- Complete Emergency Purchase Form.

2. If the Sole Source Criteria is met, then complete the Sole Source Form;
3. If the Sole Source Criteria are not met, then the item must be bid.



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: August 7, 2013
Dept / School: 21st Century Programs		Reported By: Judith King
Vendor: St. Louis Science Center		Vendor #:
Contract # / P.O/ #: 4500166066/4500166067		Contract Name: Judith King
Contract Amount: 23,350.00		Award Date: 10/18/12
<b>Purpose of Contract (Brief Description):</b> one of the science providers under the 21st Century Program. Provided a series of science activities for students using resources from the science center. All hands -on activities.		
<b>Performance Ratings:</b> Summarize the vendor's performance and circle the number which best describes their performance in that category. See Vendor Performance Report Instructions for explanations of categories and numeric ratings ( <i>please attach additional sheets if necessary</i> ). Ratings 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory		
Category	Rating	Comments (Brief)
<b>Quality of Goods / Services</b>	5X	Good programming for students using hands-on materials.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5 X	All sessions were delivered, schedule changes were made as needed.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	5	Vendor works well with students, staff and other vendors.
	4 X	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 X	Satisfied with services rendered.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 X	Cost were very reasonable for services rendered.
	4	
	3	
	2	
	1	
<b>Average Score</b>	4.8	Add above ratings: divide the total by the number of areas being rated.
Would you select / recommend this vendor again? Please be aware that an answer of yes authorizes the Purchasing Department to seek renewal of the available option year for this contract. All items and conditions within the current contract shall be honored during this renewal period.		
Please Check    Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

## VENDOR PERFORMANCE REPORT INSTRUCTIONS

<b>Type of report</b>	Identify if this is a final report or a quarterly report (3 months)
<b>Report Date</b>	The date the report is prepared
<b>Department</b>	Indicate the name of the reporting department
<b>Reported By</b>	Please sign your name
<b>Vendor</b>	Enter the vendor's name
<b>Vendor Number</b>	Enter the vendor's assigned number
<b>Contract # / PO #</b>	Enter the assigned contract # or the purchase order # for the goods or services being reported
<b>Contract Name</b>	The official name used when the contract was solicited
<b>Contract Amount</b>	The total dollar value of the contract: the amount listed on the Board Resolution
<b>Award Date</b>	Enter the date that the Board approved this contract
<b>Contract Description</b>	Provide a brief description of the work being done under the contract
<b>Performance Ratings</b>	In the comment column provide the rationale for the rating you give Indicate the contract requirements that were exceeded, were not exceeded, or were not met by the vendor

### Performance Ratings Guidelines

Rating	Category	Description
5	<b>Exceptional</b>	Met all performance requirements; Minor problems; Effective corrective actions; Improved performance; Quality results
4	<b>Very Good</b>	Met all performance requirements; Minor problems; Effective corrective actions
3	<b>Satisfactory</b>	Met all performance requirements; Minor problems; Satisfactory corrective actions
2	<b>Marginal</b>	Some performance requirements not met; Performance reflects some serious problem; Ineffective corrective actions
1	<b>Unsatisfactory</b>	Most performance requirements are not met; Recovery not likely

### Performance Categories Descriptions

Category	Description
<b>Quality of Goods and / or Services</b>	Rate the vendor's technical performance or the quality of the product or services delivered under the contract
<b>Timeliness of Delivery or Performance</b>	Rate the vendor's performance based on the delivery requirements of the contract. If the vendor significantly exceeded the requirements (to SLPS' benefit); quickly resolved delivery issues
<b>Business Relations</b>	Rate the vendor's professionalism; responsiveness; significantly exceeded expectations; customer service; limited change orders
<b>Customer Satisfaction</b>	Rate the vendor based on feedback you receive from your customers (end-users)
<b>Cost Control</b>	Make your ratings based on the vendor's effectiveness in forecasting, managing and controlling contract cost. This assesses whether the vendor met original cost estimated or needed to negotiate cost changes to meet contract requirements







# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-13

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Dan Edwards, Assoc. Supt., Secondary Schools

Action to be Approved: Membership Renewal

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 09-27-12-06

Prior Year Cost \$33,275.00

**SUBJECT:** To approve the membership renewal with AVID (Advancement Via Individual Determination), for membership licensing fees in an amount not to exceed \$27,080.00 for the period beginning October 1, 2013 through June 30, 2014.

**BACKGROUND:** AVID supports the District's reform initiative to increase the number of students attending college and taking AP (Advance Placement) courses. AVID's annual membership/license for 8 schools: Carnahan, Gateway STEM, Roosevelt, Soldan, Sumner, Busch AAA, Compton Drew, and Langston. Historically, students participating in AVID score at or above the District on benchmark tests.

Accountability Plan Goals: Goal I: Student Performance

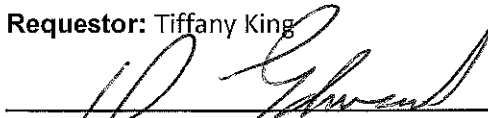
Objective/Strategy: 1.A

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

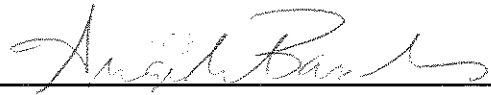
Fund Source: 816-V3-293-1151-6319	Non-GOB	Requisition #:
Amount: \$27,080.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$27,080.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600010956

Department: AVID

Requestor: Tiffany King

  
Dr. Dan Edwards, Assoc. Supt., Secondary Schools

  
Dr. Cleopatra Figgures, Deputy Supt. for Accountability/  
Acting Chief Academic Officer

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent



**Attachment A**

**AVID Implementation Pricing Schedule:**

**1. School System:**

Legal Name of Entity: St. Louis Public School  
Federal Employer ID #: 43-6003220  
District NCES #: 2632880

**2. Term of Agreement:** July 1, 2013 to June 30, 2014

**3. Agreement Processing and Billing Procedures:**

Contact for Contracts: Tiffany King  
Title: AVID District Director  
District Name: St. Louis Public School  
Business Address: 801 N. 11th St  
City, State, Zip Code, Country: St. Louis, MO, 63101, USA  
Telephone: 314-345-4478  
E-Mail: tiffany.king@slps.org

Billing Contact: Tiffany King  
Title: AVID District Director  
District Name: St. Louis Public School  
Business Address: 801 N. 11th St  
City, State, Zip Code, Country: St. Louis, MO, 63101, USA  
Telephone: 314-345-4478  
E-Mail: tiffany.king@slps.org

**4. District Director:**

AVID District Director (DD):	Tiffany King
Title:	AVID District Director
District Name:	St. Louis Public School
Business Address:	801 N. 11th St
City, State, Zip Code, Country:	St. Louis, MO, 63101, USA
Telephone:	314-345-4478
E-mail:	tiffany.king@slps.org

**5. Member Schools:**

School System will offer the AVID program in eight (8) total school(s) during the 2013 - 2014 school year.

<b>School Name</b>	<b>Grades AVID Program Implemented</b>	<b>Program Name</b>	<b>Site Status</b>
Busch AAA Middle School	7, 8	Secondary	Existing
Carnahan High School	9, 10, 11, 12	Secondary	Existing
Compton Drew Middle School	6, 7, 8	Secondary	Existing
Gateway IT High School	9, 10, 11	Secondary	Existing
Langston Middle School	6, 7, 8	Secondary	Existing
Roosevelt High School	9, 10, 11	Secondary	Existing
Soldan High School	9, 10, 11	Secondary	Existing
Sumner High School	9, 10, 11	Secondary	Existing

**Subtotal Schools**

Secondary	8
Total Schools:	8

**6. Fee Schedule:**

# of Schools	AVID Secondary Membership/License Fee per School Site
1 to 9	\$3,385.00
10 to 19	\$3,095.00
20 to 29	\$2,820.00
30 to 39	\$2,155.00
40 to 59	\$2,010.00
60 to 79	\$2,010.00
80 to 99	\$1,850.00
100 to 119	\$1,850.00

Eight (8) Secondary school(s) X \$3,385.00 = \$27,080.00  
 Total Membership Price = \$27,080.00

**7. District Director Professional Learning Services:**

**District Director(s)**

Tiffany King :

**ADL Training Status**  
 Completed ADL Training

Tiffany King:

No Charge

Total District Director Professional Learning Services Price =

\$0.00

**TOTAL 2013-2014 IMPLEMENTATION PRICE**

Contract signed and returned on or before May 1, 2013

\$27,080.00

Plus applicable taxes

OR

Contract signed and returned between May 2, 2013 and late fee start date

\$27,080.00

Plus applicable taxes





# BOARD RESOLUTION

Date: August 26, 2013

Agenda Item: 09-26-13-14

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Stacy Clay, Dep. Supt., Student Support Services

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve a Memorandum of Understanding (MOU) with the Young Men's Christian Agency (YMCA) to provide after school and evening programs for the benefit of students, families and the community. The programming will include at least the following: after school programs, recreation, enrichment, youth development, healthy living, and social responsibility. The MOU will be for the period September 27, 2013 to June 30, 2014.

**BACKGROUND:** The YMCA has been involved in providing after school and evening programs in the schools for many years. The MOU will formalize the relationship with the YMCA for this purpose. The YMCA will provide programs with academics, enrichment and recreational opportunities for students and their families; acquire appropriate state licensing as needed; complete necessary building permits; provide proof that all staff have necessary background checks, and provide attendance data as requested. The programs will be evaluated by data indicating student, family and community participation and a parent satisfaction survey

Accountability Plan Goals: Goal IV: Parent Community Involvement

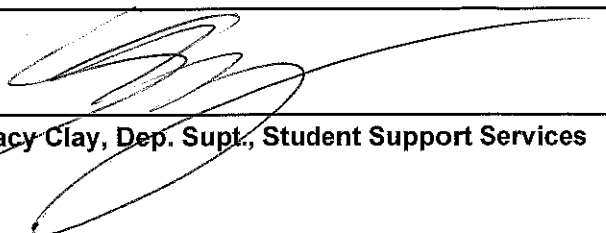
Objective/Strategy: IV.A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)


Fund Source: No Cost		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Special Education

Requestor:

  
Stacy Clay, Dep. Supt., Student Support Services

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Young Men's Catholic Agency (YMCA) ("Agency") on this 27<sup>th</sup> day of September, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between YMCA and the St. Louis Public Schools in order to provide after school and evening programs for the benefit to students, families and the community. The programming will include at least the following: after school programs, recreation, enrichment, youth development, healthy living and social responsibility. This programming will be at schools across the district.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.



**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

**5. Obligations of SLPS:**

(a) Provide adequate space to meet state license and needs of programs.

\_\_\_\_\_

(b) \_\_\_\_\_

\_\_\_\_\_

(c) \_\_\_\_\_

\_\_\_\_\_

**6. Obligations of Agency:**

(a) Provide programs with academics, enrichment and recreational opportunities for students and their families.

\_\_\_\_\_

(b) Acquire appropriate state licensing as needed.

\_\_\_\_\_

(c) Complete necessary building permits.

\_\_\_\_\_

(d) Provide proof that all staff have necessary background checks.

\_\_\_\_\_

(f) Provide attendance data as requested.

\_\_\_\_\_

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

(a) Data indicating student, family and community participation.

\_\_\_\_\_

(b) Parent Satisfaction survey

\_\_\_\_\_

(c) \_\_\_\_\_

\_\_\_\_\_

**8. Term and Termination:** The term of the MOU will be from September 27, 2013 through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

YMCA

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-15

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Rachel Seward, Dep. Supt., Institutional Advancement

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve a Memorandum of Understanding (MOU) with the Assistance League to provide school community necessary resources to increase attendance and achievement. Items provided will include new uniforms and new shoes and socks for students. The MOU will be for the period September 27, 2013 to June 30, 2014.

**BACKGROUND:** The Assistance League has been working in up to seventeen SLPS schools per year over the last twenty-five years. During the 12-13 school year the Assistance League served 100 students in each of 17 schools with either uniforms or shoes and socks. The principals in the schools served have indicated that for the students served with new uniforms, shoes and socks, their self esteem has been improved, which has led to an improvement in both attendance and achievement for those students. The MOU has been written to formalize the relationship and to ensure that the students continue to receive the many benefits that the Assistance League has provided in the past.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Institutional Advancement

Requestor:

Angela Banks, Budget Director

Rachel Seward, Dep. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Assistance League \_\_\_\_\_ ("Agency") on this 27th day of September, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Assistance League and the St. Louis Public Schools in order to provide the school community necessary resources to increase attendance and achievement through washer/dryer, uniforms, shoes, socks, coats hats and gloves (winter wear), etc.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

**5. Obligations of SLPS:**

(a) Sign agency agreement of support by providing a needs assessment based on student population. \_\_\_\_\_

(b) Provide space, staff support, and/or time to complete activity of donating goods. \_\_\_\_\_

(c) Provide picture (students and staff) and/or thank you notes etc. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**6. Obligations of Agency:**

(a) Provide resources to deserving students.

(b) Provide transportation

(c) Provide space to complete donation activity.

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

(a) Provide school uniforms and other clothing for five or more SLPS schools \_\_\_\_\_

\_\_\_\_\_

(b) \_\_\_\_\_

\_\_\_\_\_

(c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. Term and Termination:** The term of the MOU will be from September 27, 2013 (the Effective Date) through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

(Agency)

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: Dr. Kelvin R. Adams

Name: \_\_\_\_\_

Title: Superintendent

Title: \_\_\_\_\_







# BOARD RESOLUTION

Date: August 26, 2013

Agenda Item: 09-86-13-16

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Adrienne Lacey-Bushell

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 02-16-12-12

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with St. Louis University to provide a program for training and mentoring prospective occupational therapists and to attract potential new hires upon graduating. The MOU will be for the period September 27, 2013 to June 30, 2014.

**BACKGROUND:** St. Louis University will provide a number of students and in some cases faculty members, to gain practical learning and clinical experience in a school setting. The benefit to SLPS is two-fold: the students are exposed to new therapists with different skills and it allows SLPS to begin recruitment of the St. Louis University students as prospective employees. This is a collaborative relationship by which students and faculty of St. Louis University will share current evidence-based practice with the SLPS OT staff while gaining experience with a caseload of approximately 35 SLPS students.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: No Cost		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Special Education

Requestor:

Dr. Adrienne Lacey-Bushell,  
Special Education Executive Director

Rachel Seward, Dep Supt., Institutional  
Advancement

Angela Banks, Budget Director

Kelvin Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and Saint Louis University (the "University").

The purpose of this Memorandum of Understanding is to implement a program to provide practical learning and clinical experiences for training and mentoring University occupational therapy students ("OT Students") as part of their professional preparation, and to attract potential new SLPS hires upon the graduation of these OT Students (the "Program").

**1. Fundraising:** It is understood by the University that the SLPS does not endorse any fundraising efforts by the University, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the University believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All OT Students participating in the Program that may in any way come into contact with SLPS students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any OT Students participating in the Program. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the University or the OT Student (as applicable), and the SLPS shall not be liable for such cost under any circumstance. The University will provide written confirmation to SLPS that the background checks on all OT Students hereunder reflected no negative findings, that said OT Students passed the background checks and are, therefore, eligible to participate in the Program.

**4. SLPS Student Information:** The University acknowledges that it shall now, and in the future may, have access to and contact with confidential information of SLPS students, including but not

limited to the education and/or medical records of SLPS students. Both during the term of this MOU and thereafter, the University covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The University will not disclose any confidential information to any third party except as may be required pursuant to the Program or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

## **5. Obligations of SLPS:**

- (a.) SLPS shall designate a member of its staff to be coordinator of the Program and function as clinical supervisor with whom the University's Program Coordinator is to communicate for the conduct of this Program, which may include the development of objectives, methods of instruction and other details of the clinical experience.
- (b.) SLPS shall make available to assigned SLPS students, appropriate facilities, equipment and supplies in order to provide supervised clinical experience in the Program. Such facilities shall include an environment conducive to the learning process which conforms to the SLPS customary procedures.
- (c.) OT Students completing a Level II fieldwork experience shall perform services for patients only when under the supervision of a registered, licensed or certified occupational therapist. The therapist shall be at least one year post certification. OT Students shall work, perform assignments, participate in rounds, clinics, staff meetings, and inservice educational programs at the discretion of their supervisors designated by SLPS. Qualified personnel for supervising OT Students completing a Level I fieldwork experience include, but are not limited to occupational therapy practitioners, psychologist, physician assistants, teachers, social workers, nurses and physical therapists. SLPS shall ensure that the ratio of supervision to OT Student(s) enables proper supervision. OT Students are trainees, not employees, and are not to replace SLPS staff, who at all times be responsible for the occupational services and other services provided to SLPS students.
- (d.) OT Students are to remain subject to the authority, policies, and regulations imposed by the University. During periods of clinical assignment, and while on SLPS premises, OT Students will also be subject to all standards, rules, regulations, administrative practices and policies of SLPS.
- (e.) SLPS shall have the right to approve the participation of a faculty member of the University to engage in clinical teaching at SLPS.
- (f.) SLPS may require the University to withdraw from an SLPS facility any OT Student whose performance is unsatisfactory or whose characteristics and activities are detrimental to SLPS responsibilities for health care. Requests for withdrawal of an OT Student must be given in writing and must contain a statement of facts describing the OT Student's conduct deemed to be offensive.
- (g.) SLPS shall be responsible for arranging immediate emergency care of OT Students in the events of accidental injury or illness, but shall not be responsible for costs involved, follow-up care, or hospitalization.

## **6. Obligations of the University:**

- (a) The University shall have total responsibility for planning and determining the adequacy of the educational experience of OT Students in theoretical training, basic skills, professional ethics, attitude and behavior, and will assign to SLPS only those OT Students who have satisfactorily completed the prerequisites of the University's educational program before clinical assignment.
- (b) The University shall provide its students with health insurance or provide documentation to SLPS to verify that the OT Student is covered by health insurance.
- (c) The University shall provide a letter to SLPS which describes its professional liability protection for OT Students participating in the Program.
- (d) The University shall designate a member of its faculty to coordinate this program with a designated member of the SLPS's staff. This assignment may include on-site visits when practical and continuing exchange of information on progress of the program.
- (e) The University shall provide SLPS with the names, health status reports, and other pertinent information about each OT Student to be assigned to SLPS at least four weeks before the beginning date of the OT Student's Program assignment at the SLPS.
- (f) The University shall have the right to withdraw an OT Student from a Program clinical assignment. Such notice to SLPS of withdrawal of a student shall be in writing.
- (g) The University will instruct OT Students to keep confidential from third parties all information which relates to or identifies a particular SLPS student, including but not limited to the name, address, medical treatment or condition, financial status or any other personal information which is deemed to be confidential in accordance with applicable state and federal law, including HIPAA, and standards of professional ethics.

## **7. Joint Responsibilities:**

- (a) The University and SLPS shall mutually agree upon and arrange the course of instruction, the periods of assignment for each OT Student, and the number of OT Students eligible to participate concurrently in the Program.
- (b) The University and SLPS agree that there shall be no discrimination on the basis of age, race, religion, creed, sex, national origin, handicap or veteran's status.
- (c) The University and SLPS shall arrange and provide orientation of Program faculty members and OT Students concerning the SLPS's policies, rules and regulations.

## **8. Benefits to the School District of the City of St. Louis ("District"):**

The District can access the University's occupational therapy faculty for collaboration and information on latest research in occupational therapy.

- a. The District has the ability to participate in research projects with the University faculty to maintain the newest evidence based practice, subject to laws governing clinical and academic research studies.

- b. SLPS Students-have access to increased service provision by participating in specially-designed projects by the University as the OT Students apply classroom knowledge while participating in the Program's clinical experiences.
- c. Expected outcomes of the fieldwork experience are monitored by the fieldwork educator. The OT Student will:
  - Develop and practice interaction, assessment, intervention and professional reasoning skills;
  - Apply knowledge acquired in academic course work in a work place environment;
  - Engage in appropriately supervised professional activities and learn about the realities of professional practice.

**9. Term and Termination:** This Agreement is for a term of September 27, 2013 (the Effective Date") to June 30, 2014. This Agreement may be terminated in writing by either party by giving notice to the other party by certified mail at least three (3) months prior to the end of the the current term.

**10. Notice:** Should notice of termination be given, OT Students participating in the Program shall be allowed to complete their previously scheduled Program clinical assignment then in progress.

Notice of termination to SLPS shall be sent to:

Sandra S. Johnson, Director of Special Education  
St. Louis Public Schools  
Office of Special Education  
801 N. 11th Street, 1st. Floor  
St. Louis, MO 63101

Notice of termination to the University shall be sent to:

Sarah Walsh, MOT, OTR/L-Instructor  
Clinical Coordinator  
Department of Occupational Science and Occupational Therapy  
Doisy College of Health Sciences  
Saint Louis University  
3437 Caroline  
St. Louis, MO 63104-1111

With a copy sent to:

Saint Louis University  
Attn: Office of the General Counsel  
3556 Caroline Mall, Room 130  
St. Louis, MO 63104

**11. No Compensation:** The parties acknowledge and agree that neither of them shall receive compensation by the other as a result of this Agreement.

**12. Entire Agreement; Assignment:** This Agreement contains the entire agreement between the parties concerning the subject matter contained herein and there are no other terms, covenants, obligations or representations, oral or written, of any kind whatsoever. Any modification, addition or alteration of this Agreement must be in writing and signed by both parties.

Agreed to as of the date such authorized party's signature, effective as of the Effective Date.

St. Louis Public Schools

Saint Louis University

By: \_\_\_\_\_

By: \_\_\_\_\_  
Lisa L. Dorsey, Ph.D.

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_





# BOARD RESOLUTION

Date: August 16, 2013

Agenda Item: 09-26-13-17

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Dan Edwards, Assoc. Supt., Secondary Schools

Action to be Approved: Purchase of Software License

Other Transaction Descriptors: (i.e.: Sole Source, Ratification)

**SUBJECT:** To approve a purchase of software licenses from Achieve3000 Inc. for 250 licenses for student use of the company's Achieve3000 differentiated literacy program to be used September 27, 2013 through May 31, 2014 at a cost not to exceed \$12,000.

**BACKGROUND:** The purpose of Achieve3000 is to provide differentiated literacy instruction and non-fiction reading material for students, using LevelSet and the Lexile® Framework for Reading to measure students' reading ability and to track reading progress throughout the year (Achieve3000, Inc.). During a three-month pilot of the program during the Spring 2013 semester, the 460 students who used the program demonstrated a mean reading level gain of 58.2 Lexile points, exceeding the expected gain by 39.1 points for the time period. Average reading level growth was significantly higher than three months, with many students achieving approximately one year of growth. Success of the service will be assessed by monthly LevelSet reading assessments. Miller Career Academy proposes the purchase of Achieve3000 licenses to increase students' proficiency in reading non-fiction texts and in constructing written arguments.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy:

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code - 110 Fund Type - 2218 Function - 6411 Object Code)

Fund Source: 117-AM-234-1177-6441	Non-GOB	Requisition #: 10135497
Amount: \$12,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$12,000.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600012441

Department: Clyde C. Miller Career Academy

Requestor: Michael Brown

Angela Banks, Budget Director

Dr. Dan Edwards, Assoc. Supt., Secondary Schools

Leon Fisher, CFO/Treasurer

Dr. Cleopatra Figgures, Deputy Supt. for Accountability/  
Acting Chief Academic Officer

Dr. Kelvin R. Adams, Superintendent





Quote ID: 37417

Quote Date: 08/09/13

Subscription Period: 08/09/13 - 06/30/14

Valid Until: 09/08/13

**Client Information**

<b>Account Name:</b> Clyde C Miller Career Academy	
<b>Address</b>	<b>Client</b>
1000 N Grand Ave Saint Louis, MO 63106-1622 Phone: 314-371-0394	Samantha Smith Email: <a href="mailto:Samantha.Smith@slps.org">Samantha.Smith@slps.org</a> Phone:

**Order Information**

Item #	Product	Cost	Qty	Total
2013-LIT-A	Achieve3000 Differentiated Literacy Solution. Includes 2 days of Professional Development services; LevelSet assessments; and platform access for a maximum of 250 students.	\$15,550.00 per site	1	\$15,550.00
Implementation Materials Fee				\$175.00
Support Service Fee				\$200.00
Subtotal:				<b>\$15,925.00</b>
Discount				(\$-3,925.00)
<b>ORDER TOTAL:</b>				<b>\$12,000.00</b>

*See Next Page for Quote Acceptance*



**Quote ID:** 37417

**Acceptance**

	Achieve3000
<i>Account Name</i>	
<i>Signature</i>	<i>Signature</i>
<i>Name, Title</i>	<i>Name, Title</i>
<i>Date</i>	<i>Date</i>

The Complete Signed Quote and Purchase Orders can be sent to:

Achieve3000  
1985 Cedar Bridge Ave., Suite 3  
Lakewood, NJ 08701  
Fax: 316-221-0718  
Email: [orders@achieve3000.com](mailto:orders@achieve3000.com)

For terms and conditions, please refer to [www.achieve3000.com/terms](http://www.achieve3000.com/terms).



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Michael Brown, Principal	<b>Date:</b> August 20, 2013
<b>Department / School:</b> Clyde C. Miller Career Academy	<b>Phone Number:</b> (314) 371-0394
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
<p>The purchase of good with Achieve3000 Inc. for 250 licenses for student use of the company's Achieve3000 differentiated literacy program to be used August 19, 2013 through May 31, 2014 at a cost not to exceed \$12,000.</p>	
<b>Vendor Name:</b> Achieve3000 Inc.	<b>Email:</b> <a href="mailto:susan.ryan@achieve3000.com">susan.ryan@achieve3000.com</a>
<b>Vendor Contact:</b> Susan Ryan	<b>Phone Number:</b> (636) 795-5547
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
<p>Miller Career Academy proposes the purchase of Achieve3000 licenses to increase students' proficiency in reading non-fiction texts and in constructing written arguments. The Achieve3000 program benefits students by providing differentiated literacy instruction and non-fiction reading material for students. The program uses the LevelSet and the Lexile® Framework for Reading to measure students' reading ability and to track reading progress throughout the year (Achieve3000, Inc.).</p>	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
<p>Achieve3000 provides the most effective range of content-specific non-fiction texts of any educational product examined. The database of texts is updated on a weekly basis and is available at reading levels ranging from Kindergarten through post-high school. During a three-month pilot of the program during the Spring 2013 semester at Miller Career Academy, the 460 students who used the program demonstrated a mean reading level gain of 58.2 Lexile points, exceeding the expected gain by 39.1 points for the time period. Average reading level growth was significantly higher than three months, with many students achieving approximately one year of growth. Miller Career Academy desires to purchase this specific good because the school wants to expand the scope of reading level achievement and Lexile growth. Success of the service will be assessed by monthly LevelSet reading assessments.</p>	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
<p>The original quote for 250 licenses, implementation materials, and comprehensive learning and support services was \$15,925.00. However, the company offered Miller Career Academy a discount of \$3,925.00, thus resulting in a total price of \$12,000.00.</p>	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
<p>In prior years, Miller Career Academy has used Study Island, which is available at approximately \$175 per student per year. Study Island was included in Miller Career Academy's School Improvement Plans up until 2012-13, and the product was purchased each year using Title I funds. However, the school's use of Achieve3000 produced far greater measurable student gains than Study Island.</p> <p>Other Available Products:</p> <p>1) Scholastic Read 180- 60 Student License Package Enterprise Edition: \$37,000</p> <p><input type="checkbox"/> Add 60 Student Licenses: \$29,950</p> <p><input type="checkbox"/> Add 30 Student Licenses: \$17,500</p> <p><input type="checkbox"/> Add 5 Student Licenses: \$3,545</p> <p><input type="checkbox"/> Student Books (16 Titles): \$399</p>	

- Teacher's Resource Package: \$6,500
- Professional Development (In-Class, Coaching): \$1,600/per day
- State Edition Upgrade: \$250
- Premium Tech Support Plan (1 Year): \$1,680

2) Compass Learning- \$15,000 per site per year

*I certify the above information is true and correct and that I have no financial, personal or other beneficial interest in the specified vendor.*

**Your sole source request will not be approved without the required signatures below:**

Department Head	Date
CFO	Date
Superintendent	Date

## Sole Source Checklist

### 1. Check one of the following:

- One-of-a-kind** The commodity or service has no competitive product and is available from only one supplier.

Prior to checking this box you must complete each of the following tasks:

- Search the internet for companies providing similar services.
- Search purchasing files to determine if district has a record of vendors(s) that have provided similar services.
- Document search activities and findings.

- Compatibility** The commodity or service must match existing brand of equipment for compatibility and is available from only one vendor.

Prior to checking this box you must complete the following task:

- Provide documentation from the provider of the original equipment/services that the equipment/services in question must be provided by the vendor in question.

- Replacement Part** The commodity is a replacement part for a specific brand of existing equipment and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document a search for additional suppliers.

- Delivery Date** Only one supplier can meet necessary delivery requirements.

Prior to checking this box you must complete each of the following tasks:

- Document delivery date and quotes from at least two other vendors.
- Document rationale in support of treating the delivery date as mission critical.

- Research Continuity** The commodity or service must comply with established District standards and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document district adoption of standard (i.e. Textbook adoption).

- **Unique Design** The commodity or service must meet physical design or quality requirements and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Sole supplier (i.e. Regional Distributor).

- Emergency** URGENT NEED for the item or service does not permit soliciting competitive bids, as in cases of emergencies, disasters, etc.

Prior to checking this box you must complete the following task:

- Complete Emergency Purchase Form.

2. If the Sole Source Criteria is met, then complete the Sole Source Form;
3. If the Sole Source Criteria are not met, then the item must be bid.

## 2012 - 2013 Achieve3000<sup>®</sup> Performance Report Highlights

### Clyde C Miller Career Academy Saint Louis, Missouri

Total Classes	33
Total Teachers	21
Total Students	460

## The Race to 1300 Lexile<sup>®</sup>

The required reading level for college and career readiness



How are your students performing?

To learn more about Achieve3000  
and its proven solutions,  
call 888-968-6822 or e-mail  
[account.services@achieve3000.com](mailto:account.services@achieve3000.com)

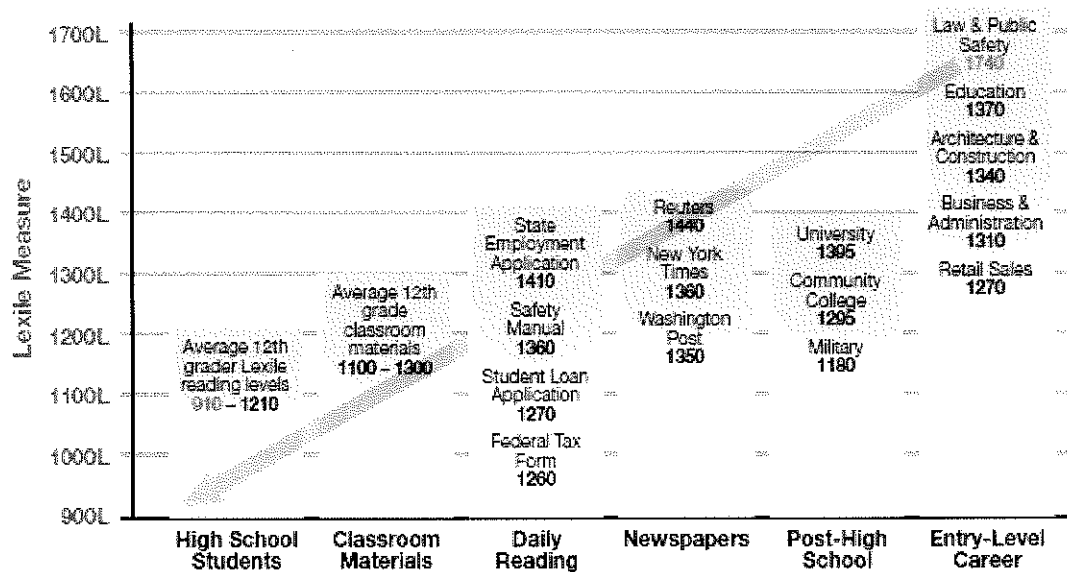
  
**ACHIEVE3000<sup>®</sup>**  
believe

The Leader in Differentiated Instruction

# 1300 Lexile: The bar has been set for college and career readiness

We understand that getting students college and career ready is your biggest challenge, and that in order to succeed in college and beyond students need to achieve a Lexile level of 1300 by the time they finish high school. That's why Achieve3000's online literacy solutions measure growth using that same Lexile framework – developed by our educational partner MetaMetrics® – and adjust your students' reading levels on an ongoing basis.

## College and Career Lexile Levels



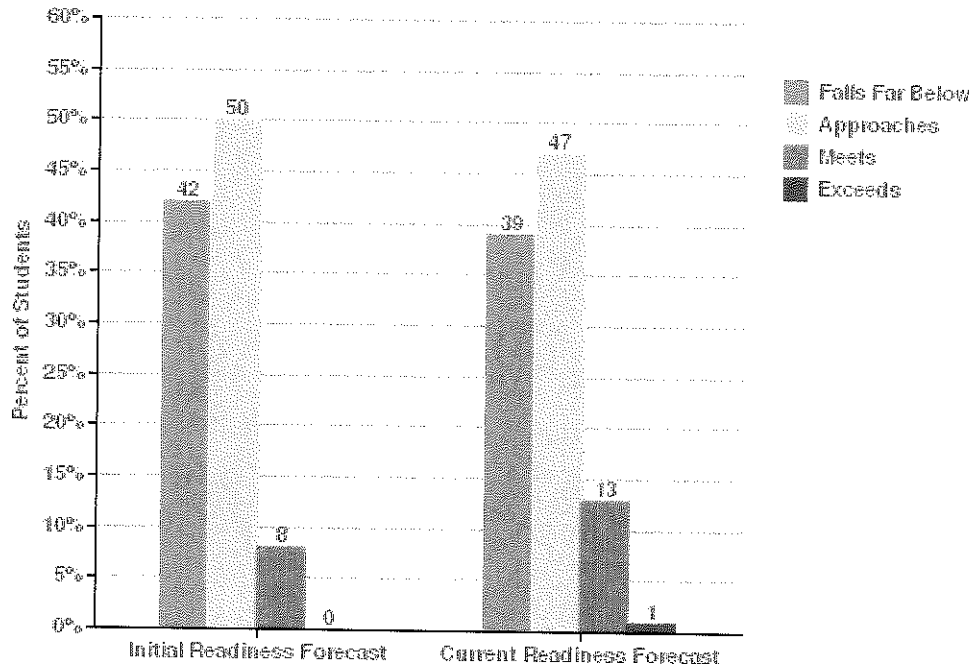
The chart above shows the gap between where students' Lexile levels are today and where they need to be in order to succeed in college and in various careers. As your digital partner, Achieve3000 will help you meet the challenges of college and career readiness successfully, enabling all of your students realize their dreams and goals.

### How are your students progressing?

The Achieve3000 Performance Report Highlights is a high-level overview of your students' performance since you began implementing the program this school year. This at-a-glance report enables you to see the high points of student performance quickly and easily, so that you can determine whether your students are making progress toward the 1300 Lexile score. For more information, email [account.services@achieve3000.com](mailto:account.services@achieve3000.com).

Note: This report highlights key aspects of your implementation, with a focus on work completed independently by your students. With the increased emphasis on the Common Core State Standards and College and Career Readiness, Achieve3000 now offers many teacher-driven activities to ensure complete development of students' literacy capacities (for example, Stretch Activities, discussion and debate, and citing evidence from the text). For more information about increasing the role of teachers in your Achieve3000 implementation, email [account.services@achieve3000.com](mailto:account.services@achieve3000.com).

## How have students progressed towards college and career readiness?

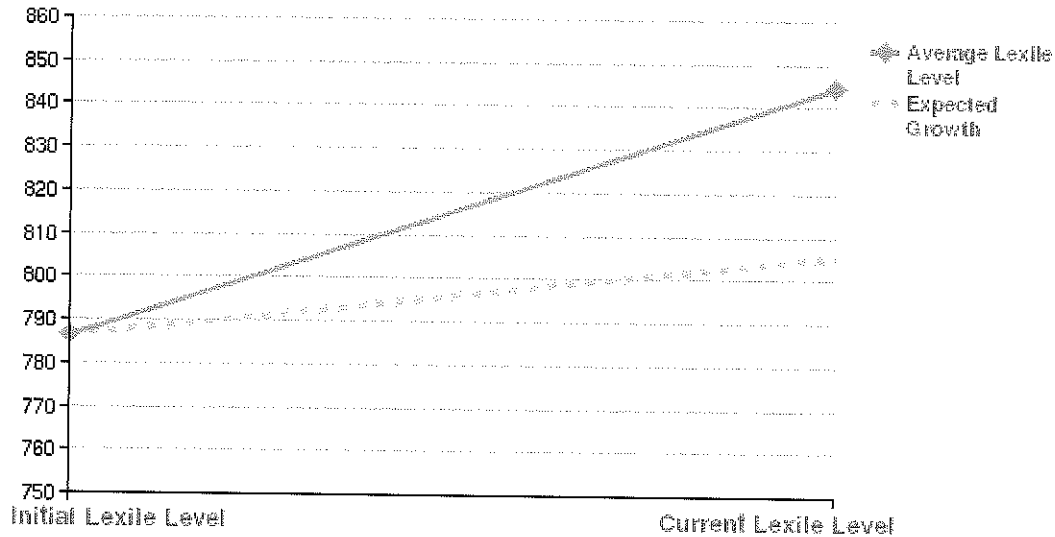


*In support of the current emphasis on College and Workforce readiness and the Common Core Standards, Achieve3000® has worked with MetaMetrics – publishers of the Lexile Framework® for Reading – to provide a forecast of students' preparedness for college and career based on their current Lexile® reading levels. The 'initial readiness forecast' section shows you how your students ranked at the beginning of their Achieve3000 implementation. The 'current readiness forecast' section (available only once you are further into your implementation) shows your students' current preparedness for college and career. Use this data to monitor your students' progress towards college and career over the course of the school year. Please note the current readiness forecast is based on students' Lexile level at the time the report was produced.*

Source: MetaMetrics



## How have students' Lexile® reading levels progressed?



**Students demonstrated a mean gain of 58.2 Lexile points. Expected gains were 19; students exceeded this expectation by 39.1 points.**

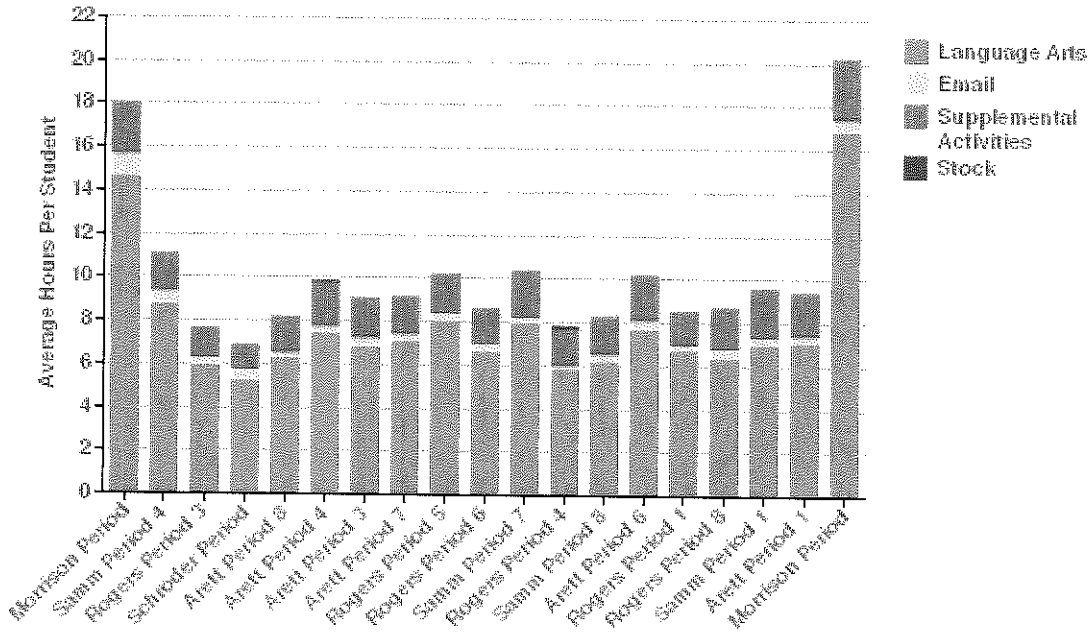
*Achieve3000 uses LevelSet and the Lexile® Framework for Reading to measure students' reading ability and to track reading progress throughout the year. Our solutions assess student Lexile levels on an ongoing basis and deliver rigorous nonfiction materials that are scientifically matched to each student's Lexile level, propelling them towards success in college and career.*

*Yearly growth varies based on the student's initial grade and reading level. Students reading farther below grade level typically make higher Lexile gains, while those reading at or above grade level may progress at a slower pace. For more information about Lexiles, visit [www.lexile.com](http://www.lexile.com). For information about your students' expected Lexile gains - based on reading level - contact Customer Support at [www.achieve3000.com/support](http://www.achieve3000.com/support).*

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Source: MetaMetrics

## How much time are students spending on the program?



**Across Clyde C Miller Career Academy, active students spent an average of 10 hours using Achieve3000 solutions this year.\*\***

*Research indicates that it is not only important that students spend more time reading, but that students are reading materials that are at their individual level. When a student is using Achieve3000 solutions, every text he encounters is at his individual level, therefore enhancing his learning.*

Source: Blair, T., Nichols, W., & Rupley, W. (2007). The effective teacher of reading: Considering the "what" and "how" of instruction. *The Reading Teacher*, 60 (5), 432-438.



