



# **BOARD MEETING**

## **SEPTEMBER 5, 2013**

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# **A G E N D A**

**SPECIAL ADMINISTRATIVE BOARD**  
**MR. RICK SULLIVAN**  
**MS. MELANIE ADAMS**  
**MR. RICHARD GAINES**

**SUPERINTENDENT OF SCHOOLS**  
**DR. KELVIN R. ADAMS**

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**ST. LOUIS PUBLIC SCHOOL DISTRICT  
SUPERINTENDENT'S REPORT  
September 5, 2013**

**\*New Item Added**

**1.0 Preliminary**

**1.1 CONSENT AGENDA**

**1.2 Information Item(s)**

- a) Math Tutoring and English Language Arts
- b) MAP Results
- c) Re-Organization
- d) Budget Amendment
- e) School Improvement Grant (SIG)

**1.3 Business Item(s) – Action Required**

- 09-05-13-01** To approve the June 2013 Monthly Transaction Report.
- 09-05-13-02** To ratify the District's participation in the Public Education Leadership Program (PELP) at Harvard University for the period July 8, 2013 through July 12, 2013 at a cost of \$41,400.  
**FUNDING SOURCE:** GOB
- 09-05-13-03** To approve the 2014 SLPS District Tuition Rate of \$15,658 per pupil.
- 09-05-13-04** To ratify the purchase of gift cards from Office Max as part of the new Teachers Matter Initiative. Each card purchased is in the amount of \$50 at a total cost not exceeding \$12,500.  
**FUNDING SOURCE:** GOB
- 09-05-13-05** To approve the amendment of Board Resolution Number 10-28-10-10, a contract with Kwame Building Group, to increase the cost by \$775,000 and to extend the expiration date to October 29, 2015. This increase will provide continued construction management services for the proposed new elementary school to be built in the Tower Grove neighborhood. If approved, the revised total cost of the contract will be \$6,925,000.  
**FUNDING SOURCE:** PROP S
- 09-05-13-06** To approve the amendment of Board Resolution Number 02-17-11-08, a contract with ID/IQ Architects, to increase the cost by \$1,200,000 and to extend the expiration date to October 29, 2015. This increase at 8% of the \$15 million total construction cost will provide continued architectural, engineering and planning services for the proposed new elementary school to be built in the Tower Grove neighborhood. If approved, the total cost of the contract will now be ~~\$2,200,000~~ \$3,200,000.  
**FUNDING SOURCE:** PROP S
- 09-05-13-07** To approve an Addendum to the agreement for transportation services provided by First Student, Inc. that will provide van service for the Students in Transition program during the FY13-14 school year.

- 09-05-13-08** To approve a membership renewal with CharacterPlus of Cooperating School Districts for the period September 6, 2013 through June 30, 2014 at a cost not to exceed \$6,900.  
**FUNDING SOURCE:** NON-GOB
- 09-05-13-09** To request course additions in the area of "Honors" to be reactivated for the 2013-2014 Academic School Year.  
**FUNDING SOURCE:** NON-GOB
- 09-05-13-10** To approve a sole source contract with Defined Learning, LLC, to provide Defined STEM (science, technology, engineering, and math) curriculum and professional development resources for the period September 6, 2013 through August 3, 2014 at a total cost not to exceed \$7,485.  
**FUNDING SOURCE:** NON-GOB
- 09-05-13-11** To approve the purchase of music supplies and repair services from selected vendors (listed under "background information" on the Resolution) on an as needed basis at a total combined cost not to exceed \$85,000.  
**FUNDING SOURCE:** GOB
- 09-05-13-12** To approve a Memorandum of Understanding with Washington University to provide tutoring in the subjects of Communication Arts and Math at Ford and Laclede Elementary Schools for the period September 6, 2013 through June 30, 2014.
- 09-05-13-13** To approve a Memorandum of Understanding with Washington University to provide high school students the opportunity to seek scientific careers and increase participation of underrepresented groups in science for the period September 6, 2013 through June 30, 2014.
- 09-05-13-14** To ratify the acceptance of funds from Aramark in the amount of \$9,800 which supported the Back to School Festival.  
**FUNDING SOURCE:** GOB
- 09-05-13-15** To ratify the purchase of movie theater tickets and passes from the Arnold 14 Cinema (a Wehrenberg Theater) for the Summer School Perfect Attendance Incentive Program at a total cost of \$12,750.  
**FUNDING SOURCE:** NON-GOB
- 09-05-13-16** To approve a contract renewal with Grace Hill Head Start to provide the framework for the cooperative efforts between Grace Hill Head Start and SLPS for the period September 6, 2013 through June 30, 2014 at no cost to the District.
- 09-05-13-17** To approve a Memorandum of Understanding with Tyus Learning Center, LLC, to provide Certified Nursing Assistant Classes and Certified Medical Technician classes for the period of September 6, 2013 through June 30, 2014. The classes will be held at Sigel Community Education Full Service School.

