

# **BOARD MEETING**

**JULY 18, 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 SCHOOLS  
SUPERINTENDENT'S REPORT**

**July 18, 2013**

(Rescheduled from July 25, 2013)

**1.0 Preliminary**

**1.1 Consent Agenda**

- a) Information Item(s)
  - 1) Back-to-School Fair
  
- b) Business Items
  - 1) Consent Agenda

**07-25-13-01** To approve a contract with the St. Louis Community College at Forest Park for the Dual Enrollment/Early College Academy for the 2013-2014 school year at a cost not to exceed \$59,819.53, pending funding availability.  
**FUNDING SOURCE: GOB**

**07-25-13-02** To approve a contract renewal with Concentra Medical Centers to provide pre-employment medical screenings, TB skin tests, fit-for-duty exams, for cause drug testing and drug testing as required for all potential new hires for the period July 1, 2013 through June 30, 2014 at a cost not to exceed \$55,000, pending funding availability.  
**FUNDING SOURCE: GOB**

**07-25-13-03** To approve a contract renewal with Sunfarm Food Service to provide the produce to support the Fresh Fruit and Vegetable Program for the 2013-2014 school year at a cost not to exceed \$413,882, pending funding availability.  
**FUNDING SOURCE: NON-GOB**

**07-25-13-04** To approve a contract renewal with Malawi Aquatics to provide aquarium and terrarium cleaning services for the aquariums and terrarium at the Gateway MST Elementary School for the period August 1, 2013 through June 30, 2014 at a cost not to exceed \$8,000, pending funding availability.  
**FUNDING SOURCE: GOB**

**07-25-13-05** To approve a contract renewal with Listening For Learning to provide audiology services on an as needed basis to students as required by the Individuals with Disabilities Education Act (IDEA) for the period July 26, 2013 through June 30, 2014 at a cost not to exceed \$46,500, pending funding availability.  
**FUNDING SOURCE: NON-GOB**

- 07-25-13-06** To approve a contract renewal with Deaf Way Interpreting Services to provide sign language interpreting services on an as needed basis to students as required by the Individuals with Disabilities Education Act (IDEA) for the period July 26, 2013 through June 30, 2014 at a cost not to exceed \$355,500, pending funding availability.  
**FUNDING SOURCE: NON-GOB**
- 07-25-13-07** To approve a contract renewal with Midwest Music Therapy Services, Inc. to provide music therapy services on an as needed basis to students as required by the Individuals with Disabilities Education Act (IDEA) for the period July 26, 2013 through June 30, 2014 at a cost not to exceed \$57,500, pending funding availability.  
**FUNDING SOURCE: NON-GOB**
- 07-25-13-08** To approve a contract renewal with Metropolitan Speech and Language Center to provide foreign language interpreting services on an as needed basis to students as required by the Individuals with Disabilities Education Act (IDEA) for the period July 26, 2013 through June 30, 2014 at a cost not to exceed \$26,500, pending funding availability.  
**FUNDING SOURCE: NON-GOB**
- 07-25-13-09** To approve a contract renewal with Supplemental Healthcare to provide occupational, physical and speech & language therapy services on an as needed basis to students as required by the Individuals with Disabilities Education Act (IDEA) for the period July 26, 2013 through June 30, 2014 at a cost not to exceed \$1,950,312, pending funding availability.  
**FUNDING SOURCE: NON-GOB**
- 07-25-13-10** To approve a contract renewal with Supplemental Healthcare to provide nursing services on an as needed basis to students as required by the Individuals with Disabilities Education Act (IDEA) for the period July 26, 2013 through June 30, 2014 at a cost not to exceed \$862,524, pending funding availability.  
**FUNDING SOURCE: NON-GOB**
- 07-25-13-11** To approve contract renewals with multi vendors (*potential agencies are listed on the Resolution under "background information"*) to provide private placement services on an as needed basis to students as required by the Individuals with Disabilities Education Act (IDEA) for the period July 26, 2013 through June 30, 2014 at a cost not to exceed \$2,706,845 pending funding availability.  
**FUNDING SOURCE: NON-GOB**

- 07-25-13-12** To approve a contract renewal with Confluence Preparatory Academy(Confluence) to allow Confluence students to enroll in Career and Technical Education programs for the 2013-2014 school year at a rate of \$2,500 student.  
**FUNDING SOURCE:** N/A
- 07-25-13-13** To approve a sole source contract renewal with Urban Strategies to provide certified Adult Education and Literacy classess for the period August 1, 2013 through June 30, 2014 at a cost not to exceed \$5,000 pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 07-25-13-14** To approve a sole source contract renewal with the International Institute for on-site supervision of Adult Education and Literacy classes for the period August 1, 2013 through June 30, 2014 at a cost not to exceed \$6,000, pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 07-25-13-15** To approve a sole source contract renewal with the International Institute to provide substitute teachers in the Adult Education and Literacy classes for the period August 1, 2013 through June 30, 2014 at a cost not to exceed \$12,000, pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 07-25-13-16** To approve a sole source contract with the Pattonville School District to administer the St. Louis Regional Program for Exceptionally Gifted Students (PEGS) for the period August 12, 2013 through May 31, 2014 at a cost not to exceed \$5,700, pending funding availability.  
**FUNDING SOURCE:** GOB
- 07-25-13-17** To approve a sole source contract renewal with the Lindbergh School District to administer the St. Louis Regional Program for Exceptionally Gifted Students (PEGS) for the period August 12, 2013 through May 31, 2014 at a cost not to exceed \$34,200, pending funding availability.  
**FUNDING SOURCE:** GOB
- 07-25-13-18** To approve a sole source contract renewal with the Institute for Family Medicine to provide the services of a Medical Director for the Office of Health Services for the period August 1, 2013 through June 30, 2014 at a cost not to exceed \$12,000, pending funding availability.  
**FUNDING SOURCE:** GOB

- 07-25-13-19** To approve the renewal of an Agency Partnership Agreement with BJC School Outreach and Youth Development to provide nutrition education programs for the period September 1, 2013 through July 31, 2014 at a cost not to exceed \$19,880, pending funding availability.  
**FUNDING SOURCE: NON-GOB**
- 07-25-13-20** To approve the renewal of an Agency Partnership Agreement with Washington University School of Medicine to provide the fitness education programs for the period September 1, 2013 through July 31, 2014 at a cost not to exceed \$147,931, pending funding availability.  
**FUNDING SOURCE: NON-GOB**
- 07-25-13-21** To approve the renewal of a Memorandum of Understanding (MOU) with Preferred Family Healthcares, Inc. to provide educational services to the Agency's consumers who are located within the District for the period July 26, 2013 through June 30, 2014.
- 07-25-13-22** To approve the renewal of a Memorandum of Understanding (MOU) with 99 Billion Better to provide school-to-work transition training for students with disabilities for the period July 26, 2013 through June 30, 2014.
- 07-25-13-23** To approve the renewal of a Memorandum of Understanding (MOU) with MERS/Goodwill to provide school-to-work transition training for students with disabilities for the period July 26, 2013 through June 30, 2014.
- 07-25-13-24** To approve the renewal of a Memorandum of Understanding (MOU) with St. Vincent de Paul to provide school-to-work transition training for students with disabilities for the period July 26, 2013 through June 30, 2014.
- 07-25-13-25** To approve the renewal of a Memorandum of Understanding (MOU) with Harris Stowe State University to provide a Community-Based Transition Classroom for the period July 26, 2013 through June 30, 2014.
- 07-25-13-26** To approve the renewal of a Memorandum of Understanding (MOU) with Miriam Learning Center to establish a partnership to implement a program focusing on preventative and intervention services for students not eligible for special education services for the period July 26, 2013 through June 30, 2014.



- 07-25-13-27** To approve the renewal of a Memorandum of Understanding (MOU) with the YMCA (Monsanto) to provide school-to-work transition training for students with disabilities for the period July 26, 2013 through June 30, 2014.
- 07-25-13-28** To approve the renewal of a Memorandum of Understanding (MOU) with MERS/Goodwill to provide school-to-work transition training for Nottingham CAJT's students with disabilities for the period July 26, 2013 through June 30, 2014.
- 07-25-13-29** To approve the renewal of a Memorandum of Understanding (MOU) with Compass USA to provide school-to-work transition training for Nottingham CAJT's students with disabilities for the period July 26, 2013 through June 30, 2014.
- 07-25-13-30** To approve the renewal of a Memorandum of Understanding (MOU) with Industrial Aide to provide school-to-work transition training for Nottingham CAJT's students with disabilities for the period July 26, 2013 through June 30, 2014.
- 07-25-13-31** To approve the renewal of a Memorandum of Understanding (MOU) with Bon Appétit to provide school-to-work transition training for Nottingham CAJT's students with disabilities for the period July 26, 2013 through June 30, 2014.
- 07-25-13-32** To approve the renewal of a Memorandum of Understanding (MOU) with the Curators of the University of Missouri on behalf of the University of Missouri to implement and evaluate the Missouri College Advising Corps Program at Gateway and Soldan High Schools for the period August 1, 2013 through June 30, 2014.
- 07-25-13-33** To approve the purchase of a renewal Athletic Accident Insurance Policy through our insurance broker, RS Klostermeyer & Associates for the period August 1, 2013 through July 31, 2014 at a cost not to exceed \$50,000, pending funding availability.  
**FUNDING SOURCE:** GOB
- 07-25-13-34** To approve a sole source subscription purchase from Cooper Institute for web hosting services to support the FITNESSGRAM 9 Physical Education software at a cost not to exceed \$5,696, pending funding availability.  
**FUNDING SOURCE:** NON-GOB

- 07-25-13-35** To approve a purchase of 1800 Fitbook Junior Journals, 16 teacher kits, shipping cost, etc. from Fitlosophy for the Aim to Fitness Program at a total combined cost not to exceed \$25,377.66 which includes a 5% contingency of \$1,208.46, pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 07-25-13-36** To approve a sole source purchase from HOPSports, Inc. for 3 full HOPSports Training Systems at a total combined cost not to exceed \$62,096, pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 07-25-13-37** To approve a sole source purchase from Human Kinetics for 16 site licenses and 16 Tier II Technical Support for the FITNESSGRAM software at a total combined cost not to exceed \$11,211, pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 07-25-13-38** To approve the purchase of two (2) Neo 2 Labs from Renaissance Learning in the amount of \$8,524.79.  
**FUNDING SOURCE:** NON-GOB
- 07-25-13-39** To approve the May 2013 Monthly Transaction Report.
- 07-25-13-40** To approve the Safety and Risk Management Handbook for the 2013-2014 school year.
- 07-25-13-41** To ratify a membership with the Council of Great City Schools for the 2012-2013 school year in the amount of \$35,498.00.  
**FUNDING SOURCE:** GOB
- 07-25-13-42** To approve a contract with Harvard Graduate School of Education for the 2013-2014 Doctor of Education Leadership Residency Program for the period July 1, 2013 through April 30, 2014 at a cost not to exceed \$6,500, pending funding availability.  
**FUNDING SOURCE:** GOB
- 07-25-13-43** To approve an agreement between the District and KIPP-St. Louis (STL) to form a partnership to allow KIPP-STL to access SLPS owned property and for the District to become the Local Education Agency (LEA) for all KIPP-STL schools.
- 07-25-13-44** To request approval to proceed with the New Leaders Program application process.

## **AUGUST 15, 2013 ITEM(S) FOR CONSIDERATION**

- 08-15-13-01** To approve the amendment of Board Resolution Number 08-09-12-06 to increase the cost for transportation services provided by Metropolitan Taxicab Corporation, Express Medical Transporters, Inc. and Harris Taxicab Company. This amended request also includes the reimbursement to those county districts for SLPS' share of transportation costs for students that are transmitted to SLPS from the county due to being in transition. The total combined dollar amount requested is \$429,975.40, pending funding availability.  
**FUNDING SOURCE:** GOB
- 08-15-13-02** To ratify approval of a contract renewal with Steven R. Carroll and Associates for legislative representation of the St. Louis Public Schools for the period July 1, 2013 through June 30, 2014 in an amount not to exceed \$83,000, pending funding availability.  
**FUNDING SOURCE:** GOB
- 08-15-13-03** To approve a contract renewal with Project Construct to provide professional development to pre-school teachers for the period September 1, 2013 through June 30, 2014 at a cost not to exceed \$100,000, pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 08-15-13-04** To approve a contract renewal with Blue Hills Community Services for disbursement of funds to non-public schools for Title II-A and Title III Part A program for the period October 1, 2013 through September 30, 2014 at a total cost not to exceed \$251,500, pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 08-15-13-05** To approve a contract renewal with School Improvement Network to provide a bundled system for teacher effectiveness and support for the components of the PD 360, Observation 360 and Common Core 360 systems for the period August 15, 2013 through June 30, 2014 at a total cost not to exceed \$390,320.37, pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 08-15-13-06** To approve a sole source contract renewal with EnTeam Organization to provide curriculum and professional development services to students and teachers as it relates to the High School Initiative Grant and the Transition Summer School program for the period August 31, 2013 through June 30, 2014 at a total combined cost not to exceed \$90,000, pending funding availability.  
**FUNDING SOURCE:** NON-GOB

- 08-15-13-07** To approve a membership renewal with the Missouri State High School Activities Association (MSHSAA) for the period September 1, 2013 through August 31, 2014 at a cost not to exceed \$25,370.72, pending funding availability.  
**FUNDING SOURCE:** GOB
- 08-15-13-08** To approve the St. Louis Public Schools' benefit cost for the plan year 2014 at an estimated amount of \$27,583,817 annually, pending funding availability.  
**FUNDING SOURCE:** All Funds
- 08-15-13-09** To approve the Parent Information Guide/Student Code of Conduct Handbook for the 2013-2014 school year.  
**FUNDING SOURCE:** N/A
- 08-15-13-10** To approve the purchase of fitness supplies for the Aim to Fitness Grant from the selected vendors (*noted under the "background information" on the Resolution*) at a total combined cost not to exceed \$160,000, pending funding availability.  
**FUNDING SOURCE:** NON-GOB
- 08-15-13-11** To approve a sole source purchase from Houghton Mifflin Harcourt for instructional materials for Advanced Placement US Government and Politics books for the 2013-2014 school year at a total combined cost not to exceed \$11,492, pending funding availability.  
**FUNDING SOURCE:** NON-GOB







# BOARD RESOLUTION

Date: June 18, 2013

Agenda Item : 07-25-1301

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Rosemary Martin, Assoc. Supt., Ofc. of Innovation

Action to be Approved: Contract

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

**SUBJECT:** To approve the contract with the St. Louis Community College at Forest Park for the Dual Enrollment/Early College Academy. The total cost of the program will not exceed \$59,819.53. The program will be for the 2013 - 2014 school year.

**BACKGROUND:** The twenty-two students in this program will earn 30 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.

The cost of the program that is payable to St. Louis Community College includes \$44,100 for tuition, \$12,139.85 for books, and \$3,579.68 for supplemental tutoring for a total of \$59,819.53. Transportation is to be determined.

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: 802-00-110-1932-6311	GOB	Requisition #:
Amount: \$47,679.68		
Fund Source: 802-00-110-2124-6421	GOB	Requisition #:
Amount: \$8,089.45		
Fund Source: 802-00-110-2124-6411	GOB	Requisition #:
Amount: \$4,050.40		
Cost Not to Exceed: \$59,819.53	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600005826

Department: Academics

Requestor:

Rosemary Martin, Assoc. Supt., Ofc. of Innovation

Dr. Nicole Williams, Dep. Supt., Academics

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent





**ITEM#: 07-25-13-02**

**APPROVED AT THE  
JUNE 27, 2013 MEETING**





# BOARD RESOLUTION

Date: June 18, 2013

Agenda Item : 07-25-13-09

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 # 08-09-12-09

Prior Year Cost \$328,696.00

**SUBJECT:** To approve a contract renewal with Sunfarm Food Service to provide the produce to support the Fresh Fruit and Vegetable Program. The contract is for the 2013-14 school year and the cost will not exceed \$413,882.00.

**BACKGROUND:** Sunfarm was selected as the vendor for this program during a bid process in 2011. They are providing the fresh produce, educational materials and in-class instruction about the benefits of eating fruits and vegetables. Sunfarm supported all twenty schools in the program during the 2012-13 school year and will support all twenty-four schools in the program during the 2013-14 school year.

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: 906-SB-510-3111-6319	Non-GOB	Requisition #:
Amount: \$413,882.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$413,882.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600013370

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



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 06/05/13
Dept / School: Food Services		Reported By: Althea Albert-Santiago
Vendor: Sunfarm Food Service		Vendor #: 600013370
Contract # / P.O. #: 4500164451		Contract Name: Fruit and Vegetable Program
Contract Amount: \$328,696.00		Award Date: 08-09-12
<b>Purpose of Contract (Brief Description):</b> To provide fresh fruits and vegetables to the schools in the program.		
<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		
<b>Category</b>	<b>Rating</b>	<b>Comments (Brief)</b>
<b>Quality of Goods / Services</b>	5X 4 3 2 1	Sunfarm tries to ensure that they are serving and giving high quality produce to our students and schools. If the product is not at a high quality the company takes it back and brings different produce.
<b>Timeliness of Delivery or Performance</b>	5 4x 3 2 1	The drivers try to make sure the produce arrives in a timely matter. The drivers are always in contact with the schools if they are going to be later.
<b>Business Relations</b>	5X 4 3 2 1	The Management of Sunfarm has a good working relationship with the Fresh Fruit and Vegetable Coordinators as well as the Accountability Specialist.
<b>Customer Satisfaction</b>	5X 4 3 2 1	Sunfarm ensures that all the schools and students are very satisfied. They have great customer service.
<b>Cost Control</b>	5 4 x 3 2 1	The Company tries to work with the Food Services Department to get the best price possible for the fresh fruit and vegetables.
<b>Average Score</b>	4.6	
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: June 6, 2013

Agenda Item : 07-25-13-04

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 12-13-12-02

Prior Year Cost \$8,000.00

**SUBJECT:** To approve a contract renewal with Malawi Aquatics to provide aquarium and terrarium cleaning services at Gateway MST Elementary School, for the period of August 1, 2013 through June 30, 2014 at a cost not to exceed \$8,000.00.

**BACKGROUND:** Malawi Aquatics will perform maintenance and labor for five (5) aquariums and one (1) terrarium including service for birds, reptiles, and rabbits.

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: 110-2411-473-00-110-6319	GOB	Requisition #:
Amount: \$8,000.00		
und Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$8,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600008980

Department: Gateway Elementary School

Requestor: Dr. Rose Howard

Angela Banks, Budget Director

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

Leon Fisher, CFO/Treasurer

6/18/2013

Dr. Nicole Williams, Dep. Supt., Academics

Dr. Kelvin R. Adams, Superintendent



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 6/5/13
Dept / School: Gateway MST Elementary School		Reported By: Dr. Rose Howard
Vendor: Malawi Aquatics		Vendor #: 600008980
Contract # / P.O. #: 4500165646		Contract Name: Malawi Aquatics
Contract Amount: \$ 8,000		Award Date: 12-16-12
Purpose of Contract (Brief Description): To maintain the aquatic areas of Gateway MST Elementary School.		
Performance Ratings: 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>4X</b> 3 2 1	Service was done in a timely and effective manner.
Timeliness of Delivery or Performance	5 <b>4X</b> 3 2 1	Timelines were met. Performance was very good.
Business Relations	5 <b>4X</b> 3 2 1	Very Effective and professional at all times.
Customer Satisfaction	<b>5X</b> 4 3 2 1	All parts of the service were met and he went beyond the contract agreement.
Cost Control	<b>5X</b> 4 3 2 1	Service was met within the limits of the contract agreement and beyond without any additional cost to the school.
Average Score	4.4	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: June 18, 2013

Agenda Item : 07-25-13-05

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 07-10-12-24

Prior Year Cost \$46,500.00

**SUBJECT:** To approve a contract renewal with Listening For Learning to provide audiology services to the District. The period of performance will be July 26, 2013 through June 30, 2014 with the total cost not to exceed \$46,500.00. The contract is written for three years to be renewed annually at the option of the Board. This will be the third year of the contract.

**BACKGROUND:** Listening for Learning will provide, on an "as needed" basis, audiology services to students as required by the Individuals with Disabilities Education Act (IDEA). All services are to be provided at sites and times as directed by the Office of Special Education.

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: 828-00-274-2132-6319	Non-GOB	Requisition #:
Amount: \$38,500.00		
Fund Source: 840-00-224-1243-6319	Non-GOB	Requisition #:
Amount: \$8,000.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$46,500.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600010847

Department: Special Education

Requestor:

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Dr. Chip Jones, Exec. Dir., Special Education

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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



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 05/15/2013
Dept / School: Special Education		Reported By: Dr. Sheryl Davenport
Vendor: Listening for Learning		Vendor #: 600010847
Contract # / P.O. #: 4500163273		Contract Name: Audiology Services
Contract Amount: \$ 46,500.00		Award Date: 07/10/12
Purpose of Contract (Brief Description):		
<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)
<b>Quality of Goods / Services</b>	5 X	Audiology services rendered have been professional, thorough and helpful to staff as they deliver services to students.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5 X	The vendor delivers services in a timely manner in order to meet deadlines for the evaluation process.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	5 X	There is a very positive relationship between SLPS and the vendor.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 X	SLPS continues to be very satisfied with the work of Listening for Learning.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 X	Costs have been contained and are under budget.
	4	
	3	
	2	
	1	
<b>Average Score</b>	5	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: June 18, 2013

Agenda Item : 07-25-13-06

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 07-10-12-23

Prior Year Cost \$355,500.00

**SUBJECT:** To approve the contract renewal with Deaf Way Interpreting Services to provide sign language interpreting services to the District. The period of performance will be July 26, 2013 through June 30, 2014 with the total cost not to exceed \$355,500.00. The contract is written for three years to be renewed annually at the option of the Board. This will be the third year of the contract.

**BACKGROUND:** Deaf Way Interpreting Services will provide, on an "as needed" basis, sign language interpreting services to students and families as required by the Individuals with Disabilities Services Education Act (IDEA). The services are to include participation in IEP development and implementation. All services are to be provided at sites and times as directed by the Office of Special Education.

Accountability Plan Goals: Goal III: Facilities, Resources Support

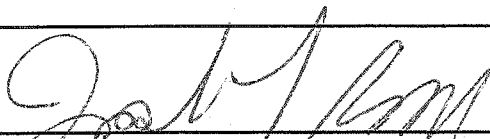
Objective/Strategy: III.A.

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

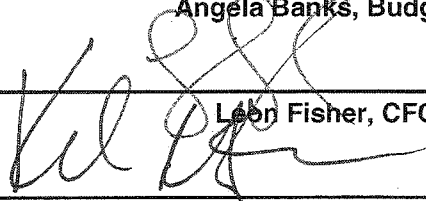
Fund Source: 828-00-274-1222-6319	Non-GOB	Requisition #:
Amount: \$355,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$355,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600000639

Department: Special Education

Requestor:

  
 \_\_\_\_\_  
 Dr. Chip Jones, Exec. Dir., Special Education

  
 \_\_\_\_\_  
 Angela Banks, Budget Director

  
 \_\_\_\_\_  
 Dr. Kelvin R. Adams, Superintendent



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 05/15/2013
Dept / School: ECSE		Reported By: Sheryl Davenport
Vendor: Deafway		Vendor #: 60000639
Contract # / P.O / #: 4500163280		Contract Name: Sign Language Interpreting Service
Contract Amount: \$ 355,500.00		Award Date: 07/10/12
Purpose of Contract (Brief Description): To provide sign language interpreting services to eligible deaf/hard of hearing students per their IEP.		
Performance Ratings: 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>	5 X	The sign language interpreters provided by Deafway are experienced and have skills necessary to assist students in the classroom setting.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5 X	The attendance of the sign language interpreters meets expectations.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	5 X	Deafway has a positive history of working with SLPS and providing quality service.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 X	The vendor is responsive and professional.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 X	The vendor has provided adequate service and come in under budget.
	4	
	3	
	2	
	1	
<b>Average Score</b>	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





# BOARD RESOLUTION

Date: June 18, 2013

Agenda Item : 07-25-13-07

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 07-10-12-22

Prior Year Cost \$77,500.00

**SUBJECT:** To approve a contract renewal with Midwest Music Therapy Services, Inc. to provide music therapy services to the District. The period of performance will be July 26, 2013 through June 30, 2014 with the total cost not to exceed \$57,500.00. The contract is written for three years to be renewed annually at the option of the Board. This will be the third year of the contract.

**BACKGROUND:** Midwest Music Therapy Services, Inc. will provide, on an "as needed" basis, music therapy services to students and families as required by the Individuals with Disabilities Education Act (IDEA). All services are to be provided at sites and times as directed by the Office of Special Education.

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: 828-00-274-2132-6319	Non-GOB	Requisition #:
Amount: \$51,000.00		
Fund Source: 840-00-224-1243-6319	Non-GOB	Requisition #:
Amount: \$6,500.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$57,500.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600013853

Department: Special Education

Requestor:

Dr. Chip Jones, Exec. Dir., Special Education

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: May 14, 2013
Dept / School: Student Support Services		Reported By: Colleen Reichert
Vendor: Midwest Music Therapy, Inc.		Vendor #: 600013853
Contract # / P.O/ #: 4500163279		Contract Name: Music Therapy Services
Contract Amount: \$ 77,500.00		Award Date: 07-10-12
Purpose of Contract (Brief Description): To provide Music Therapy Services to students when it is a part of their IEP.		
Performance Ratings: 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>	5	The agency provides board certified music therapists who are knowledgeable about the delivery of the service within a school setting and the assessment/IEP process. They have advised the district of the nationally used SEMTAP process.
	✓ 4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	✓ 5	The agency is extremely prompt and responsive to the needs of the district. Even in the event of a delay on the part of the case manager or team, Midwest responds quickly to meet compliance deadlines.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	✓ 5	The agency president is extremely prompt in returning calls and emails and sending the appropriate staff to "fit" the student profile. All agency staff members are accessible and readily request district input as needed. All agency staff work well with their school IEP teams.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	✓ 5	The agency goes above and beyond in meeting district requests and student needs. They are extremely flexible in scheduling service provision, reporting and necessary meeting attendance. They call issues to my attention immediately when necessary.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5	The agency rates are competitive. They assess to recommend the service only when there is truly an educational need, in accordance with special education requirements. They are forthright in assessing and recommending when the service is no longer needed.
	✓ 4	
	3	
	2	
	1	
<b>Average Score</b>	4.6	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	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: June 18, 2013

Agenda Item : 07-25-13-18

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 07-10-12-21

Prior Year Cost \$18,000.00

**SUBJECT:** To approve a contract renewal with Metropolitan Speech and Language Center to provide foreign language interpreting services to the District. The period of performance will be July 26, 2013 through June 30, 2014 with the total cost not to exceed \$26,500.00. The contract is written for three years to be renewed annually at the option of the Board. This will be the third year of the contract.

**BACKGROUND:** Metropolitan Speech and Language Center will provide, on an "as needed" basis, foreign language interpreting services to students and families as required by the Individuals with Disabilities Education Act (IDEA). All services are to be provided at sites and times as directed by the Office of Special Education.

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: 828-00-274-2132-6319	Non-GOB	Requisition #:
Amount: \$26,400.00		
Fund Source: 840-00-224-1243-6319	Non-GOB	Requisition #:
Amount: \$100.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$26,500.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600014595

Department: Special Education

Requestor:

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Chip Jones, Exec. Dir., Special Education

Dr. Kelvin R. Adams, Superintendent



## Vendor Performance Report

Type of report: Final X Quarterly <input type="checkbox"/>		Report Date: 05/15/2013
Dept / School: Special Education		Reported By: Dr. Sheryl Davenport
Vendor: Metropolitan Speech & Language Cntr.		Vendor #: 600014595
Contract # / P.O. #: 4500163278		Contract Name: Foreign Language Services
Contract Amount: \$ 18,000.00		Award Date: 07/10/12
<b>Purpose of Contract (Brief Description):</b> To provide foreign language interpreting services to students and families whose primary language is not English but require communication supports with the educational processes.		
<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	The vendor provides qualified sign language interpreters but occasionally has difficulty finding staff for some of the language requests we have.
Timeliness of Delivery or Performance	5 <b>X4</b> 3 2 1	There have been occasional miscommunications for some meetings in which no interpreter appeared and the meeting had to be rescheduled.
Business Relations	5 <b>X4</b> 3 2 1	The vendor is always responsive. When made aware of problems, Metropolitan works hard to rectify the situation in a timely manner.
Customer Satisfaction	5 <b>X4</b> 3 2 1	Communication and service have improved the relationship with Metropolitan.
Cost Control	5 X 4 3 2 1	The contract is under the budgeted amount.
Average Score	4.2	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 X <input 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: June 18, 2013

Agenda Item: 07-25-13-09

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 07-10-12-27 & 07-10-12-28

Prior Year Cost \$1,717,360.00

**SUBJECT:** To approve a contract renewal with Supplemental Healthcare to provide occupational, physical and speech & language therapy services as the managed care provider. The period of performance will be July 26, 2013 through June 30, 2014 with the cost not to exceed \$1,950,312.00. The contract was written for three years to be renewed annually at the option of the Board. This will be the third year of the contract.

**BACKGROUND:** Supplemental Healthcare, as the managed provider, will provide, on an "as needed" basis, occupational, physical therapy and speech & language services to students with disabilities as identified by the Individual Education Program (IEP). Services are to include screenings for evaluations, participation in diagnostic staffing, and IEP development and implementation. All services are to be provided at sites and times as directed by the Office of Special Education.

Accountability Plan Goals: Goal I: Student Performance

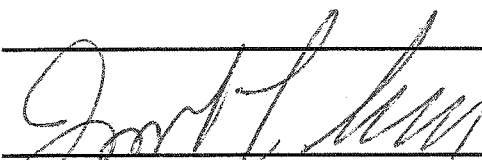
Objective/Strategy: I.D.

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

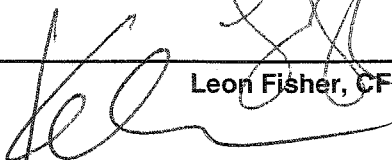
Fund Source: 828-MZ-140-2132-6319	Non-GOB	Requisition #:
Amount: \$1,935,312.00		
Fund Source: 840-00-224-1243-6319	Non-GOB	Requisition #:
Amount: \$15,000.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$1,950,312.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: Various

Department: Special Education

Requestor:

  
\_\_\_\_\_  
Dr. Chip Jones, Exec. Dir., Special Education

  
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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



## Vendor Performance Report

Type of report: Final X Quarterly		Report Date: May 14, 2013
Dept / School: Special Education-Speech & Lang		Reported By: Deami F. Watson
Vendor: Supplemental: Managed Care		Vendor #: 600013310
Contract # / P.O/ #: 4500163274		Contract Name: Supplemental: Managed Care
Contract Amount: \$ 1,717,360.00		Award Date: 07/10/12
<b>Purpose of Contract (Brief Description):</b> To provide speech/language and occupational/physical therapy services to identified students with disabilities when District staff is unable to meet the demand.		
<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>	5	Although vendor is able to meet the demand for staff in a timely manner, there is a high turn-over rate for selected contract staff (e.g., over half of contract staff hired through this program have expressed desire to separate from the position.).
	4	
	<u>3</u>	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	<u>5</u>	Vendor met all specifications within the contract.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	<u>5</u>	Vendor immediately responds to my requests to locate additional staff and has been very successful filling vacancies within 2-3 weeks. Vendor diligently works to partner with the Coordinator of the program to ensure that any questions or concerns are addressed immediately.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5	Vendor has provided very qualified staff. However, most have not expressed an interest in remaining in the school district.
	4	
	<u>3</u>	
	2	
	1	
<b>Cost Control</b>	<u>5</u>	To the best of my knowledge, the vendor met the original cost estimated.
	4	
	3	
	2	
	1	
<b>Average Score</b>	4.2	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: June 18, 2013  
 To: Dr. Kelvin R. Adams, Superintendent  
 From: Dr. Chip Jones, Exec. Dir., Special Education

Agenda Item : 07-25-13-10  
 Action:

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 05-09-13-0 & 07-10-12-25  
 Prior Year Cost \$516,076.00

**SUBJECT:** To approve the contract renewal with Supplemental Health Care for nursing services. The period of performance will be July 26, 2013 through June 30, 2014 with the cost not to exceed \$862,524.00. The contract is written for three years to be renewed annually at the option of the Board. This will be the third year of the contract.

**BACKGROUND:** The agency was selected by RFP in 2011. The agency will provide, on an "as needed" basis, nursing services to students with disabilities as identified by the Individual Education Program (IEP). Services are to include screenings for evaluations, participation in diagnostic staffing, and IEP development and implementation. All services are to be provided at sites and times as directed by the Office of Special Education.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: I.D.

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

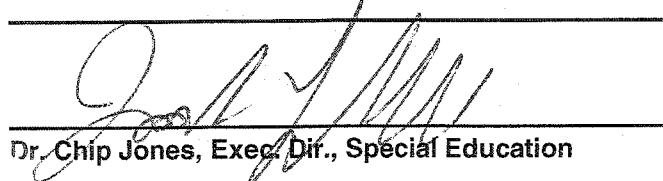
Fund Source: 828-MZ-140-2132-6319	Non-GOB	Requisition #:
Amount: \$431,262.00		
Fund Source: 840-00-224-1243-6319	Non-GOB	Requisition #:
Amount: \$431,262.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$862,524.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: Various

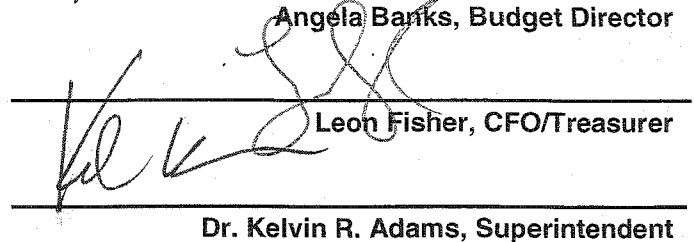
Department: Special Education

Requestor:



Angela Banks, Budget Director

  
 Dr. Chip Jones, Exec. Dir., Special Education

  
 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: 05/15/13
Dept / School: Special Education		Reported By: Dr. Sheryl Davenport
Vendor: Supplemental Healthcare		Vendor #: 600013310
Contract # / P.O / #: 4500163275		Contract Name: Private Nursing Services
Contract Amount: \$ 516,076.00		Award Date: 05/09/2013
Purpose of Contract (Brief Description):		
<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)
<b>Quality of Goods / Services</b>	X5	The vendor provides qualified nurses to assist eligible students per the needs outlined in the IEP. However there have been incidences that required SLPS staff to request reassignment of nurses.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	X5	The vendor is very responsive and provides needed nurses in a timely manner. The vendor handled all concerns in a timely and professional manner.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	X5	The business relationship with the vendor is professional and exceeds expectations.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	X5	The vendor is extremely responsive to staff and parents. Parents have reported good relationships and thorough explanations of services with the Supplemental. The vendor constantly communicates with families.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5	While the vendor has worked very hard to contain costs, it has exceeded the budgeted amount. The amount was determined without knowing how many nurses would be required per IEP team determinations particularly in early childhood special education.
	X4	
	3	
	2	
	1	
<b>Average Score</b>	<b>4.8</b>	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: June 18, 2013

Agenda Item : 07-05-13-11

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 05-09-13-04 & 07-10-12-26

Prior Year Cost \$2,646,845.00

**SUBJECT:** To approve contract renewals for private placement services with multiple vendors. The period of performance will be July 26, 2013 through June 30, 2014 with the total combined cost not to exceed \$2,706,845.00. The contracts are written for three years to be renewed annually at the option of the Board. This will be the third year of the contracts.

**BACKGROUND:** The agencies listed below were selected by RFP in 2011. The agencies will provide, on an "as needed" basis, private placement services to students with disabilities as identified by the Individual Education Program (IEP). Services are to include screenings for evaluations, participation in diagnostic staffing, and IEP development and implementation. All services are to be provided at sites and times as directed by the Office of Special Education.

Annie Malone - Emerson Academy, Edgewood Children's Home, Epworth Children and Family Services, Logos School, Family Resource Center, and Our Little Haven

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

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

Fund Source: 828-00-274-2132-6311	Non-GOB	Requisition #:
Amount: \$2,646,845.00		
Fund Source: 840-00-224-1243-6311	Non-GOB	Requisition #:
Amount: \$60,000.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$2,706,845.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: Various

Department: Special Education

Requestor:

Dr. Chip Jones, Exec. Dir., Special Education

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: 5/15/13
Dept / School: SPED. CONTRACTUAL		Reported By: D. BELL
Vendor: EMERSON		Vendor #: 600003731
Contract # / P.O / #: 4500163282		Contract Name: Private Placement Services
Contract Amount: \$ 344,960.00		Award Date: 05/09/13
Purpose of Contract (Brief Description):		
<b>THERAPEUTIC PRIVATE SEPARATE DAY SCHOOL</b>		
Performance Ratings: 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>	5 <input checked="" type="checkbox"/>	Emerson is the only Contractual Site within the city limits of St. Louis. Emerson over the last year has stepped up their program to include more therapy, computer science lab, outdoor (small) science garden, a professional chef and a program geared for our severe ID students of high school age which are not eligible for state school placement. Their location assists with saving on transportation cost. Emerson has added a nine week intervention report.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5	Performance and delivery are satisfactory.
	4 <input checked="" type="checkbox"/>	
	3	
	2	
	1	
<b>Business Relations</b>	5 <input checked="" type="checkbox"/>	The Annie Malone Organization of which Emerson is a part of has a long of community service to our city. The staff at Emerson is easy to approach, open to suggestions and improvements and follow through.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 <input checked="" type="checkbox"/>	The school continues to improve and I have not had one parent complaint concerning the school.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 <input checked="" type="checkbox"/>	Emerson is the least expensive of all agencies.
	4	
	3	
	2	
	1	
<b>Average Score</b>	4	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



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date 5/15/13
Dept / School: SPED. CONTRACTUAL		Reported By: D. BELL
Vendor: EDGEWOOD/CHILDHAVEN		Vendor #: 600004154
Contract # / P.O / #: 4500163283		Contract Name: Private Placement Services
Contract Amount: \$ 602,112.00		Award Date: 05/09/13
Purpose of Contract (Brief Description):		
<b>THERAPEUTIC PRIVATE SEPARATE DAY SCHOOL</b>		
Performance Ratings: 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 X 3 X 2 1	The quality of the services is dependent on the staff person delivering the service. Services are satisfactory. When it comes to preparing students to return to our district this agency does not comply.
Timeliness of Delivery or Performance	5 4 3 X 2 1	Edgewood tends to want to keep students longer than other agencies.
Business Relations	5 4 3 X 2 1	The current Director of Special Education at Edgewood is excellent; the staff under her is good but not as experienced in getting information and paperwork completed in a timely manner.
Customer Satisfaction	5 4 3 X 2 1	I have had parents of some of the long term students finally ask for students to be transitioned and others are determined to stay at Edgewood.
Cost Control	5 4 3 X 2 1	Edgewood has six weeks of ESY compared to four for most agencies and students tend to stay longer.
Average Score	3.2	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 X    No <input type="checkbox"/> X		

## 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



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 5/15/13
Dept / School: SPED. CONTRACTUAL		Reported By: D. BELL
Vendor: EPWORTH		Vendor #: 6900004155
Contract # / P.O / #: 4500163284		Contract Name: Private Placement Services
Contract Amount: \$ 529,200.00		Award Date: 05/09/13
Purpose of Contract (Brief Description):		
<b>THERAPEUTIC PRIVATE SEPARATE DAY SCHOOL</b>		
Performance Ratings: 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>	5	Epworth has added several new programs to serve students. Autism programming and partnership with St. Louis University St. Louis Project Search Art Therapy ECEL
	4 X	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5	IEP's and all other reports are done professionally and in a timely manner. Epworth has a new Director and administratively things did not run smoothly.
	4	
	3 X	
	2	
	1	
<b>Business Relations</b>	5 X	Billing and attendance is submitted on time and they always follow through with request and are easy to deal with.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 X	Epworth is committed to helping our students and returning them to the District as soon as possible. I have not had any parent complaints.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 X	Epworth returns students to the District as soon as is possible and varies the cost of the students in their various programs.
	4	
	3	
	2	
	1	
<b>Average Score</b>	4.5	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



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 5/15/13
Dept / School: SPED. CONTRACTUAL		Reported By: D. BELL
Vendor: LOGOS		Vendor #: 600000790
Contract # / P.O. #: 4500163285		Contract Name: Private Placement Services
Contract Amount: \$ 509,600.00		Award Date: 05/09/13
Purpose of Contract (Brief Description):		
<b>THERAPEUTIC PRIVATE SEPARATE DAY SCHOOL</b>		
Performance Ratings: 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>	5 X	Logos delivers exceptional service to our students with respect and encouragement.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5	Services are delivered in a professional and timely manner.
	4 X	
	3	
	2	
	1	
<b>Business Relations</b>	5 X	Logos staff is professional and quick to respond to any requests.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 X	No parent complaints and services are delivered on time.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 X	Logos works to graduate or return students as soon as possible to the District.
	4	
	3	
	2	
	1	
<b>Average Score</b>	4	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 X    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	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



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 05/15/2013
Dept / School: Early Childhood Special Ed.		Reported By: Dr. Sheryl Davenport
Vendor: Family Resource Center		Vendor #: 600009593
Contract # / P.O/ #: 4500163512		Contract Name: Private Placement Services
Contract Amount: \$ 62,700.00		Award Date:05/09/13
<p><b>Purpose of Contract (Brief Description):</b> The vendor provides services to preschool children with developmental delays who require intensive social/emotional intervention. The small classroom setting with social workers and counselors who specialize in helping children cope with traumatic events/circumstances is beneficial for transitioning back to a regular classroom more successfully.</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)
<b>Quality of Goods / Services</b>	5	The vendor provides a small classroom setting in a safe environment for children. The teachers and related service personnel are qualified and skilled. FRC fulfills its obligations in support of IEP goals, however leadership changes have been more challenging this year.
	4	
	<b>X3</b>	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5	The vendor has small classrooms but the timeliness of delivery of service was not a problem.
	<b>X4</b>	
	3	
	2	
	1	
<b>Business Relations</b>	5	The vendor is responsive and professional. They check in often, provide regular updates regarding the students we send to them.
	<b>X4</b>	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5	SLPS is satisfied with its interactions with FRC. As relationships become more established, communication has improved.
	<b>X4</b>	
	3	
	2	
	1	
<b>Cost Control</b>	5	Due to the nature of placements, FRC has remained well below its budgeted amount.
	<b>X4</b>	
	3	
	2	
	1	
<b>Average Score</b>	3.8	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	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



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 05/15/2013
Dept / School: Special Education		Reported By: Dr. Sheryl Davenport
Vendor: Our Little Haven		Vendor #: 600015292
Contract # / P.O. #: 4500165915		Contract Name: Private Placement Services
Contract Amount: \$15,000.00		Award Date: 05/09/13
<b>Purpose of Contract (Brief Description):</b> The purpose of the contract is to provide a specialized learning experience for preschool children who meet eligibility standards under IDEA and require a therapeutic learning environment to meet significant behavioral needs.		
<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>	5	Therapy services rendered have been professional, thorough and helpful to staff as they deliver services to students.
	X4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5	The vendor delivers services in a timely manner in order to meet deadlines for the evaluation process.
	4	
	X3	
	2	
	1	
<b>Business Relations</b>	5	There is a very positive relationship between SLPS and the vendor. Communication is positive but strategies to address the needs of the District to secure placement based upon eligibility versus the vendor's practices must be addressed.
	4	
	X3	
	2	
	1	
<b>Customer Satisfaction</b>	5	SLPS continues to be satisfied with the work of Our Little Haven insofar as meeting the unique needs of children is concerned.
	4	
	X3	
	2	
	1	
<b>Cost Control</b>	5	Costs have been contained and are under budget.
	4	
	X3	
	2	
	1	
<b>Average Score</b>	3.2	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
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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: June 13, 2013

Agenda Item: 07-25-13-12

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Timothy Murrell, Exec. Dir., Career Technical Ed

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 07-10-12-13

**SUBJECT:** To approve a contract renewal with Confluence Preparatory Academy (Confluence) to allow Confluence students to enroll in Career and Technical Education (CTE) programs at a rate of \$2,500 per student. The programs will be at Beaumont Technical High School during the 2013-14 school year.

**BACKGROUND:** The cost per student has been increased from \$2,000 in the 2012-13 year to \$2,500 for the 2013-14 year. Confluence has estimated that 10-12 students will be enrolled in the program during the 2013-14 year.

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: No Funding Necessary		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Career Technical Ed

Requestor:

Timothy Murrell, Exec. Dir., Career Technical Ed

6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

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: 06/20/2013
Dept / School: Career and Tech Education		Reported By: Tim Murrell
Vendor: Confluence Preparatory Academy		Vendor #:
Contract		Contract Name: Confluence Preparatory Academy Agreement
Contract Amount: \$ 2,000.00 per student		Award Date: 07/10/2012
<b>Purpose of Contract (Brief Description):</b> This is an Agency Service Agreement with the Confluence Preparatory Academy to send their students to selected Career and Technical Education programs at Beaumont Technical High School.		
<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		
<b>Category</b>	<b>Rating</b>	<b>Comments (Brief)</b>
<b>Quality of Goods / Services</b>	<b>5 X</b> 4 3 2 1	Confluence Preparatory Academy, per the agreement, provided students to attend the Technical Education Center at Beaumont High School.
<b>Timeliness of Delivery or Performance</b>	<b>5 X</b> 4 3 2 1	Documentation turned in on a timely manner.
<b>Business Relations</b>	<b>5 X</b> 4 3 2 1	Excellent relations with all staff at Confluence Preparatory Academy.
<b>Customer Satisfaction</b>	<b>5 X</b> 4 3 2 1	Excellent!
<b>Cost Control</b>	<b>5 X</b> 4 3 2 1	Very effective.
<b>Average Score</b>	<b>5 X</b>	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

**Type of report** Identify if this the 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** This 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: June 14, 2013

Agenda Item: 07-25-13-13

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 # 06-26-12-23

Prior Year Cost \$5,000.00

**SUBJECT:** To approve a sole source contract renewal with Urban Strategies to provide certified Adult Education and Literacy (AEL teacher for classes held at Jefferson Elementary) beginning August 1, 2013 through June 30, 2014 at a cost not to exceed \$5,000.00.

**BACKGROUND:** Urban Strategies provides a teacher for AEL classes on site at Jefferson Elementary School. We reimburse Urban Strategies based on DESE Funding.

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: 026-DM-254-1611-6319	Non-GOB	Requisition #:
Amount: \$5,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$5,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600007665

Department: Adult Education & Literac

Requestor: Timothy Murrell

Timothy Murrell, Exec. Dir., Career Technical Ed

6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

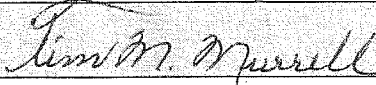
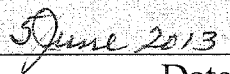
Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Rhonda Jones</b>	<b>Date: 06/05/2013</b>
<b>Department / School: Adult Education and Literacy</b>	<b>Phone Number: 314-367-5000</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>	
Certified AEL Teacher for Adult Education and Literacy Classes at Jefferson School.	
<b>Vendor Name: Urban Strategies</b>	<b>Email:</b>
<b>Vendor Contact: Wade Baughman</b>	<b>Phone Number (314) 421-4200</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
The AEL program provides instructional services for adults at Jefferson School. The contract allows for reimbursement of teacher costs no greater than generated by our DESE grant. This is more cost effective than hiring a teacher when class sizes are small.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
This class takes place on-site at Jefferson School. The teacher must perform other duties for Jefferson School when not teaching the AEL class.	
<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 no met, then the item must be bid.



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 06.05.2013
Dept / School: Adult Education and Literacy		Reported By: Rhonda Jones
Vendor: Urban Strategies		Vendor #: 600007665
Contract #10116183/ P.O/ #: 600007665		Contract Name: Urban Strategies
Contract Amount: \$5,000.00		Award Date: 07/01/2012
<p><b>Purpose of Contract (Brief Description):</b> This contract allowed Urban Strategies to provide an AEL certified teacher for adult education classes at Jefferson School for the period of July 1, 2011 to June 30, 2012. Reimbursement rate based on the average number of student contact hours per hour of instruction each day. Total cost not to exceed \$5,000.00.</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)
<b>Quality of Goods / Services</b>	5 x	Mr. York provided quality teaching and excellent lessons for his students.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5x	AEL documentation delivered in a timely manner.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	5 x	Very good.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 x	I am pleased with their performance.
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5x	Excellent.
	4	
	3	
	2	
	1	
<b>Average Score</b>	5x	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: right;">Please Check    Yes <input checked="" type="checkbox"/>    No <input type="checkbox"/></p>		



## VENDOR PERFORMANCE REPORT INSTRUCTIONS

<b>Type of report</b>	Identify if this the 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>	This 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: June 14, 2013

Agenda Item : 07-25-13-14

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 # 06-26-12-25

Prior Year Cost \$6,000.00

**SUBJECT:** To approve a sole source contract renewal with the International Institute for onsite supervision of Adult Education and Literacy (AEL) classes held at the International Institute beginning August 1, 2013 through June 30, 2014 at a cost not to exceed \$6,000.00.

**BACKGROUND:** International Institute staff provides day to day supervision of AEL classes on site at the International Institute. We serve over 1,000 students annually at this location.

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: 026-DM-254-2425-6319	Non-GOB	Requisition #:
Amount: \$6,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$6,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600004143

Department: Adult Education & Literac

Requestor: Timothy Murrell

Tim M. Murrell  
Timothy Murrell, Exec. Dir., Career Technical Ed

At 6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

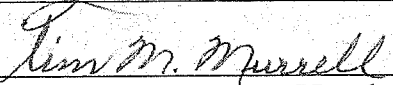
Angela Banks  
Angela Banks, Budget Director

Leon Fisher  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams  
Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Rhonda Jones</b>	<b>Date: 06/05/2013</b>
<b>Department / School: Adult Education and Literacy</b>	<b>Phone Number: 314-367-5000</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>	
Supervision and Substitute Teachers for Adult Education and Literacy classes at the International Institute.	
<b>Vendor Name: International Institute</b>	<b>Email: barkera@iistl.org</b>
<b>Vendor Contact: Anita Barker</b>	<b>Phone Number 314—773-9090</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
The AEL program provides instructional services for refugees and immigrants at the International Institute. Contracted supervisory and substitute services allow International Institute staff to supervise classes and substitute when teachers are absent to provide smooth operation to classes. This is more cost effective then placing supervisory staff on site and hiring additional teachers to teach classes during absences.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
The activities specified in the contract must take place at the International Institute since that is the location of the classes. AEL students receive other services from the International Institute as a part of their resettlement efforts.	
<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	6/5/2013 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: 06.05/2013
Dept / School: Adult Education and Literacy		Reported By: Rhonda Jones
Vendor: International Institute		Vendor #: 600004143
Contract #10116183/ P.O/ #: 4500163510		Contract Name: International Institute (supervision)
Contract Amount: \$6,000.00		Award Date: 07/01/2012
<p><b>Purpose of Contract (Brief Description):</b> This is a contract with the International Institute in an amount not to exceed \$6,000.00 for onsite supervision of Adult Education and Literacy classes held on site at the International Institute for the period of July 1, 2011 to June 30, 2012. Reimbursement for staff supervision at \$20.00 per hour. Supervision will be provided by AEL certified staff employed by the International Institute.</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>). <b>Ratings</b> 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory</p>		
Category	Rating	Comments (Brief)
<b>Quality of Goods / Services</b>	5 x	Supervision is excellent.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5 x	AEL documentation delivered in a timely manner.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	5 x	Excellent relations with the International Institute.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5x	Excellent!
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 x	Very effective with over 1,500 students on site per year.
	4	
	3	
	2	
	1	
<b>Average Score</b>	5x	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: right;">Please Check    Yes <input checked="" type="checkbox"/>    No <input type="checkbox"/></p>		

## VENDOR PERFORMANCE REPORT INSTRUCTIONS

<b>Type of report</b>	Identify if this the 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>	This 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: June 14, 2013

Agenda Item : 07-25-13-15

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 # 06-26-12-24

Prior Year Cost \$12,000.00

**SUBJECT:** To approve a sole source contract renewal with the International Institute to provide substitute teachers in Adult Education and Literacy (AEL) classes beginning August 1, 2013 through June 30, 2014 at a cost not to exceed \$12,000.00.

**BACKGROUND:** International Institute staff members provide teachers for AEL classes held on site at the International Institute. We serve over 1,000 students annually at this location.

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: 026-DM-254-1611-6319	Non-GOB	Requisition #:
Amount: \$12,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$12,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600004143

Department: Adult Education & Literac

Requestor: Timothy Murrell

Timothy Murrell, Exec. Dir., Career Technical Ed

*AK* 6/18/2013

Dr. Nicole Williams, Dep. Supt., Academics

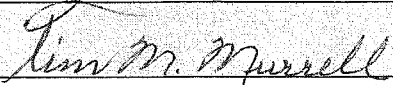
Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Rhonda Jones</b>	<b>Date: 06/05/2013</b>
<b>Department / School: Adult Education and Literacy</b>	<b>Phone Number: 314-367-5000</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>	
Supervision and Substitute Teachers for Adult Education and Literacy classes at the International Institute.	
<b>Vendor Name: International Institute</b>	<b>Email: barkera@iistl.org</b>
<b>Vendor Contact: Anita Barker</b>	<b>Phone Number 314—773-9090</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
The AEL program provides instructional services for refugees and immigrants at the International Institute. Contracted supervisory and substitute services allow International Institute staff to supervise classes and substitute when teachers are absent to provide smooth operation to classes. This is more cost effective then placing supervisory staff on site and hiring additional teachers to teach classes during absences.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
The activities specified in the contract must take place at the International Institute since that is the location of the classes. AEL students receive other services from the International Institute as a part of their resettlement efforts.	
<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>	
	6/5/2013
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.



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: 06/05/2013
Dept / School: Adult Education and Literacy		Reported By: Rhonda Jones
Vendor: International Institute		Vendor #: 600004143
Contract #10115679 / P.O/ #: 45000163509		Contract Name: International Institute (Substitutes)
Contract Amount: \$ 12,000.00		Award Date: 07/01/2012
<p><b>Purpose of Contract (Brief Description):</b> This is a contract with the International Institute to provide substitute teachers for Adult Education and Literacy at the International Institute for the period of July 1, 2012 to June 30, 2013. Reimbursement for substitutes will be \$20.00 per hour. Substitutes will be AEL certified staff employed by International Institute. Total cost not to exceed \$12,000.00.</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)
<b>Quality of Goods / Services</b>	5 X	Excellent teaching performed by substitutes!
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	5 X	Documentation turned in on a timely manner.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	5 X	Excellent relations with all staff at the International Institute.
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	5 X	Excellent!
	4	
	3	
	2	
	1	
<b>Cost Control</b>	5 X	Very effective.
	4	
	3	
	2	
	1	
<b>Average Score</b>	5 X	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 the 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>	This 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

**CONTRACT RENEWAL FOR (International Institute Substitute Services )**

THIS CONTRACT RENEWAL AGREEMENT FOR (Substitute services) (“Agreement”) made as of the  1st  day of  August  2013, by and between The Special Administrative Board of the Transitional School District of the City of St. Louis (hereinafter “SLPS,” “the District,” or “SAB”), a corporate and metropolitan school district, with its principal office at 801 North 11<sup>th</sup> Street, Saint Louis, Missouri, and International Institute, with its principal office at 3654 South Grand St. Louis, Missouri 63101 (hereinafter referred to as “Contractor”).

Whereas, SLPS and Contractor entered into a contractual agreement dated “07/01/2012”, a true and correct Copy of which is attached hereto as ATTACHMENT 1 and hereby incorporated by this reference (hereinafter referred to as “The Contract”),

Whereas, The Contract includes a renewal option,

NOW, THEREFORE, in consideration of the recitals and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the SAB and Contractor agree as follows:

1. **CONTRACT RENEWAL:** SLPS and Contractor agree to renew The Contract under the same terms and conditions with the exception of the dates of service,
2. **SCHEDULE OF COMPLETION:** The start date of the renewal agreement shall be the effective date of this Agreement. The end date shall be no later than June 30, 2014.
3. **CONTRACT AMOUNT:** The agreed upon contract renewal amount is \$12,000.00.
4. **ALL OTHER TERMS AND CONDITIONS:** All other terms and conditions shall be substantially the same as those set out in The Contract.
5. **AUTHORIZATION:** this Agreement is authorized by:

x  **Board Resolution #06/26/12-24** \_\_\_\_\_, attached hereto.

Or

\_\_\_\_\_ **Other:**

Or

\_\_\_\_\_ **Emergency Purchase Request**

IN WITNESS WHEREOF, SLPS and Contractor have executed this Agreement as of the day and year first written.

**The Special Administrative Board  
of the Transitional School District  
of the City of St. Louis**

**CONTRACTOR**  
Anna E. Crosslin President & CEO  
International Institute of Saint Louis  
3654 South Grand Saint Louis, MO 63118

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

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

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

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

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

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

ATTACHMENT B

**FEDERAL WORK AUTHORIZATION PROGRAM ("E-VERIFY") ADDENDUM**

Pursuant to Missouri Revised Statute 285.530, all business entities awarded any contract in excess of five thousand dollars (\$5,000) with a Missouri public school district must, as a condition to the award of any such contract, be enrolled and participate in a federal work authorization program with respect to the employees working in connection with the contracted services being provided, or to be provided, to the District (to the extent allowed by E-Verify). In addition, the business entity must affirm the same through sworn affidavit and provision of documentation. In addition, the business entity must sign an affidavit that it does not knowingly employ any person who is an unauthorized alien in connection with the services being provided, or to be provided, to the District.

Accordingly, your company:

a) agrees to have an authorized person execute the attached "Federal Work Authorization Program Affidavit" attached hereto as Exhibit A and deliver the same to the District prior to or contemporaneously with the execution of its contract with the District;

b) affirms it is enrolled in the "E-Verify" (formerly known as "Basic Pilot") work authorization program of the United States, and are participating in E-Verify with respect to your employees working in connection with the services being provided (to the extent allowed by E-Verify), or to be provided, by your company to the District;

c) affirms that it is not knowingly employing any person who is an unauthorized alien in connection with the services being provided, or to be provided, by your company to the District;

d) affirms you will notify the District if you cease participation in E-Verify, or if there is any action, claim or complaint made against you alleging any violation of Missouri Revised Statute 285.530, or any regulations issued thereto;

e) agrees to provide documentation of your participation in E-Verify to the District prior to or contemporaneously with the execution of its contract with the District (or at any time thereafter upon request by the District), by providing to the District an E-Verify screen print-out (or equivalent documentation) confirming your participation in E-Verify;

f) agrees to comply with any state or federal regulations or rules that may be issued subsequent to this addendum that relate to Missouri Revised Statute 285.530; and

g) agrees that any failure by your company to abide by the requirements a) through f) above will be considered a material breach of your contract with the District.

By: \_\_\_\_\_ (signature)

Printed Name and Title: \_\_\_\_\_

For and on behalf of: \_\_\_\_\_ (company name)



ATTACHMENT C

FEDERAL WORK AUTHORIZATION PROGRAM AFFIDAVIT

I, \_\_\_\_\_, being of legal age and having been duly sworn upon my oath, state the following facts are true:

1. I am more than twenty-one years of age; and have first-hand knowledge of the matters set forth herein.

2. I am employed by \_\_\_\_\_ (hereinafter "Company") and have authority to issue this affidavit on its behalf.

3. Company is enrolled in and participating in the United States E-Verify (formerly known as "Basic Pilot") federal work authorization program with respect to Company's employees working in connection with the services Company is providing to, or will provide to, the District, to the extent allowed by E-Verify.

4. Company does not knowingly employ any person who is an unauthorized alien in connection with the services Company is providing to, or will provide to, the District.

FURTHER AFFIANT SAYETH NOT.

By: \_\_\_\_\_ (individual signature)

For \_\_\_\_\_ (company name)

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

Subscribed and sworn to before me on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
NOTARY PUBLIC

My commission expires:



**BOARD RESOLUTION**

Date: June 18, 2013

Agenda Item : 07-25-13-16

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Nicole Williams, Dep. Supt., Academics

Action to be Approved: Contract

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

**SUBJECT:** To approve a sole source contract with the Pattonville School District to administer the Saint Louis Regional Program for Exceptionally Gifted Students (PEGS) to Saint Louis Public School students. This program is for the period August 2013 to May 2014 at a cost not to exceed \$5,700.00.

**BACKGROUND:** The Saint Louis Program for Exceptionally Gifted Students (PEGS) provides a full-time, multi-aged enriched and extended academic program for those highly gifted students with I. Q.'s of 131 or higher who meet the PEGS criteria. Students attend school full-time at the Pattonville School District site. Students needing these services are few in number and the program assists local Saint Louis districts in providing for the unique needs of these academically superior students. SLPS has one student who has met the criteria for the PEGS at the Pattonville School District.

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: 847-00-110-1272-6311	GOB	Requisition #:
Amount: \$5,700.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$5,700.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: TBD


Department: Gifted Education


Requestor: Michelle Jones

  
Angela Banks, Budget Director

  
Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

  
Leon Fisher, CFO/Treasurer

 6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

  
Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Michelle Jones</b>	<b>Date: 06/04/2013</b>
<b>Department / School: Gifted and Talented</b>	<b>Phone Number: 314-345-2435</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>	
PEGS provides a full-time, multi-age, enriched and extended academic program for highly gifted students. The program provides individualized planning and differentiated instruction as well as an organized system for attaining social and emotional growth skills. PEGS curriculum is based on curriculum compacting, training in critical and creative thinking and creative production of projects.	
<b>Vendor Name: PEGS</b>	<b>Email: jtiller@psdr3.org</b>
<b>Vendor Contact: Jennifer Tiller</b>	<b>Phone Number (314) 213-8009</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
The exceptionally gifted students in PEGS have unique needs that call for an accelerated, challenging, fast paced, differentiated instructional program that is not in place with regular school district settings.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
PEGS is the only vendor that provides this service for students on two sites (Lindbergh and Pattonville districts in the St. Louis area.	
<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 no met, then the item must be bid.





# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-25-13-17

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Nicole Williams, Dep. Supt., Academics

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 08-23-12-10

Prior Year Cost \$39,900

**SUBJECT:** To approve a sole source contract renewal with Lindbergh School District to administer the Saint Louis Regional Program for Exceptionally Gifted Students (PEGS) to Saint Louis Public School students. This program is for the period August 2013 to May 2014 at a cost not to exceed \$34,200.00.

**BACKGROUND:** The Saint Louis Program for Exceptionally Gifted Students (PEGS) provides a full-time, multi-aged enriched and extended academic program for those highly gifted students with I. Q.'s of 131 or higher who meet the PEGS criteria. Students attend school full-time at the Lindbergh School District site. Students needing these services are few in number and the program assists local Saint Louis districts in providing for the unique needs of these academically superior students. SLPS has six students who have met the criteria for PEGS at the Lindbergh School District.

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: 847-00-110-1272-6311	GOB	Requisition #:
Amount: \$34,200.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$34,200.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600004107

Department: Gifted Education

Requestor: Michelle Jones

Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Michelle Jones</b>	<b>Date: 06/04/2013</b>
<b>Department / School: Gifted and Talented</b>	<b>Phone Number: 314-345-2435</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>	
PEGS provides a full-time, multi-age, enriched and extended academic program for highly gifted students. The program provides individualized planning and differentiated instruction as well as an organized system for attaining social and emotional growth skills. PEGS curriculum is based on curriculum compacting, training in critical and creative thinking and creative production of projects.	
<b>Vendor Name: PEGS</b>	<b>Email: mschoeck@lindberghschools.ws</b>
<b>Vendor Contact: Michelle Schoeck</b>	<b>Phone Number (314) 729-2400</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
The exceptionally gifted students in PEGS have unique needs that call for an accelerated, challenging, fast paced, differentiated instructional program that is not in place with regular school district settings.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
PEGS is the only vendor that provides this service for students on two sites (Lindbergh and Pattonville districts in the St. Louis area.	
<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 no met, then the item must be bid.



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: June 4, 2013
Dept / School: Gifted Department		Reported By: Michelle Jones
Vendor: Lindbergh School District		Vendor #: 600004107
Contract # / P.O. / #:		Contract Name: PEGS
Contract Amount: \$ 34,200		Award Date: August 12, 2013
<b>Purpose of Contract (Brief Description):</b> PEGS provides a full-time, multi-aged enriched and extended academic program for those highly gifted students who need an alternative to the regular classroom. Students needing these services are few in number. The program assists local districts in providing for unique need of these academically superior students. SLPS has six students who have met the criteria for the program on the Lindbergh Campus.		
<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>	<b>5</b>	
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	<b>5</b>	
	4	
	3	
	2	
	1	
<b>Business Relations</b>	<b>5</b>	
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	<b>5</b>	
	4	
	3	
	2	
	1	
<b>Cost Control</b>	<b>5</b>	
	4	
	3	
	2	
	1	
<b>Average Score</b>	<b>5</b>	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: June 18, 2013

Agenda Item : 07-25-13-18

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Richelle S. Clark, Interim Consultant for SLPS Health Services

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 07-10-12-29

Prior Year Cost \$12,000.00

**SUBJECT:** To approve a sole source contract renewal with the Institute For Family Medicine to provide the services of the Medical Director for the Office of Health Services. The period of performance will be August 1, 2013 through June 30, 2014 with the total cost not to exceed \$12,000.00.

**BACKGROUND:** The Institute For Family Medicine provides the services of Dr. David Campbell as the Medical Director for the District. The Medical Director provides standing medical orders for the professional registered nurses employed as school nurses and directs patient health care services to students through utilization of Family Nurse Practitioners.

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: 880-00-110-2134-6319	GOB	Requisition #:
Amount: \$12,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$12,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600012168

Department: Health Services

Requestor:

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Richelle S. Clark, Interim Consultant for SLPS Health Services

Dr. Kelvin R. Adams, Superintendent



## Vendor Performance Report

Type of report: Final XX Quarterly <input type="checkbox"/>		Report Date: 6/1/13
Dept / School: Health Services		Reported By: Richelle Clark
Vendor: Institute for Family Medicine		Vendor #: 600012168
Contract # / P.O. #: 4500165193		Contract Name: Medical Director Services
Contract Amount: \$ 12,000		Award Date: 07/10/12
Purpose of Contract (Brief Description): To provide the services of a Medical Director for the Office of Health Services.		
Performance Ratings: 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 X 4 3 2 1	
Timeliness of Delivery or Performance	5 X 4 3 2 1	
Business Relations	5 X 4 3 2 1	
Customer Satisfaction	5 X 4 3 2 1	
Cost Control	5 X 4 3 2 1	
Average Score	5.0	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: right;">Please Check    Yes XX    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	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







# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Richelle Clark	<b>Date:</b> 6/1/13
<b>Department / School:</b> Health Services	<b>Phone Number:</b> 345-4401
<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>	
To provide standing medical orders for the professional registered nurses employed as school nurses and directs patient health care services to students through utilization of Family Nurse Practitioners.	
<b>Vendor Name:</b> Institute For Family Medicine	<b>Email:</b>
<b>Vendor Contact:</b> David C. Campbell, M.D.	<b>Phone Number</b> (314) 849-7669
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
This community service provider provides services to the District as the dedicated Medical Director for the Office of Health Services and provides direct healthcare services to students in the school setting through nurse practitioners. The Medical Director provides standing medical orders for the professional registered nurses employed as school nurses and directs patient health care services to students through the utilization of Family Nurse Practitioners. This year they have established the District's first school based clinic at the International Welcome School.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
N/A - One of a kind service.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
This healthcare service provider has no competitor and this specific service is only available from the Institute for Family Medicine.	
<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.





# BOARD RESOLUTION

Date: June 18, 2013

Agenda Item 07-25-13-19

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

**Action to be Approved:**

Agency/Partnership Agreement

**Other Transaction Descriptors:**

(i.e.: Sole Source, Ratification)

Previous Board Resolution # 10-18-12-07

Prior Year Cost \$20,354.00

**SUBJECT:** To approve the renewal of an Agency Partnership Agreement with BJC School Outreach and Youth Development to provide nutrition education programs as proposed in the U.S. Department of Education - Carol M. White Aim to Fitness Grant. The program is for the period September 1, 2013 - July 31, 2014 at a cost not to exceed \$19,880.00 for Cohorts 1 and 2 schools.

**BACKGROUND:** As part of the grant proposal for Year 2 of the Aim for Fitness Program, BJC School Outreach and Youth Development has agreed to provide: professional development training on nutrition; training for physical education teachers; staff to serve on a professional development committee to assist SLPS and other agencies; parent-child cooking demonstrations; and an annual Health Expo for school personnel.

**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: 847-WZ-293-1123-6319	Non-GOB	Requisition #:
Amount: \$19,880.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$19,880.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600010115

Department: Curriculum & Instruction

Requestor: M. Leanne White

Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

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: May 30, 2013
Dept / School: Curriculum & Instruction		Reported By: M. Leanne White
Vendor: BJC Youth Outreach & Youth Development		Vendor #: 600010115
Contract # / P.O/ #: 4500165781		Contract Name:
Contract Amount: \$ 20,354.00		Award Date: 10-18-12
<p><b>Purpose of Contract (Brief Description):</b> As a part of the PEP grant proposal, BJC School Outreach and Youth Development has agreed to provide professional development training on the "Fun"tastic Nutrition Education program, provide six parent-child cooking demonstration and provide an annual Health Expo for school personnel.</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>). <b>Ratings</b> 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory</p>		
Category	Rating	Comments (Brief)
<b>Quality of Goods / Services</b>	<u>X</u> 5	Very satisfied with the overall program and recommend the continuation of the "Fun"tastic Nutrition Education program in the district.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	<u>X</u> 5	Timing and delivery of performance on target. PD provided on the January 18 <sup>th</sup> district-wide PD training day.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	<u>X</u> 5	Excellent
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	<u>X</u> 5	Very satisfied
	4	
	3	
	2	
	1	
<b>Cost Control</b>	<u>X</u> 5	Cost of the program, PD training and teacher's tool kit, within the parameters of the grant proposal.
	4	
	3	
	2	
	1	
<b>Average Score</b>	<u>5</u>	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>		

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  No

### **VENDOR PERFORMANCE REPORT INSTRUCTIONS**

- 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**

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

#### **Performance Categories Descriptions**

<b>Category</b>	<b>Description</b>
<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

**2013-2014**  
**AIM for Fitness**  
**Cohort 2\***

1. Nance
2. Farragut
3. Herzog
4. Bryan Hill
5. Cote Brilliant
6. Dewey
7. Mullanphy
8. Henry
9. Sigel
10. Gateway
11. Kennard
12. Froebel(FVP)
13. Mann(FVP)
14. Monroe(FVP)
15. Meramec(FVP)
16. Woodward

**\*As soon as information is available the Cohort 2 list will be updated to include site address, name of principal, PE teacher and nurse**

**PEP Grant Year 12012-2013  
1st Cohort - Cluters A, B, C**

<b>Cluster A,B,C</b>	<b>SCHOOL BELL TIME</b>	<b>ADDRESS PHONE #</b>	<b>PRINCIPAL</b>	<b>PE TEACHER</b>
1	<b>Adams Elementary</b>	1311 Tower Grove Ave., 63110	Tawana Hughes	John Johnson
A	8:05-3:02	535-3910		
2	<b>Ames VPA Elementary</b>	2900 Hadley, 63107	JaVetta Parks-Prince	James Karwoski
B	9:10-4:07	241-7165		
3	<b>Ashland Elementary</b>	3921 No. Newstead, 63115	Lisa Brown	Luxora Crawford
C	8:05-3:02	385-4767		
4	<b>Clay Elementary</b>	3820 No. 14 <sup>th</sup> St., 63107	Donna Owens	Lindsey Petersen
B	8:05-3:02	231-9608		
5	<b>Cole Elementary</b>	3935 Enright, 63108	Sean Nichols	Aneta Pavlova
B	8:05-3:02	533-0894		
6	<b>Hamilton Elementary</b>	5819 Westminster Place, 63112	Starlett Frenchie	Karen Schneider
B	8:05-3:02	367-0552		
7	<b>Hickey Elementary</b>	3111 Cora Ave., 63115	Peggy Starks	Fabian Turner
C	8:05-3:02	383-2550		
8	<b>Hodgen Elementary</b>	1616 California, 63104	Regina Hasty	Steven Mercado
A	9:20-4:17	771-2539		
9	<b>Laclede Elementary</b>	5821 Kennerly Ave., 63112	Daisy Fisher	Sabrina Mack
C	8:15-3:12	385-0546		
10	<b>Lexington Elementary</b>	5030 Lexington Ave., 63115	Myra Pendleton	Russell Arms
C	8:05-3:02	385-2522		
11	<b>Lyon Acad. Basic Inst.</b>	516 Loughborough, 63111	Isakli Ingrid	Nicholas Schwerdt
A	8:05-3:02	353-1349		
12	<b>Mason Elementary</b>	6031 Southwest Ave., 63139	Deb Leto	James Blanke
A	8:05-3:02	645-1201		
13	<b>Peabody Elementary</b>	1224 S. 14 <sup>th</sup> St., 63104	Carey Cunningham	Ashley Daniels
A	8:05-3:02	241-1533		
14	<b>Walbridge Elementary</b>	5000 Davison Ave., 63120	Cynthia Harrison-Lewis	Cheryl Paige
C	8:05-3:02	383-1829		
15	<b>Washington Montessori</b>	1130 N. Euclid, 63113	DeAndrea Torrey	Benjamin Cornell
B	9:10-4:07	361-0432		
16	<b>Woerner Elementary</b>	6131 Leona, 63111	Peggy Meyer	Terry Hessler
A	9:10-4:07	481-8585		
<b>M. Leanne White, Ed.S. Project Director (314)345-4402 office (314) 952-8511 cell</b>			<b>Travis Brown Athletic Director (314) 345-4405</b>	







# BOARD RESOLUTION

Date: June 17, 2013

Agenda Item: 07-25-13-20

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Action to be Approved:  
Agency/Partnership Agreement

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

Previous Board Resolution # 10-18-12-08

Prior Year Cost \$148,723.00

**SUBJECT:** To approve the renewal of an Agency Partnership Agreement with Washington University School of Medicine to provide fitness education programs as proposed in the U.S. Department of Education - Carol M. White -Aim to Fitness Grant. The program is for the period September 1, 2013 - July 31, 2014 at a cost not to exceed \$147,931.00. This will be Year 2 of the three year grant.

**BACKGROUND:** As part of the grant proposal for Year 2 of the Aim for Fitness Program, Washington University School of Medicine has agreed to provide assistance and training for St. Louis Public Schools' teachers to perform height and weight measurements for the computation of BMI-for-age and to perform the 20 meter pacer assessment test, to oversee an analysis of BMI and fitness data, to assist teachers in implementing the AIM (Academics in Movement) physical education program, to facilitate accurate and timely data collection and to prepare the annual reports for SLPS for submission to a national data base as part of the grant reporting obligations. See attached list for the thirty-two schools participating in Year 2 of the program.