## Participating Classes

Arett Period 1	Rogers Period 4
Arett Period 3	Rogers Period 5
Arett Period 4	Rogers Period 6
Arett Period 6	Rogers Period 8
Arett Period 7	Samm Period 1
Arett Period 8	Samm Period 2
Findley Period 2	Samm Period 4
Findley Period 5	Samm Period 6
Findley Period 6	Samm Period 7
Findley Period 7	Samm Period 8
Morrison Period 1	Schroder Period 8
Morrison Period 3	Weissler Period 1
Morrison Period 4	Weissler Period 3
Portwood Period 1	Weissler Period 4
Rogers Period 1	Weissler Period 6
Rogers Period 2	Weissler Period 7
Rogers Period 3	

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\*\* Due to space constraints, this graph includes only a sampling of classes.

© 2013 Achieve3000, Inc.



## **ABOUT ACHIEVE3000®**

Achieve3000® is the leader in differentiated instruction. Our online literacy solutions, KidBiz3000® (2-5), TeenBiz3000® (6-8), Empower3000™ (9-12), and Spark3000® (adults), dramatically improve reading comprehension, fluency, vocabulary, and writing skills for *all* learners. By setting reading levels, differentiating nonfiction text to each student's unique academic profile, and continually assessing and increasing text complexity, Achieve3000's solutions accelerate students' ability to read, comprehend, apply and communicate information derived from complex text. They enable students at all levels to master the content area literacy skills needed to meet the Common Core State Standards, succeed on high-stakes tests, and be prepared for college and career success. For more information, visit [achieve3000.com](http://achieve3000.com) or email us at [account.services@achieve3000.com](mailto:account.services@achieve3000.com).





# BOARD RESOLUTION

Date: August 22, 2013

Agenda Item : 09-06-13-18

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. James Henderson, Chief Human Resource Officer

Action to be Approved: Policy Adoption/Change

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve modifications to the Performance Based Teacher Evaluation System. These modifications are necessary to meet new requirements of the Department of Elementary and Secondary Education.

**BACKGROUND:** By the 2014-15 school year all districts in Missouri are required to implement teacher evaluation systems that include measures of growth in student learning as a significant part of the evaluation of professional practice at all levels. The modifications requested will meet this new requirement.

Accountability Plan Goals:

Objective/Strategy:

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code - 110 Fund Type - 2218 Function - 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Human Resources

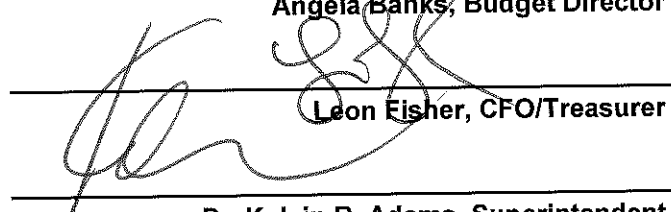
Requestor:

  
Dr. James Henderson, Chief Human Resource Officer

  
Mary M. Houlihan, Dep. Supt., Operations



Angela Banks, Budget Director



Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



ST. LOUIS PUBLIC SCHOOLS  
TEACHER EVALUATION INSTRUMENT: SELF-ASSESSMENT

# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION



# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools  
Kelvin R. Adams, Ph.D.



*The Board of Education of the City of St. Louis does not discriminate on the basis of race, color, national origin, sex, age, religion, veteran status, creed, ancestry, sexual orientation or disability employment programs or activities. Inquiries regarding compliance with Title VII, Title IX, ADEA, Section 504 of the Rehabilitation Act, the Missouri Human Rights Act, or ADA should be directed to the Human Resource Officer, 801 N. 71<sup>st</sup> Street, St. Louis, MO 63101.*



St. Louis Public Schools Teacher Evaluation

Self-Assessment

Teacher \_\_\_\_\_

Tenured

Probationary

Grade/Subject \_\_\_\_\_

Self Evaluation Completion \_\_\_\_\_

**DIRECTIONS:** This self-assessment instrument should be used by the teacher after professional development in the use of this tool has occurred. The instrument is based on four standards: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Within those standards, there are 21 carefully selected criteria along with 40 descriptors for effective school performance. These criteria are based on current research-based best practices and provide a detailed set of observable characteristics that staff can use to gather ongoing information that contributes to effective school performance. This tool will serve as a guide to professional growth and development as they translate into a set of performance expectations for highly effective schools to transform practice. This tool supports the Show-Me Standards, the Department of Elementary and Secondary Education's Performance-Based Teacher Evaluation Model, student performance and assessment. There are four performance ratings: unsatisfactory, basic, proficient, and distinguished. As you self-assess your performance over time, note that this is a living document. This guide should serve as a means to examine growth and development over time. While this document is to be completed independently, educators will glean the value of collaborative conversations as they relate to the School Improvement Plan and the building of a reflective learning community.

**PHILOSOPHY:** A performance-based teacher evaluation system is critical to improving teaching, thus improving student knowledge and performance. It supplies information and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession.

**STATUTORY AUTHORITY FOR PERFORMANCE-BASED EVALUATION:** Following is the text of the statute that requires Missouri school districts to implement a performance-based teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to "provide suggested procedures for such an evaluation." The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

*Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained. -The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.120 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.*  
*(L. 1983 p.2755;168.114, A.L. 1983 H.B. 38 & 783)*

Adapted in 2005 from "Teacher Evaluation to Enhance Professional Practice, Components of Professional Practice and Framework, Observation Program, Educational Testing Service (ETS), 2001 in collaboration with Saint Louis Public Schools (SLPS) for the sole use of SLPS. This document may not be reproduced or used without the expressed consent of SLPS and ETS.

## St. Louis Public Schools Teacher Evaluation

GUIDING PRINCIPLES: The following principles guide the developmental growth of teachers in a collaborative process of reflection:

- The Performance-Based Teacher Evaluation Model includes processes that address professional development and teacher evaluation. Professional development supports the teacher in improving performance on an ongoing basis while the teacher evaluation serves organizational decision-making.
- Proficient or distinguished is the performance standard expected of all teachers. Those who are working below the proficient level of performance on any criterion/descriptor as determined by his/her administrator/supervisor should give immediate attention to improving performance to the proficient level.
- Adequate time and opportunity will be provided for teachers to grow professionally through mentoring, peer coaching, working on professional teams, and other self-directed activities.
- Evaluation criteria/descriptors address both students and teachers. These criteria/descriptors have been established to reflect the professional standards, current research, student performance, and assessment. The central focus in developing an evaluation system is to promote student success.
- The process of teacher evaluation and professional growth allows for reflection, collaboration, and professional contributions to the learning community.
- A strong mentoring program, with proper funding and training, will provide the necessary support and feedback for first- and second-year teachers and teachers new to the school community.
- Evaluators will be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and facilitating teacher professional development.
- The system will provide for a connection among the evaluation criteria/descriptors, student performance, professional development, school building goals, and the district's strategic plan.
- Sufficient orientation will be provided to train teachers in the district's evaluation and professional growth process. Building-level meetings will be held to train teachers properly in the evaluation model.
- All teachers will develop and maintain a document file related to the identified evaluation criteria/descriptors.
- All staff will complete a Performance Improvement Plan (PIP) based on administrator observations and teacher self-assessment.
- All teachers will have a Personal Professional Development Plan (PPDP). The Professional Development Plan will vary based on the proficiency of the teacher as determined by the administrator/supervisor.
- As teachers develop their PPDPs, close attention should be paid to the requirements for PCI, PCII, and CPC state certification. See the following website for DESE requirements: [http://desse.mo.gov/div/teachqual/teacher/PD\\_CHART.html](http://desse.mo.gov/div/teachqual/teacher/PD_CHART.html)
- The St. Louis Public Schools Professional Development Office and building-level professional development will serve as a resource to provide teachers with professional opportunities related to their individual PPDP.

## St. Louis Public Schools Teacher Evaluation GLOSSARY

Action Research	A process in which the teacher plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.
Administrator/Supervisor	The person authorized to implement the evaluation process (administrator, department chair, facilitator, coordinator, etc.)
Artifact Data	Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from other sources and are kept in the document file.
CLEAR Curriculum	Content-Specifications Leading to Expected Achievement Results: an instructional planning tool for teachers that clarifies what is to be taught and assessed. It enables teachers to focus their planning time and professional conversations on how best to teach the concepts, knowledge and skills so that all students master the objectives for their grade level or course.
CSIP	Comprehensive School Improvement Plan.
Criteria	The items used to evaluate the teacher's performance. The criteria describe the behavior of the students and teacher or the skill of the teacher related to effective performance.
Descriptors	Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion.
Document file	A teacher's collection of data illustrating performance, development, and involvement in professional activities that reflect criteria/descriptors, building goals, and the district strategic plan.
Drop-In Observations	An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
Lesson Reflection Sheet	Form which will be completed by the teacher following each formal observation. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.
Mentor	The experienced teacher who is assigned to guide and support a first- or second-year teacher in the district.
Observation/Conversation	The Teacher Evaluation Report indicates which performance criteria/descriptors require the data be gathered through observation or conversation. Conversation may be between the administrator/supervisor and the teacher, students, parents, staff, community, etc.
Peer Coach	A teacher who collaborates with another teacher for mutual support and instructional improvement.
Performance Improvement Plan	A collaborative plan written between observer and teacher that guides the specific needs of that teacher as evidenced by the observations. A plan to formalize and document professional growth for the purpose of attaining proficient and distinguished levels of performance. PIPs will be categorized as enrichment, progressing, or noted for development. If the teacher is not performing at a proficient level or above on all criteria/descriptors, the PIP will indicate they are progressing toward proficiency or are noted for development.
Personal Professional Development Plan	A plan required by law that is tied to the district and school improvement plan.

## St. Louis Public Schools Teacher Evaluation

Planned Data	Data regarding a teacher related to a specific criterion/descriptor and collected by the administrator/supervisor.
Post-observation Conference	A conference between the administrator/supervisor and the teacher about data collected during an observation and other data submitted by the teacher. Written feedback will be completed by the administrator/supervisor in the feedback/document section of the Teacher Evaluation Report to share at the conference.
Pre-observation Conference	The interactive meeting between administrator/supervisor and teacher during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-observation Form will be completed by the teacher prior to the conference.
Professional Development	Process designed to help teachers improve on an ongoing basis.
Scheduled Observation	A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the teacher evaluation.
Scoring Guide	Descriptions of performance levels which define levels of proficiency.
Secondary Core Curriculum	The four-core area curriculum for grades 9-12 that includes a year-at-a-glance overview of class structure and pacing; scope and sequence that detail which state and Terra Nova standards are addressed and two-page daily lesson plans that include essential questions, suggested warm-up activities, instructional objectives, ideas about assessment, and homework assignments.
Summative Evaluation	The section of the Teacher Evaluation Report used to summarize the administrator's/supervisor's rating of performance for each criterion/descriptor at the end of the teacher evaluation cycle. Performance ratings include unsatisfactory, basic, proficient, and distinguished.
Supplemental Feedback Form	A form used when documenting only one or two criteria/descriptors.
Teacher	Any classroom personnel who provide instruction.
Teacher Evaluation	The process of collecting data and making professional judgments about the performance and development of teachers and for the purpose of personnel decision-making.
Teacher Evaluation Report	Report used to collect and organize on-going planned and unplanned data, artifacts, reflections, and feedback for the purpose of developing and evaluating teachers. The report has two major sections: Summative Evaluation and Feedback/Documentation.
Unscheduled Observation	An unannounced observation of twenty minutes or more, used to collect data for the teacher evaluation.
Unplanned Data	Unsolicited data regarding a teacher related to a specific criterion/descriptor and collected by the administrator/supervisor.
Written Documents	Any concrete examples of items which are related to performance criteria/descriptors. The Teacher Evaluation Report indicates the criteria/descriptors for which the teacher must provide written documents.

## St. Louis Public Schools Teacher Evaluation Evaluation Timeline

Year	Probationary					Tenured (Rotation)		
	1	2	3	4	5	1	2	3
Formal Evaluation	YES	YES	YES	YES	YES	*	*	YES
Scheduled Observation	1	1	1	1	1			1
Unscheduled Observation	2	2	2	2	2			1
Drop-in Observation	ADMINISTRATOR DISCRETION					ADMINISTRATOR DISCRETION		
PPDP Development Document File	YES	YES	YES	YES	YES	YES	YES	YES
Administrator and Teacher Meet	Administrator meets to discuss management of document file, PIP and PPDP as it relates to performance, school improvement, and strategic plan early in the school year.					Administrator meets to discuss management of document file, PIP and PPDP as it relates to performance, school improvement, and strategic plan early in the school year.		
Administrator Observes Classroom	Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.					Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.		
Data Collection	Teacher and administrator collect data throughout the year. Data for evaluation purposes must be available by dates established by administrator.					Teacher implements PIP and PPDP early in the school year; data for evaluation purposes must be available by dates established by administrator.		
Summative Evaluation Report	Administrator holds conference to review data collected and completes summative evaluation by March 1.					Administrator holds conference to review PIP and PPDP or, if on summative evaluation, all data will be collected and completed. Summative evaluation by May 1.		

**Notes:**

- Formal observations may be increased at the request of the teacher or as determined by the administrator.
- Teachers new to a building must be evaluated by the administrator.
- The Summative Evaluation summarizes the administrator's/supervisor's rating of the performance for each criterion/descriptor.
- Teachers have the opportunity to provide a written response to the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administrator/supervisor is final. Written comments can be provided by either party and included with the report. Comments by either party must be shared within five working days of the conference and appended to the original copy of the Teacher Evaluation Report. The teacher, administrator/supervisor, and HR will retain a copy of the report.

**\* Administrator/supervisor reserves the right for observations as needed.**

- A drop-in observation is an unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
- System Review: The superintendent should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based. The Performance-based Teacher Evaluation Committee will conduct an initial review after the first year of implementation.

## St. Louis Public Schools Teacher Evaluation

### TEACHER EVALUATION CRITERIA WITH DESCRIPTORS

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT	STANDARD 3: INSTRUCTION	STANDARD 4: PROFESSIONAL RESPONSIBILITY	STANDARD 5: STUDENT GROWTH
<p>1A: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>➤ Knowledge of Content</li> </ul>	<p>2A: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>➤ Teacher Interaction with Students, Student to Student</li> </ul>	<p>3A: Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> <li>➤ Oral and Written Language Directions and Procedures</li> </ul>	<p>4A: Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>➤ Use in Future Teaching</li> </ul>	<p>5A: Demonstrating Growth on Statewide Student Assessments</p> <ul style="list-style-type: none"> <li>➤ Statewide Measures of Student Growth (MAP and EOC Assessments)</li> </ul>
<p>1B: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>➤ Knowledge of Students' Characteristics, Skills, and Knowledge of Students' Varied Approaches to Learning</li> </ul>	<p>2B: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>➤ Expectations for Learning and Achievement</li> </ul>	<p>3B: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>➤ Quality of Questions</li> </ul>	<p>4B: Communicating with Family</p> <ul style="list-style-type: none"> <li>➤ Information about Individual Student</li> <li>➤ Information about the Instructional Program and Engagement with the Instructional Program</li> </ul>	<p>5B: Demonstrating Growth on Locally Selected Student Assessments</p> <ul style="list-style-type: none"> <li>➤ Curriculum-based Measures of Student Learning</li> <li>➤ Formative Assessment of Student Growth</li> <li>➤ Intern Assessment of Student Growth</li> <li>➤ Performance Assessment measures of Student Growth</li> <li>➤ Portfolio Measures of Student Growth</li> <li>➤ Summative Assessment of Student Growth</li> </ul>
<p>1C: Selecting Instructional Goals/Objectives</p> <ul style="list-style-type: none"> <li>➤ Suitability for Diverse Students</li> </ul>	<p>2C: Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>➤ Management of Instructional Groups</li> <li>➤ Management of Transitions</li> <li>➤ Performance of Non-Instructional Duties</li> </ul>	<p>3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>➤ Presentation of Content</li> <li>➤ Activities and Assignments</li> <li>➤ Grouping of Students</li> <li>➤ Structure and Pacing</li> </ul>	<p>4C: Contributing to the School and District</p> <ul style="list-style-type: none"> <li>➤ Relationships with Colleagues</li> <li>➤ Attendance</li> </ul>	
<p>1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>➤ Teaching Resources</li> <li>➤ Use of Technology</li> </ul>	<p>2D: Managing Student Behavior</p> <ul style="list-style-type: none"> <li>➤ Expectations</li> <li>➤ Response to Student Misbehavior</li> </ul>	<p>3D: Providing Feedback to Students</p> <ul style="list-style-type: none"> <li>➤ Timeliness and Quality of Feedback</li> </ul>	<p>4D: Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>➤ Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy</li> </ul>	

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## St. Louis Public Schools Teacher Evaluation

<p><b>1E: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Learning Activities</li> <li>➤ Instructional Groups</li> </ul>	<p><b>2E: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>➤ Safety and Accessibility to Learning and Use of Physical Resources</li> </ul>	<p><b>3E: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>➤ Persistence</li> </ul>	<p><b>4E: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>➤ Decision Making</li> <li>➤ Adherence to Policies</li> <li>➤ Discretion and Confidentiality</li> <li>➤ Advocacy</li> <li>➤ Timeliness and Appropriateness</li> <li>➤ Resolving Issues</li> </ul>	
<p><b>1F: Assessing Student Learning</b></p> <ul style="list-style-type: none"> <li>➤ Use for Planning</li> <li>➤ Student Progress in Learning and Assignment Completion</li> <li>➤ Criteria and Standards</li> </ul>				

## St. Louis Public Schools Teacher Evaluation Pre-observation Form

The Pre-observation Form is to be completed by the teacher and given to the administrator/supervisor *alor* before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

<p>1. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to students' other learning?</p>	<p>2. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.</p>
<p>3. How does this relate to the district's curriculum guide? What prerequisite knowledge has been assumed or provided?</p>	<p>4. How will students be assessed? How will assessment criteria and exemplars be communicated to students?</p>
<p>5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?</p>	

NOTES:



## St. Louis Public Schools Teacher Evaluation

Standard 1: Planning and Preparation		Levels of Performance			
Criterion 1A: Demonstrating Knowledge of Content and Pedagogy		Unsatisfactory	Basic	Proficient	Distinguished
#1	<b>Knowledge of Content</b>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid curriculum content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
<b>Criterion 1B: Demonstrating Knowledge of Students</b>					
#2	<b>Knowledge of Students' Characteristics, Skills, and Knowledge</b>	Teacher displays little knowledge of students' cultural and developmental characteristics, skills, and knowledge.	Teacher recognizes the value of understanding students' cultural and developmental characteristics, skills, and knowledge for the class as a whole.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of groups of students, and recognizes the value of this knowledge.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of each student and plans for those differences.
#3	<b>Knowledge of Students' Varied Approaches to Learning</b>	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays solid understanding of the different approaches to learning that different student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning such as learning styles, modalities, and different "intelligences."
<b>Criterion 1C: Selecting Instructional Goals/Objectives</b>					
#4	<b>Suitability for Diverse Students</b>	Goals/objectives are not suitable for the class.	Most of the goals/objectives are suitable for most students in the class.	All the goals/objectives are suitable for most students in the class.	Goals/objectives take into account the varying learning needs of individual students or groups.
<b>Criterion 1D: Demonstrating Knowledge and Use of Resources</b>					
#5	<b>Teaching Resources</b>	Teacher is unaware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM, as well as resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher displays limited awareness of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher is aware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and engages students in meaningful learning.	Teacher is fully aware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and provides opportunities to empower students to access resources.
#6	<b>Use of Technology</b>	Teacher displays limited awareness of technology resources available through the school or district.	Teacher displays limited use of technology resources available through the school or district.	Teacher is fully aware of technology resources available through the school or district and uses technology to support instruction.	In addition to being aware of school and district technology resources, teacher actively seeks additional technology to enhance learning.

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## St. Louis Public Schools Teacher Evaluation

Criterion 1E:		Designing Coherent Instruction			
		Unsatisfactory	Basic	Proficient	Distinguished
#7	<b>Learning Activities</b>	Learning activities are not culturally relevant and suitable to students, curriculum, or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are culturally relevant and suitable to students, curriculum, or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are culturally relevant and suitable to students, curriculum, and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students, curriculum, culture, and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
#8	<b>Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety or flexibility in determining membership.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety or flexibility in determining membership.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student need.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student needs. Students help determine the appropriateness of their placement.
<b>Criterion 1F:</b>		<b>Assessing Student Learning</b>			
#9	<b>Use for Planning</b>	Teacher minimally uses assessment data to plan for the students in the class. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, i-Know, criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for the class as a whole. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, i-Know, criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for individuals and groups of students. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, i-Know, criterion, norm-reference, MAP...)	Teacher uses assessment data and students are aware of how they are meeting the established standards and participate in planning the next steps. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, i-Know, criterion, norm-reference, MAP...)
#10	<b>Student Progress in Learning and Assignment Completion</b>	Teacher's system for maintaining information on student learning and completion of assignments is lacking.	Teacher's system for maintaining information on student learning and completion of assignments is partially effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective. Students participate in the maintenance of records.
#11	<b>Criteria and Standards</b>	The proposed approach contains no clear connection to curriculum criteria/descriptors or standards.	Assessment criteria/descriptors and standards have been developed, but they are either not connected to the curriculum, not clear, or have not been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria/descriptors and standards.

## St. Louis Public Schools Teacher Evaluation

Standard 2: Classroom Environment		Level of Performance		
		Unsatisfactory	Basic	Proficient
<b>Criterion 2A:</b> Teacher Interaction with Students; Student to Student	<b>Creating an Environment of Respect and Rapport</b> Teacher interaction with at least some students is negative, demeaning, sarcastic, inappropriate or indifferent. Students may exhibit disrespect for teacher. Student interactions are characterized by conflict, sarcasm or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students. Students exhibit only minimal respect for teacher and teacher exhibits minimal relationships with students. Students do not demonstrate negative behavior toward one another.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect through eye contact, voice inflection, body language and gestures. Such interactions are appropriate to developmental and cultural norms. Student interactions are generally polite and respectful.	Teacher demonstrates genuine caring and respect for individual students through eye contact, voice inflection, body language and gestures. Students exhibit a high level of respect for teacher. Students demonstrate genuine caring for one another as individuals and as students.
		Teacher communicates importance of content but with little conviction. Instructional goals and activities convey inconsistent expectations for student achievement.	Teacher conveys genuine enthusiasm for content. Instructional goals and activities convey high expectations for student achievement.	Both student and teacher demonstrate that they value the content and maintain high expectations for the learning of all students.
<b>Criterion 2B:</b> Expectations for Learning and Achievement	<b>Establishing a Culture for Learning</b> Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others. Instructional goals and activities convey only modest expectations for student achievement.	Tasks for group work are partially organized, resulting in some off-task behavior.	Tasks for group work are organized and groups are engaged at all times.	Groups working independently are productively engaged at all times, with all students assuming responsibility for productivity.
<b>Criterion 2C:</b> Management of Instructional Groups	<b>Managing Classroom Procedures</b> Instructional groups are off task and not productively engaged in learning.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
<b>#14</b> Management of Transitions	Much time is lost during transitions.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming appropriate responsibility for efficient operation.
<b>#15</b> Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.			

## St. Louis Public Schools Teacher Evaluation

Descriptor	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Criterion 2D: Managing Student Behavior</b>				
<b>#17 Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>#18 Response to Student Misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
<b>Criterion 2E: Organizing Physical Space</b>				
<b>#19 Safety and Accessibility to Learning and Use of Physical Resources</b>	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

## St. Louis Public Schools Teacher Evaluation

Standard 3: Instruction		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
<b>Criterion 3A:</b> <b>#20</b> <b>Oral and Written Language</b>	<b>Communicating Clearly and Accurately</b> Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	
<b>#21</b> <b>Directions and Procedures</b>	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher's directions and procedures are clear to students and contain an appropriate level of detail.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	
<b>Criterion 3B:</b>					
<b>#22</b> <b>Quality of Questions</b>	<b>Using Questioning and Discussion Techniques</b> Teacher frames questions or poses problems that do not encourage students to explore content, and are not challenging.	Teacher frames questions and/or poses problems that encourage students to explore content, but may not be challenging.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content, reflect on their understanding, consider new possibilities, and pose questions.	

## St. Louis Public Schools Teacher Evaluation

Descriptor	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Criterion 3C: Engaging Students in Learning</b>				
<b>#23 Presentation of Content</b>	Presentation of content and instructional strategies are inappropriate, unclear, or use poor examples and analogies.	Presentation of content and instructional strategies are inconsistent in quality.	Presentation of content and instructional strategies link well with students' knowledge and experience.	Presentation of content and instructional strategies link well with students' knowledge and experience. Students contribute to presentation of content.
<b>#24 Activities and Assignments</b>	Instructional strategies, activities, and assignments are inappropriate for students in terms of their age or backgrounds.	Some instructional strategies, activities, and assignments are appropriate to students and engage them mentally, but others do not.	Most instructional strategies, activities, and assignments are rigorous and appropriate to students. Almost all students are cognitively engaged in them.	Students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
<b>#25 Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
<b>#26 Structure and Pacing</b>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. Time allocations are unrealistic.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Most time allocations are reasonable.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. Time allocations are reasonable.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. Time allocations are reasonable and allow for different pathways according to student needs.
<b>Criterion 3D: Providing Feedback to Students</b>				
<b>#27 Timeliness and Quality of Feedback</b>	Feedback is not provided in a timely manner and/or is of poor quality.	Feedback is inconsistent and limited in quality.	Feedback is consistently provided in a timely manner and is of high quality.	Feedback of high quality is consistently provided in a timely manner. Evidence reflects that students make prompt use of the feedback in their learning.
<b>Criterion 3E: Demonstrating Flexibility and Responsiveness</b>				
<b>#28 Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student, parents, or the environment for the student's lack of success.	Teacher accepts responsibility for students who have difficulty learning but has only a limited repertoire of instructional strategies to use to personalize learning.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies to personalize learning.	Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school in order to personalize learning.

## St. Louis Public Schools Teacher Evaluation

### Standard 4: Professional Responsibility

		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
<b>Criterion 4A:</b>	<b>Use in Future Teaching</b>	Teacher does not accurately assess the success of the lesson and attainment of goals and has no suggestions for improvement for future lessons.	Teacher has a generally accurate impression of a lesson's effectiveness and the attainment of goals and can make general suggestions about improvement for future lessons.	Teacher makes an accurate assessment of a lesson's effectiveness and attainment of goals, can cite general references, and can make specific suggestions for improvement for future lessons.	Teacher makes thoughtful and accurate assessment of the lesson's effectiveness and attainment of goals, citing many specific examples and offering specific alternative actions complete with probable successes.
	<b>Reflecting on Teaching</b>	Teacher does not accurately assess the success of the lesson and attainment of goals and has no suggestions for improvement for future lessons.	Teacher has a generally accurate impression of a lesson's effectiveness and the attainment of goals and can make general suggestions about improvement for future lessons.	Teacher makes an accurate assessment of a lesson's effectiveness and attainment of goals, can cite general references, and can make specific suggestions for improvement for future lessons.	Teacher makes thoughtful and accurate assessment of the lesson's effectiveness and attainment of goals, citing many specific examples and offering specific alternative actions complete with probable successes.
<b>Criterion 4B:</b>	<b>Communicating with Families</b>	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
#30	<b>Information about Individual Students</b>	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
#31	<b>Information about the Instructional Program and Engagement with the Instructional Program</b>	Teacher provides little information about the instructional program to families and makes inappropriate attempts to engage families.	Teacher participates in the school's required activities for parent communication but offers little additional information and makes modest and inconsistently successful attempts to engage families.	Teacher provides frequent information to parents about the instructional program and makes frequent and successful engagements of families.	Teacher provides frequent, extensive and varied information to parents about the instructional program and has frequent and successful engagement of families with students contributing to idea development.
<b>Criterion 4C:</b>	<b>Contributing to the School and District</b>				
#32	<b>Relationships with Colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
#33	<b>Attendance</b>	Teacher is frequently absent and/or reports to work late or leaves early.	Teacher's attendance is inconsistent and/or arrives late/leaves early occasionally.	Teacher consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance.	Teacher is rarely absent or late unless the situation is of an emergency nature.

## St. Louis Public Schools Teacher Evaluation

Descriptor	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Criterion 4D:</b>	<b>Growing and Developing Professionally</b>			
<b>#34</b> Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy	Teacher engages in no professional development to enhance content knowledge or pedagogical skill. Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher participates in professional development to a limited extent. Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and uses information in the classroom. Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher seeks out opportunities for professional development and makes a systematic attempt to apply knowledge and may conduct research in the classroom. Teacher displays continuing search for best practice and anticipates student misconceptions.
<b>Criterion 4E:</b>	<b>Showing Professionalism</b>			
<b>#35</b> Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in decision making based on high professional standards.	Teacher takes a leadership role in decision making and helps ensure that such decisions are based on the highest professional standards.
<b>#36</b> Adherence to Policies	Teacher is uncooperative or noncompliant about district/school policies and procedures and program regulations.	Teacher sometimes adheres to district/school policies and sometimes supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance.
<b>#37</b> Discretion and Confidentiality	Teacher does not use discretion and demonstrates little understanding of confidentiality when discussing work-related issues.	Teacher sometimes uses discretion and sometimes demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher consistently uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher always uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues and assists others in their understanding and appropriateness.
<b>#38</b> Advocacy	Teacher does not initiate and utilize the available resources to ensure that students have a fair opportunity to succeed.	Teacher does not always initiate, utilize, or follow through with available resources to ensure that students have a fair opportunity to succeed.	Teacher works within the context of a particular team, department, or support personnel to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.	Teacher makes concerted efforts to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.
<b>#39</b> Timeliness and Appropriateness	Teacher does not assume and complete duties and responsibilities in a timely, willing, and appropriate manner.	Teacher assumes and completes some duties and responsibilities in a timely, willing, and appropriate manner.	Teacher consistently assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Teacher always assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.
<b>#40</b> Resolving Issues	Teacher does not select and use appropriate channels for resolving issues and problems.	Teacher selects and uses some appropriate channels for resolving issues and problems.	Teacher consistently selects and uses appropriate channels for resolving issues and problems.	Teacher always selects and uses appropriate channels for resolving issues and problems and appropriately reports issues to others who would benefit from the information.

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## St. Louis Public Schools Teacher Evaluation

### Standard 5: Student Growth

#### Criterion 5A: Demonstrating Growth on Statewide Student Assessments

Descriptor (Enter Date Noted)	Level of Performance				Documentation (Circle)
	Unsatisfactory	Basic	Proficient	Distinguished	
<b>#41</b> Statewide Measures of Student Growth (MAP and EOC Assessments)	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show great improvement.	Observation/Conversation Written Documents
<b>Criterion 5B:</b> <b>Demonstrating Growth on Locally Selected Student Assessments</b>					
<b>#42</b> Curriculum-based Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on curriculum-based assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on curriculum-based assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on curriculum-based assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on curriculum-based assessments show great improvement.	Observation/Conversation Written Documents
<b>#43</b> Formative Assessment of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on formative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on formative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on formative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on formative assessments show great improvement.	Observation/Conversation Written Documents
<b>#44</b> Interim Assessment of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show great improvement.	Written Documents
<b>#45</b> Performance Assessment Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on performance assessments show little or no improvement.	Measures of growth in student learning (academic achievement across two points in time) on performance assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on performance assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on performance assessments show great improvement.	Observation/Conversation Written Documents

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## St. Louis Public Schools Teacher Evaluation

Criterion 5B:		Demonstrating Growth on Locally Selected Student Assessments (Cont.)				Documentation (Circle)
Descriptor (Enter Date Noted)		Level of Performance				
		Unsatisfactory	Basic	Proficient	Distinguished	
#46	Portfolio Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show great improvement.	Observation/ Conversation/ Written Documents
#47	Summative Assessment of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation/ Written Documents

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## St. Louis Public Schools Teacher Evaluation Lesson Reflection Sheet

The Lesson Reflection Sheet will be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria/descriptors.

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

<p>1. Did the lesson establish a climate that encouraged the students to be productively engaged in the work? How do I know?</p>	<p>2. Did the goal/objective of the lesson allow for students to engage in activities and learning situations that were consistent with the district's curriculum?</p>
<p>3. How did I ensure that all students participated in the activities/discussion?</p>	<p>4. What feedback did I receive from students indicating they achieved understanding and that the goals/objectives were met for this lesson?</p>
<p>5. Did I adjust my goals or my strategies as I taught the lesson? What would I do differently next time? Why?</p>	<p>6. If I could share one thing from this lesson with a colleague, what would it be?</p>

NOTES:

St. Louis Public Schools Teacher Evaluation

**Supplemental Feedback Form**  
**(Short Form)**

Scheduled Observation     Unscheduled Observation     Artifact Data     Unplanned Data     Drop-In Observation

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Data: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Data: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's Comments: \_\_\_\_\_  
\_\_\_\_\_

Administrator's/Supervisor's Comments: \_\_\_\_\_  
\_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

## St. Louis Public Schools Teacher Evaluation Performance Improvement Plan

Teacher \_\_\_\_\_

Tenured  Probationary

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Type of Plan:  Enrichment  Progressing Toward Proficiency  Noted for Development

Objectives (Applicable descriptors and expected level of performance):

Area of Development	Strategy/Activity	Expected Outcome to Inform/Change Teaching Practice	Resources Needed	Beginning Date	Ending Date

## St. Louis Public Schools Teacher Evaluation Performance Improvement Plan

**Note the teacher and administrator/supervisor responsibilities and/or strategies for achieving objectives:**

Teacher will: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Administrator will: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Tangible evidence of progress toward outcome(s): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher's Comments:	Administrator's/Supervisor's Comments:

Teacher's Signature	Date	Administrator's/Supervisor's Signature	Date
Plan developed: _____	Completed: _____	Revised: _____	Continued: _____
Reviewed: _____			

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

## St. Louis Public Schools Teacher Evaluation TEACHER EVALUATION REPORT

Teacher \_\_\_\_\_ School/Location: \_\_\_\_\_  
 SSN: \_\_\_\_\_ Years of Service: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade Level/Content Area: \_\_\_\_\_  
 Administrator/Supervisor: \_\_\_\_\_  
 Dates of Observations: \_\_\_\_\_

	TEACHER STANDARDS				
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
1A: Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1B: Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1C: Selecting instructional goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1D: Demonstrating knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1E: Designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1F: Assessing student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2A: Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2B: Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2C: Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2D: Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2E: Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3A: Communicating clearly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3B: Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3C: Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3D: Providing feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3E: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4A: Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4B: Communicating with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4C: Contributing to the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4D: Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4E: Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5A: Demonstrating growth on statewide student assessments</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5B: Demonstrating growth on locally selected student assessments</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Overall Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**UNSATISFACTORY:** The teacher does not yet appear to understand the concepts underlying the component.

**BASIC:** The teacher appears to understand the concepts underlying the component and attempts to implement its elements.

**PROFICIENT:** The teacher clearly understands the concepts underlying the component and implements it well.

**DISTINGUISHED:** The teacher at this level is a master teacher and makes contributions to the field, both in and outside their class. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged, as well as assuming a major responsibility for their own learning.

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## St. Louis Public Schools Teacher Evaluation

**Performance Improvement Plan** (collaboratively developed between the teacher and administrator/supervisor):  
 A PIP with the following descriptors has been the impetus for growth and development:

Area of Development	Achieved	Revised	Continued	Did Not Achieve
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional comments by evaluator and/or teacher: Should additional comments become necessary, please attach to this form provided the evaluator and teacher have initialed all additional pages.

This evaluation has been discussed with me:     ) yes     ) no

The teacher may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE \_\_\_\_\_ EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_ EMPLOYEE \_\_\_\_\_

ADMINISTRATOR AT LOCATION \_\_\_\_\_

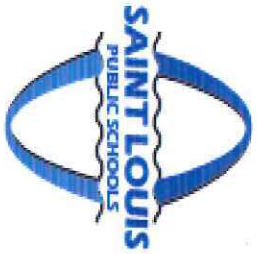
Distribution: Personnel File  
 Principal  
 Employee

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## St. Louis Public Schools Teacher Evaluation

COMMENTS:



# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

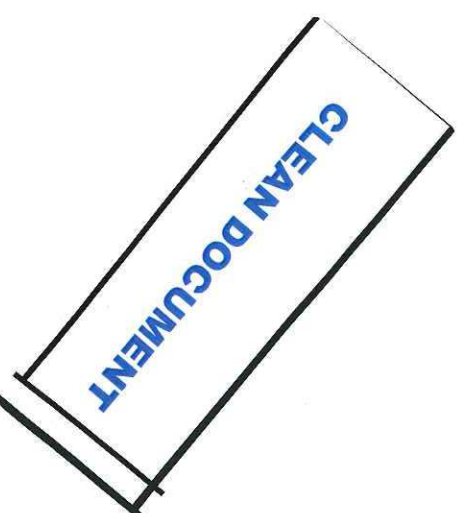
PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION



# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools  
Kelvin R. Adams, Ph.D.

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# St. Louis Public Schools Teacher Evaluation

## Self-Assessment

Teacher \_\_\_\_\_

Tenured

Probationary

Grade/Subject \_\_\_\_\_

Self Evaluation Completion \_\_\_\_\_

**DIRECTIONS:** This self-assessment instrument should be used by the teacher after professional development in the use of this tool has occurred. The instrument is based on four standards: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Within those standards, there are 21 carefully selected criteria along with 40 descriptors for effective school performance.

These criteria are based on current research-based best practices and provide a structure for professional growth efforts and the ongoing work of schools and professional development of staff. This assessment provides a detailed set of observable characteristics that staff can use to gather ongoing information that contributes to effective school performance. This tool will serve as a guide to professional growth and development as they translate into a set of performance expectations for highly effective schools to transform practice. This tool supports the Show-Me Standards, the Department of Elementary and Secondary Education's Performance-Based Teacher Evaluation Model, student performance and assessment. There are four performance ratings: unsatisfactory, basic, proficient, and distinguished. As you self-assess your performance as a classroom teacher, note that this is a living document. This guide should serve as a means to examine growth and development over time. While this document is to be completed independently, educators will glean the value of collaborative conversations as they relate to the School Improvement Plan and the building of a reflective learning community.

**PHILOSOPHY:** A performance-based teacher evaluation system is critical to improving teaching, thus improving student knowledge and performance. It supplies information and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession.

**STATUTORY AUTHORITY FOR PERFORMANCE-BASED EVALUATION:** Following is the text of the statute that requires Missouri school districts to implement a performance-based teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to "provide suggested procedures for such an evaluation." The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

*Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained.-The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.120 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.*  
*(L. 1969 p.275§168.114, A.L. 1983 H.B. 38 & 783)*

## St. Louis Public Schools Teacher Evaluation

**GUIDING PRINCIPLES:** The following principles guide the developmental growth of teachers in a collaborative process of reflection:

- The Performance-Based Teacher Evaluation Model includes processes that address professional development and teacher evaluation. Professional development supports the teacher in improving performance on an ongoing basis while the teacher evaluation serves organizational decision-making.
- Proficient or distinguished is the performance standard expected of all teachers. Those who are working below the proficient level of performance on any criterion/descriptor as determined by his/her administrator/supervisor should give immediate attention to improving performance to the proficient level.
- Adequate time and opportunity will be provided for teachers to grow professionally through mentoring, peer coaching, working on professional teams, and other self-directed activities.
- Evaluation criteria/descriptors address both students and teachers. These criteria/descriptors have been established to reflect the professional standards, current research, student performance, and assessment. The central focus in developing an evaluation system is to promote student success.
- The process of teacher evaluation and professional growth allows for reflection, collaboration, and professional contributions to the learning community.
- A strong mentoring program, with proper funding and training, will provide the necessary support and feedback for first- and second-year teachers and teachers new to the school community.
- Evaluators will be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and facilitating teacher professional development.
- The system will provide for a connection among the evaluation criteria/descriptors, student performance, professional development, school building goals, and the district's strategic plan.
- Sufficient orientation will be provided to train teachers in the district's evaluation and professional growth process. Building-level meetings will be held to train teachers properly in the evaluation model.
- All teachers will develop and maintain a document file related to the identified evaluation criteria/descriptors.
- All staff will complete a Performance Improvement Plan (PIP) based on administrator observations and teacher self-assessment.
- All teachers will have a Personal Professional Development Plan (PPDP). The Professional Development Plan will vary based on the proficiency of the teacher as determined by the administrator/supervisor.
- As teachers develop their PPDPs, close attention should be paid to the requirements for PCI, PCII, and CPC state certification. See the following website for DESE requirements: [http://dese.mo.gov/div/teachqual/teachcert/PD\\_CHART.html](http://dese.mo.gov/div/teachqual/teachcert/PD_CHART.html)
- The St. Louis Public Schools Professional Development Office and building-level professional development will serve as a resource to provide teachers with professional opportunities related to their individual PPDP.