- 09-05-13-18** To approve a Memorandum of Understanding with BJC HealthCare to provide Certified Nursing Assistant classes for the period of September 6, 2013 through June 30, 2014. The classes will be held at Walbridge Community Education Full Service School.
- 09-05-13-19** To approve a Memorandum of Understanding with Made Whole Health Technology Services, LLC to provide Certified Nursing Assistant classes, Certified Medical Technician and Phlebotomy classes for the period September 6, 2013 through June 30, 2014. The classes will be held at Vashon Community Education Full Service School.
- 9-05-13-20** To approve a Memorandum of Understanding with I Know Better to provide a self-empowered, safety education program called radKIDS (Resisting Aggression Defensively) for the period September 6, 2013 through June 30, 2014. The program will be located at Clay, Hamilton, Lyon @ Blow, Mullanphy, Shaw, Sigel, and Walbridge Community Education Full Service Schools.
- 09-05-13-21** To approve the renewal of a Memorandum of Understanding with Mike Williams to provide therapeutic counseling for students at Long Middle Community Education Full Service School for the period September 6, 2013 through June 30, 2014.
- 09-05-13-22** To approve the renewal of a Memorandum of Understanding with Better Family Life to provide mentoring for students at Long Middle Community Education Full Service School for the period of September 6, 2013 through June 30, 2014.
- 09-05-13-23** To approve the renewal of a Memorandum of Understanding with Community Conflict Services St. Louis Restorative Justice Program to improve school safety by decreasing violence and increasing student attendance by increasing school engagement for students at Long Middle Community Education Full Service School for the period September 6, 2013 through June 30, 2014.
- 09-05-13-24** To approve the renewal of a Memorandum of Understanding with Multicultural Counseling and Research Center to provide therapeutic counseling for students at Long Middle Community Education Full Service School for the period September 6, 2013 through June 30, 2014.
- 09-05-13-25** To approve a Memorandum of Understanding with the National Council on Alcoholism and Drug Abuse to provide substance abuse prevention and peer mediation training for students at Long Middle Community Education Full Service School for the period September 6, 2013 through June 30, 2014.
- 09-05-13-26** To approve a Memorandum of Understanding with the University of Missouri on behalf of the School and Family Counseling Center to provide group therapeutic counseling for students at Long Middle Community Education Full Service School (CEFSS) for the period September 6, 2013 through June 30, 2014.

**09-05-13-27** To approve a Memorandum of Understanding (MOU) with the Girls Scouts of Eastern Missouri to provide programs that support a violence free learning environment and encourage students to explore unconventional learning and career opportunities for the period September 6, 2013 through June 30, 2014.

**09-05-13-28\*** **NEW ITEM** To approve the contracts with Blueprint Schools Network (Blueprint) and Catapult Learning (Catapult). Blueprint will provide Math Tutoring and Catapult will provide English-Language Arts Tutoring for District's students. The period for both contracts is the same, October 1, 2013 through June 30, 2014. The total combined cost for these services will not exceed \$4,500,000.  
**FUNDING SOURCE: NON-GOB**

### SEPTEMBER 26, 2013 ITEMS FOR CONSIDERATION

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

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

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

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

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

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



- 09-26-13-07** To approve a contract with the Cooperating School District to act as the fiscal agent for the St. Louis Community Monitoring and Support Task Force for the fiscal year 2013-2014 at a cost not to exceed \$62,500.  
**FUNDING SOURCE:** GOB
- 09-26-13-08** To approve a contract renewal with The Children's Academy (Academy) for the District to provide lunches for 20 students on a daily basis for the period October 1, 2013 through September 30, 2014. The Academy will reimburse the District at a rate of \$2.54 per meal with total reimbursement being \$12,242.80.  
**FUNDING SOURCE:** NON-GOB
- 09-26-13-09** To approve a sole source contract renewal with the St. Louis Zoo for science courses and experiences for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$22,590.  
**FUNDING SOURCE:** NON-GOB
- 09-26-13-10** To approve a sole source contract renewal with the St. Louis Society for the Blind and Visually Impaired for collaboration with the community services project for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$14,000.  
**FUNDING SOURCE:** NON-GOB
- 09-26-13-11** To approve a sole source contract renewal with the Missouri Botanical Garden to provide math and science courses for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$26,320.  
**FUNDING SOURCE:** NON-GOB
- 09-26-13-12** To approve a sole source contract renewal with the St. Louis Science Center to provide math and science courses for the period September 30, 2013 through May 15, 2014 at a cost not to exceed \$19,350.  
**FUNDING SOURCE:** NON-GOB
- 09-26-13-13** To approve a membership renewal with AVID for membership licensing fees at a cost not to exceed \$27,080 for the period October 1, 2013 through June 30, 2014.  
**FUNDING SOURCE:** NON-GOB
- 09-26-13-14** To approve a Memorandum of Understanding with the Young Men's Christian Association to provide after school and evening programs for the period September 27, 2013 through June 30, 2014.
- 09-26-13-15** To approve a Memorandum of Understanding with the Assistance League to provide school and community resources to assist the District's parents and students thereby increasing the student's attendance and achievement for the period September 27, 2013 through June 30, 2014.
- 09-26-13-16** To approve the renewal of a Memorandum of Understanding with St. Louis University to provide training and mentoring for prospective occupational therapists for the period September 27, 2013 through June 30, 2014.