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: 847-WZ-293-1123-6319	Non-GOB	Requisition #:
Amount: \$147,931.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$147,931.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600001400

Department: Curriculum & Instruction

Requestor: M. Leanne White

Angela Banks, Budget Director

  
Sheila Smith-Anderson, Exec. Dir., Curr. Instruc  
Leon Fisher, CFO/Treasurer  
6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics  
Dr. Kelvin R. Adams, Superintendent



## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: May 30, 2013
Dept / School: Curriculum & Instruction		Reported By: M. Leanne White
Vendor: Washington University School of Medicine		Vendor #: 600001400
Contract # / P.O. #: 4500166530		Contract Name: AIM for Fitness
Contract Amount: \$ 148,723.00		Award Date: 10-18-12
<p><b>Purpose of Contract (Brief Description):</b> As part of the grant proposal for Year 2 of the Aim for Fitness Program, Washington University School of Medicine has agreed to provide assistance and training for St. Louis Public Schools' teachers to perform height and weight measurements for the computation of BMI-for-age and to perform the 20 meter pacer assessment test, to oversee an analysis of BMI and fitness data, to assist teachers in implementing the AIM (Academics in Movement) physical education program, to facilitate accurate and timely data collection and to prepare the annual reports for SLPS for submission to a national data base as part of the grant reporting obligations. See attached list for the thirty-two schools participating in Year 2 of the program.</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)
<b>Quality of Goods / Services</b>	<u>X</u> 5	Very satisfied with the overall performance of Washington University staff with professional development, assessments and measurements, data collection and processing. I recommend that SLPS continues to utilize the services of the Washington University staff.
	4	
	3	
	2	
	1	
<b>Timeliness of Delivery or Performance</b>	<u>X</u> 5	Timing and delivery of performance on target. PD provided in October and November during after school sessions and on January 18 <sup>th</sup> during district-wide PD training day.
	4	
	3	
	2	
	1	
<b>Business Relations</b>	<u>X</u> 5	Excellent
	4	
	3	
	2	
	1	
<b>Customer Satisfaction</b>	<u>X</u> 5	Very satisfied
	4	
	3	
	2	
	1	
<b>Cost Control</b>	<u>X</u> 5	Cost of the PD training, assessments & measurements, data collection and analysis within the parameters of the grant proposal.
	4	
	3	
	2	
	1	
<b>Average Score</b>	<u>5</u>	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

**2013-2014**  
**AIM for Fitness**  
**Cohort 2\***

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2. Farragut
3. Herzog
4. Bryan Hill
5. Cote Brilliant
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11. Kennard
12. Froebel(FVP)
13. Mann(FVP)
14. Monroe(FVP)
15. Meramec(FVP)
16. Woodward

**\*As soon as information is available the Cohort 2 list will be updated to include site address, name of principal, PE teacher and nurse**

**PEP Grant Year 12012-2013**  
**1st Cohort - Cluters A, B, C**

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16	Woerner Elementary	6131 Leona, 63111	Peggy Meyer	Terry Hessler
A	9:10-4:07	481-8585		
M. Leanne White, Ed.S. Project Director (314)345-4402 office (314) 952-8511 cell			Travis Brown Athletic Director (314) 345-4405	





# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-25-13-21

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 06-26-12-54

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

**SUBJECT:** To approve the renewal of a Memorandum of Understanding (MOU) with Preferred Family Healthcares, Inc. to provide educational services to the Agency's consumers who are located within the District. The MOU will be for the period July 26, 2013 through June 30, 2014.

**BACKGROUND:** Preferred Family Healthcares, Inc. provides services related to the management of behavioral problems that might occur in the classroom. This will be the second year of the program.

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

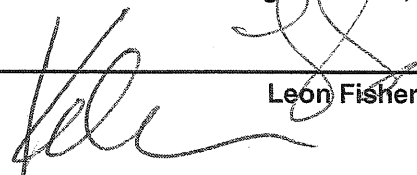
Requestor: Verneice Wise

  
Dr. Chip Jones, Exec. Dir., Special Education

  
Stacy Clay, Dep. Supt., Institutional Advancement



Angela Banks, Budget Director



Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent



**Memorandum of Understanding**  
**Performance Standard(s)**  
**Report**

**Agency:** Preferred Family Healthcares, Inc \_\_\_\_\_

**School:** All SLPS High Schools Participate \_\_\_\_\_

**From:** August 2012 \_\_\_\_\_ **To:** May 24, 2013 \_\_\_\_\_

**Performance Standard 1:** Five (5) or more students will complete the program with a favorable performance evaluation every 5 weeks during the regular 5-week progress reporting period for SLPS.

**Status:** 15 students were enrolled for academic instruction with SLPS \_\_\_\_ received satisfactory/goals met on 5 week progress reports \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Submitted by:** Verneice Wise, SLPS HS Special Education Supervisor

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

**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 Preferred Family Healthcares, Inc ("Agency") on this 26th day of July 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Preferred Family Healthcares, Inc and the St. Louis Public Schools in order to provide educational services to the Agency's consumers who are located within the Saint Louis Public School 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. 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").

#### **4. Obligations of SLPS:**

- (a) SLPS will provide enrollment forms to PFH for city residents and Home Bound forms for non city residents to be completed by the district of resident.
- (b) SLSP will provide homebound instruction to all non city residents and will be responsible for billing the non-city school district for reimbursement of funds for students receiving homebound instruction at PFH.
- (c) SLPS will ensure enrollment status is established within 72 hours, excluding holidays and weekends, following receipt of enrollment forms provided by PFH for all city resident students and homebound students.
- (d) SLPS will maintain records of attendance, grades/credits.
- (e) SLPS will attend a transition meeting scheduled by the agency approximately 14 days prior to the student leaving residential care.
- (f) SLPS will provide a least 1 teacher for 3 hours per day during the school year, including arranging for a substitute teacher during times when the primary teacher will be unavailable for more than 3 consecutive days.
- (g) SLPS teacher assigned to the agency will participate as necessary in the agency's weekly clinical staffing meeting.
- (h) SLPS will maintain a current library of core educational materials on site at all times at the agency.
- (i) SLPS will make access available to Free and Reduced Breakfast and Lunch for qualifying students not including those times that SLPS does not provide FRBL such as holiday's and breaks.
- (j) SLPS will send original enrollment forms to the SLPS OSE for the purpose of enrollment/reenrollment in SLPS.

#### **5. Obligations of PFH:**

- (a) PFH will complete enrollment forms for city resident students for enrollment in SLPS
- (b) PFH will notify SLPS of any unplanned student discharge or student absence.
- (c) PFH will organize a transition meeting to be schedule approximately 14 days prior to the student leaving residential care and will include the SLPS teacher, PFH staff.
- (d) PFH will include the SLPS teacher in a weekly clinical staffing meeting
- (e) PFH staff will address and manage all behavioral problems that might occur in the classroom. This includes corresponding with SLPS for issues that result in suspension for the educational services for periods of days based on behaviors or recommendation.
- (f) PFH will provide at least 1 support staff at all times when SLPS services are being provided.
- (g) PFH will provide the teacher with a desk and secure place to store personal belongings and school materials.

(h) PFH will complete Lunch Application Forms for all students and return forms within 72 hours to SLPS for processing.

(i) PFH will provide a staff member to pick up breakfast/lunch from local school and return all storage containers.

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

**SLPS 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:

- Five (5) or more students will complete the program with a favorable performance evaluation every 5 weeks during the regular 5-week progress reporting period for SLPS.

**7. Term and Termination:** The term of the MOU will be from July 26, 2013 to June 30, 2014, unless earlier terminated by either party by providing thirty (30) day written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

(Agency)

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_





# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-25-13-22

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 08-09-12-15

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with 99 Billion Better to provide school to work transitional training for special education students. This opportunity will be available to all high school special education students in the District who are recommended by their teaching staff. The MOU will be for the period July 26, 2013 through June 30, 2014.

**BACKGROUND:** The 99 Billion Better will provide school to work transitional training in the hospitality industry. Once a student has demonstrated proficiency in necessary skills, the student will be placed in a volunteer/paying position with 99 Billion Better or other appropriate placement. This will be the third year of the program.

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 #:

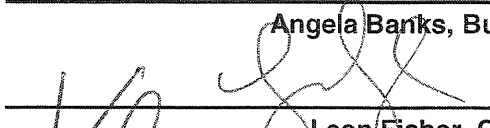
Department: Special Education

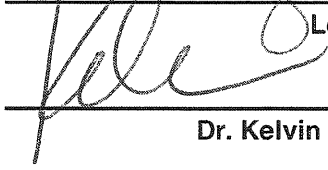
Requestor: Verneice Wise

  
Dr. Chip Jones, Exec. Dir., Special Education

  
acy Clay, Dep. Supt., Institutional Advancement

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent

# Memorandum of Understanding

## Performance Standard(s)

### Report

**Agency:** 99 Billion Better Learning and Behavioral Center

**School:** All SLPS High Schools

**From:** August, 2012

**To:** May 24, 2013

**A. Performance Standard 1:** The program will include at least 20 students from the three comprehensive high schools of the SLPS District.

**Status:** Twenty students enrolled in the program during the fall of 2012.

**B. Performance Standard 2:** At least 5 students from the program will be competitively employed as a result of the skills and volunteer experience.

**Status:** Five students are competitively employed as a result of work with SLATE and VR.

**C. Performance Standard 2:** Ten (10) or more students will complete the program with favorable performance evaluation.

**Status:** Six students graduated in May 2013, four students will graduate in June 2013. Four students will return in the fall of 2013, one student returned to a regular school building for another program and graduated.

**D. Performance Standard 2:** The agency will provide a list of services to the students and families upon completion to the transition work program.

**Status:** The students were given a Summary of Performance which included a list of agencies and services along with a copy of their IEP and Evaluations by SLPS teachers and a reference letter from 99 Billion Better Agency.

**Submitted by:** Verneice Wise, SLPS Special Education Supervisor **Date:** 6/11/2013

**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 99 Billion better on this 26th day of July 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between with 99 Billion Better and the St. Louis Public Schools in order to provide educational services to the Agency's Consumers who are located within the Saint Louis Public School 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:**

- Provide academic instruction to students referred to “Professional Student’s” as governed by criteria established based upon IEP goals as SLPS Mandates.
- Provide certified special education teachers.
- Provide computer-aid instructions
- Collaborate with 99 Billion Better to develop a transitional, entrepreneurial program for students with disabilities.
- Provide instruction in Personal Finance, Business Management, and Character Education.
- Maintain records of attendance, grades, and communicate with home school of enrollment.
- Provide Free and Reduced Breakfast, Lunch, not including those times that SLPS does not provide FRBL, such as holidays and breaks.

**6. Obligations of Agency:**

- Provide a safe work experience environment for students of SLPS
- Report any concerns immediately to Work Experience Counselor servicing said students.
- 99 Billion Better shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the St. Louis Public School’s program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.
- 99 Billion Better shall make available to assigned St. Louis Public School’s students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, 99 Billion Better may, with the consent of St. Louis Public School’s program coordinator, place the student in a volunteer/paying position with 99 Billion Better or other appropriate placement upon the student’s graduation from the St. Louis Public School program.
- 99 Billion Better shall have the right to remove a student from assignment to 99 Billion Better and will notify St. Louis Public School High School’s representative of the basis

of that decision.

**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. The program will include at least 20 students from the various high schools of the SLPS District
- B. At least 5 students from the program will be employed as a result of the skills and volunteer experience.
- C. Ten (10) or more students will complete the program with favorable performance evaluation.
- D. The agency will provide a list of services to the students and family upon completion to the transition work program.

**8. Term and Termination:** The term of the MOU will be from July 26, 2013 to June 30, 2014. Either party shall have the right to terminate this MOU without cause with thirty (30) days written notice to the person who has signed as a representative of the parties below.

Saint Louis Public Schools

99 Billion Better

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_





# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-25-13-23

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 08-09-12-19

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with MERS/Goodwill to provide school to work transition training for students with disabilities. The MOU will cover the period July 26, 2013 to June 30, 2014.

**BACKGROUND:** The MERS/Goodwill program will provide job related skills necessary to obtain employment in the food services industry after graduation. Once a student has demonstrated proficiency in necessary skills, the student will be placed in a volunteer/paying position with MERS/Goodwill or other appropriate placement. This will be the second year of the program.

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: Verneice Wise

  
Dr. Chip Jones, Exec. Dir., Special Education

  
Stacy Clay, Dep. Supt., Institutional Advancement

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent

**Memorandum of Understanding**  
**Performance Standard(s)**  
**Report**

**Agency:** MERS GOODWILL (AFTERGUT CENTER)

**School:** All SLPS High Schools

**From:** August, 2012

**To:** May 24, 2013

**SLPS 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:

**Performance Standard 1:** The program will include 12 students from the various high schools of the SLPS District.

**Status:** There were a total of 13 students from the various high schools of the SLPS that participated in the programs provided by the MERS classroom.

A. **Performance Standard 2** At least 5 students from the program will be employed as a result of the skills and volunteer experience.

**Status:** Six students graduated and will continue the skills program and training provided through MERS. Two other students are employed by Renaissance Hotels.

B. **Performance Standard 3** Ten (10) or more students will complete the program with favorable performance evaluation.

**Status:** Eleven of the students received satisfactory reports for the school year by meeting their IEP goals. Six of the students graduated.

C. The agency will provide a list of services to the students and families upon completion to the transition work program.

**Status:** The students were given a Summary of Performance which included a list of agencies and services along with a copy of their IEP and Evaluations by SLPS teacher.

**Submitted by:** Verneice Wise, SLPS Special Education Supervisor **Date:** 6/11/2013 \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Recommendation:** X Continue

Discontinue

**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:

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

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and MERS/Goodwill on this 26th day of July, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between MERS/Goodwill and the St. Louis Public Schools in order to provide school to work transition training for special education students.**

**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) SLPS shall have total responsibility for planning and determining the adequacy of the educational experience of the students in basic skills, attitude and behavior and will assign to each MERS/Goodwill site only those students whom it deems satisfactory in the areas. Students assigned to MERS/Goodwill worksite will have a work related goal in their IEP.
- (b) SLPS shall inform its students and faculty that they must abide by the rules and regulation of MERS/Goodwill while performing activities pursuant to this agreement and they may not enter a location or engage in any activity with MERS/Goodwill not authorized by MERS/Goodwill staff.
- (c) SLPS will ensure all students participation on work site will be limited to 90 hours for assessment, with addition of up to 120 hours for training if that is added to the IEP. SLPS faculty will be responsible to keep track of the student hours to stay within 90 hour + 120 hour total.
- (d) SLPS shall designate a member of its faculty to coordinate the programs with designated members of MERS/Goodwill staff. This assignment shall include on-site visits when practical and continuing exchange of information on the progress of the programs.
- (e) SLPS shall have the right to withdraw a student from assignment with MERS/Goodwill.
- (f) SLPS "teacher-in-charge" and support staff will provide constant direct supervision for all students performing work with MERS/Goodwill staff. This assignment shall include on-site visits when practical and continuing exchange of information on the progress of the program.
- (g) SLPS shall maintain worker medical/accident insurance for each student worker assigned to MERS/Goodwill. A copy of the policy will be provided to the MERS/Goodwill program representative.



- (h) SLPS staff assigned to MERS/Goodwill must have participated in a background check provided by SLPS.
- (I) The terms of the document titled **MOU with MERS Goodwill** The terms of the document titled and attached hereto as Exhibit A are also incorporated herein, except where specifically noted.

**6. Obligations of Agency:**

- (a) MERS Goodwill shall designate a member of its staff from each site where students are located to be coordinated of the program and function as a supervisor with whom the SLPS program coordinate is to communicate for the conduct of the program, which may include the development of objective, methods of instruction and other details of the experience.
- (b) MERS Goodwill shall make available to assigned SLPS students and staff appropriate facilities, equipment, supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, MERS/Goodwill may, with the consent of SLPS program coordinator, place the student in a volunteer/paying position with MERS/Goodwill or other appropriate placement upon the student's graduation from SLPS.
- (c) MERS Goodwill shall have the right to remove a student from assignment to MERS Goodwill and will notify SLPS' representative of the basis of that decision.
- (d) The terms of the document titled **MOU with MERS Goodwill** and attached hereto as Exhibit A are also incorporated herein, except where specifically noted.

**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. The program will include at least 20 students from the various high schools of the SLPS District
- B. At least 5 students from the program will be employed as a result of the skills and volunteer experience.
- C. Ten (10) or more students will complete the program with favorable performance evaluation.
- D. The agency will provide a list of services to the students and family upon completion to the transition work program.

**8. Term and Termination:** The term of the MOU will be from July 26, 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

MERS Goodwill

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_







# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item: 07-25-13-24

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 08-09-12-17

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with the Society of St. Vincent de Paul to provide school to work transition training for students with disabilities. The MOU will cover the period July 26, 2013 to June 30, 2014.

**BACKGROUND:** The Society of St. Vincent de Paul program will provide job related skills necessary to obtain employment in the food services industry after graduation. Once a student has demonstrated proficiency in necessary skills, the student will be placed in a volunteer/paying position with the Society of St. Vincent de Paul or other appropriate placement. This will be the third year of the program.

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: Verneice Wise

  
Dr. Chip Jones, Exec. Dir., Special Education

  
Stacy Clay, Dep. Supt., Institutional Advancement

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent

**Memorandum of Understanding**  
**Performance Standard(s)**  
**Report**

**Agency:** Society of St. Vincent de Paul \_\_\_\_\_

**School:** All SLPS High Schools \_\_\_\_\_

**From:** July 1, 2012 \_\_\_\_\_ **To:** May 24, 2013 \_\_\_\_\_

**SLPS 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:

**Performance Standard 1: Ten (10) or more students will complete the program with favorable performance evaluation.**

**Status:** 18 students enrolled and completed the first semester and 21 students enrolled and completed the second semester. The students attended one day per week for job skill instruction and training in the areas of food service, housekeeping, patient care, transporting, activities center, cosmetology and laundry.

**Performance Standard 2: The agency will provide a list of services to the students and family upon completion to the transition work program.**

**Status:** The students each received a certificate and summary of the hours and skills completed in the various skill areas of the facility. The students had a rotation schedule of 5 weeks to gain experience in more than one skill area. AO/JESS (Alternative Opportunities/Jobs and Employment Support Services) and Vocational Rehabilitation assisted the students in assessments and job placement.

**Submitted by:** Verneice Wise, SLPS Special Education Supervisor **Date:** June 11, 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 Society of St. Vincent de Paul on this 26th day of July 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Society of St. Vincent de Paul and the St. Louis Public Schools in order to provide school to work transition training for students with disabilities.**

**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 a teacher and teacher assistant (if needed) to provide vocational academic instruction related to Community-Based Transition Classroom volunteer positions.
- (b) Provide a teacher and teacher assistant (if needed) to provide “job coaching” to students in the Community-Based Transition Classroom volunteer positions.
- (c) Provide a teacher and teacher assistant (if needed) to provide supervision of students in the Community-Based Transition Classroom volunteer positions.

The terms of the document titled **the Society of St. Vincent DePaul** and attached hereto as Exhibit A are also incorporated herein, except where specifically noted.

**6. Obligations of Society of St. Vincent de Paul:**

- (a) Provide an area for classroom instruction.
- (b) Provide an area for lunch.
- (c) Provide meaningful work experience for student volunteers.
- (d) The Society of St. Vincent DePaul shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the St. Louis Public School’s program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.
- (e) The Society of St. Vincent DePaul shall make available to assigned St. Louis Public School’s students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in



necessary skills and tasks, the Society of St. Vincent DePaul may, with the consent of St. Louis Public School's program coordinator, place the student in a volunteer/paying position with the Society of St. Vincent DePaul or other appropriate placement upon the student's graduation from the St. Louis Public School program.

- (f) The Society of St. Vincent DePaul shall have the right to remove a student from assignment to the Society of St. Vincent DePaul and will notify St. Louis Public School High School's representative of the basis of that decision.

The terms of the document titled **the Society of St. Vincent DePaul** and attached hereto as Exhibit A are also incorporated herein, except where specifically noted.

**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:

1. The program will include at least 20 students from the various high schools of the SLPS District.
2. At least 5 students from the program will be employed as a result of the skills and volunteer experience.

**8. Term and Termination:** The term of the MOU will be from July 26, 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

The Society of St. Vincent DePaul

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

**Memorandum of Understanding**  
**Performance Standard(s)**  
**Report**

**Agency:** Society of St. Vincent de Paul \_\_\_\_\_

**School:** All SLPS High Schools \_\_\_\_\_

**From:** July 1, 2012 \_\_\_\_\_ **To:** April 17, 2013 \_\_\_\_\_

**SLPS 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 standard:

**Performance Standard 1: Five (5) or more students will complete the program with a favorable performance evaluation.**

**Status:** Fifteen students from Gateway STEM Autism and Intellectual Disability programs and eight students from Northwest and Vashon participated in the transition program at St. Vincent de Paul Thrift Store. They attended the transition site on alternating days learning skills for employment in a store setting of sorting, packaging, hanging items, and light cleaning.

**Submitted by:** Verneice Wise, SLPS HS Special Education Supervisor

**Date:** June 11, 2013

**Reviewed by:** \_\_\_\_\_

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

**Recommendation:**

Continue

Discontinue





# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-05-13-05

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 06-26-12-57

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with Harris Stowe State University to provide a Community-Based Transition Classroom. The MOU will cover the period July 26, 2013 to June 30, 2014.

**BACKGROUND:** Harris Stowe State University will provide school to work transitional training that will allow the students to acquire experience in the areas of light maintenance, organizing and setting up activities for the community, and assisting office staff. The program is designed to give the students meaningful work experience and give the students professional development opportunities.

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: Verneice Wise

Dr. Chip Jones, Exec. Dir., Special Education

Stacy Clay, Dep. Supt., Institutional Advancement

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

**Memorandum of Understanding**  
**Performance Standard(s)**  
**Report**

Agency: Harris Stowe State University

School: All SLPS High Schools

From: August, 2012

To: May 24, 2013

**SLPS 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:

**Performance Standard 1:** The program will include at least 20 students from the various high schools of the SLPS District.

**Status:** There were 15 students from the various high schools of the SLPS enrolled.

**Performance Standard 2** At least 5 students from the program will be employed at Harris-Stowe or a similar work environment as a result of the skills and volunteer experience.

**Status:** Eight students are employed through SLATE and other agencies for summer work. The students will attend college.

**Performance Standard 3** At least five students from the program will attend Harris Stowe or another 4-year college/University as a result of the experience.

**Status:** All of the students have stated they will attend college. Thirteen have completed college applications and applied for financial assistance. Seven students have applied to attend Harris-Stowe. Three students completed the process for attending the Math & Science Academy Summer institute which includes free room and board and a stipend to be used as a scholarship once the actual fall semester begins. One of the three student's current work-study assignment is at the Clay Early Childhood Development Center and is providing her insight into the world of early childhood of which she plans to major in when she attends Harris-Stowe this fall. Two of last year's students (2011-12) applied to Harris Stowe for college..

**Submitted by:** Verneice Wise, SLPS Special Education Supervisor **Date:** 6/11/2013

**Reviewed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Recommendation:** X 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 Harris Stowe State University on this 26th day of July 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Harris Stowe University and the St. Louis Public Schools in order to provide a Community-Based Transition Classroom on the Harris Stowe State University Campus.**

**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.

**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:**

- Provide a potential student referral list.
- SLPS will provide a certified special education teacher to provide vocational academic instruction related to Community-Based Transition Classroom volunteer positions.
- Collaborate with Harris Stowe in developing a transitional work Program for students with disabilities.
- Provide a teacher to provide supervision of students in the transition program.
- The terms of the document titled “Community-Based Transition Classroom” and attached hereto as Exhibit A are also incorporated herein, except where specifically noted.

**6. Obligations of Harris Stowe State University:**

- To create an environment in which the student volunteer may develop the ability and motivation to learn skills that will help them become successful academically and in the working community.
- To provide meaningful work experience for the volunteers/Students.
- Give the volunteers professional developments opportunities that will allow them to build up their skills and abilities and foster positive relationships within the community.
- Harris Stowe State University shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the St. Louis Public School’s program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.

- Harris Stowe State University shall make available to assigned St. Louis Public School's students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, Harris Stowe State University may, with the consent of St. Louis Public School's program coordinator, place the student in a volunteer/paying position with Harris Stowe State University or other appropriate placement upon the student's graduation from the St. Louis Public School program.
- Harris Stowe State University shall have the right to remove a student from his/her assignment and will notify St. Louis Public School High School's representative of the basis of that decision.
- The terms of the document titled Harris Stowe State University and attached hereto as Exhibit A are also incorporated herein, except where specifically noted.

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

**SLPS 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:

1. The program will include at least 20 students from the various high schools of the SLPS District.
2. At least 5 students from the program will be employed as a result of the skills and volunteer experience.
3. At least two students from the program will attend Harris Stowe or another 4-year college/University as a result of the experience.

**8. Term and Termination:** The term of the MOU will be from July 26, 2013 to June 30, 2014. Either party shall have the right to terminate this MOU without cause with thirty (30) days written notice to the person who has signed as a representative of the parties below.

Saint Louis Public Schools

Harris Stowe State University

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_







# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-25-13-26

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 11-15-12-25

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with The Miriam Learning Center to establish a partnership to implement a program focusing on preventative and intervention services for students not eligible for special educational services as defined by the Office of Special Education (OSE). The MOU will be for the period July 26, 2013 through June 30, 2014.

**BACKGROUND:** The Miriam Learning Center will provide occupational and speech/language therapists to assist SLPS students in acquiring and maintaining related skills and abilities leading to academic proficiency.

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. Chip Jones, Exec. Dir., Special Education

  
Stacy Clay, Dep. Supt., Institutional Advancement



Angela Banks, Budget Director



Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

**Memorandum of Understanding**  
**Performance Standard(s)**  
**Report**

Agency: Miriam Learning Center

School: Mallinckrodt ABI

From: 11/16/2012 To: 05/24/2013

**Performance Standard 1: Assessments developed based on pre-tests, post-tests, and regular progress monitoring.**

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**Status:** Individual assessments were developed based on the goals of each child. They did include pre-tests, post-tests, and progress monitoring. \_\_\_\_\_

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**Performance Standard 2: Performance should be based on the students goals and the stated milestones, specific to the area of concentration**

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**Status:** Milestones based on each student's specific area of concentration were documented and celebrated. \_\_\_\_\_

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Submitted by: Merry Q. Denny \_\_\_\_\_

Date: 5-16-13 \_\_\_\_\_

Reviewed by: \_\_\_\_\_

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

**Recommendation:**

Continue

Discontinue

Note: The OT services greatly helped our young students. It was a much needed service. However, I was hopeful when we entered the grant partnership that we would be able to secure mental health services for our 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> graders. This is a very serious growing need for us and for many of the SLPS students. These problems are going undiagnosed, untreated and is affecting learning. If these types of free services are ever available, we would greatly appreciated being included. Thank you! Merry Q. Denny

# Memorandum of Understanding

## Performance Standard(s)

### Report

Agency: Miriam Learning Center

School: Dewey International Studies

From: 11/16/2012 To: 05/24/2013

Performance Standard 1: Assessments developed based on pre-tests, post-tests, and regular progress monitoring.

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Status: Both therapists conducted pre and post evaluations and provided us with regular progress reports.

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Performance Standard 2: Performance should be based on the students goals and the stated milestones, specific to the area of concentration

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Status: Goals used by Miriam were developed in conjunction with school staff and based upon the agreed upon student needs.

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Performance Standard 3: \_\_\_\_\_

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Status: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Performance Standard 4: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Status: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Performance Standard 5: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Status: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Submitted by: Jeanine Zitta \_\_\_\_\_

Date: 5.9.13 \_\_\_\_\_

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 Miriam Learning Center on this 26th day of July, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between The Miriam Center and the St. Louis Public Schools in order to provide intervention and preventative services to students who do not otherwise qualify to receive services as identified in need of special educational related services, specifically occupational therapy and speech & language therapy.**

**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 which includes a criminal background check. 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"). SLPS acknowledges that The Miriam Learning Center maintains client records for all student participants in the non-special educational therapy program at the Agency's main office. SLPS further acknowledges that all such records and information are confidential in compliance with "HIPAA" and will not be available for review by SLPS. The staff of the Agency are Mandated Reporters and will act accordingly and in compliance with local and state laws

**5. Obligations of SLPS:**

- (a) Participate with The Miriam Learning Center program supervisor to identify schools to participate in the program.
- (b) Obtain agreement and cooperation of school personnel, i.e. principal, counselors, social workers teachers to foster participation and collaboration in each individual school.
- (c) Ensure that each school principal will sign and return a copy of the letter of agreement to The Miriam Learning center as outlined in 6 (b) below.
- (d) Assist The Miriam Learning Center with the identification of appropriate students to participate in the therapy program. Students may be identified by way of the schools CARE or Student Intervention Teams.
- (e) Assist The Miriam Learning Center in developing a consent form which will include demographic information from the parents/guardians of appropriate students to be shared with the Miriam Learning Center therapists. This form will also grant permission for the student to participate in the program.
- (f) Provide an appropriate and confidential space for therapy groups and individual therapy sessions to take place at each school.
- (g) Make students available during the school day but outside the designated reading and math instructional blocks and MAP testing schedule on a weekly basis (or as specified by The Miriam Learning Center) to participate in group and/or individual therapy.



**6. Obligations of Agency:**

- (a) The Miriam Learning Center will provide occupational therapy and/or speech/language therapy services to children enrolled in the SLPS District. The schools will be identified and session schedules developed through mutual agreement by The Miriam Learning Center and SLPS administrative staff.
- (b) The Miriam Learning Center will provide six (6) hours of weekly therapy (occupational, speech, language services) split between the agreed on schools (Dewey and Mallinckrodt).
- (c) Terms of agreement will be provided in a letter of agreement for each school participating outlining expectations, procedures and requirements of the school and The Miriam Learning Center.
- (d) Provide assistance, support and consultation to school staff as needed and agreed on.
- (e) Maintain case records at The Miriam Learning Center facility. Such case records are confidential. These records can be shared with relevant school staff to help demonstrate students progress via the response to intervention support service program.
- (f) Provide data and reports regarding achievement of milestones and performance targets to the participating schools as requested. As students demonstrate progress or lack of progress continued participation will be based on pretests and post tests, regular progress monitoring. The Miriam Learning Center, along with the students teacher(s) will meet to discuss whether the student has met the established goals.
- (g) 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) Assessments developed based on pre-tests, post-tests, and regular progress monitoring.
- (b) Performance should be based on the students goals and the stated milestones, specific to that area of concentration.

**8. Resources:** No financial resources will be exchanged between The Miriam Learning Center and the SLPS to conduct activities outlined in this MOU.

**9. Term and Termination:** The term of the MOU will be from July, 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.

**10. Official Contacts for:**

Saint Louis Public Schools

The Miriam Learning Center

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

**11. Authorized Signatures:**

Saint Louis Public Schools

The Miriam Learning Center

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_





# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-25-13-07

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Chip Jones, Exec. Dir., Special Education

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 06-26-12-60

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with the YMCA (Monsanto) to provide school to work transition training for students with disabilities. The MOU will cover the period July 26, 2013 to June 30, 2014.

**BACKGROUND:** The YMCA will provide school to work transitional training in the areas of light maintenance, organizing and setting up activities for the community and assisting office staff on a daily basis. The program is designed to give the students meaningful work experience and give the students professional development opportunities.

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: Verneice Wise

Dr. Chip Jones, Exec. Dir., Special Education

Stacy Clay, Dep. Supt., Institutional Advancement

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

**Memorandum of Understanding**  
**Performance Standard(s)**  
**Report**

Agency: Monsanto YMCA \_\_\_\_\_

School: All SLPS High Schools \_\_\_\_\_

From: July 1, 2012 \_\_\_\_\_ To: May 24, 2013 \_\_\_\_\_

**Performance Standard 1: Ten (10) or more students will complete the program with favorable performance evaluation.**

**Status:** 18 students enrolled and completed the first semester and 21 students enrolled and completed the second semester. The students attended one day per week for job skill instruction and training in the areas of food service, housekeeping, patient care, transporting, activities center, cosmetology and laundry.

**Performance Standard 2: The agency will provide a list of services to the students and families upon completion to the transition work program.**

**Status:** The students each received a certificate and summary of the hours and skills completed in the various skill areas of the facility. The students had a rotation schedule of 5 weeks to gain experience in more than one skill area. AO/JESS (Alternative Opportunities/Jobs and Employment Support Services) and Vocational Rehabilitation assisted the students in assessments and job placement. One student was hired for full-time employment. This is the 2<sup>nd</sup> year and the students who were hired last year are still employed.

**Submitted by:** Verneice Wise, SLPS Special Education Supervisor

**Date:** June 11, 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 YMCA on this 26th day of July 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 school to work transitional training for students with disabilities, with duties that include light maintenance, organizing and setting up activities for the community and also assisting office staff on a daily basis.**

**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:**

- Provide a potential student referral list.
- Collaborate with The YMCA in developing a transitional work Program for students with disabilities.
- Provide Free and Reduced Breakfast, Lunch, not including those times that SLPS does not provide FRBL, such as holidays and breaks
- The terms of the document titled The YMCA and attached hereto as Exhibit A are also incorporated herein, except where specifically noted.

**6. Obligations of Agency:**

- The YMCA shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the St. Louis Public School’s program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.
- The YMCA shall make available to assigned St. Louis Public School’s students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, The YMCA may, with the consent of St. Louis Public School’s program coordinator, place the student in a volunteer/paying position with The YMCA or other appropriate placement upon the student’s graduation from the St. Louis Public School program.
- The YMCA shall have the right to remove a student from assignment to The YMCA and will notify St. Louis Public School High School’s representative of the basis of that decision.

- To create an environment in which the student volunteer may develop the ability and motivation to learn skills that will help them become successful academically and in the working community.
- To provide meaningful work experience for the volunteers/Students.
- Give the volunteers professional developments opportunities that will allow them to build up their skills and abilities and foster positive relationships within the community.
- The terms of the document titled The YMCA and attached hereto as Exhibit A are also incorporated herein, except where specifically noted.

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

**SLPS 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:

1. The program will include at least 20 students from the various high schools of the SLPS District.
2. At least 5 students from the program will be employed as a result of the skills and volunteer experience.

**8. Term and Termination:** The term of the MOU will be from July 26, 2013 to June 30, 2014. Either party shall have the right to terminate this MOU without cause with thirty (30) days written notice to the person who has signed as a representative of the parties below.

Saint Louis Public Schools

YMCA

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_







# BOARD RESOLUTION

Date: June 12, 2013

Agenda Item : 07-25-13-28

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Nicole Williams, Dep. Supt., Academics

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 06-26-12-62

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with MERS/Goodwill to provide school to work transition training for special education students. This service will be provided through CAJT at Nottingham. The MOU will be for the period July 26, 2013 to June 30, 2014.

**BACKGROUND:** The program provides instruction in necessary job skills for the food service / custodial housekeeping industry. Once a student has demonstrated proficiency in necessary skills, the student will be placed in a volunteer/paying position with MERS/Goodwill or other appropriate placement in the food service/custodial housekeeping industry. This partnership has been very beneficial to our students. MERS/Goodwill has consistently met or exceeded the goals of the program. The performance review of the program is attached.

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: Nottingham CAJT

Requestor: Brian O'Connor

Angela Banks, Budget Director

6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

Leon Fisher, CFO/Treasurer

Stacy Clay, Dep. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent

# Memorandum of Understanding

## Performance Standard(s)

### Report

Agency: MERS/Goodwill

School: Nottingham CAJT High School

From: July 1, 2012 To: June 30, 2013

**Performance Standard 1:** MERS/Goodwill shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the Nottingham CAJT High School's program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.

**Status:** MERS/Goodwill staff members and Nottingham CAJT staff meet regularly to discuss the program, learning objectives, and student performance.

**Performance Standard 2:**

MERS/Goodwill shall make available to assigned Nottingham CAJT High School students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, MERS/Goodwill may, with the consent of Nottingham CAJT High School's program coordinator, place the student in a volunteer/paying position with MERS/Goodwill or other appropriate placement upon the student's graduation from the Nottingham CAJT program.

**Status:** MERS/Goodwill has provided instructional space when necessary, along with daily meals for students and staff. MERS/Goodwill has also offered paid positions upon graduation for students participating in the program.

**Performance Standard 3:** MERS/Goodwill shall have the right to remove a student from assignment to MERS/Goodwill and will notify Nottingham CAJT High School's representative of the basis of that decision.

**Status:** MERS/Goodwill maintains communication lines with Nottingham CAJT High School representatives and notifies the school's program coordinator if there are any concerns regarding students or staff.

Submitted by: Brian G. O'Connor

Date: 4/17/13

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 MERS/Goodwill on this 26th day of July, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between MERS/Goodwill and the St. Louis Public Schools in order to provide school to work transition training for special education students.**

**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 without an SLPS employee present 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) Nottingham CAJT High School shall have total responsibility for planning and determining the adequacy of the educational experience of students in basic skills, attitude, and behavior and will assign to each MERS/Goodwill site only those students whom it deems satisfactory in those areas. Students assigned to MERS/Goodwill worksite will have a work related goal in his/her Individualized Education Plan (IEP).
- (b) Nottingham CAJT High School shall inform its students and faculty that they must abide by the rules and regulations of MERS/Goodwill while performing activities pursuant to this Agreement and they may not enter a location or engage in any activity with MERS/Goodwill not authorized by MERS/Goodwill staff.
- (c) Nottingham CAJT High School will ensure all students participation on work sites will be limited to 90 hours for assessment, with the addition of up to 120 hours for training if that is added to the IEP. Nottingham CAJT High School faculty will be responsible to keep track of the students hours to stay within the 90 hour +120 hour total.
- (d) Nottingham CAJT High School shall designate a member of its faculty to coordinate the programs with designated members of MERS/Goodwill staff. This assignment shall include on-site visits when practical and a continuing exchange of information on the progress of the programs.
- (e) Nottingham CAJT High School shall have the right to withdraw a student from assignment with MERS/Goodwill.
- (f) The Nottingham CAJT High School 'teachers-in-charge' and support staff will provide constant direct supervision for all students performing work with MERS/Goodwill and shall be responsible for arranging immediate emergency care of students in the event of accidental injury or illness. MERS/Goodwill shall not be responsible for costs involved in follow-up care or hospitalization.
- (g) Nottingham CAJT High School shall maintain worker medical/accident insurance for each student worker assigned to MERS/Goodwill. A copy of the policy will be provided to the MERS/Goodwill program representatives.
- (h) Nottingham CAJT High School staff assigned to MERS/Goodwill must have participated in a background check provided by SLPS.

**6. Obligations of Agency:**

- (a) MERS/Goodwill shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the Nottingham CAJT High School's program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.
- (b) MERS/Goodwill shall make available to assigned Nottingham CAJT High School students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, MERS/Goodwill may, with the consent of Nottingham CAJT High School's program coordinator, place the student in a volunteer/paying position with MERS/Goodwill or other appropriate placement upon the student's graduation from the Nottingham CAJT program.
- (c) MERS/Goodwill shall have the right to remove a student from assignment to MERS/Goodwill and will notify Nottingham CAJT High School's representative of the basis of that decision.

**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) See 6. Obligations of Agency.

**8. Term and Termination:** The term of the MOU will be from July 26, 2013 to June 30, 2014. Either party shall have the right to terminate this MOU without cause with thirty (30) days written notice to the person who has signed as a representative of the parties below.

Saint Louis Public Schools  
By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

MERS/Goodwill  
By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_







# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-25-13-29

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Nicole Williams, Dep. Supt., Academics

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 06-26-12-65

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with Compass USA to provide school to work transition training for special education students. This service will be provided through CAJT at Nottingham. The MOU will be for the period July 26, 2013 to June 30, 2014.

**BACKGROUND:** The program provides instruction in necessary job skills for the food service industry. Once a student has demonstrated proficiency in necessary skills, the student will be placed in a volunteer/paying position with Compass USA or other appropriate placement in the food service industry. This partnership has been very beneficial to our students. Compass USA has consistently met or exceeded the goals of the program. The performance review of the program is attached.

Accountability Plan Goals: Goal IV: Parent Community Involvement


Objective/Strategy: IV.A.

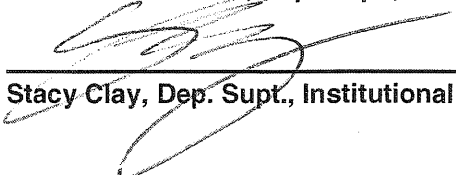
FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

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

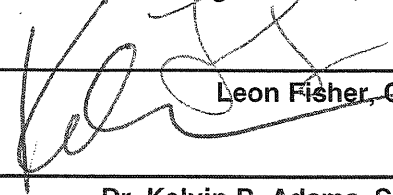
Department: Nottingham CAJT

Requestor: Brian O'Connor

  
6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

  
Stacy Clay, Dep. Supt., Institutional Advancement

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

# Memorandum of Understanding

## Performance Standard(s)

### Report

Agency: Compass

School: Nottingham CAJT High School

From: July 1, 2012 To: June 30, 2013

**Performance Standard 1:** Compass shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the Nottingham CAJT High School's program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.

**Status:** Compass staff members and Nottingham CAJT staff meet regularly face-to-face or over the phone to discuss the program, learning objectives, and student and staff performance.

**Performance Standard 2:**

Compass shall make available to assigned Nottingham CAJT High School students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, Compass may, with the consent of Nottingham CAJT High School's program coordinator, place the student in a volunteer/paying position with Compass or other appropriate placement upon the student's graduation from the Nottingham CAJT program.

**Status:** Compass has provided instructional space when necessary, along with daily meals for students and staff. Compass has also offered paid positions upon graduation for students participating in the program.

**Performance Standard 3:** Compass shall have the right to remove a student from assignment to Compass and will notify Nottingham CAJT High School's representative of the basis of that decision.

**Status:** Compass maintains communication lines with Nottingham CAJT High School representatives and notifies the school's program coordinator if there are any concerns regarding students or staff.

Submitted by: Brian G. O'Connor

Date: 4/17/13

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 COMPASS-USA, INC. on this 26th day of July, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between COMPASS-USA, INC. and the St. Louis Public Schools in order to provide school to work transition training for special education students.**

**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 without an SLPS employee present 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) Nottingham CAJT High School shall have total responsibility for planning and determining the adequacy of the educational experience of students in basic skills, attitude, and behavior and will assign to each COMPASS-USA, INC. site only those students whom it deems satisfactory in those areas.
- (b) Nottingham CAJT High School shall inform its students and faculty that they must abide by the rules and regulations of COMPASS-USA, INC. while performing activities pursuant to this Agreement and they may not enter a location or engage in any activity with COMPASS-USA, INC. not authorized by COMPASS-USA, INC. staff.
- (c) Nottingham CAJT High School shall designate a member of its faculty to coordinate the programs with designated members of COMPASS-USA, INC. staff. This assignment shall include on-site visits when practical and a continuing exchange of information on the progress of the programs.
- (d) Nottingham CAJT High School shall have the right to withdraw a student from assignment with COMPASS-USA, INC.
- (e) The Nottingham CAJT High School 'teachers-in-charge' and support staff will provide constant direct supervision for all students performing work with COMPASS-USA, INC. and shall be responsible for arranging immediate emergency care of students in the event of accidental injury or illness. COMPASS-USA, INC. shall not be responsible for costs involved in follow-up care or hospitalization.
- (f) Nottingham CAJT High School shall maintain worker medical/accident insurance for each student worker assigned to COMPASS-USA, INC. A copy of the policy will be provided to the COMPASS-USA, INC. program representatives.
- (g) Nottingham CAJT High School staff assigned to COMPASS-USA, INC. must have participated in a background check provided by SLPS.

**6. Obligations of Agency:**

- (a) COMPASS-USA, INC. shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the Nottingham CAJT High School's program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.
- (b) COMPASS-USA, INC. shall make available to assigned Nottingham CAJT High School students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, COMPASS-USA, INC. may, with the consent of Nottingham CAJT High School's program coordinator, place the student in a volunteer/paying position with COMPASS-USA, INC. or other appropriate placement upon the student's graduation from the Nottingham CAJT program.
- (c) COMPASS-USA, INC. shall have the right to remove a student from assignment to COMPASS-USA, INC. and will notify Nottingham CAJT High School's representative of the basis of that decision.

**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) See 6. Obligations of Agency.

**8. Term and Termination:** The term of the MOU will be from July 26, 2013 to June 30, 2014. Either party shall have the right to terminate this MOU without cause with thirty (30) days written notice to the person who has signed as a representative of the parties below.

Saint Louis Public Schools  
By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

COMPASS-USA, INC.  
By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_





# BOARD RESOLUTION

Date: June 12, 2013

Agenda Item : 07-25-13-30

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Nicole Williams, Dep. Supt., Academics

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 06-26-12-63

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with Industrial Aid to provide school to work transition training for special education students. This service will be provided through CAJT at Nottingham. The MOU will cover the period July 26, 2013 to June 30, 2014.

**BACKGROUND:** The program will provide instruction in necessary job skills for sheltered workshop placement upon graduation. Once the student has demonstrated proficiency in necessary skills, the student will be placed in a volunteer/paying position with Industrial Aid or other appropriate placement in the sheltered workshop industry.

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: Nottingham CAJT

Requestor: Brian O'Connor

Angela Banks, Budget Director

6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

Leon Fisher, CFO/Treasurer

Stacy Clay, Dep. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent



**Memorandum of Understanding**  
**Performance Standard(s)**  
**Report**

Agency: Industrial Aid

School: Nottingham CAJT High School

From: July 1, 2012 To: June 30, 2013

**Performance Standard 1:** Industrial Aid shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the Nottingham CAJT High School's program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.

**Status:** Industrial Aid staff members and Nottingham CAJT staff meet regularly to discuss the program, learning objectives, and student performance.

**Performance Standard 2:**

Industrial Aid shall make available to assigned Nottingham CAJT High School students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, Industrial Aid may, with the consent of Nottingham CAJT High School's program coordinator, place the student in a volunteer/paying position with Industrial Aid or other appropriate placement upon the student's graduation from the Nottingham CAJT program.

**Status:** Industrial Aid has provided instructional space when necessary, along with daily meals for students and staff. Industrial Aid has also offered paid positions upon graduation for students participating in the program.

**Performance Standard 3:** Industrial Aid shall have the right to remove a student from assignment to Industrial Aid and will notify Nottingham CAJT High School's representative of the basis of that decision.

**Status:** Industrial Aid maintains communication lines with Nottingham CAJT High School representatives and notifies the school's program coordinator if there are any concerns regarding students or staff.

Submitted by: Brian G. O'Connor

Date: 4/17/13

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 Industrial Aid on this 26th day of July, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Industrial Aid and the St. Louis Public Schools in order to provide school to work transition training for special education students.**

**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 without an SLPS employee present 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) Nottingham CAJT High School shall have total responsibility for planning and determining the adequacy of the educational experience of students in basic skills, attitude, and behavior and will assign to each Industrial Aid site only those students whom it deems satisfactory in those areas.
- (b) Nottingham CAJT High School shall inform its students and faculty that they must abide by the rules and regulations of Industrial Aid while performing activities pursuant to this Agreement and they may not enter a location or engage in any activity with Industrial Aid not authorized by Industrial Aid staff.
- (c) Nottingham CAJT High School shall designate a member of its faculty to coordinate the programs with designated members of Industrial Aid staff. This assignment shall include on-site visits when practical and a continuing exchange of information on the progress of the programs.
- (d) Nottingham CAJT High School shall have the right to withdraw a student from assignment with Industrial Aid.
- (e) The Nottingham CAJT High School 'teachers-in-charge' and support staff will provide constant direct supervision for all students performing work with Industrial Aid and shall be responsible for arranging immediate emergency care of students in the event of accidental injury or illness. Industrial Aid shall not be responsible for costs involved in follow-up care or hospitalization.
- (f) Nottingham CAJT High School shall maintain worker medical/accident insurance for each student worker assigned to Industrial Aid. A copy of the policy will be provided to the Industrial Aid program representatives.
- (g) Nottingham CAJT High School staff assigned to Industrial Aid must have participated in a background check provided by SLPS.

**6. Obligations of Agency:**

- (a) Industrial Aid shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the Nottingham CAJT High School's program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.
  
- (b) Industrial Aid shall make available to assigned Nottingham CAJT High School students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, Industrial Aid may, with the consent of Nottingham CAJT High School's program coordinator, place the student in a volunteer/paying position with Industrial Aid or other appropriate placement upon the student's graduation from the Nottingham CAJT program.
  
- (c) Industrial Aid shall have the right to remove a student from assignment to Industrial Aid and will notify Nottingham CAJT High School's representative of the basis of that decision.

**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) See 6. Obligations of Agency.

**8. Term and Termination:** The term of the MOU will be from July 26, 2013 to June 30, 2014. Either party shall have the right to terminate this MOU without cause with thirty (30) days written notice to the person who has signed as a representative of the parties below.

Saint Louis Public Schools  
By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Industrial Aid  
By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_





# BOARD RESOLUTION

Date: June 12, 2013

Agenda Item 07-05-13a31

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Nicole Williams, Dep. Supt., Academics

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 06-26-12-64

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with Bon Appétit to provide school to work transition training for special education students. This service will be provided through CAJT at Nottingham. The MOU will cover the period July 26, 2013 to June 30, 2014.

**BACKGROUND:** The program will provide instruction in necessary job skills for the food service industry. Once the student has demonstrated proficiency in necessary skills, the student will be placed in a volunteer/paying position with Bon Appétit or other appropriate placement in the food service industry.

Accountability Plan Goals: Goal IV: Parent Community Involvement

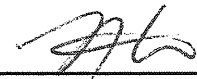
Objective/Strategy: IV.A.

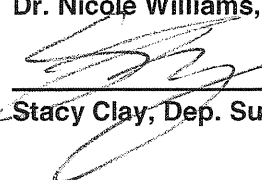
FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

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

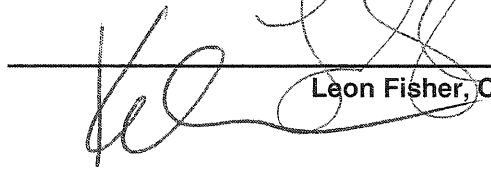
Department: Nottingham CAJT

Requestor: Brian O'Connor

  
6/15/2013  
Dr. Nicole Williams, Dep. Supt., Academics

  
Stacy Clay, Dep. Supt., Institutional Advancement

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

# Memorandum of Understanding

## Performance Standard(s)

### Report

Agency: Bon Appétit

School: Nottingham CAJT High School

From: July 1, 2012 To: June 30, 2013

**Performance Standard 1:** Bon Appétit shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the Nottingham CAJT High School's program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.

**Status:** Bon Appétit staff members and Nottingham CAJT staff meet regularly to discuss the program, learning objectives, and student performance.

**Performance Standard 2:**

Bon Appétit shall make available to assigned Nottingham CAJT High School students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, Bon Appétit may, with the consent of Nottingham CAJT High School's program coordinator, place the student in a volunteer/paying position with Bon Appétit or other appropriate placement upon the student's graduation from the Nottingham CAJT program.

**Status:** Bon Appétit has provided instructional space when necessary, along with daily meals for students and staff. Bon Appétit has also offered paid positions upon graduation for students participating in the program.

**Performance Standard 3:** Bon Appétit shall have the right to remove a student from assignment to Bon Appétit and will notify Nottingham CAJT High School's representative of the basis of that decision.

**Status:** Bon Appétit maintains communication lines with Nottingham CAJT High School representatives and notifies the school's program coordinator if there are any concerns regarding students or staff.



Submitted by: Brian G. O'Connor

Date: 4/17/13

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 Bon Appétit on this 26th day of July, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Bon Appétit and the St. Louis Public Schools in order to provide school to work transition training for special education students.**

**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 without an SLPS employee present 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) Nottingham CAJT High School shall have total responsibility for planning and determining the adequacy of the educational experience of students in basic skills, attitude, and behavior and will assign to each Bon Appétit site only those students whom it deems satisfactory in those areas.
- (b) Nottingham CAJT High School shall inform its students and faculty that they must abide by the rules and regulations of Bon Appétit while performing activities pursuant to this Agreement and they may not enter a location or engage in any activity with Bon Appétit not authorized by Bon Appétit staff.
- (c) Nottingham CAJT High School shall designate a member of its faculty to coordinate the programs with designated members of Bon Appétit staff. This assignment shall include on-site visits when practical and a continuing exchange of information on the progress of the programs.
- (d) Nottingham CAJT High School shall have the right to withdraw a student from assignment with Bon Appétit.
- (e) The Nottingham CAJT High School 'teachers-in-charge' and support staff will provide constant direct supervision for all students performing work with Bon Appétit and shall be responsible for arranging immediate emergency care of students in the event of accidental injury or illness. Bon Appétit shall not be responsible for costs involved in follow-up care or hospitalization.
- (f) Nottingham CAJT High School shall maintain worker medical/accident insurance for each student worker assigned to Bon Appétit. A copy of the policy will be provided to the Bon Appétit program representatives.
- (g) Nottingham CAJT High School staff assigned to Bon Appétit must have participated in a background check provided by SLPS.

**6. Obligations of Agency:**

- (a) Bon Appétit shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the Nottingham CAJT High School's program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.
  
- (b) Bon Appétit shall make available to assigned Nottingham CAJT High School students and staff appropriate facilities, equipment, and supplies in order to provide a complete experience. This includes a space for instruction and lunch for each student. Once a student has received sufficient training and gained proficiency in necessary skills and tasks, Bon Appétit may, with the consent of Nottingham CAJT High School's program coordinator, place the student in a volunteer/paying position with Bon Appétit or other appropriate placement upon the student's graduation from the Nottingham CAJT program.
  
- (c) Bon Appétit shall have the right to remove a student from assignment to Bon Appétit and will notify Nottingham CAJT High School's representative of the basis of that decision.

**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) See 6. Obligations of Agency.

**8. Term and Termination:** The term of the MOU will be from July 26, 2013 to June 30, 2014. Either party shall have the right to terminate this MOU without cause with thirty (30) days written notice to the person who has signed as a representative of the parties below.

Saint Louis Public Schools  
By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Bon Appétit  
By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

**MEMORANDUM OF AGREEMENT (MOA)  
for the  
Missouri College Advising Corps**

**by and between  
The Curators of the University of Missouri  
on behalf of the University of Missouri**

**and the St. Louis Public School District  
regarding placement of a College Adviser at Gateway STEM and Soldan International  
Studies High School**

**1. Purpose**

This Memorandum of Agreement (hereafter MOA) describes the nature of the collaborative effort and specifies the roles and responsibilities of the University of Missouri (hereafter MU) and school/district in implementing and evaluating the Missouri College Advising Corps (hereafter MCAC) program. MU and the school/district OR college understand that this collaborative effort is not a joint venture or partnership agreement between the two parties. This MOA does not authorize either party to represent the other party in any discussions with third parties or entities.

**2. Program Design**

MCAC is part of a national near-peer college advising model called the National College Advising Corps (hereafter NCAC). The program is not designed to direct students to any specific postsecondary institution but to help students find their “best-fit” postsecondary opportunity.

MCAC is designed to:

1. help students and their families see college completion as an attainable goal,
2. Provide information to students/families about and assistance with college planning, application, and financial aid processes, and
3. Increase college enrollment among students in partner schools, particularly among first-generation-college, low-income, and underrepresented students, and provide them with the knowledge and tools to persist and graduate from college.

One MCAC College Adviser (hereafter Adviser) will be placed in the school to assist students on navigation of the college planning, admissions, and financing processes. With exception of responsibilities required of the school/district as outlined below in item #3, the cost of the program will be assumed by the MCAC program and overseen by the MCAC program staff.

**3. Responsibilities**

**MU:**

- Recruit, hire, train, assign, and supervise the Adviser.
- Provide pre-service training and ongoing in-service training to the Adviser.
- Ensure the Adviser receives training on and understands and agrees that the Family Educational Rights and Privacy Act (FERPA) requires her/him to exercise diligence in protecting confidential information and that s/he will not disclose any confidential

information to any third party except as may be required in the course of performing services for the school/district or as required by law.

- Ensure the Adviser undergoes a background check consistent with those used by the school/district and those required by external program funders prior to providing services to students (national sex offender registry completed by MCAC and state and national check and FBI fingerprint check completed by the Missouri State Highway Patrol in its state headquarters in Jefferson City, MO).
- Oversee personnel issues related to the Adviser (e.g. appearance, professionalism, hours worked, work schedule).
- Make on-site visits to observe the Advisers' work.
- Provide evaluative feedback to the Adviser about his/her work performance, separate from and in tandem with the site supervisor (60-day, mid-year and year-end evaluations will be conducted, with the site supervisor participating in the mid-year and year-end evaluation meetings).
- Maintain ongoing communication with and provide program updates to the site supervisor and other contact persons designated by the school/district.
- Provide orientation, scope of work/service deliverables for the Adviser, and operational processes and documents to site supervisors.
- Provide the Adviser with a budget to accomplish deliverables expected.
- Oversee overall program evaluation as described in Section 4 of this MOA.
- Provide the school/district with monthly and YTD outcomes and summary reports generated as part of the overall program evaluation described in Section 4 of this MOA.

#### **School/District:**

- Sign and agree to conditions set forth in this MOA.
- Understand and honor boundaries around the role, scope of work (service deliverables), and responsibilities required of the College Adviser.
- Provide a collaborative atmosphere to facilitate student access to college.
- Provide a private or semi-private office space, a computer with internet access, a phone with long-distance service, a locked and secure storage unit for confidential information, and read only access to student data for the Adviser to use while on site. It is preferable that the adviser be provided a bank of computers in the office space so as to assist multiple students simultaneously. The Adviser agrees to use these resources for the provision of services to students and to honor FERPA regulations regarding such.
- Provide data for the purpose of evaluating the program's success and as described in Section 4 of this MOA and as required by NCAC and MCAC.
- Provide access to the college adviser to school/district data portals so that the adviser has ready access to data about students being advised. Advisers are trained in FERPA regulations and will maintain the confidentiality of records accessed.
- **NOT** share data provided to the school by MCAC with any third party or party external to the school/district/MCAC.
- Designate a site supervisor who will:
  - attend required site supervisor orientation scheduled and facilitated by MCAC;
  - attend cluster meetings scheduled and facilitated by MCAC;

- work with the Adviser to set processes for achievement of service deliverables expected of the Adviser;
  - provide direction and support to the Adviser while servicing students in the school;
  - assist the Adviser in navigating school/district policy and in solving issues that arise;
  - introduce the Adviser at faculty meetings, general assemblies, or other venues so students, teachers, counselors, and administrators know the Adviser and understand her/his role;
  - assist in identifying low-income, first-generation, underrepresented students to progress toward college admission;
  - participate in performance evaluation and program assessment meetings as described in the section directly above;
  - have direct and regular contact with MCAC program staff involved in the administration of this program; and
  - seek MCAC program staff approval if desiring the Adviser to work on activities outside the MCAC-assigned scope of work (service deliverables).
- Assemble appropriate school/district leaders and counselors to attend a first-of-the-year overview meeting, to be held at the school, for the purpose of ensuring understanding of the program and relationship building.

**Adviser (NOTE: A set of Adviser service deliverables are developed by MCAC for each program year and will be shared with the school/district at the required site supervisor orientation):**

- Provide these services:
  - Advise students on college planning, admissions, and financing processes in one-to-one and group settings;
  - Help students identify “best-fit” postsecondary opportunities;
  - Plan, publicize, and conduct after-school college planning, admissions, and financing workshops for both students and their families;
  - Hold open office hours as well as scheduled appointments;
  - Assist students with college application materials;
  - Assist students and families with understanding and completing the FAFSA and other financial aid forms;
  - Work closely with guidance staff and other administrators to promote students’ college-going behavior;
  - Work closely with school staff to foster a college-going culture in the school;
  - Make college planning, admissions, and financing information readily available to students and their families;
  - Plan visits to the school by college and university admissions officers and foster student involvement in those visits;
  - Plan and coordinate visits to colleges and universities in Missouri for students to experience campus life and identify a “best fit”;
  - Help students find and secure scholarship and other external funding sources; and
  - Work with students in all grade levels in the school.
  - Conduct early awareness outreach with 7<sup>th</sup> and 8<sup>th</sup> graders.

- Participate in extracurricular activities in the high school and its surrounding community for the purpose of building relationships with students and their families.

Upon agreement of MCAC leadership and the school/district, additional services may be provided so that unique needs of the schools' students are met, as the program matures, and/or additional funding is obtained. Additional responsibilities need to be discussed between both parties and, if agreed upon by both, should be submitted as an attachment to this signed MOA.

#### **4. Program Evaluation**

Funding for the MCAC program is provided by MU and by external funders. MCAC leadership, along with designated MU staff, is responsible for raising funds for the program. Garnering continuing external funding to support the program requires program outcomes and evaluation. Thus, as a condition of partnering with the MCAC the school/district must agree to provide these data for purposes of baseline and ongoing program evaluation:

- First name, last name, middle initial and date of birth of all graduates for the three years preceding the first year of MCAC service in the school/district; and
- First name, last name, middle initial, and date of birth of all graduates for each year during which a MCAC Adviser was placed in the school/district.

Additionally, data are collected and managed by the Adviser at the school level. The Adviser tracks student interaction information in spreadsheets and reports student interaction outcomes to MCAC weekly (these numbers are then submitted monthly to NCA) for the purposes of determining program effectiveness.

Data will be used for program evaluation purposes only and treated as confidential, except as may be required by law. All results of data analysis will be reported in aggregate and no individual student will ever be identified in formal reporting or publications of program impact.

It may also be the case that researchers external to but affiliated with the National or Missouri College Advising Corps may seek approval to conduct research at the partner school(s) for the purposes of program evaluation and improvement. In such cases, appropriate:

- school/district personnel will be consulted;
- school/district research approval processes will be followed;
- school/district approval to conduct said research will be secured prior to commencing any such research;
- school/district protocol will be followed in conducting of the approved research;
- Institutional Review Board certification(s) will be secured from the appropriate institution(s) and presented to the school/district; and
- ethical research protocol will be followed.

The Executive Director of the Missouri College Advising Corps will serve as the primary contact between the partner school/district and said researcher(s).

#### **5. Rights Reserved**

MU reserves the right to dismiss an Adviser for cause.



MU reserves the right to move an Adviser from one school to another.  
The school/district reserves the right to request that an Adviser be moved out of the school.

**6. Cancellation of MOA**

This MOA may be cancelled by either party, provided advance written notice of at least 30 days is given to the other party.

**ANNUAL AGREEMENT  
Memorandum of Agreement for MU Project # C00014462**

**Name of School/District:**

High School Name \_\_\_\_\_  
School District Name \_\_\_\_\_

**Duration of Agreement:**

This agreement applies exclusively to the 2013-14 school year.  
The College Adviser begins service in the school/district on or around August 1, 2013 and concludes on the last day of school in spring/summer 2014 unless otherwise agreed to by MCAC leadership and the school/district.  
Near the end of the program year, MU will discuss with the school/district continuation of the MCAC program for the following program year.

**Name of Site Supervisor Designated by the School/District:**

The party listed below will serve as the mentor and on-site supervisor for the Adviser (responsibilities outlined on pages 2 and 3).

NAME: \_\_\_\_\_  
TITLE: \_\_\_\_\_  
MAILING ADDRESS: \_\_\_\_\_  
PHONE: \_\_\_\_\_  
E-MAIL: \_\_\_\_\_

**Central Point of Contact:**

The parties listed below will serve as the central point of contact for this MOA. Either party may change points of contact by giving written notice.

If different that the site supervisor listed above,

NAME: \_\_\_\_\_  
TITLE: \_\_\_\_\_  
MAILING ADDRESS: \_\_\_\_\_  
PHONE: \_\_\_\_\_  
E-MAIL: \_\_\_\_\_

MU names Dr. Ann Korschgen, Vice Provost for Enrollment Management, 573-882-7651, [korschgena@missouri.edu](mailto:korschgena@missouri.edu) as the institutional point of contact for issues related to this agreement









# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-05-13-33

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Insurance Renewal

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

Previous Board Resolution # 07-10-12-39

Prior Year Cost \$57,000.00

**SUBJECT:** To approve the purchase of a renewal Athletic Accident Insurance Policy through our insurance broker, R.S. Klostermeyer & Associates. The renewal period will be August 1, 2013 through July 31, 2014 at a cost not to exceed \$50,000.00.

**BACKGROUND:** This coverage was bid to four companies this year by our insurance broker, R.S. Klostermeyer & Associates. The original policy provided low deductible coverage for high school athletes. The middle school athletes were added to the policy during the last 12 months. In addition to the low deductible coverage, a catastrophic injury coverage was added for the middle school athletes. This coverage is similar to the coverage for the high school athletes that is provided by the Missouri State High School Athletic Association.

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: 970-00-110-2514-6355	GOB	Requisition #:
Amount: \$50,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$50,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600010319

Department: Risk Management

Requestor: Kevin Coyne

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Mary M. Houlihan, Dep. Supt., Operations

Dr. Kelvin R. Adams, Superintendent





# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-25-13B4

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Action to be Approved: Purchase of Service (s)

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

Previous Board Resolution # 01-17-13-22

Prior Year Cost \$6,453.43

**SUBJECT:** To approve a sole source subscription from Cooper Institute for web hosting services to support the FITNESSGRAM 9 Physical Education software as part of the Aim for Fitness Program for the period September 1, 2013 - July 31, 2014 at a cost not to exceed \$5,696.00. The services will be for the sixteen schools in the 2nd Aim for Fitness Cohort.

**BACKGROUND:** The Cooper Institute is associated with Human Kinetics and is the only host website server providing the web host subscription for FITNESSGRAM. The Cooper Institute's web hosting subscription corresponds as the web host site for the FITNESSGRAM 9 Physical Education software. The web host will provide data monitoring, storage space, and security.

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: 847-WZ-293-1123-6441	Non-GOB	Requisition #:
Amount: \$5,696.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$5,696.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600015254

Department: Curriculum & Instruction

Requestor: M. Leanne White

Angela Banks, Budget Director

Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Leon Fisher, CFO/Treasurer

6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

Dr. Kelvin R. Adams, Superintendent

**FITNESSGRAM Version 9  
 The Cooper Institute Webhosting Service  
 Price Quote**

**Customer**

St. Louis Public Schools  
 801 N. 11th Street  
 St. Louis, MO, 63101

<b>Service</b>	<b>Annual Per School Price</b>	<b># Schools</b>	<b>Total</b>
Webhosting school <= 500 students	\$356	16	\$5,696
<b>ANNUAL TOTAL</b>			<b>\$5,696</b>
Price does not include 6.6 % sales tax.			

Estimated Effective Date of Service: Specify desired activation date on purchase order.

Note: School must have an active FITNESSGRAM 9 software license purchased from Human Kinetics prior to activating webhosting. CI will have to receive license key that will be sent from Human Kinetics prior to activating website.

Indicate tax exempt status on purchase order.

Purchase Orders may be returned to the following:

FITNESSGRAM  
 Attn: Monika Faltiss  
 The Cooper Institute  
 12330 Preston Rd.  
 Dallas, TX 75230  
 fgwebhosting@cooperinst.org  
 Fax: 972-341-3227





# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Margaret L. White</b>	<b>Date: June 10, 2013</b>
<b>Department / School: Curriculum &amp; Instruction</b>	<b>Phone Number: 345-4403</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>	
<p>The purchase of The Cooper Institute's web hosting subscription for September 1, 2013 – July 31, 2014. The subscription will provide data monitoring, storage space, and security for each of the schools (16 schools in the 2<sup>nd</sup> AIM for Fitness Cohort) using FITNESSGRAM 9 Physical Education software. It does this by making all FITNESSGRAM functions available using an Internet browser, through outside web hosting.</p>	
<b>Vendor Name: The Cooper Institute</b>	<b>Email: fgwebhosting@cooperinstitute.org</b>
<b>Vendor Contact: Monika Faltiss</b>	<b>Phone Number: (800) 635-7050 ext 3279</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
<p>The Cooper Institute's web hosting subscription corresponds as the web host site for the FITNESSGRAM 9 Physical Education software. The web host will provide data monitoring, storage space, and security and it does this by making all FITNESSGRAM 9 functions available using an Internet browser, through outside web hosting. The 16 schools participating in the AIM for Fitness Project will use the FITNESSGRAM 9 software that has the ability to generate printed reports for each student (a parent version of the report can be generated, too). The FITNESSGRAM report defines the recommended range of fitness for each test measure—the Healthy Fitness Zone and will fulfill the DESE requirement for reporting the physical fitness assessments of all of the 5<sup>th</sup> grade students.</p>	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
<p>The Cooper Institute is associated with Human Kinetics and is the only host website server providing the web host subscription for FITNESSGRAM.</p>	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
<p>FITNESSGRAM was developed by the highly respected Cooper Institute. The Cooper Institute is dedicated to scientific research in the field of preventive medicine and public health and communicating the results of research to the scientific and medical communities as well as to the public.</p> <p>With assistance and support from the Washington University School of Medicine, AIM for Fitness project teachers, and the Project Director, physical fitness data will be retrieved from all 4<sup>th</sup> and 5<sup>th</sup> grade students participating in the program. This data will then be securely housed, monitored and distributed to teachers in forms of parent and student friendly reports.</p>	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
<p>No other vendors provide this service for the FITNESSGRAM 9 software.</p>	

<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.



## OVERVIEW

FITNESSGRAM (FG) 9.0, the new web-based version, is now available! FG 9.0 has everything that FG 8 had to offer and more. As a web-based application, FG 9.0 may be hosted by the local school district or by a third party. The Cooper Institute, a 501(c)(3) non-profit globally dedicated to preventive medicine research and education, is offering cost effective web hosting alternatives.

**Web hosting is required for web-based programs allowing you to store, input, and access your data.**

## BENEFITS

- freedom to access and enter data from any device that has internet connection;
- less time spent manually downloading and updating FG software - no installations are required;
- eliminates confusion by allowing districts or school systems to mandate specific test items;
- expanded options for generating statistical reports and graphs; and
- distributes reports to students and parents through e-mail.

You can try a demo of web-based FITNESSGRAM 9.0 now at [www.Fitnessgram.net/Fitnessgram9/demo](http://www.Fitnessgram.net/Fitnessgram9/demo)

## COST

The annual cost includes monitoring, storage space, and security for one school building. If you enter more records than your subscription allows, your subscription will upgrade to the next level. The Cooper Institute accepts checks, credit cards, and/or purchase orders.

Subscription Level	Total # of Student in FG Data File	Costs (per building per school year)
I	<500	\$356.00*
II	501-1000	\$414.00*
III	>1000	\$471.00*

\*Cost subject to change and tax not included. Tax Rate is 6.6%.

Note: You must purchase FG 9.0 license from Human Kinetics prior to subscribing to web hosting.

## TO SUBSCRIBE

Step 1: **You must first purchase a FG 9.0 license from Human Kinetics.** Human Kinetics will issue you a FG 9.0 license code embedded in an e-mail. This license code is required when you purchase web hosting from The Cooper Institute.

- To purchase FG 9.0 call (800) 747-4457, e-mail [K12sales@hkusa.com](mailto:K12sales@hkusa.com) or visit [www.FITNESSGRAM.net/contactus](http://www.FITNESSGRAM.net/contactus) and select your state for your sales representative.

Step 2: **To purchase web hosting for FG 9.0 call (800) 635-7050.** Remember to have your FG 9.0 license code number from Human Kinetics ready.

- For more information on web hosting, please call The Cooper Institute (972)341-3200 / (800)635-7050
- For more information on FG 9.0 pricing or system requirements, please call Human Kinetics at (800) 747-4457

FITNESSGRAM® is the premier fitness assessment tool with an educational reporting system. It emphasizes health-related fitness for life by measuring three components 1) aerobic capacity; 2) body composition; and 3) muscular strength, endurance and flexibility. Results, based on age and gender, are available in a report card format that physical education teachers can use to educate families and students and encourage healthy behaviors.

For more information about FITNESSGRAM  
visit [www.FitnessGram.net](http://www.FitnessGram.net)



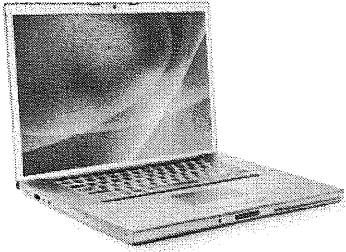
Go online with  
Version 9!



## SYSTEM REQUIREMENTS

Browser: IE 7 & 8; Firefox 2 and 3

Connectivity: For Internet use, you need a good, quality internet provider.  
School use: Most districts have T1 lines or fiber optics. These are ideal.  
Home use: Never use dial-up. DSL might be an issue depending on the provider.  
Home use should have a high-speed broadband Internet connection



Screen resolution: 1024 x 768 pixels

Adobe Acrobat Reader: FG reports are generated in PDF format.  
School: Acrobat Reader 7 or above  
Home: Acrobat Reader 7 or above; VISTA Home  
Operating system requires Acrobat Reader 9.

FG 9.0 Now on the web!

## SECURITY

The Cooper Institute has taken many precautions to ensure your data is secure. The following security is in place:

- o backed up by enterprise UPS and generator;
- o contains secure Internet Connection including Intrusion Protection System (IPS) with monitoring; and
- o Client-to-server encryption provided through using SSL Certificate(s) with 128-bit encryption.

Due to the stringent security measures and monitoring at Region 10 (see below), you can feel confident your data will be safe, secure, and retrievable. For more information regarding data security, please contact David Souders at 972-348-1178.

## DATA HOSTING

Your data will be monitored by The Cooper Institute, while physically housed at Region 10 Educational Service Center (400 East Spring Valley Road, Richardson, Texas 75081), a leader in providing educational services, innovative products, and web hosting to clients. Region 10 will support the web based version of FG 9.0. They are well experienced in hosting student data and working with schools. The Cooper Institute is excited about this venture and is confident that Region 10 has the resources and security measures to house FG 9.0.

## FOR MORE INFORMATION

Web Hosting Information (The Cooper Institute )

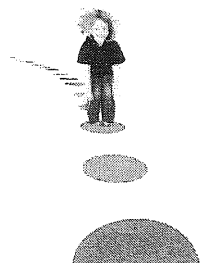
(972) 341-3200 / (800) 635-7050

FG 9.0 Pricing and System Information (Human Kinetics)

(800) 747-4457 or visit [www.FITNESSGRAM.net](http://www.FITNESSGRAM.net)



IN PARTNERSHIP WITH  
THE NFL MOVEMENT FOR AN ACTIVE GENERATION



For more information about FITNESSGRAM visit [www.FitnessGram.net](http://www.FitnessGram.net)

**2013-2014  
AIM for Fitness  
Cohort 2\***

1. Nance
2. Farragut
3. Herzog
4. Bryan Hill
5. Cote Brilliant
6. Dewey
7. Mullanphy
8. Henry
9. Sigel
10. Gateway
11. Kennard
12. Froebel(FVP)
13. Mann(FVP)
14. Monroe(FVP)
15. Meramec(FVP)
16. Woodward

**\*As soon as information is available the Cohort 2 list will be updated to include site address, name of principal, PE teacher and nurse**





# BOARD RESOLUTION

Date: June 18, 2013

Agenda Item : 01-25-13-35

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Action to be Approved: Purchase of Good (s)

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

Previous Board Resolution # 01-17-13-21

Prior Year Cost \$16,419.20

**SUBJECT:** To approve the purchase of 1,800 Fitbook Junior journals, 16 teacher kits, shipping, professional development and travel expenses from Fitlosophy for the Year 2 Aim to Fitness Grant. The total combined cost for the 2013-14 school year will not exceed \$25,377.66 which includes a 5% contingency of \$1,208.46.

**BACKGROUND:** The Fitbook is a personalized, flexible and functional line of fitness plus nutrition journals that offer a unique 12-week system to plan for success, track progress, and reach your goals. The Fitbook Junior will aide students with meeting the "self empower" goal designated in the Aim to Fitness project and will also comply with the District's initiative of improving student literacy. During the 2013-14 school year, Cohort 2 with approximately 1,200 students (an additional 16 schools) will be added to Cohort 1 schools as part of the Year 2 grant. The journals went out for bid during the 2012-13 school year. Fitlosophy was the only company that responded with a product that met the bid specifications.