## St. Louis Public Schools Teacher Evaluation GLOSSARY

Action Research	A process in which the teacher plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.
Administrator/Supervisor	The person authorized to implement the evaluation process (administrator, department chair, facilitator, coordinator, etc.).
Artifact Data	Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from other sources and are kept in the document file.
CLEAR Curriculum	Content-Specifications Leading to Expected Achievement Results: an instructional planning tool for teachers that clarifies what is to be taught and assessed. It enables teachers to focus their planning time and professional conversations on how best to teach the concepts, knowledge and skills so that all students master the objectives for their grade level or course.
CSIP	Comprehensive School Improvement Plan.
Criteria	The items used to evaluate the teacher's performance. The criteria describe the behavior of the students and teacher or the skill of the teacher related to effective performance.
Descriptors	Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion.
Document file	A teacher's collection of data illustrating performance, development, and involvement in professional activities that reflect criteria/descriptors, building goals, and the district strategic plan.
Drop-In Observations	An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
Lesson Reflection Sheet	Form which will be completed by the teacher following each formal observation. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.
Mentor	The experienced teacher who is assigned to guide and support a first- or second-year teacher in the district.
Observation/Conversation	The Teacher Evaluation Report indicates which performance criteria/descriptors require the data be gathered through observation or conversation. Conversation may be between the administrator/supervisor and the teacher, students, parents, staff, community, etc.
Peer Coach	A teacher who collaborates with another teacher for mutual support and instructional improvement.
Performance Improvement Plan	A collaborative plan written between observer and teacher that guides the specific needs of that teacher as evidenced by the observations. A plan to formalize and document professional growth for the purpose of attaining proficient and distinguished levels of performance. PIPs will be categorized as enrichment, progressing, or noted for development. If the teacher is not performing at a proficient level or above on all criteria/descriptors, the PIP will indicate they are progressing toward proficiency or are noted for development.
Personal Professional Development Plan	A plan required by law that is tied to the district and school improvement plan.

## St. Louis Public Schools Teacher Evaluation

Planned Data	Data regarding a teacher related to a specific criterion/descriptor and collected by the administrator/supervisor.
Post-observation Conference	A conference between the administrator/supervisor and the teacher about data collected during an observation and other data submitted by the teacher. Written feedback will be completed by the administrator/supervisor in the feedback/document section of the Teacher Evaluation Report to share at the conference.
Pre-observation Conference	The interactive meeting between administrator/supervisor and teacher during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-observation Form will be completed by the teacher prior to the conference.
Professional Development	Process designed to help teachers improve on an ongoing basis.
Scheduled Observation	A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the teacher evaluation.
Scoring Guide	Descriptions of performance levels which define levels of proficiency.
Secondary Core Curriculum	The four-core area curriculum for grades 9-12 that includes a year-at-a-glance overview of class structure and pacing; scope and sequence that detail which state and Terra Nova standards are addressed and two-page daily lesson plans that include essential questions, suggested warm-up activities, instructional objectives, ideas about assessment, and homework assignments.
Summative Evaluation	The section of the Teacher Evaluation Report used to summarize the administrator's /supervisor's rating of performance for each criterion/descriptor at the end of the teacher evaluation cycle. Performance ratings include unsatisfactory, basic, proficient, and distinguished.
Supplemental Feedback Form	A form used when documenting only one or two criteria/descriptors.
Teacher	Any classroom personnel who provide instruction.
Teacher Evaluation	The process of collecting data and making professional judgments about the performance and development of teachers and for the purpose of personnel decision-making.
Teacher Evaluation Report	Report used to collect and organize on-going planned and unplanned data, artifacts, reflections, and feedback for the purpose of developing and evaluating teachers. The report has two major sections: Summative Evaluation and Feedback/Documentation.
Unscheduled Observation	An unannounced observation of twenty minutes or more, used to collect data for the teacher evaluation.
Unplanned Data	Unsolicited data regarding a teacher related to a specific criterion/descriptor and collected by the administrator/supervisor.
Written Documents	Any concrete examples of items which are related to performance criteria/descriptors. The Teacher Evaluation Report indicates the criteria/descriptors for which the teacher must provide written documents.

# St. Louis Public Schools Teacher Evaluation Evaluation Timeline

	Probationary					Tenured (Rotation)		
	1	2	3	4	5	1	2	3
Formal Evaluation	YES	YES	YES	YES	YES	*	*	YES
Scheduled Observation	1	1	1	1	1			1
Unscheduled Observation	2	2	2	2	2			1
Drop-in Observation	ADMINISTRATOR DISCRETION					ADMINISTRATOR DISCRETION		
PPDP Development	YES	YES	YES	YES	YES	YES	YES	YES
Document File	YES	YES	YES	YES	YES	YES	YES	YES
Administrator and Teacher Meet	Administrator meets to discuss management of document file, PIP and PPDP as it relates to performance, school improvement, and strategic plan early in the school year.					Administrator meets to discuss management of document file, PIP and PPDP as it relates to performance, school improvement, and strategic plan early in the school year.		
Administrator Observes Classroom	Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.					Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.		
Data Collection	Teacher and administrator collect data throughout the year. Data for evaluation purposes must be available by dates established by administrator.					Teacher implements PIP and PPDP early in the school year; data for evaluation purposes must be available by dates established by administrator.		
Summative Evaluation Report	Administrator holds conference to review data collected and completes summative evaluation by March 1.					Administrator holds conference to review PIP and PPDP or, if on summative evaluation, all data will be collected and completed. Summative evaluation by May 1.		

**Notes:**

- Formal observations may be increased at the request of the teacher or as determined by the administrator.
- Teachers new to a building must be evaluated by the administrator.
- The Summative Evaluation summarizes the administrator's/supervisor's rating of the performance for each criterion/descriptor.
- Teachers have the opportunity to provide a written response to the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administrator/supervisor is final. Written comments can be provided by either party and included with the report. Comments by either party must be shared within five working days of the conference and appended to the original copy of the Teacher Evaluation Report. The teacher, administrator/supervisor, and HR will retain a copy of the report.

**\* Administrator/supervisor reserves the right for observations as needed.**

- A drop-in observation is an unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
- System Review: The superintendent should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based. The Performance-based Teacher Evaluation Committee will conduct an initial review after the first year of implementation.



## St. Louis Public Schools Teacher Evaluation

### TEACHER EVALUATION CRITERIA WITH DESCRIPTORS

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT	STANDARD 3: INSTRUCTION	STANDARD 4: PROFESSIONAL RESPONSIBILITY	STANDARD 5: STUDENT GROWTH
<p>1A: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>➤ Knowledge of Content</li> </ul>	<p>2A: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>➤ Teacher Interaction with Students; Student to Student</li> </ul>	<p>3A: Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> <li>➤ Oral and Written Language Directions and Procedures</li> </ul>	<p>4A: Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>➤ Use in Future Teaching</li> </ul>	<p>5A: Demonstrating Growth on Statewide Student Assessments</p> <ul style="list-style-type: none"> <li>➤ Statewide Measures of Student Growth (MAP and EOC Assessments)</li> </ul>
<p>1B: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>➤ Knowledge of Students' Characteristics, Skills, and Knowledge</li> <li>➤ Knowledge of Students' Varied Approaches to Learning</li> </ul>	<p>2B: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>➤ Expectations for Learning and Achievement</li> </ul>	<p>3B: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>➤ Quality of Questions</li> </ul>	<p>4B: Communicating with Family</p> <ul style="list-style-type: none"> <li>➤ Information about Individual Student</li> <li>➤ Information about the Instructional Program and Engagement with the Instructional Program</li> </ul>	<p>5B: Demonstrating Growth on Locally Selected Student Assessments</p> <ul style="list-style-type: none"> <li>➤ Curriculum-based Measures of Student Learning</li> <li>➤ Formative Assessment of Student Growth</li> <li>➤ Interim Assessment of Student Growth</li> <li>➤ Performance Assessment measures of Student Growth</li> <li>➤ Portfolio Measures of Student Growth</li> <li>➤ Summative Assessment of Student Growth</li> </ul>
<p>1C: Selecting Instructional Goals/Objectives</p> <ul style="list-style-type: none"> <li>➤ Suitability for Diverse Students</li> </ul>	<p>2C: Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>➤ Management of Instructional Groups</li> <li>➤ Management of Transitions</li> <li>➤ Performance of Non-Instructional Duties</li> </ul>	<p>3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>➤ Presentation of Content</li> <li>➤ Activities and Assignments</li> <li>➤ Grouping of Students</li> <li>➤ Structure and Pacing</li> </ul>	<p>4C: Contributing to the School and District</p> <ul style="list-style-type: none"> <li>➤ Relationships with Colleagues</li> <li>➤ Attendance</li> </ul>	
<p>1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>➤ Teaching Resources</li> <li>➤ Use of Technology</li> </ul>	<p>2D: Managing Student Behavior</p> <ul style="list-style-type: none"> <li>➤ Expectations</li> <li>➤ Response to Student Misbehavior</li> </ul>	<p>3D: Providing Feedback to Students</p> <ul style="list-style-type: none"> <li>➤ Timeliness and Quality of Feedback</li> </ul>	<p>4D: Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>➤ Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy</li> </ul>	

## St. Louis Public Schools Teacher Evaluation

<p><b>1E: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Learning Activities</li> <li>➤ Instructional Groups</li> </ul> <p><b>1F: Assessing Student Learning</b></p> <ul style="list-style-type: none"> <li>➤ Use for Planning</li> <li>➤ Student Progress in Learning and Assignment Completion</li> <li>➤ Criteria and Standards</li> </ul>	<p><b>2E: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>➤ Safety and Accessibility to Learning and Use of Physical Resources</li> </ul>	<p><b>3E: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>➤ Persistence</li> </ul>	<p><b>4E: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>➤ Decision Making</li> <li>➤ Adherence to Policies</li> <li>➤ Discretion and Confidentiality</li> <li>➤ Advocacy</li> <li>➤ Timeliness and Appropriateness</li> <li>➤ Resolving Issues</li> </ul>	
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# St. Louis Public Schools Teacher Evaluation

## Pre-observation Form

The Pre-observation Form is to be completed by the teacher and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_

<p>1. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to students' other learning?</p>	<p>2. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.</p>
<p>3. How does this relate to the district's curriculum guide? What prerequisite knowledge has been assumed or provided?</p>	<p>4. How will students be assessed? How will assessment criteria and exemplars be communicated to students?</p>
<p>5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?</p>	

**NOTES:**

## St. Louis Public Schools Teacher Evaluation

### Standard 1: Planning and Preparation

Demonstrating Knowledge of Content and Pedagogy		Levels of Performance		
Criterion 1A:	Unsatisfactory	Basic	Proficient	Distinguished
#1	<b>Knowledge of Content</b> Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid curriculum content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
<b>Criterion 1B: Demonstrating Knowledge of Students</b>				
#2	<b>Knowledge of Students' Characteristics, Skills, and Knowledge</b> Teacher displays little knowledge of students' cultural and developmental characteristics, skills, and knowledge.	Teacher recognizes the value of understanding students' cultural and developmental characteristics, skills, and knowledge for the class as a whole.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of groups of students, and recognizes the value of this knowledge.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of each student and plans for those differences.
#3	<b>Knowledge of Students' Varied Approaches to Learning</b> Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and "different intelligences."	Teacher displays general understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities, and "different intelligences."	Teacher displays solid understanding of the different approaches to learning that different student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning such as learning styles, modalities, and different "intelligences."
<b>Criterion 1C: Selecting Instructional Goals/Objectives</b>				
#4	<b>Suitability for Diverse Students</b> Goals/objectives are not suitable for the class.	Most of the goals/objectives are suitable for most students in the class.	All the goals/objectives are suitable for most students in the class.	Goals/objectives take into account the varying learning needs of individual students or groups.
<b>Criterion 1D: Demonstrating Knowledge and Use of Resources</b>				
#5	<b>Teaching Resources</b> Teacher is unaware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM, as well as resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher displays limited awareness of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher is aware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and engages students in meaningful learning.	Teacher is fully aware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and provides opportunities to empower students to access resources.
#6	<b>Use of Technology</b> Teacher displays limited awareness of technology resources available through the school or district.	Teacher displays limited use of technology resources available through the school or district.	Teacher is fully aware of technology resources available through the school or district and uses technology to support instruction.	In addition to being aware of school and district technology resources, teacher actively seeks additional technology to enhance learning.

## St. Louis Public Schools Teacher Evaluation

Criterion 1E:		Designing Coherent Instruction			
		Unsatisfactory	Basic	Proficient	Distinguished
#7	<b>Learning Activities</b>	Learning activities are not culturally relevant and suitable to students, curriculum, or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are culturally relevant and suitable to students, curriculum, or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are culturally relevant and suitable to students, curriculum, and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students, curriculum, culture, and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
#8	<b>Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety or flexibility in determining membership.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety or flexibility in determining membership.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student need.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student needs. Students help determine the appropriateness of their placement.
<b>Assessing Student Learning</b>					
Criterion 1F:					
#9	<b>Use for Planning</b>	Teacher minimally uses assessment data to plan for the students in the class. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for the class as a whole. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for individuals and groups of students. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Teacher uses assessment data and students are aware of how they are meeting the established standards and participate in planning the next steps. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)
#10	<b>Student Progress in Learning and Assignment Completion</b>	Teacher's system for maintaining information on student learning and completion of assignments is lacking.	Teacher's system for maintaining information on student learning and completion of assignments is partially effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective. Students participate in the maintenance of records.
#11	<b>Criteria and Standards</b>	The proposed approach contains no clear connection to curriculum criteria/descriptors or standards.	Assessment criteria/descriptors and standards have been developed, but they are either not connected to the curriculum, not clear, or have not been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria/descriptors and standards.

# St. Louis Public Schools Teacher Evaluation

## Standard 2: Classroom Environment

		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
<b>Criterion 2A:</b>	<b>#12 Teacher Interaction with Students; Student to Student</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, inappropriate or indifferent. Students may exhibit disrespect for teacher. Student interactions are characterized by conflict, sarcasm or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students. Students exhibit only minimal respect for teacher and teacher exhibits minimal relationships with students. Students do not demonstrate negative behavior toward one another.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect through eye contact, voice inflection, body language and gestures. Such interactions are appropriate to developmental and cultural norms. Student interactions are generally polite and respectful.	Teacher demonstrates genuine caring and respect for individual students through eye contact, voice inflection, body language and gestures. Students exhibit a high level of respect for teacher. Students demonstrate genuine caring for one another as individuals and as students.
	<b>Criterion 2B:</b>	<b>Establishing a Culture for Learning</b>			
<b>#13</b>	<b>Expectations for Learning and Achievement</b>	Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others. Instructional goals and activities convey only modest expectations for student achievement.	Teacher communicates importance of content but with little conviction. Instructional goals and activities convey inconsistent expectations for student achievement.	Teacher conveys genuine enthusiasm for content. Instructional goals and activities convey high expectations for student achievement.	Both student and teacher demonstrate that they value the content and maintain high expectations for the learning of all students.
<b>Managing Classroom Procedures</b>					
<b>Criterion 2C:</b>	<b>Management of Instructional Groups</b>	Instructional groups are off task and not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with all students assuming responsibility for productivity.
<b>#15</b>	<b>Management of Transitions</b>	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
<b>#16</b>	<b>Performance of Non-Instructional Duties</b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming appropriate responsibility for efficient operation.

## St. Louis Public Schools Teacher Evaluation

Descriptor	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Criterion 2D: Expectations</b>	<b>Managing Student Behavior</b>			
#17	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
#18	Response to Student Misbehavior Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.
<b>Criterion 2E:</b>	<b>Organizing Physical Space</b>			
#19	<b>Safety and Accessibility to Learning and Use of Physical Resources</b> Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

## St. Louis Public Schools Teacher Evaluation

### Standard 3: Instruction

		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
<b>#20</b>	<b>Criterion 3A: Oral and Written Language</b>	<p>Communicating Clearly and Accurately</p> <p>Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.</p>	<p>Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.</p>	<p>Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.</p>
<b>#21</b>	<b>Directions and Procedures</b>	<p>Teacher's directions and procedures are confusing to students.</p>	<p>Teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.</p>	<p>Teacher's directions and procedures are clear to students and contain an appropriate level of detail.</p>	<p>Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.</p>
<b>Criterion 3B: Quality of Questions</b>		<b>Using Questioning and Discussion Techniques</b>			
<b>#22</b>	<b>Quality of Questions</b>	<p>Teacher frames questions or poses problems that do not encourage students to explore content, and are not challenging.</p>	<p>Teacher frames questions and/or poses problems that encourage students to explore content, but may not be challenging.</p>	<p>Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content.</p>	<p>Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content, reflect on their understanding, consider new possibilities, and pose questions.</p>



## St. Louis Public Schools Teacher Evaluation

Descriptor	Level of Performance					
	Unsatisfactory	Basic	Proficient	Distinguished		
<b>Criterion 3C:</b>	<b>Engaging Students in Learning</b>					
<b>#23</b>	<b>Presentation of Content</b>	<b>Engaging Students in Learning</b>	<b>Presentation of content and instructional strategies are inappreciate, unclear, or use poor examples and analogies.</b>	<b>Presentation of content and instructional strategies are inconsistent in quality.</b>	<b>Presentation of content and instructional strategies link well with students' knowledge and experience.</b>	<b>Presentation of content and instructional strategies link well with students' knowledge and experience. Students contribute to presentation of content.</b>
<b>#24</b>	<b>Activities and Assignments</b>	<b>Engaging Students in Learning</b>	<b>Instructional strategies, activities, and assignments are inappropriate for students in terms of their age or backgrounds.</b>	<b>Some instructional strategies, activities, and assignments are appropriate to students and engage them mentally, but others do not.</b>	<b>Most instructional strategies, activities, and assignments are rigorous and appropriate to students. Almost all students are cognitively engaged in them.</b>	<b>Students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.</b>
<b>#25</b>	<b>Grouping of Students</b>	<b>Engaging Students in Learning</b>	<b>Instructional groups are inappropriate to the students or to the instructional goals.</b>	<b>Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.</b>	<b>Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.</b>	<b>Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.</b>
<b>#26</b>	<b>Structure and Pacing</b>	<b>Engaging Students in Learning</b>	<b>The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. Time allocations are unrealistic.</b>	<b>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Most time allocations are reasonable.</b>	<b>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. Time allocations are reasonable.</b>	<b>The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. Time allocations are reasonable and allow for different pathways according to student needs.</b>
<b>Criterion 3D:</b>	<b>Providing Feedback to Students</b>					
<b>#27</b>	<b>Timeliness and Quality of Feedback</b>	<b>Providing Feedback to Students</b>	<b>Feedback is not provided in a timely manner and/or is of poor quality.</b>	<b>Feedback is inconsistent and limited in quality.</b>	<b>Feedback is consistently provided in a timely manner and is of high quality.</b>	<b>Feedback of high quality is consistently provided in a timely manner. Evidence reflects that students make prompt use of the feedback in their learning.</b>
<b>Criterion 3E:</b>	<b>Demonstrating Flexibility and Responsiveness</b>					
<b>#28</b>	<b>Persistence</b>	<b>Demonstrating Flexibility and Responsiveness</b>	<b>When a student has difficulty learning, the teacher either gives up or blames the student, parents, or the environment for the student's lack of success.</b>	<b>Teacher accepts responsibility for students who have difficulty learning but has only a limited repertoire of instructional strategies to use to personalize learning.</b>	<b>Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies to personalize learning.</b>	<b>Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school in order to personalize learning.</b>

## St. Louis Public Schools Teacher Evaluation

### Standard 4: Professional Responsibility

		Level of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
<b>#29</b>	<b>Criterion 4A: Use in Future Teaching</b>	<b>Reflecting on Teaching</b> Teacher does not accurately assess the success of the lesson and attainment of goals and has no suggestions for improvement for future lessons.	Teacher has a generally accurate impression of a lesson's effectiveness and the attainment of goals and can make general suggestions about improvement for future lessons.	Teacher makes an accurate assessment of a lesson's effectiveness and attainment of goals, can cite general references, and can make specific suggestions for improvement for future lessons.	Teacher makes thoughtful and accurate assessment of the lesson's effectiveness and attainment of goals, citing many specific examples and offering specific alternative actions complete with probable successes.
	<b>Criterion 4B: Communicating with Families</b>	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
<b>#30</b>	<b>Information about Individual Students</b>	Teacher provides little information about the instructional program to families and makes inappropriate attempts to engage families.	Teacher participates in the school's required activities for parent communication but offers little additional information and makes modest and inconsistently successful attempts to engage families.	Teacher provides frequent information to parents about the instructional program and makes frequent and successful engagements of families.	Teacher provides frequent, extensive and varied information to parents about the instructional program and has frequent and successful engagement of families with students contributing to idea development.
<b>#31</b>	<b>Information about the Instructional Program and Engagement with the Instructional Program</b>	Teacher provides little information about the instructional program to families and makes inappropriate attempts to engage families.	Teacher participates in the school's required activities for parent communication but offers little additional information and makes modest and inconsistently successful attempts to engage families.	Teacher provides frequent information to parents about the instructional program and makes frequent and successful engagements of families.	Teacher provides frequent, extensive and varied information to parents about the instructional program and has frequent and successful engagement of families with students contributing to idea development.
<b>Criterion 4C: Contributing to the School and District</b>					
<b>#32</b>	<b>Relationships with Colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
<b>#33</b>	<b>Attendance</b>	Teacher is frequently absent and/or reports to work late or leaves early.	Teacher's attendance is inconsistent and/or arrives late/leaves early occasionally.	Teacher consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance.	Teacher is rarely absent or late unless the situation is of an emergency nature.

## St. Louis Public Schools Teacher Evaluation

Descriptor	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Criterion 4D:</b> <b>Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy</b>	<b>Growing and Developing Professionally</b> Teacher engages in no professional development to enhance content knowledge or pedagogical skill. Teacher displays little understanding of pedagogical issues involved in student learning of the content.	<b>Basic</b> Teacher participates in professional development to a limited extent. Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	<b>Proficient</b> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and uses information in the classroom. Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	<b>Distinguished</b> Teacher seeks out opportunities for professional development and makes a systematic attempt to apply knowledge and may conduct research in the classroom. Teacher displays continuing search for best practice and anticipates student misconceptions.
<b>Criterion 4E:</b> <b>Showing Professionalism</b>				
<b>#35</b> <b>Decision Making</b>	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in decision making based on high professional standards.	Teacher takes a leadership role in decision making and helps ensure that such decisions are based on the highest professional standards.
<b>#36</b> <b>Adherence to Policies</b>	Teacher is uncooperative or noncompliant about district/school policies and procedures and program regulations.	Teacher sometimes adheres to district/school policies and procedures and sometimes supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance.
<b>#37</b> <b>Discretion and Confidentiality</b>	Teacher does not use discretion and demonstrates little understanding of confidentiality when discussing work-related issues.	Teacher sometimes uses discretion and sometimes demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher consistently uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher always uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues and assists others in their understanding and appropriateness.
<b>#38</b> <b>Advocacy</b>	Teacher does not initiate and utilize the available resources to ensure that students have a fair opportunity to succeed.	Teacher does not always initiate, utilize, or follow through with available resources to ensure that students have a fair opportunity to succeed.	Teacher works within the context of a particular team, department, or support personnel to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.	Teacher makes concerted efforts to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.
<b>#39</b> <b>Timeliness and Appropriateness</b>	Teacher does not assume and complete duties and responsibilities in a timely, willing, and appropriate manner.	Teacher assumes and completes some duties and responsibilities in a timely, willing, and appropriate manner.	Teacher consistently assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Teacher always assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.
<b>#40</b> <b>Resolving Issues</b>	Teacher does not select and use appropriate channels for resolving issues and problems.	Teacher selects and uses some appropriate channels for resolving issues and problems.	Teacher consistently selects and uses appropriate channels for resolving issues and problems.	Teacher always selects and uses appropriate channels for resolving issues and problems and appropriately reports issues to others who would benefit from the information.

## St. Louis Public Schools Teacher Evaluation

### Standard 5: Student Growth

Criterion 5A: Demonstrating Growth on Statewide Student Assessments		Level of Performance				Documentation (Circle)
Descriptor (Enter Date Noted)		Unsatisfactory	Basic	Proficient	Distinguished	
#41	Statewide Measures of Student Growth (MAP and EOC Assessments)	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show great improvement.	Observation/Conversation Written Documents
<b>Criterion 5B: Demonstrating Growth on Locally Selected Student Assessments</b>						
#42	Curriculum-based Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on curriculum-based assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on curriculum-based assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on curriculum-based assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on curriculum-based assessments show great improvement.	Observation/Conversation Written Documents
#43	Formative Assessment of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on formative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on formative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on formative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on formative assessments show great improvement.	Observation/Conversation Written Documents
#44	Interim Assessment of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show great improvement.	Observation/Conversation Written Documents
#45	Performance Assessment Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on performance assessments show little or no improvement.	Measures of growth in student learning (academic achievement across two points in time) on performance assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on performance assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on performance assessments show great improvement.	Observation/Conversation Written Documents

## St. Louis Public Schools Teacher Evaluation

Criterion 5B: Descriptor (Enter Date Noted)		Demonstrating Growth on Locally Selected Student Assessments (Cont.)				Documentation (Circle)
		Level of Performance				
		Unsatisfactory	Basic	Proficient	Distinguished	
#46	Portfolio Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show great improvement.	Observation/ Conversation Written Documents
#47	Summative Assessment of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation Written Documents

## St. Louis Public Schools Teacher Evaluation Lesson Reflection Sheet

The Lesson Reflection Sheet will be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria/descriptors.

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

<p>1. Did the lesson establish a climate that encouraged the students to be productively engaged in the work? How do I know?</p>	<p>2. Did the goal/objective of the lesson allow for students to engage in activities and learning situations that were consistent with the district's curriculum?</p>
<p>3. How did I ensure that all students participated in the activities/discussion?</p>	<p>4. What feedback did I receive from students indicating they achieved understanding and that the goals/objectives were met for this lesson?</p>
<p>5. Did I adjust my goals or my strategies as I taught the lesson? What would I do differently next time? Why?</p>	<p>6. If I could share one thing from this lesson with a colleague, what would it be?</p>

**NOTES:**

St. Louis Public Schools Teacher Evaluation

**Supplemental Feedback Form**  
**(Short Form)**

Scheduled Observation       Unscheduled Observation       Artifact Data       Unplanned Data       Drop-In Observation

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Teacher's Comments: \_\_\_\_\_

Administrator's/Supervisor's Comments: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

## St. Louis Public Schools Teacher Evaluation Performance Improvement Plan

Teacher \_\_\_\_\_

Tenured  Probationary

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Type of Plan:  Enrichment  Progressing Toward Proficiency  Noted for Development

Objectives (Applicable descriptors and expected level of performance):

Area of Development	Strategy/Activity	Expected Outcome to Inform/Change Teaching Practice	Resources Needed	Beginning Date	Ending Date



## St. Louis Public Schools Teacher Evaluation Performance Improvement Plan

**Note the teacher and administrator/supervisor responsibilities and/or strategies for achieving objectives:**

Teacher will: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Administrator will: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Tangible evidence of progress toward outcome(s): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher's Comments:	Administrator's/Supervisor's Comments:

Teacher's Signature	Date	Administrator's/Supervisor's Signature	Date
Plan developed: _____	Completed: _____	Revised: _____	Continued: _____
Teacher's Signature	Date	Administrator's/Supervisor's Signature	Date

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

# St. Louis Public Schools Teacher Evaluation

## TEACHER EVALUATION REPORT

Teacher \_\_\_\_\_ School/Location: \_\_\_\_\_

SSN: \_\_\_\_\_ Years of Service: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level/Content Area: \_\_\_\_\_

Administrator/Supervisor: \_\_\_\_\_

Dates of Observations: \_\_\_\_\_

TEACHER STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1A: Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B: Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C: Selecting instructional goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1D: Demonstrating knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1E: Designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1F: Assessing student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2A: Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B: Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2C: Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2D: Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2E: Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3A: Communicating clearly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3B: Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C: Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D: Providing feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3E: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4A: Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B: Communicating with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C: Contributing to the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D: Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E: Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5A: Demonstrating growth on statewide student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B: Demonstrating growth on locally selected student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**UNSATISFACTORY:** The teacher does not yet appear to understand the concepts underlying the component.

**BASIC:** The teacher appears to understand the concepts underlying the component and attempts to implement its elements.

**PROFICIENT:** The teacher clearly understands the concepts underlying the component and implements it well.

**DISTINGUISHED:** The teacher at this level is a master teacher and makes contributions to the field, both in and outside their class. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged, as well as assuming a major responsibility for their own learning.

Adapted in 2005 from Teacher Evaluation to Enhance Professional Practice, Components of Professional Practice and Framework Observation Program, Educational Testing Service (ETS), 2001 in collaboration with Saint Louis Public Schools (SLPS) for the sole use of SLPS. This document may not be reproduced or used without the expressed consent of SLPS and ETS.

## St. Louis Public Schools Teacher Evaluation

**Performance Improvement Plan** (collaboratively developed between the teacher and administrator/supervisor):  
 A PIP with the following descriptors has been the impetus for growth and development:

Area of Development	Achieved	Revised	Continued	Did Not Achieve
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional comments by evaluator and/or teacher. Should additional comments become necessary, please attach to this form provided the evaluator and teacher have initialed all additional pages.

This evaluation has been discussed with me:     ) yes     ) no

The teacher may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE \_\_\_\_\_ EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_ EMPLOYEE \_\_\_\_\_

ADMINISTRATOR AT LOCATION \_\_\_\_\_

Distribution:    Personnel File  
                       Principal  
                       Employee

## St. Louis Public Schools Teacher Evaluation

COMMENTS:



ST. LOUIS PUBLIC SCHOOLS  
TEACHER OBSERVATION INSTRUMENT

# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION

**RED LINE DOCUMENT**

# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools  
Kelvin R. Adams, Ph.D.



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St. Louis Public Schools Teacher Observation Instrument  
Teacher Evaluation Report

Teacher \_\_\_\_\_ Tenured  Non-Tenured

Grade/Subject \_\_\_\_\_

Observation Dates \_\_\_\_\_

Administrator \_\_\_\_\_

**DIRECTIONS:** This observation form is used by the administrator/supervisor during classroom observation and shared at the post-observation conference. During observations, the administrator/supervisor is to take notes regarding student and teacher behavior. It is not necessary to script the entire oral discourse of the teacher; however, the administrator/supervisor should record evidence of teacher performance to support the standards. The administrator/supervisor should support the comments through artifact collection.

## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Summative Evaluation		Levels of Performance				Documentation (Circle)
Criterion 1A: Descriptor (Enter Date Noted)		Demonstrating Knowledge of Content and Pedagogy	Basic	Proficient	Distinguished	
#1	Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid curriculum content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Observation/ Conversation Written Documents
<b>Criterion 1B: Demonstrating Knowledge of Students</b>						
#2	Students' Characteristics, Skills, and Knowledge	Teacher displays little knowledge of students' cultural and developmental characteristics, skills, and knowledge.	Teacher recognizes the value of understanding students' cultural and developmental characteristics, skills, and knowledge for the class as a whole.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of groups of students, and recognizes the value of this knowledge.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of each student and plans for those differences.	Observation/ Conversation Written Documents
#3	Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays solid understanding of the different approaches to learning that different student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning such as learning styles, modalities, and different "intelligences."	Observation/ Conversation Written Documents
<b>Criterion 1C: Selecting Instructional Goals/Objectives</b>						
#4	Suitability for Diverse Students	Goals/objectives are not suitable for the class.	Most of the goals/objectives are suitable for most students in the class.	All the goals/objectives are suitable for most students in the class.	Goals/Objectives take into account the varying learning needs of individual students or groups.	Observation/ Conversation Written Documents



## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Descriptor (Enter Date Noted)	Level of Performance				Documentation (Circle)
	Unsatisfactory	Basic	Proficient	Distinguished	
<b>#5</b> <b>Teaching Resources</b>	<b>Demonstrating Knowledge and Use of Resources</b> Teacher is unaware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM, as well as resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher displays limited awareness of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher is aware of district curriculum, CLEAR and CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and engages students in meaningful learning.	Teacher is fully aware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and provides opportunities to empower students to access resources.	Observation/ Conversation  Written Documents
<b>#6</b> <b>Use of Technology</b>	Teacher displays limited awareness of technology resources available through the school or district.	Teacher displays limited use of technology resources available through the school or district.	Teacher is fully aware of technology resources available through the school or district and uses technology to support instruction.	In addition to being aware of school and district technology resources, teacher actively seeks additional technology to enhance learning.	Observation/ Conversation  Written Documents
<b>Criterion 1E:</b>	<b>Designing Coherent Instruction</b>				
<b>#7</b> <b>Learning Activities</b>	Learning activities are not culturally relevant and suitable to students, curriculum, or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are culturally relevant and suitable to students, curriculum, or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are culturally relevant and suitable to students, curriculum, and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students, curriculum, culture, and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.	Observation/ Conversation  Written Documents
<b>#8</b> <b>Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety or flexibility in determining membership.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety or flexibility in determining membership.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student need.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student needs. Students help determine the appropriateness of their placement.	Observation/ Conversation  Written Documents

## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 1F: Assessing Student Learning		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#9 <b>Use for Planning</b>	Teacher minimally uses assessment data to plan for the students in the class. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, I-Know, criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for the class as a whole. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, I-Know, criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for individuals and groups of students. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, I-Know, criterion, norm-reference, MAP...)	Teacher uses assessment data and students are aware of how they are meeting the established standards and participate in planning the next steps. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, I-Know, criterion, norm-reference, MAP...)	Observation/Conversation Written Documents
#10 <b>Student Progress in Learning and Assignment Completion</b>	Teacher's system for maintaining information on student learning and completion of assignments is lacking.	Teacher's system for maintaining information on student learning and completion of assignments is partially effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective. Students participate in the maintenance of records.	Observation/Conversation Written Documents
#11 <b>Criteria and Standards</b>	The proposed approach contains no clear connection to curriculum criteria/descriptors or standards.	Assessment criteria/descriptors and standards have been developed, but they are either not connected to the curriculum, not clear, or have not been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria/descriptors and standards.	Observation/Conversation Written Documents

**St. Louis Public Schools Teacher Observation Instrument**  
**Standard 1: Planning and Preparation**

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Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

### Standard 2: Classroom Environment

#### Criterion 2A: Creating an Environment of Respect and Rapport

Descriptor (Enter Date Noted)	Level of Performance			Documentation (Circle)	
	Unsatisfactory	Basic	Proficient		Distinguished
#12 Teacher interaction with Students; Student to Student	Teacher interaction with at least some students is negative, demeaning, sarcastic, inappropriate or indifferent. Students may exhibit disrespect for teacher. Student interactions are characterized by conflict, sarcasm or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students. Students exhibit only minimal respect for teacher and teacher exhibits minimal relationships with students. Students do not demonstrate negative behavior toward one another.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect through eye contact, voice inflection, body language and gestures. Such interactions are appropriate to developmental and cultural norms. Student interactions are generally polite and respectful.	Teacher demonstrates genuine caring and respect for individual students through eye contact, voice inflection, body language and gestures. Students exhibit a high level of respect for teacher. Students demonstrate genuine caring for one another as individuals and as students.	Observation/ Conversation  Written Documents
Criterion 2B: Establishing a Culture for Learning	#13 Expectations for Learning and Achievement  Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others. Instructional goals and activities convey only modest expectations for student achievement.	Teacher communicates importance of content but with little conviction. Instructional goals and activities convey inconsistent expectations for student achievement.	Teacher conveys genuine enthusiasm for content. Instructional goals and activities convey high expectations for student achievement.	Both student and teacher demonstrate that they value the content and maintain high expectations for the learning of all students.	Observation/ Conversation  Written Documents
Criterion 2C: Managing Classroom Procedures	#14 Management of Instructional Groups  Instructional groups are off task and not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with all students assuming responsibility for productivity.	Observation/ Conversation  Written Documents
#15 Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.	Observation/ Conversation/  Written Documents
#16 Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming appropriate responsibility for efficient operation.	Observation/ Conversation  Written Documents

## St. Louis Public Schools Teacher Observation Instrument

### Standard 2: Classroom Environment

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 2D: Managing Student Behavior		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#17 Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.	Observation/ Conversation/ Written Documents
#18 Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Observation/ Conversation/ Written Documents
<b>Criterion 2E: Organizing Physical Space</b>					
#19 Safety and Accessibility to Learning and Use of Physical Resources	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.	Observation/ Conversation/ Written Documents



St. Louis Public Schools Teacher Observation Instrument

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**Standard 2: Classroom Environment**

Use the following space for comments for the above descriptors.

**Standard 3: Instruction**

**St. Louis Public Schools Teacher Observation Instrument**

**Summative Evaluation:**

Criterion 3A: Communicating Clearly and Accurately		Level of Performance				Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished		
#20 Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	Observation/ Conversation Written Documents	
#21 Directions and Procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher's directions and procedures are clear to students and contain an appropriate level of detail.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Observation/ Conversation Written Documents	
<b>Criterion 3B: Using Questioning and Discussion Techniques</b>						
#22 Quality of Questions	Teacher frames questions or poses problems that do not encourage students to explore content, and are not challenging.	Teacher frames questions and/or poses problems that encourage students to explore content, but may not be challenging.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content, reflect on their understanding, consider new possibilities, and pose questions.	Observation/ Conversation/ Written Documents	

**Standard 3: Instruction**

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**St. Louis Public Schools Teacher Observation Instrument**

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 3C: Descriptor (Enter Date Noted)		Engaging Students in Learning				Level of Performance	Documentation (Circle)
#23	Presentation of Content	Unsatisfactory	Basic	Proficient	Distinguished		
	Presentation of content and instructional strategies are inappropriate, unclear, or use poor examples and analogies.	Presentation of content and instructional strategies are inconsistent in quality.	Most instructional strategies, activities, and assignments are rigorous and appropriate to students. Almost all students are cognitively engaged in them.	Students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Observation/ Conversation Written Documents		
	Instructional strategies, activities, and assignments are inappropriate for students in terms of their age or backgrounds.	Some instructional strategies, activities, and assignments are appropriate to students and engage them mentally, but others do not.	Most instructional strategies, activities, and assignments are rigorous and appropriate to students. Almost all students are cognitively engaged in them.	Students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Observation/ Conversation Written Documents		
	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.	Observation/ Conversation Written Documents		
	Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. Time allocations are unrealistic.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Most time allocations are reasonable.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. Time allocations are reasonable.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. Time allocations are reasonable and allow for different pathways according to student needs.	Observation/ Conversation Written Documents	

## St. Louis Public Schools Teacher Observation Instrument

		Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)
<b>Criterion 3D: #27</b>	<b>Timeliness and Quality of Feedback</b>	Feedback is not provided in a timely manner and/or is of poor quality.	Feedback is inconsistent and limited in quality.	Feedback is consistently provided in a timely manner and is of high quality.	Feedback of high quality is consistently provided in a timely manner. <i>Evidence reflects that</i> students make prompt use of the feedback in their learning.	Observation/ Conversation Written Documents
		<b>Demonstrating Flexibility and Responsiveness</b>				
<b>Criterion 3E: #28</b>	<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student, parents, or the environment for the student's lack of success.	Teacher accepts responsibility for students who have difficulty learning but has only a limited repertoire of instructional strategies to use to personalize learning.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies to personalize learning.	Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school in order to personalize learning.	Observation/ Conversation Written Documents

**Standard 3: Instruction**

**St. Louis Public Schools Teacher Observation Instrument**

Use the following space for comments for the above descriptors.