- 09-26-13-17** To approve a purchase of 250 software licenses (for students) from Achieve3000, Inc. at a total cost not to exceed \$12,000.  
**FUNDING SOURCE:** NON-GOB
- 09-26-13-18** To approve the modifications to the Performance Based Teacher Evaluation System in order to meet new requirements as established by the Department of Elementary and Secondary Education.
- 09-26-13-19** To approve the Local Compliance Plan Certification Statement, Part B of the Individuals with Disabilities Act to be submitted to the Department of Elementary and Secondary Education.
- 09-26-13-20** To approve Amendment #3 to the Fiscal Year 2012-2013 General Operating Budget.
- 09-26-13-21** To approve the July 2013 Monthly Transaction Report.
- 09-26-13-22** To authorize the Superintendent to exercise discretion in the expenditures of the School Improvement Grant (SIG). This discretion request includes the authority to accept the funds (\$4,386,150) and to process time sensitive items as deemed required.







# BOARD RESOLUTION

Date: July 23, 2013

Agenda Item : 09-05-13-01

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Financial Report

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

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

Angela Banks, Budget Director

Requestor:

Leon Fisher, CFO/Treasurer

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Mary M. Houlihan, Dep. Supt., Operations

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Dr. Kelvin R. Adams, Superintendent

Monthly Budget Report  
 Dates: 06-01-2013 - 06-30-2013  
 Fiscal Year: 2012 - 2012

## 110-TEACHERS FUND

1	SAP Hierarchy Doc #:	0502008094			
	SAP Entry Doc #:	0502007740			
	From:	120-1189	- 820-00-120	- 6181	160,000.00-
	To:	110-1189	- 847-PC-110	- 6319	160,000.00
	Control No:	B			
	From Amount:		160,000.00-		
	To Amount:		160,000.00		
	Text: Funds for ACE Summer School.				
2	SAP Hierarchy Doc #:	0502007872			
	SAP Entry Doc #:	0502007530			
	From:	120-1411	- 816-FY-120	- 6143	5,000.00-
	To:	110-1411	- 816-FY-110	- 6342	5,000.00
	Control No:	B			
	From Amount:		5,000.00-		
	To Amount:		5,000.00		
	Text: First Student transportation invoices.				
3	SAP Hierarchy Doc #:	0502006927			
	SAP Entry Doc #:	0502006590			
	From:	110-2132	- 828-00-110	- 6384	600.00-
	To:	110-2132	- 828-00-110	- 6383	600.00
	Control No:	B			
	From Amount:		600.00-		
	To Amount:		600.00		
	Text: Sandy Thomas / NASP 2013 Annual Convention / Seattle, WA / February 2/12 - 2/15/2013 Colleen Reichert / Autism Educators Network / Jefferson City, MO/ 12/11/2012				

## Monthly Budget Report

Dates: 06-01-2013 - 06-30-2013

Fiscal Year: 2012 - 2012

4 SAP Hierarchy Doc #: 0502006929  
SAP Entry Doc #: 0502006592

From:	110-2132	-	828-00-110	-	6412	950.00-
To:	110-2132	-	828-00-110	-	6383	950.00

Control No: B

From Amount:	950.00-
To Amount:	950.00

Text: Dynamic Learning Maps: Explore and Learn Conference / Lawrence, KS /  
July 23 - 25, 2013 / Cheryl Steed

5 SAP Hierarchy Doc #: 0502006955  
SAP Entry Doc #: 0502006613

From:	110-2411	-	111-00-110	-	6415	47.00-
To:	110-2411	-	111-00-110	-	6383	47.00

Control No: B

From Amount:	47.00-
To Amount:	47.00

Text: Clinton Global Initiative Conference // Chicago, IL // June 12 - 14,  
2013 // Dr. Elizabeth Bender

6 SAP Hierarchy Doc #: 0502007879  
SAP Entry Doc #: 0502007536

From:	120-1189	-	820-00-120	-	6181	6,500.00-
To:	110-2411	-	976-00-110	-	6411	6,500.00

Control No: B

From Amount:	6,500.00-
To Amount:	6,500.00

Text: To establish temporary budget for Medical High School.