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: 847-WZ-293-1123-6541	Non-GOB	Requisition #:
Amount: \$25,377.66		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$25,377.66	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600015198

Department: Curriculum & Instruction

Requestor: M. Leanne White

Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

6/18/2013

Dr. Nicole Williams, Dep. Supt., Academics

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent





fitosophy, inc.  
 260 Newport Center Drive, Suite 100  
 Newport Beach, CA 92660

# INVOICE

date	invoice #
5/14/2013	3457

bill to
Board of Education St. Louis Public Schools Attn: Accounts Payable 801 N 11th St. St. Louis, MO 63101

ship to
Adams Elementary 1311 Tower Grove Ave. St. Louis, MO 63110

p.o. #	project	ship date	via	vendor #	terms	due date
		9/6/2013	LTL		Due on receipt	8/1/2013
quantity	item code	description			price each	amount
1,800	FTBK-JR-001	fitbook junior: goal-setting journal			12.00	21,600.00
16	teachkit001	Teacher's Kits			19.95	319.20
1	0000	Training Fee			350.00	350.00
1	travelexpense	estimate			600.00	600.00
1	Shipping & Handling	Shipping & Handling - (estimate)			1,300.00	1,300.00
					<b>TOTAL</b>	\$24,169.20
					<i>(CONTINGENCY) NOT INCLUDED</i>	
www.getfitbook.com					<i>ml 6/18/13</i>	



## Executive Summary

fitosophy conducted a survey on 5th-8th grade and their parents/guardians to attain feedback on their school assignment, to participate in the 12-week fitbook junior program. Feedback in the following areas was desired: frequency of use, degree of use/interaction in the program, results due to involvement in the project and opinion of the program. Major finding from the analysis included the following: **74.5%** of all students recommending use of the fitbook junior program to other schools, over **50%** of all students felt that writing their goals down made them think more about how they could accomplish them, and the fitbook increased over **70%** of all students awareness of their eating and exercise habits resulting in healthier eating and more exercise. Conclusions include that fitbook junior has indeed increased student awareness of eating healthy and exercising routinely.

## Findings

### All Grades

**70.9%** of students surveyed found that the fitbook junior program increased their awareness of their eating and exercise habits, resulting in a choice to eat healthier and exercise more. **50.9%** of the students felt that writing their goals down made them think more about how they could accomplish them. **27.3%** of student liked the design of fitbook junior the most, **12.7%** enjoyed the activity log/get movin' section the best, while **9.1%** liked the nutrient tracker, and another **9.1%** favored the weekly wrap-up pages. **74.5%** of all students recommend that other schools use the fitbook junior program to teach kids about eating healthy and being active. **17.8%** of the participants in the fitbook junior program used "awesome" to describe fitbook junior and **11.1%** described it as "fun".

### 5<sup>th</sup> grade

Results from 5<sup>th</sup> graders survey proved that **61.1%** tracked their goals 4-6 times per week, while **16.6%** tracked them 1-3 times, **16.6%** also tracked them every day. On a weekly basis at least **55%** of students set get movin', food, school, and home goals. Specifically **83.3%** set get movin', **55.5%** set food, **66.6%** set school, and **66.6%** set home goals weekly. **83.3%** of 5<sup>th</sup> graders would complete their weekly wrap-up and count their stars at the end of each week. On a daily basis **77.7%** of student tracked their activity, **66.6%** tracked food intake, **33.3%** used their nutrient tracker, and **11.1%** didn't track at all. **50%** of students said they tried to eat healthier foods during the 12-weeks. **55.5%** of 5<sup>th</sup> graders recommend the fitbook junior program to other schools to teach kids about healthy foods and exercise and **55.4%** also gave fitbook an above average grade of an A or B.

### 6<sup>th</sup> grade

The 6<sup>th</sup> grader survey results concluded that **55.5%** tracked their goals 4-6 times per week, while **22.2%** tracked them every day, **5.5%** tracked them 1-3 times a week, and **5.5%** reported other. On a weekly basis at least **77.7%** of students set get movin', food, school, and home goals. Specifically **83.3%** set get movin' and food goals, while **77.7%** set school and home goals weekly. **61.1%** of 6<sup>th</sup> graders would complete their weekly wrap-up and count their stars at the end of each week. On a daily basis **55.5%** of student tracked their activity, **66.6%** tracked food intake, **44.4%** used their nutrient tracker, and **27.7%** didn't track at all. **55.5%** of students said they tried to eat healthier foods during the 12-weeks. **88.8%** of 6<sup>th</sup> graders recommend the fitbook junior program to other schools to teach kids about healthy foods and exercise and **66.6%** also gave fitbook an A while **22.2%** gave fitbook a B.

### 7<sup>th</sup> grade

40% of 7<sup>th</sup> graders surveyed tracked their goals 4-6 times per week, while 26.6% tracked them every day, another 26.6% tracked them 1-3 times per week. On a weekly basis at least 86.6% of the 15 students set get movin', food, school, and home goals. Specifically 100% set get movin', 93.3% set food and school goals, while 86.6% home goals weekly. 73.3% of 7<sup>th</sup> graders would complete their weekly wrap-up and count their stars at the end of each week. On a daily basis 86.6% of student tracked their activity, 73.3% tracked food intake and 53.3% used their nutrient tracker. 46.6% of students thought they played more while they were tracking their activities. 53.3% of students said they tried to eat healthier foods during the 12-weeks, and 66.6% said they also tried to avoid unhealthy foods during those 12-weeks. 73.3% of 7<sup>th</sup> graders recommend the fitbook junior program to other schools to teach kids about healthy foods and exercise and 40% gave fitbook an A while 13.3% gave fitbook a B.

### 8<sup>th</sup> grade

Of the 8<sup>th</sup> graders surveyed 75% reported tracking 4-6 times per week in their fitbook junior and the remaining 25% tracked 1-3 times per week. On a weekly basis at least 50% of the 4 students set get movin', food, school, and home goals. Specifically 75% set get movin' and food goals, while 50% set both school and home goals weekly. 100% of 8<sup>th</sup> graders would complete their weekly wrap-up and count their stars at the end of each week. On a daily basis 75% of student tracked their activity, food intake, and used the nutrient tracker. 50% of students thought they played more while they were tracking their activities. 75% of 8<sup>th</sup> graders saw improvements in their sports or other physical activities during the fitbook junior program. 50% of students said they tried to eat healthier foods during the 12-weeks. 100% of 8<sup>th</sup> graders recommend the fitbook junior program to other schools to teach kids about healthy foods and exercise and 50% gave fitbook a B.

### Parent Survey

Parents were surveyed for feedback on their child's involvement in the 12-week fitbook junior program. 62.5% of parents found the coach guide provided to be a degree of effective, ranging from somewhat effective to very effective. 50% of parents spent 1-30 minutes a week setting goals and rewards with their child. Of the parents surveyed 40% found their child to be more aware of their food choices during the 12 weeks, 20% found their child ate healthier, another 20% say their child avoid unhealthy food. 22.2% of parents found their child to be more aware of being active, 11.1% saw their child make more of an effort to be active, another 11.1% found that their child spent less time inactive during the program. 37.5% of parents saw their child have a positive influence on other family members or friends during their involvement in the fitbook junior program. 50% of the parents surveyed wouldn't make any changes to the fitbook junior, while 25% would add a comment/parent signature section to fitbook junior. 62.5% of the parents found fitbook junior to be a good start and very educational and effective. 25% of parents gave fitbook junior and A, while 37.5% didn't grade fitbook junior.

### Conclusion + Recommendations

Analysis of the fitbook junior pilot program survey concluded that the majority of children found the 12-week program to be beneficial in educating the importance of eating healthy and routinely exercising as nearly 75% of the students recommend other schools adapt the program into their health and physical education programs.





# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-05-13-36

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Action to be Approved: Purchase of Good (s)

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

Previous Board Resolution # 11-15-12-30

Prior Year Cost \$62,096.00

**SUBJECT:** To approve the sole source purchase from HOPSports, Inc. for three full HOPSports Training Systems for the Year 2 Aim to Fitness Grant. The cost of the purchase will not exceed \$62,096.00 for the 2013-14 school year.

**BACKGROUND:** The HOPSports Training System was recommended and used by the St. Louis Rams (one of our partners in the Aim to Fitness Grant) and was specifically written into the grant as a portion of the equipment to be used to accomplish the goals of the grant. In the first year of the grant, three HOPSports Training Systems were purchased. The training systems were shared among the 16 elementary sites included in Cohort 1.

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: 847-WZ-293-1123-6541	Non-GOB	Requisition #:
Amount: \$62,096.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$62,096.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600015156

Department: Curriculum & Instruction

Requestor: M. Leanne White

Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

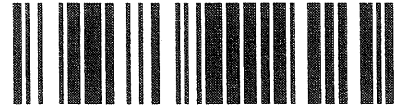
# Quote

05/20/2013

## HOPSports

HOPSports  
 24715 Avenue Rockefeller  
 Valencia, CA 91355  
 UNITED STATES  
 Phone: (866)762-4677  
 FAX: (661) 702-8929  
 Email: rroot@hopsports.com

11787



### Bill To:

St. Louis Public Schools  
 801 N. 11th St.  
 St. Louis, MO 63101  
 UNITED STATES  
 Phone: 314-345-4403  
 Email: margaret.white@slps.org

### Ship To:

St. Louis Public Schools  
 801 N. 11th St.  
 St. Louis, MO 63101  
 UNITED STATES

Contact: St. Louis Public Schools

Customer: St. Louis Public Schools

Seller	Payment Terms	FOB Point	Shipping Terms	Carrier	Requested Ship Date
admin	COD	Origin	Prepaid & Billed	Will Call	05/20/2013

Item #	Type	Number / Description	Unit Price	Qty Ordered	Total Price
1	Sale	1001 - Sandbell 4lbs	\$ 9.00	36 ea	\$ 324.00
2	Sale	1011 - Sandbell 6lbs	\$ 10.00	36 ea	\$ 360.00
3	Sale	1021 - Sandbell 8lbs	\$ 12.00	36 ea	\$ 432.00
4	Sale	112 - HOPSports Training Mat	\$ 100.00	15 ea	\$ 1,500.00
5	Sale	140 - HOPSports Lesson Plans (loaded on CPU)	\$ 12,500.00	3 ea	\$ 37,500.00
6	Sale	250 - Dell Latitude E6530	\$ 2,000.00	3 ea	\$ 6,000.00
7	Sale	243 - Passport 300 Pro	\$ 850.00	3 ea	\$ 2,550.00
8	Sale	330 - RF Remote control for Windows	\$ 40.00	3 ea	\$ 120.00
9	Sale	812 - 54" AV Cart with Electric	\$ 245.00	3 ea	\$ 735.00
10	Sale	131 - HOPSticks	\$ 8.00	90 ea	\$ 720.00
11	Sale	1101 - T-Bow	\$ 130.00	30 ea	\$ 3,900.00
12	Sale	232 - Dell 1510X Projector	\$ 985.00	3 ea	\$ 2,955.00
13	Sale	190 - Training	\$ 2,500.00	1 d	\$ 2,500.00
14	Shipping	S&H - Full System - Shipping and Handling	\$ 2,500.00	1 ea	\$ 2,500.00

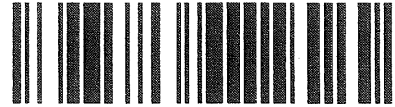
# Quote

05/20/2013

## HOPSports

HOPSports  
24715 Avenue Rockefeller  
Valencia, CA 91355  
UNITED STATES  
Phone: (866)762-4677  
FAX: (661) 702-8929  
Email: rroot@hopsports.com

11787



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SubTotal:	\$ 62,096.00
Sales Tax:	\$ 0.00
<b>TOTAL:</b>	<b>\$ 62,096.00</b>

This quote shall remain valid for 30 calendar days after the date of issuance unless sooner terminated by written notice. Prices quoted are subject to added charges levied by any government taxing authority, all of which shall be paid by Buyer.



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Margaret L. White	<b>Date:</b> May 31, 2013
<b>Department / School:</b> Curriculum & Instruction	<b>Phone Number:</b> 345-4403
<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>HOPSports has been pilot tested with tremendous success in one cluster of middle schools in the District (Busch School of Character and Athletics). HOPSports delivers 21<sup>st</sup> century physical education to students through the merger of media with technology. This system is an innovative, cost-effective fitness programming solution for schools and youth community organizations that train, evaluate, educate and entertain all ages in a multi-screen, dynamic presentation that captures their attention and speaks their language. Housed on a simple, easily transported audiovisual cart, the HOPSports system features more than 100 lesson plans.</p>	
<b>Vendor Name:</b> HOPSports	<b>Email:</b> colleen@hopsports.com
<b>Vendor Contact:</b> Colleen Connors	<b>Phone Number:</b> 661-702-8946
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
<p>All HOPSports lessons are National Association of Sports and Physical Education (NASPE) standards-compliant, with the content reviewed by NASPE to determine age appropriateness. These lesson plans are delivered by a variety of professional hosts to keep the students entertained while training through topics such as: Aerobic, Baseball, Basketball, Boot Camp, Cardio-kickboxing, Circuit Training, Dance, Jazz, Ballet, Hip-Hop, Football, Gold, Hockey, Martial Arts, Pilates, Rhythm, Soccer, Swimming, Fencing, Tennis, Volleyball, Yoga and more. HOPSports designed the HOPSports Training System as an educational model that delivers effective, comprehensive and standards-compliant physical education with a modern approach that excites students and encourages them to make healthy choices and sustain a physically active lifestyle.</p>	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
HOPSports is the only vendor that offers this product.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
<p>With assistance and support from the St. Louis Rams, project teachers and students will implement selected components of NFL Play 60, a national youth health and fitness campaign focused on increasing the wellness of young fans by encouraging them to be active for at least 60 minutes each day through a range of in-school and out-of-school programs. The Rams will provide branded recognition and incentive items to students and teachers participating in NFL Play 60 programs.</p>	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
No other vendors provide this product.	



*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.

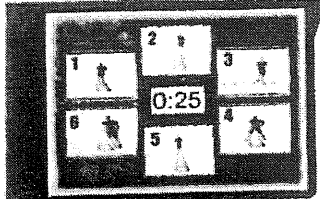
Prior to checking this box you must complete the following task:

- 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.

# HOPS



CIRCUITS



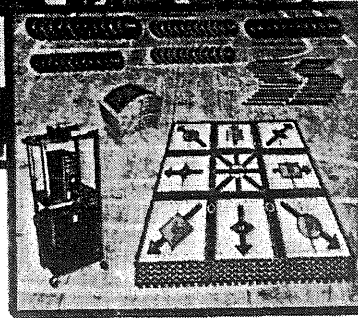
UNITED



EDUCATION



ANTI-TOBACCO



## WELCOME TO HOPSports®

We are so excited that your school has become a member of the HOPSports Training System community! We look forward to a long and successful partnership in bringing active and healthy lifestyles to our youth.

HOPSports is a multi-media, technology driven, standards-compliant physical education system. For HOPSports, the nation-wide success of its educational model combines the need for effective and comprehensive programs from the administrative perspective, with a system that teachers and students alike respond to positively. Consequently, the entire structure of the educational pyramid is able to achieve success - empowering all participants in the spectrum!

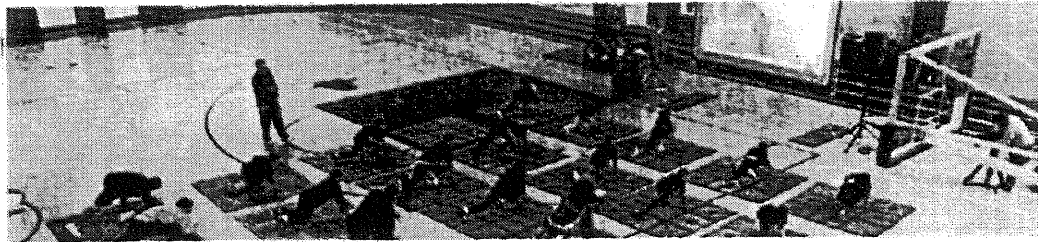
The HOPSports commitment is first and foremost to provide students with the foundation for a healthy and active lifestyle. Movement and energy education are the key components for the lessons. HOPSports provides a turn-key media cart containing Vista Media Center preloaded with lessons taught by athletes and performers including The Harlem Globetrotters, Chris Draft, Guillermo Gomez, Tezoro Productions, Ringling Brothers Barnum and Bailey, Jenny Blake, Byron Davis, Cheryl Broughton, and Olympians Buddy Lee, Annett Davis and Nicole Giordano.

For any technology-related questions (CPU & Projector), please contact DELL™ GOLD TECHNICAL SUPPORT 24/7 at (866) 461-3355.

For any HOPSports-related questions, please contact HOPSupport at (866) 762-4677 between 9 a.m. & 5 p.m. (PT), Monday through Friday. Or, e-mail your questions to [support@HOPSports.com](mailto:support@HOPSports.com).



- HOME
- ABOUT US
- PRODUCTS
- POSTERS
- YOUR SYSTEM
- RESOURCES
- CONTACT



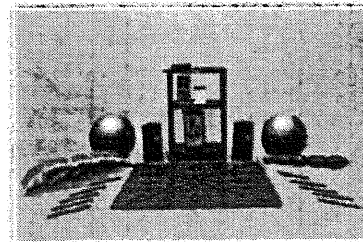
You are here: [Home](#) > [PRODUCTS](#) > [HTS: Basic](#)

HTS: Basic

### HOPSports Training System - Basic

What's Included with the HOPSports Training System - Basic?

- Over 250 Lessons Plus Additional Content Available as Developed
- 1 0 Mats
- 3 0 HOPSticks
- 6 0 Sandfields
- 1 0 T-Bows
- 5 Baseballs
- 1 Computer
- 1 Digital HD Projector
- 1 Fender Portable Sound System
- 1 Remote Control
- 1 A/V Portable Cart
- Phone and Online Support for School Staff



#### Pre-Loaded Lessons Include:

- Arts:** Dance, Music, Performing Arts, Visual Arts, and More
- Fitness Skills:** Circuit Training, Cheerleading, Core Strength, Cool Downs, Flexibility, Functional Training, Martial Arts, Meditation, Yoga, Warm Ups, and More
- Sport Skills:** Baseball, Basketball, Football, Golf, Rowing, Soccer, Swimming, Volleyball, and More
- Educational:** Advocacy, Anti-Obesity, Anti-Smoking, Careers, Character Development, Environmental, Health, Nutrition, Volunteerism, and More
- Entertainment:** Cartoons, Music, Sports Highlights, and More

Browse

HOPSports Solution

HOPSports Solution

Tools

### The Challenge

The message is incongruent, fighting childhood obesity as a national initiative at the same time that health and physical education budgets are severely cut, in some cases to the point of extinction. It does take a village to raise a child, and HOPSports' steadfast mission is to promote healthy and active communities, one child and family at a time. Currently in 1,000 schools, after-school programs, recreation and treatment facilities, and US military bases world-wide, HOPSports bridges the gap between the home, school and community to encourage lifelong active, healthy lifestyles.

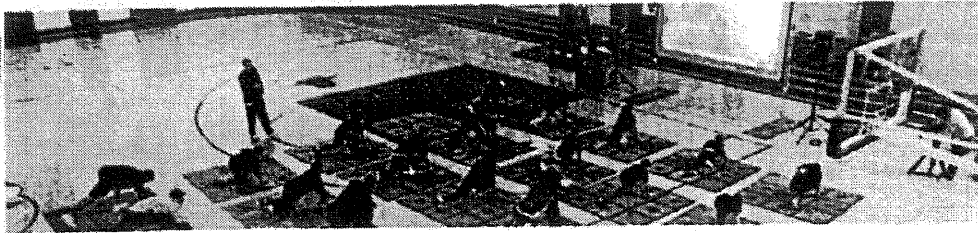
### The Solution

The HOPSports mission is to help move a healthier generation forward by combining fitness and fun, learning and entertainment. HOPSports continues to build upon a legendary 20-year reputation of pioneering innovative training techniques and technologies years ahead of their time. HOPSports invites you to experience a new way of learning through movement, connective, interactive, and limitless as the imagination!

- Research based content combining education and movement
- Recognized leader in content aggregation including lessons presented by world-class athletes, doctors, nutritionists, and recognized celebrities
- First Lady Michelle Obama references HOPSports as a curative solution to childhood obesity in her address before the National Association of Governors meeting, February 20, 2010
- HOPSports' innovative platform combines physical activity, education and entertainment
- A global health and wellness network reaching classrooms, schools, homes, workplaces and community centers

# HOPSPORTS®

- HOME
- ABOUT US
- PRODUCTS
- PROGRAMS
- JUST ONE
- YOUR SYSTEM
- RESOURCES
- CONTACT



You are here: [Home](#) > [ABOUT US](#) > [HOPSports Partners](#) > [NFL Charities](#)

Browse

NFL Charities

NFL Charities

NFL Charities is the cornerstone of the National Football League's commitment to community service.

Tools



As part of the NFL's comprehensive youth health and fitness platform, NFL Charities has teamed with HOPSports in many NFL markets to help create a balanced and healthy lifestyle for kids through the HOPSports Training System. Participating teams include: Atlanta Falcons, Carolina Panthers, Houston Texans, Philadelphia Eagles, Seattle Seahawks, St. Louis Rams, Buffalo Bills, Detroit Lions, Washington Redskins, New England Patriots, Tampa Bay Buccaneers, and the Cincinnati Bengals.

[NFL Charities](#)







# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item : 07-25-13-37

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Action to be Approved: Purchase of Good (s)

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

Previous Board Resolution # 12-17-12-17

Prior Year Cost \$12,000.00

**SUBJECT:** To approve the sole source purchase from Human Kinetics for 16 site licenses and 16 Tier II Technical Support for the FITNESSGRAM software as part of the Year 2 Aim to Fitness Grant. The cost of the purchase will not exceed \$11,211.00 for the 2013-14 school year.

**BACKGROUND:** FITNESSGRAM is recommended by the NFL and the St. Louis Rams (one of our partners in the Aim to Fitness Grant) and was specifically written into the grant as a portion of the equipment to be used to accomplish the goals of the grant. Through the National Play 60 program, the 32 NFL markets will use FITNESSGRAM as the data collection tool for a longitudinal study tracking health-related youth fitness.

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: 847-WZ-293-1123-6411	Non-GOB	Requisition #:
Amount: \$11,211.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$11,211.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600002281

Department: Curriculum & Instruction

Requestor: Leanne White

Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

6/18/2013  
Dr. Nicole Williams, Dep. Supt., Academics

Dr. Kelvin R. Adams, Superintendent



QUOTE

HUMAN KINETICS

1607 North Market Street • P.O. Box 5076 • Champaign, IL 61825-5076 • 800-747-4457 • Fax: 217-351-1549

TO: Leanne White  
St Louis City Public Schools  
801 N 11<sup>th</sup> St  
St Louis, MO 63101  
314-345-4403

Date: May 15, 2013

EXP DATE: November 15, 2013

Tech Email: [margaret.white@slps.org](mailto:margaret.white@slps.org)

SALESPERSON	SHIPPING METHOD	SHIPPING TERMS	PAYMENT TERMS
Christine Maresh	UPS Ground	Standard to one Location	Net 30

QTY	ISBN	DESCRIPTION	UNIT PRICE	DISCOUNT	LINE TOTAL
16	9781450467742	Fitnessgram 9.3 District Version School Site License & Test Kit	\$599	N/A	\$9,584.00
16	9781450424103	Annual Fitnessgram 9.x District/School Tier Two Technical Support (optional but highly recommended)	\$100	N/A	\$1,600.00

PLEASE NOTE: Renewal of Annual Fitnessgram 9.x District/School Tier Two Technical Support \$50 annually.

*Human Kinetics cannot accept returns of opened or already downloaded software. By placing a purchase order for Fitnessgram software the purchasing entity is confirming that their Instructional Technology personnel has completed a review of the appropriate Fitnessgram software system requirements, and has approved the purchase.*

When submitting your purchase order, please include your district's Missouri State Sales Tax Exempt Documentation

Please submit purchase orders to:  
Fax: 217-351-1549 OR Email: [Christinem@hkusa.com](mailto:Christinem@hkusa.com)

SUBTOTAL	\$11,184.00
**SALES TAX	Tax exempt on file
SHIPPING	\$27.00
TOTAL	\$11,211.00

Quotation prepared by:

This is a six-month price quote for the above items. This price quote is subject to conditions as noted: A.) Prices subject to change. B.) After the six-month expiration date, please contact your sales representative for current prices or a new price quote. C.) Sales tax is charged for all orders unless you submit your school's tax exempt form with your first purchase order.

To accept this price quote, please sign here and return with purchase order: \_\_\_\_\_

WE TRULY APPRECIATE YOUR BUSINESS!



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Margaret L. White</b>	<b>Date: June 10, 2013</b>
<b>Department / School: Curriculum &amp; Instruction</b>	<b>Phone Number: 345-4403</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>	
<p>FITNESSGRAM is a fitness assessment and reporting program for youth, first developed in 1982 by the Cooper Institute in response to the need for a comprehensive set of assessment procedures in physical education programs. The assessment includes a variety of health-related physical fitness tests that assess these areas of physical fitness:</p> <ul style="list-style-type: none"> <li>• Aerobic capacity</li> <li>• Muscular strength, muscular endurance, and flexibility</li> <li>• Body composition</li> </ul>	
<b>Vendor Name: Human Kinetics</b>	<b>Email: christinem@hkusa.com</b>
<b>Vendor Contact: Christine Maresh</b>	<b>Phone Number: 217-403-7750</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
<p>FITNESSGRAM is software published by Human Kinetics, who is also the sole-source vendor. The software provides an efficient way for schools and other organizations to perform effective fitness and physical activity assessments on children, provide appropriate feedback to children and parents, and maintain accurate and comprehensive records over time.</p> <p>FITNESSGRAM is best known for its ability to generate printed reports for each student (a parent version of the report can be generated, too). The FITNESSGRAM report defines the recommended range of fitness for each test measure—the Healthy Fitness Zone.</p> <p>This software will be used as a data collection tool, capable of generating reports that will fulfill the physical fitness assessment reporting requirements for fitness by Department of Elementary and Secondary Education (DESE).</p>	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
Human Kinetics is the only vendor that offers this specific software.	
<b>3. Other relevant information if any (i.e., attach manufacturer’s statement verifying exclusive availability of product etc...)</b>	
<p>FITNESSGRAM was developed by the highly respected Cooper Institute. The Cooper Institute is dedicated to scientific research in the field of preventive medicine and public health and communicating the results of research to the scientific and medical communities as well as to the general public.</p> <p>With assistance and support from the Washington University School of Medicine, project teachers, and the Project Director Fitnessgram software and Activitygram programs will be implemented at each of the 16 participating schools in the 2<sup>nd</sup> Cohort of the AIM for Fitness Project.</p>	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
No other vendors provide this product.	
<i>I certify the above information is true and correct and that I have no financial, personal or other</i>	

<i>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.

**2013-2014**  
**AIM for Fitness**  
**Cohort 2\***

1. Nance
2. Farragut
3. Herzog
4. Bryan Hill
5. Cote Brilliant
6. Dewey
7. Mullanphy
8. Henry
9. Sigel
10. Gateway
11. Kennard
12. Froebel(FVP)
13. Mann(FVP)
14. Monroe(FVP)
15. Meramec(FVP)
16. Woodward

**\*As soon as information is available the Cohort 2 list will be updated to include site address, name of principal, PE teacher and nurse**



## OVERVIEW

FITNESSGRAM (FG) 9.0, the new web-based version, is now available! FG 9.0 has everything that FG 8 had to offer and more. As a web-based application, FG 9.0 may be hosted by the local school district or by a third party. The Cooper Institute, a 501(c)(3) non-profit globally dedicated to preventive medicine research and education, is offering cost effective web hosting alternatives.

**Web hosting is required for web-based programs allowing you to store, input, and access your data.**

## BENEFITS

- freedom to access and enter data from any device that has internet connection;
- less time spent manually downloading and updating FG software - no installations are required;
- eliminates confusion by allowing districts or school systems to mandate specific test items;
- expanded options for generating statistical reports and graphs; and
- distributes reports to students and parents through e-mail.

You can try a demo of web-based FITNESSGRAM 9.0 now at [www.Fitnessgram.net/Fitnessgram9/demo](http://www.Fitnessgram.net/Fitnessgram9/demo)

## COST

The annual cost includes monitoring, storage space, and security for one school building. If you enter more records than your subscription allows, your subscription will upgrade to the next level. The Cooper Institute accepts checks, credit cards, and/or purchase orders.

Subscription Level	Total # of Student in FG Data File	Costs (per building per school year)
I	<500	\$356.00*
II	501-1000	\$414.00*
III	>1000	\$471.00*

\*Cost subject to change and tax not included. Tax Rate is 6.6%.

Note: You must purchase FG 9.0 license from Human Kinetics prior to subscribing to web hosting.

## TO SUBSCRIBE

Step 1: **You must first purchase a FG 9.0 license from Human Kinetics.** Human Kinetics will issue you a FG 9.0 license code embedded in an e-mail. This license code is required when you purchase web hosting from The Cooper Institute.

- To purchase FG 9.0 call (800) 747-4457, e-mail [K12sales@hkusa.com](mailto:K12sales@hkusa.com) or visit [www.FITNESSGRAM.net/contactus](http://www.FITNESSGRAM.net/contactus) and select your state for your sales representative.

Step 2: **To purchase web hosting for FG 9.0 call (800) 635-7050.** Remember to have your FG 9.0 license code number from Human Kinetics ready.

- For more information on web hosting, please call The Cooper Institute (972)341-3200 / (800)635-7050
- For more information on FG 9.0 pricing or system requirements, please call Human Kinetics at (800) 747-4457

FITNESSGRAM® is the premier fitness assessment tool with an educational reporting system. It emphasizes health-related fitness for life by measuring three components 1) aerobic capacity; 2) body composition; and 3) muscular strength, endurance and flexibility. Results, based on age and gender, are available in a report card format that physical education teachers can use to educate families and students and encourage healthy behaviors.

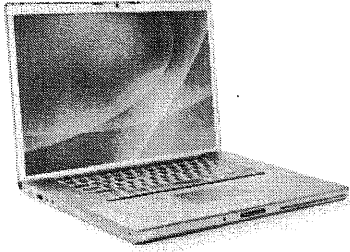
For more information about FITNESSGRAM  
visit [www.FitnessGram.net](http://www.FitnessGram.net)



## SYSTEM REQUIREMENTS

Browser: IE 7 & 8; Firefox 2 and 3

Connectivity: For Internet use, you need a good, quality internet provider.  
School use: Most districts have T1 lines or fiber optics. These are ideal.  
Home use: Never use dial-up. DSL might be an issue depending on the provider.  
Home use should have a high-speed broadband Internet connection



FG 9.0 Now on the web!

Screen resolution: 1024 x 768 pixels

Adobe Acrobat Reader: FG reports are generated in PDF format.  
School: Acrobat Reader 7 or above  
Home: Acrobat Reader 7 or above; VISTA Home Operating system requires Acrobat Reader 9.

## SECURITY

The Cooper Institute has taken many precautions to ensure your data is secure. The following security is in place:

- o backed up by enterprise UPS and generator;
- o contains secure Internet Connection including Intrusion Protection System (IPS) with monitoring; and
- o Client-to-server encryption provided through using SSL Certificate(s) with 128-bit encryption.

Due to the stringent security measures and monitoring at Region 10 (see below), you can feel confident your data will be safe, secure, and retrievable. For more information regarding data security, please contact David Souders at 972-348-1178.

## DATA HOSTING

Your data will be monitored by The Cooper Institute, while physically housed at Region 10 Educational Service Center (400 East Spring Valley Road, Richardson, Texas 75081), a leader in providing educational services, innovative products, and web hosting to clients. Region 10 will support the web based version of FG 9.0. They are well experienced in hosting student data and working with schools. The Cooper Institute is excited about this venture and is confident that Region 10 has the resources and security measures to house FG 9.0.

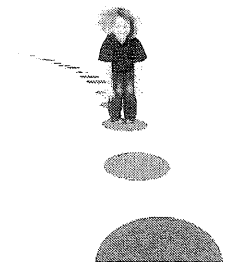
## FOR MORE INFORMATION

Web Hosting Information (The Cooper Institute)

(972) 341-3200 / (800) 635-7050

FG 9.0 Pricing and System Information (Human Kinetics)

(800) 747-4457 or visit [www.FITNESSGRAM.net](http://www.FITNESSGRAM.net)









# BOARD RESOLUTION

Date: June 19, 2013

Agenda Item : 07-25-13-38

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Rosemary Martin, Assoc. Supt., Ofc. of Innovation

Action to be Approved: Purchase of Good (s)

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

**SUBJECT:** To approve the purchase of two Neo 2 Labs from Renaissance Learning in the amount of \$8,524.79.

**BACKGROUND:** The Neo 2 Labs allow students and teachers the opportunity to get online practice math facts, provide immediate feedback for their assessments and make the classrooms paperless. Renaissance Math is the math intervention program we use throughout the District and this tool is a vital accessory and is cost efficient.

Accountability Plan Goals: Goal I: Student Performance

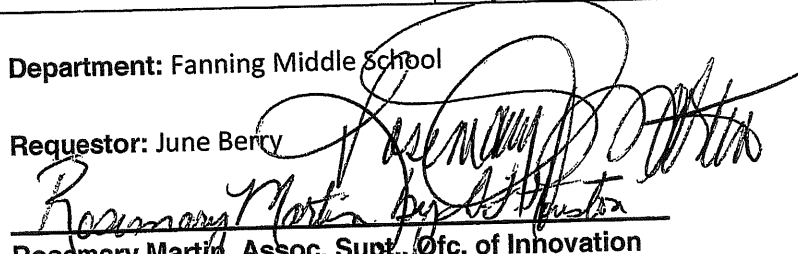
Objective/Strategy: I.A.

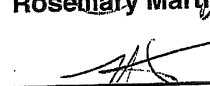
FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

Fund Source: 314-AM-233-1127-6541	Non-GOB	Requisition #: 10134091
Amount: \$8,524.79		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$8,524.79	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600005247

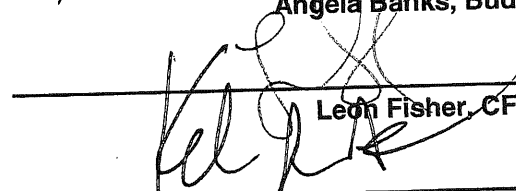
Department: Fanning Middle School


Requestor: June Berry

  
Rosemary Martin, Assoc. Supt., Ofc. of Innovation

 6/19/2013  
Dr. Nicole Williams, Dep. Supt., Academics

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent



# RENAISSANCE LEARNING INC.™

PO Box 8036, Wis. Rapids, WI 54495-8036 - Phone:(800) 338-4204 Fax:(877) 280-7642 Federal I.D. 39-1559474

Quote #: 1013780 Created: 03/26/2013 Incident #: 10861013

Fanning Middle School - 189803

3417 Grace Ave

Saint Louis, MO 63116-4710

Contact: Cornelius Green - (314) 772-1038

Email: [cornelius.green@sips.org](mailto:cornelius.green@sips.org)

## Quote Totals by Product

	Hardware	Other	Totals
	NEO2	Shipping and Processing	
Fanning Middle School - 189803	\$8,100.00	\$424.79	\$8,524.79
<b>Quote Totals</b>	<b>\$8,100.00</b>	<b>\$424.79</b>	<b>\$8,524.79</b>







# BOARD RESOLUTION

Date: June 10, 2013

To: Dr. Kelvin R. Adams, Superintendent

From: Leon Fisher, CFO/Treasurer

Agenda Item

07-25-13-39

Action:



Action to be Approved: Financial Report

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

**SUBJECT:** To approve the Monthly Transaction Report for May 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:

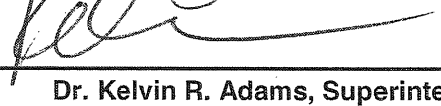
\_\_\_\_\_



Mary M. Houlihan, Dep. Supt., Operations

  
\_\_\_\_\_  
Angela Banks, Budget Director

  
\_\_\_\_\_  
Leon Fisher, CFO/Treasurer

  
\_\_\_\_\_  
Dr. Kelvin R. Adams, Superintendent









# BOARD RESOLUTION

Date: June 14, 2013

Agenda Item: 07-25-13-40

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Safety Handbook

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

Previous Board Resolution # 04-25-13-05

**SUBJECT:** To approve the Safety and Risk Management Handbook for the 2013-14 school year. The Handbook supports the District Policy P3511 and District Regulation R3511 that was amended and approved by the Board as Board Resolution 06-24-10-16.

**BACKGROUND:** The Safety and Risk Management Handbook was drafted in 2010 as a priority objective of the Safety and Risk Management Committee. The Policy is included as page 2 of the Handbook that each employee is required to acknowledge in writing (or online) that they have read and understand the safety program and guidelines in the Handbook. The Handbook has been updated to include the new Workers' Compensation Injury Report Form.

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: Risk Management

Requestor: Kevin Coyne

Angela Banks, Budget Director

Mary M. Houlihan, Dep. Supt., Operations

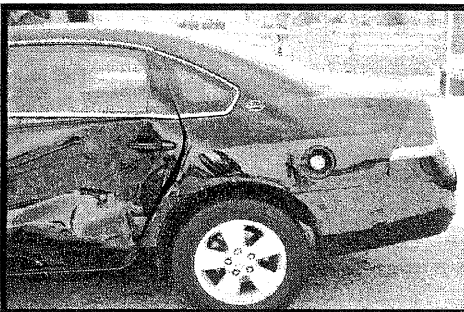
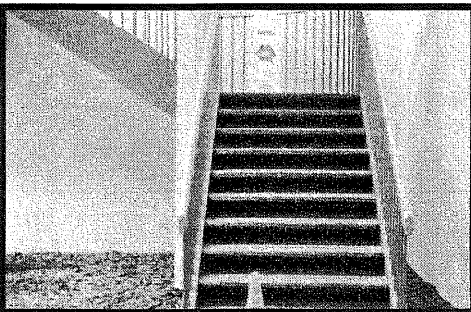
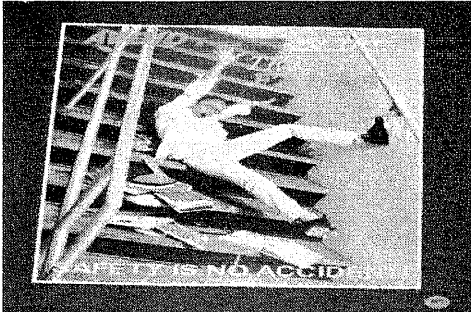
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



# SAFETY and RISK MANAGEMENT HANDBOOK

To ensure that safety procedures, guidelines, and policies are followed, the District has developed a school district safety program that is outlined in this St. Louis Public Schools Safety and Risk Management Handbook.



July 2012-2013

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

**Special Administrative Board Members**

Rick Sullivan - CEO  
Melanie Adams  
Richard K. Gaines

**Superintendent of Schools**

Dr. Kelvin R. Adams

**Chief of Staff**

Dr. Alice Roach

*The Special Administrative Board of the Transitional School District of the City of St. Louis ("Board") does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age or disability in admission or access to, or treatment or employment in its programs and activities. For more information, please contact the Chief Human Resources Officer, 801 North 11<sup>th</sup> Street, Saint Louis, MO 63101, or by telephone at 314-345-2208/4560.*

Published by:

St. Louis Public Schools' Safety and Risk Management Committee  
July 2012/2013



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**SECTION I**  
**SCHOOL BOARD POLICY**

**SAFETY & RISK MANAGEMENT HANDBOOK SIGNATURE PAGE**

The safety of all St. Louis Public School (SLPS) personnel, students, and visitors is of vital importance. To this end, it shall be the policy and practice of SLPS to prevent accidents, occupational injuries, and illnesses by taking reasonable precautions to protect the safety of all students, employees, visitors and others present on District property or at school sponsored events.

SLPS shall strive to provide safe working conditions for all staff members and will give prompt consideration to remediate those conditions that may present a threat to the health and safety of all staff members. To that end, SLPS will mandate and provide workshops to instruct staff on safe work practices so that work, teaching, and learning can be accomplished without threat to life, health or loss of property.

SLPS will respond to employee requests for reasonable accommodations when an employee has a disability as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008.

The Superintendent shall have the overall responsibility for the safety program. SLPS administrators, as the Superintendent's designees, will ensure that all employees are kept informed of current state and local requirements related to occupational safety. Administrators and principals shall be responsible for administration and supervision of the safety program within their assigned areas of responsibility.

To ensure safety procedures, guidelines, and policies are followed, SLPS has developed a safety program that is outlined in this handbook. Every SLPS employee will receive a copy of this handbook; new employees shall be given a copy upon employment. All employees will receive annual reviews and updates on the SLPS safety program and protocols.

As a condition of employment I acknowledge that I have received, read, understand, and will adhere to the safety program and guidelines contained in the St. Louis Public Schools Safety & Risk Management Handbook.

**JULY 2012/2013**

Date: \_\_\_\_\_ Printed Name: \_\_\_\_\_  
Employee Signature: \_\_\_\_\_

Title: \_\_\_\_\_ Department/School: \_\_\_\_\_

Signed copy of this statement will be kept on file in the Human Resources Division.

**Safety and Risk Management Policy Statement**

The St. Louis Public Schools District (District) is committed to providing and maintaining a safe, orderly, and healthy workplace for all students, employees, visitors and others present on district property, or at a school sponsored event. Proactive procedures shall be in place to prevent accidents, occupational injuries, and illnesses.

Prevention activities to reduce lost work time shall be promoted by the District. The District shall strive to provide a safe, orderly, and healthy workplace environment along with providing the appropriate training on safe working procedures, guidelines, and policies. To ensure safety procedures, guidelines, and policies are followed the District has developed a school district safety program that is outlined in the St. Louis Public Schools Safety and Risk Management Handbook.

The St. Louis Public School Board expects the cooperation of all St. Louis Public School staff for the maintenance of the safe, orderly, and healthy workplace environment.

Adopted: June 24, 2010

## Section II

### **SAFETY & RISK MANAGEMENT COMMITTEE**

#### **SAFETY & RISK MANAGEMENT COMMITTEE ORGANIZATION**

A safety and risk management committee has been established as a management tool to recommend improvements to our workplace safety program, address safety issues for our students and visitors, and to identify corrective measures needed to eliminate or control recognized safety and health hazards. The safety and risk management committee is comprised of representatives from the Special Administrative Board (Board), Academics, Information Technology, Human Resources, Finance, Food Services, Risk Management, Operations, Safety and Security, Teachers Union – Local 420, and Cannon Cochran Management Services, Inc. (CCMSI).

#### **Responsibilities**

The safety and risk management committee will be responsible for assisting the Board in:

1. Communicating procedures for evaluating the effectiveness of control measures used to protect employees, students and visitors from safety and health hazards in the District.
2. Reviewing and updating workplace safety rules based on accident investigation findings, any inspection findings, and employee reports of unsafe conditions or work practices; and accepting and addressing suggestions from employees.
3. Updating the workplace safety program by evaluating employee injury and accident records, identifying trends and patterns, and formulating corrective measures to prevent recurrence.
4. Evaluating employee accident and illness prevention programs, and promoting safety and health awareness and co-worker participation through continuous improvements to the workplace safety program.
5. Participate in safety training and be responsible for assisting management in monitoring workplace safety education and training to ensure that it is in place, that it is effective, and that it is documented.

#### **Meetings**

The District Safety Committee will meet monthly or as needed and the Subcommittees will meet on an as needed basis.



### Section III

## **SAFETY RULES, POLICIES AND PROCEDURES**

The safety rules contained in this section have been prepared to protect you in your daily work. Employees are to follow these rules, review them often and use good common sense in carrying out assigned duties. The safety rules in this section are general in nature and apply to all employees. More specific safety rules may exist for various buildings or departments. Employees must be aware of all safety rules that apply to their employment.

### **ALL EMPLOYEES**

#### **General**

1. Being impaired by, or under the influence of, alcohol or illegal drugs while at work, is strictly prohibited. If taking prescription drugs, please follow physician recommendations and notify the administration if medications make you drowsy, etc.
2. Fighting, horseplay, practical jokes or other disorderly conduct is strictly prohibited.
3. Threatening, intimidating, or using abusive language to other employees is strictly prohibited.
4. Whenever employees are driving, or a passenger in a District vehicle/or personally owned vehicle, during the course and scope of employment, they shall wear seat belts.
5. Employees must immediately report all injuries, no matter how minor, to their supervisor. Failure to report an injury in a timely manner may jeopardize your Workers' Compensation benefits.
6. Employees shall report any safety hazards/conditions immediately to management.
7. No employee shall perform any activity which is higher than they can reach unless they have received the proper training in the use of ladders, step stools and the like. Furthermore, employees shall not stand or attempt to stand on chairs, tables, and etc.

#### **Prevent Slips and Falls**

1. Wear appropriate footwear on snow and ice. If necessary, bring a change of shoes for inside the building.
2. Report slippery surfaces to the administration immediately.
3. Clean up spills immediately. If immediate cleanup is not possible, use traffic cones or other warning signs to mark spills or slippery surfaces.
4. Do not take short cuts. Only walk on sidewalks that have been cleared of snow and ice.
5. Use handrails on stairways.
6. Use extra caution when carrying objects on ice and snow.

#### **Lifting/Pushing/Pulling Procedures**

1. Plan the move before lifting; ensure that you have an unobstructed pathway.
2. Test the weight of the load before lifting by pushing the load along its resting surface.
3. Maximum weight limit for one person for lifting/pushing/pulling is 50 lbs. If you need help with a lesser weight **ask for help**.
4. If the load is too heavy or bulky get assistance from a co-worker or by submitting a work order request.

### **How to Lift Safely**

1. Position your feet 6 to 12 inches apart with one foot slightly in front of the other.
2. Face the load.
3. Bend at the knees, not at the back.
4. Keep your back straight.
5. Get a firm grip on the object using your hands and fingers. Use handles when they are present.
6. Hold the object as close to your body as possible.
7. While keeping the weight of the load in your legs, stand to an erect position.
8. Perform lifting movements smoothly and gradually; do not jerk the load.
9. If you must change direction while lifting or carrying the load, pivot your feet and turn your entire body. Do not twist at the waist.
10. Set down objects in the same manner as you picked them up, except in reverse.
11. Do not lift an object from the floor to a level above your waist in one motion. Set the load down on a table or bench and then adjust your grip before lifting it higher.
12. Never lift anything if your hands are greasy or wet.
13. Wear protective gloves when lifting objects that have sharp corners or jagged edges.

### **Housekeeping**

1. Do not place materials such as boxes or trash in walkways and passageways.
2. Mop up water around drinking fountains and drink dispensing machines immediately. Report larger spills to the custodians immediately.
3. When an immediate clean up is not possible, mark and/or barricade the area with traffic cones or some other conspicuous marker to alert on comers of the hazard.
4. Do not store or leave items on stairways.
5. Do not block or obstruct stairwells, exits or accesses to safety and emergency equipment such as fire extinguishers or fire alarms.
6. Straighten or remove rugs and mats that do not lie flat on the floor.
7. Return tools to their storage places after using them.
8. Do not use gasoline for cleaning purposes.
9. Use caution signs or cones to barricade slippery areas such as freshly mopped floors.

### **Electrical**

1. Do not use frayed, cut or cracked electrical cords.
2. Submit work order request or contact maintenance if cords are damaged or outlet cover plates are missing
3. Do not plug multiple electrical cords into a single outlet.
4. Do not use extension or power cords that have the ground prong removed or broken off.
5. Use a cord cover or tape the cord down when running electrical cords across aisles, between desks or across entrances or exits.
6. Keep electrical cords and power strips away from sinks and other sources of water.
7. Use appropriate personal protection equipment (safety glasses, gloves, boots, etc.)
8. District policy is to purchase and use UL rated/listed equipment at all times.
9. Do not exceed the rated capacity of any extension cord used. Do not connect two extension cords together. Do not use extension cords as a substitute for permanent wiring.

### **Stairs**

1. Use the handrails when ascending or descending stairs or ramps.
2. Do not store or leave items on stairways.

3. Do not run on stairs or take more than one step at a time.
4. Report all hazardous conditions found on stairways to the administration.
5. Step well into the step, not on the edge.
6. Avoid distractions while on stairs.

#### **Driving**

1. Reduce speeds. Remember that the posted speed limit is for ideal travel conditions.
2. Allow for extra travel time or consider delaying trips if the weather is inclement.
3. Always use headlights during inclement weather.
4. Make sure windshield wipers, batteries, tires and defrosters are working and in good condition.
5. Carry blankets, flares and other equipment that would be helpful in an emergency.
6. Maintain a safe distance between you and other vehicles.
7. Be courteous to other drivers.
8. Keep to the right except to pass, using turn signals to alert other drivers of your intentions.
9. Always buckle seatbelts.

#### **Walk Defensively**

1. Slippery sidewalks, parking lots, streets and entryways pose extra dangers.
2. Use crosswalks.

#### **Avoid Overloading**

1. Keep your balance.
2. Keep your packages together.
3. Don't block your vision.

#### **Parking Lot Safety**

1. Watch your footing when getting out of your vehicle.
2. It takes a vehicle much longer to stop on ice and snow.

#### **Choose Proper Footwear**

1. Wear footwear with maximum traction.
2. Winter boots.
3. Non-slip soles or overshoes.

**OFFICE / CLASSROOM SAFETY****General Rules**

1. Do not stand on furniture to reach high places.
2. Do not block your view by carrying large or bulky items; use a dolly or hand truck or get assistance from a fellow employee.
3. Do not throw matches, cigarettes or other smoking materials into trash baskets.
4. Do not tilt the chair you are sitting in. Keep all chair legs on the floor.
5. Do not burn candles in classrooms. Open flames are only allowed in controlled environments such as science experiments.

**Files**

1. Open only one file cabinet drawer at a time. Close the filing cabinet drawer you are working in before opening another filing drawer in the same cabinet.
2. Put heavy files in the bottom drawers of file cabinets.
3. Use the handle when closing drawers and files.

**Sharp Objects**

1. Store sharp objects, such as pens, pencils, letter openers and scissors in drawers or with the tips pointing down in a container.
2. Carry pencils, scissors and other sharp objects with the tips pointing down.

**Paper Cutter/Shredder**

1. Position hands and fingers on the handle of the paper cutter before pressing down on the blade.
2. Keep the paper cutter handle in the closed or locked position when it is not being used.
3. Do not use paper-cutting devices if the finger guard is missing.
4. Do not place your fingers in or near the feed of a paper shredder.
5. Do not allow students to use paper cutters or shredders.

**Staplers**

1. Point the ejector slot away from yourself and bystanders when refilling staplers.
2. Keep fingers away from the ejector slot when loading or testing stapling devices.
3. Use a staple remover, not your fingers, for removing staples.

**RESEARCH SCIENCE / LAB SAFETY**

1. Do not store reagents on the lab bench.
2. Do not eat, drink, or chew gum in a science laboratory or storage area. Do not store food or beverages in the refrigerator located in the lab.
3. Safety glasses must be worn at all times in the lab area.
4. Wash your hands before and after working in the lab, and after spill cleanups.
5. Wear your lab smock when working in the lab.
6. Never leave gas burners, hot plates, heating mantles, or other heat sources unattended when they are on.
7. Do not lean into fume hoods when the hood is on and open containers of chemicals have been placed under the hood.
8. Do not use fume hoods for storage.
9. Obtain and read Material Safety Data Sheets (MSDS) for each chemical you will be using before beginning any experiment. Read and follow the safety instructions and use the stated personal protective equipment.

10. Ensure chemicals are properly labeled and stored in accordance with MSDS.
11. Never store chemicals in unlabeled containers.
12. Do not mix chemicals in the sink drain.
13. Do not block access to the laboratory eyewash, safety showers, fire extinguisher, or fire alarm pull station.
14. Wear shoes or boots that cover your feet completely; do not wear open toed shoes or sandals.
15. Do not block escape routes from the lab.
16. Never block fire doors open.
17. Never store materials in lab or storage area aisles.

### **Hazardous Materials**

1. Know the location of MSDS and follow the instructions on the label and in the corresponding MSDS for each chemical product you will be using in your workplace to include using the recommended personal protective clothing and storage guidelines.
2. Do not use protective clothing or equipment that has split seams, pinholes, cuts, tears, or other visible signs of damage.
3. Before using the chemical exhaust hood, flip the fan motor switch to the "On" position.
4. Do not use chemicals from unlabeled containers or unmarked cylinders.
5. Do not perform "hot work", such as welding, metal grinding or other spark producing operations, within 50 feet of containers labeled "Flammable" or "Combustible".
6. Do not drag containers labeled "Flammable."
7. All chemical containers must be labeled. If any unlabeled containers are found, they must be removed and turned in to Support Services.

### **MAINTENANCE / CUSTODIAL**

#### **General Guidelines**

1. Any personal protective equipment (PPE) should meet standards set by ANSI (American National Standards Institute).
2. Hard hats—wear ANSI approved hard hats when working on or near construction projects, trimming trees, and doing any work that has potential for head injury.
3. Safety glasses and goggles—wear ANSI approved safety glasses/goggles that are appropriate for protecting the eyes from extremely bright light and ultraviolet radiation (UV rays), flying objects, and very hot, poisonous, and irritating liquids.
4. Ear plugs or muffs—wear appropriate ear protection to protect ears from excessive noise exposure.
5. Respirators—wear respirators as required while working in an environment where there is danger of breathing air contaminated with toxic gases, vapors, fumes and dusts. Employees must be medically cleared and fit tested prior to wearing a respirator.
6. Safety footwear—wear safety footwear with metal box toe and puncture resistant sole while doing grounds keeping or maintenance work.
7. Gloves—wear appropriate type of gloves when working with chemicals, solvents, or toxic substances as well, to protect hands from flying objects and from contact with vibrating machines.

#### **Use of Ladders and Step Ladders**

1. Never substitute furniture such as tables and chairs for ladders.
2. Read and follow the manufacturer's instruction label affixed to the ladder. Place the ladder feet 1/4 of the ladder's working length away from the base of the structure.

3. Do not use ladders that have loose rungs, cracked or split side rails, missing rubber footpads, or are otherwise visibly damaged.
4. Keep ladder rungs clean and free of grease. Remove buildup of material such as dirt.
5. Do not place ladders in a passageway or doorway without posting warning signs or cones that detour pedestrian traffic away from the ladder. Lock the doorway that you are blocking with the ladder and post signs that will detour traffic away from your work.
6. Do not place a ladder at a blind corner or doorway without diverting foot traffic by blocking or roping off the area.
7. Allow only one person on the ladder at a time.
8. Face the ladder when climbing up or down it.
9. Maintain a three-point contact by keeping both hands and one foot or both feet and one hand on the ladder at all times when climbing up or down the ladder.
10. When performing work from a ladder, face the ladder and do not lean backward or sideways from the ladder.
11. Do not stand on the top two rungs of any ladder.
12. Do not stand on a ladder that wobbles, or that leans to the left or right of center.
13. When using a straight or extension ladder, extend the top of the ladder at least 3 feet above the edge of the landing.
14. Secure the ladder in place by having another employee hold it if it cannot be tied to the structure.
15. Do not move a rolling ladder while someone is on it.
16. Do not place ladders on barrels, boxes, loose bricks, pails, concrete blocks or other unstable bases.
17. Do not carry items in your hands while climbing up or down a ladder.
18. Do not try to "walk" a ladder by rocking it. Climb down the ladder, and then move it.
19. Do not use a ladder as a horizontal platform.

### **Electric Power Tools**

1. Do not use power equipment or tools you have no experience with until you have been trained by a qualified operator.
2. Ground Fault Circuit Interrupter (GFCI) is required to be used while working with power tools. GFCI should be plugged in directly to the outlet.
3. Keep power cords away from the path of drills, grinders, and presses.
4. Do not carry plugged in equipment or tools with your finger on the switch.
5. Do not carry equipment or tools by the cord.
6. Disconnect the tool from the outlet by pulling on the plug, not the cord.
7. Turn the tool off before plugging or unplugging it.
8. Do not leave power tools "ON" that are unattended.
9. Do not handle or operate electrical tools when your hands are wet or when you are standing on wet floors.
10. Do not operate spark-inducing tools such as grinders, drills or saws near containers labeled "Flammable".
11. Turn off the electrical tool and unplug it from the outlet before attempting repairs or service work. Tag the tool "Out of Service".
12. Do not remove the ground prong from electrical cords. Do not use cords with ground prongs removed.
13. Do not use an adapter such as a cheater plug that eliminates the ground.
14. Do not run extension cords through doorways, through holes in ceilings, walls or floors.

15. Do not drive over, drag, step on or place objects on a cord.
16. Do not use a power hand tool to cut wet or water soaked building materials or to repair pipe leaks.
17. Never operate electrical equipment barefooted. Wear rubber-soled or insulated work boots.
18. Do not operate a power hand tool or portable appliance while holding a part of the metal casing or while holding the extension cord in your hand. Hold all portable power tools by the plastic handgrips or other nonconductive areas designed for gripping purposes.
19. Visually inspect all tools before use. Do not use broken or damaged tools.

#### **Machine Guarding / Machine Safety**

1. Replace the guards, before starting machines and after making adjustments or repairs to the machine.
2. Use lockout tag out procedure when working on equipment.
3. Do not remove, alter or bypass any safety guards or devices when operating any piece of equipment or machinery.
4. Read and obey safety warnings posted on or near any machinery.

#### **Hand Tool Safety**

1. Carry all sharp tools in sheath or holsters.
2. Gloves are required when using box cutters, utility knife, etc.
3. Tag worn, damaged or defective tools "Out of Service" and do not use them.
4. Do not use a tool if the handle surface has splinters, burrs, cracks or splits.
5. When handing a tool to another person, direct sharp points and cutting edges away from yourself and the other person.
6. Do not carry sharp or pointed hand tools such as probes or knives in your pocket unless the tool or your pocket is sheathed.
7. Do not perform "make-shift" repairs to tools.
8. Do not throw tools from one location to another or from one employee to another.
9. Transport hand tools only in toolboxes or tool belts.

#### **Tool Boxes/Chests/Cabinets**

1. Use the handle when opening and closing a drawer or door of a toolbox, chest, or cabinet.
2. Tape over or file off sharp edges on toolboxes, chests or cabinets.
3. Do not stand on toolboxes, chests or cabinets to gain extra height.
4. Lock the wheels on large toolboxes, chests or cabinets to prevent them from rolling.
5. Push large chests, cabinets and toolboxes; do not pull them.
6. Do not open more than one drawer of a toolbox at a time.
7. Close and lock all drawers and doors before moving the tool chest to a new location.
8. Do not use a toolbox or chest as a workbench.
9. Do not move a toolbox, chest or cabinet if it has loose tools or parts on the top.

#### **Pallet Jack Use**

1. Only employer authorized personnel may operate the pallet jack.
2. Do not exceed the manufacturer's rated load capacity. Read the lift capacity plate on the pallet jack if you are unsure.
3. Do not ride on pallet jacks.
4. Start and stop the pallet jack gradually to prevent the load from slipping.
5. Pull manual pallet jacks; push them when going down an incline or passing close to walls or obstacles.

6. If your view is obstructed, ask a spotter to assist in guiding the load.
7. Stop the pallet jack if anyone gets in your way.
8. Never place your feet under the pallet jack.

### **Carts**

1. Do not exceed the rated load capacity noted on the manufacturer's label on the cart.
2. Ask a spotter to help guide carts around corners and through narrow aisles.
3. Do not stand on a cart or float or use it as a work platform.

### **Hand Truck Operations**

1. When loading hand trucks, keep your feet clear of the wheels.
2. Do not exceed the manufacturer's rated load capacity. Read the capacity plate on the hand truck if you are unsure.
3. Place the load so that it will not slip, shift or fall. Use the straps, if they are provided, to secure the load.
4. For extremely bulky or pressurized items, strap or chain the items to the hand truck.
5. Tip the load slightly forward so that the tongue of the hand truck goes under the load.
6. Push the tongue of the hand truck all the way under the load that is to be moved.
7. Keep the center of gravity of the load as low as possible by placing heavier objects below the lighter objects.
8. Push the load so that the axle and not the handles will carry the weight.
9. If your view is obstructed, ask a spotter to assist in guiding the load.
10. Do not walk backward with the hand truck, unless going up stairs or ramps.
11. When going down an incline, keep the hand truck in front of you so that it can be controlled at all times.
12. Move hand trucks at a walking pace.
13. Store hand trucks with the tongue under a pallet, shelf, or table.

### **Compressed Gas Cylinders Storage and Handling**

1. Do not handle oxygen cylinders if your gloves are greasy or oily.
2. Store all compressed gas cylinders in the upright position.
3. Keep all cylinders not in use capped and secured with safety chain.
4. Do not lift compressed gas cylinders by the valve protection cap.
5. Do not store compressed gas cylinders in areas where they can come in contact with chemicals labeled "Corrosive".
6. Place cylinders on the cradle, sling board, pallet or compressed gas cylinder basket to hoist them.
7. Do not place compressed gas cylinders against electrical panels or live electrical cords where the cylinder can become part of the circuit.
8. Do not hoist or transport cylinders by means of magnets or choker slings.
9. Do not store oxygen cylinders near fuel gas cylinders such as propane or acetylene, or near combustible material such as oil or grease.

### **Use of Compressed Gas Cylinders**

1. Do not use dented, cracked or other visibly damaged cylinders.
2. Use only an open ended or adjustable wrench when connecting or disconnecting regulators and fittings.
3. Close the cylinder valve when work is finished, when the cylinder is empty or at any time the cylinder is moved.



4. Do not store oxygen cylinders near fuel gas cylinders such as propane or acetylene, or near combustible material such as oil or grease.
5. Stand to the side of the regulator when opening the valve.
6. If a cylinder is leaking around a valve or a fuse plug, move it to an outside area away from where work is performed, and tag it to indicate the defect.
7. Do not use compressed gas to clean yourself, equipment or your work area.
8. Do not remove the valve wrench from acetylene cylinders while the cylinder is being used.
9. Open cylinder valves slowly. Open the valve fully when the compressed gas cylinder is being used, in order to eliminate possible leakage around the cylinder valve stem.

### **Hazardous Materials**

1. Know the location of Material Safety Data Sheet (MSDS) and follow the instructions on the label and in the corresponding MSDS for each chemical product you will be using in your workplace to include using the recommended personal protective clothing and storage guidelines.
2. Do not use protective clothing or equipment that has split seams, pinholes, cuts, tears, or other visible signs of damage.
3. Before using the chemical exhaust hood, flip the fan motor switch to the "On" position.
4. Do not use chemicals from unlabeled containers or unmarked cylinders.
5. Do not perform "hot work", such as welding, metal grinding or other spark producing operations, within 50 feet of containers labeled "Flammable" or "Combustible".
6. Do not drag containers labeled "Flammable."
7. All chemical containers must be labeled. If any unlabeled containers are found, they must be removed and turned in to Support Services.
8. No smoking in district vehicles.
9. Limit cell phone use and use hands free cell phone equipment when available.

References: Harrison School District  
Colorado Springs, CO

## Section IV

### EMERGENCY PROCEDURES

Advance planning for emergencies and disasters is necessary to provide for the safety of students and staff. Therefore, the superintendent shall be responsible for developing all-hazard plans that meet federal, state and local requirements for preparedness. Details of these plans are contained in the **EMERGENCY OPERATIONS PLANS**, which is located at the Central Office and in each school. These plans deal with all phases of Emergency Management.

In all emergency response situations remain **Calm, Alert, Informed and Responsive**.

When the school staff remains calm, it can help to prevent an emergency from developing into a disaster. The following deals with responses (Response phase of Emergency Management) to various emergency situations:

#### **Bomb Threat** (See Sample Form in Appendix A)

1. When a threat is made, report it and record it:
  - a) If you find a written threat (note, computer screen, etc.), do not touch it. Protect the evidence. Notify the building leader immediately. Complete the Bomb Threat Record Form.
  - b) If you are the recipient of a threatening call:
    - i. Keep the caller on line as long as possible and do not hang up. If a student answers the telephone, have an adult take the call if possible.
    - ii. Using the Bomb Threat Record Form, record the time the conversation began and the caller ID number.
    - iii. Have someone alert the principal's office.
    - iv. Write down everything the caller says.
    - v. Make an educated guess as to caller's sex, age, race, and accent.
    - vi. Listen for and make a record of background noises.
    - vii. Record the time the call ends.
2. Staff may be directed by messenger to conduct a room search for items that seem out of place. Divide the room into various search levels. The first sweep covers all objects resting on the floor or built into the walls, up to your waist. The second step is a scan of the room from the waist to chin height. The final scan is from the top of the head to ceiling height, including air ducts, window tops and light fixtures. Do not touch suspicious items. Report them immediately to the administration.
3. Discontinue use of cellular telephones and FM radio transmitters.
4. Teachers may be told to evacuate the building in designated buddy room teams. Fire evacuation procedures will be followed, except that bells will be turned off and evacuation will be initiated by word-of-mouth.
5. If there is an evacuation, students and staff may be told to "leave as you are" and take no bags, backpacks, etc. to the Safe Zone. Another option is to have the students and staff take their bags, backpacks, etc. with them, which makes a search of the building following evacuation easier and reduces the liability for property left behind. Under the second option, the bags and backpacks should be screened before being admitted into the Safe Zone.

### Earthquake

1. Drop! Cover! Hold! Earthquakes strike without warning and the immediate need is to protect students and staff by taking the best available cover.
  - a) Talk calmly to students to avoid panic.
  - b) Get beneath a desk, table or bench.
  - c) Cover head with a coat, clothing or hands.
  - d) If no cover is available, crouch against an inside wall and cover head.
  - e) Stay away from outside walls, windows or expanses of glass.
  - f) Students and staff outside the building should move away from the building and any overhead electrical wires.
  - g) All doors should be left open to minimize jamming if the building shifts.
2. Stay in the protective position until tremors stop and debris stops falling.
3. Be prepared to drop, cover, and hold for aftershocks.
4. Wait for a directive from the building leader to evacuate. However, if the fire alarm sounds, immediately evacuate to a safe distance from the building. If the primary route is blocked, the leader will select an alternate route. If electricity is out, the alternate fire alarm will be sounded. [Some fire evacuation routes will not be suitable for earthquake evacuation, due to overhead power lines, exposed gas lines, etc.]
5. If outside, when the earthquake or aftershock occurs:
  - a) Get clear of all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open.
  - b) Assume the “drop and cover” position until the quake is over.
6. Check for injuries among the students and staff.
7. Await further instructions. Do not return to the building until instructed to do so by the administrator.

### Fire

1. When a fire is detected (visible flames, visible smoke, or the smell of smoke), sound the fire alarm using one of the pull stations located in each hallway.
2. Evacuate building out of your primary evacuation route. If the primary route is blocked, select an alternate route. Making sure doors and windows are closed and lights are turned off. Account for students and staff. Teachers, take the class roll and the class copy of emergency procedures with you.
  - a) When exiting out the external fire doors, insert a door jam or other device between the door frame and the door in order that the door does not completely close and lock. This will allow the students and staff to reenter the building quickly (reverse evacuation) if the hazard outside the building is greater than the hazard inside the building.
  - b) Members of the building emergency response team will remove the door jams and secure the door if it is confirmed that there is a fire (in order to close off oxygen to the fire) and when the key for reentry is immediately available.
3. Stay low and avoid breathing smoke. Smoke can sear the lungs and can impair physical (vision, etc.) and mental functions.
4. The building has a designated search and rescue team that is trained in light fire suppression. If the fire is small and contained, they are the staff members who may decide to use the appropriate fire extinguisher to engage the fire. All other staff members should only use a fire extinguisher when it is necessary to assist in the evacuation of the school. Considerations when making the decision to use a fire extinguisher are:

- a) *The evacuation of the building has been initiated and no one is dependent on you to assist in their evacuation.*
  - b) *The fire department has been called.*
  - c) *The fire is small and confined to the immediate area where it started.*
  - d) *The portable fire extinguisher you have available is in good working order and is the proper type for the fire you are fighting.*
  - e) *You are trained to use the extinguisher and can operate it safely.*
  - f) *You are supported by another adult who monitors the exit route and carries a back up fire extinguisher.*
5. When in the assembly area outside the building, and a safe distance from the building, teachers should take roll. If there are any students missing, determine when the student was last seen and the probable location of the missing student.
  6. Await further instructions. Do not return to the building until instructed to do so by the administrator.

### **Intruder**

1. There should be no unsecured access to the building/school from outside. Signs are posted directing all visitors to report to the office to be signed in and cleared for visits to other parts of the building. Visitors who are cleared will be given a badge that has been marked with today's date. Strangers in the building not displaying a valid "visitor" badge should be stopped by any member of the staff and directed to the office for screening and authorization.
2. If the intruder is inside the building and becomes violent or displays a weapon, staff may be notified to "lockdown" or evacuate the building.
  - a) The "lockdown" announcement will be made over the intercom system. For a "lockdown," close and secure doors. Everyone in the room should sit on the floor against the wall on the side of the room where the entrance is. If the door has a window, cover it. No talking. If someone knocks on the door, do not respond. There should be no readmission, if caught outside during a "lockdown." They are to report to one of the designated offices. Schools should have turned off the bell system. Students and staff shall disregard any bells, if they do ring.
  - b) If the "lockdown" is initiated during a passing period for schools, get all students in your vicinity inside your room and secure the door. Prepare a roster of the students in your room. If possible, transmit the roster to the office over the intranet.
3. Be prepared, when directed by law enforcement or the building leader, to evacuate the building. Teachers, take the class roll and the class copy of emergency procedures with you. Law enforcement officials may not have the intruder isolated at the time of the evacuation. Under those circumstances, law enforcement officials will be concerned that the intruder(s) might mix in with the evacuating students/staff in order to escape or cause further damage. Evacuating students/staff should be prepared to put their hands on their heads when directed by the police and until they have been checked by law enforcement officials.
4. When in the assembly area outside the building, and a safe distance from the building, teachers take roll.
5. Await further instructions. Do not return to the building until instructed to do so by the administrator or law enforcement officials.
6. If teachers are with students outside the building or if staff is outside when a violent intruder comes on campus, notify the administration to initiate the lockdown while you and your students drop to the ground in their present location. If the threat is directed toward you or your students, stay low and move quickly to the best shelter (the school building or other nearby structure).

### **Tornado/Storm**

When a *Tornado Watch* (conditions are right for a tornado) is issued for our area, teachers will be notified about the watch and they will not take their classes outside the building until the watch is ended. During a Watch, monitor the NOAA radio as well as the primary radio outlet (KMOX-1120 AM/KTRS-550 AM) and/or television outlet (KSDK-TV Channel 5/KTVI-TV Channel 2/ KMOV-TV Channel 4).

If a *Tornado Warning* (a tornado has been spotted in our vicinity) is issued, the alarm (siren) will be sounded and these steps are to be followed:

1. When the alarm (siren) is sounded, move to the designated shelter. Each student and staff member should carry with them a hard covered book/notebook for use in covering the head in the shelter area. If the primary route is blocked, select an alternate route. Teachers should take the class roll and the emergency procedures with them.
2. When in the shelter, assume the protective squatting position, against the wall, holding a hard covered book/notebook over the head or with hands locked at the back of the neck.
3. After the storm passes, check the roll and check shelter occupants for injuries. Report on student accountability.
4. Await further instructions. Be prepared to evacuate the building. If evacuated, do not return to the building until instructed to do so by the administrator.

## Section V

### SCHOOL VIOLENCE AND RESTRICTIVE BEHAVIOR INTERVENTION POLICY

#### PURPOSE

Through the adoption of this policy, the Special Administrative Board expects to:

1. Promote safety and prevent harm to students, school personnel and visitors in the School District.
2. Foster a climate of dignity and respect in the use of discipline and behavior-management techniques
3. Provide school personnel with clear guidelines about the use of seclusion, isolation, and restraint in response to emergency situations.
4. Promote the use of non-aversive, behavioral interventions.

The SLPS District has the authority <sup>1</sup> to manage student conduct by promoting good order and implementing disciplinary practices in a manner which is consistent with state law. School officials are authorized to hold students accountable for misconduct in school, on school property, during school-sponsored activities and for conduct away from school or in nonschool activities which affect school discipline.

Students may forfeit their right to a public school education by engaging in conduct prohibited in the SLPS Student Code of Conduct Handbook and related provisions. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the assignment of the student to another school; removal for up to ten (10) school days by school principals; extension of suspensions for a total of 180 days by the Superintendent/Designee; and longer term suspension and /or expulsion from school by the Board of Education.

#### DEFINITIONS

**Aversive Behavioral Interventions:** An intervention that is intended to inflict pain or discomfort upon a student for the purpose of eliminating or reducing dangerous behaviors.

**Chemical Restraint:** The administration of a drug or medication to manage a student's behavior that is **NOT** a standard treatment and dosage for the student's medical condition.

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<sup>1</sup> School officials possess comprehensive authority to prescribe and control conduct of students in the public schools. *Tinker v. Des Moines Indep. Cmty. Sch. Dist.* 393 U.S. 503, 507 (1969). In Missouri, the school board is statutorily authorized to make all rules necessary for the organization, grading, and government of the school district. §171.011, RSMo 2000. Disruptive conduct on school premises can be prohibited by school officials to provide an environment conducive for learning. *Streeter v. Hundley*, 580 S.W.2d 282, 286 (Mo. Banc 1979).

**Corporal Punishment:** As relates to this policy, Corporal Punishment is the use of or threat of physical force for the purposes of discipline or punishment. Furthermore, the use of physical restraint by trained staff shall not be considered as Corporal Punishment.

**Isolation:** The confinement of a student alone in an enclosed space without locking hardware. Isolation does not include supervised in-school suspension, detention or time-out used as a disciplinary consequence in accordance to the District's student discipline code.

**Mechanical Restraint:** The use of any device or material attached to or adjacent to a student's body that restricts normal freedom and movement and which cannot be easily removed by a student. Mechanical restraint does **NOT** include: (1) an adaptive or protective device recommended by a physician or therapist (when it is used as recommended); (2) safety equipment used by the general student population as intended (e.g. seat belts, safety harnesses on student transportation).

**Physical Escort:** The temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

**Physical Restraint:** The use of person to person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undue force for instructional or other purposes, briefly holding a student to calm the student, taking a student's hand to transport him or her for safety purposes, physical escort, or intervening in a fight.

**Seclusion:** The confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

**Time-Out:** Brief removal from sources of positive reinforcement that does not meet the definition of seclusion or isolation. The purpose of time-out is to separate the student from the attention of staff or other students.

**A. SLPS BOARD OF EDUCATION POLICY – CORPORAL PUNISHMENT**

SLPS District employees and volunteers are prohibited from administering corporal punishment to students attending the SLPS schools, and from causing such punishment to be administered.

**B. SLPS BOARD OF EDUCATION POLICY – PHYSICAL RESTRAINT**

Physical restraint will be used only when other means of preventing or stopping a breach of discipline have proved ineffective. Trained staff may use justifiable physical restraint on a student only when it is deemed reasonably necessary to<sup>2</sup>:

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<sup>2</sup> Restraint is defined as an act, which may be forceful in nature, of holding back, limiting or controlling someone or something.

1. Prevent the student from hurting himself/herself.
2. Protect others.
3. Protect the staff's well-being.

**Physical Restraint will:**

1. Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
2. Be no greater than the degree of force necessary.
3. Not place pressure or weight on the chest, lungs, sternum, diaphragm, back neck or throat that restricts breathing or circulation.
4. Not hyperextend any body part, put or keep the student off balance.
5. Be conducted with at least one other additional adult present and in line of sight, unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation.

Physical restraint which is administered in accordance with this section shall not be deemed corporal punishment as defined in Section A. above.

In the above cases physical restraint is justified when it is an alternative to a greater harm. When necessary, it should be applied without anger and as a restraint rather than as retaliation.

Trained staff members are permitted to use only the minimum amount of restraint reasonably necessary to accomplish the preventive measures required.

**C. USE OF SECLUSION AND ISOLATION**

**Seclusion:** The St. Louis Public Schools does not practice seclusion as defined in this policy to modify student behavior.

**Isolation:** Isolation shall only be used:

1. In an emergency situation in which a student's behavior poses a serious, probable threat of imminent physical harm to self or others, or
2. When less restrictive measures have not de-escalated the situation.

Isolation shall never be used as a form of punishment or for the convenience of District personnel.

A student in isolation must be monitored by District personnel who are in close proximity and able to see and hear the student at all times. The total time in isolation is to be reasonable, calculated based on the age of the student and the circumstances and is not to exceed 10 minutes without a reassessment of the situation and consultation with administrative staff, unless otherwise specified in the IEP, Section 504 plan or other plan to address a student's behavior.