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**Standard 4: Professional Responsibility**

**St. Louis Public Schools Teacher Observation Instrument**

Summative Evaluation:		Reflecting on Teaching			Level of Performance	Documentation (Circle)
Criterion 4A: Descriptor (Enter Date Noted)		Unsatisfactory	Basic	Proficient	Distinguished	
#29	Use in Future Teaching	Teacher does not accurately assess the success of the lesson and attainment of goals and has no suggestions for improvement for future lessons.	Teacher has a generally accurate impression of a lesson's effectiveness and the attainment of goals and can make general suggestions about improvement for future lessons.	Teacher makes an accurate assessment of a lesson's effectiveness and attainment of goals, can cite general references, and can make specific suggestions for improvement for future lessons.	Teacher makes thoughtful and accurate assessment of the lesson's effectiveness and attainment of goals, citing many specific examples and offering specific alternative actions complete with probable successes.	Observation/ Conversation Written Documents
<b>Criterion 4B: Communicating with Families</b>						
#30	Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.	Observation/ Conversation Written Documents
#31	Information about the Instructional Program and Engagement with the Instructional Program	Teacher provides little information about the instructional program to families and makes inappropriate attempts to engage families.	Teacher participates in the school's required activities for parent communication but offers little additional information and makes modest and inconsistently successful attempts to engage families.	Teacher provides frequent information to parents about the instructional program and makes frequent and successful engagements of families.	Teacher provides frequent, extensive and varied information to parents about the instructional program and has frequent and successful engagement of families with students contributing to idea development.	Observation/ Conversation Written Documents
<b>Criterion 4C: Contributing to the School and District</b>						
#32	Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.	Observation/ Conversation Written Documents
#33	Attendance	Teacher is frequently absent and/or reports to work late or leaves early.	Teacher's attendance is inconsistent and/or arrives late/leaves early occasionally.	Teacher consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance.	Teacher is rarely absent or late unless the situation is of an emergency nature.	Observation/ Conversation Written Documents

St. Louis Public Schools Teacher Observation Instrument

4: Professional Responsibility

Use the following space for comments for the above descriptors.



## St. Louis Public Schools Teacher Observation Instrument

Criterion 4D: Growing and Developing Professionally		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#34 Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy	Teacher engages in no professional development to enhance content knowledge or pedagogical skill. Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher participates in professional development to a limited extent. Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and uses information in the classroom. Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher seeks out opportunities for professional development and makes a systematic attempt to apply knowledge and may conduct research in the classroom. Teacher displays continuing search for best practice and anticipates student misconceptions.	Observation/ Conversation Written Documents
	<b>Criterion 4E: Showing Professionalism</b>				
#35 Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in decision making based on high professional standards.	Teacher takes a leadership role in decision making and helps ensure that such decisions are based on the highest professional standards.	Observation/ Conversation Written Documents
#36 Adherence to Policies	Teacher is uncooperative or noncompliant about district/school policies and procedures and program regulations.	Teacher sometimes adheres to district/school policies and procedures and sometimes supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance.	Observation/ Conversation Written Documents
#37 Discretion and Confidentiality	Teacher does not use discretion and demonstrates little understanding of confidentiality when discussing work-related issues.	Teacher sometimes uses discretion and sometimes demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher consistently uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher always uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues and assists others in their understanding and appropriateness.	Observation/ Conversation Written Documents
#38 Advocacy	Teacher does not initiate and utilize the available resources to ensure that students have a fair opportunity to succeed.	Teacher does not always initiate, utilize, or follow through with available resources to ensure that students have a fair opportunity to succeed.	Teacher works within the context of a particular team, department, or support personnel to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.	Teacher makes concerted efforts to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.	Observation/ Conversation Written Documents

## St. Louis Public Schools Teacher Observation Instrument

	Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)
#39 <b>Timeliness and Appropriateness</b>	Teacher does not assume and complete duties and responsibilities in a timely, willing, and appropriate manner.	Teacher assumes and completes some duties and responsibilities in a timely, willing, and appropriate manner.	Teacher consistently assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Teacher always assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Observation/ Conversation/ Written Documents
#40 <b>Resolving Issues</b>	Teacher does not select and use appropriate channels for resolving issues and problems.	Teacher selects and uses some appropriate channels for resolving issues and problems.	Teacher consistently selects and uses appropriate channels for resolving issues and problems.	Teacher always selects and uses appropriate channels for resolving issues and problems and appropriately reports issues to others who would benefit from the information.	Observation/ Conversation/ Written Documents

**St. Louis Public Schools Teacher Observation Instrument**  
**Standard 4: Professional Responsibility**

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Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

<b>Standard 5: Student Growth</b>						
<b>Criterion 5A: Demonstrating Growth on Statewide Student Assessments</b>		<b>Level of Performance</b>				<b>Documentation (Circle)</b>
<b>Descriptor (Enter Date Noted)</b>		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
<b>#41</b>	<b>Statewide Measures of Student Growth (MAP and EOC Assessments)</b>	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show great improvement.	Observation/Conversation Written Documents
		<b>Demonstrating Growth on Locally Selected Student Assessments</b>				
<b>#42</b>	<b>Curriculum-based Measures of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/Conversation Written Documents
		<b>#43</b>	<b>Formative Assessment of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.
<b>#44</b>	<b>Interim Assessment of Student Growth</b>			Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.
		<b>#45</b>	<b>Performance Assessment Measures of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.

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## St. Louis Public Schools Teacher Observation Instrument

Criterion SB:	Descriptor (Enter Date Noted)	Demonstrating Growth on Locally Selected Student Assessments (Cont.)				Documentation (Circle)
		Level of Performance				
		Unsatisfactory	Basic	Proficient	Distinguished	
#46	Portfolio Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show great improvement.	Observation/ Conversation Written Documents
#47	Summative Assessment of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation Written Documents

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St. Louis Public Schools Teacher Observation Instrument

Standard 5: Student Growth

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

### TEACHER EVALUATION CRITERIA WITH DESCRIPTORS

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT	STANDARD 3: INSTRUCTION	STANDARD 4: PROFESSIONAL RESPONSIBILITY	STANDARD 5: STUDENT GROWTH
<ul style="list-style-type: none"> <li>➤ Demonstrating Knowledge of Content and Pedagogy</li> <li>➤ Knowledge of Content</li> </ul>	<ul style="list-style-type: none"> <li>2A: Creating an Environment of Respect and Rapport                             <ul style="list-style-type: none"> <li>➤ Teacher Interaction with Students;</li> <li>➤ Student to Student</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3A: Communicating Clearly and Accurately                             <ul style="list-style-type: none"> <li>➤ Oral and Written Language Directions and Procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>4A: Reflecting on Teaching                             <ul style="list-style-type: none"> <li>➤ Use in Future Teaching</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>5A: Demonstrating Growth on Statewide Student Assessments                             <ul style="list-style-type: none"> <li>➤ Statewide Measures of Student Growth (MAP and EOC Assessments)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>1B: Demonstrating Knowledge of Students                             <ul style="list-style-type: none"> <li>➤ Knowledge of Students' Characteristics, Skills, and Knowledge</li> <li>➤ Knowledge of Students' Varied Approaches to Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2B: Establishing a Culture for Learning                             <ul style="list-style-type: none"> <li>➤ Expectations for Learning and Achievement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3B: Using Questioning and Discussion Techniques                             <ul style="list-style-type: none"> <li>➤ Quality of Questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>4B: Communicating with Family                             <ul style="list-style-type: none"> <li>➤ Information about Individual Student</li> <li>➤ Information about the Instructional Program and Engagement with the Instructional Program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>5B: Demonstrating Growth on Locally Selected Student Assessments                             <ul style="list-style-type: none"> <li>➤ Curriculum-based Assessments of Student Learning</li> <li>➤ Formative Assessment of Student Growth</li> <li>➤ Interim Assessment of Student Growth</li> <li>➤ Performance Assessment measures of Student Growth Portfolio Measures of Student Growth</li> <li>➤ Summative Assessment of Student Growth</li> <li>➤ Teacher made assessments</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>1C: Selecting Instructional Goals/Objectives                             <ul style="list-style-type: none"> <li>➤ Suitability for Diverse Students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2C: Managing Classroom Procedures                             <ul style="list-style-type: none"> <li>➤ Management of Instructional Groups</li> <li>➤ Management of Transitions</li> <li>➤ Performance of Non-Instructional Duties</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3C: Engaging Students in Learning                             <ul style="list-style-type: none"> <li>➤ Presentation of Content</li> <li>➤ Activities and Assignments</li> <li>➤ Grouping of Students</li> <li>➤ Structure and Pacing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>4C: Contributing to the School and District                             <ul style="list-style-type: none"> <li>➤ Relationships with Colleagues</li> <li>➤ Attendance</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>1D: Demonstrating Knowledge of Resources                             <ul style="list-style-type: none"> <li>➤ Teaching Resources</li> <li>➤ Use of Technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2D: Managing Student Behavior                             <ul style="list-style-type: none"> <li>➤ Expectations</li> <li>➤ Response to Student Misbehavior</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3D: Providing Feedback to Students                             <ul style="list-style-type: none"> <li>➤ Timeliness and Quality of Feedback</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>4D: Growing and Developing Professionally                             <ul style="list-style-type: none"> <li>➤ Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy</li> </ul> </li> </ul>	

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## St. Louis Public Schools Teacher Observation Instrument

<b>1E: Designing Coherent Instruction</b> <ul style="list-style-type: none"> <li>➤ Learning Activities</li> <li>➤ Instructional Groups</li> </ul>	<b>2E: Organizing Physical Space</b> <ul style="list-style-type: none"> <li>➤ Safety and Accessibility to Learning and Use of Physical Resources</li> </ul>	<b>3E: Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>➤ Persistence</li> </ul>	<b>4E: Showing Professionalism</b> <ul style="list-style-type: none"> <li>➤ Decision Making</li> <li>➤ Adherence to Policies</li> <li>➤ Discretion and Confidentiality</li> <li>➤ Advocacy</li> <li>➤ Timeliness and Appropriateness</li> <li>➤ Resolving Issues</li> </ul>	
<b>1F: Assessing Student Learning</b> <ul style="list-style-type: none"> <li>➤ Use for Planning</li> <li>➤ Student Progress in Learning and Assignment Completion</li> <li>➤ Criteria and Standards</li> </ul>				



## St. Louis Public Schools Teacher Observation Instrument

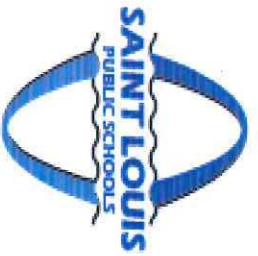
**NOTES:**

Adapted in 2005 from Teacher Evaluation to Enhance Professional Practice, Components of Professional Practice and Framework Observation Program, Educational Testing Service (ETS), 2001. In collaboration with Saint Louis Public Schools (SLPS) for the sole use of SLPS. This document may not be reproduced or used without the expressed consent of SLPS and ETS.

## St. Louis Public Schools Teacher Observation Instrument

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# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

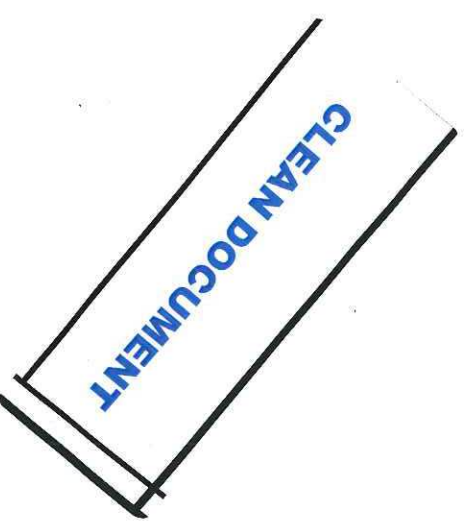
PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION



# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools  
Kelvin R. Adams, Ph.D.



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# St. Louis Public Schools Teacher Observation Instrument

## Teacher Evaluation Report

Teacher \_\_\_\_\_

Tenured

Non-Tenured

Grade/Subject \_\_\_\_\_

Observation Dates \_\_\_\_\_

Administrator \_\_\_\_\_

**DIRECTIONS:** This observation form is used by the administrator/supervisor during classroom observation and shared at the post-observation conference. During observations, the administrator/supervisor is to take notes regarding student and teacher behavior. It is not necessary to script the entire oral discourse of the teacher; however, the administrator/supervisor should record evidence of teacher performance to support the standards. The administrator/supervisor should support the comments through artifact collection.

## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Summative Evaluation		Demonstrating Knowledge of Content and Pedagogy				Documentation (Circle)
Criterion 1A: Descriptor (Enter Date Noted)		Levels of Performance				
#1	Knowledge of Content	Unsatisfactory	Basic	Proficient	Distinguished	Observation/ Conversation/ Written Documents
	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid curriculum content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.		
Criterion 1B: Demonstrating Knowledge of Students						
#2	Knowledge of Students' Characteristics, Skills, and Knowledge	Teacher displays little knowledge of students' cultural and developmental characteristics, skills, and knowledge.	Teacher recognizes the value of understanding students' cultural and developmental characteristics, skills, and knowledge for the class as a whole.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of groups of students, and recognizes the value of this knowledge.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of each student and plans for those differences.	Observation/ Conversation/ Written Documents
#3	Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays solid understanding of the different approaches to learning that different students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning such as learning styles, modalities, and different "intelligences."	Observation/ Conversation/ Written Documents
Criterion 1C: Selecting Instructional Goals/Objectives						
#4	Suitability for Diverse Students	Goals/objectives are not suitable for the class.	Most of the goals/objectives are suitable for most students in the class.	All the goals/objectives are suitable for most students in the class.	Goals/Objectives take into account the varying learning needs of individual students or groups.	Observation/ Conversation/ Written Documents

## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.

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## St. Louis Public Schools Teacher Observation Instrument

Descriptor (Enter Date Noted)	Level of Performance			Documentation (Circle)	
	Unsatisfactory	Basic	Proficient		Distinguished
<b>Criterion 1D:</b>	<b>Demonstrating Knowledge and Use of Resources</b>				
<b>#5 Teaching Resources</b>	Teacher is unaware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM, as well as resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher displays limited awareness of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher is aware of district curriculum, CLEAR and CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and engages students in meaningful learning.	Teacher is fully aware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction; for example, from various cultural, community, or professional organizations and provides opportunities to empower students to access resources.	Observation/ Conversation  Written Documents
<b>#6 Use of Technology</b>	Teacher displays limited awareness of technology resources available through the school or district.	Teacher displays limited use of technology resources available through the school or district.	Teacher is fully aware of technology resources available through the school or district and uses technology to support instruction.	In addition to being aware of school and district technology resources, teacher actively seeks additional technology to enhance learning.	Observation/ Conversation  Written Documents
<b>Criterion 1E:</b>	<b>Designing Coherent Instruction</b>				
<b>#7 Learning Activities</b>	Learning activities are not culturally relevant and suitable to students, curriculum, or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are culturally relevant and suitable to students, curriculum, or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are culturally relevant and suitable to students, curriculum, and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students, curriculum, culture, and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.	Observation/ Conversation  Written Documents
<b>#8 Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety or flexibility in determining membership.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety or flexibility in determining membership.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student need.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student needs. Students help determine the appropriateness of their placement.	Observation/ Conversation  Written Documents



## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 1F: Assessing Student Learning		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#9 <b>Use for Planning</b>	Teacher minimally uses assessment data to plan for the students in the class. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for the class as a whole. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for individuals and groups of students. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Teacher uses assessment data and students are aware of how they are meeting the established standards and participate in planning the next steps. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Observation/ Conversation  Written Documents
#10 <b>Student Progress in Learning and Assignment Completion</b>	Teacher's system for maintaining information on student learning and completion of assignments is lacking.	Teacher's system for maintaining information on student learning and completion of assignments is partially effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective. Students participate in the maintenance of records.	Observation/ Conversation  Written Documents
#11 <b>Criteria and Standards</b>	The proposed approach contains no clear connection to curriculum criteria/descriptors or standards.	Assessment criteria/descriptors and standards have been developed, but they are either not connected to the curriculum, not clear, or have not been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria/descriptors and standards.	Observation/ Conversation  Written Documents

## St. Louis Public Schools Teacher Observation Instrument

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### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

## Standard 2: Classroom Environment

### Criterion 2A: Creating an Environment of Respect and Rapport

Descriptor  
(Enter Date Noted)

Level of Performance

Documentation  
(Circle)

Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)
#12 Teacher Interaction with Students: Student to Student	Teacher interaction with at least some students is negative, demeaning, sarcastic, inappropriate or indifferent. Students may exhibit disrespect for teacher. Student interactions are characterized by conflict, sarcasm or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students. Students exhibit only minimal respect for teacher and teacher exhibits minimal relationships with students. Students do not demonstrate negative behavior toward one another.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect through eye contact, voice inflection, body language and gestures. Such interactions are appropriate to developmental and cultural norms. Student interactions are generally polite and respectful.	Teacher demonstrates genuine caring and respect for individual students through eye contact, voice inflection, body language and gestures. Students exhibit a high level of respect for teacher. Students demonstrate genuine caring for one another as individuals and as students.	Observation/ Conversation  Written Documents

### Criterion 2B: Establishing a Culture for Learning

#13 Expectations for Learning and Achievement	Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others. Instructional goals and activities convey only modest expectations for student achievement.	Teacher communicates importance of content but with little conviction. Instructional goals and activities convey inconsistent expectations for student achievement.	Teacher conveys genuine enthusiasm for content. Instructional goals and activities convey high expectations for student achievement.	Both student and teacher demonstrate that they value the content and maintain high expectations for the learning of all students.	Observation/ Conversation  Written Documents
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### Criterion 2C: Managing Classroom Procedures

#14 Management of Instructional Groups	Instructional groups are off task and not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with all students assuming responsibility for productivity.	Observation/ Conversation  Written Documents
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#15 Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.	Observation/ Conversation  Written Documents
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#16 Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming appropriate responsibility for efficient operation.	Observation/ Conversation  Written Documents
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## St. Louis Public Schools Teacher Observation Instrument

### Standard 2: Classroom Environment

Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

Criterion 2D: Managing Student Behavior		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#17 Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.	Observation/Conversation Written Documents
#18 Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Observation/Conversation Written Documents
<b>Criterion 2E: Organizing Physical Space</b>					
#19 Safety and Accessibility to Learning and Use of Physical Resources	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.	Observation/Conversation Written Documents

**St. Louis Public Schools Teacher Observation Instrument**  
**Standard 2: Classroom Environment**

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Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

## Standard 3: Instruction

### Summative Evaluation:

Criterion 3A: Communicating Clearly and Accurately		Level of Performance				Documentation (Circle)
Descriptor (Enter Date Noted)		Unsatisfactory	Basic	Proficient	Distinguished	
#20	Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	Observation/ Conversation Written Documents
#21	Directions and Procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher's directions and procedures are clear to students and contain an appropriate level of detail.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Observation/ Conversation Written Documents
<b>Criterion 3B: Using Questioning and Discussion Techniques</b>						
#22	Quality of Questions	Teacher frames questions or poses problems that do not encourage students to explore content, and are not challenging.	Teacher frames questions and/or poses problems that encourage students to explore content, but may not be challenging.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content, reflect on their understanding, consider new possibilities, and pose questions.	Observation/ Conversation Written Documents



## St. Louis Public Schools Teacher Observation Instrument

### Standard 3: Instruction

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Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 3C: Engaging Students in Learning		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#23 <b>Presentation of Content</b>	Presentation of content and instructional strategies are inappropriate, unclear, or use poor examples and analogies.	Presentation of content and instructional strategies are inconsistent in quality.	Presentation of content and instructional strategies link well with students' knowledge and experience.	Presentation of content and instructional strategies link well with students' knowledge and experience. Students contribute to presentation of content.	Observation/ Conversation Written Documents
#24 <b>Activities and Assignments</b>	Instructional strategies, activities, and assignments are inappropriate for students in terms of their age or backgrounds.	Some instructional strategies, activities, and assignments are appropriate to students and engage them mentally, but others do not.	Most instructional strategies, activities, and assignments are rigorous and appropriate to students. Almost all students are cognitively engaged in them.	Students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Observation/ Conversation Written Documents
#25 <b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.	Observation/ Conversation Written Documents
#26 <b>Structure and Pacing</b>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. Time allocations are unrealistic.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Most time allocations are reasonable.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. Time allocations are reasonable.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. Time allocations are reasonable and allow for different pathways according to student needs.	Observation/ Conversation Written Documents

## St. Louis Public Schools Teacher Observation Instrument

	Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)	
<b>Criterion 3D:</b>	<b>Providing Feedback to Students</b>					
<b>#27</b>	<b>Timeliness and Quality of Feedback</b>	Feedback is not provided in a timely manner and/or is of poor quality.	Feedback is inconsistent and limited in quality.	Feedback is consistently provided in a timely manner and is of high quality.	Feedback of high quality is consistently provided in a timely manner. <i>Evidence reflects that students make prompt use of the feedback in their learning.</i>	Observation/ Conversation/ Written Documents
<b>Criterion 3E:</b>	<b>Demonstrating Flexibility and Responsiveness</b>					
<b>#28</b>	<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student, parents, or the environment for the student's lack of success.	Teacher accepts responsibility for students who have difficulty learning but has only a limited repertoire of instructional strategies to use to personalize learning.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies to personalize learning.	Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school in order to personalize learning.	Observation/ Conversation/ Written Documents

## St. Louis Public Schools Teacher Observation Instrument

### Standard 3: Instruction

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Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

### Standard 4: Professional Responsibility

Summative Evaluation:		Reflecting on Teaching			Level of Performance		Documentation (Circle)
Criterion 4A: Descriptor (Enter Date Noted)		Unsatisfactory	Basic	Proficient	Distinguished		
#29	Use in Future Teaching	Teacher does not accurately assess the success of the lesson and attainment of goals and has no suggestions for improvement for future lessons.	Teacher has a generally accurate impression of a lesson's effectiveness and the attainment of goals and can make general suggestions about improvement for future lessons.	Teacher makes an accurate assessment of a lesson's effectiveness and attainment of goals, can cite general references, and can make specific suggestions for improvement for future lessons.	Teacher makes thoughtful and accurate assessment of the lesson's effectiveness and attainment of goals, citing many specific examples and offering complete alternative actions.		Observation/ Conversation/ Written Documents
<b>Criterion 4B:</b>		<b>Communicating with Families</b>					
#30	Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.		Observation/ Conversation/ Written Documents
#31	Information about the Instructional Program and Engagement with the Instructional Program	Teacher provides little information about the instructional program to families and makes inappropriate attempts to engage families.	Teacher participates in the school's required activities for parent communication but offers little additional information and makes modest and inconsistently successful attempts to engage families.	Teacher provides frequent information to parents about the instructional program and makes frequent and successful engagements of families.	Teacher provides frequent, extensive and varied information to parents about the instructional program and has frequent and successful engagement of families with students contributing to idea development.		Observation/ Conversation/ Written Documents
<b>Criterion 4C:</b>		<b>Contributing to the School and District</b>					
#32	Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.		Observation/ Conversation/ Written Documents
#33	Attendance	Teacher is frequently absent and/or reports to work late or leaves early.	Teacher's attendance is inconsistent and/or arrives late/leaves early occasionally.	Teacher consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance.	Teacher is rarely absent or late unless the situation is of an emergency nature.		Observation/ Conversation/ Written Documents

#### 4: Professional Responsibility

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### St. Louis Public Schools Teacher Observation Instrument

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 4D: Growing and Developing Professionally		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#34 <b>Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy</b>	Teacher engages in no professional development to enhance content knowledge or pedagogical skill. Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher participates in professional development to a limited extent. Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and uses information in the classroom. Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher seeks out opportunities for professional development and makes a systematic attempt to apply knowledge and may conduct research in the classroom. Teacher displays continuing search for best practice and anticipates student misconceptions.	Observation/ Conversation/ Written Documents
<b>Criterion 4E: Showing Professionalism</b>					
#35 <b>Decision Making</b>	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in decision making based on high professional standards.	Teacher takes a leadership role in decision making and helps ensure that such decisions are based on the highest professional standards.	Observation/ Conversation/ Written Documents
#36 <b>Adherence to Policies</b>	Teacher is uncooperative or noncompliant about district/school policies and procedures and program regulations.	Teacher sometimes adheres to district/school policies and procedures and sometimes supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance.	Observation/ Conversation/ Written Documents
#37 <b>Discretion and Confidentiality</b>	Teacher does not use discretion and demonstrates little understanding of confidentiality when discussing work-related issues.	Teacher sometimes uses discretion and sometimes demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher consistently uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher always uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues and assists others in their understanding and appropriateness.	Observation/ Conversation/ Written Documents
#38 <b>Advocacy</b>	Teacher does not initiate and utilize the available resources to ensure that students have a fair opportunity to succeed.	Teacher does not always initiate, utilize, or follow through with available resources to ensure that students have a fair opportunity to succeed.	Teacher works within the context of a particular team, department, or support personnel to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.	Teacher makes concerted efforts to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.	Observation/ Conversation/ Written Documents

## St. Louis Public Schools Teacher Observation Instrument

	Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)
#39 Timeliness and Appropriateness	Teacher does not assume and complete duties and responsibilities in a timely, willing, and appropriate manner.	Teacher assumes and completes some duties and responsibilities in a timely, willing, and appropriate manner.	Teacher consistently assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Teacher always assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Observation/ Conversation Written Documents
#40 Resolving Issues	Teacher does not select and use appropriate channels for resolving issues and problems.	Teacher selects and uses some appropriate channels for resolving issues and problems.	Teacher consistently selects and uses appropriate channels for resolving issues and problems.	Teacher always selects and uses appropriate channels for resolving issues and problems and appropriately reports issues to others who would benefit from the information.	Observation/ Conversation Written Documents



## St. Louis Public Schools Teacher Observation Instrument

### Standard 4: Professional Responsibility

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Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

<b>Standard 5: Student Growth</b>					
<b>Criterion 5A: Demonstrating Growth on Statewide Student Assessments</b>		<b>Level of Performance</b>			
<b>Descriptor (Enter Date Noted)</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Documentation (Circle)</b>
#41 <b>Statewide Measures of Student Growth (MAP and EOC Assessments)</b>	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show great improvement.	Observation/ Conversation Written Documents
<b>Criterion 5B: Demonstrating Growth on Locally Selected Student Assessments</b>					
#42 <b>Curriculum-based Measures of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation Written Documents
#43 <b>Formative Assessment of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation Written Documents
#44 <b>Interim Assessment of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show great improvement.	Observation/ Conversation Written Documents
#45 <b>Performance Assessment Measures of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show great improvement.	Observation/ Conversation Written Documents

## St. Louis Public Schools Teacher Observation Instrument

Criterion 5B: Demonstrating Growth on Locally Selected Student Assessments (Cont.)		Level of Performance				Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished		
#46 Portfolio Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show great improvement.	Observation/ Conversation/ Written Documents	
	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.		
#47	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation/ Written Documents	

## St. Louis Public Schools Teacher Observation Instrument

### Standard 5: Student Growth

Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

## TEACHER EVALUATION CRITERIA WITH DESCRIPTORS

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT	STANDARD 3: INSTRUCTION	STANDARD 4: PROFESSIONAL RESPONSIBILITY	STANDARD 5: STUDENT GROWTH
<p>1A: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>➤ Knowledge of Content</li> </ul>	<p>2A: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>➤ Teacher Interaction with Students;</li> <li>➤ Student to Student</li> </ul>	<p>3A: Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> <li>➤ Oral and Written Language</li> <li>➤ Directions and Procedures</li> </ul>	<p>4A: Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>➤ Use in Future Teaching</li> </ul>	<p>5A: Demonstrating Growth on Statewide Student Assessments</p> <ul style="list-style-type: none"> <li>➤ Statewide Measures of Student Growth (MAP and EOC Assessments)</li> </ul>
<p>1B: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>➤ Knowledge of Students' Characteristics, Skills, and Knowledge</li> <li>➤ Knowledge of Students' Varied Approaches to Learning</li> </ul>	<p>2B: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>➤ Expectations for Learning and Achievement</li> </ul>	<p>3B: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>➤ Quality of Questions</li> </ul>	<p>4B: Communicating with Family</p> <ul style="list-style-type: none"> <li>➤ Information about Individual Student</li> <li>➤ Information about the Instructional Program and Engagement with the Instructional Program</li> </ul>	<p>5B: Demonstrating Growth on Locally Selected Student Assessments</p> <ul style="list-style-type: none"> <li>➤ Curriculum-based Assessments of Student Learning</li> <li>➤ Formative Assessment of Student Growth</li> <li>➤ Interim Assessment of Student Growth</li> <li>➤ Performance Assessment measures of Student Growth</li> <li>➤ Portfolio Measures of Student Growth</li> <li>➤ Summative Assessment of Student Growth</li> <li>➤ Teacher made assessments</li> </ul>
<p>1C: Selecting Instructional Goals/Objectives</p> <ul style="list-style-type: none"> <li>➤ Suitability for Diverse Students</li> </ul>	<p>2C: Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>➤ Management of Instructional Groups</li> <li>➤ Management of Transitions</li> <li>➤ Performance of Non-Instructional Duties</li> </ul>	<p>3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>➤ Presentation of Content</li> <li>➤ Activities and Assignments</li> <li>➤ Grouping of Students</li> <li>➤ Structure and Pacing</li> </ul>	<p>4C: Contributing to the School and District</p> <ul style="list-style-type: none"> <li>➤ Relationships with Colleagues</li> <li>➤ Attendance</li> </ul>	
<p>1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>➤ Teaching Resources</li> <li>➤ Use of Technology</li> </ul>	<p>2D: Managing Student Behavior</p> <ul style="list-style-type: none"> <li>➤ Expectations</li> <li>➤ Response to Student Misbehavior</li> </ul>	<p>3D: Providing Feedback to Students</p> <ul style="list-style-type: none"> <li>➤ Timeliness and Quality of Feedback</li> </ul>	<p>4D: Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>➤ Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy</li> </ul>	

## St. Louis Public Schools Teacher Observation Instrument

<p><b>1E: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Learning Activities Instructional Groups</li> </ul>	<p><b>1F: Assessing Student Learning</b></p> <ul style="list-style-type: none"> <li>➤ Use for Planning Student Progress in Learning and Assignment Completion</li> <li>➤ Criteria and Standards</li> </ul>	<p><b>2E: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>➤ Safety and Accessibility to Learning and Use of Physical Resources</li> </ul>	<p><b>3E: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>➤ Persistence</li> </ul>	<p><b>4E: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>➤ Decision Making</li> <li>➤ Adherence to Policies</li> <li>➤ Discretion and Confidentiality</li> <li>➤ Advocacy</li> <li>➤ Timeliness and Appropriateness</li> <li>➤ Resolving Issues</li> </ul>	
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## St. Louis Public Schools Teacher Observation Instrument

### NOTES:

## St. Louis Public Schools Teacher Observation Instrument

**NOTES:**

Adapted in 2005 from Teacher Evaluation to Enhance Professional Practice, Components of Professional Practice and Framework Observation Program, Educational Testing Service (ETS), 2001 in collaboration with Saint Louis Public Schools (SLPS) for the sole use of SLPS. This document may not be reproduced or used without the expressed consent of SLPS and ETS.





ST. LOUIS PUBLIC SCHOOLS  
TEACHER EVALUATION FORMS

# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION

**RED LINE DOCUMENT**

# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools  
Kelvin R. Adams, Ph.D.

*The Board of Education of the City of St. Louis does not discriminate on the basis of race, color, national origin, sex, age, religion, veteran status, creed, ancestry, sexual orientation or disability employment, programs or activities. Inquiries regarding compliance with Title VII, Title IX, ADEA, Section 504 of the Rehabilitation Act, the Missouri Human Rights Act, or ADA should be directed to the Human Resource Officer, 801 N. 11<sup>th</sup> Street, St. Louis, MO 63101.*



## Pre-observation Form

The Pre-observation Form is to be completed by the teacher and given to the administrator/supervisor *after* a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

<p>1. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to students' other learning?</p>	<p>2. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.</p>
<p>3. How does this relate to the district's curriculum guide? What prerequisite knowledge has been assumed or provided?</p>	<p>4. How will students be assessed? How will assessment criteria and exemplars be communicated to students?</p>
<p>5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?</p>	

NOTES:

## Lesson Reflection Sheet

The Lesson Reflection Sheet will be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria/descriptors.

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

<p>1. Did the lesson establish a climate that encouraged the students to be productively engaged in the work? How do I know?</p>	<p>2. Did the goal/objective of the lesson allow for students to engage in activities and learning situations that were consistent with the district's curriculum?</p>
<p>3. How did I ensure that all students participated in the activities/discussion?</p>	<p>4. What feedback did I receive from students indicating they achieved understanding and that the goals/objectives were met for this lesson?</p>
<p>5. Did I adjust my goals or my strategies as I taught the lesson? What would I do differently next time? Why?</p>	<p>6. If I could share one thing from this lesson with a colleague, what would it be?</p>

NOTES:

# Supplemental Feedback Form

(Short Form)

Scheduled Observation       Unscheduled Observation       Artifact Data       Unplanned Data       Drop-In Observation

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Teacher's Comments: \_\_\_\_\_

Administrator's/Supervisor's Comments: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

## Performance Improvement Plan

Teacher \_\_\_\_\_

Tenured  Probationary

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Type of Plan:  Enrichment  Progressing Toward Proficiency  Noted for Development

Objectives (Applicable descriptors and expected level of performance):

Area of Development	Strategy/Activity	Expected Outcome to Inform/Change Teaching Practice	Resources Needed	Beginning Date	Ending Date

## Performance Improvement Plan

**Note the teacher and administrator/supervisor responsibilities and/or strategies for achieving objectives:**

Teacher will: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrator will: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tangible evidence of progress toward outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's Comments:	Administrator's/Supervisor's Comments:

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Plan developed: \_\_\_\_\_ Completed: \_\_\_\_\_ Revised: \_\_\_\_\_ Continued: \_\_\_\_\_ Reviewed: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

# TEACHER EVALUATION REPORT

Teacher \_\_\_\_\_ School/Location: \_\_\_\_\_  
 SSN: \_\_\_\_\_ Years of Service: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade Level/Content Area: \_\_\_\_\_  
 Administrator/Supervisor: \_\_\_\_\_  
 Dates of Observations: \_\_\_\_\_

TEACHER STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1A: Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B: Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C: Selecting instructional goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1D: Demonstrating knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1E: Designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1F: Assessing student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2A: Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B: Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2C: Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2E: Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3A: Communicating clearly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3B: Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C: Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D: Providing feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3E: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4A: Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B: Communicating with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C: Contributing to the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D: Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E: Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5A: Demonstrating growth on statewide student assessments</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5B: Demonstrating growth on locally selected student assessments</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**UNSATISFACTORY:** The teacher does not yet appear to understand the concepts underlying the component.  
**BASIC:** The teacher appears to understand the concepts underlying the component and attempts to implement its elements.  
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**Performance Improvement Plan** (collaboratively developed between the teacher and administrator/supervisor):  
 A PIP with the following descriptors has been the impetus for growth and development:

Area of Development	Achieved	Revised	Continued	Did Not Achieve
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional comments by evaluator and/or teacher: Should additional comments become necessary, please attach to this form provided the evaluator and teacher have initialed all additional pages.

This evaluation has been discussed with me: (  ) yes (  ) no

The teacher may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE \_\_\_\_\_ EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_ EMPLOYEE \_\_\_\_\_

ADMINISTRATOR AT LOCATION \_\_\_\_\_

Distribution: Personnel File  
 Principal  
 Employee

Adapted in 2005 from Teacher Evaluation to Enhance Professional Practice, Components of Professional Practice and Framework Observation Program, Educational Testing Service (ETS), 2001 in collaboration with Saint Louis Public Schools (SLPS) for the sole use of SLPS. This document may not be reproduced or used without the expressed consent of SLPS and ETS.

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# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION

CLEAN DOCUMENT

# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools

Kelvin R. Adams, Ph.D.

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# Pre-observation Form

The Pre-observation Form is to be completed by the teacher and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_

<p>1. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to students' other learning?</p>	<p>2. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.</p>
<p>3. How does this relate to the district's curriculum guide? What prerequisite knowledge has been assumed or provided?</p>	<p>4. How will students be assessed? How will assessment criteria and exemplars be communicated to students?</p>
<p>5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?</p>	

NOTES:

# Lesson Reflection Sheet

The Lesson Reflection Sheet will be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria/descriptors.

Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher Signature \_\_\_\_\_ Administrator Signature \_\_\_\_\_

1. Did the lesson establish a climate that encouraged the students to be productively engaged in the work? How do I know?	2. Did the goal/objective of the lesson allow for students to engage in activities and learning situations that were consistent with the district's curriculum?
3. How did I ensure that all students participated in the activities/discussion?	4. What feedback did I receive from students indicating they achieved understanding and that the goals/objectives were met for this lesson?
5. Did I adjust my goals or my strategies as I taught the lesson? What would I do differently next time? Why?	6. If I could share one thing from this lesson with a colleague, what would it be?

**NOTES:**

# Supplemental Feedback Form

(Short Form)

Scheduled Observation       Unscheduled Observation       Artifact Data       Unplanned Data       Drop-In Observation

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Teacher's Comments: \_\_\_\_\_

Administrator's/Supervisor's Comments: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

# Performance Improvement Plan

Teacher \_\_\_\_\_

Tenured  Probationary

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Type of Plan:  Enrichment  Progressing Toward Proficiency  Noted for Development

Objectives (Applicable descriptors and expected level of performance):

Area of Development	Strategy/Activity	Expected Outcome to Inform/Change Teaching Practice	Resources Needed	Beginning Date	Ending Date



## Performance Improvement Plan

**Note the teacher and administrator/supervisor responsibilities and/or strategies for achieving objectives:**

Teacher will: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Administrator will: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Tangible evidence of progress toward outcome(s): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher's Comments:	Administrator's/Supervisor's Comments:

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Plan developed: \_\_\_\_\_ Completed: \_\_\_\_\_ Revised: \_\_\_\_\_ Continued: \_\_\_\_\_ Reviewed: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

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# TEACHER EVALUATION REPORT

Teacher \_\_\_\_\_ School/Location: \_\_\_\_\_

SSN: \_\_\_\_\_ Years of Service: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level/Content Area: \_\_\_\_\_

Administrator/Supervisor: \_\_\_\_\_

Dates of Observations: \_\_\_\_\_

TEACHER STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1A: Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5A: Demonstrating growth on statewide student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B: Demonstrating growth on locally selected student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Performance Improvement Plan** (collaboratively developed between the teacher and administrator/supervisor):  
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Area of Development	Achieved	Revised	Continued	Did Not Achieve
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional comments by evaluator and/or teacher. Should additional comments become necessary, please attach to this form provided the evaluator and teacher have initialed all additional pages.

This evaluation has been discussed with me: (  ) yes (  ) no

The teacher may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE \_\_\_\_\_ EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_ EMPLOYEE \_\_\_\_\_

ADMINISTRATOR AT LOCATION \_\_\_\_\_

Distribution: Personnel File  
 Principal  
 Employee

**COMMENTS:**



ST. LOUIS PUBLIC SCHOOLS  
REFERENCE GUIDE

# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION



## St. Louis Public Schools Teacher Evaluation Form

Purpose: The purpose of the teacher evaluation is to determine the teacher's level of proficiency in each of the standards. Over the course of the year, the teacher should be evaluated on all 40 descriptors and given a composite score for each standard. This comprehensive evaluation should be used with:

- All probationary teachers
- New hires to the district
- One-third of experienced teachers
- Those teachers on an improvement plan of action
- Any volunteer teachers who want a comprehensive evaluation

The Evaluation Process:

Step 1: The teacher completes the **Pre-observation Form**. The evaluator may require the teacher to submit a hard or electronic copy prior to the pre-conference or bring it at the time of the pre-conference.

Step 2: At the time of the Pre-observation conference, the teacher will communicate which descriptors the evaluator will be gathering evidence around for this observation. This is also the time the evaluator may want to express specific descriptor interests based on the work of the school. Example: If your school has been working on grouping of students, then the evaluator should expect to see any descriptors relating to that area.

**Recall the interrelationships among the descriptors.**

Step 3: At the agreed upon time of the evaluation, the evaluator will use the green copy, **Teacher Observation Instrument**, for the observation visit. Because the **descriptors have been identified**, you will have studied each of those performance levels and will therefore have a good understanding of each of those levels. It will be your choice as whether to **highlight** the behaviors performed or to **script** all the action that occurs during the observation. It is important to remember that the observer should date the descriptor's level of performance and circle the type of evidence noted during the observation, and then make any necessary notes regarding the evidence. Example: Criterion 2C: Managing Classroom Procedures; descriptor #16, Performance of Non-instructional Duties, you rate the teacher "unsatisfactory" and note the date, you may circle observation and write substantiating evidence such as, "9:00 – started lesson, began talking roll, etc., class actually started at 9:15."

Step 4: Upon completion of the evaluation, the evaluator should use the notes of evidence and the rubric to make a determination of the performance status. The evaluator may wish to complete the **Supplemental Feedback Form** or prepare a bulleted memo to use as talking points with the teacher. It is very critical that the evaluator suspend judgment and maintain low inference until the conversation occurs at the **Post-observation Conference**.

Step 5: The teacher should complete the yellow copy, **Self-Assessment and Teacher Reflection Forms** within three days of the evaluation.

Step 6: The conversation occurs between the evaluator and the teacher at the **Post-observation Conference**. The teacher brings the **Self-Assessment Instrument** that also contains the **Teacher Reflection**. The evaluator and the teacher will share ratings and evidence of the descriptors teaching consensus around those that are markedly differently (unsatisfactory-distinguished). Those areas of performance that either and/or both parties agree upon for improvement will then be written on the **Performance Improvement Plan**.