Monthly Budget Report  
Dates: 06-01-2013 - 06-30-2013  
Fiscal Year: 2012 - 2012

7 SAP Hierarchy Doc #: 0502008069  
SAP Entry Doc #: 0502007715

From:	110-2411	-	976-00-110	-	6411	
To:	110-2411	-	976-00-110	-	6383	
Control No:	B					
From Amount:						1,526.00-
To Amount:						1,526.00

Text: Collegiate School of Medicine & Bioscience to Camp Wyman for Leadership Development August 30, 2013.

8 SAP Hierarchy Doc #: 0502006957  
SAP Entry Doc #: 0502006615

From:	110-2551	-	918-00-110	-	6341	
To:	110-2553	-	918-00-110	-	6341	
Control No:	B					
From Amount:						1,211,673.00-
To Amount:						1,211,673.00

Text: Student Transportation transfer from regular to special education.

9 SAP Hierarchy Doc #: 0502006958  
SAP Entry Doc #: 0502006616

From:	110-2551	-	918-00-110	-	6341	
To:	110-2558	-	918-00-110	-	6349	
Control No:	B					
From Amount:						69,000.00-
To Amount:						69,000.00

Text: Student Transportation transfer from regular to bus passes.



Monthly Budget Report  
Dates: 06-01-2013 - 06-30-2013  
Fiscal Year: 2012 - 2012

10 SAP Hierarchy Doc #: 0502007882  
 SAP Entry Doc #: 0502007539

From:	110-2828	-	981-00-110	-	6149	-	55,000.00-
To:	110-2828	-	981-00-110	-	6143	-	55,000.00

Control No: B  
 From Amount: 55,000.00-  
 To Amount: 55,000.00  
 Text: To cover upcoming extra service pay.

11 SAP Hierarchy Doc #: 0502008096  
 SAP Entry Doc #: 0502007742

From:	110-2828	-	981-75-110	-	6319	-	140,000.00-
To:	110-2828	-	981-54-110	-	6361	-	70,000.00
	110-2828	-	981-54-110	-	6319	-	70,000.00

Control No: B  
 From Amount: 140,000.00-  
 To Amount: 140,000.00  
 Text: Funds for increases in services due to the increases in Imagine Schools.

12 SAP Hierarchy Doc #: 0502008100  
 SAP Entry Doc #: 0502007746

From:	110-2828	-	981-75-110	-	6319	-	70,000.00-
To:	110-2828	-	981-54-110	-	6361	-	70,000.00

Control No: B  
 From Amount: 70,000.00-  
 To Amount: 70,000.00  
 Text: Funds for increases in services due to the increases in Imagine Schools.

Monthly Budget Report  
Dates: 06-01-2013 - 06-30-2013  
Fiscal Year: 2012 - 2012

13 SAP Hierarchy Doc #: 0502006935  
SAP Entry Doc #: 0502006597

From:	110-2838	-	193-00-110	-	6261	0.41-
	110-2838	-	596-00-110	-	6261	0.23-
	110-2838	-	420-00-110	-	6261	0.06-
	110-2838	-	580-00-110	-	6261	0.05-
	110-2838	-	510-00-110	-	6261	0.05-
	110-2838	-	444-00-110	-	6261	0.02-

Control No: B

From Amount:

To Amount:

0.82-

0.00

Text: Returning budget for Reg Teachers Performing Sub Duties after  
discovering payment made to Aides. Expenses instead JV'd

Monthly Budget Report  
Dates: 06-01-2013 - 06-30-2013  
Fiscal Year: 2012 - 2012

120-INCIDENTAL

1 SAP Hierarchy Doc #: 0502006935  
SAP Entry Doc #: 0502006597

From:	110-2838	-	183-00-110	-	6142	1,825.32-
	110-2838	-	556-00-110	-	6142	994.28-
	110-2838	-	193-00-110	-	6142	267.12-
	110-2838	-	596-00-110	-	6142	148.40-
	110-2838	-	183-00-110	-	6231	139.64-
	110-2838	-	556-00-110	-	6231	76.06-
	110-2838	-	420-00-110	-	6142	37.10-
	110-2838	-	580-00-110	-	6142	29.68-
	110-2838	-	510-00-110	-	6142	29.68-
	110-2838	-	193-00-110	-	6231	20.43-
	110-2838	-	444-00-110	-	6142	14.84-
	110-2838	-	596-00-110	-	6231	11.35-
	110-2838	-	420-00-110	-	6231	2.84-
	110-2838	-	183-00-110	-	6261	2.79-
	110-2838	-	580-00-110	-	6231	2.27-
	110-2838	-	510-00-110	-	6231	2.27-
	110-2838	-	556-00-110	-	6261	1.52-
	110-2838	-	444-00-110	-	6231	1.14-
	120-2838	-	820-00-120	-	6142	3,607.55

To:

Control No: B

From Amount: 3,606.73-

To Amount: 3,607.55

Text: Returning budget for Reg Teachers Performing Sub Duties after

discovering payment made to Aides. Expenses instead JV'd

Monthly Budget Report  
Dates: 06-01-2013 - 06-30-2013  
Fiscal Year: 2012 - 2012

293-MINI FED PROG 02-03

1 SAP Hierarchy Doc #: 0502007062  
SAP Entry Doc #: 0502006720

From:	293-1127	-	586-UG-293	-	6319	1,480.00-
To:	293-1127	-	586-UG-293	-	6383	500.00
	293-1127	-	586-UG-293	-	6384	980.00

Control No: B

From Amount: 1,480.00-

To Amount: 1,480.00

Text: Sigel Staff attending MO SWPBS Training on June 12-14, 2013 in Lake of the Ozarks, MO and coaches training meeting expenses.