The space in which the student is isolated should be a reasonably sized meeting room commonly found in the school setting with lighting, ventilation, heating, cooling and ceiling height and that is free of objects that could cause harm to the student.

**D. MECHANICAL RESTRAINT**

The St. Louis Public School District does not practice the use of mechanical restraints as defined in this policy to modify student behavior.

The use of vehicle safety restraints shall be used according to state and federal regulations.

Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with appropriate professional standards and applicable policies.

**E. CHEMICAL RESTRAINT**

The St. Louis Public School District does not practice the use of chemical restraints as defined in this policy to modify student behavior.

**F. USE OF TIME-OUT**

Nothing in this policy is intended to prohibit the use of time-out as defined in this policy.

**G. REPORTING/DEBRIEFING**

If a staff member uses isolation or physical restraint on a student, the following must be done:

1. Report the incident to the Building Administrator immediately.
2. Prepare a written comprehensive report detailing the reason for using physical restraint, the type and manner of physical restraint, the amount of force used in the physical restraint.
3. The comprehensive report must be prepared within 24 hours.
4. The comprehensive report shall be forwarded to Building Administrator, Office of the Superintendent, Director of School Safety and Security.
5. The Building Administrator shall follow all regular District reporting procedures for external agencies as required by District Policies.
6. The Building Administrator shall conduct a debriefing for any incident that results in an injury.

**H. TRAINING**

The District will provide annual training to all staff concerning the District's use of seclusion, isolation and restraint. Annual training will also include, but will not be limited to, approved

methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

In addition to the training to District staff, those who utilize isolation or restraint will also receive annual training in:

1. The appropriate use of physical restraint.
2. Professionally accepted practices in the use of restraint and isolation.
3. The appropriate use of isolation.

Adopted: January 22, 1991

Revised: December 7, 1999

Revised: July 29, 2010

Revised: June 26, 2012

### **AWARENESS AND AVOIDANCE**

Before we have to manage a conflict or intervene in a physical altercation, we should develop an awareness and avoid sudden situations. According to the Masters Institute of Self-Defense Studies<sup>3</sup>, awareness makes up 90% of self-defense. The Institute recommends the same risk assessment levels that have been utilized by the Department of Homeland Security in the past. This can be applied to everyday life for the purpose of individual risk assessment. The levels are:

#### **Threat Level Green**

1. Feeling of security. Whether one is safe or not
2. Not aware of surroundings
3. Relaxed carefree state
4. Attackers feel most secure to attack when one is in this state
5. The assumption that everything is good and no threat can get to you

#### **Threat Level Blue**

1. A calm state of awareness.
2. Scanning environment for things that look out of the ordinary and going about normal business and routines
3. Using common sense to be aware and avoid potential areas of high risk

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<sup>3</sup> Masters Institute of Self-Defense Studies  
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### **Threat Level Yellow**

1. Proactive approach to awareness and avoidance
2. Internal or external alarm is scanning for threat and danger
3. Changing normal habits
4. Mentally rehearsing plans for aggression, cover and retreat
5. Working awareness and avoidance drills with co-workers, family and friends
6. Knowing that danger exist but it has not presented itself
7. Considering all weapons of opportunity that exist
8. Preparing for a threat that exists in society

### **Threat Level Orange**

1. Internal and or external alarm sees, hears and/or feels the presence of threat
2. Taking action to avoid threat while maintaining the highest level of awareness
3. Making any and all time allowable adjustments to prepare for danger
4. Securing family and self
5. Mental activation of plan of action

### **Threat Level Red**

1. You are in conflict with threat and/or danger
2. Decision has been made to take action
3. You are fighting, fleeing and or covering to sustain life
4. No indecisive moments mind is clear on what course of action to take
5. Taking any and all appropriate actions to sustain life and health of self or loved ones

### **SAFETY TIPS<sup>4</sup>**

#### **Preventing Auto-Related Crime**

1. Always lock your vehicle, even if you are only leaving for a few minutes
2. When walking to your vehicle, always have your keys in hand so you won't have to fumble for them, making yourself an easy target for criminals
3. NEVER leave a running vehicle unattended
4. Completely close all your windows when you park the car
5. Consider installing an alarm
6. Don't leave valuables in your car. If you do, make sure they are kept out of plain sight—hide them under a blanket, or better yet, lock them in your trunk
7. When transporting valuables, place them in the trunk before you get to the location where you intend to park. Don't transfer them at the parking place in open view of other people
8. Always keep plenty of gas in your vehicle so you do not have to stop at unsafe locations or times
9. If you are being followed while driving your car, drive to the nearest police station or gas station. If there are no safe places to stop, honk your horn in short rapid blasts and turn on your emergency flashers. Call 911 and try to obtain a license plate number and description of the vehicle that is following you. NEVER drive home or pull to the side of the road
10. When leaving your vehicle, always remove detachable faces for stereos and GPS units

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<sup>4</sup> St. Louis Metropolitan Police Department  
St. Louis Public Schools

### **Personal Safety Tips**

1. **Trust Your Intuition.** If you feel threatened or something doesn't feel right, take action immediately
2. Pay close attention to your surroundings
3. Carry as few items as possible
4. Have a plan before you see trouble
5. Carry a small amount of cash, and only the credit cards that you intend to use
6. If carrying a wallet, carry it in a front pocket
7. Leave your expensive jewelry at home
8. Don't wear clothing or shoes that restrict your movement

### **DEALING WITH HOSTILE INDIVIDUALS**

#### **Managing Conflicts<sup>5</sup>**

1. **Match Response to Gravity of Situation, the Level of Violence**
  - a) A threat without means to carry through
  - b) A violent physical confrontation without weapons
  - c) A person with a weapon
2. **Maintain Perspective on Your Role**
  - a) You are no longer an authority-you are a hostage
  - b) Maintain your role as a teacher/educator-not as long-term counselor or police officer
  - c) Do not assume subject will do as he or she is told
3. **Avoid Power Words and Positional Bargaining**
  - a) Don't say: "Because I'm the teacher and I said so"
  - b) "... Or else"
  - c) "... You will be sent to the principal"
  - d) Keep ego-yours and the subject's-out of it
4. **Treat participants with verbal respect**
5. **Don't name call or belittle**
6. **Be Sensitive to Substance Abuse**
  - a) Alcohol ...Illegal drugs... Prescription drugs
7. **Separate the People from the Problem:**
  - a) Address the behavior, not the person's character.
  - b) Deal with problem at hand--not the person.
  - c) Respect the individual's "space."
  - d) Be sensitive to culture, gender and other factors.
8. **Offer Alternatives:**
  - a) Give him/her a way out - a way to save face.
  - b) Say, "You haven't done anything so bad, how about...."
  - c) What do you think about .....

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<sup>5</sup> *Standard Tips on Managing Conflicts and Violence Based on New York State Police "Safe Schools Program" (St. Louis Public Schools Violence and Emergency/Safety Procedures)*

- d) Don't make demands- what do you do if they say no.
  - e) Allow them to leave.
  - f) Suggest. Don't issue orders.
9. **Listening is the Key!**
- a) Use good active reflective listening skills.
  - b) Keep listening. Make him/her believe you are listening.
  - c) Be a passive listener.
10. **Control your Voice and Body Language:**
- a) Even if you are scared, speak slowly and calmly.
11. **Allow Subject to Vent:**
- a) Don't physically intervene.
  - b) Allow the person to punch walls, throw chairs, etc.
12. **Maintain your Distance**
13. **Use Open Ended Questions: What, Where or How?**
- a) E.g.: "Where have you been that got you so upset?"
14. **Don't ask, "Why?"** This will antagonize.
15. **Say: "I hear."**
16. **"You sound angry/concerned/worried/upset."**
17. **Do Not Empathize.** Don't say "I understand."
18. **Don't Tell the Person to Relax or Calm Down.**
- a) He/she can't. You have to help.
19. **Don't Lie or Conspire.**
20. **Emphasize That You, and Others, are Human.**
21. This makes it more difficult for the person to subject you to violence.
22. **If Possible, Get the Subject to Say He Won't Hurt You.**
- a) This forces the subject to make a more difficult decision before he/she takes any type of action.
23. **Avoid Closure.**

### **Supportive Stance**

1. You should avoid approaching a volatile subject from behind; in general, an arcing 45-degree angle of approach is the least threatening. (*Therapeutics For Aggressions: Psychological/Physical Intervention* By Michael Thackrey, Ph.D., 1987, p. 50)
2. The "Non-threatening Protected Posture" is adopted when you want to avoid making the subject feel threatened and anticipates that he/she might attempt to punch, kick, or strike you with a held or a thrown object. (Thackrey, p. 90)
3. Strength, balance and mobility require that you keep the knees slightly bent rather than locked straight, that the weight be distributed mainly over the balls of the feet rather than over the heels and that the feet remain about one shoulder's width apart. Standing sideways toward the subject utilizes the strongest dimension of the stance; standing sideways also permits you to lean sideways (away from the subject) faster and farther. (Thackrey, p. 79) . . .
4. The supportive stance communicates respect and is less challenging and safer. (National Crisis Prevention Institute)

### **FIGHT INTERVENTION**

Fights are the most common violence-related civil disturbance in schools, and must be dealt with quickly and effectively.

1. **Verbally intervene using a calm but firm voice. Use the students' names.** (“John and Joseph stop fighting and back up.”)
2. **Disperse the on-lookers. Send for help.**
3. **Send for Help.** If the combatants do not follow your directions and continue to fight, send a responsible on-looker for other members of the security team. Direct the other students to move out of the area.
  - a) Assess the situation while continuing to calmly talk to the fighting students and while moving any dangerous objects out of their way (items that they could bump their heads on or which could be used as a weapon).
  - b) If this is a situation in which one student is on the attack and the other student seems to be acting in self-defense, focus your remarks on the attacking student. If the attacking student lets up, direct the defending student to go to the office by himself and keep the attacking student with you.
  - c) Physical intervention, as required, by a trained team while following the District Intervention Guidelines.
4. **Physical Intervention as Necessary** (Follow the District’s School Violence Intervention Policy) When other members of the team arrive, report to them with the names of the students and how they have responded to your directions. The team leader will take over. The team continues to give verbal direction to the combatants.
  - a) Additional team members may arrive. It takes a minimum of four adults, and desirably six adults (three per combatant), to safely separate two fighting students and physically restrain them until they regain self-control or until law enforcement arrives.
  - b) The restraint team must be well trained in approved procedures for safeguarding the students and the staff members. They should not wear glasses, wrist watches, rings or other jewelry while engaging a restraint.
  - c) Members of the team with long hair should have their hair tied back. The team must know where they will take the restrained combatants while awaiting law enforcement.
  - d) These separate holding areas should be private rooms free of any objects which could be used as weapons. Members of the mental health team are capable of conducting a post-trauma debriefing with the combatants. Members of the first aid team know how to provide any necessary medical assistance for combatants or team members
5. **Safeguard against blood-borne pathogens.**
6. **Move traumatized participants to privacy in order to regain self-control and dignity.**
7. **Initiate due process.**

## **OTHER INTERVENTIONS**

### **CLASSROOM**

Classroom dangers include persons with weapons, fights, disruptive students, and assaults against staff. The school staff should consider the safety of all persons in the classroom when responding to an incident. Rushing into a situation may cause it to exacerbate and cause further disruption.

### **Response**

1. Isolate the person and/or situation-remove bystander and seal off the area.
2. Make deliberate movements, especially if someone has a weapon.
3. Call for assistance and let the site administrator know what is happening.
4. Summon medical assistance if necessary.

5. Keep an escape route open.
6. Try to return the situation to "normal" so learning can resume.

### **CAFETERIA**

#### **Response**

1. Assess the situation before rushing in.
2. Use your best verbal intervention skills.
3. Walk; don't run into the area to lessen the effect on the crowd. The actions of the school staff can create a sense of "mass hysteria" if the incident is not approached properly.

## Section VI

### INJURY PREVENTION/TREATMENT

The District's Workers' Compensation Procedures are to be followed any time an employee has an injury or accident on the job.

#### **INJURY TREATMENT**

The Health Services Office at each school site has a first aid kit; if you sustain an injury or become involved in an accident while on the job site requiring minor first aid treatment seek assistance from the school nurse. If the school nurse is not available follow these steps:

1. Inform your supervisor of the injury
2. Administer first aid treatment to the injury or wound
3. Complete a SLPS Employee/Supervisor Injury Report Form and take it with you to one of the authorized medical provider
4. Seek medical attention per the SLPS Workers' Compensation Procedures

#### **EMERGENCY MEDICAL TREATMENT**

If you sustain a severe injury or become involved in an accident while on the job requiring emergency treatment call for help and seek assistance from a co-worker. If the school nurse is in the building she is to be summoned for provision of emergency health care. If an assessment is made for you to be transported to receive immediate medical assistance 911 will be called. Your supervisor will complete the SLPS Employee/Supervisor Injury Report Form and submit to Human Resources.

#### **HYPERTHERMIA (HEAT EXHAUSTION)**

Heat exhaustion is the body's response to an excessive loss of the water and salt contained in sweat. Warning signs of heat exhaustion include:

1. Heavy sweating
2. Paleness
3. Muscle cramps
4. Tiredness and weakness
5. Dizziness or fainting
6. Headache
7. Nausea or vomiting

When these signs are present do the following:

1. Rest in a cool, preferably air-conditioned, area
2. Loosen clothing
3. Drink plenty of cool water or non-alcoholic and caffeine free beverages
4. Seek medical attention if symptoms worsen or last longer than an hour

#### **HYPOTHERMIA (SEVERE FROSTBITE)**

Hypothermia is an abnormally low body temperature caused by the general cooling of the body and can quickly become life threatening. Warning signs of severe frostbite include:

1. Uncontrollable shivering
2. Numbness



3. Glassy stare
4. Apathy
5. Weakness
6. Impaired judgment
7. Drowsiness
8. Slow or slurred speech
9. Exhaustion
10. Loss of consciousness

When these signs are present do the following:

1. Call 911 for immediate medical assistance
2. Move to a warm place
3. Remove wet clothing
4. Dry off, if necessary
5. Warm the body core first, then the extremities

## Section VII

### WORK RELATED INJURY/ACCIDENT INVESTIGATION

#### INTRODUCTION

St. Louis Public Schools self-insures its workers' compensation exposure for employees injured on the job. In order to handle this exposure, the District requires the following:

1. Prompt and proper notification of the accident/injury
  2. Investigation of the accident/injury
  3. Provision of approved medical care
  4. Determination of the availability of modified or light duty job opportunity
  5. Elimination and reduction of losses by enforcement of the district safety programs
- The St. Louis Public Schools District has contracted with a third party administrator (TPA) to provide claims and loss control services to the District. The District requires the full and complete cooperation of every employee and administrator in reporting, handling and investigating claims. Uniform claims handling procedures have been established and are to be followed by all employees.

#### CLAIMS REPORTING

##### 1. Time Requirements

All claim forms should be completed and forwarded immediately, or within 24 hours of the first knowledge of an occurrence of a work-related accident/injury. Failure of the District to file within the state statutory limit of ten (10) days could result in a penalty being assessed, **including termination of the District's self-insured status**. All employees should be made aware of the procedures for reporting a work-related accident/injury.

In the event of a serious injury such as death, amputation, head injury, etc., call the Human Resource office immediately and follow up with the necessary forms later.

Send medical bills, suits, petitions, notices, etc. to:

Workers' Compensation Unit Director  
St. Louis Public Schools  
Human Resource Division  
801 N. 11<sup>th</sup> Street  
St. Louis, MO 63101  
Phone: (314) 345-2251 ~ Fax: (314) 244-1808  
E-mail: [work.comp@slps.org](mailto:work.comp@slps.org)

##### 2. Where to Report

All claims, suits, injuries or losses are to be reported to the Human Resources Division to the attention of:

Workers' Compensation Unit Director  
St. Louis Public Schools  
Human Resource Division  
801 N. 11<sup>th</sup> Street  
St. Louis, MO 63101  
Phone: (314) 345-2251 ~ Fax: (314) 244-1808  
E-mail: [work.comp@slps.org](mailto:work.comp@slps.org)

##### 3. Form to Use (See Sample Form in Appendix B)

**WC1-2 Form - Employee/Supervisor Injury Report and Medical Treatment Authorization Form**  
This is a District form that has been revised to include both the reporting of the accident/injury and the authorization for initial medical treatment. This form can be found on the SLPS website under "Employees", "St. Louis Public Schools Safety", "Workers' Compensation", "WC1-2, St. Louis Public Schools Employee/Supervisor Injury Report." It should be completed by the

employee and signed by the supervisor on the day the accident/injury occurs and **within 24 hours** of notification of the occurrence. The supervisor must sign the form even if he/she did not witness the injury. The supervisor executed form must be faxed immediately to:

Workers' Compensation Unit Director  
Human Resource Division  
Fax: (314) 244-1808

The employee shall take the original copy of the completed form to the authorized medical provider, either Concentra Medical Center or SSM Work Health.

**Concentra Midtown and Concentra Westport are open until 8:00 p.m. daily to provide medical attention to injured employees after hours. Concentra Westport is also open on Saturdays from 8:00 a.m. – 1:00 p.m. to provide medical services. A list of the approved provider, their locations and office hours is attached.**

- a) All requested information must be provided and the form must be signed by the site or location administrator.
- b) Make copies of the form and retain one copy for your Workers' Compensation file, in a secured file drawer or secured file on your computer.

## **CLAIMS MANAGEMENT**

### **1. Introduction**

Reporting of claims is only the first part of the procedures required to properly handle claims. The District's procedures are not complete without a section on claims management. Although the TPA will ultimately administer and pay the claim, there are other requirements to assure proper management of claims.

It is the policy of the District to pay only those claims for which we are legally obligated, as promptly as possible, after adequate investigation. In order to accomplish this, the following procedures have been established to address the three areas of claims management.

#### a) **PRE-OCCURRENCE:**

Pre-occurrence handling procedures refer to those actions that can be taken before an injury occurs in order to be prepared to handle the claim. Such actions include informing all employees to report all injuries, no matter how minor as well as establishing procedures to investigate and process all reports of accidents/injuries.

#### b) **OCCURRENCE:**

Occurrence handling procedures deal with those actions that must be taken once an accident/injury occurs in order to obtain necessary facts and data, avoid additional liability or damage, and ensure that the claimant receives proper treatment.

#### c) **POST-OCCURRENCE:**

Post-occurrence handling procedures address such matters that must be done after the claim has been reported in order to maintain contact with the TPA, continue the flow of the new or additional information, control costs, as well as obtain updated information concerning the status of the claims.

## 2. Management of Claims

### a) PRE-OCCURRENCE

Files should be maintained on every employee to include:

- i. Prior workers' compensation claims
- ii. Violations of safety rules
- iii. Attendance information

b) Selection of a local medical facility for proper treatment and diagnosis has already been determined by the district. If an employee refuses to go to a pre-selected facility, then the employee may go to the physician of his/her choice but at his/her own expense.

c) During staff meetings, all employees should be informed about all safety issues, however minor, and report all incidents immediately.

### d) OCCURRENCE

#### I. Medical Treatment

- i. First aid on site
- ii. Refer to the medical facilities selected by the district.

#### II. Reporting of the Claim

- i. Form WC1-2 needs to be completed by the employee and supervisor and forwarded to the Human Resources Division within 24 hours.
- ii. Collect statements for all witnesses.
- iii. Inspect the injury site and document any unsafe conditions.
- iv. Check any onsite cameras which may have recorded the injury.
- v. Call Human Resources immediately for claims involving serious injuries.
- vi. Call Human Resources if there are any questions regarding compensability or other related questions.

III. Never accuse an employee of malingering or faking.

IV. Notify the family and Human Resources of injuries of an emergency nature.

V. Preserve evidence.

### e) POST-OCCURRENCE

#### I. Discuss and document with the employee:

- i. Present condition or progress
- ii. Return to work date
- iii. Work restrictions
- iv. Complaints on treatment

#### II. Communication with Human Resources Division

- i. All of the above information
- ii. Return-to-work notification
- iii. Any additional claim investigation facts
- iv. Any suspicions or concerns

#### III. Cooperation with the TPA

- i. Verification or clarification of any submitted information
- ii. Any additional claim investigation facts
- iii. Any suspicions or concerns
- iv. Implementation of recommended safety procedures

Current TPA – St. Louis Office

Location: CCMSI, Inc.  
133 S. 11<sup>th</sup> Street  
Suite 430  
St. Louis, MO 63102  
Phone: (314) 231-4094  
Fax: (314) 231-7041

Account Manager: Mr. Tom Dressler  
Phone: (314) 418-5515  
E-mail: [tdressler@ccmsi.com](mailto:tdressler@ccmsi.com)

Claims Supervisor: Mr. Chuck St. John  
Phone: (314) 418-5511  
E-mail: [cstjohn@ccmsi.com](mailto:cstjohn@ccmsi.com)

Lost Time Claims: Ms. Diane Lewis  
Phone: (314) 418-5537  
E-mail: [dlewis@ccmsi.com](mailto:dlewis@ccmsi.com)

Ms. Jenna Poeptker  
Phone: (314) 418-5514  
E-mail: [jpoeptker@ccmsi.com](mailto:jpoeptker@ccmsi.com)

**MEDICAL CENTER LOCATION INFORMATION  
WORKERS' COMPENSATION AUTHORIZED MEDICAL FACILITIES**

<b><u>SSM WORK HEALTH</u></b>	<b><u>CONCENTRA</u></b>
<b>SSM Work Health</b> 2321 B McCausland Ave. St. Louis, MO.63143 (314)645-WORK (9675) Fax :( 314)645-1559 Hours: M-F, 8 a.m. – 5:00 p.m.	<b>Concentra Midtown</b> 6726 Manchester St. Louis, MO. 63139 (314) 647-0081 Fax : (314) 647-5485 Hours: M-F, 8 a.m.-8 p.m.
<b>SSM Work Health</b> #1 Village Center, Suite A Hazelwood, MO 63042 (314) 731-WORK (9675) Fax: (314) 731-2522 Hours: M-F, 8 a.m. – 5 p.m.	<b>Concentra Westport</b> 83 Progress Parkway Maryland Heights, MO. 63043 (314) 434-8174 Fax: (314) 434-8706 Hours: M-F, 8 a.m.-8 p.m.
<b>SSM Work Health</b> 300 St. Peters Centre Blvd., Suite 150 St. Peters, MO 63376 (636) 928-WORK (9675) Fax: (636) 928-9011 Hours: M-F, 8 a.m. – 5 p.m.	<b>Concentra North Broadway</b> 8340 North Broadway St. St. Louis, MO 63147 (314) 385-9563 Fax: (314) 385-9350 Hours: M-F, 8 a.m. – 5 p.m.
	<b>Concentra Soulard</b> 1617 South Third Street St. Louis, MO 63147 (314) 421-2557 Fax: (314) 421-2046 Hours: M-F, 8 a.m. – 5 p.m.
	<b>Concentra Fenton</b> 1709 Gilsinn Lane Fenton, MO 63026 (636) 349-6850 Fax: (636) 349-6641 Hours: M-F, 8 a.m. – 5 p.m.
<b>Diane Lewis</b> <b>CCMSI Work Comp Rep</b> <b>314-418-5537</b>	<b>Concentra Airport</b> 463 Lynn Haven Lane Hazelwood, MO. 63042 (314) 731-0448 Fax: (314) 731-0495 Hours: M-F, 7:30 a.m. – 5 p.m.
<b><u>24 HOURS EMERGENCY SERVICE</u></b>	<b><u>(ONLY if an Emergency)</u></b>
<b>St. Mary's Hospital</b> <b>6420 Clayton Road</b> <b>St. Louis, MO 63117</b> <b>(314) 768-8360</b>	<b>St. Louis University Hospital</b> <b>3635 Vista at Grand</b> <b>St. Louis, MO 63110</b> <b>(314) 577-8777</b>

## Section VIII

### OTHER INJURY/ACCIDENT INVESTIGATION

#### **ACCIDENTAL BODILY INJURY REPORTS**

All accidental bodily injuries to a party other than an employee must be reported to the Safety and Security Department and the Risk Management Department for handling. The Building Administrator is responsible for ensuring that the report is completed. The *notice must be in writing* and must provide sufficient information to identify the location of the injury, the time, the place and circumstances of the accident, and the names and addresses of the injured persons and witnesses, if any.

The Safety and Security Incident Report Form (See Sample Form in Appendix C) is the form to be used to report all injuries other than injuries to employees. The report should be completed as soon as possible after the injury and must be the Safety and Security Office within 24 hours.

The Safety and Security Incident Report Form can be found on the SLPS website under “Employees”, “St. Louis Public Schools Safety”, “Reporting Forms”, “Safety and Security Incident Report Form”.

#### **INTENTIONAL INJURY AND PROPERTY DAMAGE REPORTS**

All incidents should be reported to the Safety and Security Department for handling.

The Safety and Security Incident Report Form (See Sample Form in Appendix C) is the form to be used to report all incidents that do not involve accidental injury to a person.

The Safety and Security Incident Report Form can be found on the SLPS website under “Employees”, “St. Louis Public Schools Safety”, “Reporting Forms”, “Safety and Security Incident Report Form”.

## Section IX

### VEHICLE SAFETY

According to estimates provided by the National Highway Traffic Safety Association (NHTSA), an estimated 40,000 men, women and children die each year in vehicle crashes. Additionally, another three million are injured. Vehicle crashes represent the number one cause of death on the job. This section of the Safety & Risk Management Handbook has been prepared for the guidance of all employees of St. Louis Public Schools. Our primary concern is for your safety and the safety of other road users.

#### POLICY STATEMENT

The Vehicle Safety Policy set forth herein, establishes guidelines and procedures to be followed to protect the safety of individuals operating any motor vehicle on School District business. Protecting our employee drivers, their passengers, and the general public is of the highest priority to St. Louis Public Schools.

The commitment of management and employees is critical to the success of this program. Clear communication of and strict adherence to the program's guidelines and procedures are essential.

#### PROGRAM GOALS

The primary goal of the Vehicle Safety Program is to maintain a high level of safety awareness and foster responsible driving behavior.

"Driver" safety awareness and responsible driving behavior will significantly decrease the frequency of "Motor Vehicle" accidents and reduce the severity of personal injuries and property damage.

"Drivers" as defined in this program must follow the requirements outlined in this program. Violations of this program may result in disciplinary action up to and including suspension of driving privileges or dismissal.

#### PROGRAM RESPONSIBILITIES

Everyone shares in the responsibility to make the Vehicle Safety Program a success. To avoid confusion or misunderstanding, specific program responsibilities are outlined as follows:

Drivers should keep the following documents in all District owned/leased vehicles:

1. Insurance Card
2. Vehicle Accident Packet

Drivers are required to:

1. Read, understand and follow the requirements contained in this program;
2. Maintain a valid driver's license and adhere to license restrictions;  
(An employee shall not drive a vehicle on District business if his/her license is suspended or revoked for any reason)



### Use of Non-District Owned/Leased Vehicles for District Business

Employees who drive “Non-District Owned/Leased Vehicles” while conducting business for the District are subject to all of the provisions and standards of this program.

Additional Responsibilities include:

1. Maintaining automobile liability insurance limits of at least the state mandated minimum of \$25,000 per person, \$50,000 per accident, and \$10,000 property damage;
2. Maintaining current state vehicle inspection; and
3. Maintaining their “Non-District Owned/Leased Vehicle” in safe operating condition.

### SAFETY REGULATIONS

#### 1. Vehicle Safety Belts

The Driver and ALL OCCUPANTS are required to wear safety belts when operating or riding in a “Motor Vehicle”. The “Driver is responsible to ensure all passengers are wearing their safety belts.

#### 2. Impaired Driving

A Driver may not operate a “Motor Vehicle” at any time, when his/her ability is impaired, affected, or influenced by alcohol, illegal drugs, medication, illness, fatigue or injury.

#### 3. Traffic Laws

All Drivers are required to abide by all federal, state and local motor vehicle regulations, laws and ordinances.

#### 4. Use of Cell Phones and Other Electronic Equipment

The use of technology (cellular phones, pagers, laptop computers, etc.) has proven to be very effective in improving productivity and customer services. However, there are serious risks associated with usage of this equipment while driving a District or personal vehicle. The availability of this technology is not intended to encourage dangerous behavior during the course of your work or personal life. Responding to pagers, using a laptop computer while driving, dialing or receiving calls, and texting are potentially dangerous. We, therefore, discourage this activity. The intended benefit of this technology is to help you eliminate the search for pay phones or other means of communication and allow you to place calls at a time and place that is convenient and safe for you. Your safety and the safety of others are of the utmost importance to the District. You must follow these guidelines to make safety your first priority when behind the wheel of a vehicle:

- a) Do not use your cell phone, pager or laptop computer while driving. If you receive a call, for example, pull off the road and park in a safe place before taking the call. The side of the road is not a safe location. Examples of safe locations are rest stops, parking lots and other areas away from traffic.
- b) If you have taken a call when it is not safe to do so, let the caller know you will return the call as soon as it is appropriate.
- c) Place your calls or use your laptop before you begin your trip or while you are stationary between appointments.
- d) **DO NOT TEXT** while driving.
- e) Do not dial, take notes, or look up numbers while driving. Know your cell phone and its features.
- f) If you must talk while driving, a hands free unit must be used.

## **ACCIDENT REPORTING**

- 1. Accident Reporting (See Sample Form in Appendix D)**
  - a) Supervisor Notification - The driver is required to notify his/her immediate supervisor of any "Accident" as soon as is practical after the accident.
  - b) The Driver should complete the "Vehicle Accident Report" form. It is available on the District website under Employees, St. Louis Public Schools Safety, Reporting Forms and Vehicle Accident Report.
  - c) District Owned/Leased Vehicles - The driver should call the District Risk Manager as soon as is practical after the accident.
  - d) Non-District Vehicles - The driver should call his/her personal automobile insurance carrier.
  
- 2. Accident Reporting Kits – District Owned/Leased Vehicles**
  - a) Every District Owned/Leased Vehicle is required to have a "Vehicle Accident Report Kit" in the glove box. This kit should be used by the driver to record accident facts as soon after the accident as is reasonably feasible.
  - b) The Driver should give the completed "Vehicle Accident Report" to their immediate supervisor.
  - c) The supervisor should fax or email the form to the Risk Management Department and the Safety and Security Department, make a copy of the completed "Vehicle Accident Report" and then mail the original to the District Risk Manager.
  - d) The "Vehicle Accident Report" Form (form included as Appendix D) is the form to be used to report all vehicle accidents involving District Owned/Leased Vehicles.
  
- 3. Accident Reporting Kits – Non-District Vehicles**
  - a) The "Vehicle Accident Report" is available on the District website under Employees, St. Louis Public Schools Safety and Reporting Forms.
  - b) Keeping the "Vehicle Accident Report" form in the glove box will help record the important information about an accident and be a means for reporting the accident to the driver's personal automobile insurance carrier and well as providing the report to the driver's supervisor.

## Section X

### SAFETY & RISK MANAGEMENT PROGRAM TRAINING

#### **SAFETY & RISK MANAGEMENT PROGRAM ORIENTATION**

Workplace safety begins on the first day of initial employment. Each SLPS employee has access to a copy of this safety handbook, through his or her supervisor, for review and future reference. Employees will attend a workplace safety in-service, sign and remove the Safety & Risk Management Handbook signature page and give to Supervisor for submission to Human Resources.

#### **JOB SPECIFIC TRAINING**

Various job classifications will conduct additional training sessions. Supervisors will initially train employees on how to perform assigned job tasks safely. Supervisors will also:

1. Review with each employee the specific safety rules, policies, and procedures that are applicable
2. Maintenance/Custodial employees and all other employees who have the responsibility for the clean-up or handling of blood/bodily fluids should receive blood-borne pathogens training
3. Give employees verbal instructions and specific directions on how to do the work safely
4. Observe employees performing the work and if necessary, provide a demonstration using safe work practices, or remedial instruction to correct training deficiencies before an employee is permitted to do the work without supervision
5. Provide all employees with safe operating instructions on seldom-used or new equipment before using the equipment
6. Review safe work practices with employees before permitting the performance of new, non-routine, or specialized procedures

#### **PERIODIC RETRAINING OF EMPLOYEES**

All SLPS employees will be retrained periodically on safety rules, policies and procedures, and when changes are made to the Safety and Risk Management Handbook.

Individual employees will be retrained after the occurrence of a work-related injury caused by an unsafe act or work practice, and when a supervisor observes employees displaying unsafe acts, practices, or behaviors.

#### **UNIVERSAL PRECAUTIONS**

Universal precautions are infection control guidelines designed to protect workers from exposure to diseases spread by blood and certain body fluids.

#### **Protocol for Universal Precautions**

In response to the increase in hepatitis B and human immunodeficiency virus (HIV) infections, the Centers for Disease Control and Prevention (CDC) have recommended “universal blood and body-fluid precautions”. These measures are intended to prevent transmission of these and other infections, as well as to decrease the risk of exposure for care-providers and students. As it is currently not possible to identify all infected individuals, these precautions must be used with every individual, regardless of his/her medical diagnosis.

Universal precautions pertain to blood and body fluids containing blood, cerebrospinal fluid, synovial fluid, vaginal secretions, semen, and pericardial fluid. These precautions do not apply to other body products such as saliva, sputum, feces, tears, nasal secretions, vomitus and urine unless blood is visible in the materials. However, these other fluids and body wastes can be sources of other infections and should be handled as if they are infectious.

The single most important step in preventing exposure to and transmission of any infection is anticipating contact with infectious materials in routine as well as emergency situations. Based on the type of possible contact, the care-giver should be prepared to use the appropriate precautions and techniques prior to providing care. Diligent and proper hand washing, the use of barriers, appropriate disposal of waste products and needles, and proper decontamination of these measures will enhance protection of both the care-giver and the student.

### **Hand Washing**

Proper hand washing is crucial to preventing the spread of infection. Texture jewelry on the hands or wrist (such as rings and stones) should be removed prior to washing and kept off until completion of the care procedure and hands are rewashed. Use of running water, lathering with soap and using friction to clean all surfaces of remaining jewelry and hands is key. Rinse well with running water and dry hands with paper towels. If soap and water are unavailable, wet towelettes or “hand-wipes” may be used.

Hands should be washed before physical contact with student and after the contact is completed. Hands should be washed after contact with any used equipment. If hands (or other skin) become soiled with blood or body fluids, they should be washed immediately before touching anything else. Hands should be washed whether gloves are worn or not and after gloves are removed.

Barriers include disposable gloves, protective eye wear and gown. The use of a barrier is intended to reduce the risk of contact with blood and body fluids for the care-giver as well as to control the spread of infectious agents from student to student. It is essential that appropriate barriers be used when contact with potentially infectious material is possible.

Gloves should be worn when direct care of the student may involve contact with blood and body fluids. For infection control, it is recommended that gloves be worn as well for contact with urine, feces, and respiratory secretions. Gloves should be disposed of after each use and not reused.

1. Gloves should be worn when changing a diaper or catheterizing a student.
2. Gloves should be worn when changing dressings or sanitary napkins.
3. Gloves should be worn when providing mouth, nose or tracheal care.
4. Gloves should be worn if the care-giver has broken skin on the hands (even around the nails).
5. Gloves should be worn when cleaning up spills of blood (e.g. nosebleeds) or body fluids and wastes, and soiled supplies.

Gowns or aprons may be worn to protect the care-giver’s clothing if spattering of body fluids is possible. The apron or gown should be laundered or disposed of after each care session and

should not be reused. In addition, protective eye wear and masks should be worn if splashing of body fluids is likely to occur (such as mouth suctioning or a coughing student).

Chux or other waterproof barriers should be used to cover any work surface if drainage or splashing with blood or body fluids is possible. The barrier should be disposed of after each care session and should not be reused.

### **Disposal of Waste**

All used or contaminated supplies (including gloves and other barriers) except for syringes, needles and other sharp implements should be placed in a plastic bag which is then sealed. This bag should be placed in a second plastic bag, which is also sealed. The double-bagged waste can then be thrown in the garbage, out of the reach of children or animals.

Needles, syringes and other sharp objects should be placed in a metal or other puncture-proof container immediately after use. To reduce the risk of an accidental needle stick or cut, needles should not be recapped, bent or removed from the syringe before disposal. Once it is full, the container should be sealed, double bagged and then disposed of (in the garbage away from the reach of children). Bodily wastes such as urine, vomitus or feces should be disposed of in the toilet.

### **Clean Up**

Spills of blood and body fluids that are covered under universal precautions should be cleaned up immediately. The CDC method is as follows:

1. Wear gloves.
2. Mop up the spill with paper towels or other absorbent material.
3. Using a solution of one part household bleach (sodium hypochlorite) in ten parts of water, wash the area well.
4. Dispose of gloves, soiled towels and other waste in sealed double plastic bag in the garbage as outlined above.

Routine environmental clean-up facilities (such as the health room and bathrooms), does not require any modification unless contamination with blood or body fluids covered under universal precautions should occur. If so, the area should be decontaminated using the procedure outlined above. Regular cleaning on non-contaminated surfaces such as toilet seats and table tops can be done with the standard cleaning and removal of obvious soil. It is more effective than extraordinary attempts to disinfect or sterilize surfaces.

### **Laundry**

Whenever possible, disposable barriers should be used, if contamination with body fluids or blood is possible. If sheets, towels or clothing do become soiled, they should be handled as little as possible. If sheets, towels or clothing do become soiled, they should be handled as little as possible. Wash with hot water and detergent for at least 25 minutes. Cool water washing is also acceptable if an appropriate detergent is used for the water temperature.

**Accidental Exposure**

Accidental exposure to blood, body products or body fluids places the exposed individual at risk of infection. This risk varies depending on the type of body fluid (blood vs. respiratory vs. feces), the type of infection (salmonella vs. HIV) and the integrity of the skin that is contaminated.

**Pregnant Women**

Pregnant women are at no higher risk of infection than other care providers as long as appropriate precautions are observed. However, due to the possibility of in-utero transmission of viral infections such as cyto-megalovirus (CMF) or HIV, as well as the potential for adverse outcomes with these congenitally acquired infections, pregnant women should be especially careful to observe universal precautions.

References: [www.cdc.gov](http://www.cdc.gov)  
Boston Public Schools

**APPENDIX A**

**Bomb Threat Record Form**

## BOMB THREAT RECORD FORM

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

Time Threat Detected/Received: \_\_\_\_\_

How the Threat was Transmitted/Found: \_\_\_\_\_

Person Receiving/Finding the Threat: \_\_\_\_\_

1. Exact wording of threat: \_\_\_\_\_

2. Questions to ask if talking with the person making the threat:

- a. When is the bomb going to explode?
- b. Where is the bomb right now?
- c. What does the bomb look like?
- d. What kind of bomb is it?
- e. Did you place the bomb?
- f. Why did you do this?
- g. What is your name?
- h. What is your address and telephone number?

3. If the threat is received on a telephone, listen for background sounds (circle or note):

- |               |                       |
|---------------|-----------------------|
| Street noises | Factory machines      |
| Vehicles      | Office machines       |
| Dishes        | Animal noises         |
| Voices        | Public address system |
| Music         | TV/radio              |

4. Sex of caller (circle): Male Female

5. Race of caller: \_\_\_\_\_

6. Age of caller based on voice: \_\_\_\_\_

7. Caller's voice (circle)

- |                 |           |                |
|-----------------|-----------|----------------|
| Calm            | Nasal     | Rasp           |
| Angry           | Stutter   | Deep           |
| Excited         | Lisp      | Soft           |
| Slow            | Rapid     | Loud           |
| Clearing Throat | Disguised | Cracking Voice |
| Accent          | Slurred   | Familiar       |



**APPENDIX B**

**Workers Compensation Form**

**ST. LOUIS PUBLIC SCHOOLS EMPLOYEE/SUPERVISOR INJURY REPORT**

EMPLOYEE REPORT OF INJURY (Printed and executed by Employee)

Fax Immediately to Human Resources @ 314-244-1808

**WORKER'S COMPENSATION FRAUD  
ACKNOWLEDGMENT**

It is unlawful for any person to knowingly present or cause to be presented any false or fraudulent claim for the payment of benefits pursuant to a workers' compensation claim.

Any person violating any of the provisions of RSMo. 287.128 – Worker's Compensation Statute shall be guilty of a class D felony. In addition, the person shall be liable to the state of Missouri for a fine up to ten thousand dollars or double the value of the fraud whichever is greater.

MY SIGNATURE INDICATES THAT I FULLY UNDERSTAND THAT ANY FALSIFICATION OF ANY INJURY MAY SUBJECT ME TO DISCIPLINARY ACTION, INCLUDING TERMINATION OF MY EMPLOYMENT WITH THE ST. LOUIS PUBLIC SCHOOLS.			
EMPLOYEE SIGNATURE: ** _____		** DATE: _____	
NAME (LAST, FIRST, MIDDLE):		DATE OF BIRTH:	SS#:
HOME ADDRESS:		HOME PHONE #:	GENDER:
CITY/STATE/ZIP CODE:		ALTER. PHONE #	WAS TIME LOST AT WORK?
TIME WORK BEGAN:	DATE OF ACCIDENT/INJURY:	TIME OF OCCURRENCE	Location code of employee:
BUILDING LOCATION WHERE INCIDENT OCCURRED (SCHOOL/SITE):		SPECIFIC AREA IN THE BUILDING:	
PLEASE DESCRIBE IN DETAIL HOW THE INJURY OCCURRED AND WHAT CAUSED THE INJURY TO HAPPEN:			
DESCRIBE THE INJURY & PARTS OF BODY AFFECTED:		NAME OF WITNESSES TO ACCIDENT/INJURY:	
		1.	
		2.	
		3.	
WAS THE INJURY REPORTED IMMEDIATELY TO SUPERVISOR? (IF NO, EXPLAIN FAILURE TO GIVE NOTICE):		NAME OF THE PERSON YOU FIRST REPORTED INJURY TO AND DATE OF REPORT.	
✓ Employee refuses the offer of Medical attention:		If Yes, reason for refusal:	
✓ How was Employee Transported to Physician/Clinic: _____			
✓ Date Received 1 <sup>st</sup> Medical Treatment: _____		Who Accompanied: _____	
✓ To Clinic/Physician: _____ <small>(enter the name of the Clinic, hospital or physician visited)</small>		Location: _____	

**\*EMPLOYEE MUST COMPLETE ENTIRE FIRST PAGE OF THIS DOCUMENT\***

**\*EMPLOYEE MUST COMPLETE AUTHORIZATION FOR RELEASE OF MEDICAL RECORDS\***

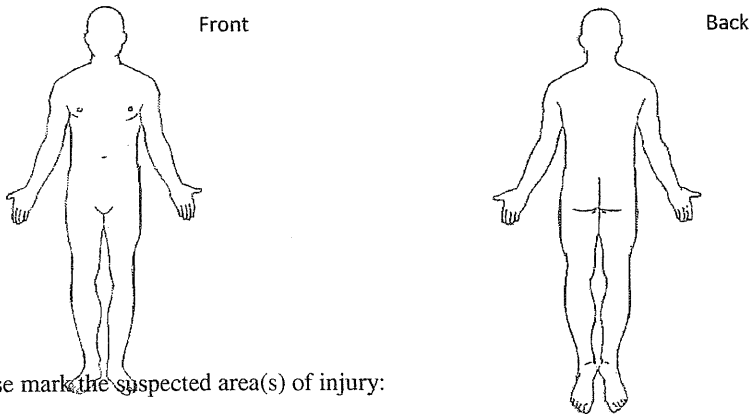
<b>**AUTHORIZATION TO RELEASE MEDICAL RECORDS TO BE COMPLETED BY THE EMPLOYEE**</b>	
I _____	HEREBY AUTHORIZE _____
<i>(Employee Signature)</i>	<i>(Clinic/Hospital)</i>
<p>YOU ARE HEREBY AUTHORIZED TO RELEASE ANY INFORMATION ACQUIRED IN THE COURSE OF MY TREATMENT TO MY EMPLOYER AND CCMSI. PLEASE FORWARD IMMEDIATELY A WORKERS' COMPENSATION REPORT, A COPY OF THIS AUTHORIZATION AND YOUR ITEMIZED BILLING STATEMENT TO:</p> <p align="center"><b>CCMSI ♦ 133 S. 11<sup>th</sup> Street ♦ St. Louis, MO 63102</b>          314-231-4094 (ALL BILLING AND SPECIALTY REFERRALS ARE HANDLED BY CCMSI)</p>	

<b>INITIAL MEDICAL TREATMENT AUTHORIZATION TO BE COMPLETED BY SUPERVISOR</b>	
<p>YOU ARE HEREBY AUTHORIZED TO RENDER NECESSARY MEDICAL TREATMENT TO THE ABOVE NAME EMPLOYEE OF THE ST. LOUIS PUBLIC SCHOOLS. THIS AUTHORIZATION IS LIMITED TO THE FIRST VISIT ONLY. FOLLOW UP VISITS MUST BE AUTHORIZED BY SLPs OR CCMSI AND MUST BE SCHEDULED BEFORE OR AFTER WORK HOURS.</p> <p>SUPERVISOR SIGNATURE: _____ DATE: _____</p>	

**\*SUPERVISOR MUST SIGN ABOVE AUTHORIZING TREATMENT FOR EMPLOYEE\***  
**ST. LOUIS PUBLIC SCHOOLS EMPLOYEE/SUPERVISOR INJURY REPORT**

Injured Employee's Name:		Date of Injury:	
LOCATION:		PHONE:	
TITLE:		DATE COMPLETING REPORT:	

**INJURED BODY PART CHART (Typed and executed by Employee)**



Please mark the suspected area(s) of injury:

Name of body part(s) listed: \_\_\_\_\_

EMPLOYEE SIGNATURE: \_\_\_\_\_

Fax **Immediately** to Human Resources @ **314-244-1808**

**ST. LOUIS PUBLIC SCHOOLS EMPLOYEE/SUPERVISOR INJURY REPORT**

**Accident Investigation Report (Typed and executed by Supervisor or designee)**

Injured Employee's Name:		Date of Injury:	
SUPERVISOR NAME:			
LOCATION:		PHONE:	
SUPERVISORS TITLE:		DATE COMPLETING REPORT:	
<p><b>PLEASE DESCRIBE IN DETAIL HOW THE INJURY OCCURRED AND WHAT CAUSED THE INJURY TO HAPPEN. TO BE COMPLETED BY SUPERVISOR (IF NOT PRESENT DESCRIBE WHAT WAS REPORTED TO YOU.)</b></p> <p>Describe how the injury occurred:</p>          			
What if any events or conditions caused the accident: (i.e. wet floor, fight, standing on unstable surface, etc.)			
Corrective action or plan to prevent reoccurrence:			
SUPERVISOR SIGNATURE: _____ DATE: _____			
TO BE COMPLETED BY HUMAN RESOURCES ONLY:			
<b>H R</b>	HIRE DATE:	WEEKLY WAGES:	HR CONTACT:
	DATE RECEIVED:		

WC1-2 Revised 4/1/13 Fax Immediately to Human Resources @ **314-244-1808**

Fax Immediately to Human Resources @ **314-244-1808**  
**ST. LOUIS PUBLIC SCHOOLS EMPLOYEE/SUPERVISOR INJURY REPORT**  
**WITNESS STATEMENT** (Typed and executed by Witness)

Injured Employee's Name:	Date of Injury:
WITNESS NAME:	
LOCATION:	PHONE:
TITLE:	DATE COMPLETING REPORT:
<p><b>PLEASE DESCRIBE IN DETAIL HOW THE INJURY OCCURRED AND WHAT CAUSED THE INJURY TO HAPPEN.                  TO BE COMPLETED BY WITNESS</b></p> <p>Describe how the injury occurred:</p>          <p>What if any events or conditions caused the accident: (i.e. wet floor, fight, standing on unstable surface, etc.)</p>          <p>Corrective action or plan to prevent reoccurrence:</p>          <p>WITNESS SIGNATURE: _____</p>	

**WC1-2 Revised 4/1/13 Fax Immediately to Human Resources @ 314-244-1808**  
**Please print additional witness statement if necessary.**

FAX copy Immediately to Human Resources – 314-244-1808

## WORKERS' COMPENSATION REPORTING

### GENERAL INSTRUCTIONS

#### INJURED EMPLOYEE:

Step 1: The employee is required to report any injury sustained during working hours or while on authorized St. Louis Public Schools business to his/her immediate supervisor on the day the injury occurs and within 24 hours of the occurrence of the accident/injury.

Step 2: The employee must complete the form WC1-2, *St. Louis Public Schools Employee/Supervisor Injury Report*, and submit the form to the supervisor for signature. **If medical treatment is required, the employee must obtain the supervisor's signature for authorization of medical treatment. The employee must make a copy of the report for the site records and then take the original WC1-2 with him/her to the authorized medical provider, either Concentra or SSM Work Health. See attached list of MEDICAL CENTER LOCATIONS.**

Step 3: Immediately following the visit to an authorized doctor, the employee must provide his/her supervisor with the *Doctor's Visit Summary Report* from SSM Work Health or the *Work Status Report* from Concentra, either in person or by fax. The report should indicate that the employee was evaluated and a determination was made to either return to work for **Regular Duty**, return to work for **Limited Duty with Restrictions**, or **Unable to Work**.

Step 4: Any medical charges incurred anywhere other than SSM Work Health or Concentra will not be covered under Workers' Compensation and should be submitted to your group medical insurance carrier. The only exception to this rule shall be the rare occasion when injury requires emergency treatment as deemed necessary in the best judgment of the supervisor at the site of the injury.

#### PRINCIPAL/SUPERVISOR:

Step 1: Provide the injured employee with an Employee/Supervisor Injury Report/Medical Treatment Authorization Form (WC1-2). The employee will complete the majority of page 1 and all of page 2 of the forms, which is his/her account of the accident/injury.

Step 2: Principal/supervisor will complete authorize treatment by signing the bottom of page 1, which authorizes the employee to obtain medical treatment at either a SSM Work Health or Concentra Medical Center. Additionally, the Supervisor shall complete and sign page 3 of the form, which is the supervisor's account of the accident/injury. She supervisor is not required to have firsthand knowledge of the incident. When the Supervisor does not have firsthand knowledge the report shall indicated what was "alleged" to have happened.

Step 3: Fax the completed WC1-2 **immediately to the Human Resources Division at (314) 244-1808.**

Step 4: Retain a copy of the WC1-2 in a separate workers' compensation file at the respective location.

Step 5: Code absences accordingly.

#### HUMAN RESOURCES DIVISION:

Step 1: When the Doctor's Visit Summary Report indicates Unable to Work, the Human Resources Division will place the employee on "Inactive Service – Workers Compensation Without Pay" until the employee is released for duty. **The first three (3) regularly scheduled work days following the last day worked are not payable under the Missouri Workers' Compensation law, unless the employee will be absent more than 14 consecutive days, at which time the first three days will be payable under workers' compensation.**

Step 2: Human Resources Division will maintain the inactive service status until receipt of the physician's statement indicating that the employee is released for regular duty or limited duty with restrictions.

Step 3: For any *Doctor's Summary Report* indicating "Limited Duty with Restrictions", Human Resources Division will work with the appropriate site administrator to evaluate limited duty opportunities and determine the appropriate course of action. Each report will be evaluated on a case by case basis.

**Questions: For question concerning this form contact Steven L. Harmon, Esq., at 314-345-2242**

### **MEDICAL CENTER LOCATIONS**


**WORKER'S COMPENSATION AUTHORIZED MEDICAL FACILITIES**

<b>SSM WORK HEALTH</b>		<b>CONCENTRA</b>
<b>SSM Work Health</b> 2321 B McCausland Ave. St. Louis, MO 63143 (314)645-WORK (9675) Fax :( 314) 645-1559 Hours: M-F, 8 a.m. – 5:00 p.m.		<b>Concentra Midtown</b> 6726 Manchester St. Louis, MO. 63139 (314) 647-0081 Fax : (314) 647-5485 Hours: M-F, 8 a.m.-8 p.m.
<b>SSM Work Health #1</b> Village Center, Suite A, Hazelwood, MO 63042 (314) 731-WORK (9675) Fax: (314) 731-2522 Hours: M-F, 8 a.m. – 5 p.m.		<b>Concentra Westport</b> 83 Progress Parkway Maryland Heights, MO. 63043 (314) 434-8174 Fax: (314) 434-8706 Hours: M-F, 8 a.m.-8 p.m.
<b>SSM Work Health</b> 300 St. Peters Centre Blvd., Suite 150 St. Peters, MO 63376 (636) 928-WORK (9675) Fax: (636) 928-9011 Hours: M-F, 8 a.m. – 5 p.m.		<b>Concentra North Broadway</b> 8340 North Broadway St. St. Louis, MO. 63147 (385) 385-9563 Fax: (314) 385-9350 Hours: M-F, 8 a.m.-5 p.m.
		<b>Concentra Souldard</b> 1617 South Third Street St. Louis, MO. 63147 (314) 421-2557 Fax: (314) 421-2046 Hours: M-F, 8 a.m.-5 p.m.
		<b>Concentra Fenton</b> 128 Matrix Commons Drive Fenton, MO 63026 (636) 349-6850 Fax: (636) 349-6641 Hours: M-F, 8 a.m.-5 p.m.
<b>Diane Lewis</b> <b>CCMSI Work Comp Rep</b> <b>314-418-5537</b>		<b>Concentra Airport</b> 463 Lynn Haven Lane Hazelwood, MO. 63042 (314) 731-0448 Fax: (314) 731-0495 Hours: M-F, 7:30 a.m. – 5 p.m.
<b>24 HOURS EMERGENCY SERVICE (Only if an Emergency)</b>		
<b>Barnes-Jewish Hospital</b> Emergency and Trauma Center St. Louis, MO. 63110 400 S. Kingshighway Blvd. (314) 362-9123	<b>Saint Louis University Hospital</b> 3635 Vista at Grand (314) 577-8777	<b>St. Mary's Hospital</b> 6420 Clayton Rd. St. Louis, MO 63117 (314) 768-8360

**APPENDIX C**

**Security Incident Report Form**



	<b>SAFETY AND SECURITY</b> 801 NORTH 11 <sup>TH</sup> STREET ST. LOUIS, MO 63101-1015	<b>STUDENT'S ID NUMBER</b> (VICTIM #1) (SUSPECT #1) (SUSPECT #2) (SUSPECT #3) (WITNESS #1) (WITNESS #2)	
	<b>INCIDENT REPORT</b> (TO BE FILED WITHIN 24 HOURS)		
	NAME OF SCHOOL: _____ AREA: _____ DATE OF REPORT: _____		
TYPE OF INCIDENT (CHECK ONE OR MORE)		LOCATION OF INCIDENT (CHECK ONE OR MORE)	
<input type="checkbox"/> ACCIDENTAL INJURY	<input type="checkbox"/> ROBBERY	<input type="checkbox"/> STAIRS	<input type="checkbox"/> OTHER:
<input type="checkbox"/> ASSAULT	<input type="checkbox"/> SEX OFFENSE	<input type="checkbox"/> HALL	<input type="checkbox"/> SCHOOL YARD
<input type="checkbox"/> BURGLARY	<input type="checkbox"/> STOLEN	<input type="checkbox"/> ROOM #	<input type="checkbox"/> GYMNASIUM
<input type="checkbox"/> DRUGS/ALCOHOL	<input type="checkbox"/> TRESPASSING	<input type="checkbox"/> CAFETERIA	<input type="checkbox"/> RESTROOM
<input type="checkbox"/> FIGHTING	<input type="checkbox"/> WEAPONS		
<input type="checkbox"/> MISSING	<input type="checkbox"/> OTHER		
<input type="checkbox"/> PEACE DISTURBANCE	<input type="checkbox"/> BUS INCIDENT	ROUTE: _____	
DATE OF INCIDENT: _____		TIME OF INCIDENT: _____ PM _____ AM	
<b>Individuals Involved</b>			
VICTIM 1'S NAME: _____		D.O.B.:	RACE:
ADDRESS: _____		PHONE #1:	SSN#:
PARENT/CONTACT: _____		PHONE #2:	SEX: <input type="checkbox"/> SNR <input type="checkbox"/> STAFF <input type="checkbox"/>
VICTIM 2'S NAME: _____		D.O.B.:	RACE:
ADDRESS: _____		PHONE #1:	SSN#:
PARENT/CONTACT: _____		PHONE #2:	SEX: <input type="checkbox"/> SNR <input type="checkbox"/> STAFF <input type="checkbox"/>
ALLEGED SUSPECT 1		D.O.B.:	RACE:
ADDRESS: _____		PHONE #1:	SSN#:
PARENT/CONTACT: _____		PHONE #2:	SEX: <input type="checkbox"/> SNR <input type="checkbox"/> STAFF <input type="checkbox"/>
ALLEGED SUSPECT 2		D.O.B.:	RACE:
ADDRESS: _____		PHONE #1:	SSN#:
PARENT/CONTACT: _____		PHONE #2:	SEX: <input type="checkbox"/> SNR <input type="checkbox"/> STAFF <input type="checkbox"/>
WITNESS 1:		D.O.B.:	RACE:
ADDRESS: _____		PHONE #1:	SSN#:
PARENT/CONTACT: _____		PHONE #2:	SEX: <input type="checkbox"/> SNR <input type="checkbox"/> STAFF <input type="checkbox"/>
WITNESS 2:		D.O.B.:	RACE:
ADDRESS: _____		PHONE #1:	SSN#:
PARENT/CONTACT: _____		PHONE #2:	SEX: <input type="checkbox"/> SNR <input type="checkbox"/> STAFF <input type="checkbox"/>
<b>Police Involvement</b>			
POLICE CALLED: <input type="checkbox"/> YES <input type="checkbox"/> NO		COMPLAINT #:	OFFICER:
EVIDENCE SEIZED: <input type="checkbox"/> YES <input type="checkbox"/> NO		POLICE STORAGE: <input type="checkbox"/> YES <input type="checkbox"/> NO	OFFICER:
WEAPON:		DRUGS:	QUANTITY:
OTHER:			
WEAPON USED BY SECURITY: YES <input type="checkbox"/> NO <input type="checkbox"/> TYPE: _____		WEAPON USED BY OTHER: YES <input type="checkbox"/> NO <input type="checkbox"/> TYPE: _____	
<b>Injuries</b> Yes <input type="checkbox"/> No <input type="checkbox"/>			
TYPE OF SURFACE (Tile, concrete, asphalt, carpeting), if applicable			
SURFACE CONDITIONS (moisture, steps, holes in surface, etc.), if applicable			
WEATHER CONDITIONS, if applicable			
<b>MEDICAL TREATMENT</b> (Attach Medical Clinic Log, if Injured by School/Visitor)			
<input type="checkbox"/> TREATMENT AT SCENE BY SCHOOL NURSE		<input type="checkbox"/> TREATMENT AT SCENE BY EMS	
<input type="checkbox"/> TREATED BY PERSONAL PHYSICIAN		<input type="checkbox"/> TRANSPORTED TO HOSPITAL	
<input type="checkbox"/> REFUSED MEDICAL ATTENTION		HOSPITAL NAME: _____	

DEPARTMENT/LOCATION:	DATE OF REPORT:
DATE OF INCIDENT:	DEPARTMENT FILE NO.:
VICTIM/COMPLAINANT:	PLACE OF OCCURRENCE:
	PAGE OF PAGES

**NARRATIVE:**

COPIES TO: DIRECTOR - SECURITY/SAFETY  
SAFETY & SECURITY OFFICE  
PRINCIPAL  
REPORTING OFFICER  
RISK MANAGEMENT

\_\_\_\_\_  
SIGNATURE  
BADGE NUMBER

Revised: July 1, 2010

**APPENDIX D**

**Vehicle Accident Report Form**



St. Louis  
Public  
Schools

## What To Do In Case of An Accident



### **STOP.**

Turn off ignition. Do not smoke.



### **CALL.**

1. Notify the police. It is unlawful to leave the accident without permission. Cooperate with the authorities.
2. Notify SLPS Safety and Security. (314) 865-2020



### **AVOID.**

Do not accept responsibility for the accident or discuss the accident except with the police officer, the SLPS Safety and Security officer, your direct supervisor, or the Risk Management Department.



### **PROTECT.**

Guard the scene from further damage.



### **ASSIST.**

Render only what first aid you are qualified to give. Don't move injured persons unless absolutely necessary. For serious injury, call 911.



### **OBTAIN.**

Get all the necessary information for an accurate report and complete the Vehicle Accident Report forms before leaving the scene, if not injured.



### **REPORT.**

Notify SLPS Risk Management Representative within 24 hours of the accident and provide a copy of the Vehicle Accident Report to both Safety and Security and the Risk Management Department.



**St. Louis  
Public  
Schools**

**SEND TO:**  
 SLP's Security Office      Risk Management Department  
 Phone: (314) 869-2622      Phone: (314) 342-2387  
 Fax: (314) 342-2514      Fax: (314) 342-2349

Vehicle Accident Report (Page 1 of 3)					
Date of Accident	Day of Week	Time	AM/PM	Location	Location Code
Name of SLP's Driver			Name of Other Driver		
Address (Include City/State/Zip)			Address (Include City/State/Zip)		
Phone	Relation to SLP's	Job Title	Phone	Owner's Name (if not driver)	
Drivers License #	VIN Number		Drivers License #	Insurance Company	
Vehicle Number	License Plate Number		VIN Number	Vehicle Number	License Plate #
Year	Make	Model	Year	Make	Model
Accident Location: Street Name/Number		City	State		
Description of Accident (Use extra pages if necessary):					
If interested in why:		If not at intersection, show relevant landmarks and include distances. Indicate location of traffic controls - such as signals, signs, lights, police markers, etc.			
<p><b>IMPORTANT</b></p> <p>Please fill in diagram printed at right, showing position of automobile and injured person (or other vehicle with which driver's vehicle collided) with direction in which both were proceeding.</p>					
Police Report	Yes/No	Investigating Police Officer's Name		Police Department Name	
Safety Officer Report	Yes/No	Investigating SLP's Officer's Name			
<b>Witnesses</b>					
Name		Phone	Address (Include City/State/Zip)		
Name		Phone	Address (Include City/State/Zip)		

### Vehicle Accident Report (Page 2 of 3)

**Check all items that describe conditions at time of accident**

<p><b>Accident Involved</b></p> <p><input type="checkbox"/> Vehicle - in traffic</p> <p><input type="checkbox"/> Vehicle - parked</p> <p><input type="checkbox"/> Motorcycle</p> <p><input type="checkbox"/> Pedestrian</p> <p><input type="checkbox"/> Train</p> <p><input type="checkbox"/> Bicycle</p> <p><input type="checkbox"/> Fixed Object</p> <p><input type="checkbox"/> Other _____</p> <p><b>Driver's Action Prior to Accident</b></p> <p><input type="checkbox"/> Traveling straight</p> <p><input type="checkbox"/> Changing lanes</p> <p><input type="checkbox"/> Turning - right</p> <p><input type="checkbox"/> Turning - left</p> <p><input type="checkbox"/> Turning - U-turn</p> <p><input type="checkbox"/> Stopping</p> <p><input type="checkbox"/> Stopped - parked</p> <p><input type="checkbox"/> Stopped - at traffic light</p> <p><input type="checkbox"/> Stopped - at stop sign</p> <p><input type="checkbox"/> Starting from parked position</p> <p><input type="checkbox"/> Starting in traffic lane</p> <p><input type="checkbox"/> Backing</p> <p><input type="checkbox"/> Other _____</p> <p><b>Driver's Available Maneuvers</b></p> <p><input type="checkbox"/> Swerve - Other vehicle</p> <p><input type="checkbox"/> Swerve - Pedestrian</p> <p><input type="checkbox"/> Swerve - Animal</p> <p><input type="checkbox"/> Swerve - Accident scene</p> <p><input type="checkbox"/> Skidding</p> <p><input type="checkbox"/> Fipped off roadway</p> <p><input type="checkbox"/> Other _____</p> <p><b>Pedestrian Action Prior to Accident</b></p> <p><input type="checkbox"/> Crossing with signal</p> <p><input type="checkbox"/> Crossing against signal</p> <p><input type="checkbox"/> Crossing - no signal</p> <p><input type="checkbox"/> Crossing from behind obstacle</p> <p><input type="checkbox"/> At intersection</p> <p><input type="checkbox"/> Working with traffic</p> <p><input type="checkbox"/> Working against traffic</p> <p><input type="checkbox"/> Standing in roadway</p> <p><input type="checkbox"/> Standing on shoulder</p> <p><input type="checkbox"/> Working on or near roadway</p> <p><input type="checkbox"/> Other _____</p>	<p><b>Road Defects</b></p> <p><input type="checkbox"/> Potholes/ruts/cracks</p> <p><input type="checkbox"/> Loose material on surface</p> <p><input type="checkbox"/> Roadway construction</p> <p><input type="checkbox"/> Low profile</p> <p><input type="checkbox"/> Soft shoulder</p> <p><input type="checkbox"/> No shoulder</p> <p><input type="checkbox"/> Advance warning of defect</p> <p><input type="checkbox"/> No defect</p> <p><input type="checkbox"/> Other _____</p> <p><b>Traffic Control Devices</b></p> <p><input type="checkbox"/> Stop sign</p> <p><input type="checkbox"/> Stop sign</p> <p><input type="checkbox"/> Yield sign</p> <p><input type="checkbox"/> Center sign</p> <p><input type="checkbox"/> Other sign</p> <p><input type="checkbox"/> Railroad crossing lights</p> <p><input type="checkbox"/> Railroad crossing plate</p> <p><input type="checkbox"/> Audible signal</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Other _____</p> <p><b>Lighting</b></p> <p><input type="checkbox"/> Daylight</p> <p><input type="checkbox"/> Dawn</p> <p><input type="checkbox"/> Artificial lighting</p> <p><input type="checkbox"/> Dusk</p> <p><input type="checkbox"/> Night</p> <p><b>Weather</b></p> <p><input type="checkbox"/> Clear</p> <p><input type="checkbox"/> Snow</p> <p><input type="checkbox"/> Sleet</p> <p><input type="checkbox"/> Rain</p> <p><input type="checkbox"/> Fog/mist</p> <p><input type="checkbox"/> Other _____</p> <p><b>Visibility</b></p> <p><input type="checkbox"/> Clear</p> <p><input type="checkbox"/> Reduced visibility on roadway</p> <p><input type="checkbox"/> Obstruction _____</p> <p><b>Concerning Road Signs</b></p> <p><input type="checkbox"/> Sunlight</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Sign placement</p>	<p><b>Road Condition</b></p> <p><input type="checkbox"/> Level</p> <p><input type="checkbox"/> Hill</p> <p><input type="checkbox"/> Inland</p> <p><input type="checkbox"/> Straight</p> <p><input type="checkbox"/> Curve</p> <p><input type="checkbox"/> Overpass</p> <p><input type="checkbox"/> Number of lanes _____</p> <p><b>Driver was Traveling</b></p> <p><input type="checkbox"/> Uphill</p> <p><input type="checkbox"/> Downhill</p> <p><input type="checkbox"/> Crossing Hill</p> <p><input type="checkbox"/> Level</p> <p><b>Condition of Road Surface</b></p> <p><input type="checkbox"/> Dry</p> <p><input type="checkbox"/> Wet</p> <p><input type="checkbox"/> Snow</p> <p><input type="checkbox"/> Ice</p> <p><input type="checkbox"/> Mud/silt</p> <p><input type="checkbox"/> Oil</p> <p><b>Traffic Signs</b></p> <p><input type="checkbox"/> Other _____</p> <p><b>Vehicle Defects</b></p> <p><input type="checkbox"/> Not detected</p> <p><input type="checkbox"/> Brakes</p> <p><input type="checkbox"/> Steering</p> <p><input type="checkbox"/> Lights</p> <p><input type="checkbox"/> Windshield</p> <p><input type="checkbox"/> Mirrors</p> <p><input type="checkbox"/> Tires</p> <p><input type="checkbox"/> Other _____</p> <p><b>Miscellaneous</b></p> <p><input type="checkbox"/> Speed limit</p> <p><input type="checkbox"/> Driver was familiar with road</p> <p><input type="checkbox"/> Driver was familiar with vehicle</p> <p><input type="checkbox"/> Police taken of accident scene</p> <p><input type="checkbox"/> Photos obtained</p>
--	---	--

Vehicle Accident Report (Page 3 of 3)

## Driver's Notes

Complete this form before leaving the scene of the accident.  
Please transfer information to accident reports and/or in this kit.

Damage To Vehicles of Others			
Name of Other Driver	Make of Car	Year	
Address	License Plate		
Telephone Number	Age	Insurance Company	
Driver License #		Color of car (if not silver)	
		Address	

Damage To Property of Others	
Owner	
Address	
Telephone Number	
Property Damaged	

Injured Persons			
Name	Name		
Address	Address		
Telephone Number	Telephone Number	Age	
Extent of injuries	Extent of injuries		
Where Taken?	Where Taken?		
<input type="checkbox"/> Driver - Other Car <input type="checkbox"/> Passenger - year car <input type="checkbox"/> Pedestrian <input type="checkbox"/> Passenger - other car	<input type="checkbox"/> Driver - Other Car <input type="checkbox"/> Passenger - year car <input type="checkbox"/> Pedestrian <input type="checkbox"/> Passenger - other car		
Name	Name		
Address	Address		
Telephone Number	Telephone Number	Age	
Extent of injuries	Extent of injuries		
Where Taken?	Where Taken?		
<input type="checkbox"/> Driver - Other Car <input type="checkbox"/> Passenger - year car <input type="checkbox"/> Pedestrian <input type="checkbox"/> Passenger - other car	<input type="checkbox"/> Driver - Other Car <input type="checkbox"/> Passenger - year car <input type="checkbox"/> Pedestrian <input type="checkbox"/> Passenger - other car		

**Important Note:** Accidents involving school buses reported to St. Louis Risk Management Department will be investigated. If an accident results in death or injury or property damage to others, St. Louis Risk Management Department will be notified.

**SEND ANY FURTHER RESPONSE TO:**  
 St. Louis Risk Management Department  
 Phone: (314) 945-2000      Fax: (314) 945-2000  
 Phone: (314) 945-2000      Fax: (314) 945-2000







# BOARD RESOLUTION

Date: June 19, 2013

Agenda Item : 07-25-13-41

FR: Dr. Kelvin R. Adams, Superintendent

Action:

Action to be Approved: Membership Ratification

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

**SUBJECT:** To ratify a membership with the Council of Great City Schools (Council) for the 2012-2013 school year in the amount of \$35,498.00.

**BACKGROUND:** The Council of Great City Schools is an organization that belongs solely to urban school educators for urban education. The Council is the only independent education coalition located in Washington, DC whose sole mission and purpose is the improvement of public education. The Council continues to provide high quality forums and conferences that allow other urban school districts to share success and learn from each other about what worked and what didn't worked in their respective cities.

Accountability Plan Goals: Goal II: Highly Qualified Staff

Objective/Strategy:

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

Fund Source: 800-00-110-2311-6381	GOB	Requisition #:
Amount: \$35,498.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$35,498.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Board/Superintendent Offices

Requestor: Dr. Kelvin Adams

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



Council of the Great City Schools  
1301 Pennsylvania Avenue, N.W., Suite 702  
Washington, D.C. 20004  
(202) 393-2427  
E.I.N. 36-2481232

Bill To: Dr. Kelvin R. Adams  
Superintendent  
St. Louis Public Schools  
801 N. 11th Street  
St. Louis, MO, 63101

**\*\* INVOICE \*\***

Date	Description	Amount Due
5/21/2012	FY 2012-2013 Membership Dues Due on or before July 1, 2012	\$ 35,498.00
<b>TOTAL:</b>		<b>\$ 35,498.00</b>

*Please remit check to the address above*





# BOARD RESOLUTION

Date: June 19, 2013

To: Dr. Kelvin R. Adams, Superintendent

Agenda Item: 07-25-13-42

Action:

Action to be Approved:

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

**SUBJECT:** To approve a contract with Harvard Graduate School of Education (HGSE) for the 2013-14 Doctor of Education Leadership (Ed.L.D.) Residency Program for the period July 1, 2013 through April 30, 2014 at a cost not to exceed \$65,000.

**BACKGROUND:** The residency intern will work closely with the Superintendent and/or executive leadership on strategic projects, such as the creation, implementation, or evaluation of current initiatives; thereby, meeting the goal of the District and HGSE of developing a transformational leader.

Accountability Plan Goals: Goal II: Highly Qualified Staff

Objective/Strategy:

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

Fund Source: 810-00-110-2329-6319	GOB	Requisition #:
Amount: \$65,000		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$65,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Superintendent's Office

Requestor: Dr. Kelvin Adams

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



# HARVARD GRADUATE SCHOOL OF EDUCATION

## DOCTOR OF EDUCATION LEADERSHIP (Ed.L.D.) PROGRAM

### 2013-14 Ed.L.D. Residency Information

#### Overview of the Ed.L.D. Residency

The third-year residency is the ten-month culminating practicum experience for candidates in the Doctor of Education Leadership (Ed.L.D.) program at the Harvard Graduate School of Education (HGSE). Residencies are sponsored by HGSE partner organizations. The residency is an occasion to practice and demonstrate the skills of transformational leadership in a setting where actions matter: to the education of a developing leader; to the current performance and future potential of a particular educational organization; and to the learning of the educational sector as a whole (self, site, sector).

#### Supervisor & Mentor Roles

Partner organizations designate a *supervisor* who oversees the major project assignments and day-to-day work in which the resident is engaged. Residents also select a mentor who provides guidance, insights and professional feedback during the residency. The role of the mentor is to support the student's leadership development. In some organizations the supervisor/mentor will be the same individual, and in other cases it will be two different people.

#### Strategic Project

Ed.L.D. residents assume responsibility for a *strategic project* within the organization. As part of the strategic project, the resident is expected to have the opportunity to lead one or two major efforts on behalf of the organization, such as the creation, implementation, or evaluation of current initiatives. The project allows residents to practice and improve upon their leadership skills, add important value to the strategy and work of the partner organization, work systemically, and hold high-level accountability.

#### Capstone

The Capstone is the descriptive, analytic, and reflective documentation of the resident's leadership of a strategic project within an Ed.L.D. partner organization. It is a demonstration of the resident's ability to diagnose challenges, engage others in meeting those challenges, develop strategy to successfully address the challenges, and learn from the results. The Capstone is composed of multiple written documents that form a sequential and iteratively constructed portfolio and is developed throughout the ten-month residency.

#### Ad Hoc Committee Role in the Capstone

The preparation of the Capstone is supervised by an *ad hoc* committee. The committee is comprised of three members—the resident's HGSE faculty advisor, a member of the broader Harvard faculty, and a residency site representative. The residency site representative will be selected by the student at any point after the start of the residency, and no later than mid-October of each year. The committee serves an important role in supporting the resident in the preparation of the Capstone and ultimately certifies the satisfactory quality of the Capstone. The *ad hoc* committee also attends a public presentation and discussion of the Capstone, which will be held on the HGSE campus in April 2014.





# BOARD RESOLUTION

Date: June 19, 2013

FR: Dr. Kelvin R. Adams, Superintendent

Agenda Item : 07-25-13-43

Action:

Action to be Approved:  
Agency/Partnership Agreement

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

**SUBJECT:** To approve an agreement between the District and KIPP- St. Louis (STL) to form a partnership to allow KIPP-STL to access SLPS owned property and for the District to become the Local Education Agency (LEA) for all KIPP-STL schools.

**BACKGROUND:** As part of the Superintendent's Creating Great Options Initiative, the District is establishing a portfolio of high-quality schools designed to meet the varying educational needs of the student populations served in the City of St. Louis. Toward this end, the District is entering into a partnership with KIPP-STL wherein the District will become the KIPP LEA and receive student data for students attending the KIPP-STL charters schools, and the District will allow KIPP-STL to exclusively access certain District owned property provided KIPP meet certain academic performance criteria.