Step 7: At the end of the evaluation process, the evaluator will complete the **Teacher Evaluation Report**. This will note the composite scores for the teacher's performance in each of the standards. It will also reflect the determination of growth as a result of the **Performance Improvement Plan**. This should be discussed with the teacher, signed by both parties, and submitted to Human Resources.

## St. Louis Public Schools Teacher Evaluation Form

### Teacher Evaluation Process:

**Yellow Copy: Teacher Self-Assessment**  
(to be completed and kept by teacher)

**Green Copy: Evaluator Observation Instrument**  
(to be completed by evaluator, one for each teacher)

**White Copy: Forms ONLY**

**Step 1: Pre-observation**  
**During pre-observation** Submit to evaluator prior to or at the time of the conference  
Determine the descriptors in Standards 2 and 3 that will be evaluated

**Step 2: Evaluation**  
Highlight or script the performance in agreed upon areas  
Write the date on the line under the performance level  
Circle the type of evidence  
Write any notes in the areas below to substantiate the marking

**Step 3: After the evaluation**  
**Teacher** Teacher completes the Self-Assessment in Standards 1 and 4 on all descriptors  
Teacher completes the Self-Assessment in Standards 2, 3 and 5 on agreed upon descriptors  
Teacher completes the Lesson Reflection Form

**After the evaluation**  
**Evaluator** Evaluator completes either the Supplemental Feedback Form or talking points around criteria  
If the evaluator scripts, then the information has to be transferred to the Teacher Observation  
Instrument, coded, and evidenced.

**Step 4: Post-conference**  
Teacher brings Self-Assessment  
Evaluator brings Teacher Observation Instrument, Supplemental Feedback Form/talking points

**Conversation**  
Evaluator and teacher share information regarding the observation  
If there is a discrepancy between levels of performance, the evidence determines the coding  
Evaluator and teacher discuss areas of improvement of performance based on findings  
Evaluator determines the performance improvement areas based on the evidence  
Evaluator and teacher write a collaborative Performance Improvement Plan

**Step 6: End of Year**  
Teacher Evaluation Report is completed

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# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

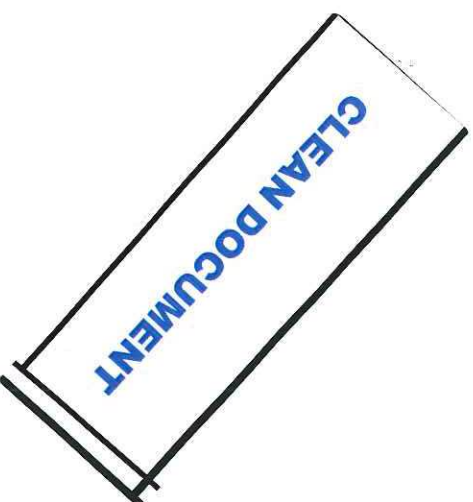
PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY

CLASSROOM ENVIRONMENT



INSTRUCTION





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**Example:** If your school has been working on grouping of students, then the evaluator should expect to see any descriptors relating to that area. **Recall the interrelationships among the descriptors.**

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**Step 4:** Upon completion of the evaluation, the evaluator should use the notes of evidence and the rubric to make a determination of the performance status. The evaluator may wish to complete the **Supplemental Feedback Form** or prepare a bulleted memo to use as talking points with the teacher. It is very critical that the evaluator suspend judgment and maintain low inference until the conversation occurs at the **Post-observation Conference**.

**Step 5:** The teacher should complete the yellow copy, **Self-Assessment and Teacher Reflection Forms** within three days of the evaluation.

**Step 6:** The conversation occurs between the evaluator and the teacher at the **Post-observation Conference**. The teacher brings the **Self-Assessment Instrument** that also contains the **Teacher Reflection**. The evaluator and the teacher will share ratings and evidence of the descriptors reaching consensus around those that are markedly differently (unsatisfactory-distinguished). Those areas of performance that either and/or both parties agree upon for improvement will then be written on the **Performance Improvement Plan**.

**Step 7:** At the end of the evaluation process, the evaluator will complete the **Teacher Evaluation Report**. This will note the composite scores for the teacher's performance in each of the standards. It will also reflect the determination of growth as a result of the **Performance Improvement Plan**. This should be discussed with the teacher, signed by both parties, and submitted to Human Resources.

## St. Louis Public Schools Teacher Evaluation Form

### Teacher Evaluation Process:

**Yellow Copy: Teacher Self-Assessment**  
(to be completed and kept by teacher)

**Green Copy: Evaluator Observation Instrument**  
(to be completed by evaluator; one for each teacher)

**White Copy: Forms ONLY**

**Step 1: Pre-observation**  
**During pre-observation** Submit to evaluator prior to or at the time of the conference  
Determine the descriptors in Standards 2 and 3 that will be evaluated

**Step 2: Evaluation**  
Highlight or script the performance in agreed upon areas  
Write the date on the line under the performance level  
Circle the type of evidence  
Write any notes in the areas below to substantiate the marking

**Step 3: After the evaluation**  
**Teacher** Teacher completes the Self-Assessment in Standards 1 and 4 on all descriptors  
Teacher completes the Self-Assessment in Standards 2, 3 and 5 on agreed upon descriptors  
Teachers completes the Lesson Reflection Form

**After the evaluation**  
**Evaluator** Evaluator completes either the Supplemental Feedback Form or talking points around criteria  
If the evaluator scripts, then the information has to be transferred to the Teacher Observation Instrument, coded, and evidenced.

**Step 4: Post-conference**  
**Conversation** Teacher brings Self-Assessment  
Evaluator brings Teacher Observation Instrument, Supplemental Feedback Form/talking points  
Evaluator and teacher share information regarding the observation  
If there is a discrepancy between levels of performance, the evidence determines the coding  
Evaluator and teacher discuss areas of improvement of performance based on findings  
Evaluator determines the performance improvement areas based on the evidence  
Evaluator and teacher write a collaborative Performance Improvement Plan

**Step 6: End of Year** Teacher Evaluation Report is completed





# BOARD RESOLUTION

Date: August 10, 2013

Agenda Item : 07-26-13-19

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Adrienne Lacey-Bushell

Action to be Approved: Local Compliance Plan Certification Statement

Other Transaction Descriptors: (i.e.: Sole Source, Ratification)

Previous Board Resolution # 07-22-10-02

**SUBJECT:** To approve the Local Compliance Plan Certification Statement to the Missouri Department of Elementary and Secondary Education (DESE) regarding implementation of Part B of the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Act Amendments of 2004.

**BACKGROUND:** For the purposes of implementing provisions of the Individuals with Disabilities Education Act (IDEA) Amendments of 2004, the Saint Louis Public School District assures that throughout the period of the grant award, it will comply with all of the requirements of the Parts A and B of IDEA, as amended by the IDEA Amendment of 2004, including: (1) all of the policies and procedures that were approved as part of the District's most recent compliance plan under Part B of the IDEA that are not inconsistent with IDEA as amended by the IDEA Amendments of 2004; and (2) all of the eligibility requirements of Section 613 of the Act, as amended. The District also assure that for the 2013-14 school year, the District will revise its compliance plan, policies, and procedures to make them fully consistent with the IDEA as amended by the IDEA Amendments of 2004 and that it will provided DESE Copies of the plan to ensure it meets each of the eligibility requirements in Section 613 of the Act.

Accountability Plan Goals: Goal III: Facilities, Resources Support

Objective/Strategy:

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source:		Requisition #:
Amount: No Cost		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Special Education

Requestor:

Angela Banks, Budget Director

Dr. Adrienne Lacey-Bushell,  
Special Education Executive Director

Dr. Kelvin R. Adams, Superintendent



Missouri Department of Elementary & Secondary Education  
 Office of Special Education - Compliance  
**Local Compliance Plan Certification Statement**

County/District Code: <b>115-115</b>	District Name: <b>St. Louis Public Schools</b>
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**Submission Instructions**  
 Complete the form and send to:  
 Missouri Department of Elementary and Secondary Education  
 Special Education Compliance  
 PO Box 480  
 Jefferson City, MO 65102  
 Fax: 573-526-5946  
**DUE DATE: October 1, 2013**

**Adoption**  
 The Responsible Public Agency has chosen the following in regard to adoption of a local plan for compliance with State and Federal regulations implementing the Individuals with Disabilities Education Act (IDEA):

- Option A:** Adopt the Model Compliance Plan made available by the Department of Elementary and Secondary Education.
- Option B:** Adapt the Model Compliance Plan made available by the Department of Elementary and Secondary Education with agency revisions (All pages on which revisions have been made to the Model Compliance Plan with highlighted revisions are enclosed. These revisions must be approved by DESE before the agency's plan becomes final.)
- Option C:** Agency developed Compliance Plan (Plan enclosed for DESE approval.)

**Certification**  
 The Responsible Public Agency assures that the agency's Compliance Plan and applicable state and federal regulations constitute the basis for operation and administration of the activities to be carried out in the agency under Part B of the IDEA, to provide special education services for all children with disabilities between the ages of three (3) and twenty-one (21) who meet the eligibility criteria as stated in this Plan and under the jurisdiction of the agency.

The Responsible Public Agency assures that programs administered under Part B of the IDEA are in accordance with the assurances provided in 34 CFR 76.301 of the General Education Provision Act (GEPA) and that federal funds made available under Part B of the IDEA are used in accordance with the excess cost and maintenance of fiscal effort and comparable services requirements of 34 CFR Sections 300.202 - 300.205 of the federal regulations governing the IDEA.

**The local compliance plan was adopted by the Governing Board of the agency on:**  
 (meeting Date - mm/dd/yy) \_\_\_\_\_

<b>Authorized Representative(s)</b>	
Board President	Date
Superintendent/Chief Administrative Officer	Date
Compliance Plan Contact Person	Date





# BOARD RESOLUTION

Date: August 23, 2013

Agenda Item : 09-26-13-20

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Financial Report

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve Amendment #3 to the Fiscal Year 2012-13 General Operating Budget.

**BACKGROUND:** State law requires that a budget amendment be made prior to actual expenditures for a given fund(s) exceeding the officially approved budget for that fund(s). Budget Amendment #3 primarily includes additional revenues associated with higher tax collection rates and higher state revenues for better than anticipated school enrollment during the shift to current year funding. In addition, savings were achieved across the District.

**Accountability Plan Goals:** Goal III: Facilities, Resources Support      **Objective/Strategy:** III.D.

**FUNDING SOURCE:** (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Finance

Requestor: James L. Fisher

Mary M. Houlihan  
Mary M. Houlihan, Dep. Supt., Operations

Angela Banks  
Angela Banks, Budget Director

Leon Fisher  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams  
Dr. Kelvin R. Adams, Superintendent

Saint Louis Public Schools  
Amendment #3 Summary

	<u>Amendment#2</u>	<u>Amendment#3</u>	<u>Variance</u>
<b>Revenues</b>			
Local	\$223,392,596	\$226,762,805	\$3,370,209
County	\$3,493,703	\$3,409,298	-\$84,405
State	\$62,512,456	\$61,923,841	-\$588,615
Federal	\$5,883,279	\$6,387,788	\$504,509
<b>Total Revenues</b>	<b>\$295,282,034</b>	<b>\$298,483,732</b>	<b>\$3,201,698</b>
<b>Expenditures</b>			
Salaries	\$135,617,581	\$136,336,172	\$718,591
Temporary/OT	\$11,396,319	\$12,045,925	\$649,606
Benefits	\$63,122,843	\$61,430,251	-\$1,692,592
Professional Services	\$26,686,745	\$26,412,067	-\$274,678
Property Services	\$11,370,134	\$10,712,931	-\$657,203
Transportation	\$22,565,938	\$21,953,557	-\$612,381
Operational	\$12,271,588	\$12,652,135	\$380,547
<b>Total Expenditures</b>	<b>\$283,031,147</b>	<b>\$281,543,037</b>	<b>-\$1,488,110</b>
<b>Annual Surplus/Deficit</b>	<b>\$12,250,886</b>	<b>\$16,940,695</b>	<b>\$4,689,808</b>



Saint Louis Public Schools  
General Operating Revenues

12-13 Budget  
Amendment #3

		FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2
<b>SOURCE</b>				
	Local	223,392,596	226,762,805	3,370,209.16
	County	3,493,703	3,409,298	(84,404.99)
	State	62,512,456	61,923,841	(588,614.91)
	Federal	5,883,279	6,387,788	504,508.98
	Subsidy	-	-	-
	<b>Total by Source</b>	<b>\$ 295,282,034</b>	<b>\$ 298,483,732</b>	<b>\$ 3,201,698</b>
<b>FUND</b>				
110	Incidental	216,948,996	220,451,914	3,502,917.72
120	Teachers	72,727,539	72,053,164	(674,374.41)
140	Student Health	4,222,145	4,593,880	371,734.94
360	Capital	1,383,353	1,384,773	1,420.00
	Subsidy	-	-	-
	<b>Total by Fund</b>	<b>\$ 295,282,034</b>	<b>\$ 298,483,732</b>	<b>\$ 3,201,698</b>

Saint Louis Public Schools  
General Operating Revenues

12-13 Budget  
Amendment #3

**OBJECT**

5111	Real Property	109,227,150	110,297,322	1,070,172.62
5112	Personal Property	25,786,355	26,641,780	855,425.62
5113	Surplus Commissions	1,395,933	1,426,110	30,177.08
5114	Fin Institution Tax	368,325	368,325	-
5115	Surcharge Taxes	15,353,320	15,686,920	333,600.09
5116	School Dist Trust Fund (Prop C)	22,733,694	23,114,171	380,476.53
5117	Merch & Manuf Tax	8,558,748	8,610,102	51,354.49
5118	Int Financial Inst	19	19	-
5119	Int on Protested Taxes	10,000	60,511	50,511.03
5121	Del Real Pty Taxes	6,727,651	8,154,400	1,426,748.68
5122	Del Personal Taxes	1,951,602	2,037,351	85,748.61
5123	Del Merch & Manuf Tax	254,446	363,631	109,184.58
5127	Del Surcharge Tax	912,319	1,127,616	215,296.91
5129	City Sales Tax	23,502,997	21,671,014	(1,831,982.56)
5142	Super Now Accounts	31,555	52,630	21,074.78
5172	Lost Textbooks	-	1,665	1,664.50
5179	Comshns Roylts Tran	-	184	184.00
5189	Indirect Cost	2,062,972	2,233,294	170,321.26
5192	Rent - Board Facilities	194,752	166,274	(28,478.25)
5194	Utilities	216	216	-
5195	Refund of Pr Yr Exp	1,674,527	1,718,856	44,329.19
5199	Misc Local Revenue (incl VICC)	1,258,351	1,642,751	384,400.00
5215	Fines/forf Misdmea	194,917	230,177	35,259.54
5221	St Ass Util & RR Tax	2,601,022	2,481,358	(119,664.39)
5224	Oth Cty In Surch Tax	697,763	697,763	(0.14)
5311	Basic Formula	49,093,505	47,993,155	(1,100,350.15)
5312	Transportation	4,629,819	4,622,712	(7,107.12)
5317	Career Ladder	-	-	-
5319	Classroom Trust	7,371,926	7,908,647	536,721.15
5361	Voc/Technical Aid	244,288	257,720	13,431.86
5399	Misc State Revenue	1,172,918	1,141,607	(31,310.65)
5422	ARRA - Basic Formula	-	-	-
5424	ARRA - Basic Formula	-	-	-
5429	Other (ERATE, Fed Stabilization)	1,661,134	1,793,908	132,774.04
5496	Medicaid Direct Prov	358,594	41,158	(317,436.83)
5497	Medicaid Case Mgmt	3,863,551	4,552,723	689,171.77
5631	Insurance Recovery	4,312	4,312	-
5651	Interfund Subsidy	-	-	-
5691	Sale of Real Property	1,383,353	1,383,353	-
<b>Total by Object</b>		<b>\$ 295,282,034</b>	<b>\$ 298,483,732</b>	<b>\$ 3,201,698</b>

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

Fund		FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2
110	Incidental	112,278,800	110,441,966	(1,836,833)
120	Teachers	167,208,098	167,031,378	(176,720)
140	Student Health	3,544,250	4,069,693	525,443
360	Capital	-	-	-
<b>Total by Fund</b>		<b>\$ 283,031,147</b>	<b>\$ 281,543,037</b>	<b>\$ (1,488,110)</b>

Function				
0	GENERIC	-	-	-
1111	GENERAL PROGRAMS 1-5	31,212,431	31,054,866	(157,565)
1112	MAGNET SCHOOL PROG ELEMENTARY	2,071,244	2,056,717	(14,527)
1113	ART ELEMENTARY	2,730,190	2,725,884	(4,306)
1118	VOCAL MUSIC ELEMENTARY	2,394,942	2,291,543	(103,399)
1123	PHYSICAL EDUCATION ELEMENTARY	3,203,365	3,196,817	(6,548)
1127	SPECIALTY PROGRAM ELEMENTARY	33,821	29,349	(4,472)
1129	KINDERGARTEN	7,474,255	7,397,993	(76,262)
1131	GENERAL PROGRAMS 6-8	11,873,803	11,788,485	(85,318)
1132	MAGNET SCHOOL PROG MIDDLE	1,304,722	1,292,423	(12,299)
1133	ART MIDDLE	613,478	607,529	(5,949)
1135	SCIENCE MIDDLE	63,108	63,342	234
1137	INSTRUMENTAL MUSIC MIDDLE	127,124	126,651	(474)
1138	VOCAL MUSIC MIDDLE	406,846	402,337	(4,509)
1143	PHYSICAL EDUCATION MIDDLE	842,993	843,800	806
1147	SPECIALTY PROGRAM MIDDLE	6,828	6,825	(3)
1151	GENERAL PROGRAM 9-12	18,357,154	18,249,147	(108,007)
1152	MAGNET SCHOOL PROGRAM HIGH	6,396,441	6,353,907	(42,534)
1153	ART HIGH	1,334,384	1,322,039	(12,345)
1155	SCIENCE HIGH SCHOOLS	533,498	532,411	(1,087)
1157	INSTRUMENTAL MUSIC HIGH	727,255	713,841	(13,415)
1158	VOCAL MUSIC HIGH	293,374	290,258	(3,117)
1163	PHYSICAL EDUCATION HIGH	1,993,173	1,962,565	(30,608)
1189	SUMMER SCHOOL	1,173,573	2,414,908	1,241,334
1211	MENTALLY RETARDED CLASSES	18,731,447	18,596,191	(135,256)
1213	LD/BD/EMR RESOURCE	6,438,081	6,513,534	75,453
1222	DEAF	182,788	181,338	(1,450)
1224	VISUALLY HANDICAPPED	94,724	99,486	4,763
1225	SPEECH IMPAIRED	2,234,195	2,206,946	(27,249)
1226	PHYSICALLY HANDICAPPED	630,941	629,615	(1,326)
1231	BEHAVIOR DISORDERS	240,206	242,703	2,497
1243	EARLY CHILDHOOD SPC EDUC	41,511	41,216	(296)
1249	SPECIAL EDUCATION - GENERAL	1,022,177	1,047,622	25,445

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
1251	REMEDIAL READING	290,209	288,011	(2,198)
1255	PRESCHOOL ACADEMY	3,937,670	3,891,337	(46,333)
1272	MAGNET GIFTED PROGRAMS	3,537,280	3,482,667	(54,614)
1281	HOME INSTRUCTION	389,993	388,696	(1,298)
1283	DELINQUENT	172,354	170,231	(2,123)
1341	FAMILY & CONSUMER SCIENCE	189,115	187,758	(1,356)
1351	TECHNOLOGY EDUCATION	103,892	97,431	(6,461)
1361	BUSINESS EDUCATION	2,039,947	2,026,402	(13,544)
1362	VOC SCHOOL COMPUTER LAB	250,396	247,515	(2,881)
1381	TRADES AND INDUSTRIAL	431,020	424,460	(6,560)
1382	HEALTH/OCCUPATION	995	873	(122)
1392	AGRICULTURAL TECH	130,898	142,231	11,333
1411	EXTRACURRICULAR ACTIVITES	423,182	257,898	(165,284)
1421	INTERSCHOLASTIC ATHLETIC ADMIN	177,775	192,153	14,378
1511	NON-PUBLIC SPEC ED	1	0	(0)
2113	SOCIAL WORK SERVICES	1,022,378	1,011,143	(11,235)
2122	COUNSELING SERVICES	6,554,352	6,471,667	(82,685)
2123	IEP SPECIALIST	4,290	4,419	129
2124	STUDENT SUPPORT SERVICE	202,929	207,575	4,645
2128	RECRUIT & COUNS CTR	409,547	399,875	(9,672)
2132	MEDICAL SERVICE	1,760,856	2,110,471	349,615
2134	NURSING SERVICES	3,427,126	3,377,357	(49,769)
2139	OTHER HEALTH SERVICE	536,575	528,941	(7,634)
2142	PSYCHOL TESTING SVCS	246	-	(246)
2181	SPRINGBRD LEARN NON-FEDRL	148,032	145,202	(2,830)
2213	STAFF DEVELOPMENT	1,098,889	1,154,194	55,305
2214	INSERV ACTIV-MONITOR/SUPV	4,577	5,507	930
2218	CURRICULUM SERVICES	1,163,878	1,159,572	(4,306)
2223	TECH SERV INSTRUC/NON-INS	1,725,522	1,576,252	(149,270)
2226	SCHOOL MEDIA CENTER	3,415,454	3,360,214	(55,240)
2232	CAREER & TECHNICAL EDUCATION	195,200	204,607	9,407
2238	PARTNERSHIP PROGRAM	150,090	141,914	(8,176)
2239	EARLY CHILDHOOD EDUCATION	102,682	104,455	1,773
2251	SPECIAL ED ASSIGNMENT MONTR	131,347	139,360	8,013
2261	STATE & FEDERAL PROGRAMS	267,721	277,272	9,551
2311	BOARD OF EDUCATION OFFICE	350,661	335,059	(15,602)
2316	CONTRACTED LEGAL COUNSEL	-	-	-
2321	SUPERINTENDENT OF SCHOOLS	3,304,599	3,289,132	(15,467)
2322	PUBLIC INFO & COMMUN OUTR	1,469,196	1,197,790	(271,406)
2325	CHIEF ACADEMIC OFFICE	667,311	681,046	13,735
2327	ACCOUNTABILITY OFFICER	1,107,798	1,140,288	32,490

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
2328	DEPUTY SUPERINTENDENT	159,527	191,161	31,633
2331	EDUCATION OFFICERS	524,242	546,235	21,993
2332	DIRECTOR SPEC ED SERVICE	575,049	599,496	24,447
2333	DIRECTOR SPECIAL SERVICE	369,582	355,205	(14,377)
2336	ALT EDUC/STUDENTS RIGHTS	4,518,084	4,740,393	222,309
2421	DIRECTOR VOC ED SERVICES	122,553	126,985	4,433
2492	VOCATION SCHOOL PLANNING	247,817	225,435	(22,382)
2512	TREASURERS OFFICE	314,836	325,708	10,872
2514	INSURANCE SERVICE	1,388,907	1,443,899	54,992
2517	FISCAL CONTROL OFFICER	478,167	481,645	3,478
2518	DEVELOPMENT OFFICER	262,969	266,387	3,418
2522	BUDGETING SERVICE	354,517	960,209	605,693
2523	FISCAL CONTROL OFFICE	520,870	522,294	1,424
2524	PAYROLL SERVICE	287,322	296,299	8,976
2551	PUPIL TRANS CONTRACTED	13,735,724	11,744,220	(1,991,504)
2552	PUPIL TRANS-OWNED SPEC ED	-	-	-
2558	NONALLOWABLE TRANSPORTATN	2,094,096	2,187,215	93,119
2572	PURCHASING SERVICE	204,704	210,805	6,101
2577	PRINT PUBLISH & DUP SVCS	1,480,554	1,571,953	91,398
2591	RECORD ROOM SERVICES	87,923	92,277	4,354
2611	BUILDING COMMISSIONER	409,202	421,051	11,849
2622	BLDG ENGINEERING SERVICES	592,086	588,297	(3,788)
2624	BLDG MAINTENANCE SERVICES	18,357,723	17,438,205	(919,518)
2625	BLDG OPERATION SERVICES	10,537,139	10,357,444	(179,695)
2629	WAREHOUSE PICK-UP&DELIVER	-	-	-
2649	MOVING & RELOCATION	300,000	307,688	7,688
2661	SECURITY GUARD SERVICE	5,083,055	5,091,970	8,915
2822	RESEARCH-EVALUATION-ASSESSMENT	1,625,364	1,503,354	(122,010)
2827	STUDENT ACCOUNTING	160,735	166,669	5,935
2828	MANAGEMENT INFORMATION SERVICE	4,584,408	4,299,290	(285,118)
2832	HUMAN RESOURCE SERVICES	2,870,329	2,797,642	(72,686)
2833	CLASSIFIED STAFF SERVICE	189,740	182,408	(7,333)
2834	INACTIVE LEAVE	54,371	52,633	(1,738)
2838	SUBSTITUTES	7,267,038	6,885,462	(381,576)
3333	INFANT CARE CENTER	251,543	254,256	2,713
5115	LEASE PAYMENT	972,384	959,991	(12,394)
<b>Object</b>	<b>Total by Function</b>	<b>\$ 283,031,147</b>	<b>\$ 281,543,037</b>	<b>\$ (1,488,110)</b>
		-	0.00	

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	<b>FY2012-13 Amendment #2 (6.27.2013)</b>	<b>FY2012-13 Amendment #3 (9.26.2013)</b>	<b>Variance Amend3- Amend2</b>	
6111	Administrators Salaries (Certificated)	11,901,641	11,934,352	32,711
6112	Classroom Teachers Salary	84,703,159	84,507,258	(195,901)
6113	Support Services	12,320,063	12,443,058	122,995
6114	Teachers Continuing Subs	-	496,235	496,235
6121	Administrators Salaries Non-Certificated	2,541,600	2,534,681	(6,919)
6122	Secretarial and Clerical	4,411,522	4,444,639	33,117
6123	Professional and Technical Salaries	2,854,751	2,874,268	19,517
6124	Teacher Aides	6,750,206	6,822,299	72,093
6125	Custodial and Mtn Salaries	8,113,935	8,219,833	105,897
6126	Mechanics/Trades Job Cost	2,020,704	2,059,549	38,845
6142	Regular Teachers Performing Subs	83,165	64,236	(18,929)
6143	Extra Service Payments	1,507,797	1,634,180	126,383
6144	Sub Teachers	6,537,953	6,191,817	(346,136)
6146	Sub Clerk	71,567	54,191	(17,376)
6148	Inservice Payments	-	-	-
6149	Temp Salaries NOC	1,539,734	1,429,262	(110,473)
6162	Secre/Clerical Sal OT	53,863	63,544	9,681
6163	Prof & Tech Salaries OT	10,154	8,565	(1,589)
6164	Teacher Aides OT	55,398	63,071	7,673
6165	Custodial Maint Sal OT	367,387	335,772	(31,615)
6166	Mech/Trade OT Job Cost	58,217	49,107	(9,109)
6181	Teachers-Summer (Certifi)	829,242	1,524,582	695,340
6182	Admin-Summer (Certif)	194,727	139,154	(55,574)
6183	Non-Certif Salary-Summer	87,116	488,444	401,329
6211	Retirement	24,206,973	24,070,305	(136,669)
6231	Social Security	11,061,975	11,052,615	(9,360)
6241	Group Medical Insurance	22,502,648	21,187,885	(1,314,764)
6242	Group Dental Insurance	881,607	860,240	(21,367)
6243	Group Life Insurance	244,509	237,221	(7,288)
6244	Vision Insurance	56,441	54,953	(1,488)
6245	Short Term Disability	687,175	667,526	(19,649)
6246	Long Term Disability	361,419	350,919	(10,500)
6261	Worker's Compensation	3,120,096	2,948,589	(171,507)
6311	Tuition Service	9,248,453	9,258,383	9,930
6312	Professional Ed Services	11,074	20,270	9,196
6315	Auditors & Accountants Svc	193,000	191,000	(2,000)
6318	Legal Services	1,823,422	2,370,369	546,947
6319	Other Professional & Technical (NAC)	14,493,149	14,266,799	(226,349)
6324	Water Service	268,870	373,870	105,000
6325	Sewer Service	726,635	582,672	(143,963)

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
6333	Contracted Repairs	845,976	345,190	(500,786)
6334	Rentals Equipment	7,292	12,164	4,872
6335	Rentals Land & Bldg	12,906	12,906	-
6336	Property Services	320,522	309,986	(10,536)
6338	Repair Maintenance Other	79,736	87,103	7,368
6341	Contracted Transportation To-From School	20,765,149	20,071,858	(693,290)
6342	Other Contracted Pupil Transportation	364,447	375,924	11,477
6343	Contracted Transportation Sick & Other	-	-	-
6344	Contracted Transportation After School	982,083	975,000	(7,083)
6349	Other Transportation Bus Passes	454,259	530,775	76,515
6351	Property Including Boiler Insurance	716,184	681,184	(35,000)
6352	Employee Pers Liability Insurance	4,565	6,908	2,343
6353	Employee Fidelity Insurance	154,952	155,052	100
6354	Vehicle Insurance	103,991	103,991	-
6355	Athletic Insurance	51,801	54,090	2,289
6358	Licenses, Fees & Permits	255,753	263,763	8,010
6359	Legal Settlements	917,648	305,246	(612,402)
6361	Telephone & Telegraph	1,974,454	2,085,930	111,476
6362	Advertising-Recruiting/Announcements	870,066	614,202	(255,864)
6363	Printing & Binding	76,317	39,656	(36,662)
6364	Postage	101,962	83,972	(17,990)
6371	Operating Supplement	9,375	600,000	590,625
6381	Memberships & Dues	139,001	177,058	38,058
6382	Transportation-Mech-Job Cost	-	-	-
6383	Travel & Conference Expenses	124,788	169,681	44,893
6384	Meeting Expenses	104,560	132,033	27,473
6385	Vehicle Expense	6,700	9,900	3,200
6386	Mileage	35,622	40,200	4,578
6389	Transportation NOC	-	-	-
6395	Field Trip Admission	8,528	5,072	(3,457)
6411	General Supplies	2,146,549	2,150,570	4,021
6412	Standardized Tests	808,940	667,240	(141,700)
6415	Trophies/Awards/Incentives	249,581	425,090	175,509
6417	Gas and Oil	7,556	4,753	(2,804)
6421	Textbooks Direct Purchase	860,394	796,626	(63,768)
6422	Workbook-Direct Purchase	1,678	1,678	-
6432	Library Books	211,325	228,628	17,304
6433	Periodicals	3,403	2,173	(1,230)
6441	Software-Microcomputer	1,407,475	1,323,012	(84,464)
6442	Software-Mainframe	-	-	-
6443	Computers < \$1,000	570,821	625,351	54,530

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

		FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2
6483	Heating Service	2,284,642	1,845,293	(439,349)
6484	Electric Service	6,823,556	7,143,747	320,191
6541	Equipment	277,107	234,021	(43,086)
6542	Computers > \$1,000	15,332	9,809	(5,523)
6546	Equipment/Lease Purchase	172,753	160,438	(12,316)
6623	Bldg Lease Payments	800,054	800,054	-
<b>Total by Object</b>		<b>\$ 283,031,147</b>	<b>\$ 281,543,037</b>	<b>\$ (1,488,110)</b>
		0	0	

Location		FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2
27	Blow Community Ed Center	1,301	1,651	350
34	Hamilton Community Ed Center	179	132	(47)
35	Clay Community Ed Center	3,519	3,523	4
37	Long Community Ed Center	960	4,680	3,720
38	Sherman Community Ed Center	2,094	2,484	390
40	Shaw Community Ed Center	-	2,437	2,437
41	Sigel Community Ed Center	15,537	10,863	(4,674)
42	Walbridge Community Ed Center	11,107	10,007	(1,100)
45	Yeatman Community Ed Center	4,351	4,124	(226)
49	Vashon CEC	8,084	9,886	1,803
111	Gateway Institute of Technology	9,656,950	9,530,794	(126,157)
114	Nottingham CAJT High School	1,983,070	2,047,260	64,190
117	Clyde J. Miller Career/Technical Academy	5,114,974	5,078,248	(36,726)
125	Beaumont High	2,178,676	2,160,301	(18,374)
138	Washington Ed Ctr	140	118	(21)
144	Cleveland / NJROTC	2,283,350	2,282,282	(1,068)
150	College Prep. High School @ Madison	1,922,462	1,911,848	(10,615)
156	Metro Academy Class HS	2,604,477	2,604,135	(342)
168	Roosevelt High	5,398,373	5,382,746	(15,626)
180	Sumner High	3,547,032	3,534,540	(12,492)
183	Vashon High	4,421,674	4,353,300	(68,374)
184	Williams 9th Grade Center	14,764	12,705	(2,058)
186	Central VPA	3,058,984	3,102,976	43,992
193	Carnahan School of the Future	2,652,752	2,597,849	(54,903)
194	Northwest Transportation and Law	2,255,838	2,236,311	(19,527)
277	Temp Undistributed Costs	37,803	27,980	(9,823)
279	Surplus Staff	216,465	204,892	(11,573)
302	Blewett Middle	128	110	(18)
305	Busch Middle	1,989,094	1,965,312	(23,782)
307	Carr LAne VPA Middle	3,334,120	3,308,935	(25,185)
311	Bunche Int'l Studies	2,640	2,252	(389)
313	McKinley CJA	3,323,577	3,286,852	(36,725)



Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
314	Fanning Middle	1,936,884	1,920,247	(16,637)
321	Humbolt Middle	60	44	(16)
323	Gateway Middle	3,123,449	3,186,079	62,630
324	Langston Middle	1,795,091	1,794,552	(539)
325	Academy of Env't'l Sci/Math Middle Schl.	1,758,182	1,792,166	33,984
326	Long Middle	1,346,377	1,398,182	51,805
328	L'Ouverture Middle	1,127,978	1,117,017	(10,961)
331	Northwest Middle	215	182	(33)
337	Pruitt Military Middle	187	158	(29)
339	Compton Drew ILC	3,365,712	3,386,753	21,040
340	Stevens Middle	10,894	9,560	(1,334)
344	Turner Middle	74	62	(11)
354	Carnahan Middle	144	122	(22)
373	Gateway Middle	35	-	(35)
377	YEATMANN-LIDDELL JUNIOR HIGH	2,141,173	2,121,389	(19,785)
400	Adams	1,676,957	1,663,267	(13,690)
406	Ashland Elementary	1,677,878	1,673,178	(4,700)
408	Baden Elementary	198	168	(30)
418	Bryan Hill Elementary	1,104,204	1,091,305	(12,898)
420	Buder Elementary	2,295,346	2,288,505	(6,841)
425	Ames VPA Elementary	2,849,204	2,842,538	(6,666)
432	Clark Elementary	170	144	(26)
436	Clay Elementary	1,152,521	1,148,615	(3,906)
440	Cole Elementary	1,612,745	1,590,356	(22,388)
442	Columbia Elementary	989,320	980,940	(8,380)
444	Cote Brillante Elementary	1,374,009	1,371,841	(2,168)
447	Dewey Int'l Study	2,528,859	2,514,005	(14,853)
448	Dunbar Elementary School	1,335,846	1,317,648	(18,198)
458	Farragut Elementary	1,086,209	1,076,546	(9,663)
463	Ford Elementary	1,633,979	1,618,453	(15,526)
466	Froebel Elementary	1,864,855	1,836,110	(28,745)
472	Gallaudet Hearing Impaired	39	33	(6)
473	Gateway Elementary	3,516,042	3,491,699	(24,343)
478	Hamilton Elementary	1,475,003	1,471,059	(3,945)
488	Henry Elementary	1,465,998	1,464,778	(1,219)
489	Hickey Elementary	1,397,968	1,389,564	(8,404)
490	Herzog Elementary	1,978,653	1,970,042	(8,611)
492	Hodgen Elementary	1,506,931	1,494,591	(12,339)
496	Humboldt Academy	1,497,383	1,477,964	(19,419)
497	New Americans High School	1,337,559	1,326,025	(11,534)
499	Academy of Env't'l Sci/Math Elem. Schl.	3,224,738	3,243,525	18,787

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
502	Jefferson Elementary	1,337,290	1,320,980	(16,310)
503	Kennard Elementary CJA	2,240,903	2,227,774	(13,129)
506	Laclede Elementary	1,175,249	1,155,232	(20,017)
510	Lexington Elementary	1,644,589	1,647,309	2,720
518	Lyon Acad Basic Inst	2,041,826	2,018,597	(23,229)
524	Mallinckrodt ABI	1,617,193	1,609,134	(8,059)
526	Mann Elementary	1,376,949	1,363,501	(13,448)
528	Mark Twain Elementary	1,003	879	(123)
534	Mason Elementary	2,589,739	2,713,221	123,482
550	Meramec Elementary	1,383,553	1,355,764	(27,789)
552	Michal Ortho Handi	1,183,427	1,259,758	76,330
556	Monroe Bldg	1,602,289	1,577,452	(24,837)
559	Mullanphy ILC	3,203,076	3,372,433	169,357
560	Oak Hill Elementary	1,966,784	1,957,008	(9,775)
561	Earl Nance Sr. Elementary	2,237,496	2,225,604	(11,893)
562	Peabody Elementary	1,894,734	2,028,457	133,723
576	Scullin elementary	140	123	(17)
578	Shaw VPA	2,291,322	2,260,530	(30,793)
580	Shenandoah Elementary	1,118,567	1,113,779	(4,788)
584	Sherman Elementary	1,233,417	1,219,164	(14,253)
586	Sigel Elementary	1,709,086	1,693,838	(15,248)
588	Simmons Elementary	451	382	(69)
593	Stix Early Childhood	3,551,026	3,479,954	(71,072)
596	Walbridge Elementary	1,718,167	1,711,440	(6,727)
597	Woerner	2,408,194	2,381,727	(26,467)
601	Washington Montessori	2,182,824	2,148,740	(34,084)
603	Wilkinson ECC II	1,462,728	1,448,453	(14,274)
604	Heritage Academy	105,431	104,515	(915)
612	Woodward Elementary	1,707,890	1,698,330	(9,560)
668	Griscom School	923,824	928,981	5,157
670	Multiple Pathways @ Madison	890,715	930,757	40,042
671	Multiple Pathways @ Stevens	1,123,268	1,108,776	(14,492)
673	Fresh Start @ Meda P Washington	586,895	572,683	(14,212)
679	Innovative Concept School	1,122,993	1,132,295	9,302
694	Big Picture	2,302	1,995	(307)
698	Fresh Start - Turner	717,184	706,781	(10,403)
800	Board of Education	350,661	335,059	(15,602)
801	Information Center	-	0	0
802	Chief_Academic_Officer	770,741	800,997	30,256
803	Chief Operating Officer	193,290	198,715	5,425
804	Chief of Schools	183,550	186,198	2,648

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
810	Superintendent of Schools	3,179,599	3,164,132	(15,467)
811	Asst To Supt For Comty Support	159,527	191,161	31,633
812	Public Info & Community Outreach	1,382,859	1,113,841	(269,018)
814	State and Federal Programs	729	-	(729)
815	Education Officer-Special Projects E/M	214,682	224,894	10,212
816	Education Officer - High Schools	302,966	308,597	5,631
819	Assoc Supt Programs	-	2,367	2,367
820	Centralized Budget	206,439	600,000	393,561
822	Alternative Educ/Student Rights	3,399,906	3,628,282	228,376
824	Professional Development	14,188	11,697	(2,491)
825	Leadership For Educational Achievement	-	-	-
826	Vocational / Tech Education	373,363	354,018	(19,345)
827	Community Education	322,643	504,173	181,530
828	Special Education	15,826,942	16,309,431	482,489
829	Special Services	5,452,802	5,493,324	40,522
833	Atheltics Coordinator	1,482,456	1,508,537	26,081
835	Career Education	195,200	204,607	9,407
837	Volunteer Services	240,142	231,311	(8,831)
838	Bilingual / ESL Program	673,351	654,983	(18,368)
840	Early Childhood Education	31,168	26,381	(4,787)
843	Accountability Officer	1,107,798	1,140,288	32,490
844	Library Services	22,559	22,559	-
846	Parent Infant Interaction	251,543	254,256	2,713
847	Teaching & Learning Support	2,645,318	2,717,979	72,660
849	Recruitment / Counseling Center	410,778	400,794	(9,984)
851	Springboard to Learning	148,032	145,202	(2,830)
880	Student Support Services	4,888,607	4,831,698	(56,909)
905	Building Commissioner	30,252,098	29,320,159	(931,940)
914	Student Record	87,923	92,277	4,354
915	Material Management	204,704	210,805	6,101
918	Transportation Supervision	20,993,572	20,162,675	(830,897)
919	Garage	300,000	307,688	7,688
927	Transportation Taxi Cabs	120,000	116,800	(3,200)
941	Electric	35	29	(5)
966	Administration Building	18	16	(3)
970	Treasurer	1,767,105	1,769,607	2,502
972	Grants Management	267,721	277,272	9,551
973	Development Officer	262,969	266,387	3,418
976	Budget, Planning, & Development	352,322	365,909	13,587
977	Fiscal Control Office	804,632	815,942	11,309
978	Fiscal Control Officer	478,167	481,645	3,478

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	<b>FY2012-13</b>	<b>FY2012-13</b>	<b>Variance</b>
	<b>Amendment #2</b>	<b>Amendment #3</b>	<b>Amend3-</b>
	<b>(6.27.2013)</b>	<b>(9.26.2013)</b>	<b>Amend2</b>
979 Payroll Office	3,560	2,652	(909)
981 Information Technology Division	8,630,044	8,278,596	(351,448)
984 Research, Evaluation, Assessment	1,625,364	1,503,354	(122,010)
990 Human Resources	2,780,576	2,714,332	(66,244)
991 St. Louis Plan	2,121	2,783	662
<b>Total by Location</b>	<b>\$ 283,031,147</b>	<b>\$ 281,543,037</b>	<b>\$ (1,488,110)</b>





# BOARD RESOLUTION

Date: August 9, 2013

To: Dr. Kelvin R. Adams, Superintendent

From: Leon Fisher, CFO/Treasurer

Agenda Item: 09-26-13-21

Action:

Action to be Approved: Financial Report

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the Monthly Transaction Report for July 2013.