Monthly Budget Report  
 Dates: 06-01-2013 - 06-30-2013  
 Fiscal Year: 2012 - 2012  
 Fund Summary - Transfers Only

Fund Total From 110-INCIDENTAL	:	1,552,403.55-
To 110-INCIDENTAL	:	1,720,296.00
Fund Total From 120-TEACHERS FUND	:	171,500.00-
To 120-TEACHERS FUND	:	3,607.55
Fund Total From 293-MINI FED PROG 02-03	:	1,480.00-
To 293-MINI FED PROG 02-03	:	1,480.00
District Total From	:	1,725,383.55-
To	:	1,725,383.55





# BOARD RESOLUTION

Date: July 17, 2013

Agenda Item : 09-05-13-02

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Leadership Training Program

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

**SUBJECT:** To ratify the District's participation in the Public Education Leadership Program (PELP) at Harvard University. The program was for the period July 8, 2013 through July 12, 2013 at a cost of \$41,400.

**BACKGROUND:** The Public Education Leadership Program (PELP) is designed to help leaders identify key elements of district-wide improvement strategies and bring these elements into a coherent and integrated relationship. District leaders leverage this framework to develop operational strategies that work towards improving student performance throughout the District.

Accountability Plan Goals: Goal II: Highly Qualified Staff

Objective/Strategy: II.A

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

Fund Source: 810-00-110-2321-6312	GOB	Requisition #:
Amount: \$41,400.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$41,400.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Superintendent

Requestor: Leon Fisher

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



HARVARD | BUSINESS | SCHOOL

**Executive Education Invoice**

**Bill to:**  
 Flieg, Debra  
 Saint Louis Public School District

Invoice Number: 148174-6  
 Invoice Date: 26 March, 2013  
 Program Fee: \$41,400.00  
 Total Paid: \$39,100.00  
**Balance Due: \$2,300.00**  
 PO # :

Public Education Leadership Project / PELP-2013-7 on 6/10/2013

Invoice Item (s)	Description	Registrant	Amount	Tax	Total Amount
Program Registration	Registration for Public Education Leadership Project PELP-2013-7 07/07/2013-07/12/2013	Debra Flieg	\$41,400.00	\$0.00	\$41,400.00
Program Registration	Scholarship - 'John Whitehead Fund for Social Enterprise (586947)' Assigned on 27-Mar-2013		\$0.00		
Program Registration	Scholarship - 'John Whitehead Fund for Social Enterprise (586947)' Assigned on 27-Mar-2013		\$18,400.00		
Program Registration	Scholarship - 'John Whitehead Fund for Social Enterprise (586947)' Assigned on 25-Jun-2013		\$2,300.00		

**Payment Procedures**  
 (Payable in U.S. Dollars Only)

Harvard Tax I.D. Number: 042-103-580  
 Harvard W-9 (with Taxpayer ID and Certification)

**COMPANY OR BANK CHECK**

Payable to:  
 Harvard Business School  
 Exed Finance (Kresge 111)  
 1 Soldiers Field  
 Boston, MA 02163  
 USA

**Must include:** Invoice Number, Participant's Name, HBS Executive Program Name

**CREDIT CARD:** Visa, MasterCard, and American Express

To securely pay by credit card, please select [this link](#).

If there are any issues with the link above, please fax this invoice with the credit card number and expiration date to 617-496-7311 or call 617-496-1361 to remit a payment.

**BANK WIRE TRANSFERS**

Bank of America, 100 Federal Street, Boston, MA 02110  
 Bank Acct #: 9428429810  
 ABA #: 026009593  
 (for EFT or ACH transfers, please use ABA# 011000138)  
 Swift Code #: BOFAUS3N

**Acct Name:** President & Fellows of Harvard College HBS  
**Must include:** Invoice Number, Participant's Name, Company/Organization, HBS Executive Program Name

**Please fax bank wire confirmation to:** HBS Executive Education Finance at 617-496-7311

**Program Fee** includes any applicable charges for Tuition, Room, Board and Materials

**Payment Terms:** Payment is due within thirty days of the invoice







# BOARD RESOLUTION

Date: July 17, 2013

Agenda Item : 09-05-13-03

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Policy Adoption/Change

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

**SUBJECT:** To approve the FY 2014 SLPS District Tuition Rate of \$15,658 per pupil.

**BACKGROUND:** Pursuant to Missouri Revised Statute 167.131, the St. Louis Public Schools (SLPS) are required to establish a tuition rate for all non-SLPS students. The per pupil tuition rate was calculated by dividing the cost of maintaining the grade level grouping by the average daily pupil attendance, in accordance with the referenced statute.