Accountability Plan Goals: Superintendent's Initiatives

Objective/Strategy:

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

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

Department: Superintendent's Office

Requestor: Dr. Kelvin R. Adams

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent









# BOARD RESOLUTION

Date: June 19, 2013

Agenda Item : 07-25-1344

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:

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

**SUBJECT:** To request approval to proceed with the New Leaders Program application process.

**BACKGROUND:** The mission of New Leaders is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. This mission is accomplished through three innovative programs (Emerging Leaders, Aspiring Principals, and Principal Institute) all designed to prepare educators for the challenges of transformative school leadership.

Accountability Plan Goals: Goal II: Highly Qualified Staff

Objective/Strategy:

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

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

Department: Institutional Advancement

Requestor: Stacy Clay

Angela Banks, Budget Director

  
Stacy Clay, Dep. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent









# BOARD RESOLUTION

Date: July 11, 2013

Agenda Item : 08-15-13-01

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Deanna Anderson, Exec. Dir., Transportation

**Action to be Approved:**

Contract Increase/Decrease

Previous Board Resolution # 08-09-12-06

Prior Year Cost \$1,790,500.00

**Other Transaction Descriptors:**

(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the amendment of Board Resolution 08-09-12-06, for the increase in cost of transportation services provided by Metropolitan Taxicab Corporation, Express Medical Transporters, Inc., and Harris Taxicab Co., Inc. as well as the reimbursement to the county districts for SLPS share of transportation costs for students that are transmitted to SLPS schools from the county due to being in transition. The additional cost that the Board is being asked to approve is an amount not to exceed \$429,975.40.

**BACKGROUND:** The cost of cabs and the reimbursement to the county has increased due to the higher number of students in transition and the higher cost of gas. The total cost for cab expense and reimbursement to the county is not to exceed \$2,219,975.40. The district is currently pursuing other means to provide transportation to reduce the cab cost for the upcoming school year. The district will also receive an estimated total \$563,250 in reimbursement from the county districts for students in transition who live in the city and are attending county schools which will offset this expense resulting in net total cab expense for regular and students in transition of \$1,658,725.40.

**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: 822-RM-110-2336-6341	GOB	Requisition #:
Amount: \$429,975.40		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$429,975.40	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: Various

Department: Students in Transition

Requestor: Deidra Thomas-Murray

*Deanna Anderson*  
Deanna Anderson, Exec. Dir., Transportation

*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

**Taxi Cab Backup Documentation  
For FY12-13**

The taxicab transportation services are necessary for students not provided a bus due to special needs as required by their Individual Education Program (IEP); students requiring taxicab services under Section 504 of the Rehabilitation Act of 1973; Students in Transition (homeless) under the McKinney Vento Act of 2001 (number of students year-to-date transported within the District in FY12-13 is 1,906 (1,790 in FY11-12); number of students transported to surrounding Districts in FY12-13 is 2,140 (1,987 in FY11-12); number of students being transported by other Districts in FY12-13 is 963 (471 in FY11-12)); and students who are unable to be served by a regular bus due to road conditions. Multiple taxi companies are used due to availability of vehicles, timeliness of travel, types of service required, and cost. As was practiced in the past, the cost for students that are homeless and attend school in another District will be split (50/50) with the District they are attending. It is anticipated that Students in Transition will be reimbursed \$563,250 in FY12-13 from other districts. New transportation models will be explored in FY13-14 that will provide more efficient service

A comparison cost per trip from FY12-13:

	<u>12-13</u>
Harris Taxicab Co.	\$17.67
Metropolitan Taxicab Co.	\$15.96
EMT INC.	\$16.39

Below is the estimated cost for 2012-13:

	<u>2012-13 Estimated</u>		
	<u>SIT</u>	<u>Regular</u>	<u>Total</u>
<b><u>Cab Costs</u></b>			
Metro (city to county)	\$1,080,020	\$69,000	\$1,149,020
EMT (city to county)	\$29,385.40	\$0	\$29,385.40
Harris (within city)	<u>\$485,570</u>	<u>\$42,000</u>	<u>\$527,570</u>
	\$1,594,975.40	\$111,000	\$1,707,975.40
<b><u>Reimbursement to County</u></b>			
County to city (billed by county to SLPS)	<u>\$514,000</u>	<u>\$0</u>	<u>\$514,000</u>
	<u>\$2,108,975.40</u>	<u>\$111,000</u>	<u>\$2,219,975.40</u>
<b><u>Reimbursement from the County</u></b>			
City to county (50% of Metro/ EMT cab costs)	<u>-\$563,250</u>	<u>\$0</u>	<u>-\$563,250</u>
<b>Net Cab Cost</b>	\$1,545,725.40	\$111,000	\$1,656,725.40







# BOARD RESOLUTION

Date: July 9, 2013

Agenda Item : 08-15-13-02

To: Special Administrative Board

Action:

From: Dr. Kelvin R. Adams, Superintendent

Action to be Approved: Contract Renewal Ratification

Other Transaction Descriptors:

(i.e.: Sole Source, Ratification)

Previous Board Resolution 07-10-12-44 and 06-07-12-12

Prior Year Cost: \$83,000

**SUBJECT:** To ratify approval of a contract renewal with Steven R. Carroll and Associates for legislative representation of the St. Louis Public Schools for the period July 1, 2013 through June 30, 2014 in an amount not to exceed \$83,000.00, pending funding availability.

**BACKGROUND:** Steven R. Carroll and Associates represents the District in bill and amendment drafting, bill monitoring and tracking, day-to-day lobbying at the State Capitol, legislative research on issues and topics, executive branch lobbying, preparation of fiscal impact reports on proposed legislation, etc.

Accountability Plan Goals: Goal: Governance

Objective/Strategy: I.A

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

Fund Source: 800-00-110-2311-6319	GOB	Requisition #:
Amount: \$83,000		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed: \$ 83,000	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600008116

Department: Superintendent's Office

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

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

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





## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> 2012/2013 year    Quarterly <input type="checkbox"/>		Report Date: July 9, 2013
Dept/School: Superintendent/Board Offices		Reported By:
Vendor: 600008116		Vendor #: Steve Carroll and Associates
Contract # / P.O. #: 4500163072		Contract Name: Steve Carroll and Associates
Contract Amount: \$ \$83,000		Award Date: June 7, 2012
Purpose of Contract (Brief Description):		
Legislative lobbyist.		
Performance Ratings: 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 <u>4</u> 3 2 1	
Timeliness of Delivery or Performance	5 <u>4</u> 3 2 1	
Business Relations	5 <u>4</u> 3 2 1	
Customer Satisfaction	5 <u>4</u> 3 2 1	
Cost Control	5 <u>4</u> 3 2 1	
Average Score	4	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: July 10, 2013

Agenda Item : 08-15-13-03

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Paula Knight, Assoc. Supt., Elementary Schools

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 07-10-12-14

Prior Year Cost \$100,000.00

**SUBJECT:** To approve the contract renewal with Project Construct (using the Columbia Public Schools as the fiscal agent) to provide professional development to pre-school teachers at a cost not to exceed \$100,000.00. The contract is for the period September 1, 2013 to June 30, 2014.

**BACKGROUND:** As part of its commitment to preschool students and the obligations of Title 1 and No Child Left Behind, all preschool teachers must receive Project Construct training. Project Construct is the educational framework endorsed by DESE and is used in all SLPS preschool classrooms to teach communications arts, science, and mathematics. The Early Childhood department seeks training for approximately 75 teachers including all Title 1, ECSE, Head Start, New Teachers and Teacher Assistants. The training of staff has the potential to impact 800 students.

Accountability Plan Goals: Goal II: Highly Qualified Staff

Objective/Strategy: II.D.

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

Fund Source: 824-BS-234-2213-6319	Non-GOB	Requisition #:
Amount: \$100,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to exceed: \$100,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600001733

Department: Early Childhood

Requestor: Clarissa Ross

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Paula Knight, Assoc. Supt., Elementary Schools

Dr. Kelvin R. Adams, Superintendent





## Vendor Performance Report

Type of report: Final <input checked="" type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: July 1, 2013
Dept / School: Early Childhood		Reported By: Paula Knight
Vendor: Project Construct		Vendor #: 60001733
Contract # / P.O/ #: 4500166489		Contract Name: Early Childhood Teacher Professional Development
Contract Amount: \$ 100,000.00		Award Date: 07-10-12-14
Purpose of Contract (Brief Description): Project Construct provided professional development to preschool teachers and staff during 2012-2013 school year.		
Performance Ratings: 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	<input checked="" type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	Project Construct training was well received by teachers and staff.
Timeliness of Delivery or Performance	<input checked="" type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	
Business Relations	<input checked="" type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	
Customer Satisfaction	<input checked="" type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	
Cost Control	<input checked="" type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1	
Average Score	<b>5</b>	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"/>		







# BOARD RESOLUTION

Date: July 8, 2013

Agenda Item : 08-15-13-04

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Cleopatra Figgures, Dep. Supt., Accountability

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 07-10-12-20

Prior Year Cost \$160,000

**SUBJECT:** To approve a contract renewal with Blue Hills Community Services for disbursement of funds to non-public schools for Title II-A and Title III Part A programs. Estimated costs are based on 8% management fees and the payment of Professional Development services received for total reimbursable expenditures incurred by non-public schools. The total cost will not exceed \$251,500 for the period of October 1, 2013 through September 30, 2014.

**BACKGROUND:** Federal law requires a set a side amount to fund non-public schools in Title II-A (Professional Development) and Title III Part A (English Language Acquisition) programs. Due to the extensive measures in dispersing these funds, it was determined that a third party contractor was a fiscally positive action.

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: 972-YJ-624-2214-6312	Non-GOB	Requisition #:
Amount: \$215,000.00		
Fund Source: 838-YL-624-3411-6312	Non-GOB	Requisition #:
Amount: \$36,500		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$251,500.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600003908

Department: State and Federal Program

Requestor:

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Dr. Cleopatra Figgures, Dep. Supt., Accountability





## Vendor Performance Report

Type of report: Final X <input type="checkbox"/> Quarterly <input type="checkbox"/>		Report Date: June 25, 2013
Dept / School: State and Federal Program		Reported By: Juanita Kalu
Vendor: Blue Hills Community Services		Vendor #: 600013326
Contract # / P.O/ #: 4500165514 4500165515		Contract Name: Blue Hills Services Community Services
Contract Amount: \$160,000		Award Date: 07-10-12
Purpose of Contract (Brief Description): Blue Hills serves as third party vendor to process professional development requests related to Title II and activities related to Title III funds allocated to non-public schools.		
Performance Ratings: 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 X 3 2 1	Blue Hills is prompt, and very helpful.
Timeliness of Delivery or Performance	5 4 3 X 2 1	Blue Hills has paid bills in a timely manner.
Business Relations	5 4 X 3 2 1	Blue Hills has a good business relationship with assisting the Non-Public schools.
Customer Satisfaction	5 4 X 3 2 1	Sherry Ellison at Blue Hills is excellent in serving the Non-Public schools. The website was very helpful.
Cost Control	5 4 X 3 2 1	Blue Hills is very cost efficient.
Average Score		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 X <input 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: July 9, 2013

Agenda Item : 08-15-13-05

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Cleopatra Figgures, Dep. Supt., Accountability

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 08-09-12-08

Prior Year Cost \$433,690.00

**SUBJECT:** To approve a sole source contract renewal with School Improvement Network to provide a bundled system for teacher effectiveness and support. The components of the system are: (1) PD 360, (2) Observation 360 and, (3) Common Core 360. All three elements are designed to support Professional Development as it relates to teaching and learning quality for the period of August 15, 2013 through June 30, 2014 at a cost not to exceed \$390,320.37.

**BACKGROUND:** A renewal with School Improvement Network would allow for the continuity of the following: (1) Unlimited access to the PD 360 pedagogy content, resource guides and reflection questions, unlimited access to Common Core content and learning progression application including reflection questions and resource guides. (2) Ability for teachers and administrators to create personal professional development plans, align video content to observation templates enabling principals to assign videos as a result of a classroom observation, and (3) provide on-site training.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: II.A

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

Fund Source: 824-BS-234-2213-6319	Non-GOB	Requisition #:
Amount: \$390,320.37		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$390,320.37	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600014042

Department: Academics

Requestor: Dr. Cleopatra Figgures

Cleopatra Figgures

Dr. Cleopatra Figgures, Dep. Supt., Accountability

Angela Banks

Angela Banks, Budget Director

Leon Fisher

Leon Fisher, CFO/Treasurer

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: July 2, 2013
Dept / School: Academics		Reported By: Audrey Jackson
Vendor: School Improvement Network		Vendor #: 600014042
Contract # / P.O. #: 4500165996		Contract Name:
Contract Amount: \$ \$390,320.37		Award Date: 08-09-12
<b>Purpose of Contract (Brief Description):</b> Renewal of contract with School Improvement Network will provide for teacher effectiveness and support.		
<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		
<b>Category</b>	<b>Rating</b>	<b>Comments (Brief)</b>
<b>Quality of Goods / Services</b>	5 X4 3 2 1	
<b>Timeliness of Delivery or Performance</b>	X5 4 3 2 1	
<b>Business Relations</b>	X5 4 3 2 1	
<b>Customer Satisfaction</b>	5 X4 3 2 1	
<b>Cost Control</b>	5 4 X3 2 1	
<b>Average Score</b>	4.2	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



January 7, 2013

**Re: SOLE SOURCE OF PURCHASE**

To Whom It May Concern:

School Improvement Network has developed software and training programs entitled "PD 360", "Observation 360" and "Inter-rater Reliability (IR<sup>2</sup>) Training", "Educator Effectiveness System", "Learning 360 Framework", "Learning 360 Framework Training", and "Learning 360 Framework Resources" (hereinafter, "PD 360", "Observation 360", "IR<sup>2</sup> Training", "EES", "Learning 360 Framework", "Learning 360 Framework Training", and "Learning 360 Framework Resources", respectively), each of which may be purchased only from School Improvement Network. Observation 360 and the "thereNow platform" (hereinafter "thereNow") are the only observation and walkthrough platforms designed to integrate directly with PD 360. School Improvement Network owns a portfolio of copyrights, patents, and trademarks that protect the intellectual property rights associated with PD 360, Observation 360, IR<sup>2</sup> Training, EES, Learning 360 Framework, Learning 360 Framework Training, and Learning 360 Framework Resources, and associated video programs, examples of which intellectual property protections are enclosed with this letter for convenient reference. School Improvement Network has not licensed these products to third parties for distribution, and unauthorized use is policed and prohibited. The software and training entitled PD 360, Observation 360, thereNow, IR<sup>2</sup> Training, EES, Learning 360 Framework, Learning 360 Framework Training, and Learning 360 Framework Resources, separately and in combination, provide training that is designed to meet the needs of educators. There are no alternative available sources in the market that are authorized by SINET to integrate the PD 360 software product with the thereNow software product, Observation 360 software product, IR<sup>2</sup> Training, EES, Learning 360 Framework, Learning 360 Framework Training, or Learning 360 Framework Resources. Authorized products may be purchased directly from School Improvement Network, only. School Improvement Network is the sole source vendor for any integration of PD 360 with Observation 360, thereNow, IR<sup>2</sup> Training, EES, Learning 360 Framework, Learning 360 Framework Training, and Learning 360 Framework Resources, and for all of the video programs associated with PD 360 and Observation 360.

Should you have questions, please contact School Improvement Network directly:

**Telephone: 866-835-4185**  
**Facsimile: 801-566-6885**

Very truly yours,

Janna J. Lewis  
Holland & Hart LLP  
5391834\_6

**Holland & Hart LLP**

Phone [719] 475-7730 Fax [719] 634-2461 [www.hollandhart.com](http://www.hollandhart.com)

90 S. Cascade Ave. Suite 1000 Colorado Springs, CO 80903 Mailing Address P.O. Box 2340 Colorado Springs, CO 80901-2340

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# BOARD RESOLUTION

Date: July 10, 2013

Agenda Item : 08-15-13-06

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 06-06-13-07

Prior Year Cost \$10,000.00

**SUBJECT:** To approve a sole source contract renewal with EnTeam Organization to provide curriculum and professional development for the students in the High School Graduation Initiative Grant, the six high school 9th and 10th grade teachers and for the Transition Summer School 9th graders for the period of August 31, 2013 through June 30, 2014, in a total amount not to exceed \$90,000.

**BACKGROUND:** EnTeam offers a series of gaming activities and learning processes that supplement Covey's Seven Habits of Highly Effective Teens designed to raise academic achievement and improve student behavior by creating a learning environment that challenges students and teachers to bring out the best in each other. Educators enjoy their work in the classroom when students take responsibility for learning. When staff members use the EnTeam tools, students learn to work collaboratively in small teams and develop skills needed for true collaborative/cooperative learning. The impact of teacher collaboration on academic achievement, student behavior, and teacher satisfaction to the classroom will be assessed to measure the efficacy of the EnTeam services. St. Louis Public Schools will assist EnTeam in the assessment process by providing data that pertains to the impact of the EnTeam activities for students and teachers.

Accountability Plan Goals: Goal III: Facilities, Resources Support

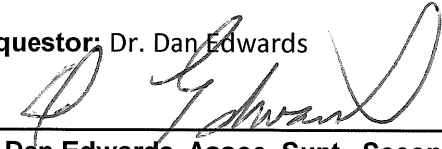
Objective/Strategy: 4


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

Fund Source: 816-VL-294-1151-6319	Non-GOB	Requisition #:
Amount: \$90,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$90,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600013498

Department: HSGI

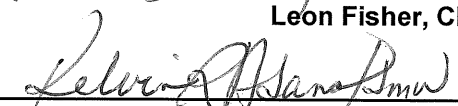
Requestor: Dr. Dan Edwards

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

  
Dr. Cleopatra Figgures, Dep. Supt., Accountability

  
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: July 2, 2013
Dept / School: HSGI grant	Reported by: John Niemeyer
Vendor: EnTeam Organization	Vendor #: 600013498
Contract # / P.O. #: 4500167998	Contract Name: EnTeam Organization
Contract Amount: \$ 10,000	Award Date: 6-6-13

**Purpose of Contract (Brief Description):**  
 EnTeam Organization toolbox of games will supplement the Check & Connect Social Workers task of presenting collaborative teaching tasks using Seven Habits of Highly Effective Teens during Transition Summer School.

**Performance Ratings:** 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 (*please attach additional sheets if necessary*). **Ratings** 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory

Category	Rating	Comments (Brief)
<b>Quality of Goods / Services</b>	5 4 3 2 1	All promised goods and services were delivered with high quality.
<b>Timeliness of Delivery or Performance</b>	5 4 3 2 1	All services promised and even extra services were provided in a timely manner and at an exceptional level.
<b>Business Relations</b>	5 4 3 2 1	All services were conducted in a professional level to enhance the efforts of the social worker teams.
<b>Customer Satisfaction</b>	5 4 3 2 1	Staff and students were pleased with the delivery of services.
<b>Cost Control</b>	5 4 3 2 1	All agreed upon costs were managed and extra services that were delivered were at no additional cost.
<b>Average Score</b>	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     No



## 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:</b> Dr. Dan Edwards	<b>Date:</b> June 24, 2013
<b>Department / School:</b> HSGI	<b>Phone Number:</b> 314-345-2488
<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>EnTeam Organization provides a unique, proprietary curriculum and professional development opportunity for HSGI schools 9<sup>th</sup> and 10<sup>th</sup> grade teachers and students. EnTeam uses a series of specially designed and tested EnTeam games to support the concepts in the curriculum of Seven Habits of Highly Effective Teens. The goal of EnTeam games is to prepare 9<sup>th</sup> and 10<sup>th</sup> grade students to be successful high school students by engaging them in collaborative win-win activities that teach organizational skills and social skills that lead to strong academic achievement. When staff members use the EnTeam tools, students learn to work in small teams collaboratively to develop skills needed for true cooperative learning. EnTeam will also provide professional development in-service workshops for 9<sup>th</sup> and 10<sup>th</sup> grade core teachers each month at the six high schools in the High School Graduation Initiative Grant. Also included will be the special June support for the Transition Summer School 9<sup>th</sup> grade teachers and students to learn how to teach and learn by using collaborative/cooperative learning.</p>	
<b>Vendor Name:</b> EnTeam Organization	<b>Email:</b> www.enteam.org
<b>Vendor Contact:</b> Ted Wohlfarth	<b>Phone Number:</b> 314-877-6452
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
EnTeam Organization toolbox of games will supplement the Check and Connect Social Workers' task of presenting High School Orientation using Seven Habits of Highly Effective Teens. The toolbox of EnTeam games correspond to Covey's Seven Habits of Highly Effective Teens.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
The 9 <sup>th</sup> and 10 <sup>th</sup> grade core teachers and the Transition Summer School staff will utilize EnTeam games in conjunction with Covey's Seven Habits to prepare 9 <sup>th</sup> and 10 <sup>th</sup> grade students to use collaborative/cooperative learning successfully to help reduce the dropout rate in the six grant high schools. The organizational and social skills of Seven Habits and EnTeam will help students develop the seven core competencies needed to explore and identify their future goals and understand why high school is relevant and develop a need to stay in school and achieve a higher level of academic success. By using collaborative/cooperative, learning teachers will be able to move instruction to levels 3 and 4 on the DOK scale of higher order of thinking skills.	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
The EnTeam Organization exclusively produces the cooperative learning games and training.	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
Because of the unique nature of EnTeam Organization games no other vendors or given.	
<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)

CFO	Date
Superintendent	Date

**Sole Source Checklist**

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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 no met, then the item must be bid.







# BOARD RESOLUTION

Date: July 8, 2013

Agenda Item : 08-15-13-07

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Travis Brown, Director - Athletics

Action to be Approved: Membership Renewal

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

Previous Board Resolution # 08-23-12-11

Prior Year Cost \$21,005.95

**SUBJECT:** To approve the membership renewal with the Missouri State High School Activities Association (MSHSAA). The membership dues for the period September 1, 2013 through August 31, 2014 will not exceed \$25,370.72.

**BACKGROUND:** MSHSAA sponsors all of the State tournaments for high school sports, cheerleading, pom pom squads, music, speech and debate, winter guard and the scholar bowl. The District high schools participate in many of these events and the membership dues also include a catastrophic insurance coverage for our participants.

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: 833-00-110-1422-6381	GOB	Requisition #:
Amount: \$25,370.72		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$25,370.72	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600008940

Department: Public High League

Requestor: Martin Jenkins

Travis Brown, Director - Athletics

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent





# Missouri State High School Activities Association Membership Fees By School

September 1, 2013 to August 31, 2014

Carnahan High School	\$ 1,902.64
Cleveland NJROTC High School	\$ 2,343.28
Gateway STEM High School	\$ 2,856.36
McKinley Classical Learning High School	\$ 1,069.24
Metro High School	\$ 2,051.84
Miller Career Academy High School	\$ 2,424.56
Roosevelt High School	\$ 2,444.88
Soldan International Studies High School	\$ 2,709.04
Sumner High School	\$ 1,929.92
The College Preparatory High School	\$ 1,536.88
Transporation & Law High School	\$ 1,641.96
Vashon High School	<u>\$ 2,460.12</u>
<b>Total Membership Fees</b>	<b>\$ 25,370.72</b>







# BOARD RESOLUTION

Date: July 10, 2013

Agenda Item : 08-15-13-08

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. James Henderson, Chief Human Resource Officer

Action to be Approved: **Benefit Plans**

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

Previous Board Resolution # 07-10-12-31

Prior Year Cost \$28,247,796

**SUBJECT:** To approve the St. Louis Public Schools' benefit costs for plan year 2014, which includes the following: Medical/Pharmacy, Dental, Vision, Short Term/Long Term Disability and Life/Accidental Death and Dismemberment insurance. The estimated amount is based on 3,602 employees at a rate of \$638.16 Per Employee Per Month, or an estimated \$27,583,817.00 annually. The annual amount for 2013 was for 3,393 employees.

**BACKGROUND:** The District went out to bid for all benefit plans. The providers selected are: Coventry who provided a medical quote of 10.7% decrease which was more favorable than our current Medical provider, United Healthcare who made a final offer with a 5.7 % increase. Express Scripts quoted an estimated 9.2% increase to Pharmacy based on current claim and payment data. Our current Dental Vendor- Delta Dental presented a 5.0% decrease in premiums with rate caps of 8% for years 2015 and 2016. There was no increase for the Life Insurance, STD and LTD carrier Cigna all with a 3 year rate guarantee. Our current Vision provider, Vision Benefits of America offered a 5.2% decrease with a 3 year rate guarantee. The combined renewal for all plans will result in a 7.9% decrease based on 3,602 employees. The packet contains information regarding the 2014 Benefit Renewal Scenarios.

Accountability Plan Goals: Goal II: Highly Qualified Staff

Objective/Strategy: 11.D

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

Fund Source: Health & Benefit Trust	All Funds	Requisition #:
Amount: \$27,583,817.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$27,583,817.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: various

Department: Human Resources

Requestor: Karen Shelton-Henry

James Henderson  
Dr. James Henderson, Chief Human Resource Officer

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







# BOARD RESOLUTION

Date: July 9, 2013

Agenda Item : 0815-1309

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Debra Falkiner, Director of Parent and Student Engagement

Action to be Approved: Policy Adoption/Change

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

Previous Board Resolution # 07-10-12-09

Prior Year Cost No Cost

**SUBJECT:** To approve the Parent Information Guide/Student Code of Conduct for the 2013-2014 school year.

**BACKGROUND:** Missouri Revised Statutes, Chapter 160, Section 160.261 requires the local board of education shall clearly establish a written policy of discipline. See the attached.

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

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Debra Falkiner, Director of Parent and Student Engagement

Dr. Kelvin R. Adams, Superintendent





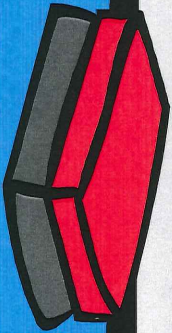
St. Louis Public School District

# Creating Positive School Culture

**Be Safe**

**Be Respectful**

**Be Responsible**





## 2012-2013 2013-2014 Student Code of Conduct Parent Information Guide and Student Code of Conduct

Welcome to the 2012-2013 school year. The St. Louis Public School District Student Code of Conduct, herein referred to as the Code of Conduct, is dedicated to making sure all students are in school and engaged in learning. The Code of Conduct partners with Positive Behavior Interventions and Supports (PBIS) to foster student academic and behavioral success. The key to academic and behavioral success is ensuring that each student has exemplary attendance. In addition, all members of the school community need to respect each other in order for our schools to provide a positive learning environment for children.

The information in the Student Code of Conduct outlines consistent expectations for student's behavior in school, describes appropriate interventions, outlines consequences for students, and explains the rights and responsibilities of members of the school community. The Code of Conduct applies to the actions of students during school hours, on the way to and from school on school property, in district sponsored vehicles, and attending all school sponsored events. It also includes any time that students are off school grounds at school sponsored activities, or are going to or from such an activity. Off campus acts of misconducts that disrupt the school day are also subject to discipline. This Code of Conduct was developed in collaboration with both district and school representatives and from community partners.

Please take the time to read this document and discuss it with your child. The staff of the Parent and Student Engagement Office is available to answer any questions you have about the Code of Conduct by calling (314) 345-4430. Your local school administrator is also available to answer questions about the Code of Conduct.

The Missouri School Improvement Program requires that the District distributes a student code of conduct and provides a protected, orderly environment. (MSIP 6.6)

St. Louis Public School District discipline procedures are based on Missouri Law. The information in this handbook may be updated during the course of the school year. The latest version is available on the District's website.

[www.slps.org](http://www.slps.org)

Be 100% Safe ♦ Be 100% Responsible ♦ Be 100% Respectful

**Kelvin Adams**  
Superintendent of Schools

Dear Parent/Legal Guardian:

Welcome to the 2013-2014 school year. We know you have many choices when selecting a school and we appreciate your decision to enroll your child with Saint Louis Public Schools.

Providing a safe learning environment for all students is one of the highest priorities for Saint Louis Public Schools. In order to help us reach this goal, we ask you to please read and review the 2013-2014 Student Code of Conduct & Parent Information Guide. This guide provides important information for parents and students regarding the rights and responsibilities of all members of the school community and outlines the expectations for student behavior that will result in a safe, positive and supportive learning environment.

After you have reviewed this handbook with your child, please sign and date the enclosed Student and Parent(s)/Legal Guardian(s) Acknowledgement form on page 3 and return it to your child's teacher.

The 2013-2014 Student Code of Conduct & Parent Information Guide is yours to keep and refer to as needed throughout the school year. An electronic copy of the guide is available on the District website at [www.slps.org](http://www.slps.org) under the Parents & Students channel tab.

Thank you in advance for your cooperation in helping to make your child's school a safe place for learning.

Sincerely,

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

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Be 100% Safe ♦ Be 100% Responsible ♦ Be 100% Respectful

**The St. Louis Public School District**  
**2013-2014 Parent Information Guide and Student Code of**  
**Conduct**

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**~~The St. Louis Public School District~~**  
**~~Student Code of Conduct~~**  
**~~2012-2013~~**

**Student and Parent(s)/Legal Guardian(s)**  
**Acknowledgement Affidavit**

Dear Parent(s)/Legal Guardian(s):

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We know that you share the St. Louis Public Schools' goal of providing a safe school environment. In order to help us reach that goal we ask you to please read and review this Parent Information Guide and Student Code of Conduct.

After you have reviewed the Parent Information Guide and Student Code of Conduct, please sign the affidavit below, tear this page out of the handbook, and return the signed page to your child's classroom teacher. This document acknowledges your receipt of this information for which every St. Louis Public School student is responsible. Thank you for your cooperation in helping make our schools safe places for learning.

Be 100% Safe   ♦   Be 100% Responsible   ♦   Be 100% Respectful

**Purpose of the Student Code of Conduct**

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive and supportive learning environment

**Student Pledge**

- I pledge to be in attendance and on time for class every day
- I pledge to be safe, responsible, and respectful
- I pledge to be a problem solver
- I pledge to work hard, do my best, and be proud of myself
- By signing this pledge, I understand and accept the responsibility of the Student Code of Conduct, for as long as I am a student in the St. Louis Public School District.

Student Signature: \_\_\_\_\_

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

Parent Signature/Legal Guardian: \_\_\_\_\_

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

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Be 100% Safe   ♦   Be 100% Responsible   ♦   Be 100% Respectful

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# St. Louis Public School District Vision Statement

St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

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## St. Louis Public School District Mission Statement

We will provide a quality education for all students and enable them to realize their full intellectual potential.

## St. Louis Public School District Core Beliefs

- All children can learn, regardless of their socio-economic status, race or gender
- The African American Achievement Gap can be eliminated
- Parents must be included in the education process
- Competent, caring, properly supported teachers are essential to student learning
- The community must be involved in encouraging high achievement for all children
- The St. Louis Public Schools are obligated to help students overcome any obstacles that may hinder their learning by forming partnerships with the entire community

## Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive and supportive learning environment

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## Student Pledge

- I pledge to be in attendance and on time for class every day
- I pledge to be safe, responsible, and respectful
- I pledge to be a problem solver
- I pledge to work hard, do my best, and be proud of myself

# Parent Information Guide

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## Important Phone Numbers

St. Louis Public Schools • 801 N. 11<sup>th</sup> St. • St. Louis, MO 63101 • (314) 231-3720

Other pertinent phone numbers and email addresses can be found on the district's website [www.slps.org](http://www.slps.org)

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<u>A+ Coordinator:</u> (314) 345-2315	<u>Gifted &amp; Talented:</u> (314) 345-4548
<u>Athletic Director:</u> (314) 345-4405	<u>Homeless and Foster Care Services:</u> (314) 345-5750
<u>Athletic Coordinator:</u> (314) 345-4418	<u>Human Resources:</u> (314) 345-2379
<u>Career &amp; Technical Education:</u> (314) 345-4530	<u>Innovative Pathways:</u> (314) 345-6950
<u>Community Education:</u> (314) 345-4590	<u>Magnet Schools:</u> (314) 633-5200
<u>Dropout Recruiter:</u> (314) 345-4424	<u>Parent and Student Engagement:</u> (314) 345-4430, 345-4490
<u>Early Childhood:</u> (314) 331-6150	<u>School Safety &amp; Security</u> (314) 865-2020
<u>Enrollment Information:</u> (314) 633-5200	<u>SLPS Hotline for School and Community Safety:</u>
<u>Family and Community Engagement</u> (314) 345-2484	<u>Local:</u> (314) 241-SLPS (7577)
<u>Food Services:</u> (314) 345-2308, 345-4519	

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Toll free: 1-866-610-SLPS (7577)

Special Education: (314) 633-5344 or (314) 345-5344

Student Records/Transcripts: (314) 645-2648 ext. 101 or 102  
Transportation:

(314) 389-2202 for changes, concerns, or bus issues

(314) 389-1111, ext. 1 for bus status for all routes that  
begin with a "2"

(314) 772-3184 for bus status for all routes that begin  
with a "1"

Volunteer Services: (314) 345-4577

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## Enrollment – General Procedures

The Office of Recruitment and Counseling looks forward to assisting families interested in attending a St. Louis Magnet, choice or Neighborhood school. For more information regarding the enrollment process, please call (314) 633-5200.

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Parents will need the following information to enroll their child(ren):

- Your child's birth certificate
- Your child's immunization records
- Your child's school transcripts or most recent report card
- Proof of St. Louis City residency.

To enroll your child in a Neighborhood School for grades K-12 (not Early Childhood or Magnet/choice Schools), please call (314) 633-5200.

To enroll your child in our Early Childhood Program, please call (314) 331-6150.

For Magnet and Choice School Information, please visit [www.slsmagnetschools.org](http://www.slsmagnetschools.org) for information about how to apply for the 2014/2015 school year.

For more information or to schedule your child's gifted testing, please call the Office of Gifted & Talented at (314) 345-2435.

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# Parental/Guardian Involvement and Communication

## District Communication

The District is committed to keeping parents and guardians informed about activities and events that take place during the school year. The method used to share information will vary, depending on the type of message being sent. SLPs utilizes an automated phone system, printed parent/guardian letters, text messages, emails, website postings, social media messaging and broadcast media outlets to share information.

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Parents/guardians are encouraged to make sure their child's school has the most current contact information to ensure they receive all important messages in a timely manner.

Parents/Guardians may sign up for District emails and get Twitter and Facebook addresses by visiting the District website at [www.slp.org](http://www.slp.org).

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School closing information due to inclement weather will first be posted on the homepage of the District website before local television and radio stations are contacted.

## Parent Communication/Involvement with the School

Below are ways to maximize the communication with your child's school.

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- Attend the Back to School Festival: This is a great way to see what the entire district offers for it's students.
- Go to Open House: This is a great way to begin a relationship with your child's teachers. It gives you the opportunity to meet the teacher(s) during positive circumstances, understand the procedures of the classes and school, and learn about the expectation teachers have set for the students.
- Collect Phone Numbers: Create a phone list of all important contacts in the school - front office, grade level office, attendance contact, teachers, and other support personnel.
- Collect email addresses — Teachers sometimes have difficulty returning phone calls because of their schedule and yours. Email can be a great way to keep in contact with your child's teachers for academic progress and behavior updates.
- Conferences — We encourage you to make an appointment for a conference to speak with your child's teachers. Please do not drop by school and expect to have a conference with notifying the school first.
- Look for and join your child's school's parent organization.
- Volunteer at your child's school.

Please note that every school/program will have its own set of procedures for dismissal, pick-ups, drop-offs, etc., Always remain in constant communication with your child's teacher and building principal to find out these specifics.

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The following are specific entities that exist within the district to support our families in supporting their children.

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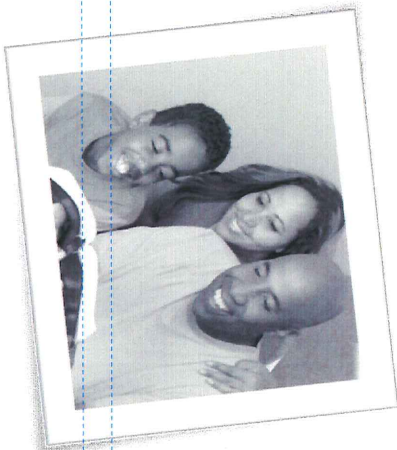
**Parent Assembly District –Wide Parent Organization**

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The Mission of the St. Louis Public Schools Parent Assembly is to increase student achievement via family and parental involvement. Through monthly meetings, the function of the St. Louis Public Schools (SLPS) Parent Assembly is two-fold:

- 1) To serve as an informational source for SLPS families regarding federal, state, city and district policies, programs, and personnel that are affecting their child(ren)'s education on a daily basis.
- 2) To serve as a sounding board and action network for SLPS families who have concerns regarding issues occurring in their schools to which they cannot seem to get an answer. The Parent Assembly attempts to bring together SLPS families and staff from all the District's schools and programs, at every level so that ideas, concerns and solutions can be shared.

Meetings are held on the fourth Thursday of the Monday, September – November and January – May. Meeting announcements and any other information pertinent to our families regarding our schools are provided via emails directly from the Parent Assembly's database and via the school call-reach system to all District families. Questions and concerns can be emailed to the Parent Assembly at [parentassembly@yahoo.com](mailto:parentassembly@yahoo.com) or call (314) 345-4657. The web address is also located on the District's website [www.slps.org](http://www.slps.org). Valarie Williams is the chairperson for the Parent Assembly for the 2013/14 school year.



**Office of Family and Community Engagement**

The Office of Family and Community Engagement coordinates the valuable efforts of the Family and Community Specialists who serve the parents and students of the St. Louis Public Schools. Family and Community Specialists facilitate parent involvement, which is designed to strengthen school programs, family practices, and student development.

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The purpose of the Family and Community Specialist is to help families:

- establish a home environment that supports children as students,
- promote effective communication between schools and homes,
- recruit and organize parental involvement and support,
- provide information and ideas to enhance learning at home,
- involve parents as leaders and representatives in the school's decision-making process, and
- identify and integrate community resources to strengthen school programs, family practices, and student development.

The Office of Family and Community Engagement is dedicated to ensuring continuous

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partnership between family, school, and community and can be reached by calling (314) 345-2484.

### Office of Parent and Student Engagement

There are times, however, when a parent/guardian may need to express a concern concerning system or school procedures or inquire about of school system employees. Parent(s)/guardian(s) are asked to follow the following procedure to bring resolution to their concern.

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The first step in resolving a concern, issue, or complaint is to address it with the school based staff member who is most closely and directly involved with the situation or the Family and Community Specialist assigned to your child's school.

The first step in resolving a concern, issue, or complaint is to address it with the classroom teacher or school based staff member who is most closely and directly involved. We request that you contact the school and schedule an appointment with the classroom teacher or staff member. Through amicable dialogue and cooperative agreement, resolution can usually be reached. We encourage all parents/guardians to take this first step.

If the concern or complaint cannot be resolved with the first step, the parent(s)/guardian(s) should contact the school administration. The may be an assistant principal or the principal. Once contact is made:

- The principal will confirm that the parent(s)/guardian(s) have attempted to resolve the concern with the classroom teacher or other school-based staff member.
- ~~Usually, within 24-48 hours,~~ The school administration will attempt to resolve the concern or complaint as quickly and satisfactorily as possible by involving the parent(s)/guardian(s) and all pertinent staff members.

If the concern has not been resolved through the informal process outline in steps one and two, the parent/guardians should contact the Office of Parent and Student Engagement at (314) 345-4430 or 4490. Concerns may be given over the phone but preferably received in writing either by letter or email. The Office of Parent and Student Engagement will complete a record of parent(s)/Guardian(s) concern form and document all information provided (either verbally or in writing). Contact will be made with the school administration to review all information provided regarding the concern or complaint. If necessary, staff from other administrative departments may be included in the process.

Note: The procedures outlined here are not to be used for resolving complaints that are specifically governed by other existing federal, state or local regulations, including but not limited to student suspensions and expulsions, employee grievances, special education appeals, FERPA, or ADA.

## Uniform/Dress Code Expectations

Each school site shall develop a Uniform/Dress Code Policy in partnership with students, parents/legal guardians, and school personnel. Each Dress Code Policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases the school principal or designee shall inform the student, parent(s)/legal guardian(s), and school community of the school Dress Code Policy. All students and parent(s)/legal guardian(s) are expected to follow the written policy.

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Questions concerning the school Uniform/Dress Code Policy should be referred to the school principal or designee.

**Procedures for Correcting Inappropriate Attire:**

School principals and staff should uniformly apply the following procedures for occurrences in which students wear inappropriate attire. Principals and staff must not remove the student from the instructional process or send a student home for inappropriate attire or for not having an identification card. Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action.

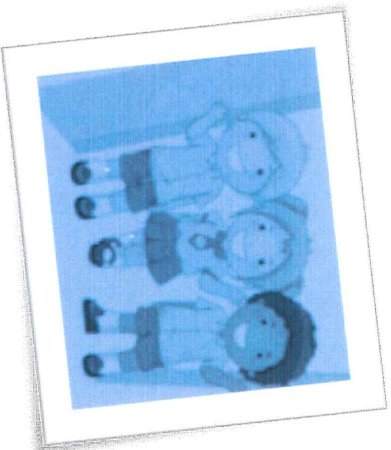
If the inappropriate attire cannot be corrected immediately, staff will take the following steps:

**Elementary:**

- 1<sup>st</sup> Offense: Phone call to parent(s)/guardian(s)
- 2<sup>nd</sup> Offense: Phone call to parent(s)/guardian(s) to bring child a change of clothes
- 3<sup>rd</sup> Offense: Written warning
- 4<sup>th</sup> Offense: Administrative conference with parent(s)/guardian(s)/student

**Secondary:**

- 1<sup>st</sup> Offense: Written warning
- 2<sup>nd</sup> Offense: Phone call to parent(s)/guardian(s)
- 3<sup>rd</sup> Offense: Referral to In-School-Suspension
- 4<sup>th</sup> Offense: *Administrative conference with parent(s)/guardian(s)/student*



## Attendance Expectations

Stature 167.031, RSMO, states that any parent, guardian or other person having custody or control of a child between the ages of seven (7) and seventeen (17), must ensure that the child is enrolled and regularly attends public, private, parochial school, home school or a combination of schools for the full term of the school year.

- The term "compulsory attendance age for the district" shall mean seventeen (17) years of age.
- Children between the ages of five (5) and seven (7) are not required to be enrolled in school. However, if they are enrolled in a public school their parent, guardian or custodian must ensure that they regularly attend.

The only exception to the attendance regulation shall be the enumerated extenuating circumstances that are verified and excused by the school. Students shall be temporarily excused from that attendance regulation for the following reasons:

- Hospitalization - Extended hospital stay as verified by a discharge statement
- Student illness - Personal, physical, or emotional illness or extended recuperation from an accident as verified by a physician, dentist, or nurse practitioner as verified by one of the following:

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- Contagious with documentation from doctor/nurse/practitioner
- Physician's note with diagnosis and recommended time of absence
- Physician's note with diagnosis of chronic/intermittent illness
  - 504 plan which addresses chronic/intermittent illness and accommodations
- Head lice - limited to one day
- Observance of special and recognized holidays of the student's own faith as documented by a parent letter (in first language) and verified by calendar of religious holidays by ESOL Program
- Documented family emergency
- Agency required meeting (e.g. Court dates, Children's Division Family Support Meeting, Immigration for ESOL)

For any other extenuating circumstances, the student's parent(s)/legal guardian(s) must make a formal appeal to the building principal. The only other exception to the attendance regulations shall be other absences that are verified by the principal or his/her designee as stated below:

- Prior school system-approved travel for education
- Death in the family (not to exceed one week)
- Natural catastrophe and/or disaster

Students shall not be excused from school to work on any job, even in their own homes or for their own parents or tutors, unless it is part of an approved instructional program.

The days absent for elementary and secondary school students shall include temporarily excused absences, unexcused absences, and suspensions.

**Make-up Work:**

- Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete make-up work or pass the course.
- Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.
- Students shall be considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), or for recognized religious holidays of the student's own faith and shall be given the opportunity to make up work.
- Students shall not be excused for any absences other than those listed above, shall be given failing grades in those subjects for those days missed, and shall not be given an opportunity to make up work.

**Notification of Absence or Tardy:**

- When it becomes necessary for a student to remain at home for health reasons, the parent shall notify the school administrative offices and the school nurse. When the student returns to school, the student shall bring a signed statement from the parent(s)/guardian(s) giving the reason for the student's absence. Other documentation may be required as outlined above (e.g. physician's letter, discharge statement, court document, etc.)
- When a student is late to school, the parent or guardian shall provide a written reason for the tardiness.

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- When a student is absent or tardy and the school has not been notified by the parent(s)/guardian(s) as to the reason for the absence the school will contact the parent(s)/guardian(s).
- When a student is absent for three (3) consecutive days (unexcused or unexplained absences) or has 3-5 total absences, the school shall prepare and send a 1<sup>st</sup> letter to parent(s)/guardian(s). Additional absences, excused and/or unexcused, shall be addressed in the following manner:
- 6-9 absences = 2<sup>nd</sup> parent letter
  - 10 or more absences = 3<sup>rd</sup> parent letter and notification to the Missouri Division of Children's Services, Juvenile Court and/or City Court.

Parents of absent students shall be contacted by the social worker. The school social worker shall enlist the cooperation of the parent(s)/legal guardian(s) and make every reasonable effort to help the student improve attendance and/or punctuality, continued and excessive absenteeism and tardiness may be a sufficient reason for disciplinary action, including exclusion from participation in extracurricular activities, referral to community support agencies, other family support community based agencies and/or referral to Juvenile Court, City Court and/or the Missouri Division of Children's Services.

## National School Lunch Program/School Breakfast Program

Children need healthy meals to learn. St. Louis Public Schools offers healthy meals every school day.

The breakfast cost is free of charge: Lunch costs are as follows: Elementary \$1.10, Middle \$1.20, and Secondary \$1.35.

Your child(ren) may qualify for free or for reduced price meals. Reduced price is \$.40 for lunch. Frequently asked questions are answered below. Applications are sent in the summer district mailing or you may receive one through your child(ren)'s school.

Household Size	Annually	Monthly	Weekly
1	\$21,257	\$1,772	\$209
2	\$28,694	\$2,392	\$552
3	\$36,131	\$3,011	\$695
4	\$43,568	\$3,631	\$838
5	\$51,005	\$4,251	\$981
6	\$58,442	\$4,871	\$1,124
7	\$65,879	\$5,490	\$1,267
8	\$73,316	\$6,110	\$1,410
For each add'l person add	\$7,437	\$620	\$144

• **Do I need to fill out an application for each child?** No. Use one Free and Reduced Price School Meals Application for all students in your household. We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: your child's school or you can mail the application to St. Louis Public Schools District, Food and Nutrition Services Department, 801 North 11<sup>th</sup> Street, St. Louis, MO 63101.

• **Who can get free meals?** All children in households getting Food Stamps, Temporary Assistance, or the Food Distribution Program on Indian Reservations can get free meals regardless of income. Also, you child(ren) can get free meals if your household income is within the free limits on the Federal Income Eligibility Guidelines.

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- **Can Foster Children get free meals?** Yes, foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income.
- **Can homeless, runaway and migrant children get free meals?** Please call Deidre Thomas- Murray, St. Louis Public School Homeless Coordinator and Foster Care Liaison, (314) 345-4501 to see if your child(ren) qualify, if you have not been informed that they will get free meals.
- **Who can get reduced price meals?** You child(ren) can get low cost meals if your household income is within the reduced price limits.
- **Should I fill out an application if I got a letter this school year saying my child(ren) are approved for free or reduced price meals?** Do not complete the application if you have recently received notification from your school that your child(ren) has been certified to receive free meal benefits for the 2013-2014 school year.
- **My child's application was approved last year. Do I need to fill out another one? YES.** Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child(ren) is eligible for the new school year.
- **I get WIC, can my child(ren) get free meals?** Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out an application.
- **Will the information I give be checked?** Yes, we may ask you to send written proof.
- **If I don't qualify now, may I apply later?** Yes. You may apply at a time during the school year if your household size goes up, income goes down, or if you start receiving Food Stamps, Temporary Assistance or other benefits. If you lose your job your child(ren) may be able to get free or reduced price meals.
- **What if I disagree with the school's decision about my application?** You should talk to school officials. You also may ask for a hearing by calling or writing to: your child's school or you can mail the application to St. Louis Public Schools District, Food and Nutrition Services Department, 801 North 11<sup>th</sup> Street, St. Louis, MO 3101.
- **May I apply if someone in my household is not a US citizen?** Yes. You or your child(ren) do not have to be a U.S. citizen to qualify for free or reduced price meals.
- **Who should I include as members of my household?** You must include all people living in your house, related or not (such as grandparents, other relatives or friend) You must include yourself and all children who live with you.
- **What if my income is not always the same?** List the amount that you normally get. For example, if you normally get \$1,000 each month, but you missed some work last month and only got \$900, put down that you get \$1,000 per month. If you normally get overtime, include it, but not if you get it only sometimes.
- **We are in the military; do we include our housing allowance as income?** If your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Exclude military combat pay received by service members during a deployment. All other allowances must be included in your gross income.

If you have other questions or need help call the Food and Nutrition Services Department (314) 345-4519 or 345-2308.

\*In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, office of Adjudication, 1400 Independence Avenue, SW, Washington, D.D. 20250-9410 or call toll free (866) 632-9992 (Voice), individuals who are hearing impaired or have speed disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or 845-6136 (Spanish). USDA is an equal opportunity provider and employers\*.

**Special Dietary Needs**

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Students needing a special food plan must have a doctor's prescription indicating the type of food plan that is necessary. Parent(s)/Guardian(s) should contact Food Services at (314) 345-2308, 345-4519 for more information.

## Physical Exams, Immunizations, and Medications

### Physical Examinations

Physical exams are required for the following groups of students:

- ~~enrolling in the school district for the first time, regardless of grade (within 30 days)~~
  - ~~any student enrolled each year in a preschool room, KG, 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> grades~~
  - ~~any student who had been enrolled in the district before, but is returning after one year or more of separation~~
- ~~If a primary care provider or doctor has examined your child in the past 12 months ask for a physical examination report form of this exam to be given to the school nurse; also get one every time a complete physical is done by the doctor. Blank forms can be printed from the school district's web site [www.slps.org](http://www.slps.org), on a drop-down list under the Parents & Students tab by clicking on Student Health.~~

Students with chronic healthcare problems, special healthcare needs, and who require medication administered on a regular basis during the normal school day are required to present a physical exam report form to the school nurse at the beginning of each school year along with the following as applicable:

- Asthma Action Plan for all asthmatics
- Diabetic Action Plan for all insulin dependent diabetics
- Seizure Action Plan for all seizure disorders
- Food Allergy Action Plan
- Sickle Cell Action Plan for all with sickle cell disease
- Authorization for Administering Medication to Student

High school students who participate in cheerleading and on athletic teams are required to have an annual physical examination report on file with the school nurse and the athletic office. See the school nurse or the school district web site for the appropriate form.

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Failure to provide the required physical examination reports can result in exclusion from the school setting.

### **Immunizations**

Missouri's immunization law (Section 167.181RSMo) requires students to show proof of compliance upon enrollment in public, private, parochial, or parish schools before they can attend school. The schedules for preschool and school age children are on the school district web site under the Parent & Student link, School Health.

Check with your child's primary care provider, clinic, or the last healthcare facility where the child received a shot to obtain the most up to date copy of the entire shot record. Complete immunization records must include the month, date, and year of administered vaccines.

Always notify the school nurse when your child receives a new shot. If the school nurse sends a Notice of Need Letter to you regarding the child's need for an immunization take the child to the doctor promptly to avoid the child being excluded from school. The state law requires exclusion from school of all students who do not complete vaccinations once started.

### **Medications**

St. Louis Board of Education Policy PS141.5 states it shall be the policy of the Board of Education to discourage the administration of medication to children during school hours. The administration will be restricted to medication that cannot be given on an alternative schedule; however, the district will offer reasonable accommodations to ensure that the student can still receive his or her medication. The board recognizes that some students may require medication for a chronic or short-term illness, injury, or disabling condition during the school day in order to enable them to remain in school and participate in their education. The board also recognizes that some disabled students may require the administration of medication during school hours if the medication is necessary for the student to benefit from the educational program. Neither prescription medication nor over the counter medication will be permitted in the school or administered in the school except in accordance with board policies and regulations.

THE AUTHORIZATION FOR ADMINISTERING MEDICATION TO STUDENT (OHS-14) and/or PERMISSION TO CARRY AND SELF ADMINISTER MEDICATION (OHS-15) form, which may be obtained from the school nurse, identify the process that must be followed for each student to have medication at school. Parents/guardians are responsible for providing all medications in a pharmacy or manufactured labeled container or package. The school will provide a secure locked storage for medication with restricted access to only authorized personnel.

Parents/guardians, or a responsible adult designated by the parent/guardian, must deliver all medication to the school and give it directly to the school nurse or the nurse's designee. The school nurse will contact you when refills are necessary and all unused medication is to be picked up by the parent/guardian or adult designee at the end of the school year. Any and all unclaimed medications will be discarded on the last day of school

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The necessary forms can be obtained from the school nurse at your student's assigned school and he/she can clarify and help you with the process when your student needs medication. The authorization forms are also available for you or the prescribing doctors to use on our web site [www.sips.org](http://www.sips.org) under the Parents & Students Link by clicking on Student Health. Please contact the school nurse at your child's school for additional information.

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### Special Dietary Needs

Students needing a special food plan must have a doctor's prescription indicating the type of food plan that is necessary. Parent(s)/Guardian(s) should contact Food Services at (314) 345-2308, 345-4519 for more information.

## Safety and Security

The St. Louis Public School Safety and Security Department utilizes the industries best practices and state of the art security technology to provide provides a safe and secure learning and working environment for our students, staff, employees, and visitors. The Safety & Security Department is ever mindful of the need to maintain the public's trust and confidence by treating all persons with fairness, dignity and respect.

The management, supervisors, and staff are well-trained professionals that are licensed by the Board of Police Commissioners, City of St. Louis, and are empowered to protect the students, staff, and visitors, of the St. Louis Public Schools. We do so by ensuring that each school has a one-point entry system, video surveillance, and an intercom to monitor visitor entry. The Security Department is comprised of 126 officers who are assigned at all middle and high school locations. The elementary locations are monitored by 10 mobile inspectors daily.

The Security Department also works very close with the school Administrators, Risk Management Team, the department of Student and Parent Engagement, the Family Court, Federal Emergency Management Agency, The Department of Education, St. Louis Metropolitan Police Department, and other external agencies for training and educational opportunities.

The security personnel is responsible for patrolling the inner and outer perimeter of the SLPs property, and respond to incidents that may take place therein, at the middle and high school locations each person that enters the building must be screened by enter a stationary metal detector and then by a hand wand upon entering the building and their whereabouts must be accounted for at all times. Employees are mandated to produce a visible company identification card upon inspection.

All inquiries concerning incidents involving a student must first be made to the school Administrator after which, the proper notifications will be made for a follow up investigation.

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## Transportation

Riding the school bus is a privilege – not a right. Improper behavior may result in a student being removed from riding the bus either on a temporary or permanent basis. The bus driver is in charge. Students must obey the driver. Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student's assigned school. The bus is an extension of the classroom and misbehavior will not be tolerated. Students are to ride their assigned buses. Two (2) digital cameras are on every bus to record the activity that occurs throughout the bus and at the bus door.

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### Student Responsibilities when waiting to board the bus

1. Arrive at the bus stop five (5) minutes ahead of your scheduled time. The bus must leave at the designated time.
2. Wait until the bus stops.
3. Stand well away from the street as the bus approaches.
4. Form a quiet uniform line to board.
5. Littering or damaging property on or near the bus stop is prohibited. Keep sidewalks clear of books, clothing and other articles.
6. Observe all rules of conduct governing student behavior (see the 2012-2012 Student Code of Conduct handbook).
7. Report to the Principal, parent/guardian any suspicious persons or activities.
8. Remain with the group and do not talk to strangers or get into a stranger's car.

### Student Responsibilities when riding the Bus

1. Be seated immediately and remain facing forward. Remain seated until the bus arrives at your stop and you receive instructions to unload.
2. Hold books and all personal items in your lap. Do not block the aisle.
3. Pets and animals of any kind are not permitted on the bus.
4. Extending arms, legs, or head out of the bus is prohibited.
5. Throwing objects on the bus or out of the window is prohibited.
6. Refrain from distracting or talking to the bus driver except in an emergency.

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7. Tampering with or damaging bus equipment is prohibited. Student and/or parent/guardian will be held liable.
8. Fighting, pushing, shoving or creating loud disturbances is prohibited.
9. Smoking, eating, and drinking are not permitted.
10. Place trash in receptacle provided near front of bus.
11. Use of profanity or obscene gestures is prohibited.
12. Bringing weapons or dangerous instruments of any kind is prohibited.
13. Be aware that the St. Louis Metropolitan Police may stop and search any school bus at any time for illegal items. Students found with weapons, liquor, drugs, etc. will be arrested.
14. Observe all rules of conduct governing student behavior.

**Responsibilities of Parents**

1. Read, discuss and review this section and the Transportation Section on page
2. Encourage your children to observe all established guidelines.
3. Get to know your bus driver.
4. Report any related traffic hazards or abuses of any school bus observed carelessly to 314-389-2202.
5. Report all observed misconduct on school buses and at school bus stops to the Principal.
6. Place identification of your child where the bus driver can retrieve it, if necessary.
7. Report to the police any strangers observed at or near bus pick up/drop off stops.
8. See that children are at the bus stop five (5) minutes before the bus is scheduled to arrive.
9. Ensure that preschool and kindergarten students are met at the afternoon bus stop by a parent/guardian or are accompanied by a responsible, designated older sibling.

For concerns regarding transportation, please contact:

- (314) 389-2202 for changes, concerns, or bus issues.
- (314) 389-1111, ext. 1 for bus status for all routes that begin with a "2".
- (314) 772-3184 for bus status for all routes that begin with a "1".

## Visitors to Campus

To provide safe and orderly learning environments, ALL visitors, including parents, district employees, and volunteers, must report to the school office immediately upon entering the school to request authorization from the school principal or designee. Parents wanting to observe in a classroom must receive administrative approval. Parents/Visitors may be asked to provide a personal identification card. These procedures are followed at the elementary, middle and high school level.

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## Bully Awareness

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Bullying is aggressive behavior that is intentional hurtful and repeated over time, which creates an imbalance of power between the bully and the victim. Bullying affects everyone at the school – the bully, the victim, and the bystanders as it creates a fearful school climate where students do not feel safe.

- Bullying is more than just teasing.
- Anyone can be a bully.
- Anyone can be a victim.
- Bullying is not a modern problem.
- Bullying affects everyone.
- Bullying is a serious problem.
- Schools, families, and the community can work together to find solutions.
- A comprehensive plan will produce the best results.
- Children at risk can be helped.
- School, families, and the community are responsible for protecting children.
- Bullying happens not just in the United States but also all over the world; bullying in schools is universal.

### Types of Bullying

- Physical – pushing, shoving, hitting, kicking, tripping, pinching, etc.
- Verbal – teasing or name calling, making insulting or embarrassing comments, threats, etc.
- Social – spreading rumors, lies, or gossip; intimidation, coercion, exclusion.
- Intentionally damaging one's social status.
- Cyberbullying – using technology to intimidate, harass, or embarrass another student.
- Direct – when the bullying is immediate such as physical and verbal bullying. It is easier to identify.
- Indirect – when the bullying is not immediate and is harder to identify. This includes verbal, social, and cyberbullying.

### Why Students Bully

Some of the most common reason students bully is because he/she:

- Likes to have power or control over another student.
- Wants to protect friends or get revenge.
- Wants to relieve boredom and entertain themselves.
- Is good at hiding the behavior or doing them where adults can't notice
- Is excited about conflict between others.
- Blames others for his/her problems and conduct.
- Likes to be the center of attention by impressing others.
- Seeks to dominate or manipulate others. Does not respect others.
- Gets satisfaction or pleasure from other student's fear, discomfort, or pain.
- Feels little or no empathy for others.
- Displays intolerance and prejudice toward others.
- *Many bullies have been bullied themselves or come from a family where there is violence or abuse.*

### Signs that a Student may be Bullied

- Decreased interest in school work or quality of work.
- Erratic school attendance, higher absenteeism.
- Goes to recess late and returns early. Prefers company of adults during lunch, free times.
- Drops school activities once enjoyed.
- Difficulty concentrating in class or sudden changes in mood or behavior.
- Seems isolated, withdrawn, anxious, fearful, self-blaming.
- Uses "victim" body language – hunched shoulders, head down, avoids eye contact.
- Poor or few social skills; no friends or few friends.
- Lacks sense of humor or uses inappropriate humor.
- Suddenly starts bullying other students.
- Low or no self-confidence or self-esteem. Higher rates of depression.
- Frequent illness or unexplained scratches, bruises, or damage to clothes or belongings.

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- Appears ashamed of trait that separates him or her from other students.
- Talks about running away, committing suicide, or other alarming behaviors.

**Students: What to do if You are Bullied**

**Do:**

- Walk away as quickly as possible.
- Tell an adult you trust so he/she can help make the bullying stop. Report who bullied you, what happened and where and when it happened. Reporting isn't snitching – it will keep you and others safe.
- Buddy up with a friend or acquaintance. Bullies often go after students who are by themselves.
- Avoid the bully by thinking when you encounter him/her and stay away from those places. If it is a place where you have to go, take a friend with you.
- Stand up for yourself if you are not in danger. Stand straight, look the bully in the eye, and say in a confident voice, "Leave me alone."

**Don't:**

- *Don't fight back as it will make the bully madder and you might get hurt.*
- *Don't ignore the bullying situation and hope it will stop.*
- *Don't keep it to yourself. Be sure to tell an adult.*

**Parents: What to do if your Child is a Bully**

- If contacted by the school, stay calm and try not to be defensive or angry.
- Take it seriously and don't make excuses.
- Decide consequences for bullying, make sure your child knows the consequences and enforce them fairly and consistently.
- Teach your child appropriate ways to deal with anger and frustration.
- Tell your child clearly and firmly that bullying is not acceptable.
- Reward your child for positive behavior.
- Help your child understand the impact of bullying on others.
- Work out a way for your child to make amends for the bullying.

- Seek help or counseling if the bullying continues.

**Parents: What to do if your Child is being Bullied**

**Do:**

- Make sure your child knows being bullied is not his/her fault.
- Let your child know that he/she does not have to face being bullied alone.
- Talk to the school/principal/teacher about ways to keep your child safe from bullying.
- Talk to your child about appropriate ways to respond to bullies.
- Do tell your child not to react, but to walk away and get help if pursued.
- Teach your child to be assertive but not aggressive.
- Tell your child to report bullying as soon as it happens to a trusted adult.
- Look at your child's behavior and style of interaction and consider how you might help him/her to handle these types of situations in the future.
- Contact the school for assistance.
- Seek counseling for your child, if appropriate.

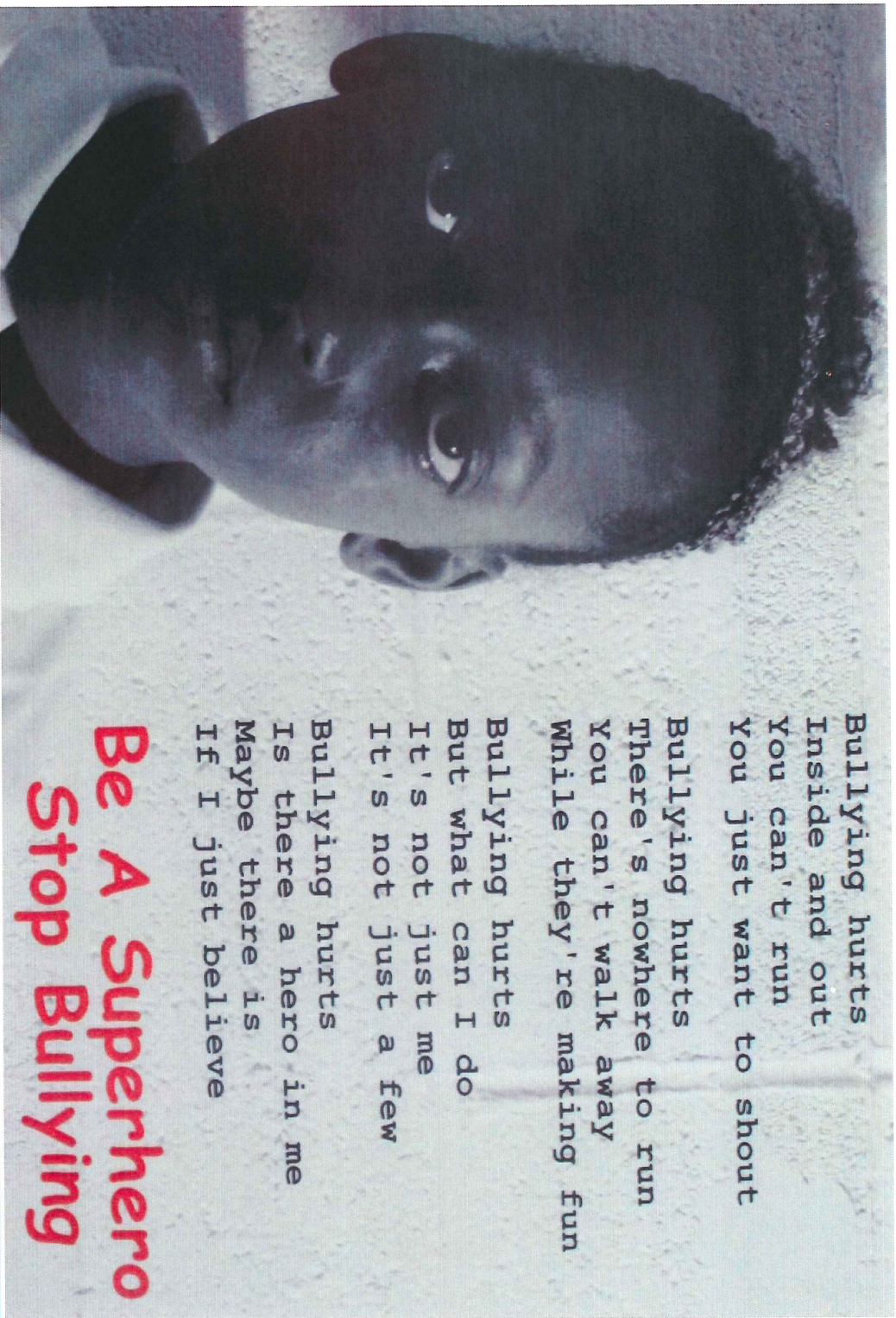
**Don't:**

- Don't tell the children to solve a bullying problem between themselves. Because of the differences in power, the child who has been bullied may suffer more. Bullying problems need adult help.
- Don't tell the bullied child to fight the bully. This won't solve anything, someone might get hurt, and fighting is against school policy.
- Don't try to mediate a bullying situation. Bringing together bullies with bullied children to "work out problems" is almost never a good idea. The child being bullied hasn't done anything wrong, so mediation sends the wrong message.
- Don't immediately blame either the victim or the bully. Instead, gather as much information as possible figure out what is going on, and contact the school for assistance.

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Bullying hurts  
Inside and out  
You can't run  
You just want to shout

Bullying hurts  
There's nowhere to run  
You can't walk away  
While they're making fun

Bullying hurts  
But what can I do  
It's not just me  
It's not just a few

Bullying hurts  
Is there a hero in me  
Maybe there is  
If I just believe

**Be A Superhero  
Stop Bullying**

2012/2013 Bully Awareness Art Contest Middle School Co-Winner - Latasha Williams of Yeatman/Liddell

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## Student Code of Conduct

### Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive and supportive learning environment

### Student Pledge

- I pledge to be in attendance and on time for class every day
- I pledge to be safe, responsible, and respectful
- I pledge to be a problem solver
- I pledge to work hard, do my best, and be proud of myself

## Behavioral Expectations and Responsibilities

### Responsibilities of the School Community:

BE SAFE: Understand and adhere to the Student Code of Conduct and the expectations described in the Code of Conduct

BE RESPONSIBLE: Encourage and assist others

BE RESPECTFUL: Respect the rights of students, parents/legal guardians, faculty, staff and visitors

### Responsibilities of District Administrators:

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- Provide appropriate training and resources as needed to implement Positive Behavior Intervention & Support, Crisis Prevention Intervention (CPI) and Violence Confrontation Avoidance training at each school site
- Require each school to have a crisis team trained in the CPI procedures
- Assist parents/legal guardians who are unable to resolve issues at the school-level
- Review attendance and discipline data to determine district-level decisions
- Conduct District Discipline Conferences, including expulsion conferences
- Review suspension/expulsion appeals

**Responsibilities of School Administrators:**

- Distribute the Student Code of Conduct to students, parents/legal guardians, and all school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Provide appropriate training for school personnel
- Identify appropriate training and resources as needed to implement PBIS based on school data
- Use research-based practices to prevent minor incidents from becoming major challenges
- Ensure accurate and timely entry of discipline referrals into the Student Information System (SIS) and maintain compliance (e.g.

**Responsibilities of Students:**

- Attend school
- Follow the Student Code of Conduct
- Follow the school's expectations and rules
- Follow the school's dress code
- Respect school property and the property of others
- Work hard and do your best

**Responsibilities of Parents/Legal Guardians:**

- Read the Student Code of Conduct and review it with your child
- Support your child in following the Student Code of Conduct
- Understand your child's rights and responsibilities
- Teach your child to respect the rights of others
- Ensure your child comes to school every day on time and ready to learn

**Responsibilities of Teachers:**

- students with disabilities and qualified 504 students ten (10) day removal rule)
- Review discipline referrals and determine appropriate intervention(s) or consequence(s)
- Enforce corrective strategies that are grade level and age appropriate
- Create a safe, positive and supportive environment
- Ask teachers, school social workers, professional school counselors, parents/legal guardians, school administrators, and other adults for help to solve problems
- Report bullying and cyber bullying
- Model the positive character traits of others
- Teach your child to respect school property and the property of others
- Recognize that school personnel must enforce the Student Code of Conduct
- Seek available resources to assist and support your child within the school and the community

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- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
  - Teach and positively reinforce the Student Code of Conduct
  - Address infractions through a variety of interventions such as PBIS and Response to Intervention (Rti), including alternatives to suspension and expulsion
  - Provide corrective instruction to students who demonstrate challenging behavior
  - Create a safe and positive community environment and teach students to maintain it
- Responsibilities of the District's School Security Staff Officers:**
- Assist in creating a safe and conducive learning environment in our schools
  - Provide schools with on-site security and a direct link to local law enforcement agencies
  - Work in conjunction with the PBIS mandates, Violence Confrontation Avoidance principles, and CPI protocol
  - Collaborate with local law enforcement offices, professional school counselors, school social workers, and school administrators

## Scope of the Student Code of Conduct

The St. Louis Public School District Student Code of Conduct, herein referred to as the Code of Conduct, is dedicated to making sure all students are in school and engaged in learning. The Board believes that the provision of productive and humane learning environments will prepare self-disciplined, responsible citizens. The Code of Conduct Handbook stresses the importance of positive and appropriate student behavior. The consequences of negative behavior are clearly spelled out to convey the seriousness of misbehavior.

The Code of Conduct partners with School Wide Positive Intervention Supports (SW-PBS) to foster student academic and behavioral success. The key to academic and behavioral success is ensuring that each student has exemplary attendance. In addition, all members of the school community need to respect each other in order for our schools to provide a positive learning environment for children.

The information in the Student Code of Conduct outlines consistent expectations for student's behavior in school, describes appropriate interventions, outlines consequences for students, and explains the rights and responsibilities of members of the school community. The Code of Conduct applies to the actions of students during school hours, on the way to and from school, on school property, in district sponsored vehicles, and attending all school sponsored events. It also includes any time that students are off school grounds at school-sponsored activities, or are going to or from such an activity. Off campus acts of misconducts that disrupt the school-day educational process are also subject to discipline. This Code of Conduct was developed in collaboration with both district and school representatives and from community partners.

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The Board believes that the provision of productive and humane learning environments will prepare self-disciplined, responsible citizens. The Code of Conduct Handbook stresses the importance of positive and appropriate student behavior. The consequences of negative behavior are clearly spelled out to convey the seriousness of misbehavior.

The Student Code of Conduct is designed as a guide and does not cover all possible incidents requiring disciplinary action, possible interventions or consequences. If the behavior is of such a serious nature that the maximum penalty seems insufficient, or if the student's past history is such that a more severe penalty deems warranted, the district may impose a greater penalty. At the discretion of the district, students may be given greater penalties than are listed herein. Moreover, individual schools may develop additional provisions regarding student discipline and dress. These rules, however, cannot substitute for or modify the provisions of this Code of Conduct.

Administrators will use their professional judgment to determine which disciplinary action will be most effective in dealing with student misconduct. The principal is authorized to apply a higher level of consequences for serious violations of the Code even if it is a student's first offense. The principal may recommend to the Superintendent expulsion of Type I offenses.

This document establishes consequences, which will be applied and set in motion the process by which student violators receive corrective attention. These corrective actions can either be in the same school setting, in an alternative setting, or in a setting outside the public school system. The procedures are designed to maintain an atmosphere conducive to learning and to ensure the safety of all students.

The Student Code of Conduct outlines a range of appropriate responses for inappropriate behaviors and positive support for appropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.
- Parent(s)/legal guardian(s) who inappropriately support their child's education cannot be considered misconduct on the part of the child, but such misconduct on the part of the parent(s)/guardian(s) may result in the district placing reasonable restriction to the parent(s)/guardian(s) access to the school building.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- The Student Code of Conduct applies to actions of students during school, on the way to and from school, while on school property, while traveling in vehicles sponsored by the school district and during all school-sponsored events. It also includes any time that students are off school grounds at school-sponsored activities, or are going to or from such an activity. Off campus acts of misconducts that disrupt the school day are also subject to discipline.
- The Student Code of Conduct applies as long as you are an-enrolled student no matter what school or program you attend.

Please take the time to read the Code of Conduct and discuss it with your child. The staff of the Parent and Student Engagement Office is available to answer any questions you have about the Code of Conduct by calling (314) 345-4430 or 4490. Your local school administrator is also available to answer questions about the Code of Conduct.



The Missouri School Improvement Program requires that the District distributes a student code of conduct and provides a protected, orderly environment. (MSIP 6.6) St. Louis Public School District discipline procedures are based on Missouri Law. The information in this handbook may be updated during the course of the school year. The latest version is available on the District's website [www.slps.org](http://www.slps.org).

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## Uniform/Dress Code Expectations

Each school site shall develop a Uniform/Dress Code Policy in partnership with students, parents/legal guardians, and school personnel. Each Dress Code Policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases the school principal or designee shall inform the student, parent(s)/legal guardian(s), and school community of the school Dress Code Policy. All students and parent(s)/legal guardian(s) are expected to follow the written policy.

Questions concerning the school Uniform/Dress Code Policy should be referred to the school principal or designee.

### Procedures for Correcting Inappropriate Attire:

School principals and staff should uniformly apply the following procedures for occurrences in which students wear inappropriate attire. Principals and staff must not remove the student from the instructional process or send a student home for inappropriate attire or for not having an identification card. Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action.

If the inappropriate attire cannot be corrected immediately, staff will take the following steps:

#### Elementary:

- 1<sup>st</sup> Offense: Phone call to parent(s)/guardian(s)
- 2<sup>nd</sup> Offense: Phone call to parent(s)/guardian(s) to bring child a change of clothes
- 3<sup>rd</sup> Offense: Written warning
- 4<sup>th</sup> Offense: Administrative conference with parent(s)/guardian(s)/student

#### Secondary:

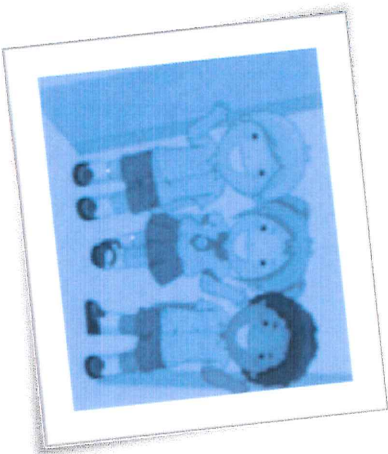
- 1<sup>st</sup> Offense: Written warning
- 2<sup>nd</sup> Offense: Phone call to parent(s)/guardian(s)
- 3<sup>rd</sup> Offense: Referral to In-School Suspension
- 4<sup>th</sup> Offense: Administrative conference with parent(s)/guardian(s)/student

## Attendance Expectations

Statute 167.031, RSMo, states that any parent, guardian or other person having custody or control of child between the ages of seven (7) and seventeen (17), must ensure that the child is enrolled and regularly attends public, private, parochial school, home school or a combination of schools for the term of the school year.