**BACKGROUND:** Per Board Regulation R3150.2, the SAB must approve the following transactions: 1) Budget transfers equal to or greater than \$50,000; 2) Budget transfers between funds; 3) Budget transfers involving meeting or travel expenses.

Accountability Plan Goals: Goal III: Facilities, Resources Support

Objective/Strategy: III.D.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code - 110 Fund Type - 2218 Function - 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Finance

Requestor:

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Mary M. Houlihan, Dep. Supt., Operations

Dr. Kelvin R. Adams, Superintendent

Monthly Budget Report

Dates: 07-01-2013 - 07-31-2013

Fiscal Year: 2013 - 2013

110-TEACHERS FUND

1 SAP Hierarchy Doc #: 0502034720  
SAP Entry Doc #: 0502034333

From:	120-2213	-	847-00-120	-	6386	5,756.63-
To:	110-2213	-	847-00-110	-	6261	105.00
	110-2213	-	847-00-110	-	6231	401.63
	110-2213	-	847-00-110	-	6149	5,250.00

Control No: B  
From Amount: 5,756.63-  
To Amount: 5,756.63

Text: Transferring funds to cover Temporary Employee (Staffing Requisition #1314-0013) for Back to School PD Work

2 SAP Hierarchy Doc #: 0502036198  
SAP Entry Doc #: 0502035756

From:	110-2411	-	168-00-110	-	6411	2,500.00-
To:	110-2411	-	168-00-110	-	6383	2,500.00

Control No: B  
From Amount: 2,500.00-  
To Amount: 2,500.00

Text: Funds for all staff Professional Development August 1-3, 2013 in Osage Beach, Mo.

3 SAP Hierarchy Doc #: 0502036200  
SAP Entry Doc #: 0502035758

From:	110-2411	-	168-00-110	-	6411	2,500.00-
To:	110-2411	-	168-00-110	-	6383	2,500.00

Control No: B  
From Amount: 2,500.00-  
To Amount: 2,500.00

Text: Funds for all staff Professional Development August 1-3, 2013 in Osage Beach, MO.

ST. LOUIS BOARD OF EDUCATION

Monthly Budget Report

Dates: 07-01-2013 ~ 07-31-2013

Fiscal Year: 2013 - 2013

4 SAP Hierarchy Doc #: 0502036593  
SAP Entry Doc #: 0502036150

From:	110-2512	-	970-00-110	-	6411	3,066.00-
To:	110-2517	-	978-00-110	-	6383	3,066.00-
Control No:			B			
From Amount:						3,066.00-
To Amount:						3,066.00

Text: Leon Fisher to attend the GROA Accounting Academy in Chicago, IL  
August 5-9, 2013.



ST. LOUIS BOARD OF EDUCATION  
 Monthly Budget Report  
 Dates: 07-01-2013 - 07-31-2013  
 Fiscal Year: 2013 - 2013  
 Fund Summary - Transfers Only

Fund Total From 110-INCIDENTAL	:	8,066.00-
To 110-INCIDENTAL	:	13,822.63
Fund Total From 120-TEACHERS FUND	:	5,756.63-
To 120-TEACHERS FUND	:	0.00
District Total From	:	13,822.63-
To	:	13,822.63





# BOARD RESOLUTION

Date: August 23, 2013

Agenda Item: 9-26-13-02

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Jesse Dixon, Special Projects Assistant

Action to be Approved:  
Acceptance of Funds/Funding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To authorize the Superintendent to exercise discretion in the expenditures of the School Improvement Grant (SIG) funds. This discretion request includes the authority to accept the funds, proceed to process items that are time sensitive and to present the expenditures to the Board for ratification. The Department of Elementary and Secondary Education has indicated the amount of funds to be awarded is approximately \$4,386,150 (\$1,567,758 of which has already been substantially awarded).

**BACKGROUND:** Due to the timing of the SIG award, expenditure of the funds to provide maximum benefit to our SLPS students during the 2013-2014 school year will need to be on a very compressed time schedule. The Superintendent and the District staff have already done a great deal of planning and preparation for use of the funds as detailed in the presentation on the new SIG award. The ability to place orders with identified vendors is critical to placing the resources and materials in the hands of the teachers and students as early in the school year as possible.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: I.B.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source: Fund 294	Non-GOB	Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Academics

Requestor:

Angela Banks, Budget Director

Jesse Dixon, Special Projects Assistant

Dr. Cleopatra Figgures, Acting Dep. Supt.,  
Academics

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

**TO:** Kelvin Adams, Authorized Representative  
St. Louis City School District 115-115

**CC:** Jessie Dixon, Contact  
Jocelyn Strand  
Robert Taylor  
Dennis Dorsey

**FROM:** Craig Rector, Coordinator  
Grants & Resources

**SUBJECT:** 1003(g) School Improvement Grants (SIG)

The Department of Elementary and Secondary Education is reviewing your 2013-14 SIG application. We are substantially approving selected activities in your SIG application. The activities, as listed below, in your SIG application were reviewed and are substantially approved as of July 29, 2013.

	Activity	Funds Approved
<b>LEA Administration</b>		
<b>6100</b>	Instructional Leadership Officer 2 @ 1.0 FTE	\$240,000
	Asst. to the Supt of Priority Schools 1.0 FTE	\$120,000
<b>6150</b>	Performance Management Specialist 1.0 FTE	\$32,000
<b>6200</b> (for positions listed above)		\$50,000
<b>6300</b>	Instructional Coaching Capacity Building	\$400,000
<b>Building Total</b>		<b>\$842,000</b>
<b>Laclede Elementary School</b>		
<b>6100</b>	1 Reading Specialist @ 1.0 FTE	\$55,700
<b>6150</b>	Social Worker @ 0.5 FTE	\$25,724
	Instructional Tech. Support	\$55,834
<b>6200</b> (for positions listed above)		\$30,000
<b>Building Total</b>		<b>\$167,258</b>

	Activity	Funds Approved
<b>Meramec Elementary School</b>		
6100	1 Instructional Coach @ 1.0 FTE	\$60,750
6150	Social Worker @ 0.5 FTE	\$28,000
	PBIS Interventionist	\$41,000
6200 (for positions listed above)		\$28,500
<b>Building Total</b>		<b>\$158,250</b>
<b>Oak Hill Elementary School</b>		
6100	1 Instructional Coach @ 1.0 FTE	\$60,750
6150	PBIS Interventionist	\$41,000
6200 (for positions listed above)		\$23,000
<b>Building Total</b>		<b>\$124,750</b>
<b>Roosevelt High School</b>		
6100	1 Instructional Coach @ 1.0 FTE	\$60,750
6150	Behavior Interventionist Specialist	\$26,000
	Future Focus Counselor	\$35,000
6200 (for positions listed above)		\$29,000
<b>Building Total</b>		<b>\$150,750</b>
<b>Sumner High School</b>		
6100	1 Instructional Coach @ 1.0 FTE	\$60,750
6150	GRAD Coach	\$41,000
6200 (for positions listed above)		\$23,000
<b>Building Total</b>		<b>\$124,750</b>
<b>DISTRICT TOTAL</b>		<b>\$1,567,758</b>

This entitles you to proceed only with the activities listed above and included in the SIG application. Final approval will be granted and project funds will be released once the LEA's entire SIG application has been approved.

If you have any questions regarding the SIG application, please contact Craig Rector at (573) 526-1594 or Jocelyn Strand at (573) 751-1014.

Craig





# BOARD RESOLUTION

**Date:** September 11, 2013  
**To:** Dr. Kelvin R. Adams, Superintendent  
**From:** Deanna Anderson, Exec. Dir., Transportation

**Agenda Item:** 09-26-13-23  
**Action:**

**NEW ITEM TO THE  
 SEPTEMBER 26, 2013 AGENDA\***

**Action to be Approved:** Bus Routes  
**Previous Board Resolution #** 10-18-12-05

**Other Transaction Descriptors:**  
 (i.e.: Sole Source, Ratification)

**SUBJECT:** Request approval of fall bus routes for the FY13-14 school year. The report detailing the bus routes is available in the Transportation Office.

**BACKGROUND:** As stipulated in the Department of Elementary and Secondary Education School Transportation Administrator's handbook; Title 5, 5CSR 30-61.00 requirements for the Operation of School Buses; Paragraph 1B: "School bus routes over which school buses travel shall be approved by public school district board of education action for its initial approval."

School bus routes are established at the beginning of the school year and adjusted during the year to accommodate changes because of mobility of the students, enrollment, and ridership. The school bus routes for the 13-14 school year are located in the Transportation Office. In the St. Louis Public Schools, over 20,000 students are eligible for school bus transportation. There were 305 routes established at the beginning of the school year and over 5,000 bus stops. It is recommended that the Special Administrative Board of the Transitional School District of the City of St. Louis approve the fall school bus routes.

**Accountability Plan Goals:** Goal III: Facilities, Resources Support

**Objective/Strategy:** Objective F

**FUNDING SOURCE:** (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

<b>Fund Source:</b>		<b>Requisition #:</b>
<b>Amount:</b>		
<b>Fund Source:</b>		<b>Requisition #:</b>
<b>Amount:</b>		
<b>Fund Source:</b>		<b>Requisition #:</b>
<b>Amount:</b>		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	<b>Vendor #:</b>

**Department:** Transportation

**Requestor:** Deanna Anderson

Deanna Anderson, Exec. Dir., Transportation

Mary M. Houlihan, Dep. Supt., Operations

Angela Banks, Budget Director

Kevin Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent







# BOARD RESOLUTION

Date: September 16, 2013  
 To: Dr. Kelvin R. Adams, Superintendent  
 From: Roger L. CayCe, Assistant Superintendent

Agenda Item: 09-26-13-24  
 Action:

NEW ITEM TO THE  
 SEPTEMBER 26, 2013 AGENDA\*

Action to be Approved: Contract

Other Transaction Descriptors:  
 (i.e.: Sole Source, Ratification)

RFP/Bid # PS109-1213 WHEELCHAIR LIFT AT NOTTINGHAM CJAT SCHOOL

**SUBJECT:** To approve a contract with Raineri Construction to install a wheelchair lift at Nottingham CAJT High School. The work should begin on October 10, 2013 and end on December 31, 2013 at a cost not to exceed \$43,963.70 which includes a 10% contingency of \$3,996.70. This project will be funded through the Proposition S Bond Program.

**BACKGROUND:** The scope of this project involves the installation of a new wheelchair lift at the gymnasium stage. This project will be funded by the Proposition S Bond Program under ADA upgrades at \$7,600,000.00. With this project approved, the balance of the ADA upgrades budget is \$101,949.30.

Accountability Plan Goals: Goal III: Facilities, Resources Support Objective/Strategy: III.C.1

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 905-00-914-2611-6522	PROP S	Requisition #:10136126
Amount: \$43,963.70		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed \$43,963.70	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600014566

Department: Operations

Requestor:

Roger L. CayCe, Assistant Superintendent

Mary M. Houlihan, Dep. Supt., Operations

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



**BOARD RESOLUTION**

Date: September 18, 2013

Agenda Item: 09-26-13-25

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Roger L. CayCe, Assistant Superintendent

NEW ITEM TO THE  
SEPTEMBER 26, 2013 AGENDA\*

Action to be Approved: Contract

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

RFP/Bid # TBD Re-Commissioning of Mitchell Elementary School

**SUBJECT:** To approve the re-commissioning costs to reopen Mitchell Elementary School for the 2014-15 school year. The work should begin on September 27, 2013 and be completed no later than May 1, 2014, using multiple vendors at a total cost not to exceed \$1,520,603.44, of which \$1,120,603.44 will be funded through the Proposition S Bond Program, HVAC Bond Program, and the General Operating Budget. KIPP St. Louis shall provide no less than \$400,000.00 toward the total costs: 50% of central air conditioning for the gymnasium and cafeteria, with the remaining funds to be expended on mutually agreed upon capital improvements to the property.

**BACKGROUND:** To re-commission this school, the projects will include, but are not limited to, abatement, lighting, painting, flooring and mechanical upgrades.

Accountability Plan Goals: Goal III: Facilities, Resources Support

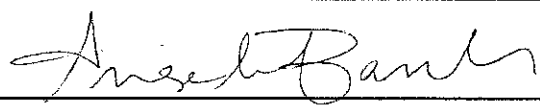
Objective/Strategy: III.C.1

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)


Fund Source: Various	Prop S - HVAC - GOB	Requisition #:
Amount \$1,120,603.44		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed: \$1,120,603.44	<input type="checkbox"/> Pending Funding Availability	Vendor #: TBD (Multiple)

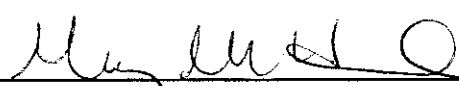
Department: Operations


Requestor: Linda C. McKnight

  
Angela Banks, Budget Director

  
Roger L. CayCe, Assistant Superintendent

  
Leon Fisher, CFO/Treasurer

  
Mary M. Houlihan, Dep. Supt., Operations

  
Dr. Kelvin R. Adams, Superintendent

October 9, 2013





# BOARD RESOLUTION

Date: September 11, 2013

Agenda Item : 10-07-13-01

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Financial Report

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the Monthly Transaction Report for August 2013.

**BACKGROUND:** Per Board Regulation R3150.2, the SAB must approve the following transactions: 1) Budget transfers equal to or greater than \$50,000; 2) Budget transfers between funds; 3) Budget transfers involving meeting or travel expenses.

Accountability Plan Goals: Goal III: Facilities, Resources Support


Objective/Strategy: III.D.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:


Department: Finance

Requestor:



Mary M. Houlihan, Dep. Supt., Operations

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent

110-INCIDENTAL

1 SAP Hierarchy Doc #: 0502036862  
SAP Entry Doc #: 0502036379

From:	110-2336	-	802-C6-110	-	6443	86,800.00-
	110-2336	-	802-C6-110	-	6541	50,000.00-
	110-2336	-	802-C6-110	-	6441	19,600.00-
To:	110-2336	-	981-C6-110	-	6441	19,600.00
	110-2336	-	981-C6-110	-	6541	50,000.00
	110-2336	-	981-C6-110	-	6443	86,800.00

Control No: B  
From Amount: 156,400.00-  
To Amount: 156,400.00  
Text: ACE Computers

2 SAP Hierarchy Doc #: 0502036659  
SAP Entry Doc #: 0502036197

From:	110-2828	-	981-54-110	-	6361	735,000.00-
To:	110-2828	-	981-54-110	-	6319	735,000.00

Control No: B  
From Amount: 735,000.00-  
To Amount: 735,000.00  
Text: To cover requisitions on contract renewals for Tyler Technologies (SIS), Charter (Internet) and SAP

3 SAP Hierarchy Doc #: 0502036860  
SAP Entry Doc #: 0502036377

From:	110-2218	-	981-00-110	-	6443	252,569.00-
To:	110-2828	-	981-00-110	-	6319	252,569.00

Control No: B  
From Amount: 252,569.00-  
To Amount: 252,569.00  
Text: To cover contract renewals of Tyler Technologies (Student Information System)

ST. LOUIS BOARD OF EDUCATION  
 Monthly Budget Report  
 Dates: 08-01-2013 - 08-31-2013  
 Fiscal Year: 2013 - 2013

112-Deseg Transfer 110

1 SAP Hierarchy Doc #: 0502036639  
 SAP Entry Doc #: 0502036186

From:	111-1255	-	492-WF-111	-	6164	1,644.75-
To:	112-1255	-	492-WF-112	-	6261	30.00
	112-1255	-	492-WF-112	-	6231	114.75
	112-1255	-	492-WF-112	-	6143	1,500.00

Control No: B  
 From Amount: 1,644.75-  
 To Amount: 1,644.75  
 Text: Deseg before and after care extra service



ST. LOUIS BOARD OF EDUCATION  
Monthly Budget Report  
Dates: 08-01-2013 - 08-31-2013  
Fiscal Year: 2013 - 2013

120-INCIDENTAL

1 SAP Hierarchy Doc #: 0502036808  
SAP Entry Doc #: 0502036329

From:	110-2411	-	518-00-110	-	6411	750.66-
To:	120-1111	-	518-55-120	-	6261	13.69
	120-1111	-	518-55-120	-	6231	52.37
	120-1111	-	518-55-120	-	6143	684.60

Control No: B  
From Amount: 750.66-  
To Amount: 750.66  
Text: to cover additional Dept Head extra service

Monthly Budget Report

Dates: 08-01-2013 - 08-31-2013

Fiscal Year: 2013 - 2013

140-STUDENT HEALTH FUND

1 SAP Hierarchy Doc #: 0502036880  
SAP Entry Doc #: 0502036392

From:	140-2132	-	828-MZ-140	-	6358	2,000.00-
To:	140-2132	-	828-MZ-140	-	6383	2,000.00
Control No:	B					
From Amount:						2,000.00-
To Amount:						2,000.00

Text: To support expenses for Anna Munson to attend the NAME Conference in Grand Rapids, MI 10/8-11/13.

ST. LOUIS BOARD OF EDUCATION  
Monthly Budget Report  
Dates: 08-01-2013 - 08-31-2013  
Fiscal Year: 2013 - 2013

510-SCHOOL LUNCHROOM

1 SAP Hierarchy Doc #: 0502036892  
SAP Entry Doc #: 0502036407

From:	510-3111	-	906-00-510	-	6541	85,126.00-
To:	510-3141	-	906-00-510	-	6725	85,126.00

Control No: B

From Amount: 85,126.00-

To Amount: 85,126.00

Text: Transfer to cover SunFarm Food Service Purchase Order.

ST. LOUIS BOARD OF EDUCATION  
 Monthly Budget Report  
 Dates: 08-01-2013 - 08-31-2013  
 Fiscal Year: 2013 - 2013  
 Fund Summary - Transfers Only

Fund Total	From 110-INCIDENTAL	:	1,144,719.66-
	To 110-INCIDENTAL	:	1,143,969.00
Fund Total	From 111-Deseq Transfer 110	:	1,644.75-
	To 111-Deseq Transfer 110	:	0.00
Fund Total	From 112-Deseq Transfer 120	:	0.00
	To 112-Deseq Transfer 120	:	1,644.75
Fund Total	From 120-TEACHERS FUND	:	0.00
	To 120-TEACHERS FUND	:	750.66
Fund Total	From 140-STUDENT HEALTH FUND	:	2,000.00-
	To 140-STUDENT HEALTH FUND	:	2,000.00
Fund Total	From 510-SCHOOL LUNCHROOM	:	85,126.00-
	To 510-SCHOOL LUNCHROOM	:	85,126.00
District Total	From	:	1,233,490.41-
	To	:	1,233,490.41





# BOARD RESOLUTION

Date: September 17, 2013

Agenda Item : 10-09-13-02

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. James L. Henderson, Chief Human Resources Officer

Action to be Approved:  
Contract Increase/Decrease

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 03-14-13-22

Approved Cost \$14,550

**SUBJECT:** To approve the amendment of Board Resolution 03-14-13-22, a contract with Aspx Solutions, to increase the cost by \$950. This increase will allow the addition of the module for the screening tools in Applitrac for administrative support staff. If approved, the revised total cost of the contract will be \$15,500.00.

**BACKGROUND:** Aspx Solutions was selected earlier this year as the vendor to provide the online application manager and the applicant screener system. The original cost of the system included both the software license and support. The additional cost allows the addition of a module that will enable the system to do the same preliminary screening for administrative staff that it currently does for certificated staff. This process is currently done manually.

Accountability Plan Goals: Goal III: Facilities, Resources Support

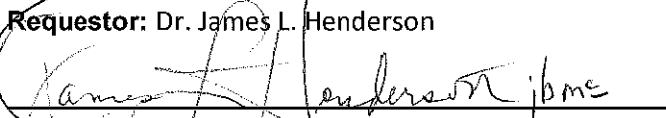
Objective/Strategy: I.1.A

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

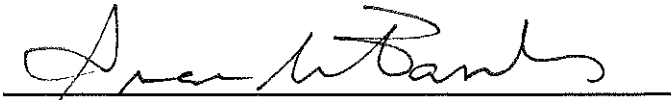
Fund Source: 990-00-110-2832-6319	GOB	Requisition #: 10130411
Amount: \$950.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 950.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600015029

Department: Human Resources

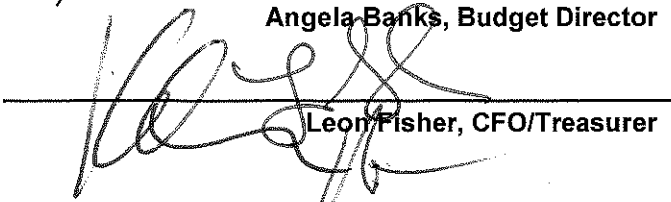
Requestor: Dr. James L. Henderson

  
Dr. James L. Henderson, Chief Human Resources Officer

  
Mary M. Houlihan, Dep. Supt., Operations



Angela Banks, Budget Director



Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent





# BOARD RESOLUTION

Date: September 13, 2013

Agenda Item : 10-09-13-09

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Timothy Murrell, Exec. Dir., Career Technical Ed

Action to be Approved: Contract

Other Transaction Descriptors: Ratification  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To ratify a contract with Ranken Technical College for the new FULL YEAR Dual Enrollment Program for eligible students who plan to pursue careers in Career and Technical Education programs. The cost will not exceed \$7,681.00 for the period beginning August 27, 2013 through June 30, 2014. This amount is one half the tuition and fees for the FULL YEAR of college courses at Ranken.

**BACKGROUND:** The Division of Career and Technical Education, in conjunction with Ranken Technical College, will expand the dual enrollment opportunities to a FULL YEAR program during the senior year for students to take technical education courses and earn high school and college credit. The goal of the program is to engage qualified students to superior, hands-on-training, college coursework, and workplace skills that will lead to future success in the business community.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.B.7.b

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 826-U7-110-2492-6311	GOB	Requisition #: 10135862
Amount: \$7,681.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$7,681.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600003744

Department: Career and Technical Educ

Requestor: Tim M. Murrell

Timothy Murrell, Exec. Dir., Career Technical Ed

Dr. Cleopatra Figgures, Dep. Supt., Accountability /  
Acting Chief Academic Officer

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



**FALL 2013**

**Keaton Christenson**

Tuition 1/2 time  
Student activity fee  
Books

\$3,558  
\$65  
program dependent

pd by St. Louis Public Schools  
pd by St. Louis Public Schools  
pd by St. Louis Public Schools

Lab/certification/testing fees

program dependent  
\$140

Automotive Maintenance Technology  
pd by St. Louis Public Schools

Transportation costs

\*  
\$100

Automotive Maintenance Technology  
pd by student and parent

Total (due by mid-semester)

\$3,863

pd by St. Louis Public Schools

Tuition 1/2 time

\$3,558

pd by Ranken Technical College

Placement testing

\$18

pd by Ranken Technical College

Registration fee

\$95

pd by Ranken Technical College

Uniform shirts x 2

\$60

pd by Ranken Technical College

Tool box

program dependent  
\$2,700

furnished by Ranken Technical College for the student

Tutoring (SSS counselor & mentor)

\$500

Automotive Maintenance Technology  
pd by Ranken Technical College

Total

\$6,931

pd by Ranken Technical College

**SPRING 2013**

**Keaton Christenson**

Tuition 1/2 time

\$3,558

pd by St. Louis Public Schools

Student activity fee

\$65

pd by St. Louis Public Schools

Books

program dependent

pd by St. Louis Public Schools

Lab/certification/testing fees

program dependent  
\$0

Automotive Maintenance Technology

Transportation costs

\*  
\$195

pd by St. Louis Public Schools

Total (due by mid-semester)

\$3,818

pd by student and parent  
pd by St. Louis Public Schools

Tuition 1/2 time

\$3,558

pd by Ranken Technical College

Placement testing

\$0

pd by Ranken Technical College

Registration fee

\$0

pd by Ranken Technical College

Uniform shirts x 2

\$0

pd by Ranken Technical College

Tool box

program dependent  
\$2,700

furnished by Ranken Technical College for the student

Tutoring (SSS counselor & mentor)

\$500

Automotive Maintenance Technology  
pd by Ranken Technical College

Total

\$6,758

pd by Ranken Technical College

*Total owed to Ranken \$7,681.00*





# BOARD RESOLUTION

Date: September 12, 2013

Agenda Item : 10-09-1304

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Jesse Dixon, Spec. Assistant to the Superintendent

Action to be Approved: Contract

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

RFP/Bid # 045-1213

**SUBJECT:** To approve a contract with the North Campus Partnership to provide Math and Science Tutoring Program for students in the St. Louis Public Schools. The cost will not exceed \$150,000 during the period October 10, 2013 to June 30, 2014. The funding is through a special allocation for tutoring that was received from DESE.

**BACKGROUND:** The vendor was selected through the RFP process. In total, more than 400 students will be provided with tutoring in Math and/or Science during the contract period.

After school and in-school tutoring programming providing individualized instruction to targeted students at Ashland Elementary, Yeatman Middle School, and other St. Louis Public School students; Close coordination with principals and teachers to ensure curriculum and interventions aligned with regular classroom instruction; and tutoring is project based and focused on tested grade levels in mathematics and Science.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: I. A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 802-WT-733-2325-6319	Non-GOB	Requisition #:
Amount: \$150,000		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$150,000.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Academics

Requestor:

Jesse Dixon, Spec. Assistant to the Superintendent

Dr. Cleopatra Figgures, Dep. Supt., Accountability / Acting Chief Academic Officer

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent





September 10, 2013

MEMORANDUM

**TO:** Rick Schaeffer, Purchasing Department  
**FROM:** Jesse Dixon  
**RE:** Bid Evaluation Record for RFP 045-1213 Math and Science Tutoring Program

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The evaluation began on August 5, 2013 at 2:00 p.m. The evaluation committee consisted of the following:

Cleopatra Figgures	Deputy Superintendent of Accountability and Academics	SLPS
Kevin Coyne	Senior Risk Management Specialist	SLPS
Anna Munson	Executive Director of Grants Management	SLPS
Rick Schaeffer	Procurement Analyst	SLPS
Jesse Dixon	Special Projects Assistant	SLPS

Bids from the following companies were evaluated and recorded as follows:

Company Name	Bid Amount	Overall Score	Award (Y/N)
Mark Twain Community Resource Center	\$280,660.00	55	N
Literacy and Education Applied with Purpose	\$469,500.00	32	N
Learn It Systems	\$5,840,215.00	50	N
Sylvan Learning	\$1,950,000.00	51	N
The North Campus Partnership	\$288,500.00	70	Y

One copy of the group evaluation scoring is on file along with this evaluation record in the Academic Services Office.

<b>BID EVALUATION CRITERIA - RFP 045-1213 Math and Science Tutoring</b>							
<b>VENDOR</b>	<b>Total Price and Cost Effectiveness of Proposal</b>	<b>Vendor's Experience and Demonstrated Experience</b>	<b>Academic Return on Investment</b>	<b>Prior Working Relationship with the District</b>	<b>Meets Overall Proposal Requirements</b>	<b>MBE/WBE Participation</b>	<b>Scores</b>
	Max 30%	Max 20%	Max 15%	Max 15%	Max 10%	Max 10%	
Learn it Systems	10	15	10	7	8	0	50
	Max 30%	Max 20%	Max 15%	Max 15%	Max 10%	Max 10%	
Sylvan Learning/KCI Enterprises	18	8	8	7	5	5	51
	Max 30%	Max 20%	Max 15%	Max 15%	Max 10%	Max 10%	
MTCRC	25	8	8	10	4	0	55
	Max 30%	Max 20%	Max 15%	Max 15%	Max 10%	Max 10%	
The North Campus Partnership	30	12	10	10	8	0	70
	Max 30%	Max 20%	Max 15%	Max 15%	Max 10%	Max 10%	
Literacy and Education Applied with Purpose (LEAP)	22	3	2	3	2	0	32





# BOARD RESOLUTION

Date: September 17, 2013

Agenda Item : 10-09-13-05

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Patrick Wallace, Executive Director of Communications

Action to be Approved: RFP/Bid

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

Bid

**SUBJECT:** To approve a contract with Route 3 Films to provide up to 7 short films promoting various District schools and programs. In addition, Route 3 Films will provide website support for distribution of the films via Social Media. The period of the contract will be from October 10, 2013 through June 30, 2014 at a cost not to exceed \$40,000. The cost includes a \$5,000 contingency in the event the scope of the video shoot expands.

**BACKGROUND:** Route 3 Films has produced films of this nature for both Central VPA High School and Wilkinson Early Childhood Center. This program will be a part of the District's marketing and recruiting efforts. The films will be used to promote interest in individual schools and programs. Phone bids were requested from four other vendors and it was determined that Route 3 Films was the preferred vendor.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A


FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 812-00-110-2322-6362	GOB	Requisition #: 10135979
Amount: \$40,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$40,000.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600015611

Department: Public Information

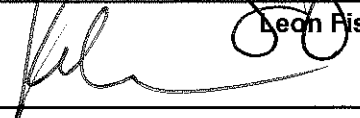
Requestor:

  
Patrick Wallace, Executive Director of Communications

  
Rachel Seward, Dep. Supt., Institutional Advancement

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent





# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Patrick Wallace	<b>Date:</b> September 9, 2013
<b>Department / School:</b> Public Information	<b>Phone Number:</b> 345-2227
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
Glidecam technology is a state-of-the-art camera that produces high cost camera shots without the need for expensive added equipment.	
<b>Vendor Name:</b> Route 3 Films	<b>Email:</b> Route3Films@gmail.com
<b>Vendor Contact:</b> Ryan Hanlon	<b>Phone Number</b> (314) 560-7537
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
Route 3 Films utilizes the Glidecam technology for creating "truck shots" and "cherry-picker" angles that are otherwise extremely costly to obtain. The Glidecam is exclusive to Route 3 Films in St. Louis. The nearest location to St. Louis with Glidecam technology is in Springfield, MO.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
Route 3 Films has extensive experience with creating short-films for educational entities. Route 3 Films has created videos for John Burroughs, Fontbonne University, Alton School District, Marquette High School, Pope John Paul II High School, Central VPA High School and Wilkinson Early Childhood Center. No other filmmaker in the area has this type of experience.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
Studio X (\$4,000 per video for overseeing SLPS talent to shoot - no Glidecam)	
Stuart Design (\$3,000 per video for overseeing SLPS talent to shoot - no Glidecam)	
<i>I certify the above information is true and correct and that I have no financial, personal or other beneficial interest in the specified vendor.</i>	
<b>Your sole source request will not be approved without the required signatures below:</b>	
Department Head	Date
CFO	Date
Superintendent	Date

## Sole Source Checklist

### 1. Check one of the following:

- One-of-a-kind** The commodity or service has no competitive product and is available from only one supplier.

Prior to checking this box you must complete each of the following tasks:

- Search the internet for companies providing similar services.
- Search purchasing files to determine if district has a record of vendors(s) that have provided similar services.
- Document search activities and findings.

- Compatibility** The commodity or service must match existing brand of equipment for compatibility and is available from only one vendor.

Prior to checking this box you must complete the following task:

- Provide documentation from the provider of the original equipment/services that the equipment/services in question must be provided by the vendor in question.

- Replacement Part** The commodity is a replacement part for a specific brand of existing equipment and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document a search for additional suppliers.

- Delivery Date** Only one supplier can meet necessary delivery requirements.

Prior to checking this box you must complete each of the following tasks:

- Document delivery date and quotes from at least two other vendors.
- Document rationale in support of treating the delivery date as mission critical.

- Research Continuity** The commodity or service must comply with established District standards and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document district adoption of standard (i.e. Textbook adoption).

- Unique Design** The commodity or service must meet physical design or quality requirements and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Sole supplier (i.e. Regional Distributor).

- Emergency URGENT NEED** for the item or service does not permit soliciting competitive bids, as in cases of emergencies, disasters, etc.

Prior to checking this box you must complete the following task:

- Complete Emergency Purchase Form.

2. If the Sole Source Criteria is met, then complete the Sole Source Form;
3. If the Sole Source Criteria are not met, then the item must be bid.

## Bid for Short Film Production Company

Vendor	Cost per film (20 Pts)	Total Cost	GlideCam Technology Available (Y/N) (80 pts)	Total Points	Comments
Route 3 Films	\$5,000 - 18	\$35,000	80	98	Previous work with District, willingness to assist with website make Route 3 the preferred vendor.
Studio X	\$5,000 - 18	\$35,000	0	18	
Fat Chimp	\$7,000 - 14	\$49,000	80	94	
Illustrated Man	\$4,000 - 20	\$28,000	0	20	
Switch	\$5,000 - 18	\$35,000	80	98	No previous experience with District/Education





# BOARD RESOLUTION

Date: September 12, 2013

Agenda Item : 10-09-13-06

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Timothy Murrell, Exec. Dir., Career Technical Ed

Action to be Approved: Contract Renewal

Other Transaction Descriptors: Sole Source  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 10-18-12-09

Prior Year Cost \$31,055

**SUBJECT:** To approve a sole source contract renewal with Career Cruising for the consulting and software services for all the St. Louis Public School middle and high school students in an amount not to exceed \$36,045.00 for the period beginning October 10, 2013 through June 30, 2014. This will be the second year of a three year contract.

**BACKGROUND:** The St. Louis Public Schools have been using Career Cruising since 2009. Career Cruising is a guidance software program designed for student portfolio development which features a series of administrative tools for local school counselors, teachers and administrators to track student portfolio completion. The purpose of this software is to provide career guidance to all of the St. Louis Public School's middle and senior high school students.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: I.f

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 826-KZ-254-1394-6441	Non-GOB	Requisition #: 10135861
Amount: \$36,045		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$36,045.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600013871

Department: Career and Technical Educ

Requestor: Tim M. Murrell

Tim M. Murrell  
Timothy Murrell, Exec. Dir., Career Technical Ed

Cleopatra Figgures  
Dr. Cleopatra Figgures, Dep. Supt., Accountability /  
Acting Chief Academic Officer

Angela Banks  
Angela Banks, Budget Director

Leon Fisher  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams  
Dr. Kelvin R. Adams, Superintendent



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 9-3-2013
Dept / School: Career & Technical Ed.		Reported By: Paul J. Cady <i>P. J. Cady</i>
Vendor: Career Cruising		Vendor #: 600013871
Contract # / P.O. #: 4500164660		Contract Name: Cruising/Anaca Technologies
Contract Amount: \$ 31,055.00		Award Date: 10-19-2012
<b>Purpose of Contract (Brief Description):</b> Guidance software program designed for student portfolio completion. The purpose is to provide career guidance to all of the St. Louis Public School's middle and senior high school students.		
<b>Performance Ratings:</b> Summarize the vendor's performance and circle the number which best describes their performance in that category. See Vendor Performance Report Instructions for explanations of categories and numeric ratings ( <i>please attach additional sheets if necessary</i> ). Ratings 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory		
Category	Rating	Comments (Brief)
Quality of Goods / Services	5 4 3 2 1	Software package was very thorough.
Timeliness of Delivery or Performance	5 4 3 2 1	Met all performance requirements.
Business Relations	5 4 3 2 1	No problems dealing with vendor.
Customer Satisfaction	5 4 3 2 1	Very good software package.
Cost Control	5 4 3 2 1	Forecasted three year contract to keep pricing fixed.
Average Score	5	Add above ratings: divide the total by the number of areas being rated.
Would you select / recommend this vendor again? Please be aware that an answer of yes authorizes the Purchasing Department to seek renewal of the available option year for this contract. All items and conditions within the current contract shall be honored during this renewal period.		
Please Check Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		

## VENDOR PERFORMANCE REPORT INSTRUCTIONS

<b>Type of report</b>	Identify if this is a final report or a quarterly report (3 months)
<b>Report Date</b>	The date the report is prepared
<b>Department</b>	Indicate the name of the reporting department
<b>Reported By</b>	Please sign your name
<b>Vendor</b>	Enter the vendor's name
<b>Vendor Number</b>	Enter the vendor's assigned number
<b>Contract # / PO #</b>	Enter the assigned contract # or the purchase order # for the goods or services being reported
<b>Contract Name</b>	The official name used when the contract was solicited
<b>Contract Amount</b>	The total dollar value of the contract: the amount listed on the Board Resolution
<b>Award Date</b>	Enter the date that the Board approved this contract
<b>Contract Description</b>	Provide a brief description of the work being done under the contract
<b>Performance Ratings</b>	In the comment column provide the rationale for the rating you give Indicate the contract requirements that were exceeded, were not exceeded, or were not met by the vendor

### Performance Ratings Guidelines

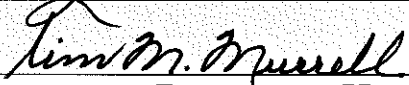
Rating	Category	Description
5	<b>Exceptional</b>	Met all performance requirements; Minor problems; Effective corrective actions; Improved performance; Quality results
4	<b>Very Good</b>	Met all performance requirements; Minor problems; Effective corrective actions
3	<b>Satisfactory</b>	Met all performance requirements; Minor problems; Satisfactory corrective actions
2	<b>Marginal</b>	Some performance requirements not met; Performance reflects some serious problem; Ineffective corrective actions
1	<b>Unsatisfactory</b>	Most performance requirements are not met; Recovery not likely

### Performance Categories Descriptions

Category	Description
<b>Quality of Goods and / or Services</b>	Rate the vendor's technical performance or the quality of the product or services delivered under the contract
<b>Timeliness of Delivery or Performance</b>	Rate the vendor's performance based on the delivery requirements of the contract. If the vendor significantly exceeded the requirements (to SLPS' benefit); quickly resolved delivery issues
<b>Business Relations</b>	Rate the vendor's professionalism; responsiveness; significantly exceeded expectations; customer service; limited change orders
<b>Customer Satisfaction</b>	Rate the vendor based on feedback you receive from your customers (end-users)
<b>Cost Control</b>	Make your ratings based on the vendor's effectiveness in forecasting, managing and controlling contract cost. This assesses whether the vendor met original cost estimated or needed to negotiate cost changes to meet contract requirements



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Tim M. Murrell</b>	<b>Date: 09/03/2013</b>
<b>Department / School: Career and Technical Education</b>	<b>Phone Number: 314-345-4530</b>
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
Career Cruising has been used in the district for the last four years. They were awarded the RFP and have provided service since. To change to another vendor with fewer offerings would impede all the progress made thus far using Career Cruising software.	
<b>Vendor Name: Career Cruising</b>	<b>Email: stevey@careercruising.com</b>
<b>Vendor Contact: Steve Yaun</b>	<b>Phone Number 1-800-562-1079</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
Career Cruising, as mentioned above, has proved over the last four years to be a viable resource to the district's middle and senior high school students. This vendor's software has been in place and proved successful for three years. If the district chose to pursue another vendor, administrators, teachers, counselors, would have to totally relearn the software. Additionally, the attachment shows the reasons Career Cruising qualifies as a sole source provider.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
Please see attachment for reasons Career Cruising qualifies as a sole source provider.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
See Attachment	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
<i>I certify the above information is true and correct and that I have no financial, personal or other beneficial interest in the specified vendor.</i>	
<b>Your sole source request will not be approved without the required signatures below:</b>	
	9/3/2013
Department Head	Date
CFO	Date
Superintendent	Date



## Sole Source Checklist

### 1. Check one of the following:

- One-of-a-kind** The commodity or service has no competitive product and is available from only one supplier.

Prior to checking this box you must complete each of the following tasks:

- Search the internet for companies providing similar services.
- Search purchasing files to determine if district has a record of vendors(s) that have provided similar services.
- Document search activities and findings

- Compatibility** The commodity or service must match existing brand of equipment for compatibility and is available from only one vendor.