Accountability Plan Goals: Goal V: Governance

Objective/Strategy:


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

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

Department: Superintendent

Requestor: Leon Fisher

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent





# BOARD RESOLUTION

Date: August 5, 2013

Agenda Item : 09-05-13-04

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Purchase of Good (s)

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

**SUBJECT:** To ratify the purchase of \$50.00 Office Max gift cards for each new teacher as a part of the new Teachers Matter Initiative. The cost of the program will not exceed \$12,500.00.

**BACKGROUND:** The Teachers Matter Initiative is designed to welcome new teachers and help them get acclimated to their new school. This approach has been used in other districts and the survey feedback has been positive.

Accountability Plan Goals: Goal II: Highly Qualified Staff

Objective/Strategy: II.A

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

Fund Source: 810-00-110-2321-6411	GOB	Requisition #:
Amount: \$12,500.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$12,500.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600001136

Department: Finance

Angela Banks, Budget Director

Requestor: Leon Fisher

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Mary M. Houlihan, Dep. Supt., Operations

Foster, Beverly P.

---

**From:** Fisher, Leon  
**Sent:** Wednesday, July 31, 2013 9:00 AM  
**To:** 'Morton, Kay'  
**Cc:** Foster, Beverly P.  
**Subject:** RE: check for gift cards

FYI

---

**From:** Morton, Kay [<mailto:KayMorton@officemax.com>]  
**Sent:** Tuesday, July 30, 2013 5:51 PM  
**To:** Fisher, Leon  
**Subject:** check for gift cards

Leon,

Thank you very much for purchasing the gift cards through OfficeMax. I have the store securing 250 gift cards. In order to activate the cards for \$50 each, I will need the check for \$12,500 tomorrow. The store will then activate the cards and I can have them back to you no later than Thursday morning along with the receipt.

In order to stretch the teacher's gift card even farther, I will also include a retail connect card so they can get the District's contract pricing. Another event we would like to host for them is their own exclusive shopping day where they can receive additional discounts in the store. Tim is contacting the Retail District Sales Manager to discuss this opportunity.

Please let me know when the check will be available tomorrow, and I will run down and pick it up. Again, we sincerely thank you for your business.

**Kay Morton**  
Account Executive, OfficeMax Workplace<sup>SM</sup>

**Customer Service 877-969-6629**  
TEL: 314.570.4068 [kaymorton@officemax.com](mailto:kaymorton@officemax.com)  
13795 Rider Trail North, Suite 108, Earth City, MO 63045

<http://www.officemaxworkplace.com>



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Welcome to St Louis Public Schools! On behalf of the District, please accept the enclosed \$50 gift card to OfficeMax in appreciation to you, our new employee. Please use the card to buy supplies for your new classroom.

In addition to the gift card, we have also provided you an OfficeMax Retail Connect discount card. With this card you will also receive the District's discounted pricing on eligible items. This will allow you to stretch the \$50.00 gift card even more.

While you may use the \$50 gift card and Retail Connect discount card at any time and at any OfficeMax retail location, there will be a private shopping event exclusively for St Louis Public Schools. This private shopping event will be held on Sunday morning, August 11 from 9-11AM at the South County store located at 4106 Lemay Ferry; St Louis, MO 63129. Come and enjoy some refreshments as well as door prizes and raffles.

We are so excited for you to be a part of the St. Louis Public School District. We hope you enjoy the gift card and the shopping experience.

Yours Very Truly,

Leon Fisher  
Chief Financial Officer  
St Louis Public Schools

Kay Morton  
Account Executive, OfficeMax  
[kaymorton@officemax.com](mailto:kaymorton@officemax.com)  
314-570-4068





# BOARD RESOLUTION

Date: August 13, 2013

Agenda Item : 09-05-13-05

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Revised: 8/13/13

**Action to be Approved:**  
Contract Extension/Continuation  
Previous Board Resolution #10-28-10-10  
Prior Year Cost: \$6,150,000.00  
Previous Year Period: 10/29/10 thru 10/29/13

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

**SUBJECT:** To approve the amendment of Board Resolution #10-28-10-10, a contract with Kwame Building Group, to increase the cost by \$775,000.00 through October 29, 2015. This increase will provide continued construction management services for the proposed new elementary school to be built in the Tower Grove neighborhood. If approved, the revised total cost of the contract will be \$6,925,000.00. This increase will be funded through the Proposition S Bond Program.