- ◆ The term "compulsory attendance age for the district" shall mean seventeen (17) years of age.

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- Children between the ages of five (5) and seven (7) are not required to be enrolled in school. However, if they are enrolled in a public school, their parent, guardian or custodian must ensure that they regularly attend.

The only exception to the attendance regulation shall be the enumerated extenuating circumstances that are verified and excused by the school. Students shall be temporarily excused from that attendance regulation for the following reasons:

- Hospitalization—Extended hospital stay as verified by a discharge statement
- Student illness—Personal, physical, or emotional illness or extended recuperation from an accident as verified by a physician, dentist, or nurse practitioner as verified by one of the following:
  - Contagious with documentation from doctor/nurse practitioner
  - Physician's note with diagnosis and recommended time of absence
  - Physician's note with diagnosis of chronic/intermittent illness
  - 504 plan which addresses chronic/intermittent illness and accommodations
- Head lice—limited to one day—
- Observance of special and recognized holidays of the student's own faith as documented by a parent letter (in first language) and verified by calendar of religious holidays by ESOL Program
- Documented family emergency
- Agency required meeting (e.g. Court dates, Children's Division Family Support Meeting, Immigration for ESOL)

For any other extenuating circumstances, the student's parent(s)/legal guardian(s) must make a formal appeal to the building principal. The only other exception to the attendance regulations shall be other absences that are verified by the principal or his/her designee as stated below:

- Prior school system approved travel for education
- Death in the family (not to exceed one week)
- Natural catastrophe and/or disaster

Students shall not be excused from school to work on any job, even in their own homes or for their own parents or tutors, unless it is part of an approved instructional program.

The days absent for elementary and secondary school students shall include temporarily excused absences, unexcused absences, and suspensions.

#### Make-up Work:

- Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete make-up work or pass the course.
- Students participating in school approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.
- Students shall be considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), or for recognized religious holidays of the student's own faith and shall be given the opportunity to make up work.

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- Students shall not be excused for any absences other than those listed above, shall be given failing grades in those subjects for those days missed, and shall not be given an opportunity to make up work.

**Notification of Absence or Tardy:**

- When it becomes necessary for a student to remain at home for health reasons, the parent shall notify the school administrative offices and the school nurse. When the student returns to school, the student shall bring a signed statement from the parent(s)/guardian(s) giving the reason for the student's absence. Other documentation may be required as outlined above (e.g. physician's letter, discharge statement, court document, etc.)
- When a student is late to school, the parent or guardian shall provide a written reason for the tardiness.
- When a student is absent or tardy and the school has not been notified by the parent(s)/guardian(s) as to the reason for the absence the school will contact the parent(s)/guardian(s).

When a student is absent for three (3) consecutive days (unexcused or unexplained absences) or has 3-5 total absences, the school shall prepare and send a 1<sup>st</sup> letter to parent(s)/guardian(s). Additional absences, excused and/or unexcused, shall be addressed in the following manner:

- 6-9 absences = 2<sup>nd</sup> parent letter
- 10 or more absences = 3<sup>rd</sup> parent letter and notification to the Missouri Division of Children's Services, Juvenile Court and/or City Court.

Parents of absent students shall be contacted by the social worker. The school social worker shall enlist the cooperation of the parent(s)/legal guardian(s) and make every reasonable effort to help the student improve attendance and/or punctuality, continued and excessive absenteeism and tardiness may be a sufficient reason for disciplinary action, including exclusion from participation in extracurricular activities, referral to community support agencies, other family support community based agencies and/or referral to Juvenile Court, City Court and/or the Missouri Division of Children's Services.

## Visitors to Campus

To provide safe and orderly learning environments, All visitors must report to the school office immediately upon entering the school to request authorization from the school principal or designee. This includes district employees, parents and volunteers.

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- Be 100% Responsible
- ◆
- Be 100% Respectful

# Missouri Safe School Act

Student conduct and discipline issues, including reporting requirements, will be handled in a manner consistent with the Safe Schools Act, including but not limited to, Sections 160.261, 167.161 and 167.171 of the Revised Missouri Statutes. School administrators shall report, as soon as reasonably practical, to the appropriate law enforcement agency any of the following crimes or any act which if committed by an adult would be one of the following crimes committed on school property, including but not limited to actions on any school bus in service on behalf of the district or while involved in school activities:

- (1) First degree murder under section 565.020, RSMo;
- (2) Second degree murder under section 565.021, RSMo;
- (3) Kidnapping under section 565.110, RSMo;
- (4) First degree assault under section 565.050, RSMo;
- (5) Forcible rape under section 566.030, RSMo;
- (6) Forcible sodomy under section 566.060, RSMo;
- (7) Burglary in the first degree under section 569.160, RSMo;
- (8) Burglary in the second degree under section 569.170, RSMo;
- (9) Robbery in the first degree under section 569.020, RSMo;
- (10) Distribution of drugs under section 195.211, RSMo;
- (11) Distribution of drugs to a minor under section 195.212, RSMo;
- (12) Arson in the first degree under section 569.040, RSMo;
- (13) Voluntary manslaughter under section 565.023, RSMo;
- (14) Involuntary manslaughter under section 565.024, RSMo;
- (15) Second degree assault under section 565.060, RSMo;
- (16) Sexual assault under section 566.040, RSMo;
- (17) Felonious restraint under section 565.120, RSMo;
- (18) Property damage in the first degree under section 569.100, RSMo;
- (19) The possession of a weapon under chapter 571, RSMo;
- (20) Child molestation in the first degree pursuant to section 566.067, RSMo;
- (21) Deviate sexual assault pursuant to section 566.070, RSMo;
- (22) Sexual misconduct involving a child pursuant to section 566.083, RSMo;
- (23) Sexual abuse pursuant to section 566.100, RSMo;
- (24) Harassment under section 565.090, RSMo; or
- (25) Stalking under section 565.225, RSMo.

Students who are suspended for any offense listed in Missouri Revised Statute 160.261.2 or any Type I behavior cannot be within 1,000 feet of any school unless:

- Student is under the direct supervision of the student's parent, legal guardian or custodian;
- Student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian, in advance, in writing to the principal;
- Student attends an alternative school located within 1,000 feet of a public school;
- Student resides within 1,000 feet of a public school and is on that property.

## School Wide Positive Behavior Supports

Academic success is directly correlated with instructional time received by the students. In the effort to fully implement positive behavior interventions to reduce the loss of instructional time due to out-of-school suspension and expulsion, each school will utilize a wide variety of preventative and corrective strategies that incorporate a School Wide - Positive Behavior Support (SW-PBS) systems approach.

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SW-PBS is a school system's approach to creating and maintaining a climate of safety and learning in our schools. All intervention techniques used in SW - PBS are evidenced-based and have been shown to be effective in reducing school discipline violations and creating effective learning environments. Intervention techniques are divided into three categories or systems of support: Universal, Selected, and Targeted. Consistency and common language in school rules and expectations from all staff creates a predictable school environment for students.

**Level Three: Targeted Strategies or Tertiary Prevention** are for students in this group benefit from the Level Three Strategies, but will need extra support but are not limited to:

- Intensive academic support
- Communication System
- Parent training and collaboration

who are at high-risk and include Individual interventions. Students who are support in order to remain in school. Level Three Corrective Strategies

- Multi-agency collaboration
- Home-to-School and School-to-Home
- Community Service
- Alternatives to suspension and expulsion

**Level Two, Selected Strategies or Secondary Preventions** are for strategies. Students in the at-risk group benefit from the Level One Corrective Strategies may include but are not limited to:

- Loss of privilege
- Intensive social skills teaching
- social skills teaching
- Self-management programs
- Counselor
- Schedule adjustment (if possible)
- Behavior guardian(s)

students who are at-risk and include classroom and small group strategies, but may need extra support to be successful. Level Two

- Individualized
- Systems for students with high risk behavior
- Self-management programs
- Intensive social skills teaching
- Self-management programs
- Loss of privilege
- Intensive Reflective Activity
- Referral to School Social Worker or Contract Contact and/or Conference with parent(s)/Legal

**Level One, Universal Strategies or Primary Preventions** are strategies are for all students and are usually the most the common areas of the school and in classrooms.

- Effective academic instruction
- Effective academic instruction
- Firm, fair, and corrective discipline teaching
- Restorative Justice Practice
- Active supervision and monitoring

the most prevalent and affect the most students. These easily identified because they are observed school-wide, in Level One Strategies may include but are not limited to:

- Specialized Group
- Systems for Students with At-Risk Behavior
- SW-PBS Level 1
- School-/Classroom Wide Systems for All Students, Staff, and Settings.

the most prevalent and affect the most students. These easily identified because they are observed school-wide, in Level One Strategies may include but are not limited to:

- Effective classroom management
- Social skills
- Data-based decision making
- Positive reinforcement
- Posting, teaching, and re-teaching school behavior by all teachers.

## School Violence and Restrictive Behavioral Intervention

Per St. Louis Public School Board Policy 5144.1, District employees and volunteers are prohibited from administering corporal punishment to students attending the SLPS schools, and from causing such punishment to be administered.

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Physical restraint will be used only when other means of preventing or stopping a breach of discipline have proved ineffective. Trained staff may use justifiable physical restraint on a student only when it is deemed reasonably necessary to:

- 1) Prevent the student from hurting himself/herself
- 2) Protect others
- 3) Protect the staff's well-being

## Classifying Infractions

Discipline incidents will be classified as Type I, Type II, and Type III infractions. Bus infractions are considered Type IV.

**Type I Infractions** – Discipline incidents that severely interfere with anyone's safety and learning, are of a threatening or harmful nature, are Safe Schools violations and warrant immediate response from administration, crisis team, entire staff, and/or community support are Type I Infractions.

**Type II Infractions** – Discipline incidents that interfere with anyone's safety and learning, are of a threatening or harmful nature, legal violations and warrant administrative interventions are Type 2 Infractions.

**Type III Infractions** – Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the principal or designee; any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Type 3 Infraction. Due to the severity of the Infraction, a referral to an administrator may be warranted.

**Type IV Infractions** – Discipline incidents that occur on district provided transportation.

## Corrective Strategies: Alternatives to Suspension and Expulsion

Academic success is directly correlated with instructional time received by the students:

In the effort to fully implement positive behavior interventions to reduce the loss of instructional time due to out-of-school suspension and expulsion, each school should utilize a wide variety of preventative and corrective strategies that incorporate a Positive Behavior Interventions and Supports (PBIS) systems approach.

PBIS is a school system's approach to creating and maintaining a climate of safety and learning in our schools. All intervention techniques used in PBIS are evidenced-based and have been shown to be effective in reducing school discipline violations and creating effective learning environments. Intervention

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techniques are divided into three categories or systems of support: Universal, Selected, and Targeted. Consistency and common language in school rules and expectations from all staff creates a predictable school environment for students.

**Universal Strategies** are the most prevalent and affect the most students. These strategies are for all students and are usually the most easily identified because they are observed school-wide, in the common areas of the school and in classrooms. Universal Corrective Strategies may include but are not limited to:

- Effective academic instruction
- Social skills teaching
- Effective classroom management
- Posting, teaching, and re-teaching school behavior expectations
- Positive reinforcement for all students
- Active supervision and monitoring by all staff
- Firm, fair, and corrective discipline
- Data-based decision making
- Restorative justice practices

**Selected Strategies** are for students who are at risk and include classroom and small group strategies. Students in the at-risk group benefit from the universal strategies, but may need extra support to be successful. Selected Corrective Strategies may include but are not limited to:

- Intensive social skills teaching
- Self-management programs
- School-based adult mentors
- Alternatives to out-of-school suspension

**Targeting Strategies** are for students who are at high-risk and include individual interventions. Students who are in this group benefit from the Universal and Selected Strategies, but will need extra support in order to remain in school. Targeted Corrective Strategies may include but are not limited to:

- Intensive academic support
- Parent training and collaboration
- Multi-agency collaboration
- Alternatives to suspension and expulsion
- Community service

**Additional Corrective Strategies**, also known as alternatives to suspension and expulsion, may include but are not limited to:

- Contact and/or conference with parent(s)/Legal guardian(s)
- Behavior Contract
- Home-to-School and School-to-Home Communication System
- Reflective Activity
- Loss of privilege
- Referral to a community-based agency for intensive/long-term counseling
- Schedule adjustment (if possible)
- Referral to the School Social Worker
- After-school detention

## School Violence and Restrictive Behavioral Intervention

Per St. Louis Public School Board Policy 514.1.1, District employees and volunteers are prohibited from administering corporal punishment to students attending the SLPS schools, and from causing such punishment to be administered.

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Physical restraint will be used only when other means of preventing or stopping a breach of discipline have proved ineffective. Trained staff may use justifiable physical restraint on a student only when it is deemed reasonably necessary to:

- 1) Prevent the student from hurting himself/herself
- 2) Protect others
- 3) Protect the staff's well-being

## Type I Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE I INFRACTIONS	CORRECTIVE STRATEGIES
<b>BE SAFE</b>	Ask for help if you do not feel safe.	<p><b>Type I infractions require a mandatory office referral.</b></p> <p><b>TYPE I INFRACTIONS</b></p> <ul style="list-style-type: none"> <li>01-1 Weapons/Possession</li> <li>02-1 Weapons/Use               <ul style="list-style-type: none"> <li>• Throwing missiles liable to injure others</li> <li>• Using inappropriate objects (i.e. the use of an object to harm others or damage property)</li> </ul> </li> <li>03-1 Drugs/Influence</li> <li>04-1 Drugs/Possession including Par</li> <li>05-1 Drugs/Sale</li> <li>06-1 Assault/Battery               <ul style="list-style-type: none"> <li>• Physical assault with serious bodily injury</li> <li>• Aggravated assault to another student</li> <li>• Aggravated assault to a school district employee</li> </ul> </li> <li>07-1 Rape/<b>Forced</b> Sexual Acts</li> <li>08-1 Arson</li> <li>09-1 Bomb Threats</li> <li>10-1 Technology Offense               <ul style="list-style-type: none"> <li>• Pornographic</li> <li>• Harmful to Minors</li> <li>• Libelous</li> <li>• Pervasively Obscene, Indecent or Vulgar</li> </ul> </li> </ul>	<p><b>Type I Infractions require an out-of-school suspension with a referral for a District Discipline Conference.</b></p> <p><b>CORRECTIVE STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Type I Infractions requires an up to <b>10-day Out of School Suspension</b> with a referral for a <b>District Discipline Conference.</b></li> <li>• Students with IEP's shall not be given a Type I for Chronic Rules Violation if the behaviors are related to the student's diagnosis. Student behavior should be addressed through the IEP.</li> <li>• When referring students for Chronic Rules Violation, building administrators must submit documented interventions that have been previously implemented.</li> <li>• Students committing a Type I Infraction will not be returned to the school they last attended. If appropriate, other corrective strategies may also be used.</li> </ul>

		<ul style="list-style-type: none"> <li>Advertisement of any product or service is not permitted to minors</li> <li>Sharing confidential information of other students or employees</li> <li>11-1 Other Illegal or Very Serious Misconduct</li> <li>Safe Schools Act Violations</li> <li>Any other infraction that the principal deems to be similar in severity to other Type I infractions</li> <li>Threatening/Intimidating faculty</li> </ul> <p>ALCO Alcohol</p> <ul style="list-style-type: none"> <li>Possession, Use, or Distribution (see Drugs)</li> </ul> <p>GANG Gang Activity</p>	<ul style="list-style-type: none"> <li>Create a behavior contract</li> <li>Re-teach</li> <li>Require the student to complete a community service project</li> <li>Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practices)</li> <li>Refer to SII</li> <li>Arrange linkage with counseling or mental health agency</li> <li>Create a Home-to-School-School-to-Home communication system</li> <li>Require daily check-ins with administrator, counselor or social worker for a set period of time (Check-In-Check-Out)</li> <li>Identify a mentor and establish a schedule of activities related to school performance</li> <li>Work with juvenile court to identify opportunities for restitution</li> <li>Out-of-school suspension with an alternative to suspension or expulsion program</li> <li>Out-of-school suspension with recommendation for expulsion</li> <li>File charges if law is broken</li> </ul>
<b>BE RESPONSIBLE</b>	Be cooperative in the event of an emergency.	<p>11-1 Other Illegal or Very Serious Misconduct</p> <ul style="list-style-type: none"> <li>Safe Schools Act Violations</li> <li>Any other infraction that the principal deems to be similar in severity to other Type I Infraction</li> <li><a href="#">Threatening/Intimidating faculty</a></li> </ul> <p>CHRV Chronic Rules Violation</p> <ul style="list-style-type: none"> <li>Habitual violation of school/class rules with corrective strategies</li> </ul>	
<b>BE RESPECTFUL</b>	Understand when the answer given to you is, "No."	<p>11-1 Other Illegal or Very Serious Misconduct</p> <ul style="list-style-type: none"> <li>Safe Schools Act Violations</li> <li>Any other infraction that the principal deems to be similar in severity to other Type I Infractions</li> </ul>	

## Type II Infractions: Corrective Strategies

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DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE II INFRACTIONS	CORRECTIVE STRATEGIES
BE SAFE	Solve problems peacefully	<p>Type II infractions require a mandatory office referral.</p> <p>16-2 False Alarms 19-2 Trespassing</p> <ul style="list-style-type: none"> <li>• Unlawful Entry/Trespassing</li> </ul> <p>25-2 Fighting</p> <ul style="list-style-type: none"> <li>• Physical assault without serious bodily injury</li> <li>• Instigating or participating in fights</li> <li>• Group fighting; three (3) or more students involved in a fight does not necessitate a Type I unless serious bodily injury occurs</li> </ul> <p>26-2 Other</p> <ul style="list-style-type: none"> <li>• Any other infraction that the principal deems to be similar in severity to other Type II infractions</li> </ul>	<p>Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Conference with student</li> <li>• Parent contact</li> <li>• Loss of privilege</li> <li>• Re-teach (may include role-play)</li> <li>• Create a behavior contract</li> <li>• Require the student to complete a community service task</li> <li>• Written reflection</li> <li>• Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practice)</li> <li>• Refer to intervention team</li> <li>• Restitution</li> <li>• Arrange linkage with counseling agency</li> <li>• Create a Home-to-School School-to-Home communication system</li> <li>• Require daily or weekly check-ins with administrator for a set period of time (Check In Check Out)</li> <li>• Identify a mentor and establish a schedule of activities related to school performance</li> <li>• Office referral</li> <li>• Detention</li> <li>• In-School-Suspension</li> <li>• Saturday School</li> <li>• Out-of-School Suspension</li> <li>• Call District Security</li> <li>• File charges if law is broken</li> </ul>
BE RESPONSIBLE	Respect school property and ask before borrowing other's property	<p>14-2 Indecent Exposure 15-2 Theft 17-2 Extortion/Coercion 18-2 Gambling 20-2 Vandalism</p> <ul style="list-style-type: none"> <li>• Cutting, defacing, damaging school/vandalism</li> </ul> <p>22-2 Tech Offense Type 2</p> <ul style="list-style-type: none"> <li>• Changing a password that is not his/her own</li> <li>• Engaging in any activity that disrupts the use of the Network</li> <li>• Loading Student's own software into school computer or Network</li> <li>• Using computer for illegal or commercial purposes; commercial use is define as offering or providing products or services; commercial use also includes product advertising language</li> <li>• Distributing personal information including a user's name or telephone number</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to intervention team</li> <li>• Restitution</li> <li>• Arrange linkage with counseling agency</li> <li>• Create a Home-to-School School-to-Home communication system</li> <li>• Require daily or weekly check-ins with administrator for a set period of time (Check In Check Out)</li> <li>• Identify a mentor and establish a schedule of activities related to school performance</li> <li>• Office referral</li> <li>• Detention</li> <li>• In-School-Suspension</li> <li>• Saturday School</li> <li>• Out-of-School Suspension</li> <li>• Call District Security</li> <li>• File charges if law is broken</li> </ul>

		<ul style="list-style-type: none"> <li>Using computer without permission/improper use of computer (e.g. viewing unauthorized websites, overriding district filter</li> <li>Vandalizing, damaging or disabling the property of the District or another person</li> <li>Harassing, insulting, harming or discriminating against other</li> </ul> <p>26-2 Other</p> <ul style="list-style-type: none"> <li>Any other infraction that the principal deems to be similar in severity to other Type II Infractions</li> <li>Leaving school campus and or traditional classroom without permission</li> <li>Leaving an alternative program campus or classroom without permission</li> <li>Failing to attend detention or ISS</li> <li>Major disturbance in classroom/school campus (e.g. food fight) or school bus</li> </ul> <p>CHEA Cheating</p> <ul style="list-style-type: none"> <li>Forging signature, grades or other</li> <li>Influence or deprive by use of deceit or fraud</li> </ul>	
<b>BE RESPECTFUL</b>	Consider other's feelings and respect personal space	<p>12-2 Racial Harassment 23-2 Racial Harassment</p> <p>13-2 Sexual Misconduct/Harassment</p> <p>21-2 Bullying /Hazing/Cyber Bullying/Harassment</p> <p>24-2 Insubordination/Disrespect</p> <ul style="list-style-type: none"> <li>Making an unfounded charge against authority</li> <li>Willful disobedience</li> <li>Treating an authority with disrespect (includes profanity towards an authority figure)</li> </ul> <p>26-2 Other</p> <ul style="list-style-type: none"> <li>Any other infraction that the principal deems to be similar in severity to other Type II Infractions</li> </ul> <p>OBSC Obscenity</p> <ul style="list-style-type: none"> <li>Writing or drawing obscene/profane language/picture</li> </ul>	

## Type III Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE III INFRACTIONS	CORRECTIVE STRATEGIES
<b>BE SAFE</b>	Remain in assigned areas.	<p>Type III infractions can be handled by the teacher. Due to the severity of the infraction, a referral to an administrator may be warranted.</p> <p>26-3 Fighting</p> <ul style="list-style-type: none"> <li>Horse playing</li> </ul> <p>30-3 Smoking</p> <ul style="list-style-type: none"> <li>Using/possessing tobacco and/or lighter</li> </ul> <p>35-3 Other</p> <ul style="list-style-type: none"> <li>Any other infraction that the principal or designee deems similar in severity to other Type III Infractions</li> </ul> <p>CAFE Disorder in Cafeteria</p>	<p>Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to:</p> <ul style="list-style-type: none"> <li>Re-teach the behavioral expectations</li> <li>Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors</li> <li>Require the student to complete a community service task</li> <li>Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practice)</li> <li>Provide a reflective activity</li> <li>Refer to intervention assistance team</li> <li>Office referral</li> <li>Detention, during which the student completes work</li> <li>In-school-Suspension time, during which school work is completed</li> <li>Out-of-School Suspension</li> <li>Call District Security</li> <li>File charges if law is broken</li> <li>Restitution</li> </ul>
<b>BE RESPONSIBLE</b>	Arrive to class on time and participate in class.	<p>25-3 Disorder/Disruption</p> <ul style="list-style-type: none"> <li>Talking in class</li> <li>Not having proper materials, supplies, and/or equipment for class participation</li> <li>Not participating in class</li> <li>Not dressing out for physical education class</li> <li>Eating/drinking/littering</li> <li>Habitual dress code violation</li> <li>Sleeping in class</li> </ul> <p>27-3 Forgery</p> <p>29-3 Refuse to Identify Self</p> <p>31-3 Tardiness (Chronic)</p> <p>33-3 Class Cutting/Truancy</p> <p>34-3 Tech Offense Type III</p> <ul style="list-style-type: none"> <li>Possession of an electronic device</li> <li>Having food, candy, gum or drinks in any Computer Lab</li> <li>Sending messages except through Student's own</li> </ul>	

		<p>personal email (Internet Account)</p> <ul style="list-style-type: none"> <li>• Sharing network files with other students unless authorized to do so by the computer Coordinator</li> <li>• Sharing passwords or using the password of any other student</li> <li>• Posting anonymous message</li> </ul> <p>35-3-Other</p> <ul style="list-style-type: none"> <li>• ID violation (if provided)</li> <li>• Any other infraction that the principal or designee deems similar in severity to other Type III infractions</li> </ul> <p>UNIF Uniform/Dress Violation  ABST Truancy/Excessive Absences  CDIS Class Disruption</p>	
<b>BE RESPECTFUL</b>	Follow the teacher's directions and use positive language with peers.	<p>24-3 Insubordination/Disrespect</p> <ul style="list-style-type: none"> <li>• Refusing to sit in assigned seat</li> <li>• Treating another student(s) with disrespect</li> </ul> <p>28-3 Profanity  32-3 Verbal Abuse  35-3-Other</p> <ul style="list-style-type: none"> <li>• Any other infraction that the principal or designee deems similar in severity to other Type III infractions</li> <li>• Public display of affection</li> </ul>	



## Bus Transportation and Student Behavior

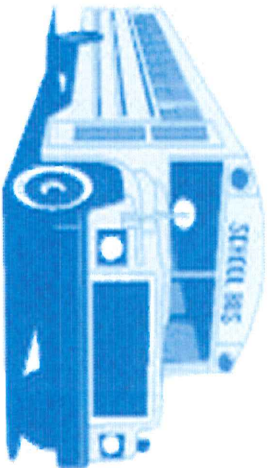
While at the bus stop parents/guardians shall be responsible for their child's behavior prior to the arrival of the bus and after the departure of the bus. The District is not liable for supervision at the bus stop, but SLPs may discipline students when their actions at the bus stop causes or are likely to cause a material and substantial disruption to the operations of the school. Supervision of SLPs students begins when students get on the bus. It is important for students to stand off the roadway while awaiting the bus.

Improper behavior may result in a student being removed from riding the bus either on a temporary or permanent basis. Any offense committed by a student on a district-owned or contracted bus shall be punished in accordance with this Student Code of Conduct. The bus is an extension of the classroom and misbehavior will not be tolerated. Two (2) digital cameras are on every bus to record the activity that occurs throughout the bus and at the bus door.

1. The bus driver is in charge. Students must obey the driver.
2. The bus driver receives a roster of students currently assigned to the bus. Along with the principal, the bus driver has the authority to assign seats. Students are to ride their assigned busses.
3. All transported students receive a pass indicating the assigned bus and route number. Students are only to ride their assigned bus.
4. Parents are not permitted to ride or board the bus.

**Note: Refer to the School Bus Responsibilities Guidelines in the enrollment packet or online.**

Violation of the rules could result in a student being denied permission to ride SLPs busses. Serious misconduct on the bus could result in a recommendation for expulsion. During the suspension of bus privileges, it is a parent(s)/guardian(s)'s responsibility to provide the student's transportation to and from school.





## Type IV Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE IV INFRACTIONS	CORRECTIVE STRATEGIES
<b>BE SAFE</b>	Stay seated (belted and harnessed, if applicable) at all times	36-4 Throwing objects inside bus 27-4 Throwing objects out of window 38-4 Tampering with emergency door 39-4 Refusal to stay seated 40-4 Push/Shove while board/exit 41-4 Yelling at people not on bus 42-4 Sticking body parts out window 46-4 Other Any other infraction that the principal or designee deems similar in severity to other Type 4 infractions	<p>Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Use of the Student Code of Conduct to reinforce positive behavior and present the student with opportunities to develop appropriate social skills</li> <li>• Posting, teaching, and re-teaching school behavior expectations</li> <li>• Contact and/or confer with parent(s)/legal guardian(s)</li> <li>• Having the student apologize and making amends with those affected (Restorative Justice Practice)</li> <li>• Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infraction</li> <li>• Bus suspension</li> <li>• Removal from bus</li> </ul>
<b>BE RESPONSIBLE</b>	Keep the bus clean	43-4 Eating or drinking on bus 44-3 Possession of electronic devices 46-4 Other Any other infraction that the principal or designee deems similar in severity to other Type 4 infractions.	
<b>BE RESPECTFUL</b>	Use appropriate language	45-4 Loud, rude or profane language 46-4 Other Any other infraction that the principal or designee deems similar in severity to other Type 4 infractions.	

## Technology and Student Behavior

The Student Acceptable Use Policy and Regulations governs the use of all technology in the SLPs, including cyber bullying (Mo Rev Stat 160.775). Violations may result in loss of user privileges, suspension, expulsion and civil or criminal penalties. Students shall not have an expectation of privacy in anything they create, send, receive, or store on District technology. Possession and use of cell phones, electronic cameras and electronic communication devices are prohibited on school campus. Students found in possession of cell phones, cameras and electronic devices are subject to confiscation or search and seizure. Items confiscated will only be returned to parent(s)/guardians after meeting with school officials. SLPs personnel are not responsible or will not be held liable for electronic devices brought to school, and confiscated in compliance with procedure. Nor will the district be liable for the devices brought in violation of district policy and confiscated in accordance with the same.

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Students are prohibited from taking pictures of other students and staff. Doing so violates the privacy rights of other students and staff and is subject to discipline pursuant to district policies on acceptable use and the Family Education I Right and Privacy Act (FERPA). The District monitors electronic communications and information stores on District technology in the regular course of business to protect student users and District equipment. Under certain circumstances, students' off campus use of technology that disrupts the operation of the school is also subject to discipline (e.g. use of Facebook and other media sources to harass or cyber bully).

The Board reserves the right to limit Internet access to times when resources and supervision are available. The Board network is considered to be a closed forum to the extent allowed by law. Student users shall agree not to meet with persons they have met on-line (internet or intranet) unless done with the knowledge and encouragement of a Board employee for an educational purpose. Student users shall immediately disclose to their teacher or other school employee any inappropriate material they access through the computer or any message the student receives that is inappropriate or makes the user feel uncomfortable.

## Suspension

Students may be suspended or expelled for conduct that is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of the students. Any suspension by the Principal shall be immediately reported to the Superintendent or his/her designee who may revoke the suspension at any time.

- No student may be removed from school for more than one day without the action being reported as a suspension.
- Principals are authorized to suspend a student for a period up to but not to exceed ten (10) school days for Type II or III Infractions.
- Principals are authorized to suspend a student for ten (10) school days for a Type I Infraction.
- Students in grades Kindergarten through Third grade cannot be issued a Type I Infraction unless approved by the respective Associate Superintendent.

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- The Superintendent may suspend a student for a period not to exceed 180 school days.
- When a student is suspended out of school, the parent must be contacted and must receive a letter of suspension.
- Students involved in assaults on staff or assaults on other students will not be returned to the school they last attended.
- A disciplined student pursuant to this policy is not allowed within 1,000 feet of the school property or any activity of that district, regardless of whether or not the activity takes place on district property. The suspended student must have permission from the Superintendent or Superintendent's designee to be on school property. Districts may discipline students for an off-campus conduct that negatively affects the on campus educational environment.

## Due Process Procedures for Suspension

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

The principal or designee must conduct a student conference and school-level investigation within a 24-hour period.

No student shall be suspended unless:

1. The student is provided oral or written notice of the charges against him/her and
2. If the student denies the charges, he/she shall be given an oral or written explanation of the facts which form the basis of the proposed suspension and
3. The student shall be given an opportunity to present his/her version of the incident and
4. In the event of a suspension for more than ten (10) days, where the student gives notice that they wish to appeal the decision, the suspension shall be stayed until the Board renders its decision unless, in the judgment of the Superintendent, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school and the notice and hearing shall follow as soon as practicable.

The Principal or designee must contact the parent(s)/guardian(s) to give notice of the suspension, to provide the reason for the suspension, and to establish a date and time for a conference with the principal or designee as a requirement for readmitting the student. No student shall be sent home without proper documentation of the particular misconduct and reason for the suspension.

The student shall remain in school until the end of the school day unless released into the care of his/her parent(s)/guardian(s). A student whose presence in a school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school premises under the supervision of the appropriate legal authority.

## Appeals Process for Suspension or Alternative Placement

### Short Term Suspension Appeal:

Detentions, In-School-Suspensions and Out-of-School Suspensions not exceeding ten (10) days are not open to appeal beyond the building principal.

### Long Term Suspension Appeal (More than Ten [10] Days):

Any suspension of more than ten days entitles the student or parent(s)/guardian(s) to appeal the decision of the Superintendent to the Special Administrative Board. The student or parent must notify the Office of Parent and Student Engagement of their intent to appeal within five (5) business days from the date of the long term suspension. If the student or parent gives notice of his or her intent to appeal the suspension, the suspension shall be stayed until the Board renders its decision. However, if in the judgment of the Superintendent, the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student will be immediately removed from school and the hearing will follow as soon as practical.

In the event of an appeal to the Special Administrative Board, the Superintendent shall promptly transmit a full report in writing of the facts relating to the suspension, the action taken by him/her, the reasons thereof and the Special Administrative Board upon request, shall grant a hearing to the appealing party to be conducted as provided in Section 167.161, RSMo.

Parents/Legal guardians may pursue an appeal of a suspension of more than ten (10) days by:

- ~~Using the form in the Student Code of Conduct (page 34) or~~ Requesting a form from the Office of Parent and Student Engagement, 801 N. 11<sup>th</sup> St., St. Louis, MO 63101, write a letter of appeal.
- ~~Completing the form with~~ Include on the form or in the letter, all information pertinent to the infraction.
- Returning the form to the Office of Parent and Student Engagement within five (5) business days from the date of the long term suspension.
- Appeals should be restricted to statements of fact directly pertaining to the infraction that resulted in imposition of the long-term suspension.

### Appeal Process for Alternative Placement:

A student assigned to an alternative site due to a Type I infraction of the Student Code of Conduct may appeal placement to the Office of Parent and Student Engagement. The alternative placement will remain in effect until a ruling is made on the status of appeal. Students must enroll in the alternative placement until a ruling is made on the status of appeal. Parents/Legal guardians may pursue an appeal of either action by:

- ~~Using the form on the following page or~~ Requesting a form from the Office of Parent and Student Engagement, 801 N. 11<sup>th</sup> St., St. Louis, MO 63101. Completing the form with Include on the form or in the letter all information pertinent to the infraction.
- Returning the form to the Office of Parent and Student Engagement within five (5) business days from the date of the alternative placement.
- Appeals should be restricted to statements of fact directly pertaining to the infraction that resulted in imposition of the alternative placement assignment. Notification of the status of the appeal will be sent to the guardian within ten (10) school days of receipt of the written appeal. ~~(See appeal form on page 35).~~
- The decision of the Office of Parent Engagement shall be final and not subject to appeal.

# Expulsion

Expulsion is permanent denial of school attendance.

## Expulsion from School:

A student who has completed his/her expulsion term at an Alternative Education Setting and transitions to a Traditional School Setting is not automatically on probation.

Any expelled student attending an alternative education program and exhibiting disorderly conduct shall be dismissed from the alternative education program and shall not be permitted to return to the alternative education program until his/her period of expulsion has ended.

Any student, after being suspended for committing a Type I infraction, may be expelled upon recommendation by the school principal or designee. The principal or designee shall immediately suspend and recommend for expulsion a student who is found guilty of possessing any of the following on school property, on a school bus, or at a school sponsored event:

- A weapon (see glossary for weapons)
- Distribution and selling of drugs or alcohol
- Aggravated Assault
- Other Safe Schools Act Violations requiring expulsion

## Expulsion from District:

Following notice to a student's parent(s)/guardian(s) and a hearing on the charges, the Board of Education may permanently remove a student from school. At the hearing, the Board will consider the evidence and statements presented by both student and school officials before making the decision to expel.

Note: No student who has been expelled shall be admitted to any public school in any other parish or city system in the state except upon the review and approval of the governing authority of the school system to he/she seeks admittance.

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which



## Due Process Procedures for Expulsion

### From School:

A principal cannot expel a student. A principal can recommend a student for expulsion from the school. If a principal recommends a student for expulsion the student will be suspended pending a District Discipline Conference for a recommendation for expulsion. The student will have a District Discipline Conference, in which the District Discipline Officer will determine if the recommendation for expulsion is upheld, modified, or reversed.

The due process procedures for recommendation for expulsion and District Discipline Conferences are as follows:

- The principal or designee must conduct a student conference and school-level investigation within a 24-hour period. Within 24 hours of completing the investigation, the appropriate documentation must be submitted to Innovative Pathways. If the paperwork is not submitted to Innovative Pathways within 48 hours, the student will be allowed to return to school (excluding special circumstances).
- A conference is conducted by the superintendent's designee, the District Discipline Conference Officer, within ten (10) days of the discipline infraction.
- The Discipline Officer will review the documentation submitted by the building principal and/or designee.
- The student shall remain on suspension until the conference takes place.

### From District:

Following notice to a student's parents or guardians and a hearing on the charges, the Board of Education may permanently remove a student from school. At the hearing, the Board will consider the evidence and statements presented by both student and school officials before making the decision to expel.

## Readmission or Permission to Enroll

If a student is attempting to enroll in the SLPs during a suspension or expulsion or to avoid a suspension or expulsion from another in-state or out-of-state school district, including a private, charter or parochial school or school district, a conference with the Superintendent or the Superintendent's designee will be held to consider if the conduct of the student would have resulted in a suspension or expulsion in the SLPs District. [Parents should contact Innovative Pathways to schedule an appointment.](#)

Upon determination by the Superintendent or the Superintendent's designee that such conduct would have resulted in a suspension or expulsion in SLPs, the District will make such suspension or expulsion effective in the SLPs District. In such cases when students enter SLPs from another district, charter or parochial school with past suspensions or frequent violations of the Student Code of Conduct, these students may be placed in an alternative school for a time determined by the Office of Innovative Pathways.

SLIPs will not readmit or enroll a student suspended for more than ten consecutive school days for an act of school violence or permit students to attend school without first holding a conference to review the conduct that resulted in the expulsion or suspension and any remedial actions needed to prevent any future occurrences of such or related conduct. The conference must include appropriate members of the school, the student and the parent/guardian.

#### **Felony Offenses**

No student will be readmitted or enrolled if the student was convicted of, charged as an adult or juvenile without final adjudication or convicted of juvenile conduct which, if committed by an adult, would constitute one of the following offenses:

1. First degree murder under section (§536.020, RSMo)
2. Second degree murder (§ under section 565.021, RSMo)
3. First degree assault under section (§565.050, RSMo)
4. Forcible rape under section (§565.030, RSMo)
5. Forcible sodomy under section (§565.060, RSMo)
6. Robbery, First degree under section (§569.020, RSMo)
7. Distribution of drugs to a minor under section (§195.212, RSMo)
8. Arson, First degree under section (§569.040, RSMo)
9. Kidnapping under section (§569.110, RSMo)

Nothing in this policy shall be interpreted to prevent the District from imposing discipline under the District's Student Code of Conduct for conduct underlying the above listed offenses even if the adult charge or juvenile petition has been dismissed or acquitted of the specific act in criminal or juvenile court, provided it is proved that the student shall be afforded all due process protections required by law.

The requirements of Individuals with Disabilities Education Act regarding students with disabilities takes precedence over the Safe Schools Act and the Saint Louis Public School Code of Conduct. This limits the district's ability to exclude these students without following the change in placement procedures required by law.

## **Individuals with Disabilities Act (IDEA) Compliance and Section 504**

It is the policy of the Board to provide a free, appropriate public education to students with disabilities. The District's programs and services available to meet the needs of these students will be in accordance with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 et seq., as amended. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 and the Missouri State Plan for Special Education.

Under both IDEA and Section 504, school districts are required to conduct child find activities and an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21). This includes children residing in the District who are not attending school, students attending private schools, highly mobile children, such as migrant and homeless children and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. If you have a child with a disability or know of a child with a disability who is not attending a public school, please request the Census Reporting form. This notice will be provided in native languages as appropriate.

For additional information, contact your child's principal or the Executive Director of Special Education Services, by phone at (314) 633-5344 or by mail to the Division of Special Education Services, Saint Louis Public Schools, 801 N. 11<sup>th</sup> Street, Saint Louis, MO 63101.

The Saint Louis Public Schools assures that it will provide a Free, Appropriate Public Education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. The District will conduct a free evaluation of any person between the ages of 3 and 21, who needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in a regular or special education program, and will consider the need for evaluation before any subsequent significant change in placement. Examples of disabilities include autism, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and a young child with a developmental delay.

The Saint Louis Public Schools assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps Program.

The SLPs has developed a local compliance plan for implementation of the Missouri State Plan for Special Education. This plan may be reviewed at the Office of Special Education during regular business hours.

The St. Louis Public Schools assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians and students 18 years of age or older (eligible students). Parents/guardians and eligible students may request an amendment to the educational record if the parent/guardian or eligible student believes the record is inaccurate, misleading, or violates the privacy or other rights of their child.

Parents have the right to file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605 or the Missouri Department of Elementary and Secondary Education Division of Special Education – Compliance, P.O. Box 480, Jefferson City, MO 65102 concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

**Students with Disabilities Eligible for IDEA:**

Special Education students are expected to abide by the rules established in this handbook. However, state and federal law requires that certain procedures be followed when students with disabilities are suspended. For the purposes of this section, a student with a disability is a student who is eligible to receive services pursuant to Part B of the IDEA.

**Suspension for Ten or Fewer Days:**

Students with disabilities who violate any provision of this handbook may be suspended or removed from his or her current placement for up to ten school days using only the due process procedures afforded other students.

**Suspension for More than Ten Days:**

If a special education student is suspended or removed from his or her current educational placement for more than ten consecutive days the student will receive the due process afforded all students suspended for more than ten school days. The student will also receive educational services designed to enable them to continue to participate in the general curriculum and to progress toward meeting their IEP goals as required by law.



In addition, within ten days of the decision to suspend the student or change the placement of the student, a representative of the district, the parent and the relevant members of the IEP team will meet to determine whether the behavior at issue is a manifestation of the student's disability. If this group determines that the behavior is a manifestation of the student's disability, the IEP team will conduct a functional behavioral assessment and implement or revise a behavior intervention plan and return the student to the original placement.

If the group determines that the behavior was not a manifestation of the student's disability, the IEP team will determine what services will be provided and the appropriate setting in which those services will be provided. The IEP team may conduct a functional behavioral assessment and create a behavioral intervention plan.

Procedures applicable to suspensions or interim alternative placements of more than ten consecutive school days also apply to suspensions or alternative placements that exceed ten cumulative days in a school year, if the cumulative days constitute a pattern of suspension. To determine if a pattern of suspension has been created, the District will consider the duration and frequency of the suspensions or placements and the total amount of time the student has been removed for that school year.

**Suspension Alternative:**

In addition to suspensions, special education students may be placed in an interim alternative setting for up to 45 school days for carrying or possessing a weapon as defined in 18 U.S.C. § 930, knowingly using, possessing, selling or soliciting the sale of certain illegal drugs identified under Schedules I-V of Section 202(c) of the Controlled Substances Act, or inflicting serious bodily injury upon another person.

Once placed, the student will stay in the interim alternative setting even if the behavior was a manifestation of the disability.

**Parent Appeal:**

Parents may appeal discipline procedures in accordance with policies governing the suspension of all students and through procedures available pursuant to IDEA. Parents will be provided a copy of procedural safeguards.

**Protection of Students not yet Identified as IDEA Eligible:**

Students who have been identified as disabled may be subjected to the same disciplinary measures applied to students without disabilities if the District did not have prior knowledge of the disability. If the District is deemed to have knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action, the student may assert any of the protections for students with disabilities in the area of discipline provided that:

- The parent has expressed a concern in writing that the student needs special education services; or
- The parent has requested an evaluation; or
- The student's teacher or other school staff has expressed concern about the student's behavior or performance to the Director of Special Education or to other supervisory personnel in accordance with the District's established Child Find or special education referral system.

The District would not be deemed to have knowledge that the student is a student with a disability if:

- The District conducted an evaluation and determined that the student was not a student with a disability; or
- The District determined that an evaluation was not necessary and provided proper Notice of Action Refused; or
- The parent of the student has not allowed an evaluation of the student pursuant to the IDEA or has refused services.

**Dangerous Students:**

If a school district believes the student will injure himself or others, the district may request an expedited due process hearing seeking a change of placement in accordance with procedures established under federal and state law.

**Stay-Put Provision:**

When a parent requests a due process hearing regarding the discipline action to challenge the interim alternative educational setting or the manifestation determination and when the student is disciplined for weapons, drugs, behavior causing serious bodily injury to others or because they are a danger to themselves or others, the student will remain in the alternative educational setting pending the hearing decision of the hearing officer or until expiration of the time period of the interim alternative educational setting, whichever comes first (unless the parties agree otherwise). The State Educational Agency shall arrange for an expedited hearing, which shall occur within twenty (20) days of the date the hearing is requested and shall result in a determination within ten (10) school days after the hearing.

**Individual Education Program (IEP) Team Members and Responsibilities**

The IEP team must include a District representative, a regular education and a special education teacher, and the parent(s)/guardian(s). Where appropriate, the student, specialized service providers, and others who have knowledge that may assist the team may be included. The IEP Team must:

- Determine whether the behavior was a manifestation of the student's disability.
- Conduct a functional behavior assessment if an assessment was not already done.
- Review/Revise the current Behavior Management Plan or develop a plan to address the behavior leading to the disciplinary action.
- Review current services to determine if appropriate or make changes as needed.
- Determine disciplinary actions beyond short-term suspension if needed.

**Manifestation Determination:**

The District, parent(s)/guardian(s), and relevant members of the IEP Team may determine that the behavior of the student was a manifestation of the student's disability only if:

- The conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the LEA'S failure to implement the IEP.
- The determination is that the conduct was not a manifestation of the student's disability; the IEP team must conduct a functional behavior assessment and develop a behavioral intervention plan. If student already has a behavioral intervention plan, it should be modified as necessary to address the behavior.

If the IEP Team determines that the conduct was not a manifestation of the student's disability, the relevant disciplinary procedure applicable to students without disability may be applied in the same manner for the same duration, except services must be provided to ensure the student receives a free, appropriate public education.

Building administrators (principals, assistant principals, disciplinarians, etc.) are not to serve as a member of the Manifestation Determination Review Committee or participate in the decision; however, they may participate to provide information regarding the incident. Committee members MUST include at minimum: a

person who is knowledgeable about the student, a person who is knowledgeable about the student's disability, and the parent(s)/legal guardian(s). The school social worker, school nurse, school counselor, and any other person deemed appropriate may serve as committee members to provide pertinent student information that should be considered in the final decision.

## Missouri State High School Activities Association Eligibility

The middle and high schools of the St. Louis Public School District are members of the Missouri State High School Activities Association (MSHSAA). MSHSAA's eligibility requirements have been voted on by the member schools and were adopted by SLPS schools when the district became a MSHSAA member. SLPS schools may also have additional local school requirements that must be complied with in order to be eligible.

### Eligibility Requirements:

1. Bona Fide Student – In order to represent an SLPS school, the student athlete must be a bona fide student and meet all eligibility requirements. The student athlete must be enrolled in and regularly attend classes at the member school he/she wishes to represent and he/she must meet the academic requirements in MSHSAA By-Law 2.3 and those of the SLPS District.
2. Citizenship – The student athlete must be a creditable citizen. Creditable citizens are those students whose conduct – both in school and out of school – will not reflect discredit upon themselves or their school.

Note: Conduct involving law enforcement or athletic director immediately as your contest outcomes.

# Activities and Athletics

must be reported to your principal  
conduct may affect eligibility or

For additional information, please contact the building principal or athletic director. The District Athletic Director may be reached at (314) 345-4405 or 4418. You may also visit the Missouri State High School Activities Association website [www.mshsaa.org](http://www.mshsaa.org).



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

*Written appeals must be received by the Office of Parent and Student Engagement within five (5) business days of notification of the long-term suspension.*

## Appeal of Alternative Placement

Student Name \_\_\_\_\_ D.O.B. \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ ZIP: \_\_\_\_\_

Telephone (Home): \_\_\_\_\_ (Cell): \_\_\_\_\_ (Work): \_\_\_\_\_

Infraction: \_\_\_\_\_

Basis of Appeal (attach any additional information):  
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\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

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

*Written appeals must be received by the Office of Parent and Student Engagement within five (5) business days of notification of the alternative placement.*

## Policy on Participation in Graduation Exercises

Participation in graduation exercises is a privilege - not a right. Students participating in commencement exercises shall complete all requirements for graduation as established by the Missouri Department of Education and Saint Louis Public Schools and shall not have been assigned to an alternative school during any portion of the current school year. Students in an alternative school are eligible to participate in a graduation organized and held through an alternative school. Students shall pay all assessed fees and shall not be under suspension. Students in a dropout recovery program are not eligible to participate in regular graduation but are eligible to participate in a graduation organized and held through an alternative school.

Students on out-of-school suspension for Type I, II, or III misconduct will not be permitted to participate in commencement exercises and related activities. If the suspension prevents completion of academic work necessary for graduation, this disciplinary consequence may affect a student's graduation or receipt of a diploma.

Students not permitted to participate in commencement exercises may still receive a diploma and any other honors that were otherwise earned by the student, if such student has successfully completed the minimum curriculum requirement of the Missouri Department of Education and the Special Administrative Board. An alternative school shall allow students to participate in a separate commencement ceremony.

*To qualify as Valedictorian or Salutatorian of the senior class, a student must complete at least six (6) consecutive semesters at the high school from which the student will graduate.*

### GRADUATION REQUIREMENTS CLASS OF 2010 & BEYOND

Communication Arts	4.0	Total	24
Electives	7.5	Grade Level Classification	
Fine Arts	1.0	Freshman	0 to 6 credits
Health	0.5	Sophomore	7 or above
Mathematics	3.0	Junior	13 or above
Personal Finance	0.5*	Senior	19 or above
Physical Education	1.0		
Practical Arts	1.0		
Science	3.0		
Social Studies	2.5		



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**Note:** Students must also pass the Missouri and U.S. Constitution tests.  
\*Personal Finance is a Social Studies credit.

## Parental and Eligible Student Rights under FERPA

Under the Family Educational Rights and Privacy Act (FERPA), parents have various rights with respect to the privacy of their children's education records. In addition, the child may also have these same rights if they are considered an eligible student. An eligible student is defined in Board Regulation R5125.1.1. as "any current or former student who is 18 years of age or older unless such student is a special education student and is legally determined to be incompetent to make privacy decisions for himself or herself and for whom legal guardianship or conservatorship is required beyond the age of eighteen." The rights of parents and eligible students include those described below:

### Inspect and Review of Records:

Under FERPA, parents or eligible students have the right to inspect and review the student's education records. The procedures to inspect and review a student's record are set forth in Board Regulation R5125.2.

### Request and Amendment:

Under FERPA, parents or eligible students have the right to request an amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights. The procedures to amend a student record are set forth in Board Regulation R5125.5.

### Consent to Disclosure:

Under FERPA, parents or eligible students have the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent applicable state or federal law authorize its release without consent. Board Regulation R5125.1.1 sets forth when personally identifiable information can be disclosed without parental or eligible student consent. One of the exceptions to the prior consent requirement is that personally identifiable information can be disclosed to school officials who have a legitimate educational interest in such records. Under Regulation R5125.2, "school officials" is defined as follows:

- *School administrators, teachers and counselors who are employed by the Board of Education and who are working directly with students in an administrative, teaching, counseling and/or diagnostic capacity.*
- *Other professional staff members employed by or under contract with the District to perform a special task such as an attorney, auditor, medical consultant, evaluators, psychologists, social workers and therapists whose duties require that they have access to student records.*
- *A person who is employed by the School District's law enforcement unit.*
- *Administrative office staff and clerical personnel who are employed by the Board and whose duties require that they have access to student records for the purpose of processing information for student records.*
- *The members of the Board, the Superintendent of Schools, Deputy and Associate Superintendents and their agent and representatives who are employed by the Board, whose duties pursuant to the general supervision of the school system require access to student records.*

A "legitimate educational interest" is whether the information in question is required or would be helpful to the official in the performance of his or her duties for, or related to, District business. Another exception to the prior consent requirement is when copies of official student records are to be transferred, on request, to officials of another school or school district in which a student enrolls or expects to enroll. Upon request, the parent or eligible student will be provided with a copy of the student records that were transferred and upon request will be given an opportunity for a hearing under Regulation R5125.5.

**Directory Information:**

Under FERPA, school districts have the right to determine and release student "directory information" to third parties "upon written request." In accordance with federal law, the Board has designated the following as directory information:

- Student's name
- Major field of study
- Participation in officially recognized activities/sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student

In accordance with Board policy, directory information will be disclosed to third parties. However, parents and eligible students have the right to inform the District that it should not release their child's directory information to third parties. Such a request should be directed in writing to Student Accounting, 801 North 11<sup>th</sup> Street, St. Louis, Missouri 63101.

**Military Recruiters:**

Federal law requires that the Board release upon request students' names, addresses and telephone listings to military recruiters or institutions of higher education. However, parents or eligible students have the right to inform the District that it should not release the student's name, address and telephone listing to military recruiters, or institutions of higher education. Such a request should be directed in writing Pupil Accounting, 801 N. 11<sup>th</sup> Street, St. Louis, Missouri 63101.

**Complaints:**

Under FERPA, parents and eligible students have the right to file with the U. S. Department of Education a complaint under 34 C.F.R. §§ 99.63-99.64 concerning alleged failures by the District to comply with FERPA and its implementing regulations.

**Copy of Policies:**

Under FERPA, parents and eligible students have the right to obtain a copy of the Board Policies and Regulations concerning student records. Copies of policies and regulations can be found at the Board of Education's main office or on the Internet at the District's home page.



# SLPS No Child Left Behind (NCLB) Programs Complaint Procedures

The Federal No Child Left Behind Act of 2001 (NCLB) requires that school districts have board-adopted written procedures to resolve allegations of violations of requirements under this law. The District must disseminate the complaint procedures to parents and appropriate officials or representatives. Copies of these procedures should also be available upon request to the Missouri Department of Elementary and Secondary Education (DESE) Director of Federal Grants Management Section. The following should serve as a guide for resolving complaints under Title IX Part C Section 9304(a) (3) (c) for programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title X (Part C).

### What is a complaint for Purposes of this Policy?

A complaint is an allegation that a specific federal or state law or regulation has been violated, misapplied or misinterpreted by school district personnel. There are both formal and informal complaint procedures.

A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied or misinterpreted.

### Who May File a Complaint?

Any parent or guardian, surrogate parent, teacher, administrator, school board member or other person directly involved with an activity, program or project operated under the general supervision of DESE may file a complaint.

### How are Complaints Filed?

A complaint alleging that local school district officials have violated or misinterpreted a state or federal law or regulation must first be filed with local district policy. (See attached District policy.) If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. Before accepting such a complaint, DESE will ask for evidence of an attempt to resolve the issue at the local level. If the parties have not attempted in good faith to resolve the complaint at the local level, DESE may require the parties to do so and may provide technical assistance to facilitate such resolution.

A question about local school district policies, rules or parties which are not based on federal or state laws or regulations is not a complaint within the meaning of this policy and must be settled at the local school district level.

### Citizen's Complaint Procedures:

#### **STEP 1:** *Informal Conference (Day 1-5)*

Anyone wishing to lodge a complaint should contact the responsible administrator at the appropriate school location or administrative office. Within five days, the responsible administrator shall conduct an informal conference with the citizen and the person against whom the charge is directed (if appropriate, in some instances complaints may not be directed against a person). If the complaint is resolved, the process ends. If the complaint is unresolved the citizen may request a formal hearing by completing Section I of the Citizen Complaint Form.

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**STEP 2:** *Formal Complaint Hearing (Days 6-16)*

Upon appeal, the responsible administrator shall conduct a formal hearing, within five days. Those present should include the citizen lodging the complaint and any witnesses designated by the citizen or the responsible administrator.

The responsible administrator shall notify the citizen, in writing, of the decision regarding the complaint, within five days of the hearing.

If the complaint is not resolved, the responsible administrator completes Section II of the Complaint Form and forwards it to the Deputy and Associate Superintendents. The Deputy and Associate Superintendents will determine which of the three options will be utilized for complaint resolution.\*

1. Deputy and or Associate Superintendent - because the resolution of the complaint exceeds the authority of the administrator.
2. Superintendent - because resolution of the complaint involves district-wide administrative procedures.
3. Complaint Subcommittee of the Special Administrative Board of the Transitional School District ("Board") - because resolution of complaint involves Board Policy.

\*The Superintendent's designee and the Superintendent should receive copies of all complaints forwarded regardless of their destination. The Missouri Department of Elementary and Secondary Education will be notified within fifteen (15) days after receipt of complaints.

Thus depending upon the nature of the complaint it will be forwarded to either A, B, or C for FINAL RESOLUTION.

**STEP 3:** Formal Hearings by Deputy and Associate Superintendents (Days 17-27)

- A. Upon the appeal, the Deputy or Associate Superintendent conducts a formal hearing involving the citizen and essential witnesses. This hearing shall take place within 5 days of the receipt of complaint. Within five days after the hearing, the Deputy or Associate Superintendent shall render a final decision to the citizen in writing.

OR

**STEP 3:** Formal Hearing by Superintendent (Days 17-27)

- B. Upon the appeal, the Superintendent conducts a formal hearing involving the citizen and essential witnesses. This hearing shall take place within 5 days of receipt of complaint. Within five days after the hearing, the superintendent shall render a final decision to the citizen in writing.

OR

**STEP 3:** Formal Review by Complaint Subcommittee of the Special Administrative Board (Days 17-27)

- C. Upon the appeal, the Complaint Subcommittee shall review the complaint and consult with appropriate administrative staff regarding the complaint. The Complaint Subcommittee shall conduct a formal hearing within five days of the appeal and within five days following the hearing, shall render a final decision. The citizen shall be notified in writing of the Subcommittee's decision. Copies should be forwarded to each of the administrators involved in the appeal process.

# No Child Left Behind Citizen Complaint Appeal Form

## Section 1: to be completed by person lodging the complaint

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

Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone (Home): \_\_\_\_\_ (Cell): \_\_\_\_\_ (Work): \_\_\_\_\_

Nature of Complaint: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

## Section 2: to be completed by responsible administrator after the formal hearing if the complaint is not resolved

Administrator Name: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Telephone: \_\_\_\_\_

Results of Formal Hearing: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I am forwarding this complaint to (Name): \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Section 3a: to be completed by Associate Superintendent

This complaint should be resolved by:

\_\_\_\_ Deputy Superintendent REASON: \_\_\_\_\_

\_\_\_\_ Superintendent \_\_\_\_\_

\_\_\_\_ Board of Education Complaint Subcommittee (Signature) \_\_\_\_\_ (Date)

SECTION 3b: to be completed by the Deputy Superintendent, Superintendent or Complaint Subcommittee

Administrator Name: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Telephone: \_\_\_\_\_

Disposition of Complaint: \_\_\_\_\_

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

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

The individuals were notified of decision on/by \_\_\_\_\_ (Signature) \_\_\_\_\_ (Date)

Please forward a copy of this completed form to each administrator involved in this complaint and also to the Deputy Superintendent of Academic Services, Associate Superintendent and the Superintendent.

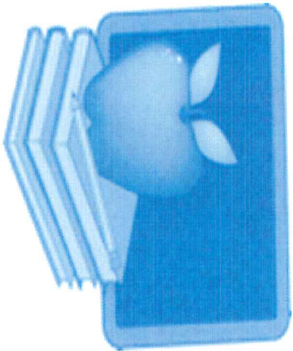
## STANDARD COMPLAINT RESOLUTION PROCESS AS IT APPLIES TO DISPUTES REGARDING THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

The following is the complaint resolution process recommended by the Department of Elementary and Secondary Education (DESE) when a dispute arises regarding the education of a homeless child or youth.

- I. School District Level – Every effort must be made to resolve the complaint or dispute at the school district level before it is brought to DESE. It is the responsibility of the school district (the district) to inform the complainant of the district's Complaint Resolution Procedure when a question concerning the education of a homeless child or youth arises.
  - A. Notify the district's homeless coordinator, (314) 345-5750. The homeless coordinator serves as a liaison between the homeless child and the school the child attends. Someone in the school or in the Superintendent's office will be able to identify the homeless coordinator.
    1. Request a copy of or access to the district board of education policies addressing the education of homeless children and youths and review them. Make an appointment with the homeless coordinator to discuss the complaint.
    2. If the dispute is not resolved after the initial discussion with the district's homeless coordinator, the complainant can file a complaint in writing to the district's homeless coordinator for further review.
    3. In the complaint include a request that a written proposed resolution of the dispute or a plan of action be provided within five (5) days\* of the date the complaint was received by the district's homeless coordinator. A review of the proposal or plan of action with the homeless coordinator should follow.
  - B. If the dispute is not resolved at the homeless coordinator level, the complaint may be forwarded to the superintendent of the district for review followed by a meeting with the superintendent to discuss the dispute. The complainant should request from the superintendent a written resolution within five (5) days\* of the date of the discussion.
  - C. If the dispute is not resolved at the Superintendent level, the complainant may take the matter before the school district board of education for resolution.
- II. State Level – If the dispute is not resolved in a satisfactory manner at the school district level, the complaint may be brought to DESE. Complaints made under this process must be made in writing and signed by the complainant. The following steps are to be taken.
  - A. Address the complaint to the State Homeless Coordinator, Federal Discretionary Grants, P.O. Box 480, Jefferson City, Missouri
  - B. Include in the complaint:
    1. A detailed description of the dispute
    2. The names(s) and age(s) of the children involved

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3. The name(s) of involved school district personnel and the district(s) they represent.
  4. A description of attempts that were made to resolve the issue at the school district level.
- C. The Director of Federal Discretionary Grants (the Director) will inform the involved school district(s) of the complaint. The director or the director's designee will gather needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.
  - D. Within thirty (30) days\* after receiving a complaint, the director will resolve the complaint and will inform the parties, in writing, of the decision.
  - E. If a complainant disagrees with the director's decision, the complainant may, within ten (10) working days, appeal the decision to the Deputy Commissioner of Education. This appeal must be in writing and state why the complainant disagrees with the decision.
  - F. Within (30) days\*\* after receiving the appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.
  - G. While the dispute is ongoing, the child(ren) in question must be enrolled in school. If dispute revolves around which school is the school of best interest for the child, the child shall remain in the school they currently attend until the dispute is resolved, unless arrangements already implemented allow the child to attend the school of origin.
- \* The parties may mutually agree on an extension; however every effort should be made to resolve in the shortest possible time.
- \*\* Although the standard procedure allows thirty (30) days for a response, every effort will be resolve the complaint in the shortest possible time.



the complaint  
made to

## Glossary of Terms

**Accommodations** – shall mean changes in how a test is administered that do not substantially alter what the test measures, includes changes in presentation format, response format, test setting or test timing. Appropriate accommodations are made to provide equal opportunity to demonstrate knowledge.

**Aggravated Assault** – shall mean an act that causes serious physical harm or creates a substantial risk of serious physical harm to another member of the school community.

**Alcohol** – shall mean the use, possession, distribution and sale of alcohol is prohibited on school premises. In accordance with Board of Education policy, administrative procedures apply in dealing with pupils involved with alcoholic beverages or intoxicants of any kind while on school premises. School Board R5131.6.3

**Alternative School Placement** – shall mean a school or program that is focused on promoting student behavior, attendance, and academic performance

**Arson** – shall mean the willful burning or attempt to maliciously burn or set fire to a school building or property located on school grounds or any property rented by or on loan to the district.

**Battery** – shall mean the unlawful beating or other use of violent force on another person

**Behavior contract** – shall mean a written document between the teacher, student, and parent(s) /legal guardian(s) which specifies: expected behavior(s), positive and negative consequences, and time frame of the contract with review date.

**Behavior Intervention Plan (BIP)** – shall mean a plan that is the result of a FBA. BIPs are written documents that describe the inappropriate behavior to be changed as well as strategies or interventions implemented to address the target behavior. BIPs are developed by either the classroom teacher or a team of school personnel who assist the teacher in proactively, consistently, and effectively addressing inappropriate behavior. BIPs aid in communicating behavioral expectations to individual students or an entire classroom and also communicate the consequences of achieving the goal or objective. In addition, BIPs allow frequent feedback regarding the effectiveness of the management strategies being employed, assist in documentation of student or class progress and provide useful guidelines for interacting with students.

**Bomb Threat** – shall mean making a false statement regarding the possession or location of a bomb or explosive device on school property, at any school sponsored activity or any vehicle in service on behalf of the SLPS District.

**Bullying** – shall mean intimidation or harassment of a student or multiple students perpetrated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyberthreats. Board Policy 5131.

**Burglary** – shall mean the unauthorized entering of any school structure, vehicle, or property, movable or immovable, with the intent to commit a felony or any theft therein.

**Case Coordination** – shall mean monitoring, communication, and support between family, school(s), and outside community agencies.

**Change of Placement** – shall mean when either the school removes the student from his or her educational placement for more than ten (10) consecutive school days or the school removes the student from his or her educational placement on several occasions that constitute a pattern and add up to more than ten (10) school days.

**Character Education** – shall mean a curriculum approach to teach students to understand, commit to, and act on shared ethical values. Typical core values include respect, responsibility, trustworthiness, fairness, caring, and community participation.

**Charter School** – shall mean an independent school that is publicly funded. Charter schools must follow the same state law regarding discipline and the same state and federal law regarding special education.

**Cheating** – shall mean the use, submission or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher.

**Check-In/Check Out (CICO)** – shall mean a positive behavioral support for students who demonstrate moderate behavior problems. It is intended to provide frequent reinforcement for compliance with behavioral goals.

**Code of Conduct/"Code"** – shall mean this Student Code of Conduct.

**Corporal Punishment** – shall mean the use of or threat of physical force for the purposes of discipline or punishment. Furthermore, the use of physical restraint by trained staff shall not be considered as Corporal Punishment. Board Policy P5144.

**Corrective Strategies** – shall mean a list of strategies to be used as alternatives to suspension and expulsion.

**Crisis Prevention Institute (CPI)** – a training organization that specializes in non-violent crisis interventions.

**Cyber bullying** – shall mean is the sending, sharing or posting of harassing, harmful, threatening or cruel messages, texts or images using the Internet

or other digital or electronic communication devices. Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that (1) have the purpose or effect of creating an intimidating, hostile or offensive environment; (2) have the purpose and effect of unreasonably interfering with an individual's work or a student's school performance, or (3) interfere with school operations. Vandalism is any attempt to harm or destroy the operating system, application software, data, or any other purposeful action that adversely impacts the District's computer resources. Cyberthreats are electronically transmitted or online materials that threaten or raise concerns about violence against others, suicide or self-harm. Board Policy 5131.

**Day** – shall mean calendar day unless otherwise indicated as school day or business day.

**DESE** – Department of Elementary and Secondary Education

**Detention** – shall mean a form of discipline in which a student is required to spend extra time at school. A detention may take place before or after the school day, on the weekend (traditionally known as Saturday School) and during breaks in the school day, such as lunch (the student must not be deprived of having lunch). Detention is usually considered one of the milder forms of disciplinary action available to a school.

**Discipline** – shall mean the steps, action, or training teachers, administrators, support staff, and parents/ legal guardians implement to enhance student academic, social, moral, or mental improvement.

**Disobedience** – shall mean deliberate choice to break a rule or disobey a directive given by a person in authority

**Disrespect for Authority** – shall mean talking back, mocking, or gesturing; any act which demonstrates a disregard or interference with authority or supervising personnel.



**Disorder/Disruption** – shall mean intentional acts or conduct in the classroom, in the school building or upon school grounds that disrupts the educational process.

**District** – shall mean St. Louis Public School District.

**District Discipline Conference** – shall mean the due process proceeding for a Type I infraction.

**Drugs** – shall mean the illegal possession, use, distribution and sale of drugs, including unauthorized prescription drugs, inhalants, intoxicants of any kind (whether or not the primary intended purpose of the intoxicant is intoxication), controlled substances or imitations of any of these on school premises is not permitted. The possession, use, distribution and sale of drug-related paraphernalia are also prohibited. Any one found in violation of this regulation shall be subject to suspension and/or expulsion from school in the manner provided by board policy and regulation and any other applicable provisions of the law. School Board R5131.6.1

**Due Process** – shall mean an established course for proceedings designed to protect the legal rights of the individual.

**Due Process Hearing** – shall mean a formal hearing to resolve special education disputes between parents and schools. IDEA 2004 includes rules of procedure for resolving such disputes. These rules include mediation, due process hearing and appeals to state or federal court. A due process hearing is usually a formal, contested trial.

**Electronic Communication Devices** – shall mean any devices not provided by the District that includes, but not limited to radios, walkmans, DC players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital assistants, cellular telephones, blackberries, and laptop computers, as well as any new technology developed with similar capabilities. Students shall not possess, transmit or use any type of portable electronic communications system on school premises or any SLPS sponsored event, excluding after school athletic events.

**Exceptionality** – shall mean a student's special learning needs identified through the Multi-Disciplinary Evaluation process. There are several types

of exceptionalities, including Autism/Asperger's Syndrome, Emotional Disturbance, Gifted and Talented, Specific Learning Disability and Mental Disability.

**Expulsion** – shall mean any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year, or permanently.

**Extortion** – shall mean obtaining or attempting to obtain money, property of value from an unwilling person or forcing an individual to act either by physical force or intimidation (threat).

**Fighting** – shall mean physical conflict including but not limited to hitting, pushing, shoving, tripping and other physical acts between two or more persons that does not cause physical injury in which both parties have contributed to the conflict, either verbally or by physical action.

**Fireworks** – shall mean any poppers, firecrackers, rockets, sparkers, smoke bombs or other types. These items are considered weapons.

**Fraud/False Identification/Forgery** – shall mean making, completing, altering or authenticating any writing so that it purports to have been made by another, purporting to be another student by not telling the truth or giving the correct name.

**Free and Appropriate Public Education (FAPE)** – shall mean the standard of education that schools must provide to children with special needs or exceptionalities. The school must create a specific plan to address the child's learning needs, place them in the appropriate educational setting for their needs, and deliver special education and related services required for the child to learn. FAPE differs for each student and ensures that all students with disabilities receive an appropriate public education at no expense to the family.

**Gambling** – shall mean playing any game of chance or skill for money or anything of value including but not limited to games of cards or dice.

**Gang** – shall mean any ongoing organization of two or more students which has an identifiable name or identifying sign or symbol or whose members

individually or collectively engage in or have engaged in a pattern of activity that endangers or disrupts the safety of the school or members of the school and general community. Gang activities include:

- Wearing or displaying any clothing, jewelry, colors or insignia that intentionally identifies the student as a member of a gang or otherwise symbolizes support of a gang
- Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of a gang or otherwise symbolizes support of a gang. A student may not display gang affiliation on his or her school notebooks, textbooks, or personal items.
- Engaging in activity or discussion promoting gangs by two or more persons.
- Recruiting students for gangs or anti-social behavior.

**Group Fight** – shall mean a severe attack of several students engaging in the use of physical force or the unlawful beating of others with the intent to harm or cause injury with or without the use of weapons or other objects (including, but not limited to guns, knives, brass knuckles, razor blades, batons, mace, pepper spray, etc.).

**Harassment** – shall mean a demand of sexual favors, threatening or intimidating gestures or behavior that creates a hostile school environment because of someone's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political belief.

**Hazing** – shall mean any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or school-sponsored activity.

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal

activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing consumption of any food, liquor, drug or other substance; forcing inhalation or ingestion of tobacco products; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing may occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district and legitimately related to the purpose of the organization. Board Policy 5131.

**Horseplay** – shall mean rowdy, rough, or boisterous play

**Home-to-School and School-to-Home Communication System** – shall mean communication with families regarding school programs and student progress through effective home-to-school and school-to-home communications.

**Indecent Exposure** – shall mean knowingly exposing the genitals, breasts, buttocks, and/or sagging under circumstances in which such actions are likely to cause an affront or alarm. Also, see-through or mesh garments, midriff blouses or shirts, tank tops, spaghetti straps, exposure of undergarments of any type, cleavage, low-riding pants, and clothing with obscene or suggestive statement or symbols are prohibited. Also prohibited is any apparel that advertises or promotes sex, drugs or alcohol. Shoes must be worn at all times.

**Individualized Accommodation Plan (IAP)** – shall mean a written plan developed by a group of individuals who have knowledge of a student's disability, knowledge of the student that addresses the student's disability and documents specific accommodations and modifications to be provided in school so that the student benefits educationally.

**Individualized Accommodation Plan (IAP) Committee** – shall mean a group of individuals who review and discuss all relevant student data that results in the development of an IAP.

**Individualized Academic Plan (IAP)** – shall mean a written plan developed by a group of individuals who have knowledge of a general education student's abilities.

**Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004)** – shall mean federal law governing how states and public agencies provide all children with disabilities a FAPE that emphasizes early intervention, special education, and related services designed to meet their unique needs and prepare them for employment and independent living. IDEA 2004 provides funds to assist states in addressing the educational needs and rights of children with and addresses 13 specified categories of disability.

**Individualized Education Plan (IEP)** – shall mean a written plan developed by school staff, parents/legal guardians, and the student that outlines the student's abilities, goals and objectives, how progress will be measured, and how the team will work together to meet these goals.

**IEP Team** – shall mean a group of individuals who are responsible for developing, reviewing, and revising the IEP for a student with special needs. The IEP Team must review each student's progress, as needed, to determine current progress and future needs. The review should also consider whether annual goals for the student are being achieved, staff and parental concerns regarding the student's progress, the results of any re-evaluation conducted, and any changes that need to be made. By law, the IEP Team must include the following individuals:

- At least one general education teacher, if the student is (or will be ) participating in the general education environment
- At least one special education teacher or provider
- A representative of the LEA who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of LE resources
- Parent(s) /legal guardian(s)
- The student, as appropriate
- Someone who is able to interpret the instructional implications of evaluation results

- Other individuals whom the parent(s)/legal guardian(s) or the school chooses to invite

**In-School Suspension** – shall mean the temporary removal of a student from his/her assigned classes and the placement of a student an approved 'time-out' program, usually at the same school. In-School-Suspension is considered an alternative to out-of-school suspension and is considered the last step before out-of-school suspension.

**Insubordination** – shall mean willful or continue willful disobedience of any reasonable request or regulation, or voicing of disrespect to those in authority.

**Interim Alternative Educational Setting (IAES)** – shall mean any public or private elementary or secondary school offering a more structured program of study than a traditional school.

**Least Restrictive Environment (LRE)** – shall mean federal law (IDEA 2004) mandates that students with disabilities must be educated with their non-disabled peers to the maximum extent appropriate based on the student's needs. This is known as the Least Restrictive Environment (LRE). The IEP Team (including the parent) determines the placement that the student needs to provide the services on the student's IEP and the team must choose the LRE able to provide those services. This means the student should attend the school he/she would attend if non-disabled; unless the team determines that the nature of the student's disability will not allow that student to have a successful educational experience in that environment.

**Local Education Agency (LEA)** – shall mean a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political sub-division.

**Manifestation Determination Review (MDR)** – shall mean a safeguard to ensure that students are not being punished because of their exceptionalities. An MDR examines the child's behavior and previously documented information about the student in an effort to determine whether the behavior for which the student is being disciplined is not a

manifestation of the student's disability. The MDR Committee consists of the parent and at least two individuals, one who is familiar with the student's behavioral patterns and one who is knowledgeable of the student's exceptionality.

**Manifestation Determination Review (MDR) Committee** – shall mean a group of individuals who meet to determine if the behavior for which disciplinary action is taken is or is not a manifestation of the student's disability; every effort must be made by the school to have the parent(s)/legal guardian(s) participate in the decision.

**Member of the School Community** - shall include but not limited to any student, parent, teacher, administrator, or employee of the District or visitor at any school.

**Modifications** – shall mean substantial changes in what the student is expected to demonstrate; includes changes instructional level, content, performance criteria, and alternate assessments; may include changes in test form or format.