Prior to checking this box you must complete the following task:

- Provide documentation from the provider of the original equipment/services that the equipment/services in question must be provided by the vendor in question

- Replacement Part** The commodity is a replacement part for a specific brand of existing equipment and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document a search for additional suppliers

- Delivery Date** Only one supplier can meet necessary delivery requirements.

Prior to checking this box you must complete each of the following tasks:

- Document delivery date and quotes from at least two other vendors
- Document rationale in support of treating the delivery date as mission critical

- Research Continuity** The commodity or service must comply with established District standards and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document district adoption of standard (i.e. Textbook adoption)

- Unique Design** The commodity or service must meet physical design or quality requirements and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Sole supplier (i.e. Regional Distributor)

- Emergency URGENT NEED** for the item or service does not permit soliciting competitive bids, as in cases of emergencies, disasters, etc.

Prior to checking this box you must complete the following task:

- Complete Emergency Purchase Form

2. If the Sole Source Criteria is met, then complete the Sole Source Form;
3. If the Sole Source Criteria are not met, then the item must be bid.

## **FEATURES AND FUNCTIONALITY OF CAREER CRUISING QUALIFYING IT FOR SOLE SOURCE WAIVER REQUESTS**

### **Portfolio Completion Standards**

The Career Cruising system provides a unique functionality for custom designing and establishing uniform, school district-wide Portfolio Completion Standards (PCS) across grades 6 through 12. PCS provides schools and districts with an exclusive set of tools for implementing portfolio/ILP development and for tracking student achievement.

With PCS, schools or districts can set the criteria that students in each grade are required to complete. Students can then view these standards and track in real time their own progress in meeting those objectives. The students have a clearly defined and understandable road map for portfolio/ILP development at each grade level.

Counselors, teachers and administrators can quickly and easily monitor individual student progress by viewing students' completion status at a glance through their Student Lists, and, view detailed individual completion reports. Counselors, teachers and administrators can also quickly identify students who are not meeting expectations to determine where interventions and help is needed.

School and District Staff are able to track overall student achievement through multiple types of Portfolio Completion Reports at the grade, school and district level. The tracking reports can be tailored to include specific groups of students and the results can be exported from the system.

The PCS tool has been designed to be flexible. Standards can be set by grade level, allowing different aspects of portfolio/ILP development to be emphasized at different stages. PCS can also be used to meet the needs of a particular course, to reflect graduation requirements, or, to institute a progressive system of portfolio/ILP development from middle school through high school.

### **Occupational Multi-Media Employee Interviews**

Career Cruising is the only vendor that has developed a library of occupational multi-media videos featuring interviews with real employees that are integrated into all career profiles in the Career Cruising system. Students get to learn from real employees in real jobs in first person what the employees like about their careers; what they dislike about their careers; advice the employees have for students interest in their careers; the employee workday schedules, and, the core task functions and amount of time spent on each task during the course of the employee's work day.

**Integration of Indeed.com into Career Cruising for live job search capability**

The job search tool of the Career Cruising system helps users make the connection between career planning and the job hunt. Accessible from either the Employment section of Career Cruising or from the **Search for Jobs** button that appears on the career profile page for all occupations within Career Cruising, the job search tool helps users relate the career planning they've completed in Career Cruising to jobs actually available in their area, region or state. Search results are fed from Career Cruising's integration with Indeed.com, the nation's leading job search aggregator. Only the Career Cruising system provides this integration.

Each time Career Cruising users search for a job, Indeed.com will search thousands of leading job sites, job boards, and company recruitment sites. When seeking more details about specific job postings, users are directed to the original source of the posting in a new window.

**The CASCAiD Model for Career Assessment**

The Career Matchmaker interest assessment is proprietary to Career Cruising nationally acclaimed for its accuracy in matching users of the Career Cruising system to careers aligned to their interests. It is based on the CASCAiD model from the United Kingdom and Career Cruising is the exclusive provider of this career assessment in North America. Ongoing development and maintenance of the matching system is based at Loughborough University in Loughborough, England, and, is wholly owned by the university. The CASCAiD website address is [www.cascaid.co.uk](http://www.cascaid.co.uk). Career Cruising worked closely with CASCAiD to modify this matching system for use in the United States and Canada. The modification work was completed in 2000. The ongoing maintenance of the U.S. and Canadian versions of the Career Matchmaker interest assessment are the joint responsibility of Career Cruising and CASCAiD.

Most career assessment systems attempt to identify a matching "profile" or "type" for users. For example, Holland-based tools will provide users with their Holland Code, while Myers-Briggs tools will provide users with their Myers-Briggs Type. Instead of using an intervening typing system, Career Matchmaker matches users directly to suitable occupations. We believe this approach has a couple of significant advantages:

1. Matchmaker is able to provide users with a ranked list (best match, second best match, and, so on...) of career suggestions. Assessment tools that identify users as a particular "type" typically provide a large list of suggested occupations and users have no way of knowing if one occupation is a better match than another. We believe that matching users' responses directly to the attributes of individual occupations allows for much more precise career matching.

## **Page 3 – Career Cruising**

2. The process of identifying which occupations are suitable for someone who is a particular “type” can be very problematic. While there are some occupations that can be clearly identified as suitable for someone who is a particular “type”, many occupations do not fit neatly into one category or another. This process of linking occupations to each “type” can often be the weak link for assessment processes that are otherwise strong.

For users to remain engaged in the assessment process, it is important to give them feedback that is clear and easy to understand. This is another factor that separates out the Career Matchmaker from other assessment instruments. Matchmaker does this by providing “Suitable for you” information for all of the occupations in the database. The “Suitable for you” information shows users exactly **how** their responses match up with the attributes of each occupation. This allows them to see **why** other occupations in the database may or may not be suitable matches.

### **Photojournalistic Essays for Each Occupation**

Career Cruising is the only vendor that has developed photojournalistic essays of each career consisting of 7-9 photos with short one to two sentence descriptions of each photo. This gives the learners who do not want to read a job description the option to learn about a career in a more visual way.





# BOARD RESOLUTION

Date: September 12, 2013

Agenda Item : 10-09-13-017

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Rachel Seward, Dep. Supt., Institutional Advancement

Action to be Approved:  
Agency/Partnership Agreement

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the Agency Partnership Agreement with the St. Louis Public Schools Foundation to provide administrative services and coordination for the Aim For Fitness program funded by the U.S. Department of Education - Carol M. White grant. The Agreement will be for the period of October 10, 2013 to June 30, 2014 at a cost not to exceed \$88,460.00 and contains an option to renew for one additional year.

**BACKGROUND:** The St. Louis Public Schools Foundation focuses local, regional, and national resources to promote educational success for students in the St. Louis Public Schools (SLPS). One of the Foundation's major areas of focus is health and wellness. The Foundation will fulfill the goals and objectives for the 16 elementary Carol M. White Aim For Fitness schools for the 2013-14 school year, to provide mini-grants, physical education activities, and nutrition education programs for the teachers and for each school's School Health Advisory Council (SHAC).

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 847-WZ-294-1123-6319	Non-GOB	Requisition #:
Amount: \$88,460.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed: \$88,460.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600015610

Department: Curriculum/Instruction

Requestor:

Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Rachel Seward, Dep. Supt., Institutional Advancement

Angela Banks, Budget Director

Leon Fisher, Chief Financial Officer

Dr. Kelvin R. Adams, Superintendent





# BOARD RESOLUTION

Date: September 13, 2013

Agenda Item : 10-09-13-08

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Cleopatra Figgures, Dep. Supt., Accountability /  
Acting Chief Academic Officer

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve a Memorandum of Understanding with Webster University to provide Dual Credit Programs for students participating in the Innovation High School Initiative. The program will be for the period October 10, 2013 through June 30, 2014. The cost of the program will be underwritten by the grant awarded by the Missouri Department of Economic Development. There will be no cost to the District.

**BACKGROUND:** This is a new program that was jointly developed by the Missouri Department of Economic Development, Webster University and the St. Louis Public Schools. The program will target juniors eligible to participate in the Innovation High School Initiative. We anticipate approximately 50 students being enrolled in the program.

**Accountability Plan Goals:** Goal I: Student Performance **Objective/Strategy:** I.B.

**FUNDING SOURCE:** (ex: 111 Location Code - 00 Project Code - 110 Fund Type - 2218 Function - 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Career and Technical Educ

Requestor: Tim M. Murrell

Tim M. Murrell  
Timothy Murrell, Exec. Dir., Career Technical Ed

Cleopatra Figgures  
Dr. Cleopatra Figgures, Dep. Supt., Accountability /  
Acting Chief Academic Officer

Angela Banks  
Angela Banks, Budget Director

Leon Fisher  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams  
Dr. Kelvin R. Adams, Superintendent





*Office of the Provost & Senior Vice President*

*Revised*

July 25, 2013

Mr. Andy Papin, Program Manager  
Community Development Block Grant Program  
Missouri Department of Economic Development  
P.O. Box 118  
Jefferson City, MO 65102

Dear Mr. Papin:

The St. Louis Innovative High School Initiative is an exciting opportunity to develop partnerships between high schools and institutions of higher education which will lead to increased numbers of college graduates in the area. On behalf of Webster University, I am pleased to confirm our participation in the initiative.

Webster University, founded in 1915, will celebrate its 100 year anniversary next year. We were founded on a commitment to serving people who might not otherwise have access to quality education and we continue to work to serve unmet need. Over the years, this has included opening sites on military bases to serve our active duty and in metropolitan areas around the U.S. Our global network includes U.S.-style traditional campuses in Europe, Asia and soon, Africa. We have strong online programs as well. This global network provides opportunities for students to gain a global perspective no matter where they study.

Our St. Louis home campus, located in Webster Groves, is home to 3,000 undergraduate and 2,300 graduate students. We offer more than 100 undergraduate and graduate programs of study delivered by five colleges and schools: College of Arts & Sciences, School of Communications, School of Education, Leigh Gerding College of Fine Arts, and the Walker School of Business & Technology. We have a diverse student population. Webster offers a student-centered environment with personalized attention – our average class size is 10-12 and faculty members are experts in their respective fields. We have dynamic student life activities, ranging from athletics (14 NCAA Division III) to organizations, clubs and events.

As a partner in the St. Louis Innovative High School Initiative, Webster University looks forward to offering dual enrollment classes in collaboration with St. Louis Public Schools. My Associate Provost, Nancy Hellerud, and Associate Vice President, Thao Dang Williams, are working to confirm the array of classes which will best meet the needs of the high schools and leverage the strengths of Webster University in areas of science, business, communications and other topics.

Thank you for the opportunity to partner with you in this exciting initiative to assist students in obtaining college experience and credits toward their degrees. Please let me know if there is any additional information I can provide regarding Webster University.

Sincerely,

Julian Z. Schuster, Ph.D.  
Provost, Senior Vice President, & Chief Operating Officer

cc: Nancy Hellerud, Associate Provost  
Thao Dang-Williams, Associate Vice President

470 E. Lockwood Ave. St. Louis, MO 63119-3141 USA  
Phone: 314-246-8242 Fax: 314-963-6929 [www.webster.edu](http://www.webster.edu)

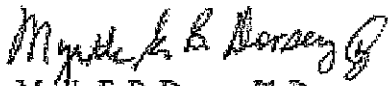
*Home Campus: St. Louis, MO, USA*

Mr. Andy Papia  
December 5, 2012  
Page 2

project participants to complete an associate's degree in either Health Sciences or Information Technology in three semesters or less, rather than four, once they complete high school. We expect to serve 450 low-income students through this initiative. Fees for dual-enrollment classes will be charged at a rate of half the current credit hour rate.

We are committed to partnering in this initiative and to supporting students from St. Louis Public Schools in completing a postsecondary degree and reaching their educational and career goals. Thank you for your consideration of their Innovative High School Initiative proposal.

Sincerely,

  
Myrtle E. B. Dorsey, Ph.D.  
Chancellor

cc: Donna Darr, Vice Chancellor, Academic & Student Affairs





# BOARD RESOLUTION

Date: September 13, 2013

Agenda Item : 10-0913-09

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Cleopatra Figgures, Dep. Supt., Accountability /  
Acting Chief Academic Officer

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve a Memorandum of Understanding with St. Louis Community College to provide Dual Credit Programs for students participating in the Innovation High School Initiative. The program will be for the period October 10, 2013 through June 30, 2014. The cost of the program will be underwritten by the grant awarded by the Missouri Department of Economic Development. There will be no cost to the District.

**BACKGROUND:** This is a new program that was jointly developed by the Missouri Department of Economic Development, St. Louis Community College and the St. Louis Public Schools. The program will target juniors eligible to participate in the Innovation High School Initiative. We anticipate approximately 100 students being enrolled in the program.

**Accountability Plan Goals:** Goal I: Student Performance **Objective/Strategy:** I.B.

**FUNDING SOURCE:** (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Career and Technical Educ

Requestor: Tim M. Murrell

Tim M. Murrell  
Timothy Murrell, Exec. Dir., Career Technical Ed

Cleopatra Figgures  
Dr. Cleopatra Figgures, Dep. Supt., Accountability /  
Acting Chief Academic Officer

Angela Banks  
Angela Banks, Budget Director

Leon Fisher  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams  
Dr. Kelvin R. Adams, Superintendent



OFFICE OF THE CHANCELLOR

Myrtle E. B. Donsey, Ph.D. • Joseph E. Cosand Community College Center • 300 South Broadway • St. Louis, MO 63102-2800  
Phone: 314-539-5150 • www.slcc.edu • mcbdonsey@slcc.edu

December 5, 2012

Board of Trustees  
E. Lloyd Hugerak, Chair  
Craig H. Larson, Ed.D., Vice Chair  
Doris Graham, Ph.D.  
Melissa Hanson  
Halle H. Jackson  
Jon McGinnis

Mr. Andy Papin, Program Manager  
Community Development Block Grant Program  
Missouri Department of Economic Development  
P.O. Box 118  
Jefferson City, MO 65102

Dear Mr. Papin:

On behalf of the St. Louis Community College, I am pleased to offer our full commitment to the St. Louis Innovative High School Initiative. We are very excited about this project and believe it will have a significant impact on the quality and intensity of student preparation for high-demand careers in our region as well as on the local job market.

For 50 years, St. Louis Community College has been the premier provider of education and workforce training for citizens and businesses in the St. Louis area. From humble beginnings in night classes at Roosevelt and McCluer high schools, the college has grown to include four campuses, three education centers, and a Corporate College focused on workforce and economic development. Each year, nearly 90,000 students enroll in college transfer and career programs, job skill and personal development classes, and specialized performance-enhancing programs sponsored by employers. The college's Workforce Solutions Group is the largest provider of on-target, on-demand, and on-site training and consulting services not only to large corporations but also to small neighborhood businesses in the St. Louis metropolitan area. Each year, hundreds of St. Louis Community College students join or rejoin the local workforce, and the college is committed to providing high quality education and training programs that meet the needs of both students and employers.

The college also works closely with local high schools to ensure their students have a smooth transition to college and employment. In this regard, we have a well established relationship with the St. Louis Public Schools and look forward to working with them to increase career training and employment opportunities for the district's low-income juniors and seniors.

Our specific role in the four-year St. Louis Innovation High School Initiative will be to provide dual enrollment classes in Health Sciences and Information Technology at four St. Louis high schools. The courses will serve juniors and seniors who are planning for careers in these fields. Our mutual goal is to support St. Louis Public Schools students in completing at least 20 dual-credit hours in their junior and senior years. Successful completion of these courses will enable

EXPANDING MINDS • CHANGING LIVES

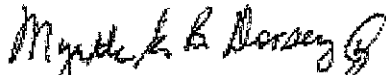
Florissant Valley • Forest Park • Meramec • Wildwood

Mr. Andy Papia  
December 5, 2012  
Page 2

project participants to complete an associate's degree in either Health Sciences or Information Technology in three semesters or less, rather than four, once they complete high school. We expect to serve 450 low-income students through this initiative. Fees for dual-enrollment classes will be charged at a rate of half the current credit hour rate.

We are committed to partnering in this initiative and to supporting students from St. Louis Public Schools in completing a postsecondary degree and reaching their educational and career goals. Thank you for your consideration of their Innovative High School Initiative proposal.

Sincerely,



Myrtle E. B. Dorsey, Ph.D.  
Chancellor

cc: Donna Dare, Vice Chancellor, Academic & Student Affairs

**John M. Nations**  
President & CEO  
314.982.1588 phone  
314.982.1432 fax  
jmnations@metrostlouis.org



707 North First Street  
St. Louis, Missouri  
63102-2595  
metrostlouis.org

Friday, December 7, 2012

Mr. Andy Papin, Program Manager  
Community Development Block Grant Program  
Missouri Department of Economic Development  
P.O. Box 118  
Jefferson City, MO 65102

Dear Mr. Papin:

The Bi-State Development Agency d/b/a Metro is pleased to submit this proposal to implement the St. Louis Innovation High School Initiative. This initiative represents a strong partnership among Metro St. Louis, the St. Louis Public Schools, and St. Louis Community College. The proposed work focuses on strengthening training and preparation for high school juniors and seniors in our region's high-demand career areas including health care and information technology. Through a combination of dual-credit courses, intensive internships in local workplace sites, and tuition support through Missouri's A+ Program, allowing eligible students to attend St. Louis Community College tuition free for two years, most participants will be able to receive an associate degree in three semesters or less rather than four, and enter the workforce with the skills they need in order to succeed in high-demand jobs.

The grant purpose is closely aligned with Metro's own economic development mission. Established in 1949 as the Bi-State Development Agency, Metro is now one of the largest economic development agencies in the metropolitan area. Best known as the operator of the area's public transportation system, the agency also oversees operations of the St. Louis Downtown Airport, the Gateway Arch trams, and the Gateway Arch Riverboats. Metro's vision is to improve the region's quality of life by providing excellent transportation and providing economic development. The agency is a regional leader in partnering for job retention and creation. It is also one of the region's largest employers and provides career opportunities in a wide range of fields including information technology, one of the project's target career areas. In this context, Metro is well positioned to support and facilitate the important work of the St. Louis Innovation High School Initiative.

Metro's specific roles in the four-year project will be to serve as fiscal agent, with responsibility for administering and dispersing grant funds, and to work closely with St. Louis Public Schools leaders to strengthen and expand student internships in the local business community. We have a long history of productive collaboration with both the St. Louis Public Schools and the St. Louis Community College and very much look forward to continuing these strong working relationships. We are particularly pleased to be a part of a partnership focusing on increasing career opportunities and options for our city's low-income students.

Thank you for this opportunity.

Sincerely



John M. Nations  
President & CEO



Kelvin R. Adams, Ph.D.  
Superintendent of Schools

December 5, 2012

Mr. Andy Papen, Program Manager  
Community Development Block Grant Program  
Missouri Department of Economic Development  
P.O. Box 118  
Jefferson City, MO 65102

Dear Mr. Papen:

Thank you for the opportunity to submit this proposal to implement the St. Louis Innovation High School Initiative. The proposed project will greatly strengthen the district's career and technical education curriculum by expanding education and training opportunities for low-income students and accelerating the time it will take them to earn an associate's degree in their chosen fields. The project will place an emphasis on the fields of health science and information technology, two of the career areas targeted in the *Missouri Strategic Initiative for Economic Growth*. The project will also help us to expand our workplace internship program which is so essential for providing a place where students can apply and expand the skills they learn in the classroom.

As you may know, we are among other Missouri educational institutions working closely with the Harvard Graduate School of Education on their "Pathways to Prosperity Project." In this context, I firmly believe that our students need new and stronger pathways that will help them succeed in today's economy. We believe the proposed project will greatly strengthen the pathways to careers in health sciences and information technology, benefitting our students as well as our local economy.

The district's specific roles in the project will be to recruit and select participating students, coordinate the dual-credit program in four district high schools, supervise the workplace internships provided in the second semester of each student's senior year, monitor the transition process from high school to college, gather follow-up data on all participants throughout the project period, and conduct a project evaluation. We will also work closely with other project partners, building on a long history of collaboration.

Again, we appreciate the opportunity to apply for this timely and much needed grant.

Sincerely,



Kelvin R. Adams, Ph.D.  
Superintendent





**MISSOURI DEPARTMENT OF ECONOMIC DEVELOPMENT  
COMMUNITY DEVELOPMENT BLOCK GRANT PROGRAM  
FUNDING APPROVAL**

under Title 1 of the Housing and Community Development Act of 1974 (Public Law 93-383) as amended.

1. NAME AND ADDRESS OF GRANTEE <b>Bi-State Development Agency 707 North First Street St. Louis, Missouri 63102</b>		DUNS: 006490569 FEIN: 43-6004283		9. PROJECT DESCRIPTION (indicate specific scope of each activity, regardless of funding source)  <b>Project will assist with job training in partnership with St. Louis Public Schools.</b>
2. PROJECT NUMBER <b>2008-DI-97</b>		3. SEN. DIST. <b>4/5</b>	REP. DIST. <b>77/78/79/80</b>	
4. POPULATION <b>348,189</b>		5. NO. OF BENEFICIARIES <b>450</b>		
6. GRANT AWARD DATE <b>2/7/13</b>		7. GRANTEE FYE DATE <b>12/31</b>		
8. MAXIMUM CDBG GRANT AMOUNT AWARDED <b>\$499,196</b>				

NATIONAL OBJECTIVE:	<b>LMI-limited clientele</b>
LMI PERSONS:	<b>100.0%</b>
LMI FAMILIES:	<b>100.0%</b>

PROGRAM ACTIVITY	ACT. NO.	DRGR ACT #	REQ. ENV. REV.(1)	TOTAL	CDBG FUNDS(2)	MATCHING FUNDS			
						CASH	RECIPIENT IN-KIND	PRIVATE	OTHER STATE/FED
<b>Job Training</b>	<b>63</b>	<b>DI-I-BSDA</b>	<b>N</b>	<b>\$ 2,105,664</b>	<b>\$ 475,425</b>		<b>\$ 1,159,425</b>		<b>\$ 470,814</b>
<b>Administration</b>	<b>35</b>	<b>DI-I-BSDA35</b>	<b>N</b>	<b>\$ 23,771</b>	<b>\$ 23,771</b>				
<i>Davis Bacon applies where specified by the initials DB</i>									
<b>TOTAL</b>				<b>\$ 2,129,435</b>	<b>\$ 499,196</b>	<b>\$ 0</b>	<b>\$ 1,159,425</b>	<b>\$ 0</b>	<b>\$ 470,814</b>

(1) Funds for activities that are conditioned subject to an environmental review may not be incurred or obligated until a written "Notice of Removal of Grant Conditions" is issued by DED.

(2) This column represents the maximum amount of CDBG funds approved for each activity, except that the grantee may transfer funds between activities an amount not to exceed \$10,000 or 10% of the total CDBG allocation, whichever is less, except that administration, audit, and engineering costs

PREPARED BY <b>Andy Papen</b>	DATE <b>02/19/13</b>
----------------------------------	-------------------------





# BOARD RESOLUTION

Date: September 13, 2013

Agenda Item : 10-09-13-10

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Stacy Clay, Dep. Supt., Institutional Advancement

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve a Memorandum of Understanding (MOU) with Jamison Memorial to provide a 21st Century after school program for the benefit of students, families and the community at the Academy of Environmental Science and Math. The program will include academic, enrichment and recreation activities for students and their families. The MOU will be for a period of October 10, 2013 to May 23, 2014.

**BACKGROUND:** Jamison Memorial has provided after school programs in the St. Louis area for over 10 years. Jamison Memorial currently has a 21st Century Grant which services the students at the Academy of Environmental Science and Math Elementary School in a variety of locations. The MOU is to allow Jamison Memorial to bring the program to the school site in order to more effectively serve students and their families. The program will be evaluated by an outside evaluator and the results will be made available to the District.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.A.3.d

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: No Cost		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Student Support Services

Requestor: Judith King

\_\_\_\_\_  
Angela Banks, Budget Director

\_\_\_\_\_  
Leon Fisher, CFO/Treasurer

\_\_\_\_\_  
Stacy Clay, Dep. Supt., Institutional Advancement

\_\_\_\_\_  
Dr. Kelvin R. Adams, Superintendent

**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Jamison Memorial Human Resource & Development Agency ("Agency") on this 10th day of October, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Jamison Memorial Human Resource & Development Agency and the St. Louis Public Schools in order to provide a 21st Century After School Program for the benefit of the students and families at the Academy of Environmental Science and Math. The program will include at least the following; academics, tutoring, enrichment, recreation, and services and activities for parents.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act (“FERPA”) and the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”).

**5. Obligations of SLPS:**

- (a) Provided space for state licensed after school program.
- (b) Provided data required by DESE for all students attending 30 or more days.

**6. Obligations of Agency:**

- (a) Operate a state licensed program with no fees
- (b) Assume all financial responsibility for the operation of the program
- (c) Operate program 5 days per week, 3 hours per day
- (d) Reimburse district for transportation cost
- (e) Provide attendance data as requested
- (f) Provide copy of yearly program evaluation

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

**(a) Program evaluation completed by an outside evaluator (September, 2014)**

**8. Term and Termination:** The term of the MOU will be from October 10, 2013 through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

Jamison Memorial Human Resource &  
Development Agency

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_





# BOARD RESOLUTION

Date: September 11, 2013

Agenda Item : 10-09-1311

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Stacy Clay, Dep. Supt., Institutional Advancement

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with Counsel The Mind LLC, to provide mental health counseling services to students and families. Counsel The Mind will provide services to students at Dewey Elementary School. The MOU will be for the period October 10, 2013 to June 30, 2014 at no cost to the District.

**BACKGROUND:** Counsel The Mind LLC has been providing services at Dewey for the last three years. The mental health counseling services will be on an individual or group basis as determined by the need of the students. Counsel The Mind LLC will also collaborate with the Building Administrators, counselors/social workers in the support process for students served.

Accountability Plan Goals: Goal I: Student Performance

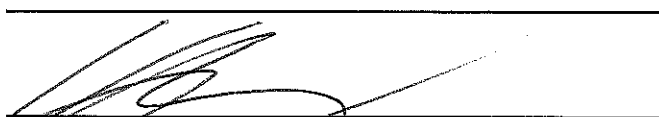
Objective/Strategy:

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:


Department: Community Education

Requestor:

  
Stacy Clay, Dep. Supt., Institutional Advancement

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent



**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Counsel the Mind LLC ("Agency") on this 10th day of October, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Counsel the Mind LLC and the St. Louis Public Schools in order to provide the services of a mental health therapist to students and other related parties. Counsel The Mind will collaborate with the Building Administrators, counselors/social workers in the support process for students being served.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

**5. Obligations of SLPS:**

(a) To provide a quiet, confidential space for individual and group counseling sessions to take place. \_\_\_\_\_

(b) Make students available during the school day, but outside the designated academic schedule on a weekly basis (or as specified by the Counsel the Mind counselor) to participate in group and/or individual counseling. \_\_\_\_\_  
\_\_\_\_\_

(c) Obtain agreement and cooperation of school personnel, i.e. principal, counselors, social workers, and teachers to foster participation and collaboration in each individual school. \_\_\_\_\_  
\_\_\_\_\_

**6. Obligations of Agency:**

(a) Provide the counseling program which includes confidential psycho-educational supportive group and individual counseling services to children at Dewey International Studies Elementary School.

(b) Provide assistance, support and consultation to school staff as needed. \_\_\_\_\_  
\_\_\_\_\_

(c) Provide services in a schedule that does not interrupt reading and math blocks or MAP testing. \_\_\_\_\_  
\_\_\_\_\_

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

(a) Fifteen or more students/families are served. \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

(c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. Term and Termination:** The term of the MOU will be from October 10, 2013 (the Effective Date) through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

Counsel The Mind LLC

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_





# BOARD RESOLUTION

Date: September 17, 2013

Agenda Item: 10-09-13 kl

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Stacy Clay, Dep. Supt., Institutional Advancement

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve a Memorandum of Understanding (MOU) with the Department of Parks, Recreation and Forestry to provide after school and evening programs for the benefit of students, families and the community. The program will include at least one of the following: after school programs, recreation, enrichment, youth development, healthy living, and social responsibility. The MOU will be for the period October 10, 2013 to June 30, 2014.

**BACKGROUND:** The Department of Parks, Recreation and Forestry has been involved in providing after school and evening programs in the schools for many years. The MOU will formalize the relationship with the Department of Parks, Recreation and Forestry for this purpose. The Department of Parks, Recreation and Forestry will provide recreational sport opportunities for students and their families; acquire appropriate background checks and provide attendance data. The program will be evaluated by data collected from students, family and community participation and a parent satisfaction survey. This resolution covers services for the following schools: Shaw, Clay Dewey, Gateway Middle and Langston Middle Schools. If any additional schools are added the SAB will be updated through the annual MOU evaluation process.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: No Cost		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Student Support Services

Requestor: Judith King

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Stacy Clay, Dep. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent

**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Department of Parks, Recreation and Forestry ("Agency") on this 10th day of October, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between the Department of Parks and Recreation and Forestry and the St. Louis Public Schools in order to provide after school and evening programs for the benefit to students, families and the community. The programming will include at least the following; after school programs, recreation, enrichment, youth development, healthy living and social responsibility. This program will be at schools across the district.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

**5. Obligations of SLPS:**

(a) Provide space available for the agency to provide afterschool programming for a minimum of four hours per day that school is in session. Space shall include but not be limited to gymnasium, cafeteria/kitchen, common space and outdoor playground/fields as available.

\_\_\_\_\_

(b) \_\_\_\_\_

\_\_\_\_\_

(c) \_\_\_\_\_

\_\_\_\_\_

**6. Obligations of Agency:**

(a) The agency shall provide staff to conduct programming with the necessary background check and skill set for the age group being served. \_\_\_\_\_

\_\_\_\_\_

(b) The program will include recreation programming and club activities. \_\_\_\_\_

\_\_\_\_\_

(c) The agency will follow SLPS District protocols and procedures as requested. \_\_\_\_\_

\_\_\_\_\_

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

(a) Students shall comprehend the rules, and basic strategies associated with a variety of recreational sports and activities. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) Students shall demonstrate responsible personal and social behavior which displays respect for self and others in physical activity settings. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) Agency will administer an satisfaction survey to students and families. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. Term and Termination:** The term of the MOU will be October 10, 2013 to June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

Department of Parks, Recreation and Forestry

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_







# BOARD RESOLUTION

Date: September 11, 2013

Agenda Item : 10-09-13-13

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Stacy Clay, Dep. Supt., Institutional Advancement

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with JAKS Counseling Services, to provide therapeutic counseling services to students and families. JAKS will provide services to students in twenty or more schools. The MOU will be for the period October 10, 2013 to June 30, 2014 at no cost to the District.

**BACKGROUND:** JAKS Counseling Services has been providing services in SLPS schools for the last three years. The therapeutic counseling services will be on an individual or group basis as determined by the need of the students. JAKS will also collaborate with the Building Administrators, counselors/social workers in the support process for students served.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy:

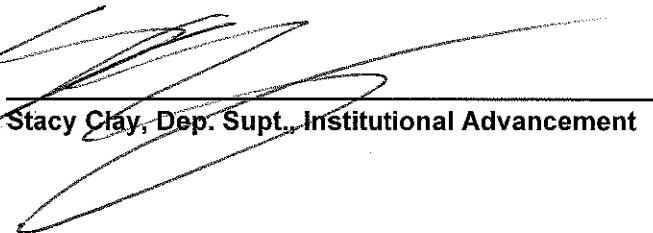
FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Community Education

Requestor:


\_\_\_\_\_



Stacy Clay, Dep. Supt., Institutional Advancement



Angela Banks, Budget Director



Leon Fisher, CFO/Treasurer



Dr. Kelvin R. Adams, Superintendent

**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and the JAKS Counseling Services (“Agency”) on this 10th day of October, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between JAKS Counseling Services and the St. Louis Public Schools in order to provide therapeutic counseling sessions on both an individual and group basis for students and their families. JAKS will collaborate with the Building Administrators, counselors/social workers in the support process for students being served.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

**5. Obligations of SLPS:**

(a) To provide a quiet, confidential space for individual and group counseling sessions to take place. \_\_\_\_\_

(b) Make students available during the school day, but outside the designated academic schedule on a weekly basis (or as specified by the JAKS counselor) to participate in group and/or individual counseling. \_\_\_\_\_

(c) Obtain agreement and cooperation of school personnel, i.e. principal, counselors, social workers, and teachers to foster participation and collaboration in each individual school. \_\_\_\_\_

**6. Obligations of Agency:**

(a) Provide the counseling program which includes confidential psycho-educational supportive group and individual counseling services to children in 20 or more schools in the SLPS District. \_\_\_\_\_

(b) Provide assistance, support and consultation to school staff as needed. \_\_\_\_\_

(c) Provide services in a schedule that does not interrupt reading and math blocks or MAP testing. \_\_\_\_\_

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

(a) Twenty or more schools are served. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) Fifty or more students/families are served. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. Term and Termination:** The term of the MOU will be from October 10, 2013 (the Effective Date) through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

JAKS Counseling Services, LLC

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

# **JAKS Counseling Services**

## **Schools Serviced during 2012-13**

Ashland ES

Gateway Middle

Mann ES

Roosevelt High School

Oakhill ES

Columbia ES

Herzog ES

Long Middle

Langston Middle

Walbridge ES

Dewey IC

Monroe ES

Stix ECC

## **Additional Schools to be services in 2013-14**

Shaw VPA

Ames VPA

Yeatman Middle

Bryan Hill ES

Lexington ES

Meramec ES

Humboldt ES

Stevens Alternative

Mullanphy ES





# BOARD RESOLUTION

Date: September 17, 2013

Agenda Item : 10-09-13-14

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Rachel Seward, Dep. Supt., Institutional Advancement

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with ANNONY Arts to establish a partnership to provide video camera editing techniques and increase self-awareness skills for students at Stevens Middle Alternative School. The MOU will be for the period of October 10, 2013 to June 30, 2014.

**BACKGROUND:** ANNONY Arts, working closely with Principal Kacy Seals, has created a program for 15 Stevens Middle Alternative students to develop and practice video camera editing techniques and increase the students' self-awareness skills. In addition, each of the students' families will be involved in at least one session. The video editing sessions will be held at the ANNONY Arts studio, where all equipment will be provided for hands-on lessons, activities and assignments.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Institutional Advancement

Requestor: Linda Riekens

Angela Banks, Budget Director

Leon Fisher, Chief Financial Officer

Rachel Seward, Dep. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent





**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and the ANNONYArts (“Agency”) on this 10th day of October, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between ANNONYArts and the St. Louis Public Schools in order to provide video camera editing techniques and increase self awareness skills for 15 students from Stevens Middle Alternative School.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act (“FERPA”) and the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”).

**5. Obligations of SLPS:**

(a) **For Principal Kacy Seals to provide a Stevens Middle Alternative School teacher at each of the sessions.**

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(b) **For Principal Kacy Seals to create the specific objectives she wants her students to achieve, working with Tom Brady.**

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(c) **For Principal Kacy Seals to work with families of the participating students to ensure that they understand the program objectives and benefits.**

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**6. Obligations of Agency:**

(a) **For Tom Brady to provide sessions for the 15 students at his studio as determined by Principal Kacy Seals.**

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(b) **For Tom Brady to provide all the video equipment and training for the sessions.**

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(c) **For Tom Brady to work with Principal Kacy Seals in creating pre and post tests.**

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**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

(a) Meets a minimum of 10 times with 15 Stevens Middle Alternative School students.

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(b) Provides at least one session for participants' families.

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(c) Participating students will take pre and post tests to indicate success of program.

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**8. Term and Termination:** The term of the MOU will be from October 10, 2013 (the Effective Date) through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

ANNONYArts

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: Tom Brady

Title: \_\_\_\_\_

Title: Director







# BOARD RESOLUTION

Date: September 13, 2013

Agenda Item : 10-09-13-15

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Rachel Seward, Dep. Supt., Institutional Advancement

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors: Renewal  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the Memorandum of Understanding with Sheldon Arts Foundation to provide important music and visual arts education programs to St. Louis Public Schools students that foster creativity, teamwork, communication skills and respect for diversity. The MOU will be for the period of October 10, 2013 to June 30, 2014.

**BACKGROUND:** The Sheldon Arts Foundation has a history of providing programs that improve knowledge and appreciation for a diverse range of music and visual arts, improving arts skills and providing performance and exhibition opportunities at the The Sheldon Concert Hall.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Institutional Advancement

Requestor:

Angela Banks, Budget Director

Leon Fisher, Chief Financial Officer

Rachel Seward, Dep. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent

**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and the Sheldon Arts Foundation (“Agency”) on this 10th day of October, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Sheldon Arts Foundation and the St. Louis Public Schools in order to provide important music and visual arts education programs to students of St. Louis Public Schools, improving knowledge and appreciation for a diverse range of music and visual arts, improving arts skills and providing performance and exhibition opportunities at The Sheldon, and teaching creativity, teamwork, communication skills and respect for diversity.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.



4. **Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

5. **Obligations of SLPS:**

(a) **To provide high school students to participate in the Sheldon Arts Foundation music and visual arts programs.**

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(b) **To provide students and teachers that will participate in the annual jazz residency and in workshops with Sheldon resident artists.**

---

(c) \_\_\_\_\_

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6. **Obligations of Agency:**

(a) **For Sheldon Arts Foundation to provide a variety of music and visual arts programs for St. Louis Public Schools high school students.**

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(b) **For Sheldon Arts Foundation to work with student participants in the annual jazz residency and teachers in workshops with Sheldon resident artists.**

---

(c) \_\_\_\_\_

---

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

**(a) Provide annual jazz residency for SLPS students and staff.**

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**(b) Provides at least three workshops for teachers and students at the Sheldon Art Galleries.**

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**(c) Provide musical instruments to the St. Louis Public Schools through The Sheldon's Music for Lifelong Achievement Program.**

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**8. Term and Termination:** The term of the MOU will be from October 10, 2013 (the Effective Date) through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

Sheldon Arts Foundation

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: Paul K. Reuter

Title: \_\_\_\_\_

Title: Executive Director

# Sheldon Arts Foundation

## Schools To Be Serviced during 2013 - 14

Adams ES

Carr Lane Middle

Ashland ES

Gateway Middle

Dewey ES

Metro HS

Gateway ES

Soldan HS

Laclede ES

Mallinckrodt ES

Mason ES

Peabody ES

Shenandoah ES





# BOARD RESOLUTION

Date: September 12, 2013

Agenda Item : 10-09-13-16

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Rachel Seward, Dep. Supt., Institutional Advancement

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with Ralston Purina, to allow students from Gateway STEM, Metro and Cleveland to participate in the Purina Pet Advocate Leader (PAL) Program. The MOU will be for the period October 10, 2013 to June 30, 2014 at no cost to the District.

**BACKGROUND:** This program has been in the schools for several years. In addition to participating in the PAL Program, Purina will pay for the students to participate in the Youth Leadership St. Louis Program and provide transportation to/from the events. Juniors who have successfully completed their year of leadership activities will be placed in a summer job by Purina.

**Accountability Plan Goals:** Goal I: Student Performance **Objective/Strategy:**

**FUNDING SOURCE:** (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Gateway STEM, Metro and Cleveland

Requestor:

Angela Banks, Budget Director

Rachel Seward, Dep. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent

**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and Ralston Purina ("Agency") on this 10th day of October, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Ralston Purina and the St. Louis Public Schools in order to allow students from Gateway STEM, Metro, and Cleveland NJROTC to participate in the Purina Pet Advocate Leader (PAL) program. Purina will pay for students to participate in the Youth Leadership St. Louis Program (YLSL) and will provide transportation to/from events. Purina will place the students in a summer job once students has successfully completed their year of leadership activities.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no

negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

**5. Obligations of SLPS:**

- (a) Coordinate with Purina PAL liaisons to ensure active participation of students.
- (b) Assist Purina with the selection process.
- (c) Serve as chaperone, when needed, when students attend PAL or YLSL activities.

**6. Obligations of Agency:**

- (a) Communicate with SLPS liaison regarding anything student related
- (b) Follow safety guidelines for students as established by SLPS
- (c) Prepare engaging activities for students to ensure time spent out of classroom is well utilized.

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

- (a) Students who successfully complete the program during their Junior year will be awarded a summer job through Purina.
- (b) Students will create a public service announcement used by Purina to promote animal health care topics.

**8. Term and Termination:** The term of the MOU will be from October 10, 2013 through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

Ralston Purina

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_







# BOARD RESOLUTION

Date: September 13, 2013

Agenda Item : 10-09-13-17

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Rachel Seward, Dep. Supt., Institutional Advancement

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors: Renewal  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 09-27-12-05

**SUBJECT:** To approve a renewal of the Memorandum of Understanding (MOU) with Craft Alliance to continue a partnership to provide opportunities for SLPS students to learn about contemporary craft art that goes beyond the traditional classroom art experience. The MOU will be for the period October 10, 2013 to June 30, 2014.