**BACKGROUND:** On June 27, 2013, the SAB approved the recommendation to begin a community and staff engagement process and architectural evaluation/design for the construction of a new elementary school in the Tower Grove neighborhood. Kwame Building Group will provide construction oversight for the project. According to the proposed timeline, the architectural selection, evaluation, design process and construction will begin in August 2013 and should be completed no later than July 2015. This increase will be funded through the Proposition S Bond Program under Construction Management Services.

**Accountability Plan Goals:** Goal III: Facilities, Resources Support

**Objective/Strategy:** III.C.1

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

Fund Source: 905-00-914-2629-6319	Prop S	Requisition #: TBD
Amount: \$775,000.00		
Fund Source:		Requisition
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed \$775,000.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600013340

Department: Operations

Requestor: Linda C. McKnight

Angela Banks, Budget Director

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

Leon Fisher, CFO/Treasurer

Mary M. Houlihan, Dep. Supt., Operations

Dr. Kelvin R. Adams, Superintendent







# BOARD RESOLUTION

Date: August 13, 2013

Agenda Item: 09-05-13-06

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

**REVISED: 8/13/13**

**Action to be Approved:**  
**Contract Extension/Continuation**  
**Previous Board Resolution #02-17-11-08**  
**Prior Year Cost: \$2,000,000.00**  
**Previous Year Period: 2/4/11 thru 10/29/13**

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

**SUBJECT:** To approve the amendment of Board Resolution #02-17-11-08, a contract with ID/IQ Architects, to increase the cost by \$1,200,000.00 through October 29, 2015. This increase, at 8% of the \$15 million total construction cost, will provide continued architectural, engineering and planning services for the proposed new elementary school to be built in the Tower Grove neighborhood. If approved, the total cost of the contract will now be \$3,200,000.00. This increase will be funded through the Proposition S Bond Program.

**BACKGROUND:** On June 27, 2013, the SAB approved the recommendation to begin a community and staff engagement process and architectural evaluation/design for the construction of a new elementary school in the Tower Grove neighborhood. The architects will provide design oversight for the project. According to the proposed timeline, the architectural selection, evaluation, design process and construction will begin in August 2013 and should be completed no later than July 2015. This increase will be funded through the Proposition S Bond Program under Design Services.

**Accountability Plan Goals:** Goal III: Facilities, Resources Support      **Objective/Strategy:** III.C.1

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

<b>Fund Source:</b> 905-00-914-2621-6319	Prop S	<b>Requisition #:</b> TBD
<b>Amount:</b> \$1,200,000.00		
<b>Fund Source:</b>		<b>Requisition</b>
<b>Amount:</b>		
<b>Fund Source:</b>		<b>Requisition #:</b>
<b>Amount:</b>		
<b>Cost not to Exceed \$1,200,000.00</b>	<input type="checkbox"/> Pending Funding Availability	<b>Vendor #: 600001453</b>

Department: Operations

Requestor: Linda C. McKnight

Angela Banks, Budget Director

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

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Mary M. Houlihan, Dep. Supt., Operations





# BOARD RESOLUTION

Date: August 7, 2013

Agenda Item : 09-05-13-07

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Deanna Anderson, Exec. Dir., Transportation

Action to be Approved: Contract

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

Previous Board Resolution # 06-27-13-38

**SUBJECT:** To approve an Addendum to the agreement for transportation services provided by First Student, Inc. that will provide van service for the Students in Transition program during the FY13-14 school year.

**BACKGROUND:** Board resolution #06-27-13-39 referenced the Students in Transition (SIT) program exploring different options of transportation that would reduce the cost of service. One of the options would be to provide van service to other districts once it becomes cost effective (i.e. instead of multiple cab runs, use a van to pick up the students and take them to a central destination). The attached Addendum allows this van service to be established and operated by our transportation contractor, First Student, Inc. While we are not requesting any additional funds at this time, depending upon the success of this program with other districts, any additional costs would be offset by the savings from the SIT program.

Accountability Plan Goals: Goal III: Facilities, Resources Support

Objective/Strategy: III.F

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

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

Department: Transportation

Requestor: Deanna J. Anderson

Deanna Anderson, Exec. Dir., Transportation

Mary M. Houlihan, Dep. Supt., Operations

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

**ADDENDUM TO AGREEMENT FOR TRANSPORTATION SERVICES**

**THIS ADDENDUM TO** Agreement for Transportation Services, hereinafter called the "Addendum", is made by and entered into as of the 3<sup>rd</sup> day of July, 2013, by and between the Special Administrative Board for the Transitional School District of the City of St. Louis, with principal offices at 801 North 11<sup>th</sup> St., St. Louis, MO 63101, hereinafter called "Board", and First Student, Inc., with corporate offices located at 600 Vine Street, Ste. 1400, Cincinnati, OH 45202 and its local operating address at 11960 Westline Industrial Dr., #321, St. Louis, MO 63146, hereinafter called "Contractor", and collectively called "Parties."