**Multi-Disciplinary Evaluation (MDE)** – shall mean an assessment of a student's current functioning levels, strengths, and educational needs. Federal and state regulations require that a comprehensive evaluation be conducted to determine if a student has a disabling condition which qualifies him/her to receive special education services. A re-evaluation should occur at least every three (3) years.

**Murder** – shall mean the unlawful killing of another human being.

**NCLB** – No Child Left Behind

**Other Very Serious or Illegal Act** – shall mean student behavior that is unlawful, dangerous or poses a danger to the safety or security of the school district. Safe School Acts.

**Out-of-School Suspension** – shall mean the temporary removal of a student from school. Suspensions are limited in time and the student should be able

to return to school after the term of suspension is completed. During the suspension period, students are not allowed on any school property.

**Personal Display of Affection** – shall mean inappropriate show of affection.

**Personal Searches** – shall mean the district administrators or security personnel may search the person or personal effects of a student when, based on the circumstances a the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule or a district policy. Searches may be conducted by metal detectors and/or by hand.

**Physical Assault** – shall mean unprovoked hitting, kicking, shoving or otherwise causing physical pain or harm to another outside the context of a mutual conflict.

**Placement** – shall mean if a student is receiving special education or related services under IDEA 2004, the student's placement is the educational setting that the IEP Team determines is best for the student, as reflected in his/her written IEP. Placement does not mean the room the student is in, but the program and services most appropriate for him/her as stated in the IEP.

**Placing Another in Danger** – shall mean students engage in or attempting to engage in any conduct, which endangers the health, safety, or welfare of any member of the school community including but not limited to retaliation against a member of the school community for his/her participation in an investigation, academic or disciplinary proceeding.

**Possession** – shall mean physical control over property (whether lost, found, or stolen), such as clothing, lockers, or bags and the contents contained therein.

**Positive Behavior Intervention & Support (PBIS)** – shall mean a school system's approach to creating and maintain a climate of safety and learning in our schools. Use of PBIS is a 'best practice' that decreased the need for more intrusive or aversive intervention (i.e., suspension) and can lead to both systemic as well as individualized change.

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**Probationary Status** – shall mean a process of being re-admitted to school on terms and conditions stipulated by the District Discipline Conference Officer and agreed to in writing by the student and the student's parent(s)/legal guardian(s) responsible for the student's attendance.

**Probation Violation** - shall mean the act of a student breaking or breaching the written contractual agreement among the student, parent(s)/legal guardian(s), and school which was previously accepted by all parties upon conclusion of the student's District Discipline Conference.

**Racial Harassment** – shall mean unwanted behavior, speech, written or pictures directed at someone because of their race, color or nationality. It is about intimidation, control, misuse of power and the attempt to deny equality. It can be blatant, or subtle, one incident or a pattern.

**Rape/Forced Sexual Acts** – shall mean committing or attempting to commit forcible rape as defined in section 566.030, RSMo or forcible sodomy as defined in section 566.060, RSMo.

**Re-evaluation** – shall mean the process of determining whether a student continues to have a disability and continues to require special education and related services. A re-evaluation is conducted to 1) identify how the student is functioning in school, 2) identify the student's educational needs, and 3) identify any changes in the student's IEP to assist in meeting the annual goals and objectives included in the IEP and participating, as appropriate, in the general curriculum.

**Reflective Activity** – shall mean an assignment designed to give the student an opportunity think critically about an instance in which he/she broke a rule. The assignment should guide the student towards determining an appropriate behavior for the given situation instead of the behavior that broke a school rule.

**Related Services** – shall mean developmental, corrective, and other supportive services that assist a student with a disability. Related services include: speech-language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including

therapeutic recreation, early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical series for diagnostic or evaluation purposes; school health services; social work services in schools' parent(s)/legal guardian(s) counseling and training; and transportation.

**Response to Intervention (RTI)** – shall mean a process that provides high-quality research-based instruction and interventions that are matched to a student's needs. This process incorporates data developed to examine the student's learning rate over time to make appropriate educational and instructional decisions regarding assistance to at-risk students.

**Restorative Justice Practices** – shall mean bringing together people when relationships are damaged by the specific actions of one or more people. An effective restorative intervention is one that leads to mutual understanding and an agreed-upon, feasible plan to make things right. A successful restorative process is one in which agreements are kept and relationships are restored—things are "made right."

**Robbery** – shall mean an act of instance of illegally taking another's property by the use of intimidation or violence.

**Saturday School** – see listing for "Detention."

**School Bus Suspension** – shall mean a corrective strategy in which a student is not allowed to ride the school bus for a specified period of time.

**School Day** - shall mean a day when children attend school for instruction purposes.

**School Grounds/Property** - shall mean any ~~property owned or utilized by the District or property utilized by any vendor under contract with the District~~; physical asset utilized, supervised, rented, leased, or controlled by the school district including, but not limited to, school playgrounds, parking lots, school buses, and any property on which any school activity takes place.

**School Grounds**—shall mean any ~~property owned or utilized by the District or property utilized by any vendor under contract with the District~~.

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**School Level Investigation** – shall mean a detailed search or examination of questionable student activities/incidents (at school, during school, or at school related functions) to discover related facts; the investigation is conducted by the school administrator/designee.

**School Privileges** – shall mean any school related activity or program including but not limited to graduation ceremonies, class trips, dances, sport teams, clubs, or recess.

**Search and Seizure** - shall mean such search may be conducted without a warrant and upon reasonable suspicion or for any other reasonable purpose and in a reasonable manner. Desks and lockers are the property of the district and searches may be done at the discretion of building administrators. The school's authority extends to student possessions kept in their automobiles while parked on school property. *New Jersey v. T.L.O.* 469 U.S. 325 (1985)

**Section 504** – shall mean a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the student with a disability has equal access to an education. The student may receive accommodations and modifications.

**Serious Bodily Injury** – shall mean a bodily injury that involves a substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

**Sexing** – shall mean transmitting pictures, written material, text and/or voice messages, and emails that are sexual in nature using the internet, cell phones, or any other electronically-related device (includes Internet chat rooms and online messaging services).

**Sexual Act** – shall mean engaging in intercourse, oral sex, groping sexual parts, or simulated sex.

**Sexual Assault** – shall mean conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force that induces fear, shame, or mental suffering.

**Sexual Harassment** – unwanted sexual advances, requests for sexual favors, sexually motivated physical or verbal conduct, communication of a sexual nature or conduct based on gender when such conduct has the purpose or effect of unreasonably or substantially interfering with an individual's education or that creates an intimidating or hostile environment. Examples of conduct that may constitute sexual harassment or discrimination include verbal harassment or abuse, pressure for sexual activity, inappropriate patting or pinching and intentionally brushing against the body.

**Simple Assault** – shall mean an act that causes bodily injury to another member of the school community.

**Smoking/Tobacco** – shall mean students must not possess, smoke or use any kind of tobacco product or associated paraphernalia. School Board RS131.6.2

**Social Networking** – shall mean transmitting pictures and/or written materials, via My space, Facebook, Twitter, You Tube, LinkedIn or any similar social networking website, with the intent to harm others.

**Special Circumstances** – shall mean IDEFA defines special circumstances as follows: use of illegal drugs, weapons, and behavior causing serious bodily injury.

**State Education Agency (SEA)** – shall mean the agency primarily responsible for the supervision of the state's public elementary and secondary schools. In Missouri, the SEA is the Department of Elementary and Secondary Education (DESE).

**"Stay Put"** – shall mean the term used referring to a student's right to remain in the current educational placement pending a disciplinary conference (expulsion recommendation or request for a change of school setting) or a parent(s)/legal guardian(s)' appeal to challenge a placement, manifestation determination, suspension, or expulsion; this right ensure that the student continues to receive FAPE in the LRE.

**Student Information System (SIS)** – shall mean the data management for student information.

**Suspension** – see listing for “In-School-Suspension” and “Out-of-School Suspension”

**Theft** – shall mean stealing or attempting to steal the money or property of another.

**Trespassing** – shall mean being in or around a school building or in a particular place on school grounds, or on a school bus without permission or refusing to comply with a request to leave school premises, or leave the bus. Students may not return to any school while assigned to an Alternative program, under expulsion or suspension, except with permission from the building principal and under escort by a parent(s)/guardian(s)

**Unauthorized Entry** – shall mean students entering into the school or certain areas of the building without permission; allowing or assisting any individual(s) to enter a District facility other than through designated entrances

or allowing unauthorized persons to enter a District facility through any entrance.

**Vandalism** – shall mean willful or malicious damage, destruction or defacement of District/school property of another (i.e.,

damaging textbooks, lockers, equipment, walls, furniture, writing gang graffiti, etc.)

**Weapon** – shall mean a blackjack, a firearm (loaded or unloaded), an explosive weapon, a firearm silencer, a gas gun, a machine gun, a projectile weapon, a bullet(s), rifle, a short barrel, a shotgun, a spring gun, any type of fireworks (including smoke bombs or firecrackers), any type of explosive devices, or a switch-blade. SLPS policy on weapons includes all types of knives and is expanded to include a razor or razor blade, mace, club, chain, nail file (when used to inflict physical injury), and brass knuckles. The improper use of any object, instrument or device also falls within this provision.



## Important Phone Numbers

- A+ Coordinator: (314) 345-2315
- Athletic Director: (314) 345-4405; Athletic Coordinator: (314) 345-4418
- Career & Technical Education: (314) 345-4530
- Community Education: (314) 345-4590
- Dropout Recruiter: (314) 345-4424
- Early Childhood: (314) 331-6150
- Enrollment Information: (314) 633-5200
- Gifted & Talented: (314) 345-2435
- Homeless and Foster Care Services: (314) 345-5750
- Human Resources: (314) 345-2295
- Innovative Pathways: (314) 231-7738; ext. 550
- Magnet Schools: (314) 633-5200
- Parent and Student Engagement: (314) 345-4430

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SLPS Hotline for School and Community Safety: Local: (314) 241-SLPS (7577), Toll free: 1-866-610-SLPS (7577)

Special Education: (314) 345-6344

Student Records/Transcripts: (314) 645-2648

Transportation: (314) 389-2202

Volunteer Services: (314) 345-4577

## Notes:

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**Special Administrative Board  
of the Transitional School District  
of St. Louis Public Schools**

**Mr. Richard Sullivan, CEO**

**Ms. Melanie Adams, Secretary**

**Mr. Richard Gaines**

**Kelvin R. Adams, Ph. D.**

**Superintendent of Schools**

**Office of Parent and Student Engagement**

**Debra J. Falkiner, Director**

**(314) 345-4430**

**(314) 345-4490**

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**Be 100% Respectful**

(314) 345-4430

The St. Louis City Public School District (District) does not discriminate on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, veteran or national guard status, or any other factor prohibited by law in admission or access to, or treatment or employment in its programs and activities. For more information,

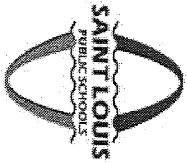
please contact the Title VI, Title VII, Title IX, Section 504/ADA Compliance Coordinator/Chief Human Resources Officer at 801 N. Eleventh Street, Saint Louis, MO 63101 (314) 345-2650 [HRCompliance@sips.org](mailto:HRCompliance@sips.org) 8:00 a.m. to 4:45 p.m.

please contact the Executive Director of Human Resources, 801 North 11<sup>th</sup> Street, Saint Louis, MO 63101, or by telephone at (314) 345-4483 / (314) 345-2650.

Revised June-July 2012/2013

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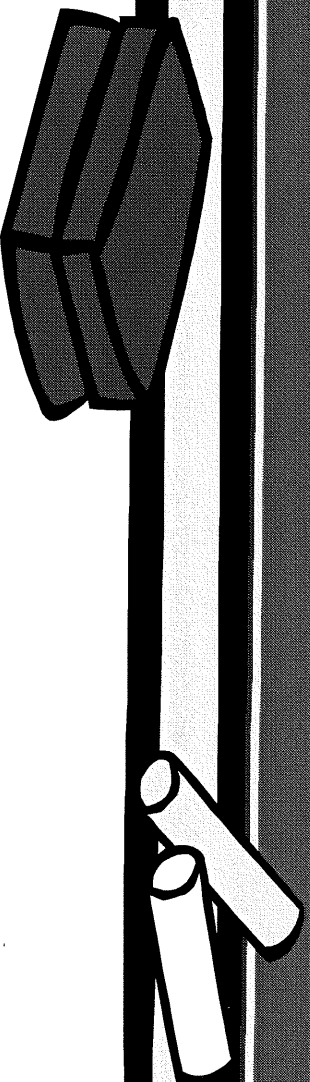
**St. Louis Public School District**

# **Creating Positive School Culture**

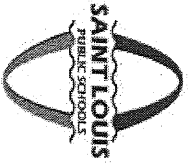
**Be Safe**

**Be Respectful**

**Be Responsible**



**2013 - 2014 Parent Information Guide & Student Code of Conduct**



**Kelvin Adams**  
Superintendent of Schools

Dear Parent/Legal Guardian:

Welcome to the 2013-2014 school year. We know you have many choices when selecting a school and we appreciate your decision to enroll your child with Saint Louis Public Schools.

Providing a safe learning environment for all students is one of the highest priorities for Saint Louis Public Schools. In order to help us reach this goal, we ask you to please read and review the 2013-2014 Student Code of Conduct & Parent Information Guide. This guide provides important information for parents and students regarding the rights and responsibilities of all members of the school community and outlines the expectations for student behavior that will result in a safe, positive and supportive learning environment.

After you have reviewed this handbook with your child, please sign and date the enclosed Student and Parent(s)/Legal Guardian(s) Acknowledgement form on page 3 and return it to your child's teacher.

The 2013-2014 Student Code of Conduct & Parent Information Guide is yours to keep and refer to as needed throughout the school year. An electronic copy of the guide is available on the District website at [www.slps.org](http://www.slps.org) under the Parents & Students channel tab.

Thank you in advance for your cooperation in helping to make your child's school a safe place for learning.

Sincerely,

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

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# The St. Louis Public School District

## 2013-2014 Parent Information Guide and Student Code of Conduct

### Student and Parent(s)/Legal Guardian(s) Affidavit

Dear Parent(s)/Legal Guardian(s):

We know that you share the St. Louis Public Schools' goal of providing a safe school environment. In order to help us reach that goal we ask you to please read and review this Parent Information Guide and Student Code of Conduct.

After you have reviewed the Parent Information Guide and Student Code of Conduct, please sign the affidavit below, tear this page out of the handbook, and return the signed page to your child's classroom teacher. This document acknowledges your receipt of this information for which every St. Louis Public School student is responsible. Thank you for your cooperation in helping make our schools safe places for learning.

#### Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive and supportive learning environment

#### Student Pledge

- I pledge to be in attendance and on time for class every day
- I pledge to be safe, responsible, and respectful
- I pledge to be a problem solver

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Be 100% Responsible



Be 100% Respectful

- I pledge to work hard, do my best, and be proud of myself
- By signing this pledge, I understand and accept the responsibility of the Student Code of Conduct, for as long as I am a student in the St. Louis Public School District.

Student Signature: \_\_\_\_\_

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

Parent Signature/Legal Guardian: \_\_\_\_\_

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

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## St. Louis Public School District Vision Statement

St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

## St. Louis Public School District Mission Statement

We will provide a quality education for all students and enable them to realize their full intellectual potential.

## St. Louis Public School District Core Beliefs

- All children can learn, regardless of their socio-economic status, race or gender
- The African American Achievement Gap can be eliminated
- Parents must be included in the education process
- Competent, caring, properly supported teachers are essential to student learning
- The community must be involved in encouraging high achievement for all children
- The St. Louis Public Schools are obligated to help students overcome any obstacles that may hinder their learning by forming partnerships with the entire community



# Parent Information Guide

## Important Phone Numbers

St. Louis Public Schools • 801 N. 11<sup>th</sup> St. • St. Louis, MO 63101 • (314) 231-3720

Other pertinent phone numbers and email addresses can be found on the district's website [www.slps.org](http://www.slps.org)

A+ Coordinator: (314) 345-2315	Parent and Student Engagement: (314) 345-4430, 345-4490
Athletic Director: (314) 345-4405	School Safety & Security (314) 865-2020
Athletic Coordinator: (314) 345-4418	SLPS Hotline for School and Community Safety: Local: (314) 241-SLPS (7577) Toll free: 1-866-610-SLPS (7577)
Career & Technical Education: (314) 345-4530	Special Education: (314) 633-5344 or (314) 345-5344
Community Education: (314) 345-4590	Student Records/Transcripts: (314) 645-2648 ext. 101 or 102
Dropout Recruiter: (314) 345-4424	Transportation: (314) 389-2202 for changes, concerns, or bus issues
Early Childhood: (314) 331-6150	(314) 389-1111, ext. 1 for bus status for all routes that begin with a "2"
Enrollment Information: (314) 633-5200	(314) 772-3184 for bus status for all routes that begin with a "1"
Family and Community Engagement (314) 345-2484	Volunteer Services: (314) 345-4577
Food Services: (314) 345-2308, 345-4519	
Gifted & Talented: (314) 345-4548	
Homeless and Foster Care Services: (314) 345-5750	
Human Resources: (314) 345-2379	
Innovative Pathways: (314) 345-6950	
Magnet Schools: (314) 633-5200	


**St. Louis Public School District**  
**2013-2014 Academic Year Calendar**

Final	Mon	Tue	Wed	Thu	Fri	Sat	Teachers	Students
	21	22	23	24	25	26	27	28
	28	29	30	31				
	4	5	6	7	8	9	10	11
	18	19*	20	21	22	23	24	25
	25	26	27	28	29	30	31	
	1	2	3	4	5	6	7	8
	15	16	17	18	19	20	21	22
	22	23	24	25	26	27	28	29
	29	30						
	6	7	8	9	10	11	12	13
	13	14	15	16	17	18	19	20
	20	21	22	23	24	25	26	27
	27	28	29	30	31			
	3	4	5	6	7	8	9	10
	10	11	12	13	14	15	16	17
	17	18	19	20	21	22	23	24
	24	25	26	27/NS*	28	29	30	31
	1	2	3	4	5	6	7	8
	8	9	10	11	12	13	14	15
	16	17	18	19	20	21	22	23
	19	20	21	22	23	24	25	26
	26	27	28	29	30	31		
	2	3	4	5	6	7	8	9
	9	10	11	12	13	14	15	16
	16	17	18	19	20	21	22	23
	23	24	25	26	27	28	29	30
	27	28	29	30	31			
	21	22	23	24	25	26	27	28
	29	30	31					
	30	1	2	3	4	5	6	7
	31	1	2	3	4	5	6	7
	32	1	2	3	4	5	6	7
	33	1	2	3	4	5	6	7
	34	1	2	3	4	5	6	7
	35	1	2	3	4	5	6	7
	36	1	2	3	4	5	6	7
	37	1	2	3	4	5	6	7
	38	1	2	3	4	5	6	7
	39	1	2	3	4	5	6	7
	40	1	2	3	4	5	6	7
	41	1	2	3	4	5	6	7
	42	1	2	3	4	5	6	7
	43	1	2	3	4	5	6	7
	44	1	2	3	4	5	6	7
	45	1	2	3	4	5	6	7
	46	1	2	3	4	5	6	7
	47	1	2	3	4	5	6	7
	48	1	2	3	4	5	6	7
	49	1	2	3	4	5	6	7
	50	1	2	3	4	5	6	7
	51	1	2	3	4	5	6	7
	52	1	2	3	4	5	6	7

**Total for the 2013/2014 School Year days/ hours:**  
 Student 176 days @ 6 hr. 27 min. (6.45/day)=1135.2  
 Teacher 210 Days (476 teaching days, 34 without students, 15 days for winter break, 5 days for spring break, 4  
 holidays, 2 days of empty days, 2 no school days, 6 professional development days, 2 parent conference days, 3 classroom prep. day, 1  
 principal's day)

## Enrollment – General Procedures

The Office of Recruitment and Counseling looks forward to assisting families interested in attending a St. Louis Magnet, choice or Neighborhood school. For more information regarding the enrollment process, please call (314) 633-5200.

Parents will need the following information to enroll their child(ren):

- Your child's birth certificate
- Your child's immunization records
- Your child's school transcripts or most recent report card
- Proof of St. Louis City residency.

To enroll your child in a Neighborhood School for grades K-12 (not Early Childhood or Magnet/choice Schools), please call (314) 633-5200.

To enroll your child in our Early Childhood Program, please call (314) 331-6150.

For Magnet and Choice School Information, please visit [www.slpsmagnetschools.org](http://www.slpsmagnetschools.org) for information about how to apply for the 2014/2015 school year.

For more information or to schedule your child's gifted testing, please call the Office of Gifted & Talented at (314) 345-2435.

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# Parental/Guardian Involvement and Communication

## District Communication

The District is committed to keeping parents and guardians informed about activities and events that take place during the school year. The method used to share information will vary, depending on the type of message being sent. SLPs utilizes an automated phone system, printed parent/guardian letters, text messages, emails, website postings, social media messaging and broadcast media outlets to share information.

**Parents/guardians are encouraged to make sure their child's school has the most current contact information to ensure they receive all important messages in a timely manner.**

Parents/Guardians may sign up for District emails and get Twitter and Facebook addresses by visiting the District website at [www.slpb.org](http://www.slpb.org).

School closing information due to inclement weather will first be posted on the homepage of the District website before local television and radio stations are contacted.

## Parent Communication/Involvement with the School

Below are ways to maximize the communication with your child's school.

- Attend the Back to School Festival: This is a great way to see what the entire district offers for it's students.
- Go to Open House: This is a great way to begin a relationship with your child's teachers. It gives you the opportunity to meet the teacher(s) during positive circumstances, understand the procedures of the classes and school, and learn about the expectation teachers have set for the students.
- Collect Phone Numbers: Create a phone list of all important contacts in the school - front office, grade level office, attendance contact, teachers, and other support personnel.
- Collect email addresses – Teachers sometimes have difficulty returning phone calls because of their schedule and yours. Email can be a great way to keep in contact with your child's teachers for academic progress and behavior updates.
- Conferences – We encourage you to make an appointment for a conference to speak with your child's teachers. Please do not drop by school and expect to have a conference with notifying the school first.
- Look for and join your child's school's parent organization.
- Volunteer at your child's school.

Please note that every school/program will have its own set of procedures for dismissal, pick-ups, drop-offs, etc., Always remain in constant communication with your child's teacher and building principal to find out these specifics.

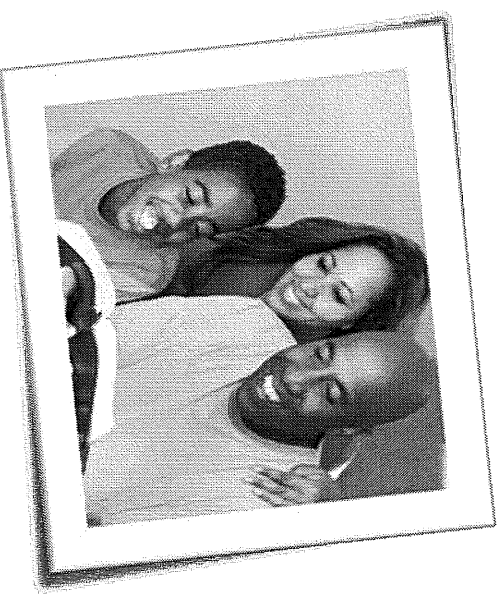
The following are specific entities that exist within the district to support our families in supporting their children.

### **Parent Assembly District –Wide Parent Organization**

The Mission of the St. Louis Public Schools Parent Assembly is to increase student achievement via family and parental involvement. Through monthly meetings, the function of the St. Louis Public Schools (SLPS) Parent Assembly is two-fold:

- 1) To serve as an informational source for SLPS families regarding federal, state, city and district policies, programs, and personnel that are affecting their child(ren)'s education on a daily basis.
- 2) To serve as a sounding board and action network for SLPS families who have concerns regarding issues occurring in their schools to which they cannot seem to get an answer. The Parent Assembly attempts to bring together SLPS families and staff from all the District's schools and programs, at every level so that ideas, concerns and solutions can be shared.

Meetings are held on the fourth Thursday of the Monday, September – November and January – May. Meeting announcements and any other information pertinent to our families regarding our schools are provided via emails directly from the Parent Assembly's database and via the school call-reach system to all District families. Questions and concerns can be emailed to the Parent Assembly at [parentassembly@yahoo.com](mailto:parentassembly@yahoo.com) or call (314) 345-4657. The web address is also located on the District's website [www.slps.org](http://www.slps.org). Valarie Williams is the chairperson for the Parent Assembly for the 2013/14 school year.



### **Office of Family and Community Engagement**

The Office of Family and Community Engagement coordinates the valuable efforts of the Family and Community Specialists who serve the parents and students of the St. Louis Public Schools. Family and Community Specialists facilitate parent involvement, which is designed to strengthen school programs, family practices, and student development.

The purpose of the Family and Community Specialist is to help families:

- establish a home environment that supports children as students,
- promote effective communication between schools and homes,
- recruit and organize parental involvement and support,
- provide information and ideas to enhance learning at home,
- involve parents as leaders and representatives in the school's decision-making process, and
- identify and integrate community resources to strengthen school programs, family practices, and student development.

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The Office of Family and Community Engagement is dedicated to ensuring continuous partnership between family, school, and community and can be reached by calling (314) 345-2484.

### **Office of Parent and Student Engagement**

There are times, however, when a parent/guardian may need to express a concern concerning system or school procedures or inquire about of school system employees. Parent(s)/Guardian(s) are asked to follow the following procedure to bring resolution to their concern.

The first step in resolving a concern, issue, or complaint is to address it with the school based staff member who is most closely and directly involved with the situation or the Family and Community Specialist assigned to your child's school.

The first step in resolving a concern, issue, or complaint is to address it with the classroom teacher or school based staff member who is most closely and directly involved. We request that you contact the school and schedule an appointment with the classroom teacher or staff member. Through amicable dialogue and cooperative agreement, resolution can usually be reached. We encourage all parents/guardians to take this first step.

If the concern or complaint cannot be resolved with the first step, the parent(s)/guardian(s) should contact the school administration. The may be an assistant principal or the principal. Once contact is made:

- The principal will confirm that the parent(s)/guardian(s) have attempted to resolve the concern with the classroom teacher or other school-based staff member.
- ~~Usually, within 24-48 hours,~~ The school administration will attempt to resolve the concern or complaint as quickly and satisfactorily as possible by involving the parent(s)/guardian(s) and all pertinent staff members.

If the concern has not been resolved through the informal process outline in steps one and two, the parent/guardians should contact the Office of Parent and Student Engagement at (314) 345-4430 or 4490. Concerns may be given over the phone but preferably received in writing either by letter or email. The Office of Parent and Student Engagement will complete a record of parent(s)/Guardian(s) concern form and document all information provided (either verbally or in writing). Contact will be made with the school administration to review all information provided regarding the concern or complaint. If necessary, staff from other administrative departments may be included in the process.

Note: The procedures outlined here are not to be used for resolving complaints that are specifically governed by other existing federal, state or local regulations, including but not limited to student suspensions and expulsions, employee grievances, special education appeals, FERPA, or ADA.

# Uniform/Dress Code Expectations

Each school site shall develop a Uniform/Dress Code Policy in partnership with students, parents/legal guardians, and school personnel. Each Dress Code Policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases the school principal or designee shall inform the student, parent(s)/legal guardian(s), and school community of the school Dress Code Policy. All students and parent(s)/legal guardian(s) are expected to follow the written policy.

Questions concerning the school Uniform/Dress Code Policy should be referred to the school principal or designee.

## Procedures for Correcting Inappropriate Attire:

School principals and staff should uniformly apply the following procedures for occurrences in which students wear inappropriate attire. Principals and staff must not remove the student from the instructional process or send a student home for inappropriate attire or for not having an identification card. Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action.

If the inappropriate attire cannot be corrected immediately, staff will take the following steps:

### **Elementary:**

- 1<sup>st</sup> Offense: Phone call to parent(s)/guardian(s)
- 2<sup>nd</sup> Offense: Phone call to parent(s)/guardian(s) to bring child a change of clothes
- 3<sup>rd</sup> Offense: Written warning
- 4<sup>th</sup> Offense: Administrative conference with parent(s)/guardian(s)/student

### **Secondary:**

- 1<sup>st</sup> Offense: Written warning
- 2<sup>nd</sup> Offense: Phone call to parent(s)/guardian(s)
- 3<sup>rd</sup> Offense: Referral to In-School-Suspension
- 4<sup>th</sup> Offense: Administrative conference with parent(s)/guardian(s)/student





## Attendance Expectations

Statute 167.031, RSMo, states that any parent, guardian or other person having custody or control of a child between the ages of seven (7) and seventeen (17), must ensure that the child is enrolled and regularly attends public, private, parochial school, home school or a combination of schools for the full term of the school year.

- The term “compulsory attendance age for the district” shall mean seventeen (17) years of age.
- Children between the ages of five (5) and seven (7) are not required to be enrolled in school. However, if they are enrolled in a public school their parent, guardian or custodian must ensure that they regularly attend.

The only exception to the attendance regulation shall be the enumerated extenuating circumstances that are verified and excused by the school. Students shall be temporarily excused from that attendance regulation for the following reasons:

- Hospitalization - Extended hospital stay as verified by a discharge statement
- Student illness - Personal, physical, or emotional illness or extended recuperation from an accident as verified by a physician, dentist, or nurse practitioner as verified by one of the following:
  - Contagious with documentation from doctor/nurse practitioner
  - Physician’s note with diagnosis and recommended time of absence
  - Physician’s note with diagnosis of chronic/intermittent illness
  - 504 plan which addresses chronic/intermittent illness and accommodations
- Head lice - limited to one day
- Observance of special and recognized holidays of the student’s own faith as documented by a parent letter (in first language) and verified by calendar of religious holidays by ESOL Program
- Documented family emergency
- Agency required meeting (e.g. Court dates, Children’s Division Family Support Meeting, Immigration for ESOL)

For any other extenuating circumstances, the student’s parent(s)/legal guardian(s) must make a formal appeal to the building principal. The only other exception to the attendance regulations shall be other absences that are verified by the principal or his/her designee as stated below:

- Prior school system-approved travel for education
- Death in the family (not to exceed one week)
- Natural catastrophe and/or disaster

Students shall not be excused from school to work on any job, even in their own homes or for their own parents or tutors, unless it is part of an approved instructional program.

The days absent for elementary and secondary school students shall include temporarily excused absences, unexcused absences, and suspensions.

**Make-up Work:**

- Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete make-up work or pass the course.
- Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.
- Students shall be considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), or for recognized religious holidays of the student's own faith and shall be given the opportunity to make up work.
- Students shall not be excused for any absences other than those listed above, shall be given failing grades in those subjects for those days missed, and shall not be given an opportunity to make up work.

**Notification of Absence or Tardy:**

- When it becomes necessary for a student to remain at home for health reasons, the parent shall notify the school administrative offices and the school nurse. When the student returns to school, the student shall bring a signed statement from the parent(s)/guardian(s) giving the reason for the student's absence. Other documentation may be required as outlined above (e.g. physician's letter, discharge statement, court document, etc.)
- When a student is late to school, the parent or guardian shall provide a written reason for the tardiness.
- When a student is absent or tardy and the school has not been notified by the parent(s)/guardian(s) as to the reason for the absence the school will contact the parent(s)/guardian(s).

When a student is absent for three (3) consecutive days (unexcused or unexplained absences) or has 3-5 total absences, the school shall prepare and send a 1<sup>st</sup> letter to parent(s)/guardian(s). Additional absences, excused and/or unexcused, shall be addressed in the following manner:

- 6-9 absences = 2<sup>nd</sup> parent letter
- 10 or more absences = 3<sup>rd</sup> parent letter and notification to the Missouri Division of Children's Services, Juvenile Court and/or City Court.

Parents of absent students shall be contacted by the social worker. The school social worker shall enlist the cooperation of the parent(s)/legal guardian(s) and make every reasonable effort to help the student improve attendance and/or punctuality, continued and excessive absenteeism and tardiness may be a sufficient reason for disciplinary action, including exclusion from participation in extracurricular activities, referral to community support agencies, other family support community based agencies and/or referral to Juvenile Court, City Court and/or the Missouri Division of Children's Services.

# National School Lunch Program/School Breakfast Program

Children need healthy meals to learn. St. Louis Public Schools offers healthy meals every school day.

The breakfast cost is free of charge: Lunch costs are as follows: Elementary \$1.10, Middle \$1.20, and Secondary \$1.35.

Your child(ren) may qualify for free or for reduced price meals. Reduced price is \$.40 for lunch. Frequently asked questions are answered below. Applications are sent in the summer district mailing or you may receive one through your child(ren)'s school.

Household Size	Annually	Monthly	Weekly
1	\$21,257	\$1,772	\$209
2	\$28,694	\$2,392	\$552
3	\$36,131	\$3,011	\$695
4	\$43,568	\$3,631	\$838
5	\$51,005	\$4,251	\$981
6	\$58,442	\$4,871	\$1,124
7	\$65,879	\$5,490	\$1,267
8	\$73,316	\$6,110	\$1,410
For each add'l person add	\$7,437	\$620	\$144

- **Do I need to fill out an application for each child?** No. Use one Free and Reduced Price School Meals Application for all students in your household. We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: your child's school or you can mail the application to St. Louis Public Schools District, Food and Nutrition Services Department, 801 North 11<sup>th</sup> Street, St. Louis, MO 63101.
- **Who can get free meals?** All children in households getting Food Stamps, Temporary Assistance, or the Food Distribution Program on Indian Reservations can get free meals regardless of income. Also, you child(ren) can get free meals if your household income is within the free limits on the Federal Income Eligibility Guidelines.
- **Can Foster Children get free meals?** Yes, foster children that are under the legal responsibility of a foster care agency or court, are eligible for free meals. Any foster child in the household is eligible for free meals regardless of income.
- **Can homeless, runaway and migrant children get free meals?** Please call Deidre Thomas- Murray, St. Louis Public School Homeless Coordinator and Foster Care Liaison, (314) 345-4501 to see if your child(ren) qualify, if you have not been informed that they will get free meals.
- **Who can get reduced price meals?** You child(ren) can get low cost meals if your household income is within the reduced price limits.
- **Should I fill out an application if I got a letter this school year saying my child(ren) are approved for free or reduced price meals?** Do not complete the application if you have recently received notification from your school that your child(ren) has been certified to receive free meal benefits for the 2013-2014 school year.
- **My child's application was approved last year. Do I need to fill out another one?** YES. Your child's application is only good for that school year and for the first few days of this school year. You must send in a new application unless the school told you that your child(ren) is eligible for the new school year.
- **I get WIC, can my child(ren) get free meals?** Children in households participating in WIC may be eligible for free or reduced price meals. Please fill out an application.
- **Will the information I give be checked?** Yes, we may ask you to send written proof.

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- **If I don't qualify now, may I apply later?** Yes. You may apply at a time during the school year if your household size goes up, income goes down, or if you start receiving Food Stamps, Temporary Assistance or other benefits. If you lose your job, your child(ren) may be able to get free or reduced price meals.
- **What if I disagree with the school's decision about my application?** You should talk to school officials. You also may ask for a hearing by calling or writing to: Your child's school or you can mail the application to St. Louis Public Schools District, Food and Nutrition Services Department, 801 North 11<sup>th</sup> Street, St. Louis, MO 3101.
- **May I apply if someone in my household is not a US citizen?** Yes. You or your child(ren) do not have to be a U.S. citizen to qualify for free or reduced price meals.
- **Who should I include as members of my household?** You must include all people living in your house, related or not (such as grandparents, other relatives or friend) You must include yourself and all children who live with you.
- **What if my income is not always the same?** List the amount that you normally get. For example, if you normally get \$1,000 each month, but you missed some work last month and only got \$900, put down that you get \$1,000 per month. If you normally get overtime, include it, but not if you get it only sometimes.
- **We are in the military; do we include our housing allowance as income?** If your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Exclude military combat pay received by service members during a deployment. All other allowances must be included in your gross income.

If you have other questions or need help call the Food and Nutrition Services Department (314) 345-4519 or 345-2308.

\*In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, office of Adjudication, 1400 Independence Avenue, SW, Washington, D.D. 220250-9410 or call too free (866) 632-9992 (Voice), Individuals who are hearing impaired or have speed disabilities may contact USDA through the Federal Relay Service at (800) 877-8339, or 845-6136 (Spanish). USDA is an equal opportunity provider and employers\*

### Special Dietary Needs

Students needing a special food plan must have a doctor's prescription indicating the type of food plan that is necessary. Parent(s)/Guardian(s) should contact Food Services at (314) 345-2308, 345-4519 for more information.

# Physical Exams, Immunizations, and Medications

## Physical Examinations

Students with chronic healthcare problems, special healthcare needs, and who require medication administered on a regular basis during the normal school day are required to present a physical exam report form to the school nurse at the beginning of each school year along with the following as applicable:

- Asthma Action Plan for all asthmatics
- Diabetic Action Plan for all insulin dependent diabetics
- Seizure Action Plan for all seizure disorders
- Food Allergy Action Plan
- Sickle Cell Action Plan for all with sickle cell disease
- Authorization for Adminstrating Medication to Student

High school students who participate in cheerleading and on athletic teams are required to have an annual physical examination report on file with the school nurse and the athletic office. See the school nurse or the school district web site for the appropriate form.

Failure to provide the required physical examination reports can result in exclusion from the school setting.

## Immunizations

Missouri's immunization law (Section 167.181RSMo) requires students to show proof of compliance upon enrollment in public, private, parochial, or parish schools before they can attend school. The schedules for preschool and school age children are on the school district web site under the Parent & Student link, School Health.

Check with your child's primary care provider, clinic, or the last healthcare facility where the child received a shot to obtain the most up to date copy of the entire shot record. Complete immunization records must include the month, date, and year of administered vaccines.

Always notify the school nurse when your child receives a new shot. If the school nurse sends a Notice of Need Letter to you regarding the child's need for an immunization take the child to the doctor promptly to avoid the child being excluded from school. The state law requires exclusion from school of all students who do not complete vaccinations once started.

## Medications

St. Louis Board of Education Policy P514.1.5 states it shall be the policy of the Board of Education to discourage the administration of medication to children during school hours. The administration will be restricted to medication that cannot be given on an alternative schedule; however, the district will offer reasonable accommodations to ensure that the student can still receive his or her medication. The board recognizes that

some students may require medication for a chronic or short-term illness, injury, or disabling condition during the school day in order to enable them to remain in school and participate in their education. The board also recognizes that some ~~disabled~~ students may require the administration of medication during school hours if the medication is necessary for the student to benefit from the educational program. Neither prescription medication nor over the counter medication will be permitted in the school or administered in the school except in accordance with board policies and regulations.

**THE AUTHORIZATION FOR ADMINISTERING MEDICATION TO STUDENT (OHS-14) and/or PERMISSION TO CARRY AND SELF ADMINISTER MEDICATION (OHS-15) form, which may be obtained from the school nurse, identify the process that must be followed for each student to have medication at school. Parents/guardians are responsible for providing all medications in a pharmacy or manufactured labeled container or package. The school will provide a secure, locked storage for medication with restricted access to only authorized personnel.**

Parents/guardians, or a responsible adult designated by the parent/guardian, must deliver all medication to the school and give it directly to the school nurse or the nurse's designee. The school nurse will contact you when refills are necessary and all unused medication is to be picked up by the parent/guardian or adult designee at the end of the school year. Any and all unclaimed medications will be discarded on the last day of school

The necessary forms can be obtained from the school nurse at your student's assigned school and he/she can clarify and help you with the process when your student needs medication. The authorization forms are also available for you or the prescribing doctors to use on our web site [www.slps.org](http://www.slps.org) under the Parents & Students Link by clicking on Student Health. Please contact the school nurse at your child's school for additional information.

#### **Special Dietary Needs**

Students needing a special food plan must have a doctor's prescription indicating the type of food plan that is necessary. Parent(s)/Guardian(s) should contact Food Services at (314) 345-2308, 345-4519 for more information.

## **Safety and Security**

The St. Louis Public School Safety and Security Department utilizes the industries best practices and state of the art security technology to provide provides a safe and secure learning and working environment for our students, staff, employees, and visitors. The Safety & Security Department is ever mindful of the need to maintain the public's trust and confidence by treating all persons with fairness, dignity and respect.

The management, supervisors, and staff are well-trained professionals that are licensed by the Board of Police Commissioners, City of St. Louis, and are empowered to protect the students, staff, and visitors, of the St. Louis Public Schools. We do so by ensuring that each school has a one-point entry system, video surveillance, and an intercom to monitor visitor entry. The Security Department is comprised of 126 officers who are assigned at all middle and

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high school locations. The elementary locations are monitored by 10 mobile Inspectors daily.

The Security Department also works very close with the school Administrators, Risk Management Team, the department of Student and Parent Engagement, the Family Court, Federal Emergency Management Agency, The Department of Education, St. Louis Metropolitan Police Department, and other external agencies for training and educational opportunities.

The security personnel is responsible for patrolling the inner and outer perimeter of the SLPS property, and respond to incidents that may take place therein, at the middle and high school locations each person that enters the building must be screened by enter a stationary metal detector and then by a hand wand upon entering the building and their whereabouts must be accounted for at all times. Employees are mandated to produce a visible company identification card upon inspection.

All inquiries concerning incidents involving a student must first be made to the school Administrator after which, the proper notifications will be made for a follow up investigation.

## Transportation

**Riding the school bus is a privilege – not a right.** Improper behavior may result in a student being removed from riding the bus either on a temporary or permanent basis. The bus driver is in charge. Students must obey the driver. Any offense committed by a student on a district-owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student's assigned school. The bus is an extension of the classroom and misbehavior will not be tolerated. Students are to ride their assigned buses. Two (2) digital cameras are on every bus to record the activity that occurs throughout the bus and at the bus door.

### Student Responsibilities when waiting to board the bus

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1. Arrive at the bus stop five (5) minutes ahead of your scheduled time. The bus must leave at the designated time.
2. Wait until the bus stops.
3. Stand well away from the street as the bus approaches.
4. Form a quiet uniform line to board.
5. Littering or damaging property on or near the bus stop is prohibited. Keep sidewalks clear of books, clothing and other articles.
6. Observe all rules of conduct governing student behavior (see the 2012-2012 Student Code of Conduct handbook).
7. Report to the Principal, parent/guardian any suspicious persons or activities.
8. Remain with the group and do not talk to strangers or get into a stranger's car.

#### **Student Responsibilities when riding the Bus**

1. Be seated immediately and remain facing forward. Remain seated until the bus arrives at your stop and you receive instructions to unload.
2. Hold books and all personal items in your lap. Do not block the aisle.
3. Pets and animals of any kind are not permitted on the bus.
4. Extending arms, legs, or head out of the bus is prohibited.
5. Throwing objects on the bus or out of the window is prohibited.
6. Refrain from distracting or talking to the bus driver except in an emergency.
7. Tampering with or damaging bus equipment is prohibited. Student and/or parent/guardian will be held liable.
8. Fighting, pushing, shoving or creating loud disturbances is prohibited.
9. Smoking, eating, and drinking are not permitted.
10. Place trash in receptacle provided near front of bus.
11. Use of profanity or obscene gestures is prohibited.
12. Bringing weapons or dangerous instruments of any kind is prohibited.
13. Be aware that the St. Louis Metropolitan Police may stop and search any school bus at any time for illegal items. Students found with weapons, liquor, drugs, etc. will be arrested.
14. Observe all rules of conduct governing student behavior.

#### **Responsibilities of Parents**

1. Read, discuss and review this section and the Transportation Section on page
2. Encourage your children to observe all established guidelines.
3. Get to know your bus driver.
4. Report any related traffic hazards or abuses of any school bus observed operating carelessly to 314-389-2202.
5. Report all observed misconduct on school buses and at school bus stops to the Principal.
6. Place identification of your child where the bus driver can retrieve it, if necessary.
7. Report to the police any strangers observed at or near bus pick up/drop off stops.
8. See that children are at the bus stop five (5) minutes before the bus is scheduled to arrive.
9. Ensure that preschool and kindergarten students are met at the afternoon bus stop by a parent/guardian or are accompanied by a responsible, designated older sibling.



For concerns regarding transportation, please contact:

(314) 389-2202 for changes, concerns, or bus issues.

(314) 389-1111, ext. 1 for bus status for all routes that begin with a "2".

(314) 772-3184 for bus status for all routes that begin with a "1".

## Visitors to Campus

To provide safe and orderly learning environments, **ALL** visitors, including parents, district employees, and volunteers, must report to the school office immediately upon entering the school to request authorization from the school principal or designee. Parents wanting to observe in a classroom must receive administrative approval. Parents/Visitors may be asked to provide a personal identification card. These procedures are followed at the elementary, middle and high school level.

## Bully Awareness

Bullying is aggressive behavior that is intentional hurtful and repeated over time, which creates an imbalance of power between the bully and the victim. Bullying affects everyone at the school – the bully, the victim, and the bystanders as it creates a fearful school climate where students do not feel safe.

- Bullying is more than just teasing.
- Anyone can be a bully.

- Anyone can be a victim.
- Bullying is not a modern problem.
- Bullying affects everyone.
- Bullying is a serious problem.
- Schools, families, and the community can work together to find solutions.
- A comprehensive plan will produce the best results.

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- Children at risk can be helped.
- School, families, and the community are responsible for protecting children.
- Bullying happens not just in the United States but also all over the world; bullying in schools is universal.

### Types of Bullying

- Physical – pushing, shoving, hitting, kicking, tripping, pinching, etc.
- Verbal – teasing or name calling, making insulting or embarrassing comments, threats, etc.
- Social – spreading rumors, lies, or gossip; intimidation, coercion, exclusion.
- Intentionally damaging one’s social status.
- Cyberbullying – using technology to intimidate, harass, or embarrass another student.
- Direct – when the bullying is immediate such as physical and verbal bullying. It is easier to identify.
- Indirect – when the bullying is not immediate and is harder to identify. This includes verbal, social, and cyberbullying.

### Why Students Bully

- Some of the most common reason students bully is because he/she:
  - Likes to have power or control over another student.
  - Wants to protect friends or get revenge.
  - Wants to relieve boredom and entertain themselves.
  - Is good at hiding the behavior or doing them where adults can’t notice
  - Is excited about conflict between others.
  - Blames others for his/her problems and conduct.
  - Likes to be the center of attention by impressing others.
  - Seeks to dominate or manipulate others. Does not respect others.
  - Gets satisfaction or pleasure from other student’s fear, discomfort, or pain.
  - Feels little or no empathy for others.
  - Displays intolerance and prejudice toward others.
- *Many bullies have been bullied themselves or come from a family where there is violence or abuse.*

### Signs that a Student may be Bullied

- Decreased interest in school work or quality of work.
- Erratic school attendance, higher absenteeism.
- Goes to recess late and returns early. Prefers company of adults during lunch, free times.
- Drops school activities once enjoyed.
- Difficulty concentrating in class or sudden changes in mood or behavior.
- Seems isolated, withdrawn, anxious, fearful, self-blaming.
- Uses “victim” body language – hunched shoulders, head down, avoids eye contact.
- Poor or few social skills; no friends or few friends.
- Lacks sense of humor or uses inappropriate humor.
- Suddenly starts bullying other students.
- Low or no self-confidence or self-esteem. Higher rates of depression.
- Frequent illness or unexplained scratches, bruises, or damage to clothes or belongings.
- Appears ashamed of trait that separates him or her from other students.
- Talks about running away, committing suicide, or other alarming behaviors.

### Students: What to do if You are Bullied

- **Do:**
  - Walk away as quickly as possible.
  - Tell an adult you trust so he/she can help make the bullying stop.
  - Report who bullied you, what happened and where and when it happened. Reporting isn’t snitching – it will keep you and others safe.
  - Buddy up with a friend or acquaintance. Bullies often go after students who are by themselves.
  - Avoid the bully by thinking when you encounter him/her and stay away from those places. If it is a place where you have to go, take a friend with you.
  - Stand up for yourself if you are not in danger. Stand straight, look the bully in the eye, and say in a confident voice, “Leave me alone.”
- **Don’t:**
  - *Don’t fight back as it will make the bully madder and you might get hurt.*
  - *Don’t ignore the bullying situation and hope it will stop.*

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➤ *Don't keep it to yourself. Be sure to tell an adult.*

**Parents: What to do if your Child is a Bully**

- If contacted by the school, stay calm and try not to be defensive or angry.
- Take it seriously and don't make excuses.
- Decide consequences for bullying, make sure your child knows the consequences and enforce them fairly and consistently.
- Teach your child appropriate ways to deal with anger and frustration.
- Tell your child clearly and firmly that bullying is not acceptable.
- Reward your child for positive behavior.
- Help your child understand the impact of bullying on others.
- Work out a way for your child to make amends for the bullying.
- Seek help or counseling if the bullying continues.

**Parents: What to do if your Child is being Bullied**

**Do:**

- Make sure your child knows being bullied is not his/her fault.
- Let your child know that he/she does not have to face being bullied alone.
- Talk to the school/principal/teacher about ways to keep your child safe from bullying.

- Talk to your child about appropriate ways to respond to bullies.
- Do tell your child not to react, but to walk away and get help if pursued.
- Teach your child to be assertive but not aggressive.
- Tell your child to report bullying as soon as it happens to a trusted adult.

➤ Look at your child's behavior and style of interaction and consider how you might help him/her to handle these types of situations in the future.

➤ Contact the school for assistance.

➤ Seek counseling for your child, if appropriate.

**Don't:**

➤ Don't tell the children to solve a bullying problem between themselves. Because of the differences in power, the child who has been bullied may suffer more. Bullying problems need adult help.

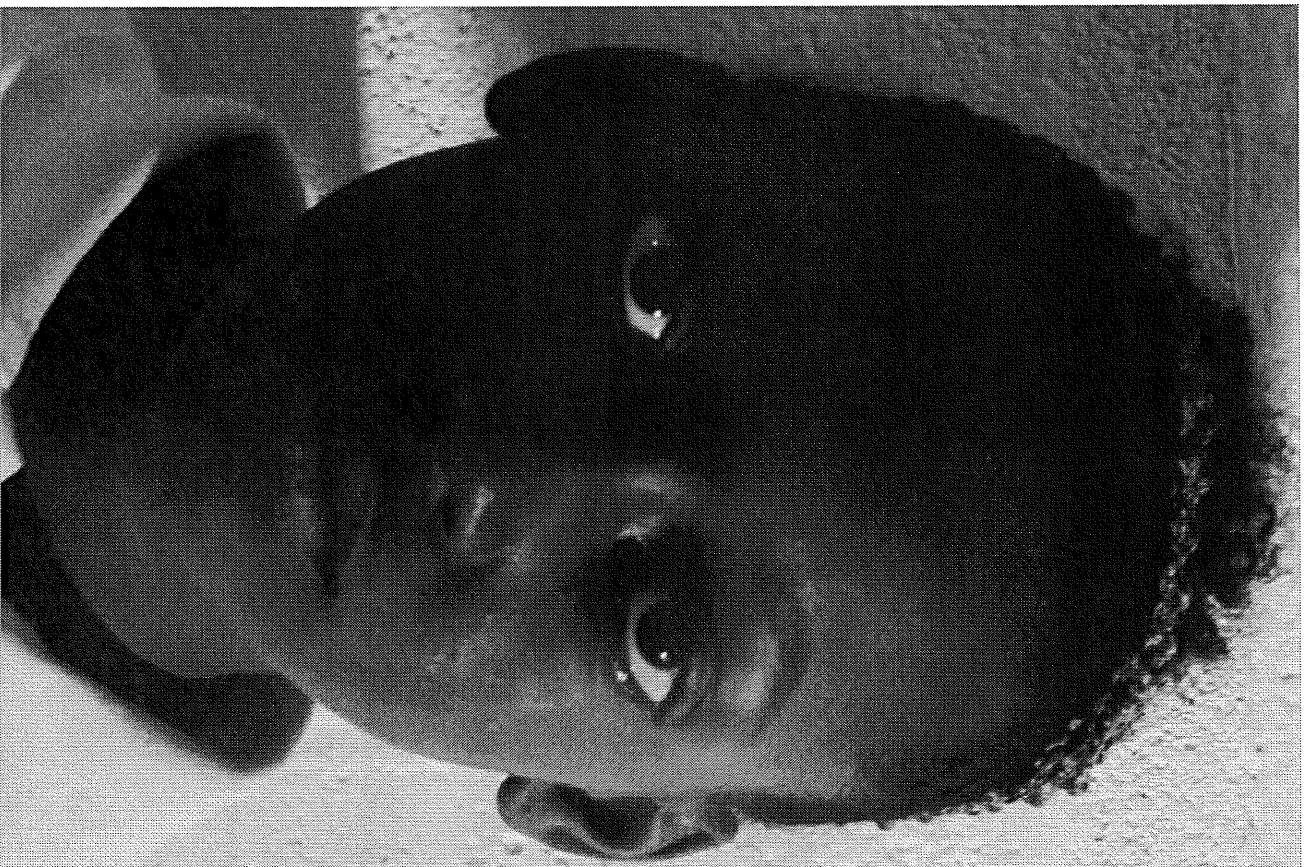
➤ Don't tell the bullied child to fight the bully. This won't solve anything, someone might get hurt, and fighting is against school policy.

➤ Don't try to mediate a bullying situation. Bringing together bullies with bullied children to "work out problems" is almost never a good idea.

The child being bullied hasn't done anything wrong, so mediation sends the wrong message.

➤ Don't immediately blame either the victim or the bully. Instead, gather as much information as possible figure out what is going on, and contact the school for assistance.





Bullying hurts  
Inside and out  
You can't run  
You just want to shout

Bullying hurts  
There's nowhere to run  
You can't walk away  
While they're making fun

Bullying hurts  
But what can I do  
It's not just me  
It's not just a few

Bullying hurts  
Is there a hero in me  
Maybe there is  
If I just believe

# Be A Superhero Stop Bullying

2012/2013 Bully Awareness Art Contest Middle School Co-Winner - Latasha Williams of Yeatman/Liddell

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# Student Code of Conduct

## Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive and supportive learning environment

## Student Pledge

- I pledge to be in attendance and on time for class every day
- I pledge to be safe, responsible, and respectful
- I pledge to be a problem solver
- I pledge to work hard, do my best, and be proud of myself

## Behavioral Expectations and Responsibilities

### Responsibilities of the School Community:

- BE SAFE: Understand and adhere to the Student Code of Conduct and the expectations described in the Code of Conduct
- BE RESPONSIBLE: Encourage and assist others
- BE RESPECTFUL: Respect the rights of students, parents/legal guardians, faculty, staff and visitors

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**Responsibilities of District Administrators:**

- Provide appropriate training and resources as needed to implement Positive Behavior Intervention & Support, Crisis Prevention Intervention (CPI) and Violence Confrontation Avoidance training at each school site
- Require each school to have a crisis team trained in the CPI procedures
- Assist parents/legal guardians who are unable to resolve issues at the school-level
- Review suspension/expulsion appeals

**Responsibilities of School Administrators:**

- Distribute the Student Code of Conduct to students, parents/legal guardians, and all school personnel
- Provide appropriate training for school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Identify appropriate training and resources as needed to implement PBS based on school data
- Use research-based practices to prevent minor incidents from becoming major challenges

**Responsibilities of Students:**

- Attend school
- Follow the Student Code of Conduct
- Follow the school's expectations and rules
- Follow the school's dress code
- Respect school property and the property of others
- Work hard and do your best

**Responsibilities of Parents/Legal Guardians:**

- Read the Student Code of Conduct and review it with your child
- Support your child in following the Student Code of Conduct
- Understand your child's rights and responsibilities
- Teach your child to respect the rights of others
- Ensure your child comes to school every day on time and ready to learn

- Review attendance and discipline data to determine district-level decisions
- Conduct District Discipline Conferences, including expulsion conferences

- Ensure accurate and timely entry of discipline referrals into the Student Information System (SIS) and maintain compliance (e.g. students with disabilities and qualified 504 students ten (10) day removal rule)
- Review discipline referrals and determine appropriate intervention(s) or consequence(s)
- Enforce corrective strategies that are grade level and age appropriate
- Create a safe, positive and supportive environment

- Ask teachers, school social workers, professional school counselors, parents/legal guardians, school administrators, and other adults for help to solve problems
- Report bullying and cyber bullying
- Model the positive character traits of others

- Teach your child to respect school property and the property of others
- Recognize that school personnel must enforce the Student Code of Conduct
- Seek available resources to assist and support your child within the school and the community

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**Responsibilities of Teachers:**

- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct
- Address infractions through a variety of interventions such as PBIS and Response to Intervention (RtI), including alternatives to suspension and expulsion
- Provide corrective instruction to students who demonstrate challenging behavior
- Create a safe and positive community environment and teach students to maintain it

**Responsibilities of the District's School Security Staff Officers:**

- Assist in creating a safe and conducive learning environment in our schools
- Provide schools with on-site security and a direct link to local law enforcement agencies

- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional professional staff development and/or training as needed

- Work in conjunction with the PBIS mandates, Violence Confrontation Avoidance principles, and CPI protocol
- Collaborate with local law enforcement offices, professional school counselors, school social workers, and school administrators

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## Scope of the Code of Conduct

The St. Louis Public School District Student Code of Conduct, herein referred to as the Code of Conduct, is dedicated to making sure all students are in school and engaged in learning. The Board believes that the provision of productive and humane learning environments will prepare self-disciplined, responsible citizens. The Code of Conduct Handbook stresses the importance of positive and appropriate student behavior. The consequences of negative behavior are clearly spelled out to convey the seriousness of misbehavior.

The Code of Conduct partners with School Wide Positive Intervention Supports (SW-PBS) to foster student academic and behavioral success. The key to academic and behavioral success is ensuring that each student has exemplary attendance. In addition, all members of the school community need to respect each other in order for our schools to provide a positive learning environment for children.

The information in the Student Code of Conduct outlines consistent expectations for student's behavior in school, describes appropriate interventions, outlines consequences for students, and explains the rights and responsibilities of members of the school community. The Code of Conduct applies to the actions of students during school hours, on the way to and from school, on school property, in district sponsored vehicles, and attending all school sponsored events. It also includes any time that students are off school grounds at school-sponsored activities, or are going to or from such an activity. Off campus acts of misconducts that disrupt the ~~school-day~~ educational process are also subject to discipline. This Code of Conduct was developed in collaboration with both district and school representatives and from community partners.

The Board believes that the provision of productive and humane learning environments will prepare self-disciplined, responsible citizens. The Code of Conduct Handbook stresses the importance of positive and appropriate student behavior. The consequences of negative behavior are clearly spelled out to convey the seriousness of misbehavior.

The Student Code of Conduct is designed as a guide and does not cover all possible incidents requiring disciplinary action, possible interventions or consequences. If the behavior is of such a serious nature that the maximum penalty seems insufficient, or if the student's past history is such that a more severe penalty deems warranted, the district may impose a greater penalty. At the discretion of the district, students may be given greater penalties than are listed herein. Moreover, individual schools may develop additional provisions regarding student discipline and dress. These rules, however, cannot substitute for or modify the provisions of this Code of Conduct.

Administrators will use their professional judgment to determine which disciplinary action will be most effective in dealing with student misconduct. The principal is authorized to apply a higher level of consequences for serious violations of the Code even if it is a student's first offense. The principal may recommend to the Superintendent expulsion of Type I offenses.



This document establishes consequences, which will be applied and set in motion the process by which student violators receive corrective attention. These corrective actions can either be in the same school setting, in an alternative setting, or in a setting outside the public school system. The procedures are designed to maintain an atmosphere conducive to learning and to ensure the safety of all students.

The Student Code of Conduct outlines a range of appropriate responses for inappropriate behaviors and positive support for appropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.
- Parent(s)/legal guardian(s) who inappropriately support their child's education cannot be considered misconduct on the part of the child, but such misconduct on the part of the parent(s)/guardian(s) may result in the district placing reasonable restriction to the parent(s)/guardian(s) access to the school building.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- The Student Code of Conduct applies to actions of students during school, on the way to and from school, while on school property, while traveling in vehicles sponsored by the school district and during all school-sponsored events. It also includes any time that students are off school grounds at school-sponsored activities, or are going to or from such an activity. Off campus acts of misconducts that disrupt the school day are also subject to discipline.
- The Student Code of Conduct applies as long as you are an-enrolled student no matter what school or program you attend.

Please take the time to read the Code of Conduct and discuss it with your child. The staff of the Parent and Student Engagement Office is available to answer any questions you have about the Code of Conduct by calling (314) 345-4430 or 4490. Your local school administrator is also available to answer questions about the Code of Conduct.

The Missouri School Improvement Program requires that the District distributes a student code of conduct and provides a protected, orderly environment. (MSIP 6.6) St. Louis Public School District discipline procedures are based on Missouri Law. The information in this handbook may be updated during the course of the school year. The latest version is available on the District's website [www.slps.org](http://www.slps.org).

# Missouri Safe School Act

Student conduct and discipline issues, including reporting requirements, will be handled in a manner consistent with the Safe Schools Act, including but not limited to, Sections 160.261, 167.161 and 167.171 of the Revised Missouri Statutes. School administrators shall report, as soon as reasonably practical, to the appropriate law enforcement agency any of the following crimes or any act which if committed by an adult would be one of the following crimes committed on school property, including but not limited to actions on any school bus in service on behalf of the district or while involved in school activities:

- (1) First degree murder under section 565.020, RSMo;
- (2) Second degree murder under section 565.021, RSMo;
- (3) Kidnapping under section 565.110, RSMo;
- (4) First degree assault under section 565.050, RSMo;
- (5) Forcible rape under section 566.030, RSMo;
- (6) Forcible sodomy under section 566.060, RSMo;
- (7) Burglary in the first degree under section 569.160, RSMo;
- (8) Burglary in the second degree under section 569.170, RSMo;
- (9) Robbery in the first degree under section 569.020, RSMo;
- (10) Distribution of drugs under section 195.211, RSMo;
- (11) Distribution of drugs to a minor under section 195.212, RSMo;
- (12) Arson in the first degree under section 569.040, RSMo;
- (13) Voluntary manslaughter under section 565.023, RSMo;
- (14) Involuntary manslaughter under section 565.024, RSMo;
- (15) Second degree assault under section 565.060, RSMo;
- (16) Sexual assault under section 566.040, RSMo;
- (17) Felonious restraint under section 565.120, RSMo;
- (18) Property damage in the first degree under section 569.100, RSMo;
- (19) The possession of a weapon under chapter 571. RSMo;
- (20) Child molestation in the first degree pursuant to section 566.067, RSMo;
- (21) Deviate sexual assault pursuant to section 566.070, RSMo;
- (22) Sexual misconduct involving a child pursuant to section 566.083, RSMo;
- (23) Sexual abuse pursuant to section 566.100, RSMo;
- (24) Harassment under section 565.090, RSMo; or
- (25) Stalking under section 565.225, RSMo.

Students who are suspended for any offense listed in Missouri Revised Statute 160.261.2 or any Type I behavior cannot be within 1,000 feet of any school unless:

- Student is under the direct supervision of the student's parent, legal guardian or custodian;
- Student is under the direct supervision of another adult designated by the student's parent, legal guardian or custodian, in advance, in writing to the principal;
- Student attends an alternative school located within 1,000 feet of a public school;
- Student resides within 1,000 feet of a public school and is on that property.

# School Wide Positive Behavior Supports

Academic success is directly correlated with instructional time received by the students. In the effort to fully implement positive behavior interventions to reduce the loss of instructional time due to out-of-school suspension and expulsion, each school will utilize a wide variety of preventative and corrective strategies that incorporate a School Wide - Positive Behavior Support (SW-PBS) systems approach.

SW-PBS is a school system's approach to creating and maintaining a climate of safety and learning in our schools. All intervention techniques used in SW - PBS are evidenced-based and have been shown to be effective in reducing school discipline violations and creating effective learning environments. Intervention techniques are divided into three categories or systems of support: Universal, Selected, and Targeted. Consistency and common language in school rules and expectations from all staff creates a predictable school environment for students.

**Level Three: Targeted Strategies or Tertiary Prevention** are for students in this group benefit from the Level Three Strategies, but will need extra support but are not limited to:

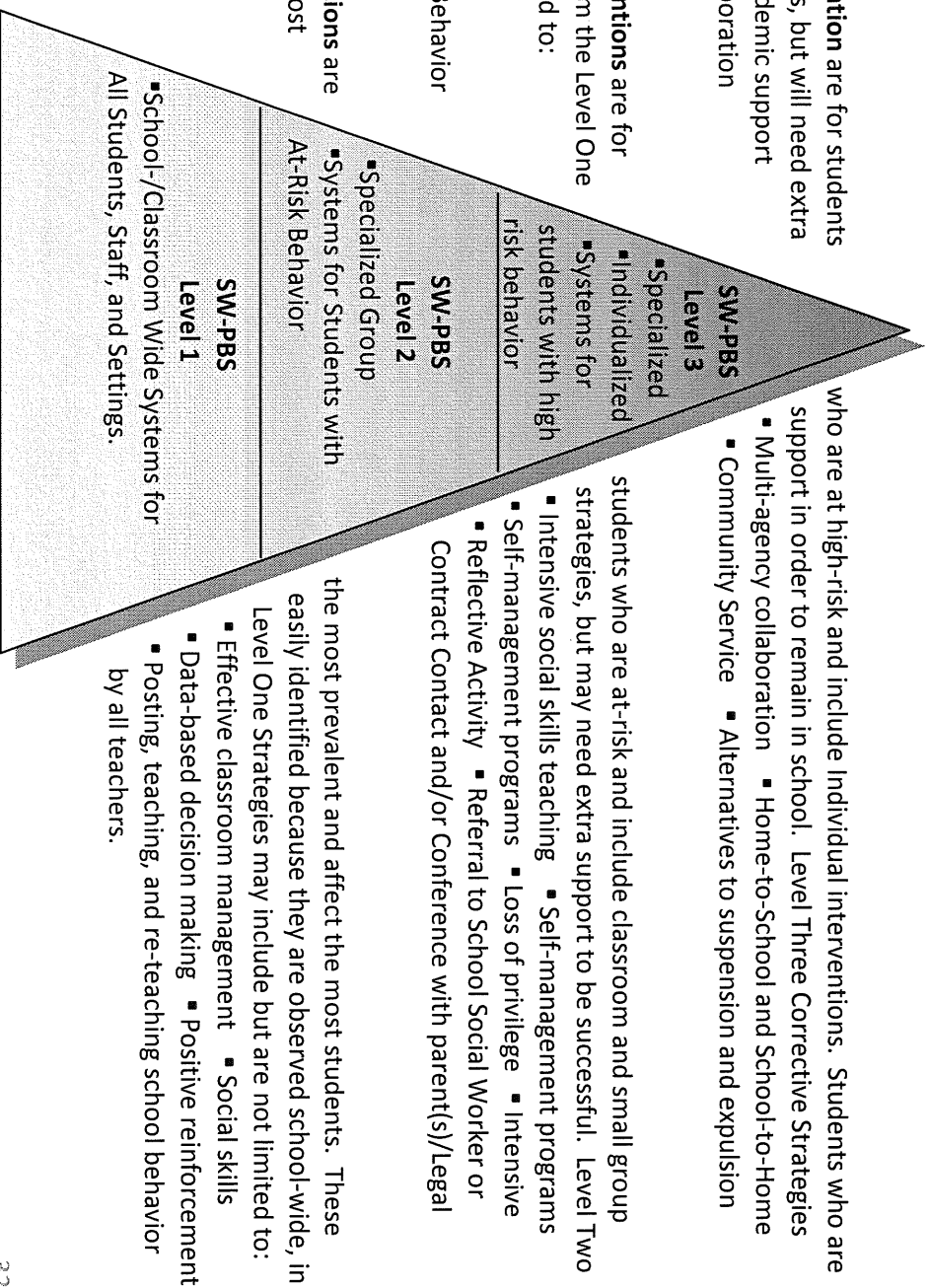
- Intensive academic support
- Communication System
- Parent training and collaboration

**Level Two, Selected Strategies or Secondary Preventions** are for students in the at-risk group benefit from the Level One strategies. Students in the at-risk group benefit from the Level One Corrective Strategies may include but are not limited to:

- Loss of privilege
- Intensive social skills teaching
- social skills teaching
- Self-management programs
- Counselor
- Schedule adjustment (if possible)
- Behavior guardian(s)

**Level One, Universal Strategies or Primary Preventions** are strategies are for all students and are usually the most the common areas of the school and in classrooms.

- Effective academic instruction
- teaching
- Firm, fair, and corrective discipline for all students
- Restorative Justice Practice
- expectations
- Active supervision and monitoring



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## School Violence and Restrictive Behavioral Intervention

Per St. Louis Public School Board Policy 5144.1, District employees and volunteers are prohibited from administering corporal punishment to students attending the SLPS schools, and from causing such punishment to be administered.

Physical restraint will be used only when other means of preventing or stopping a breach of discipline have proved ineffective. Trained staff may use justifiable physical restraint on a student only when it is deemed reasonably necessary to:

- 1) Prevent the student from hurting himself/herself
- 2) Protect others
- 3) Protect the staff's well-being



# Classifying Infractions

Discipline incidents will be classified as Type I, Type II, and Type III infractions. Bus infractions are considered Type IV.

**Type I Infractions** – Discipline incidents that severely interfere with anyone’s safety and learning, are of a threatening or harmful nature, are Safe Schools violations and warrant immediate response from administration, crisis team, entire staff, and/or community support are Type I Infractions.

**Type II Infractions** – Discipline incidents that interfere with anyone’s safety and learning, are of a threatening or harmful nature, legal violations and warrant administrative interventions are Type 2 Infractions.

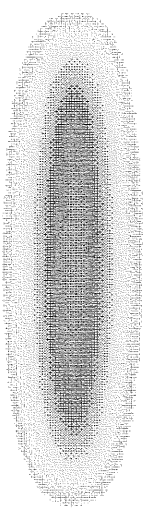
**Type III Infractions** – Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the principal or designee; any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Type 3 Infraction. Due to the severity of the Infraction, a referral to an administrator may be warranted.