**BACKGROUND:** The Craft Alliance program began in 2006 and since that time 25 schools have participated in the program which has provided our students the chance to learn studio techniques in clay, metalsmithing, glass, graphics, and textile arts. The Craft Alliance will be offering the ArtSmarts program to 20-25 SLPS schools and to 600 students in the upcoming year.

Accountability Plan Goals: Goal IV: Parent Community Involvement

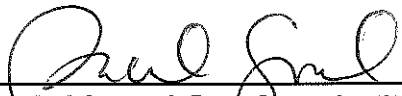
Objective/Strategy: IV.A.


FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

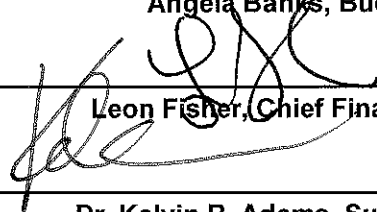
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

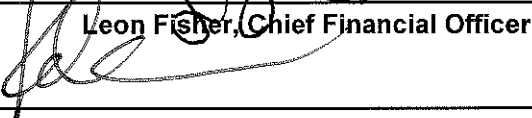
Department: Institutional Advancement

Requestor:

  
 Rachel Seward, Dep. Supt., Institutional Advancement

  
 Angela Banks, Budget Director

  
 Leon Fisher, Chief Financial Officer

  
 Dr. Kelvin R. Adams, Superintendent

**Memorandum of Understanding**  
**Performance Standard(s)**  
**Report**

Agency: Craft Alliance

School: All SLPS High Schools

From: July 1, 2012 To: June 30, 2013

**Performance Standard 1: Ten (10) or more students will learn about contemporary craft art and demonstrate favorable performance evaluation from participation in hands-on classes and visits to Craft Alliance exhibitions.**

**Status:** Ten students who were introduced to this experience have gone on to participate in Craft Alliance's 4-year young artist mentoring program. The students were inspired by the exposure to hands-on experience with materials and techniques unavailable in the traditional art classroom, and wanted more. The deep and positive effect was evident in the students' subsequent use of vocabulary and art concepts, indicating a higher level of knowledge.

**Performance Standard 2: The agency will provide opportunities for students to learn about contemporary craft art.**

**Status:** The students were provided the opportunity to visit three Craft Alliance exhibitions and under the guidance of a teaching artist, learned studio techniques in clay, metalsmithing, glass, graphics and textile arts. 420 students were introduced to the ArtSmarts program, having the opportunity to learn about contemporary craft art.

**Submitted by:** Linda Riekens, Development and Partnership Officer

**Date:** September 3, 2013

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Recommendation:**

Continue

Discontinue

**MEMORANDUM OF UNDERSTANDING**  
**(NON-FUNDRAISING)**

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Craft Alliance ("Agency") on this 10th day of October, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between the Craft Alliance and the St. Louis Public Schools in order to introduce SLPS middle and high school students to contemporary craft media and studio practices.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU. To the extent that the Agency believes in the future that its activities require fundraising, the parties agree that all documents and activities associated with any such fundraising effort will be cooperatively prepared and separately agreed to, and **must be approved by the Special Administrative Board of the Transitional School District of the City of St. Louis prior to implementation.**

**2. Limitation of Liability:** Each party to this MOU shall be solely responsible for any and all actions, suits, damages, liability, or other proceedings brought against it as a result of the alleged negligence, misconduct, error, or omission of any of its officers, agents or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims, and the SLPS shall continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

**4. Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to

the education and/or medical records of students. Both during the term of this MOU and thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

**5. Obligations of SLPS:**

- (a) Select middle and high school students to participate in Craft Alliance's ArtSmarts program.
- (b) Participating SLPS teachers complete evaluations at the conclusion of the program.

**6. Obligations of Agency:**

- (a) Craft Alliance will offer ArtSmarts, a program that provides students with the opportunity to learn about contemporary art through a series of field trips that go beyond the traditional classroom experience. Craft Alliance will offer ArtSmarts to up to 22 SLPS schools, reaching as many as 660 students in the 2013-2014 academic year.
- (b) Craft Alliance will implement and facilitate the ArtSmarts program in its two locations in the Delmar Loop and in Grand Center.
- (c) Craft Alliance will provide transportation for the students to our two locations.

**7. Success of this program will be measured using the following Performance Standards:**

**Performance Standards:** Agency performance at the end of the term of this Memorandum of Understanding will be measured by the Agency's compliance with the following performance standards:

- (a) A minimum of 240 middle and high school students will participate in the program.
- (b) Each student will participate in three, two hour field trips in which they will learn about the art in three exhibitions and visit three studios, where they will be taught art techniques in clay, metalsmithing, textile arts, graphics and glass, creating art themselves that relates to the concepts and materials used by the exhibiting artists.

**8. Term and Termination:** The term of the MOU will be from 10<sup>th</sup> Day of October, 2013 (the Effective Date) through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

**Saint Louis Public Schools**

**Craft Alliance**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: Boo McLoughlin

Title: \_\_\_\_\_

Title: Executive Director

# Craft Alliance

## Schools To Be Serviced during 2013 - 14

New American Preparatory	Carnahan HS
Carr Lane Middle	Clyde C. Miller HS
Compton Drew Middle	Gateway STEM HS
Gateway Middle	Roosevelt HS
Lyon@Blow	Sumner HS
McKinley Junior Leadership Academy	Cleveland NJROTC HS
Yeatman-Liddell Middle	Soldan HS
Peabody Shenandoah ES	Vashon HS
Pamoja @ Cole	Central VPA HS
Metro HS	McKinley CLA HS







# BOARD RESOLUTION

Date: September 13, 2013

Agenda Item : 10-09-13-18

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Paula Knight, Assistant Superintendent of Early Childhood / Early Childhood Special Education

Action to be Approved:  
Memorandum of Understanding

Other Transaction Descriptors: Renewal  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 06-07-12-13

Prior Year Cost No Cost

**SUBJECT:** To approve the renewal of the Memorandum of Understanding with the YWCA Head Start to provide the framework for the cooperative efforts between the YWCA and SLPS. The program will be for the period of October 10, 2013 to July 31, 2014 and there will be no cost to the District. This MOU will be brought to the Board for approval of the second year of the MOU.

**BACKGROUND:** The YWCA Head Start will maximize the use of available local resources in providing special education and related special education services to young children and families under federal IDEA guidelines.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: I.1.D.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Early Childhood

Requestor: Crystal Hunter

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Paula Knight, Assistant Superintendent of Early Childhood / Early Childhood Special Education

Dr. Kelvin R. Adams, Superintendent

Memorandum of Understanding

Performance Standard(s)

Report

Agency: YWCA St. Louis Head Start

School: Early Childhood

From: Crystal Hunter To: Paula Knight & Stacy Clay

**Performance Standard 1:** The YWCA St. Louis Head Start and SLPS shall obtain written consent of parents before disclosing personally identifiable information from the education records of a child. The written consent must be signed and dated by the parent giving consent. The use of a common release of information form is recommended.

**Status:** The common release of information has been used. As part of IDEA, SLPS maintains confidential files in locked cabinets with a signature page attached.

**Performance Standard 2:** Screening shall be a collaborative effort between the YWCA and SLPS and not a duplication of services.

**Status:** The YWCA and SLPS have established procedures for screening that are not a duplication of services.

**Performance Standard 3:** Both programs require observation as part of the evaluation process.

**Status:** The YWCA has established procedures for evaluation teams to observe students in their centers as part of the process.

**Performance Standard 4:** The YWCA shall be included as the implementer of appropriate IEP goals. The parties will include the parent(s) in planning for their child's IEP.

**Status:** The YWCA and SLPS have developed procedures to ensure parents actively participate in developing and implementing IEP goals. Parents are notified in accordance with IDEA requirements to attend all meetings and as much as practicable, students may remain at the center site if appropriate per the IEP.

**Performance Standard 5:** When enrollment in the YWCA is recommended for a child with a disability, consultation between SLPS and YWCA Head Start Disabilities Specialist takes place to determine if YWCA Head Start program is appropriate for the child. Staffing meetings will be held to review the child's and family's progress toward established goals.

Status: The YWCA and SLPS have developed procedures to ensure parents actively participate in developing and implementing IEP goals. Parents are notified in accordance with IDEA requirements to attend all meetings and as much as practicable, students may remain at the center site if appropriate per the IEP.

**Submitted by:** Crystal Hunter

**Date:** 8/30/2013

**Reviewed by:**

---

**Date:** \_\_\_\_\_

**Recommendation:**

- Continue
  
- Discontinue

**MEMORANDUM OF AGREEMENT**  
Between  
**YWCA St. Louis Head Start/Early Head Start Program**  
And  
**SAINT LOUIS PUBLIC SCHOOL DISTRICT**

**I. Parties**

The parties included in this Memorandum of Understanding (MOU) are the YWCA Metro Saint Louis Head Start/Early Head Start Program (YWCA HS/EHS) and Saint Louis Public School District.

**II. Purpose**

The purpose of this MOU between the YWCA St. Louis Head Start/Early Head Start Program and the Saint Louis Public School District is:

- To define the coordination and collaborative roles and responsibilities of each party, enhancing relationships that will serve children and their families best while meeting the needs of Saint Louis Public School District and the YWCA HS/EHS Program;
- To achieve a coordinated service system;
- To improve, through planning and coordination, the availability and quality of services for children and their families by ensuring that all children in the service area have access to quality care and education;
- To support children's optimal development and school readiness;
- To address the unique strengths and needs of the local population served by both parties;
- To reduce duplication and enhance efficiency of services; and
- To coordinate information exchange.

**III. Authority**

This agreement is guided by:

- Head Start Performance Standards (45-CFR-1301, 1306,1308 );
- Memorandum of Understanding involving 1) The Missouri Department of Elementary and Secondary Education (DESE), 2) the Region VII Department of Health and Human Services Administration for Children and Families Office of Community Operations, 3) the Missouri Head Start Association, and 4) the Region II Quality Improvement Center for Disability Services

- Individuals with Disabilities Education Act (IDEA): the State of Missouri Department of Elementary and Secondary Education Regulations for implementing Part B of IDEA;
- Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA);
- Public Law 110-134 "Improving Head Start for School Readiness Act of 2007"; which mandates Head Start's responsibility for coordination and collaboration with the appropriate local entity responsible for managing publically funded preschool programs in the service area of the YWCA Metro St. Louis Head Start/Early Head Start as mandated in the Head Start Act; and
- Department of Elementary and Secondary Education (DESE) Early Childhood Act (ECDA) Section 5 CSR 50-270.010 of the Missouri Code.

#### **IV. Joint Roles in System Collaboration, Alignment, and Implementation**

This agreement is not intended to create any new binding requirements for the YWCA Head Start/Early Head Start Program and/or the Saint Louis Public School District but serves:

- To reflect current legislative and regulatory requirements as well as recommended practices;
- To be used as a guide by the YWCA HS/EHS Program and Saint Louis Public School District to create local collaboration responsive to the needs of the St. Louis community; and
- To commit the participants to promoting integration of all early childhood programs through enhancing awareness of, and coordination with, programs and resources that address the needs of all young children in the metropolitan St. Louis area. Examples include, but are not limited to, Missouri Preschool Project programs, Parents As Teachers, Even Start, Title I Preschools, Child Care Block Grant programs, and Migrant and Homeless Programs.

#### **V. Objectives**

The objectives of this Memorandum of Understanding are:

- To provide a framework for the development of interagency agreements and cooperative efforts between the YWCA HS/EHS Program and the Saint Louis Public School District;
- To clarify roles and responsibilities of the YWCA HS/EHS Program and Saint Louis Public School District in working with families;
- To provide information to Saint Louis Public School District about Head Start's national policies;

- To provide information to the YWCA HS/EHS Program administrators and program staff about Saint Louis Public School District state and local policies;
- To provide opportunities for the YWCA HS/EHS Program and Saint Louis Public School District staff to discuss mutual accomplishments and concerns;
- To encourage cooperation among the YWCA HS/EHS Program, Saint Louis Public School District and State agencies in the further development of high quality early childhood and parent education services throughout the Saint Louis area;
- To maximize the full use of available local resources in providing special education programs and related services to young children with disabilities and their families in St. Louis; and
- To assure coordination of services to children with disabilities served by the YWCA HS/EHS Program and Saint Louis Public School District.

## VI. Areas of Collaboration

### A. School Readiness

Collaborative Effort. The YWCA St. Louis Head Start and the Saint Louis Public School District will work together to align expectations for school readiness and provide feedback for program improvement.

#### YWCA St. Louis Head Start/Early Head Start Program

- a. To provide a School Readiness plan that is aligned with the Head Start Framework, Saint Louis Public School District's expectations, and Missouri Standards.
- b. To implement a research based curriculum.
- c. To use an ongoing research based assessment tool that provides child level, classroom level, center level, and program level data.
- d. To share program wide data for feedback with Saint Louis Public School District.

#### Saint Louis Public School District

- a. To share any School Readiness plans or expectations with the YWCA St. Louis Head Start/Early Head Start Program.
- b. To provide feedback about curriculum and educational operating plans.

- c. To review child outcomes data and provide input into program improvement.
- d. To share Saint Louis Public School District's vision and goals for its students transitioning to Kindergarten.

## **B. Screening**

Collaborative Effort. Screening should be a collaborative effort between the YWCA St. Louis Head Start and the Saint Louis Public School District when possible and not a duplication of services. Results from screening will be used to individualize educational approaches to children.

### YWCA St. Louis Head Start/Early Head Start Program

- a. To screen, as mandated by Head Start Performance Standards, all children enrolled in the Head Start Program in developmental areas that include standardized health screening: speech, hearing, vision, developmental and social/emotional.
- b. To share screening information with Saint Louis Public School District for those children referred by Head Start to Saint Louis Public School District for additional program options, with parental permission.
- c. To review all previous screening and evaluation data when receiving referrals from Saint Louis Public School District.

### Saint Louis Public School District

- a. To provide screening through Parents as Teachers (PAT) when beneficial for both Saint Louis Public School District and YWCA HS/EHS Program.
- b. To provide the YWCA HS/EHS Program with screening information for those children referred to and/or enrolled in Head Start programs, with parental permission.
- c. To review all screening, evaluation, anecdotal and other pertinent data when receiving referrals from the YWCA HS/EHS Program.

## **C. Evaluation**

Collaborative Effort. Both programs require contact with the student as part of the evaluation for eligibility for Special Education. This contact requirement may take place at the YWCA St. Louis Head Start/Early Head Start Centers, at a place predetermined by Saint Louis Public School District or any combination.

YWCA St. Louis Head Start/Early Head Start Program

- a. To ensure that a comprehensive multidisciplinary evaluation is made available to all children suspected of having a disability.
- b. To assist parents/guardians with completing the referral packet and to obtain the parents' permission to share information and records with Saint Louis Public School District.
- c. To assist parents/guardians in obtaining an evaluation for their child(ren) within 90 days from the date of the delivery of the referral packet to (Saint Louis Public School District.
- d. To share information and records with the Saint Louis Public School District, with parental permission.
- e. To support Saint Louis Public School District in contacting parents to obtain signatures and to support parents/guardians' attendance at necessary meetings.
- f. To participate with Saint Louis Public School District in the comprehensive assessment process, with parental permission.

Saint Louis Public School District

- a. To provide a multidisciplinary evaluation for all preschool children suspected of having a disability whose parents/guardians reside in Saint Louis Public School District or representing district and who have been referred for further evaluation due to the suspicion of an educational disability.
- b. To obtain parents' permission to provide a diagnostic evaluation and to obtain information and/or records from YWCA HS/EHS Program staff for children enrolled in the Head Start program prior to initiation of the evaluation.
- c. To provide parents with a copy of procedural safeguards upon receipt of referral and to complete evaluation as required by law.
- d. To share evaluation information with the YWCA HS/EHS Program, with parental permission.
- e. To work collaboratively with YWCA HS/EHS Program in the assessment process, with parental permission.

**D. Individual Education Plan (IEP)**

Collaborative Effort. The YWCA St. Louis Head Start/Early Head Start Program shall be considered an integral support students in meeting IEP goals. Saint Louis Public School District staff and the YWCA Head Start/Early Head Start Program staff will collaborate to assist the student in the development of skills addressed in



the IEP. The YWCA St. Louis Head Start/Early Head Start Program and Saint Louis Public School District will include parents in planning for children's IEP. The information contributed by the parents will be instrumental in developing goals and objectives.

YWCA St. Louis Head Start/Early Head Start Program

- a. To make available support services (or referral for support services) for children in need of additional support but who do not, by the State Department of Elementary and Secondary Education, meet eligibility for a free and appropriate special education.
- b. To participate with the permission of parents in the IEP process for children enrolled in the YWCA HS/EHS program who have been found eligible for IEP services, with parental permission.
- c. To individualize lesson planning according to adaptations, modifications and goals listed in the IEP.

Saint Louis Public School District

- a. To develop IEPs for children, individually, when Saint Louis Public School District's or representing district's evaluation process has determined that the eligibility criteria as established by the State Department of Elementary and Secondary Education have been met.
- b. To invite and expect YWCA St. Louis Head Start Program staff to participate in IEP meetings for children referred to or enrolled in the YWCA HS/EHS program.
- c. To provide YWCA HS/EHS program with copies of the IEP, behavior support strategies and any other information necessary for properly supporting the students.

**E. Placement**

Collaborative Effort. When enrollment in the YWCA St. Louis Head Start Program is recommended for children with disabilities, consultation between Saint Louis Public School District representative and the YWCA St. Louis Head Start Program staff will take place to determine if the YWCA St. Louis Head Start Program is an appropriate placement for them. Staffing meetings will be held to review children's and families' progress, individually, toward established goals.

Saint Louis Public School District or representing district shall assume responsibility for special education and related services for early childhood special education eligible children. Special education and related services

provided by (SCHOOL DISTRICT) should be delivered at the YWCA St. Louis Head Start center whenever possible.

YWCA St. Louis Head Start/Early Head Start Program

- a. To fully include children with disabilities into the YWCA HS/EHS Program when their parents wish them enrolled in Head Start, they meet age and income eligibility, and when Head Start is an appropriate placement according to their IEP and the program has space for enrollment.
- b. To collaborate with Saint Louis Public School District to ensure the provision of related services to children with disabilities as defined in the IEP.
- c. To provide appropriate space and a welcoming environment for those service providers providing IEP related services.
- d. To adequately prepare for serving children with IEPs by following the YWCA HS/EHS policies and procedures for collecting and maintaining necessary data and information and addressing any noted need.

Saint Louis Public School District

- a. To provide special education and related services based on the IEP goals and objectives in the Least Restrictive Environment (LRE) to children who meet the eligibility criteria.
- b. To provide related services as specific for IEP eligible children, individually, in compliance with the IEP as written by authorized representatives of School District program.
- c. To provide appropriately credentialed staff to deliver related IEP services and to have those services delivered as outlined in the IEP.
- d. To support YWCA HS/EHS staff through consultation, education and/or training on how the designated disability impacts students' learning.

**F. Referral/Recruitment**

Collaborative Effort. the YWCA St. Louis Head Start Program and the Saint Louis Public School District shall obtain written consent of parents before disclosing personally identifiable information from the education records of children. The written consent must be signed and dated by parents giving the consent and shall include the following: 1) a specification of the records to be disclosed, 2) the purpose of the disclosure, and 3) the party of parties to whom the

disclosure may be made. The use of a common release of information form is recommended.

YWCA St. Louis Head Start/Early Head Start Program

- a. To intentionally recruit and enroll children with educationally diagnosed disabilities equaling at least 10% of the funded enrollment (must be found eligible according to MO DESE/IDEA standards for special education).
- b. To assist Saint Louis Public School District with Child Find efforts by identifying through screening and/or observation, children with potential delay and referring them to Saint Louis Public School District for further evaluation.

Saint Louis Public School District

- a. To refer children with disabilities ages three through five (3-5) for whom Head Start would be an appropriate Least Restrictive Environment.
- b. To consider the YWCA HS/EHS Program as placement for families who may be age/income eligible, particularly for children recently found eligible for IEP services.

**G. Family Involvement**

Collaborative Effort. The YWCA St. Louis Head Start Program and the Saint Louis Public School District must take every effort to assure that the parents of children are present at IEP meetings and are given an opportunity to participate.

YWCA St. Louis Head Start/Early Head Start Program

- a. To assist in the contacting of parents and the providing of transportation for parents, if and when necessary, to ensure their participation at evaluations sessions and IEP meetings.
- b. To provide parents with information training and skills to advocate successfully for their child(ren) with disabilities.
- c. To provide information and recommendation from the Head Start Family Partnership Agreement to Saint Louis Public School District, with parental permission.
- d. To support parents in understanding their importance in navigating educational systems for their child(ren).

### Saint Louis Public School District

- a. To inform YWCA HS/EHS Program staff of evaluation, eligibility, and IEP meetings dates and times.
- b. To provide appropriate parent involvement activities and parent education to enhance children's development for families whose children participate in Saint Louis Public School District.
- c. To review the YWCA St. Louis Head Start Family Partnership Agreement, when necessary, with parental permission.
- d. To work with the YWCA HS/EHS Program in supporting families to become ready to support their child(ren) for a lifetime of academic success.

### **H. Staff Development**

Collaborative Effort. The YWCA Head Start/Early Head Start Program and the Saint Louis Public School District will share information including statewide training opportunities, newsletters, and other information as deemed appropriate.

### YWCA St. Louis Head Start/Early Head Start Program

- a. To schedule ongoing in-service training and technical support for staff of both parties, in order to increase their knowledge and skills.
- b. To invite the Saint Louis Public School District staff to participate in training events and program visits.
- c. To share training plans and resources with Saint Louis Public School District.
- d. To collaborate on the best practice for staff development.

### Saint Louis Public School District

- a. To share training plans and resources with the YWCA HS/EHS Program during Education Advisory and other collaborative meetings.
- b. To provide training and technical assistance to YWCA HS/EHS Program staff for specific techniques and interventions being used with the children receiving services.
- c. To attend Education Advisory meetings with YWCA Head Start program and share knowledge of best practices, upcoming staff trainings, and program visits.

- d. To include YWCA HS/EHS program administrators in Coalition meetings and other Early Childhood Special Education (ECSE) director meetings.

## I. Transition

Collaborative Effort. The YWCA St. Louis Head Start/Early Head Start Program and the Saint Louis Public School District shall develop a system to ensure transfer of information between agencies about children who will be transitioning from the program to the school district. In developing this system, administrators should keep in mind the requirements of disclosure contained in the Family Education Rights and Privacy Act of 1974 and the Education of the Handicapped Act. Information of transfer should include health records, data on diagnosed disabilities, developmental status and social services received.

### YWCA St. Louis Head Start/Early Head Start Program

- a. To arrange meetings, when necessary, with Saint Louis Public School District personnel for the purpose of transition planning into and out of Head Start and into school age placement.
- b. To identify and contact Saint Louis Public School District personnel, families, necessary staff, when applicable, for children with disabilities transferring into or out of YWCA HS/EHS placement, ensuring a smooth, successful transition.
- c. To forward copies of the children's diagnostic, health and education records to Saint Louis Public School District child diagnostic team, with parental permission.
- d. To include the parents in children's transition process.
- e. To provide families with Kindergarten Registration information.
- f. To request families to complete a Kindergarten Transition form that will be sent to the Saint Louis Public School District, which will provide basic information and identification on children who attend the YWCA HS/EHS Program.

### Saint Louis Public School District

- a. To develop and implement a system to assure that children with disabilities transitioning from the YWCA HS/EHS Program to Saint Louis Public School District will do so with optimum services, care and consideration.
- b. To meet with applicable YWCA HS/EHS Program staff, when necessary, to discuss transition planning for children with disabilities.

- c. To review existing records and determine the status of each suspected or identified child with a disability and to verify the need for additional information to assist in evaluation, IEP development and placement at age 5, with parental permission.
- d. To include the parents in children's transition process.
- e. To provide the YWCA HS/EHS Program with Kindergarten enrollment with transition process.
- f. To distribute the transition forms to the buildings in which the YWCA HS/EHS Program children are registered to attend Kindergarten.

#### **VII. Duration of Agreement**

The duration of this contract is from the period of October 10, 2013 to July 31, 2015.

#### **VIII. Cancellation**

This agreement is subject to termination upon thirty (30) days advanced, written notice by either party. In the event that Saint Louis Public School District – ECSE can part or the entire contract will be cancelled.

#### **XI. In-Kind Non-Federal Share**

Saint Louis Public School District agrees to provide the YWCA Head Start/Early Head Start Program with a statement for the purpose of in-kind reporting that reflects:

- The yearly per pupil expenditure for the closing school year and the percentage of that cost that is covered by non-federal funds,
- The number of PAT screenings and the state reimbursement per screen, and
- Any training and technical assistant cost when applicable.

**X. Amendments**

This contract is subject to amendment at any time, but only upon full written consent and approval by both parties.

**APPROVED BY:**

\_\_\_\_\_  
Superintendent  
Saint Louis Public School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Stacy E. Johnson  
Assistant Director  
YWCA Metro St. Louis Head Start/Early Head Start Program

\_\_\_\_\_  
Date







# BOARD RESOLUTION

Date: September 13, 2013

Agenda Item : 10-09-13-19

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Dan Edwards, Assoc. Supt., Secondary Schools

Action to be Approved: Purchase of Good (s)

Other Transaction Descriptors: Sole Source  
(i.e.: Sole Source, Ratification)

Previous Board Resolution # 06-27-13-02 and 05-09-13-14

Prior Year Cost \$41,447

**SUBJECT:** To approve a sole source purchase from the College Board/Advanced Placement (AP) Exams for the payment of the 2014 AP testing fees for (AP) exams for the 2014 test period at a cost not to exceed \$40,000.

**BACKGROUND:** The District has been supporting the AP program since 2007. Since the testing process is the culminating experience, we would like to continue the support of our college bound students with the opportunity to achieve college credit while in high school by taking the AP exams.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.1.A

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 816-00-110-2331-6412	GOB	Requisition #:
Amount: \$40,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$40,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600002136


Department: APIP

Requestor: Dr. Edwards

  
Dr. Dan Edwards, Assoc. Supt., Secondary Schools

  
Dr. Cleopatra Figgures, Dep. Supt., Accountability /  
Acting Chief Academic Officer

  
Angela Banks, Budget Director

  
Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Dr. Dan Edwards	<b>Date:</b> September 4, 2013
<b>Department / School:</b> APIP	<b>Phone Number:</b> 314.345.2300
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
This provides the college bound students with the opportunity to achieve college credit while in high school by taking the AP exams.	
<b>Vendor Name:</b> College Bound	<b>Email:</b>
<b>Vendor Contact:</b> ETS Service	<b>Phone Number:</b> 610.290.8979
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
When Advanced Placement students complete their courses in May, they are expected to take the AP exam in order to receive college credit. These funds are necessary to support our AP students. AP exams serve as a culminating activity of the AP classes.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
AP exams are the sole product of College Board.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
N/A	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
N/A	
<i>I certify the above information is true and correct and that I have no financial, personal or other beneficial interest in the specified vendor.</i>	
<b>Your sole source request will not be approved without the required signatures below:</b>	
Department Head	Date
CFO	Date
Superintendent	Date

## Sole Source Checklist

### 1. Check one of the following:

- One-of-a-kind** The commodity or service has no competitive product and is available from only one supplier.

Prior to checking this box you must complete each of the following tasks:

- Search the internet for companies providing similar services.
- Search purchasing files to determine if district has a record of vendors(s) that have provided similar services.
- Document search activities and findings.

- Compatibility** The commodity or service must match existing brand of equipment for compatibility and is available from only one vendor.

Prior to checking this box you must complete the following task:

- Provide documentation from the provider of the original equipment/services that the equipment/services in question must be provided by the vendor in question.

- Replacement Part** The commodity is a replacement part for a specific brand of existing equipment and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document a search for additional suppliers.

- Delivery Date** Only one supplier can meet necessary delivery requirements.

Prior to checking this box you must complete each of the following tasks:

- Document delivery date and quotes from at least two other vendors.
- Document rationale in support of treating the delivery date as mission critical.

- Research Continuity** The commodity or service must comply with established District standards and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Document district adoption of standard (i.e. Textbook adoption).

- Unique Design** The commodity or service must meet physical design or quality requirements and is available from only one supplier.

Prior to checking this box you must complete the following task:

- Sole supplier (i.e. Regional Distributor).

- Emergency URGENT NEED** for the item or service does not permit soliciting competitive bids, as in cases of emergencies, disasters, etc.

Prior to checking this box you must complete the following task:

- Complete Emergency Purchase Form.

2. If the Sole Source Criteria is met, then complete the Sole Source Form;

3. If the Sole Source Criteria are not met, then the item must be bid.





# BOARD RESOLUTION

Date: September 17, 2013

Agenda Item : 10-09-13-20

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Cleopatra Figgures, Dep. Supt., Accountability

Action to be Approved:

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the purchase of science materials from Sangari Active Science for grades K-2 Active Science and IQWST grades 6-8. The cost of the complementary science materials will not exceed \$10,067.16.

**BACKGROUND:** With the completion of the Next Generation Science Standards earlier this year and the anticipation of changes in the state science assessment in the next 3-4 years now is a good time to supplement the present science materials. The SLPS K-8 science curriculum is very text book driven and mostly consists of reading about science. The research clearly indicates that an inquiry based, hands on approach with reading and writing embedded improves not only science literacy but also reading and math. With the research in mind, these materials utilize inquiry based investigations and will better prepare our students. These materials will be evaluated to scale across other grade levels.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1A

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source: 984-00-110-2822-6411	GOB	Requisition #: 10135610
Amount: \$10,067.16		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$10,067.16	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600015592

Department: Curriculum/Instruction

Requestor: Susan Raney

Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Dr. Cleopatra Figgures, Dep. Supt., Accountability

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



**sangari active science**  
THINK. DO. LEARN.

### Sangari Quote

**S** St.Louis Public School  
**O** Susan Raney  
**L** 801 N 11th Street  
**D** St.Louis MO 63101  
**T**  
**O**

**S** St.Louis Public School  
**H** Susan Raney  
**I** 801 N 11th Street  
**P** St.Louis MO 63101  
**T**  
**O**

**B** Susan Raney  
**I** St.Louis Public School  
**L** 801 N 11th Street  
**L** St.Louis MO 63101  
**T**  
**O**

ORDER NO.	CUSTOMER NO.	ORDER DATE	PAGE
521	284	7/22/2013	1

SHIP VIA	PAYMENT	PO	PROMO CODE
Standard			50%OFFALL

INSIDE DELIVERY	LIFT GATE	ADVANCED NOTIFICATION	DELIVERY DATE	SCHOOL START DATE	PD DATE
No	No	No			

SKU	PRODUCT	QUANTITY	SHIPPED	BACKORDER	UNIT PRICE	EXT PRICE
IC1-DK-E-V2	DURABLE KIT W/EQUIPMENT, HOW CAN I SMELL THINGS FROM A DISTANCE	4	0	0	\$1,295.00	\$5,180.00
IC1-RK-V2	REFILL KIT, HOW CAN I SMELL THINGS FROM A DISTANCE	12	0	0	\$75.00	\$900.00
IC1-SE8-V2	SE, PK/8, HOW CAN I SMELL THINGS FROM A DISTANCE	48	0	0	\$36.50	\$1,752.00
K01100	Kindergarten-Think Like A Scientist-Master Kit	1	0	0	\$460.00	\$460.00
K12100	Elementary-Light, Shadow , Color-Master Kit	4	0	0	\$600.00	\$2,400.00
K21100	Elementary-Solids, Liquids, and Gases-Master Kit	2	0	0	\$520.00	\$1,040.00
PDDAY	General - General Merchandise - Professional Development Day	2	0	0	\$1,500.00	\$3,000.00
PS1-DK-E-V2	DURABLE KIT W/EQUIPMENT, CAN I BELIEVE MY EYES	2	0	0	\$740.00	\$1,480.00
PS1-RK-V2	REFILL KIT, CAN I BELIEVE MY EYES	4	0	0	\$25.00	\$100.00
PS1-SE8-V2	SE, PK/8, CAN I BELIEVE MY EYES	17	0	0	\$36.50	\$620.50
T01221	Kindergarten-Think Like A Scientist-My Science Notebook	20	0	0	\$1.30	\$26.00
T12221	Elementary-Light, Shadow , Color-Student Science Notebook	86	0	0	\$1.42	\$122.12
T12321	Elementary-Light, Shadow , Color-Student Lab Manual	48	0	0	\$19.95	\$957.60
T21221	Elementary-Solids, Liquids, and Gases-Student Science Notebook	42	0	0	\$1.42	\$59.64
T21321	Elementary-Solids, Liquids, and Gases-Student Lab Manual	24	0	0	\$19.95	\$478.80

SUBTOTAL	TAX	SHIPPING	DISCOUNT	TOTAL
\$18,576.66	\$0.00	\$1,557.67	\$10,067.17	\$10,067.16



## Position Statement

# The Integral Role of Laboratory Investigations in Science Instruction

## Introduction

A hallmark of science is that it generates theories and laws that must be consistent with observations. Much of the evidence from these observations is collected during laboratory investigations. A school laboratory investigation (also referred to as a lab) is defined as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC 2006, p. 3). Throughout the process, students should have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. These skills and knowledge, fostered by laboratory investigations, are an important part of inquiry—the process of asking questions and conducting experiments as a way to understand the natural world (NSTA 2004). While reading about science, using computer simulations, and observing teacher demonstrations may be valuable, they are not a substitute for laboratory investigations by students (NRC 2006, pg. 3).

For science to be taught properly and effectively, labs must be an integral part of the science curriculum. The National Science Teachers Association (NSTA) recommends that all preK–16 teachers of science provide instruction with a priority on making observations and gathering evidence, much of which students experience in the lab or the field, to help students develop a deep understanding of the science content, as well as an understanding of the nature of science, the attitudes of science, and the skills of scientific reasoning (NRC 2006, p. 127). Furthermore, NSTA is committed to ensuring that all students—including students with academic, remedial, or physical needs; gifted and talented students; and English language learners—have the opportunity to participate in laboratory investigations in a safe environment.

## Declarations

NSTA strongly believes that developmentally appropriate laboratory investigations are essential for students of all ages and ability levels. They should not be a rote exercise in which students are merely following directions, as though they were reading a cookbook, nor should they be a superfluous afterthought that is only tangentially related to the instructional sequence of content. Properly designed laboratory investigations should:

- have a definite purpose that is communicated clearly to students;
- focus on the processes of science as a way to convey content;
- incorporate ongoing student reflection and discussion; and

- enable students to develop safe and conscientious lab habits and procedures (NRC 2006, p. 101-102).

### **Integration of Labs into the Science Program**

Inquiry-based laboratory investigations at every level should be at the core of the science program and should be woven into every lesson and concept strand. As students move through the grades, the level of complexity of laboratory investigations should increase. In addition, NSTA recommends that teachers and administrators follow these guidelines for each grade level:

#### ***Preschool and Elementary Level***

- With the expectation of science instruction every day, all students at the preschool and elementary level should receive multiple opportunities every week to explore science labs that fit the definition described in the Introduction.
- Laboratory investigations should provide all students with continuous opportunities to explore familiar phenomena and materials. At developmentally appropriate levels, they should investigate appropriate questions, analyze the results of laboratory investigations, debate what the evidence means, construct an understanding of science concepts, and apply these concepts to the world around them.

#### ***Middle and High School Levels***

- With the expectation of science instruction every day, all middle level students should have multiple opportunities every week to explore science labs as defined in the Introduction. At the high school level, all students should be in the science lab or field, collecting data every week while exploring science labs.
- Laboratory investigations in the middle and high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77).
- As students progress through middle and high school, they should improve their ability to collaborate effectively with others in carrying out complex tasks, share the work of the task, assume different roles at different times, and contribute and respond to ideas.

#### ***College Level***

At the college level, all students should have opportunities to experience inquiry-based science laboratory investigations as defined in the Introduction. All introductory courses should include labs as an integral part of the science curriculum. Laboratory experiences should help students learn to work independently and collaboratively, incorporate and critique the published work of others in their communications, use scientific reasoning and appropriate laboratory techniques to



define and solve problems, and draw and evaluate conclusions based on quantitative evidence. Labs should correlate closely with lectures and not be separate activities. Exposure to rigorous, inquiry-based labs at the college level also is important because most teachers develop their laboratory teaching techniques based on their own college coursework laboratory experiences.

### **Support for Teachers of Science**

To give teachers at all levels the support they need to guide laboratory investigations as an integral part of the total curriculum, NSTA recommends:

- Ongoing professional development opportunities to ensure that teachers of science have practical experiences that familiarize them with the pedagogical techniques needed to facilitate inquiry-based labs matched to appropriate science content (NSTA 2006, NRC 2006, p. 150-151).
- Yearly evaluation of the laboratory investigations to determine if they continue to be an integral and effective part of the whole program and the delivery of all content.
- Periodic training in lab logistics, including setup, safety, management of materials and equipment, and assessment of student practices. Safety equipment and annual safety training should be provided so that science educators are well informed about yearly changes in safety procedures to ensure that students and educators are protected (NSTA 2000).
- Training to work with students with academic or remedial needs, physical needs, and gifted and talented students so that teachers can differentiate instruction appropriately. Assistive equipment, additional personnel, and facilities, modified as needed, also should be provided to ensure appropriate instruction of all students.
- Effective preservice programs that prepare teachers to carry out science labs as a central part of every science curriculum.

### **Support for Science Labs**

To ensure that laboratory investigations are implemented in schools, administrative support is crucial. NSTA recommends that the school administration recognize the instructional importance, overarching goals, and essential activities of laboratory investigations and provide the following:

- An adequate facility where labs can be conducted. At the preschool and elementary levels, this means a classroom with sufficient work space, including flat moveable desks or tables and chairs, equipment, and access to water and electricity. At the middle and high school levels, a safe, well-equipped lab space should be available, with necessary equipment and access to water and electricity. In addition, appropriate facilities to work with students with special needs should be provided. (Beihle 1999)

- Adequate storage space for all materials, including devices and materials in common use that are considered hazardous. (Beihle 1999)
- Funding for yearly educator training on how to manage materials and guide inquiry-based learning during labs.
- A budget for regular maintenance of facilities and equipment, as well as annual costs for new or replacement equipment, supplies, and proper waste management.
- A budget that recognizes additional costs required for field experiences.
- Laboratory occupancy load limits (number of occupants allowed in the laboratory) set at a safe level based on building and fire safety codes, size and design of the laboratory teaching facility, chemical/physical/biological hazards, and the needs of the students (Roy 2006; NSTA 2000). Science classes should have no more than 24 students even if the occupancy load limit might accommodate more. (NSTA 2004) Research data shows that accidents rise dramatically as class enrollments exceed this level. (West 2001) Teachers should not be faced with a Hobson's choice—teach in an unsafe environment or sacrifice the quality of teaching by not doing labs.

### **Assessment**

Assessment, a powerful tool in science education, serves both formative and summative purposes. Not only does it help show what students have learned and the nature of their reasoning, it also indicates what gaps remain in learning and what concepts must be reviewed (NSTA 2001). NSTA recommends the following steps to ensure that laboratory investigations are part of the assessment process:

- Teachers of science, supported by the administration, be given the time and training to develop assessments that reveal and measure inquiry skills—the ability to design, conduct, analyze, and complete an investigation, reason scientifically, and communicate through science notebooks and lab reports.
- Instruction and assessment be aligned so that formative and summative assessments are meaningful and can be used to improve the science curriculum as well as determine what students have learned.

*Adopted by the  
NSTA Board of Directors  
February 2007*

### **References**

Biehle, J. T, L. L. Motz, and S. S. West. 1999. *NSTA guide to school science facilities*. Arlington, VA: NSTA Press.

National Research Council (NRC). 2006. *America's lab report: Investigations in high school science*. Washington, DC: National Academy Press.

National Science Teachers Association (NSTA). 2006. NSTA Position Statement: Professional Development in Science Instruction.

National Science Teachers Association (NSTA). 2004. NSTA Position Statement: Scientific Inquiry.

National Science Teachers Association (NSTA). 2004. *Investigating safely; A guide for high school teachers*. Arlington, VA: NSTA Press.

National Science Teachers Association (NSTA). 2001. NSTA Position Statement: Assessment.

National Science Teachers Association (NSTA). 2000. NSTA Position Statement: Safety and School Science Instruction.

Roy, K. 2006. (Lack of) Safety in Numbers? *Science Scope* 30(2):62-64.

West, S.S., J.F. Westerlund, N.C. Nelson, and A.L. Stephenson. 2001. *Conditions that affect safety in the science classroom: Results from a statewide safety survey*. Austin, TX: Texas Association of Curriculum Development.

### **Additional Resources**

Clough, M.P. 2002. National Science Teachers Association. Using the Laboratory to Enhance Student Learning. *Learning Science and the Science of Learning*, ed. R. W. Bybee, 85-96. Arlington, VA: NSTA Press.