**Type IV Infractions** – Discipline incidents that occur on district provided transportation.

# Type I Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE I INFRACTIONS	CORRECTIVE STRATEGIES
<p><b>BE SAFE</b></p>	<p>Ask for help if you do not feel safe.</p>	<p>Type I infractions require a mandatory office referral.</p> <p>01-1 Weapons/Possession</p> <p>02-1 Weapons/Use</p> <ul style="list-style-type: none"> <li>• Throwing missiles liable to injure others</li> <li>• Using inappropriate objects (i.e. the use of an object to harm others or damage property)</li> </ul> <p>03-1 Drugs/Influence</p> <p>04-1 Drugs/Possession including Paraphernalia</p> <p>05-1 Drugs/Sale/Distribution</p> <p>06-1 Assault/Battery</p> <ul style="list-style-type: none"> <li>• Physical assault with serious bodily injury</li> <li>• Aggravated assault to another student</li> <li>• Aggravated assault to a school district employee</li> </ul> <p>07-1 Rape/Forced Sexual Acts</p> <p>08-1 Arson</p> <p>09-1 Bomb Threats</p> <p>10-1 Technology Offense</p> <ul style="list-style-type: none"> <li>• Pornographic</li> <li>• Harmful to Minors</li> <li>• Libelous</li> <li>• Pervasively Obscene, Indecent or Vulgar</li> <li>• Advertisement of any product or service is not permitted to minors</li> <li>• Sharing confidential information of other students or employees</li> </ul> <p>11-1 Other Illegal or Very Serious Misconduct</p> <ul style="list-style-type: none"> <li>• Safe Schools Act Violations</li> <li>• Any other infraction that the principal deems to be similar in severity to other Type I Infractions</li> <li>• Threatening/intimidating faculty</li> </ul>	<p>Type I Infractions require an out-of-school suspension with a referral for a District Discipline Conference.</p> <ul style="list-style-type: none"> <li>• Type I Infractions requires an up to 10-day Out of School Suspension with a referral for a District Discipline Conference.</li> <li>• Students with IEP's shall not be given a Type I for Chronic Rules Violation if the behaviors are related to the student's diagnosis. Student behavior should be addressed through the IEP.</li> <li>• When referring students for Chronic Rules Violation, building administrators must submit documented interventions that have been previously implemented.</li> <li>• Students committing a Type I Infraction will not be returned to the school they last attended.</li> </ul>

		<p>ALCO Alcohol</p> <ul style="list-style-type: none"> <li>• Possession, Use, or Distribution (see Drugs)</li> </ul> <p>GANG Gang Activity</p> <p>11-1 Other Illegal or Very Serious Misconduct</p> <ul style="list-style-type: none"> <li>• Safe Schools Act Violations</li> <li>• Any other infraction that the principal deems to be similar in severity to other Type I Infraction</li> </ul> <p>CHRV Chronic Rules Violation</p> <ul style="list-style-type: none"> <li>• Habitual violation of school/class rules with corrective strategies</li> </ul>	
<b>BE RESPONSIBLE</b>	Be cooperative in the event of an emergency.		
<b>BE RESPECTFUL</b>	Understand when the answer given to you is, "No."	<p>11-1 Other Illegal or Very Serious Misconduct</p> <ul style="list-style-type: none"> <li>• Safe Schools Act Violations</li> <li>• Any other infraction that the principal deems to be similar in severity to other Type I Infractions</li> </ul>	



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# Type II Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE II INFRACTIONS	CORRECTIVE STRATEGIES
<b>BE SAFE</b>	Solve problems peacefully	<p>Type II infractions require a mandatory office referral.</p> <p>16-2 False Alarms 19-2 Trespassing</p> <ul style="list-style-type: none"> <li>• Unlawful Entry/Trespassing</li> </ul> <p>25-2 Fighting</p> <ul style="list-style-type: none"> <li>• Physical assault without serious bodily injury</li> <li>• Instigating or participating in fights</li> <li>• Group fighting; three (3) or more students involved in a fight does not necessitate a Type I unless serious bodily injury occurs</li> </ul> <p>26-2 Other</p> <ul style="list-style-type: none"> <li>• Any other infraction that the principal deems to be similar in severity to other Type II infractions</li> </ul>	<p>Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Conference with student</li> <li>• Parent contact</li> <li>• Loss of privilege</li> <li>• Re-teach (may include role-play)</li> <li>• Create a behavior contract</li> <li>• Require the student to complete a community service task</li> <li>• Written reflection</li> <li>• Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practice)</li> </ul>
<b>BE RESPONSIBLE</b>	Respect school property and ask before borrowing other's property	<p>14-2 Indecent Exposure 15-2 Theft 17-2 Extortion/Coercion 18-2 Gambling 20-2 Vandalism</p> <ul style="list-style-type: none"> <li>• Cutting, defacing, damaging school/vandalism</li> </ul> <p>22-2 Tech Offense Type 2</p> <ul style="list-style-type: none"> <li>• Changing a password that is not his/her own</li> <li>• Engaging in any activity that disrupts the use of the Network</li> <li>• Loading Student's own software into school computer or Network</li> <li>• Using computer for illegal or commercial purposes; commercial use is define as offering or providing products or services; commercial use</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to intervention team</li> <li>• Restitution</li> <li>• Arrange linkage with counseling agency</li> <li>• Create a Home-to-School School-to-Home communication system</li> <li>• Require daily or weekly check-ins with administrator for a set period of time (Check In Check Out)</li> <li>• Identify a mentor and establish a schedule of activities related to school performance</li> <li>• Office referral</li> <li>• Detention</li> <li>• In-School-Suspension</li> <li>• Saturday School</li> </ul>



		<ul style="list-style-type: none"> <li>• also includes product advertising language</li> <li>• Distributing personal information including a user's name or telephone number</li> <li>• Using computer without permission/improper use of computer (e.g. viewing unauthorized websites, overriding district filter</li> <li>• Vandalizing, damaging or disabling the property of the District or another person</li> <li>• Harassing, insulting, harming or discriminating against other</li> </ul> <p>26-2 Other</p> <ul style="list-style-type: none"> <li>• Any other infraction that the principal deems to be similar in severity to other Type II Infractions</li> <li>• Leaving school campus and or traditional classroom without permission</li> <li>• Leaving an alternative program campus or classroom without permission</li> <li>• Failing to attend detention or ISS</li> <li>• Major disturbance in classroom/school campus (e.g. food fight) or school bus</li> </ul> <p>CHEA Cheating</p> <ul style="list-style-type: none"> <li>• Forging signature, grades or other</li> <li>• Influence or deprive by use of deceit or fraud</li> </ul>	<ul style="list-style-type: none"> <li>• Out-of-School Suspension</li> <li>• Call District Security</li> <li>• File charges if law is broken</li> </ul>
<p><b>BE RESPECTFUL</b></p>	<p>Consider other's feelings and respect personal space</p>	<p>12-2 Racial Harassment 23-2 Racial Harassment  13-2 Sexual Misconduct/Harassment  21-2 Bullying /Hazing/Cyber Bullying/Harassment  24-2 Insubordination/Disrespect</p> <ul style="list-style-type: none"> <li>• Making an unfounded charge against authority</li> <li>• Willful disobedience</li> <li>• Treating an authority with disrespect (includes profanity towards an authority figure)</li> </ul> <p>26-2 Other</p> <ul style="list-style-type: none"> <li>• Any other infraction that the principal deems to be similar in severity to other Type II Infractions</li> </ul> <p>OBSOC Obscenity</p>	

		<ul style="list-style-type: none"> <li>• Writing or drawing obscene/profane language/picture</li> </ul>	
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## Type III Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE III INFRACTIONS	CORRECTIVE STRATEGIES
<b>BE SAFE</b>	Remain in assigned areas.	26-3 Fighting <ul style="list-style-type: none"> <li>• Horse playing</li> </ul> 30-3 Smoking <ul style="list-style-type: none"> <li>• Using/possessing tobacco and/or lighter</li> </ul> 35-3 Other <ul style="list-style-type: none"> <li>• Any other infraction that the principal or designee deems similar in severity to other Type III Infractions</li> </ul> CAFE Disorder in Cafeteria	Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to: <ul style="list-style-type: none"> <li>• Re-teach the behavioral expectations</li> <li>• Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors</li> <li>• Require the student to complete a community service task</li> <li>• Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practice)</li> <li>• Provide a reflective activity</li> <li>• Refer to intervention assistance team</li> <li>• Office referral</li> <li>• Detention, during which the student completes work</li> <li>• In-school-Suspension time, during which school work is completed</li> <li>• Out-of-School Suspension</li> <li>• Call District Security</li> <li>• File charges if law is broken</li> <li>• Restitution</li> </ul>
<b>BE RESPONSIBLE</b>	Arrive to class on time and participate in class.	25-3 Disorder/Disruption <ul style="list-style-type: none"> <li>• Talking in class</li> <li>• Not having proper materials, supplies, and/or equipment for class participation</li> <li>• Not participating in class</li> <li>• Not dressing out for physical education class</li> <li>• Eating/drinking/littering</li> <li>• Habitual dress code violation</li> <li>• Sleeping in class</li> </ul> 27-3 Forgery 29-3 Refuse to Identify Self 31-3 Tardiness (Chronic) 33-3 Class Cutting/Truancy 34-3 Tech Offense Type III <ul style="list-style-type: none"> <li>• Possession of an electronic device</li> </ul>	Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to: <ul style="list-style-type: none"> <li>• Re-teach the behavioral expectations</li> <li>• Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors</li> <li>• Require the student to complete a community service task</li> <li>• Have the student choose a method of apologizing or making amends to those harmed or offended (Restorative Justice Practice)</li> <li>• Provide a reflective activity</li> <li>• Refer to intervention assistance team</li> <li>• Office referral</li> <li>• Detention, during which the student completes work</li> <li>• In-school-Suspension time, during which school work is completed</li> <li>• Out-of-School Suspension</li> <li>• Call District Security</li> <li>• File charges if law is broken</li> <li>• Restitution</li> </ul>

		<ul style="list-style-type: none"> <li>• Having food, candy, gum or drinks in any Computer Lab</li> <li>• Sending messages except through Student's own personal email (Internet Account)</li> <li>• Sharing network files with other students unless authorized to do so by the computer Coordinator</li> <li>• Sharing passwords or using the password of any other student</li> <li>• Posting anonymous message</li> </ul> <p>35-3 Other</p> <ul style="list-style-type: none"> <li>• ID violation (if provided)</li> <li>• Any other infraction that the principal or designee deems similar in severity to other Type III Infractions</li> </ul> <p>UNIF Uniform/Dress Violation  ABST Truancy/Excessive Absences  CDIS Class Disruption</p>	
<b>BE RESPECTFUL</b>	Follow the teacher's directions and use positive language with peers.	<p>24-3 Insubordination/Disrespect</p> <ul style="list-style-type: none"> <li>• Refusing to sit in assigned seat</li> <li>• Treating another student(s) with disrespect</li> </ul> <p>28-3 Profanity</p> <p>32-3 Verbal Abuse</p> <p>35-3 Other</p> <ul style="list-style-type: none"> <li>• Any other infraction that the principal or designee deems similar in severity to other Type III Infractions</li> <li>• Public display of affection</li> </ul>	

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## Bus Transportation and Student Behavior

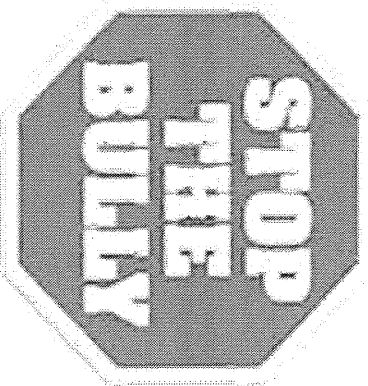
While at the bus stop parents/guardians shall be responsible for their child's behavior prior to the arrival of the bus and after the departure of the bus. The District is not liable for supervision at the bus stop, but SLPS may discipline students when their actions at the bus stop causes or are likely to cause a material and substantial disruption to the operations of the school. Supervision of SLPS students begins when students get on the bus. It is important for students to stand off the roadway while awaiting the bus.

Improper behavior may result in a student being removed from riding the bus either on a temporary or permanent basis. Any offense committed by a student on a district-owned or contracted bus shall be punished in accordance with this Student Code of Conduct. **The bus is an extension of the classroom and misbehavior will not be tolerated.** Two (2) digital cameras are on every bus to record the activity that occurs throughout the bus and at the bus door.

1. The bus driver is in charge. Students must obey the driver.
2. The bus driver receives a roster of students currently assigned to the bus. Along with the principal, the bus driver has the authority to assign seats. Students are to ride their assigned busses.
3. All transported students receive a pass indicating the ride their assigned bus.
4. Parents are not permitted to ride or board the bus.

**Note: Refer to the School Bus Responsibilities Guidelines in**

Violation of the rules could result in a student being denied bus could result in a recommendation for expulsion. During parent(s)/guardian(s)'s responsibility to provide the



**the enrollment packet or online.**

permission to ride SLPS busses. Serious misconduct on the the suspension of bus privileges, it is a student's transportation to and from school.

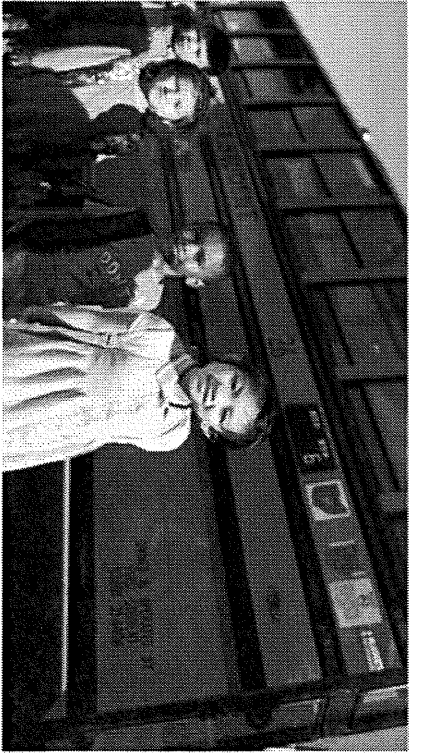
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## Type IV Infractions: Corrective Strategies

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	TYPE IV INFRACTIONS	CORRECTIVE STRATEGIES
<b>BE SAFE</b>	Stay seated (belted and harnessed, if applicable) at all times	36-4 Throwing objects inside bus 27-4 Throwing objects out of window 38-4 Tampering with emergency door 39-4 Refusal to stay seated 40-4 Push/Shove while board/exit 41-4 Yelling at people not on bus 42-4 Sticking body parts out window 46-4 Other Any other infraction that the principal or designee deems similar in severity to other Type 4 infractions <ul style="list-style-type: none"> <li>• Boarding and de-boarding school transportation at incorrect stop</li> </ul>	Multiple Strategies may be used depending on individual student's needs. Selections from this list will be made by school officials in a least-restrictive and progressive manner. Corrective Strategies may include but are not limited to: <ul style="list-style-type: none"> <li>• Use of the Student Code of Conduct to reinforce positive behavior and present the student with opportunities to develop appropriate social skills</li> <li>• Posting, teaching, and re-teaching school behavior expectations</li> <li>• Contact and/or confer with parent(s)/legal guardian(s)</li> <li>• Having the student apologize and making amends with those affected (Restorative Justice Practice)</li> <li>• Implement a behavior contract that includes</li> </ul>

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<b>BE RESPONSIBLE</b>	Keep the bus clean	43-4 Eating or drinking on bus 44-3 Possession of electronic devices 46-4 Other Any other infraction that the principal or designee deems similar in severity to other Type 4 infractions.	<p>expected student behavior, incentives for demonstrating expected behavior, and consequences for infraction</p> <ul style="list-style-type: none"> <li>• Bus suspension</li> <li>• Removal from bus</li> </ul>
<b>BE RESPECTFUL</b>	Use appropriate language	45-4 Loud, rude or profane language 46-4 Other Any other infraction that the principal or designee deems similar in severity to other Type 4 infractions.	

## Technology and Student Behavior

The Student Acceptable Use Policy and Regulations governs the use of all technology in the SLPs, including cyber bullying (Mo Rev Stat 160.775)). Violations may result in loss of user privileges, suspension, expulsion and civil or criminal penalties. Students shall not have an expectation of privacy in anything they create, send, receive, or store on District technology. Possession and use of cell phones, electronic cameras and electronic communication devices are prohibited on school campus. Students found in possession of cell phones, cameras and electronic devices are subject to confiscation or search and seizure. Items confiscated will only be returned to parent(s)/guardians after meeting with school officials. SLPs personnel are not responsible or will not be held liable for electronic devices brought to school. Nor will the district be liable for the devices brought in violation of district policy and confiscated in accordance with the same.

Students are prohibited from taking pictures of other students and staff. Doing so violates the privacy rights of other students and staff and is subject to discipline pursuant to district policies on acceptable use and the Family Education I Right and Privacy Act (FERPA). The District monitors electronic communications and information stores on District technology in the regular course of business to protect student users and District equipment. Under certain circumstances, students' off campus use of technology that disrupts the operation of the school is also subject to discipline (e.g. use of Facebook and other media sources to harass or cyber bully).

The Board reserves the right to limit Internet access to times when resources and supervision are available. The Board network is considered to be a closed forum to the extent allowed by law. Student users shall agree not to meet with persons they have met on-line (internet or intranet) unless done with the knowledge and encouragement of a Board employee for an educational purpose. Student users shall immediately disclose to their teacher or other school employee any inappropriate material they access through the computer or any message the student receives that is inappropriate or makes the user feel uncomfortable.

## Suspension

Students may be suspended or expelled for conduct that is prejudicial to good order and discipline in the schools or which tends to impair the morale or good conduct of the students. Any suspension by the Principal shall be immediately reported to the Superintendent or his/her designee who may revoke the suspension at any time.

- No student may be removed from school for more than one day without the action being reported as a suspension.
- Principals are authorized to suspend a student for a period up to but not to exceed ten (10) school days for Type II or III infractions.
- Principals are authorized to suspend a student for ten (10) school days for a Type I Infraction.
- Students in grades Kindergarten through Third grade cannot be issued a Type I Infraction unless approved by the respective Associate Superintendent.
- The Superintendent may suspend a student for a period not to exceed 180 school days.
- When a student is suspended out of school, the parent must be contacted and must receive a letter of suspension.
- Students involved in assaults on staff or assaults on other students will not be returned to the school they last attended.
- A disciplined student pursuant to this policy is not allowed within 1,000 feet of the school property or any activity of that district, regardless of whether or not the activity takes place on district property. The suspended student must have permission from the Superintendent or Superintendent's designee to be on school property. Districts may discipline students for an off-campus conduct that negatively affects the on campus educational environment.



## Due Process Procedures for Suspension

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

The principal or designee must conduct a student conference and school-level investigation within a 24-hour period.

No student shall be suspended unless:

1. The student is provided oral or written notice of the charges against him/her and
2. If the student denies the charges, he/she shall be given an oral or written explanation of the facts which form the basis of the proposed suspension and
3. The student shall be given an opportunity to present his/her version of the incident and
4. In the event of a suspension for more than ten (10) days, where the student gives notice that they wish to appeal the decision, the suspension shall be stayed until the Board renders its decision unless, in the judgment of the Superintendent, the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the student may be immediately removed from school and the notice and hearing shall follow as soon as practicable.

The Principal or designee must contact the parent(s)/guardian(s) to give notice of the suspension, to provide the reason for the suspension, and to establish a date and time for a conference with the principal or designee as a requirement for readmitting the student. No student shall be sent home without proper documentation of the particular misconduct and reason for the suspension.

The student shall remain in school until the end of the school day unless released into the care of his/her parent(s)/guardian(s). A student whose presence in a school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school premises under the supervision of the appropriate legal authority.



## Appeals Process for Suspension or Alternative Placement

### Short Term Suspension Appeal:

Detentions, In-School-Suspensions and Out-of School Suspensions not exceeding ten (10) days are not open to appeal beyond the building principal.

### Long Term Suspension Appeal (More than Ten [10] Days):

Any suspension of more than ten days entitles the student or parent(s)/guardian(s) to appeal the decision of the Superintendent to the Special Administrative Board. The student or parent must notify the Office of Parent and Student Engagement of their intent to appeal within five (5) business days from the date of the long term suspension. If the student or parent gives notice of his or her intent to appeal the suspension, the suspension shall be stayed until the Board renders its decision. However, if in the judgment of the Superintendent, the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student will be immediately removed from school and the hearing will follow as soon as practical.

In the event of an appeal to the Special Administrative Board, the Superintendent shall promptly transmit a full report in writing of the facts relating to the suspension, the action taken by him/her, the reasons thereof and the Special Administrative Board upon request, shall grant a hearing to the appealing party to be conducted as provided in Section 167.161, RSMo.

Parents/\_legal guardians may pursue an appeal of a suspension of more than ten (10) days by:

- Requesting an appeal form from the Office of Parent and Student Engagement, 801 N. 11<sup>th</sup> St., St. Louis, MO 63101, or write a letter of appeal or write a letter of appeal.
- Include on the form or in the letter all information pertinent to the infraction.
- Returning the form or letter to the Office of Parent and Student Engagement within five (5) business days from the date of the long term suspension.
- Appeals should be restricted to statements of fact directly pertaining to the infraction that resulted in imposition of the long-term suspension.

### Appeal Process for Alternative Placement:

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A student assigned to an alternative site due to a Type I infraction of the Student Code of Conduct may appeal placement to the Office of Parent and Student Engagement. The alternative placement will remain in effect until a ruling is made on the status of appeal. Students must enroll in the alternative placement until a ruling is made on the status of appeal. Parents/Legal guardians may pursue an appeal of either action by:

- Requesting an appeal form from the Office of Parent and Student Engagement, 801 N. 11<sup>th</sup> St., St. Louis, MO 63101, or write a letter of appeal.
- Include on the form or in the letter all information pertinent to the infraction.
- Returning the form or letter to the Office of Parent and Student Engagement within five (5) business days from the date of the alternative placement.
- Appeals should be restricted to statements of fact directly pertaining to the infraction that resulted in imposition of the alternative placement assignment. Notification of the status of the appeal will be sent to the guardian within ten (10) school days of receipt of the written appeal.
- The decision of the Office of Parent Engagement shall be final and not subject to appeal.

## Expulsion

Expulsion is permanent denial of school attendance.

### Expulsion from School:

A student who has completed his/her expulsion term at an Alternative Education Setting and transitions to a Traditional School Setting is not automatically on probation.

Any expelled student attending an alternative education program and exhibiting disorderly conduct shall be dismissed from the alternative education program and shall not be permitted to return to the alternative education program until his/her period of expulsion has ended.

Any student, after being suspended for committing a Type I infraction, may be expelled upon recommendation by the school principal or designee. The principal or designee shall immediately suspend and recommend for expulsion a student who is found guilty of possessing any of the following on school property, on a school bus, or at a school sponsored event:

- A weapon (see glossary for weapons)
- Distribution and selling of drugs or alcohol
- Aggravated Assault
- Other Safe Schools Act Violations requiring expulsion

### Expulsion from District:

Following notice to a student's parent(s)/guardian(s) and a hearing on the charges, the Board of Education may permanently remove a student from school. At the hearing, the Board will consider the evidence and statements presented by both student and school officials before making the decision to expel.

Note: No student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he/she seeks admittance.

## Due Process Procedures for Expulsion

### From School:

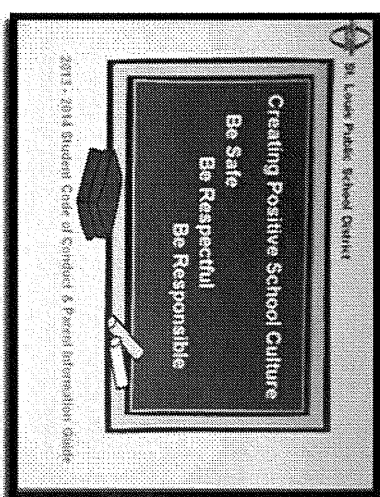
A principal cannot expel a student. A principal can recommend a student for expulsion from the school. If a principal recommends a student for expulsion the student will be suspended pending a District Discipline Conference for a recommendation for expulsion. The student will have a District Discipline Conference, in which the District Discipline Officer will determine if the recommendation for expulsion is upheld, modified, or reversed.

The due process procedures for recommendation for expulsion and District Discipline Conferences are as follows:

- The principal or designee must conduct a student conference and school-level investigation within a 24-hour period. Within 24 hours of completing the investigation, the appropriate documentation must be submitted to Innovative Pathways. If the paperwork is not submitted to Innovative Pathways within 48 hours, the student will be allowed to return to school (excluding special circumstances).
- A conference is conducted by the superintendent's designee, the District Discipline Conference Officer, within ten (10) days of the discipline infraction.
- The Discipline Officer will review the documentation submitted by the building principal and/or designee.
- The student shall remain on suspension until the conference takes place.

### From District:

Following notice to a student's parents or guardians and a hearing on the charges, the Board of Education permanently remove a student from school. At the hearing, the Board will consider the evidence and statements presented by both student and school officials before making the decision to expel.



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## Readmission or Permission to Enroll

If a student is attempting to enroll in the SLPS during a suspension or expulsion or to avoid a suspension or expulsion from another in-state or out-of-state school district, including a private, charter or parochial school or school district, a conference with the Superintendent or the Superintendent's designee will be held to consider if the conduct of the student would have resulted in a suspension or expulsion in the SLPS District. Parents should contact Innovative Pathways to schedule an appointment.

Upon determination by the Superintendent or the Superintendent's designee that such conduct would have resulted in a suspension or expulsion in SLPS, the District will make such suspension or expulsion effective in the SLPS District. In such cases when students enter SLPS from another district, charter or parochial school with past suspensions or frequent violations of the Student Code of Conduct, these students may be placed in an alternative school for a time determined by the Office of Innovative Pathways.

SLPS will not readmit or enroll a student suspended for more than ten consecutive school days for an act of school violence or permit students to attend school without first holding a conference to review the conduct that resulted in the expulsion or suspension and any remedial actions needed to prevent any future occurrences of such or related conduct. The conference must include appropriate members of the school, the student and the parent/guardian.

### Felony Offenses

Per State Statute §167-171, no student will be readmitted or enrolled if the student was convicted of, charged as an adult or juvenile without final adjudication or convicted of juvenile conduct which, if committed by an adult, would constitute one of the following offenses:

1. First degree murder under section §536.020, RSMo
2. Second degree murder under section §565.021, RSMo
3. First degree assault under section §565.050, RSMo
4. Forcible rape under section §565.030, RSMo
5. Forcible sodomy under section §565.060, RSMo
6. Statutory rape under section §566.032 RSMo
7. Statutory sodomy under section §566.060, RSMo
8. Robbery, First degree under section §569.020, RSMo

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9. Distribution of drugs to a minor under section §195.212, RSMo  
10. Arson, First degree under section §569.040, RSMo

11. Kidnapping when classified as a class A felony under section  
§569.110, RSMo

Nothing in this policy shall be interpreted to prevent the District from imposing discipline under the District's Student Code of Conduct for conduct underlying the above listed offenses even if the adult charge or juvenile petition has been dismissed or acquitted of the specific act in criminal or juvenile court, provided it is proved that the student shall be afforded all due process protections required by law.

**The requirements of Individuals with Disabilities Education Act regarding students with disabilities takes precedence over the Safe Schools Act and the Saint Louis Public School Code of Conduct. This limits the district's ability to exclude these students without following the change in placement procedures required by law.**

## **Individuals with Disabilities Act (IDEA) Compliance and Section 504**

It is the policy of the Board to provide a free, appropriate public education to students with disabilities. The District's programs and services available to meet the needs of these students will be in accordance with the Individuals with Disabilities Education Act (IDEA), 20 U.S. C. §1400 et seq., as amended. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 and the Missouri State Plan for Special Education.

Under both IDEA and Section 504, school districts are required to conduct child find activities and an annual census of all children with disabilities or suspected disabilities from birth to age twenty-one (21). This includes children residing in the District who are not attending school, students attending private schools, highly mobile children, such as migrant and homeless children and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. If you have a child with a disability or know of a child with a disability who is not attending a public school, please request the Census Reporting form. This notice will be provided in native languages as appropriate.

For additional information, contact your child's principal or the Executive Director of Special Education Services, by phone at (314) 633-5344 or by mail to the Division of Special Education Services, Saint Louis Public Schools, 801 N. 11<sup>th</sup> Street, Saint Louis, MO 63101.

The Saint Louis Public Schools assures that it will provide a Free, Appropriate Public Education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. The District will conduct a free evaluation of any person between the ages of 3 and 21, who needs or is believed to need special education or related services before taking any action with respect to the initial placement of the person in a regular or special education program, and will consider the need for evaluation before any subsequent significant change in placement. Examples of disabilities include autism, emotional disorders, hearing impairment and deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and a young child with a developmental delay.

The Saint Louis Public Schools assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps Program.

The SLPS has developed a local compliance plan for implementation of the Missouri State Plan for Special Education. This plan may be reviewed at the Office of Special Education during regular business hours.

The St. Louis Public Schools assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians and students 18 years of age or older (eligible students). Parents/guardians and eligible students may request an amendment to the educational record if the parent/guardian or eligible student believes the record is inaccurate, misleading, or violates the privacy or other rights of their child.

Parents have the right to file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605 or the Missouri Department of Elementary and Secondary Education Division of Special Education – Compliance, P.O. Box 480, Jefferson City, MO 65102 concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

**Students with Disabilities Eligible for IDEA:**

Special Education students are expected to abide by the rules established in this handbook. However, state and federal law requires that certain procedures be followed when students with disabilities are suspended. For the purposes of this section, a student with a disability is a student who is eligible to receive services pursuant to Part B of the IDEA.

**Suspension for Ten or Fewer Days:**

Students with disabilities who violate any provision of this handbook may be suspended or removed from his or her current placement for up to ten school days using only the due process procedures afforded other students.

**Suspension for More than Ten Days:**

If a special education student is suspended or removed from his or her current educational placement for more than ten consecutive days the student will receive the due process afforded all students suspended for more than ten school days. The student will also receive educational services designed to enable them to continue to participate in the general curriculum and to progress toward meeting their IEP goals as required by law.

In addition, within ten days of the decision to suspend the student or change the placement of the student, a representative of the district, the parent and the relevant members of the IEP team will meet to determine whether the behavior at issue is a manifestation of the student's disability. If this group determines that the behavior is a manifestation of the student's disability, the IEP team will conduct a functional behavioral assessment and implement or revise a behavior intervention plan and return the student to the original placement.

If the group determines that the behavior was not a manifestation of the student's disability, the IEP team will determine what services will be provided and the appropriate setting in which those services will be provided. The IEP team may conduct a functional behavioral assessment and create a behavioral intervention plan.

Procedures applicable to suspensions or interim alternative placements of more than ten consecutive school days also apply to suspensions or alternative placements that exceed ten cumulative days in a school year, if the cumulative days constitute a pattern of suspension. To determine if a pattern of suspension

has been created, the District will consider the duration and frequency of the suspensions or placements and the total amount of time the student has been removed for that school year.

**Suspension Alternative:**

In addition to suspensions, special education students may be placed in an interim alternative setting for up to 45 school days for carrying or possessing a weapon as defined in 18 U.S.C. § 930, knowingly using, possessing, selling or soliciting the sale of certain illegal drugs identified under Schedules I-V of Section 202(c) of the Controlled Substances Act, or inflicting serious bodily injury upon another person. Once placed, the student will stay in the interim alternative setting even if the behavior was a manifestation of the disability.

**Parent Appeal:**

Parents may appeal discipline procedures in accordance with policies governing the suspension of all students and through procedures available pursuant to IDEA. Parents will be provided a copy of procedural safeguards.

**Protection of Students not yet Identified as IDEA Eligible:**

Students who have been identified as disabled may be subjected to the same disciplinary measures applied to students without disabilities if the District did not have prior knowledge of the disability. If the District is deemed to have knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action, the student may assert any of the protections for students with disabilities in the area of discipline provided that:

- The parent has expressed a concern in writing that the student needs special education services; or
- The parent has requested an evaluation; or
- The student's teacher or other school staff has expressed concern about the student's behavior or performance to the Director of Special Education or to other supervisory personnel in accordance with the District's established Child Find or special education referral system.

The District would not be deemed to have knowledge that the student is a student with a disability if:

- The District conducted an evaluation and determined that the student was not a student with a disability; or
- The District determined that an evaluation was not necessary and provided proper Notice of Action Refused; or
- The parent of the student has not allowed an evaluation of the student pursuant to the IDEA or has refused services.

**Dangerous Students:**

If a school district believes the student will injure himself or others, the district may request an expedited due process hearing seeking a change of placement in accordance with procedures established under federal and state law.

**Stay-Put Provision:**

When a parent requests a due process hearing regarding the discipline action to challenge the interim alternative educational setting or the manifestation determination and when the student is disciplined for weapons, drugs, behavior causing serious bodily injury to others or because they are a danger to themselves or others, the student will remain in the alternative educational setting pending the hearing decision of the hearing officer or until expiration of the time period of the interim alternative educational setting, whichever comes first (unless the parties agree otherwise). The State Educational Agency shall arrange for an expedited hearing, which shall occur within twenty (20) days of the date the hearing is requested and shall result in a determination within ten (10) school days after the hearing.

### Individual Education Program (IEP) Team Members and Responsibilities

The IEP team must include a District representative, a regular education and a special education teacher, and the parent(s)/guardian(s). Where appropriate, the student, specialized service providers, and others who have knowledge that may assist the team may be included. The IEP Team must:

- Determine whether the behavior was a manifestation of the student's disability.
- Conduct a functional behavior assessment if an assessment was not already done.
- Review/Revise the current Behavior Management Plan or develop a plan to address the behavior leading to the disciplinary action.
- Review current services to determine if appropriate or make changes as needed.
- Determine disciplinary actions beyond short-term suspension if needed.

### Manifestation Determination:

The District, parent(s)/guardian(s) and relevant members of the IEP Team may determine that the behavior of the student was a manifestation of the student's disability only if:

- The conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or the conduct in question was the direct result of the LEA'S failure to implement the IEP.
- The determination is that the conduct was not a manifestation of the student's disability; the IEP team must conduct a functional behavior assessment and develop a behavioral intervention plan. If student already has a behavioral intervention plan, it should be modified as necessary to address the behavior.

If the IEP Team determines that the conduct was not a manifestation of the student's disability, the relevant disciplinary procedure applicable to students without disability may be applied in the same manner for the same duration, except services must be provided to ensure the student receives a free, appropriate public education.

Building administrators (principals, assistant principals, disciplinarians, etc.) are not to serve as a member of the Manifestation Determination Review Committee or participate in the decision; however, they may participate to provide information regarding the incident. Committee members MUST include at minimum: a person who is knowledgeable about the student, a person who is knowledgeable about the student's disability, and the parent(s)/legal guardian(s). The school social worker, school nurse, school counselor, and any other person deemed appropriate may serve as committee members to provide pertinent student information that should be considered in the final decision.



# Missouri State High School Activities Association Eligibility

The middle and high schools of the St. Louis Public School District are members of the Missouri State High School Activities Association (MSHSAA). MSHSAA's eligibility requirements have been voted on by the member schools and were adopted by SLPS schools when the district became a MSHSAA member. SLPS schools may also have additional local school requirements that must be complied with in order to be eligible.

## Eligibility Requirements:

1. Bona Fide Student – In order to represent an SLPS school, the student athlete must be a bona fide student and meet all eligibility requirements. The student athlete must be enrolled in and regularly attend classes at the member school he/she wishes to represent and he/she must meet the academic requirements in MSHSAA By-Law 2.3 and those

not

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Activities



2. Citizenship – The student athlete must be a creditable citizen. Creditable citizens are those students whose conduct – both in school and out of school – will reflect discredit upon themselves or their school.

Conduct involving law enforcement must be reported to your principal or athletic director as your conduct may affect eligibility or contest outcomes.

information, please contact the building principal or athletic director. The District Athletic be reached at (314) 345-4405 or 4418. You may also visit the Missouri State High School Association website [www.mshsaa.org](http://www.mshsaa.org).

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## Policy on Participation in Graduation Exercises

Participation in graduation exercises is a privilege - not a right. Students participating in commencement exercises shall complete all requirements for graduation as established by the Missouri Department of Education and Saint Louis Public Schools and shall not have been assigned to an alternative school during any portion of the current school year. Students in an alternative school are eligible to participate in a graduation organized and held through an alternative school. Students shall pay all assessed fees and shall not be under suspension. Students in a dropout recovery program are not eligible to participate in regular graduation but are eligible to participate in a graduation organized and held through an alternative school.

Students on out-of-school suspension for Type I, II, or III misconduct will not be permitted to participate in commencement exercises and related activities. If the suspension prevents completion of academic work necessary for graduation, this disciplinary consequence affect a student's graduation or receipt of a diploma.

Students not permitted to participate in commencement exercises may still receive a diploma and any other that were otherwise earned by the student, if such student has successfully completed the minimum curriculum requirement of the Missouri Department of Education and the Special Administrative Board. An alternative school shall allow students to participate in a separate commencement ceremony.

***To qualify as Valedictorian or Salutatorian of the senior class, a student must complete at least six (6) consecutive semesters at the high school from which the student will graduate.***

### GRADUATION REQUIREMENTS CLASS OF 2010 & BEYOND

Communication Arts	4.0	Health	0.5
Electives	7.5	Mathematics	3.0
Fine Arts	1.0	Personal Finance	0.5*

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honors

may

Physical  
Education

ion	1.0	Junior	13 or above
Practical Arts	1.0	Senior	19 or above
Science	3.0		
Social Studies	2.5		
<b>Grade Level Classification</b>			

Freshman	0 to 6 credits
Sophomore	7 or above
<b>Total</b>	<b>24</b>

**Note:** Students must also pass the Missouri and U.S. Constitution tests.  
\*Personal Finance is a Social Studies credit.

## Parental and Eligible Student Rights under FERPA

Under the Family Educational Rights and Privacy Act (FERPA), parents have various rights with respect to the privacy of their children's education records. In addition, the child may also have these same rights if they are considered an eligible student. An eligible student is defined in Board Regulation R5125.1.1. as "any current or former student who is 18 years of age or older unless such student is a special education student and is legally determined to be incompetent to make privacy decisions for himself or herself and for whom legal guardianship or conservatorship is required beyond the age of eighteen." The rights of parents and eligible students include those described below:

### Inspect and Review of Records:

Under FERPA, parents or eligible students have the right to inspect and review the student's education records. The procedures to inspect and review a student's record are set forth in Board Regulation R5125.2.

### Request and Amendment:

Under FERPA, parents or eligible students have the right to request an amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights. The procedures to amend a student record are set forth in Board Regulation R5125.5.

### Consent to Disclosure:

Under FERPA, parents or eligible students have the right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent applicable state or federal law authorize its release without consent. Board Regulation R5125.1.1 sets forth when personally identifiable information can be disclosed without parental or eligible student consent. One of the exceptions to the prior consent requirement is that personally identifiable information can be disclosed to school officials who have a legitimate educational interest in such records. Under Regulation R5125.2, "school officials" is defined as follows:

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- School administrators, teachers and counselors who are employed by the Board of Education and who are working directly with students in an administrative, teaching, counseling and/or diagnostic capacity.
- Other professional staff members employed by or under contract with the District to perform a special task such as an attorney, auditor, medical consultant, evaluators, psychologists, social workers and therapists whose duties require that they have access to student records.
- A person who is employed by the School District's law enforcement unit.
- Administrative office staff and clerical personnel who are employed by the Board and whose duties require that they have access to student records for the purpose of processing information for student records.
- The members of the Board, the Superintendent of Schools, Deputy and Associate Superintendents and their agent and representatives who are employed by the Board, whose duties pursuant to the general supervision of the school system require access to student records.

A "legitimate educational interest" is whether the information in question is required or would be helpful to the official in the performance of his or her duties for, or related to, District business. Another exception to the prior consent requirement is when copies of official student records are to be transferred, on request, to officials of another school or school district in which a student enrolls or expects to enroll. Upon request, the parent or eligible student will be provided with a copy of the student records that were transferred and upon request will be given an opportunity for a hearing under Regulation R5125.5.

**Directory Information:**

Under FERPA, school districts have the right to determine and release student "directory information" to third parties "upon written request." In accordance with federal law, the Board has designated the following as directory information:

- Student's name
- Major field of study
- Participation in officially recognized activities/sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student

In accordance with Board policy, directory information will be disclosed to third parties. However, parents and eligible students have the right to inform the District that it should not release their child's directory information to third parties. Such a request should be directed in writing to Student Accounting, 801 North 11<sup>th</sup> Street, St. Louis, Missouri 63101.

**Military Recruiters:**

Federal law requires that the Board release upon request students' names, addresses and telephone listings to military recruiters or institutions of higher education. However, parents or eligible students have the right to inform the District that it should not release the student's name, address and telephone listing to military recruiters, or institutions of higher education. Such a request should be directed in writing Pupil Accounting, 801 N. 11<sup>th</sup> Street, St. Louis, Missouri 63101.

**Complaints:**

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Under FERPA, parents and eligible students have the right to file with the U. S. Department of Education a complaint under 34 C.F.R. §§ 99.63-99.64 concerning alleged failures by the District to comply with FERPA and its implementing regulations.

**Copy of Policies:**

Under FERPA, parents and eligible students have the right to obtain a copy of the Board Policies and Regulations concerning student records. Copies of policies and regulations can be found at the Board of Education's main office or on the Internet at the District's home page.

## **SLPS No Child Left Behind (NCLB) Programs Complaint Procedures**

The Federal No Child Left Behind Act of 2001 (NCLB) requires that school districts have board-adopted written procedures to resolve allegations of violations of requirements under this law. The District must disseminate the complaint procedures to parents and appropriate officials or representatives. Copies of these procedures should also be available upon request to the Missouri Department of Elementary and Secondary Education (DESE) Director of Federal Grants Management Section. The following should serve as a guide for resolving complaints under Title IX Part C Section 9304(a) (3) (c) for programs authorized under the Act, including Title I, Title II, Title III, Title IV (Part A), Title X (Part C).

**What is a complaint for Purposes of this Policy?**

A complaint is an allegation that a specific federal or state law or regulation has been violated, misapplied or misinterpreted by school district personnel. There are both formal and informal complaint procedures.

A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied or misinterpreted.

**Who May File a Complaint?**

Any parent or guardian, surrogate parent, teacher, administrator, school board member or other person directly involved with an activity, program or project operated under the general supervision of DESE may file a complaint.

**How are Complaints Filed?**

A complaint alleging that local school district officials have violated or misinterpreted a state or federal law or regulation must first be filed with local district policy. (See attached District policy.) If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. Before accepting such a complaint, DESE will ask for evidence of an attempt to resolve the issue at the local level. If the parties have not attempted in good faith to resolve the complaint at the local level, DESE may require the parties to do so and may provide technical assistance to facilitate such resolution.

A question about local school district policies, rules or parties which are not based on federal or state laws or regulations is not a complaint within the meaning of this policy and must be settled at the local school district level.

**Citizen's Complaint Procedures:**

**STEP 1:** *Informal Conference (Day 1-5)*

Anyone wishing to lodge a complaint should contact the responsible administrator at the appropriate school location or administrative office. Within five days, the responsible administrator shall conduct an informal conference with the citizen and the person against whom the charge is directed (if appropriate, in some instances complaints may not be directed against a person). If the complaint is resolved, the process ends. If the complaint is unresolved the citizen may request a formal hearing by completing Section I of the Citizen Complaint Form.

**STEP 2:** *Formal Complaint Hearing (Days 6-16)*

Upon appeal, the responsible administrator shall conduct a formal hearing, within five days. Those present should include the citizen lodging the complaint and any witnesses designated by the citizen or the responsible administrator.

The responsible administrator shall notify the citizen, in writing, of the decision regarding the complaint, within five days of the hearing.

If the complaint is not resolved, the responsible administrator completes Section II of the Complaint Form and forwards it to the Deputy and Associate Superintendents. The Deputy and Associate Superintendents will determine which of the three options will be utilized for complaint resolution.\*

1. Deputy and or Associate Superintendent - because the resolution of the complaint exceeds the authority of the administrator.
2. Superintendent - because resolution of the complaint involves district-wide administrative procedures.
3. Complaint Subcommittee of the Special Administrative Board of the Transitional School District ("Board") - because resolution of complaint involves Board Policy.

\*The Superintendent's designee and the Superintendent should receive copies of all complaints forwarded regardless of their destination. The Missouri Department of Elementary and Secondary Education will be notified within fifteen (15) days after receipt of complaints.

Thus depending upon the nature of the complaint it will be forwarded to either A, B, or C for FINAL RESOLUTION.

**STEP 3:** *Formal Hearings by Deputy and Associate Superintendents (Days 17-27)*

- A. Upon the appeal, the Deputy or Associate Superintendent conducts a formal hearing involving the citizen and essential witnesses. This hearing shall take place within 5 days of the receipt of complaint. Within five days after the hearing, the Deputy or Associate Superintendent shall render a final decision to the citizen in writing.

OR

**STEP 3:** *Formal Hearing by Superintendent (Days 17-27)*

- B. Upon the appeal, the Superintendent conducts a formal hearing involving the citizen and essential witnesses. This hearing shall take place within 5 days of receipt of complaint. Within five days after the hearing, the superintendent shall render a final decision to the citizen in writing.

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- OR**
- STEP 3:** Formal Review by Complaint Subcommittee of the Special Administrative Board (Days 17-27)
- C. Upon the appeal, the Complaint Subcommittee shall review the complaint and consult with appropriate administrative staff regarding the complaint. The Complaint Subcommittee shall conduct a formal hearing within five days of the appeal and within five days following the hearing, shall render a final decision. The citizen shall be notified in writing of the Subcommittee's decision. Copies should be forwarded to each of the administrators involved in the appeal process.

## No Child Left Behind Citizen Complaint Appeal Form

**Section 1: to be completed by person lodging the complaint**

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

Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone (Home): \_\_\_\_\_ (Cell): \_\_\_\_\_ (Work): \_\_\_\_\_

Nature of Complaint: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**Section 2: to be completed by responsible administrator after the formal hearing if the complaint is not resolved**

Administrator Name: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Telephone: \_\_\_\_\_





Please forward a copy of this completed form to each administrator involved in this complaint and also to the Deputy Superintendent of Academic Services, Associate Superintendent and the Superintendent.

## STANDARD COMPLAINT RESOLUTION PROCESS AS IT APPLIES TO DISPUTES REGARDING THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

The following is the complaint resolution process recommended by the Department of Elementary and Secondary Education (DESE) when a dispute arises regarding the education of a homeless child or youth.

- I. School District Level – Every effort must be made to resolve the complaint or dispute at the school district level before it is brought to DESE. It is the responsibility of the school district (the district) to inform the complainant of the district's Complaint Resolution Procedure when a question concerning the education of a homeless child or youth arises.
  - A. Notify the district's homeless coordinator, (314) 345-5750. The homeless coordinator serves as a liaison between the homeless child and the school the child attends. Someone in the school or in the Superintendent's office will be able to identify the homeless coordinator.
    1. Request a copy of or access to the district board of education policies addressing the education of homeless children and youths and review them. Make an appointment with the homeless coordinator to discuss the complaint.
    2. If the dispute is not resolved after the initial discussion with the district's homeless coordinator, the complainant can file a complaint in writing to the district's homeless coordinator for further review.
    3. In the complaint include a request that a written proposed resolution of the dispute or a plan of action be provided within five (5) days\* of the date the complaint was received by the district's homeless coordinator. A review of the proposal or plan of action with the homeless coordinator should follow.
  - B. If the dispute is not resolved at the homeless coordinator level, the complaint may be forwarded to the superintendent of the district for review followed by a meeting with the superintendent to discuss the dispute. The complainant should request from the superintendent a written resolution within five (5) days\* of the date of the discussion.
  - C. If the dispute is not resolved at the Superintendent level, the complainant may take the matter before the school district board of education for resolution.

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II. State Level – If the dispute is not resolved in a satisfactory manner at the school district level, the complaint may be brought to DESE. Complaints made under this process must be made in writing and signed by the complainant. The following steps are to be taken.

- A. Address the complaint to the State Homeless Coordinator, Federal Discretionary Grants, P.O. Box 480, Jefferson City, Missouri
- B. Include in the complaint:
  - 1. A detailed description of the dispute
  - 2. The name(s) and age(s) of the children involved
  - 3. The name(s) of involved school district personnel and the district(s) they represent.
  - 4. A description of attempts that were made to resolve the issue at the school district level.
- C. The Director of Federal Discretionary Grants (the Director) will inform the involved school district(s) of the complaint. The director or the director's designee will gather needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.
- D. Within thirty (30) days\* after receiving a complaint, the director will resolve the complaint and will inform the parties, in writing, of the decision.
- E. If a complainant disagrees with the director's decision, the complainant may, within ten (10) working days, appeal the decision to the Deputy Commissioner of Education. This appeal must be in writing and state why the complainant disagrees with the decision.
- F. Within (30) days\*\* after receiving the appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.
- G. While the dispute is ongoing, the child(ren) in question must be enrolled in school. If the dispute revolves around which school is the school of best interest for the child, the child shall remain in the school they currently attend until the dispute is resolved, unless arrangements already implemented allow the child to attend the school of origin.

\* The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.

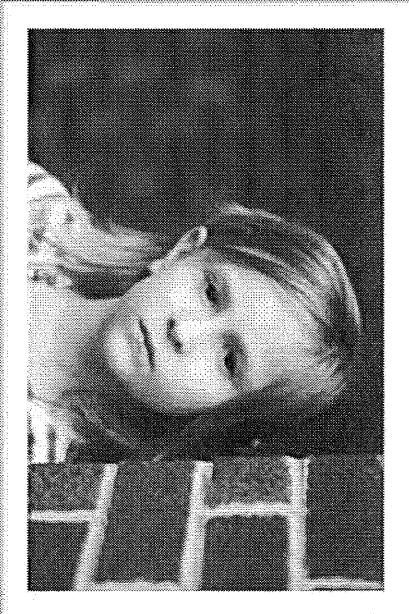
\*\* Although the standard procedure allows thirty (30) days for a response, every effort will be made to resolve the complaint in the shortest possible time.

# Glossary of Terms

**Accommodations** – shall mean changes in how a test is administered that do not substantially alter what the test measures, includes changes in presentation format, response format, test setting or test timing. Appropriate accommodations are made to provide equal opportunity to demonstrate knowledge.

**Aggravated Assault** – shall mean an act that causes serious physical harm or creates a substantial risk of serious physical harm to another member of the school community.

**Alcohol** – shall mean the use, possession, distribution and sale of alcohol is



administrative procedures apply in dealing with pupils involved with alcoholic beverages or intoxicants of any kid while on school premises. School Board R5131.6.3

**Alternative School Placement** – shall mean a school or program that is focused on promoting student behavior, attendance, and academic performance

**Arson** – shall mean the willful burning or attempt to maliciously burn or set fire to a school building or property located on school grounds or any property rented by or on loan to the district.



**Battery** – shall mean the unlawful beating or other use of violent force on another person

**Behavior contract** – shall mean a written document between the teacher, student, and parent(s)

prohibited on school premises. In accordance with Board of Education policy,

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/legal guardian(s) which specifies: expected behavior(s), positive and negative consequences, and time frame of the contract with review date.

**Behavior Intervention Plan (BIP)** – shall mean a plan that is the result of a FBA. BIPs are written documents that describe the inappropriate behavior to be changed as well as strategies or interventions implemented to address the target behavior. BIPs are developed by either the classroom teacher or a team of school personnel who assist the teacher in proactively, consistently, and effectively addressing inappropriate behavior. BIPs aid in communicating behavioral expectations to individual students or an entire classroom and also communicate the consequences of achieving the goal or objective. In addition, BIPs allow frequent feedback regarding the effectiveness of the management strategies being employed, assist in documenting the effectiveness of student or class progress and provide useful guidelines for interacting with students.

**Bomb Threat** – shall mean making a false statement regarding the possession or location of a bomb or explosive device on school property, at any school sponsored activity or any vehicle in service on behalf of the SLPS District.

**Bullying** – shall mean intimidation or harassment of a student or multiple students perpetrated by individuals or groups. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyberthreats. Board Policy 5131.

**Burglary** – shall mean the unauthorized entering of any school structure, vehicle, or property, movable or immovable, with the intent to commit a felony or any theft therein.

**Case Coordination** – shall mean monitoring, communication, and support between family, school(s), and outside community agencies.

**Change of Placement** – shall mean when either the school removes the student from his or her educational placement for more than ten (10) consecutive school days or the school removes the student from his or her educational placement on several occasions that constitute a pattern and add up to more than ten (10) school days.

**Character Education** – shall mean a curriculum approach to teach students to understand, commit to, and act on shared ethical values. Typical core values

include respect, responsibility, trustworthiness, fairness, caring, and community participation.

**Charter School** – shall mean an independent school that is publicly funded. Charter schools must follow the same state law regarding discipline and the same state and federal law regarding special education.

**Cheating** – shall mean the use, submission or attempt to obtain data or answers dishonestly, by deceit or by means other than those authorized by the teacher.

**Check-In/Check Out (CICO)** – shall mean a positive behavioral support for students who demonstrate moderate behavior problems. It is intended to provide frequent reinforcement for compliance with behavioral goals.

**Code of Conduct/"Code"** – shall mean this Student Code of Conduct.

**Corporal Punishment** – shall mean the use of or threat of physical force for the purposes of discipline or punishment. Furthermore, the use of physical restraint by trained staff shall not be considered as Corporal Punishment. Board Policy P5144.

**Corrective Strategies** – shall mean a list of strategies to be used as alternatives to suspension and expulsion.

**Crisis Prevention Institute (CPI)** – a training organization that specializes in non-violent crisis interventions.

**Cyber bullying** – shall mean is the sending, sharing or posting of harassing, harmful, threatening or cruel messages, texts or images using the Internet or other digital or electronic communication devices. Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that (1) have the purpose or effect of creating an intimidating, hostile or offensive environment; (2) have the purpose and effect of unreasonably interfering with an individual's work or a student's school performance, or (3) interfere with school operations. Vandalism is any attempt to harm or destroy the operating system, application software, data, or any other purposeful action that adversely impacts the District's computer resources. Cyberthreats are electronically transmitted or online materials that threaten or raise concerns about violence against others, suicide or self-harm. Board Policy 5131.

**Day** – shall mean calendar day unless otherwise indicated as school day or business day.

**DESE** – Department of Elementary and Secondary Education

**Detention** – shall mean a form of discipline in which a student is required to spend extra time at school. A detention may take place before or after the school day, on the weekend (traditionally known as Saturday School) and during breaks in the school day, such as lunch (the student must not be deprived of having lunch). Detention is usually considered one of the milder forms of disciplinary action available to a school.

**Discipline** – shall mean the steps, action, or training teachers, administrators, support staff, and parents/ legal guardians implement to enhance student academic, social, moral, or mental improvement.

**Disobedience** – shall mean deliberate choice to break a rule or disobey a directive given by a person in authority

**Disrespect for Authority** – shall mean talking back, mocking, or gesturing; any act which demonstrates a disregard or interference with authority or supervising personnel.

**Disorder/Disruption** – shall mean intentional acts or conduct in the classroom, in the school building or upon school grounds that disrupts the educational process.

**District** – shall mean St. Louis Public School District.

**District Discipline Conference** – shall mean the due process proceeding for a Type I infraction.

**Drugs** – shall mean the illegal possession, use, distribution and sale of drugs, including unauthorized prescription drugs, inhalants, intoxicants of any kind (whether or not the primary intended purpose of the intoxicant is intoxication), controlled substances or imitations of any of these on school premises is not permitted. The possession, use, distribution and sale of drug-related paraphernalia are also prohibited. Any one found in violation of this regulation shall be subject to suspension and/or expulsion from school in the manner provided by board policy and regulation and any other applicable provisions of the law. School Board R5131.6.1

**Due Process** – shall mean an established course for proceedings designed to protect the legal rights of the individual.

**Due Process Hearing** – shall mean a formal hearing to resolve special education disputes between parents and schools. IDEA 2004 includes rules of procedure for resolving such disputes. These rules include mediation, due process hearing and appeals to state or federal court. A due process hearing is usually a formal, contested trial.

**Electronic Communication Devices** – shall mean any devices not provided by the District that includes, but not limited to radios, walkmans, DC players, iPods, MP3 players, DVD players, handheld game consoles, Personal Digital assistants, cellular telephones, blackberries, and laptop computers, as well as any new technology developed with similar capabilities. Students shall not possess, transmit or use any type of portable electronic communications system on school premises or any SLPS sponsored event, excluding after school athletic events.

**Exceptionality** – shall mean a student's special learning needs identified through the Multi-Disciplinary Evaluation process. There are several types of exceptionalities, including Autism/Asperger's Syndrome, Emotional Disturbance, Gifted and Talented, Specific Learning Disability and Mental Disability.

**Expulsion** – shall mean any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year, or permanently.

**Extortion** – shall mean obtaining or attempting to obtain money, property of value from an unwilling person or forcing an individual to act either by physical force or intimidation (threat).

**Fighting** – shall mean physical conflict including but not limited to hitting, pushing, showing, tripping and other physical acts between two or more persons that does not cause physical injury in which both parties have contributed to the conflict, either verbally or by physical action.

**Fireworks** – shall mean any poppers, firecrackers, rockets, sparkers, smoke bombs or other types. These items are considered weapons.

**Fraud/False Identification/Forgery** – shall mean making, completing, altering or authenticating any writing so that it purports to have been made by another, purporting to be another student by not telling the truth or giving the correct name.

**Free and Appropriate Public Education (FAPE)** – shall mean the standard of education that schools must provide to children with special needs or

exceptionalities. The school must create a specific plan to address the child's learning needs, place them in the appropriate educational setting for their needs, and deliver special education and related services required for the child to learn. FAPE differs for each student and ensures that all students with disabilities receive an appropriate public education at no expense to the family.

**Gambling** – shall mean playing any game of chance or skill for money or anything of value including but not limited to games of cards or dice.

**Gang** – shall mean any ongoing organization of two or more students which has an identifiable name or identifying sign or symbol or whose members individually or collectively engage in or have engaged in a pattern of activity that endangers or disrupts the safety of the school or members of the school and general community. Gang activities include:

- Wearing or displaying any clothing, jewelry, colors or insignia that intentionally identifies the student as a member of a gang or otherwise symbolizes support of a gang
- Using any word, phrase, written symbol or gesture that intentionally identifies a student as a member of a gang or otherwise symbolizes support of a gang. A student may not display gang affiliation on his or her school notebooks, textbooks, or personal items.
- Engaging in activity or discussion promoting gangs by two or more persons.
- Recruiting students for gangs or anti-social behavior.

**Group Fight** – shall mean a severe attack of several students engaging in the use of physical force or the unlawful beating of others with the intent to harm or cause injury with or without the use of weapons or other objects (including, but not limited to guns, knives, brass knuckles, razor blades, batons, mace, pepper spray, etc.).

**Harassment** – shall mean a demand of sexual favors, threatening or intimidating gestures or behavior that creates a hostile school environment because of someone's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, disability, socioeconomic status and/or political belief.

**Hazing** – shall mean any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team

including, but not limited to, a grade level, student organization or school-sponsored activity.

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing consumption of any food, liquor, drug or other substance; forcing inhalation or ingestion of tobacco products; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing may occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district and legitimately related to the purpose of the organization. Board Policy 5131.

**Horseplay** – shall mean rowdy, rough, or boisterous play

**Home-to-School and School-to-Home Communication System** – shall mean communication with families regarding school programs and student progress through effective home-to-school and school-to-home communications.

**Indecent Exposure** – shall mean knowingly exposing the genitals, breasts, buttocks, and/or sagging under circumstances in which such actions are likely to cause an affront or alarm. Also, see-through or mesh garments, midriff blouses or shirts, tank tops, spaghetti straps, exposure of undergarments of any type, cleavage, low-riding pants, and clothing with obscene or suggestive statement or symbols are prohibited. Also prohibited is any apparel that advertises or promotes sex, drugs or alcohol. Shoes must be worn at all times.

**Individualized Accommodation Plan (IAP)** – shall mean a written plan developed by a group of individuals who have knowledge of a student's disability, knowledge of the student that addresses the student's disability and documents specific accommodations and modifications to be provided in school so that the student benefits educationally.

**Individualized Accommodation Plan (IAP) Committee** – shall mean a group of individuals who review and discuss all relevant student data that results in the development of an IAP.

**Individualized Academic Plan (IAP)** – shall mean a written plan developed by a group of individuals who have knowledge of a general education student's abilities.

**Individuals with Disabilities Education Improvement Act 2004 (IDEA 2004)** – shall mean federal law governing how states and public agencies provide all children with disabilities a FAPE that emphasizes early intervention, special education, and related services designed to meet their unique needs and prepare them for employment and independent living. IDEA 2004 provides funds to assist states in addressing the educational needs and rights of children with and addresses 13 specified categories of disability.

**Individualized Education Plan (IEP)** – shall mean a written plan developed by school staff, parents/legal guardians, and the student that outlines the student's abilities, goals and objectives, how progress will be measured, and how the team will work together to meet these goals.

**IEP Team** – shall mean a group of individuals who are responsible for developing, reviewing, and revising the IEP for a student with special needs. The IEP Team must review each student's progress, as needed, to determine current progress and future needs. The review should also consider whether annual goals for the student are being achieved, staff and parental concerns regarding the student's progress, the results of any re-evaluation conducted, and any changes that need to be made. By law, the IEP Team must include the following individuals:

- At least one general education teacher, if the student is (or will be ) participating in the general education environment
- At least one special education teacher or provider
- A representative of the LEA who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of LE resources
- Parent(s) /legal guardian(s)
- The student, as appropriate
- Someone who is able to interpret the instructional implications of evaluation results
- Other individuals whom the parent(s)/legal guardian(s) or the school chooses to invite

**In-School Suspension** – shall mean the temporary removal of a student from his/her assigned classes and the placement of a student an approved 'time-out' program, usually at the same school. In-School-Suspension is considered an alternative to out-of-school suspension and is considered the last step before out-of-school suspension.

**Insubordination** – shall mean willful or continue willful disobedience of any reasonable request or regulation, or voicing of disrespect to those in authority.

**Interim Alternative Educational Setting (IAES)** – shall mean any public or private elementary or secondary school offering a more structured program of study than a traditional school.

**Least Restrictive Environment (LRE)** – shall mean federal law (IDEA 2004) mandates that students with disabilities must be educated with their non-disabled peers to the maximum extent appropriate based on the student's needs. This is known as the Least Restrictive Environment (LRE). The IEP Team (including the parent) determines the placement that the student needs to provide the services on the student's IEP and the team must choose the LRE able to provide those services. This means the student should attend the school he/she would attend if non-disabled; unless the team determines that the nature of the student's disability will not allow that student to have a successful educational experience in that environment.

**Local Education Agency (LEA)** – shall mean a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political sub-division.

**Manifestation Determination Review (MDR)** – shall mean a safeguard to ensure that students are not being punished because of their exceptionalities. An MDR examines the child's behavior and previously documented information about the student in an effort to determine whether the behavior for which the student is being disciplined is not a manifestation of the student's disability. The MDR Committee consists of the parent and at least two individuals, one who is familiar with the student's behavioral patterns and one who is knowledgeable of the student's exceptionality.

**Manifestation Determination Review (MDR) Committee** – shall mean a group of individuals who meet to determine if the behavior for which disciplinary action is taken is or is not a manifestation of the student's disability; every effort must be made by the school to have the parent(s)/legal guardian(s) participate in the decision.

**Member of the School Community** - shall include but not limited to any student, parent, teacher, administrator, or employee of the District or visitor at any school.

**Modifications** – shall mean substantial changes in what the student is expected to demonstrate; includes changes instructional level, content, performance criteria, and alternate assessments; may include changes in test form or format.

**Multi-Disciplinary Evaluation (MDE)** – shall mean an assessment of a student's current functioning levels, strengths, and educational needs. Federal and state regulations require that a comprehensive evaluation be conducted to determine if a student has a disabling condition which qualifies him/her to receive special education services. A re-evaluation should occur at least every three (3) years.

**Murder** – shall mean the unlawful killing of another human being.

**NCLB – No Child Left Behind'**

**Other Very Serious or Illegal Act** – shall mean student behavior that is unlawful, dangerous or poses a danger to the safety or security of the school district; Safe School Acts.

**Out-of-School Suspension** – shall mean the temporary removal of a student from school. Suspensions are limited in time and the student should be able to return to school after the term of suspension is completed. During the suspension period, students are not allowed on any school property.

**Personal Display of Affection** – shall mean inappropriate show of affection.

**Personal Searches** – shall mean the district administrators or security personnel may search the person or personal effects of a student when, based on the circumstances a the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule or a district policy. Searches may be conducted by metal detectors and/or by hand.

**Physical Assault** – shall mean unprovoked hitting, kicking, shoving or otherwise causing physical pain or harm to another outside the context of a mutual conflict.

**Placement** – shall mean if a student is receiving special education or related services under IDEA 2004, the student's placement is the educational setting that the IEP Team determines is best for the student, as reflected in his/her written IEP. Placement does not mean the room the student is in, but the program and services most appropriate for him/her as stated in the IEP.

**Placing Another in Danger** – shall mean students engage in or attempting to engage in any conduct, which endangers the health, safety, or welfare of any member of the school community including but not limited to retaliation against a member of the school community for his/her participation in an investigation, academic or disciplinary proceeding.

**Possession** – shall mean physical control over property (whether lost, found, or stolen), such as clothing, lockers, or bags and the contents contained therein.

**Positive Behavior Intervention & Support (PBIS)** – shall mean a school system's approach to creating and maintain a climate of safety and learning in our schools. Use of PBIS is a 'best practice' that decreased the need for more intrusive or aversive intervention (i.e., suspension) and can lead to both systemic as well as individualized change.

**Probationary Status** – shall mean a process of being re-admitted to school on terms and conditions stipulated by the District Discipline Conference Officer and agreed to in writing by the student and the student's parent(s)/legal guardian(s) responsible for the student's attendance.

**Probation Violation** - shall mean the act of a student breaking or breaching the written contractual agreement among the student, parent(s)/legal guardian(s), and school which was previously accepted by all parties upon conclusion of the student's District Discipline Conference.

**Racial Harassment** – shall mean unwanted behavior, speech, written or pictures directed at someone because of their race, color or nationality. It is about intimidation, control, misuse of power and the attempt to deny equality. It can be blatant, or subtle, one incident or a pattern.

**Rape/Forced Sexual Acts** – shall mean committing or attempting to commit forcible rape as defined in section 566.030, RSMo or forcible sodomy as defined in section 566.060, RSMo.

**Re-evaluation** – shall mean the process of determining whether a student continues to have a disability and continues to require special education and related services. A re-evaluation is conducted to 1) identify how the student is functioning in school, 2) identify the student's educational needs, and 3) identify any changes in the student's IEP to assist in meeting the annual goals and objectives included in the IEP and participating, as appropriate, in the general curriculum.

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**Reflective Activity** – shall mean an assignment designed to give the student an opportunity think critically about an instance in which he/she broke a rule. The assignment should guide the student towards determining an appropriate behavior for the given situation instead of the behavior that broke a school rule.

**Related Services** – shall mean developmental, corrective, and other supportive services that assist a student with a disability. Related services include: speech-language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation, early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical series for diagnostic or evaluation purposes; school health services; social work services in schools; parent(s)/legal guardian(s) counseling and training; and transportation.

**Response to Intervention (RtI)** – shall mean a process that provides high-quality research-based instruction and interventions that are matched to a student's needs. This process incorporates data developed to examine the student's learning rate over time to make appropriate educational and instructional decisions regarding assistance to at-risk students.

**Restorative Justice Practices** – shall mean bringing together people when relationships are damaged by the specific actions of one or more people. An effective restorative intervention is one that leads to mutual understanding and an agreed-upon, feasible plan to make things right. A successful restorative process is one in which agreements are kept and relationships are restored—things are “made right.”

**Robbery** – shall mean an act of instance of illegally taking another's property by the use of intimidation or violence.

**Saturday School** – see listing for “Detention.”

**School Bus Suspension** – shall mean a corrective strategy in which a student is not allowed to ride the school bus for a specified period of time.

**School Day** - shall mean a day when children attend school for instruction purposes.

**School Grounds/Property** - shall mean any physical asset utilized, supervised, rented, leased, or controlled by the school district including, but not limited to, school playgrounds, parking lots, school buses, and any property on which any school activity takes place.

**School Level Investigation** – shall mean a detailed search or examination of questionable student activities/incidents (at school, during school, or at school related functions) to discover related facts; the investigation is conducted by the school administrator/designee.

**School Privileges** – shall mean any school related activity or program including but not limited to graduation ceremonies, class trips, dances, sport teams, clubs, or recess.

**Search and Seizure** - shall mean such search may be conducted without a warrant and upon reasonable suspicion or for any other reasonable purpose and in a reasonable manner. Desks and lockers are the property of the district and searches may be done at the discretion of building administrators. The school's authority extends to student possessions kept in their automobiles while parked on school property. *New Jersey v. T.L.O.*, 469 U.S. 325 (1985)

**Section 504** – shall mean a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the student with a disability has equal access to an education. The student may receive accommodations and modifications.

**Serious Bodily Injury** – shall mean a bodily injury that involves a substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

**Sexting** – shall mean transmitting pictures, written material, text and/or voice messages, and emails that are sexual in nature using the internet, cell phones, or any other electronically-related device (includes Internet chat rooms and online messaging services).

**Sexual Act** – shall mean engaging in intercourse, oral sex, groping sexual parts, or simulated sex.

**Sexual Assault** – shall mean conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force that induces fear, shame, or mental suffering.

**Sexual Harassment** – shall mean unwanted sexual advances, requests for sexual favors, sexually motivated physical or verbal conduct, communication of a sexual nature or conduct based on gender when such conduct has the purpose of effect of

unreasonably or substantially interfering with an individual's education or that creates an intimidating or hostile environment. Examples of conduct that may constitute sexual harassment or discrimination include verbal harassment or abuse, pressure for sexual activity, inappropriate patting or pinching and intentionally brushing against the body.

**Sexual Misconduct** – shall mean those who forcibly, intentionally or consensually touches another person's body and/o clothing in a way that constitutes or results in sexual contact. This includes indecent exposure, sexual gestures, possession and/o distribution of sexual paraphernalia and/or magazine.

**Simple Assault** – shall mean an act that causes bodily injury to another member of the school community.

**Smoking/Tobacco** – shall mean students must not possess, smoke or use any kind of tobacco product or associated paraphernalia. School Board R5131.6.2

**Social Networking** – shall mean transmitting pictures and/or written materials, via My space, Facebook, Twitter, You Tube, LinkedIn or any similar social networking website, with the intent to harm others.

**Special Circumstances** – shall mean IDEA defines special circumstances as follows: use of illegal drugs, weapons, and behavior causing serious bodily injury.

**State Education Agency (SEA)** – shall mean the agency primarily responsible for the supervision of the state's public elementary and secondary schools. In Missouri, the SEA is the Department of Elementary and Secondary Education (DESE).

**"Stay Put"** – shall mean the term used referring to a student's right to remain in the current educational placement pending a disciplinary conference (expulsion recommendation or request for a change of school setting) or a parent(s)/legal guardian(s)' appeal to challenge a placement, manifestation determination, suspension, or expulsion; this right ensure that the student continues to receive FAPE in the LRE.

**Student Information System (SIS)** – shall mean the data management for student information.

**Suspension** – see listing for "In-School-Suspension" and "Out-of-School Suspension"

**Theft** – shall mean stealing or attempting to steal the money or property of another.

**Trespassing** – shall mean being in or around a school building or in a particular place on school grounds, or on a school bus without permission or refusing to comply with a request to leave school premises, or leave the bus. Students may not return to any school while assigned to an Alternative program, under expulsion or suspension, except with permission from the building principal and under escort by a parent(s)/guardian(s)

**Unauthorized Entry** – shall mean students entering into the school or certain areas of the building without permission; allowing or assisting any individual(s) to enter a District facility other than through designated entrances or allowing unauthorized persons to enter a District facility through any entrance.

**Vandalism** – shall mean willful or malicious damage, destruction or defacement of District/school property or the property of another (i.e., damaging textbooks, lockers, equipment, walls, furniture, writing gang graffiti, etc.)

**Weapon** – shall mean a blackjack, a firearm (loaded or unloaded), an explosive weapon, a firearm silencer, a gas gun, a machine gun, a projectile weapon, a bullet(s), rifle, a short barrel, a shotgun, a spring gun, any type of fireworks (including smoke bombs or firecrackers), any type of explosive devices, or a switch-blade. SLPs policy on weapons includes all types of knives and is expanded to include a razor or razor blade, mace, club, chain, nail file (when used to inflict physical injury), and brass knuckles. The improper use of any object, instrument or device also falls within this provision. SAB Policy 5131.6.9

**Special  
of the Transitional  
of St. Louis Public**

**Mr. Richard Sullivan, CEO  
Ms. Melanie Adams,**



**Administrative Board  
School District  
Schools**

**Secretary**

Be 100% Safe



Be 100% Responsible



Be 100% Respectful

**Mr. Richard Gaines**

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

**Office of Parent and Student Engagement**

**Debra J. Falkiner, Director**

**(314) 345-4430**

**(314) 345-4490**

The St. Louis City Public School District (District) does not discriminate on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, veteran or national guard status, or any other factor prohibited by law in admission or access to, or treatment or employment in its programs and/or activities. For more information, please contact the [Title VI, Title VII, Title IX, Section 504/ADA Compliance Coordinator/Chief Human Resources Officer](#) at 801 N. Eleventh Street, Saint Louis, MO 63101 (314) 345-2650 [HRCompliance@slps.org](mailto:HRCompliance@slps.org) 8:00 a.m. to 4:45 p.m.

Revised July 2013

Be 100% Safe



Be 100% Responsible



Be 100% Respectful





# BOARD RESOLUTION

Date: July 8, 2013

Agenda Item: 08-15-13-10

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Sheila Smith-Anderson, Exec. Dir., Curr. Instruc

Action to be Approved: Purchase of Good (s)

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

RFP/Bid # Bid Dated 6/21/2013

**SUBJECT:** To approve the purchase of fitness supplies for the Aim to Fitness Grant from the selected vendors as determined by the responses to the referenced bid. The cost of the combined purchase will not exceed \$160,000.00.

**BACKGROUND:** This is the second year of the Grant and 16 schools will be added to the program as COHORT 2. The fitness supplies included in the Bid include fitness equipment, fitness measuring and monitoring equipment and software to track the fitness information. The selected low cost vendors are: Polar and BSN Sports (US Games).

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: 847-WZ-294-1123-6411	Non-GOB	Requisition #:
Amount: \$160,000.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$160,000.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: Various

Department: Athletics

Requestor: Leanne White

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





July 3, 2013

## MEMORANDUM

**TO: Dr. Kelvin Adams**

**FROM: Leanne White**

**RE: Bid for Equipment for Aim to Fitness Grant**

The evaluation took place on June 28, 2013. The evaluation committee consisted of the following:

Martin Jenkins	Coordinator/Supervisor of the Public High League
Leanne White	Project Director for AIM For Fitness
Ketra Montgomery	Contract Compliance Specialist
Kevin Coyne	Sr. Risk Management & Compliance Analyst

Bids from the following companies were evaluated and each individual equipment and uniform item was evaluated for price and quality of the item bid. Bids on individual items were selected from three of the five companies.

Company Name	Estimated Cost	Award (Y/N)
BSN	\$71,000	Yes
Polar	\$89,000	Yes
Total	\$160,000	

One copy of each evaluation is on file along with this evaluation record in the risk management department.

Leanne White  
Project Director for AIM For Fitness





# **Special Administrative Board of the Transitional School District of the City of St. Louis**

## **AIM For Fitness Grant Program – COHORT 2**

**Bid Opportunity – Due June 28, 2013 (12:00 P.M.)**

### **Background**

The AIM For Fitness Grant Program provides children in participating schools with a variety of fitness and nutrition activities designed to improve the overall health of the children and develop an awareness of the importance of fitness and nutrition.

### **Scope of the Program**

In COHORT 2 St. Louis Public Schools has 16 additional schools that have been selected to participate in the AIM For Fitness Grant Program.

### **Cost of the Program**

Based on the funds provided for supplies in the AIM For Fitness Grant Award, the quantity of items on each line that will be purchased may vary based on the pricing received.

### **Bid Evaluation**

Each bid will be evaluated on the response to the items included on the list of fitness supplies. The pricing on each item will be evaluated individually. It is highly likely that multiple vendors will be selected to provide the fitness supplies.

## **Bid Due Date**

The bids are due to the St. Louis Public Schools no later than June 21, 2013 at 12:00 P.M. The bids may be faxed to (314) 231-9514 or emailed to [kevin.coyne@slps.org](mailto:kevin.coyne@slps.org).

## **Questions:**

For all questions, please correspond by email with:

Kevin Coyne

Senior Risk Management and Compliance Analyst

[Kevin.coyne@slps.org](mailto:Kevin.coyne@slps.org)

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Kevin Coyne  
Senior Risk Management and Compliance Analyst  
[Kevin.coyne@slps.org](mailto:Kevin.coyne@slps.org)







# BOARD RESOLUTION

Date: July 8, 2013

Agenda Item : 08-15-13-11

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)

**SUBJECT:** To approve a sole source purchase with Houghton Mifflin Harcourt for instructional materials for Advanced Placement US Government and Politics for all the high schools in the St. Louis Public Schools for 2013-2014 school year at a cost not to exceed \$11,492.00.

**BACKGROUND:** The Advanced Placement US Government and Politics team met to review new books and has recommended that Wilson's American Government 13 Edition (AP Edition) is the best choice for three main reasons: 1) The materials are more thoroughly covered than the others, 2) It provides the highest Depth of Knowledge (DOK) level questions, and 3) It has best end of section reviews for students. This purchase has the support/approval from the office of Curriculum & Instruction.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 4

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: \$11,492.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$11,492.00	<input checked="" type="checkbox"/> Pending Funding Availability	Vendor #: 600002453

Department: APIP


Requestor: Dr. Dan Edwards

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

  
Dr. Cleopatra Figgures, Dep. Supt., Accountability

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent







# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Dr. Dan Edwards</b>	<b>Date: July 1, 2013</b>
<b>Department / School: Secondary Education</b>	<b>Phone Number:</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>	
Wilson-American Government 13e (AP Ed.)	
<b>Vendor Name: Houghton Mifflin Harcourt</b>	<b>Email: kathy.gander@hmhpub.com</b>
<b>Vendor Contact: Kathy Gander</b>	<b>Phone Number: 800.479.9799 EXT 3482</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
<ul style="list-style-type: none"> <li>• The materials are more thoroughly covered than the others.</li> <li>• It provides the highest DOK level questions.</li> <li>• It has best end of section reviews for students.</li> </ul>	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
This vendor will provide 4 complete sets of teacher resource, free of charge, for every teacher currently teaching the course.	
<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>	
Wadsworth, CP Press, Norton, Pearson	
<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>	
ChanTam Trinh, APIP Project Coordinator	July 1, 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.



# Houghton Mifflin Harcourt

Cost Proposal

Prepared For

## St Louis City Public Sch Dist

801 N 11th St  
Saint Louis MO 63101

Attention:

Chan Tam Trinh

chantam.trinh@slps.org

For the Purchase of:

### Wilson, American Government 13e (AP Ed.)

### ©2013

Prepared By

Kathy Gander

kathy.gander@hmhpub.com

**PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.**



Houghton Mifflin Harcourt

Attention:

Chan Tam Trinh  
chantam.trinh@slps.org

Customer Service  
1900 S. Batavia Ave.  
Geneva, IL 60134  
FAX: 888-872-8380

**St Louis City Public Sch Dist**  
**Wilson, American Government 13e (AP Ed.) ©2013**

ISBN	Title	Sale Price	Purchase		Complimentary	
			Quantity	Amount	Quantity	Value
<b>Student</b>						
1562066	9781285720449 Textbook + 6 Year CourseMate Access	\$130.00	80	\$10,400.00		
<b>Total for Student</b>				<b>\$10,400.00</b>		
<b>Teacher</b>						
1503915	9781111836474 Fast Track to a 5 AP test-prep workbook	\$30.75			4	\$123.00
1503914	9781111836467 State & Local Government Supplement Update	\$7.00			4	\$28.00
1089483	9780495127826 Handbook of Selected Legislation and Other Documents	\$30.75			4	\$123.00
1089479	9780495127741 Handbook of Court Cases	\$30.75			4	\$123.00
1503918	9781111836504 AP Teacher's Resource Guide	\$25.00			4	\$100.00
1503917	9781111836498 AP Test Bank	\$25.00			4	\$100.00
1503916	9781111836481 AP ExamView Testing CD-ROM	\$57.50			4	\$230.00
1503891	9781111831622 PowerLecture DVD-ROM with ExamView Testing	\$67.50			4	\$230.00
1404650	9780495793601 Political Theatre DVD 2.0	\$199.25			4	\$797.00
<b>Total for Teacher</b>						<b>\$1,854.00</b>
<b>Total for -</b>				<b>\$10,400.00</b>		<b>\$1,854.00</b>

Thank you for your order !

<b>Proposal Summary</b>	<b>Total Value of Proposal:</b>	<b>\$13,346.00</b>
	<b>Total Complimentary:</b>	<b>\$1,854.00</b>
	<b>Subtotal Purchase Amount:</b>	<b>\$10,400.00</b>
	<b>Shipping &amp; Handling (10.50%):</b>	<b>\$1,092.00</b>
	<b>Total Cost of Proposal (PO Amount):</b>	<b>\$11,492.00</b>



**Houghton Mifflin Harcourt**

Attention:  
 Chan Tam Trinh  
 chantam.trinh@sips.org

Customer Service  
 1900 S. Batavia Ave.  
 Geneva, IL 60134  
 FAX: 888-872-8380