**WHEREAS**, Parties have entered into the Agreement for Transportation Services, dated October 2, 2012;

**WHEREAS**, District has requested additional services to be performed, not covered by current Agreement, and Contractor has agreed to provide service;

**NOW, THEREFORE**, the Parties agree as follows:

1. Contractor will provide transportation service for District Homeless Students at compensation rates as listed in Exhibit A attached hereto.
  
2. All terms and specifications from the original Agreement for Transportation Services of October 2, 2012 will apply to this Addendum except for the Term of the Agreement. The term of this Addendum is July 1, 2013 through June 30, 2017. The Addendum may be extended by mutual written agreement of the Parties for additional one-year terms.

**FIRST STUDENT, INC.**

**SPECIAL ADMINISTRATIVE BOARD  
FOR THE TRANSITIONAL SCHOOL  
DISTRICT OF THE CITY OF ST. LOUIS**

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

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

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

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

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

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

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

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

**EXHIBIT A**  
**Addendum Pricing – Homeless Transportation**  
**July 1, 2013 – June 30, 2014**

<b>Regular &amp; Special Education runs for Regular School Term</b>	<b>2013-14 Basic Rate*</b>	<b>2013-14 Excess Rate*</b>
Basic daily rate – 5 hours Excess – charged on routes exceeding 5 hours	Basic daily rate	Cost per ¼ hour in excess of basic
<b>16 Passenger or less</b>	<b>\$286.74</b>	<b>\$10.92</b>

<b>Special Education runs Requiring an Attendant for Regular School Term</b>	<b>2013-14 Basic Rate*</b>	<b>2013-14 Excess Rate*</b>
Basic daily rate – 5 hours Excess – charged on routes exceeding 5 hours	Basic daily rate	Cost per ¼ hour in excess of basic
<b>16 Passenger or less</b>	<b>\$339.95</b>	<b>\$14.58</b>

<b>Special Education runs requiring an Attendant &amp; Wheelchair Lift for Regular School Term</b>	<b>2013-14 Basic Rate*</b>	<b>2013-14 Excess Rate*</b>
Basic daily rate – 5 hours Excess – charged on routes exceeding 5 hours	Basic daily rate	Cost per ¼ hour in excess of basic
<b>16 Passenger or less</b>	<b>\$345.55</b>	<b>\$14.58</b>

<b>Regular &amp; Special Education runs for Summer School Term</b>	<b>2013-14 Basic Rate*</b>	<b>2013-14 Excess Rate*</b>
Basic daily rate – 3 hours Excess – charged on routes exceeding 3 hours	Basic daily rate	Cost per ¼ hour in excess of basic
<b>16 Passenger or less</b>	<b>\$148.63</b>	<b>\$10.92</b>

<b>Special Education runs Requiring an Attendant for Summer School Term</b>	<b>2013-14 Basic Rate*</b>	<b>2013-14 Excess Rate*</b>
Basic daily rate – 3 hours Excess – charged on routes exceeding 3 hours	Basic daily rate	Cost per ¼ hour in excess of basic
<b>16 Passenger or less</b>	<b>\$201.99</b>	<b>\$14.58</b>

**EXHIBIT A**  
**Addendum Pricing – Homeless Transportation**  
**July 1, 2013 – June 30, 2014**

<b>Special Education runs Requiring an Attendant &amp; Wheelchair Lift for Summer School Term</b>	<b>2013-14 Basic Rate*</b>	<b>2013-14 Excess Rate*</b>
Basic daily rate – 3 hours Excess – charged on routes exceeding 3 hours	Basic daily rate	Cost per ¼ hour in excess of basic
<b>16 Passenger or less</b>	<b>\$203.80</b>	<b>\$14.58</b>

\*Rates in extension years will increase by the CPI-U for St. Louis, MO/IL as published by the US Department of Labor, Bureau of Labor Statistics, for the prior calendar year, with a minimum rate of 2.5%.







# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-08

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Cleopatra Figgures, Dep. Supt., Accountability

Action to be Approved: Membership

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

Previous Board Resolution # 07-10-12-11

Prior Year Cost \$6,280.00

**SUBJECT:** To approve a membership renewal with CharacterPlus of Cooperating School District. CharacterPlus will provide the staff of St. Louis Public Schools access to research-based training and concentrate resources in selected schools through the development and usage of an intentionally designed plan by the school's leadership team and administrator. The membership will be for the period of September 6, 2013 to June 30, 2014 in an amount not to exceed \$6,900.00.

**BACKGROUND:** CharacterPlus will provide a series of off-site professional development for educators and parents; seek grants that allow the providing of Caring School Community to the District and meet with administrators and school leadership teams to develop usage plans to help them meet their goals. St. Louis Public Schools has been a member for 25 years.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: II.B

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

Fund Source: 234-2213-824-BS-234	Non-GOB	Requisition #: 10135097
Amount: \$6,900.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$6,900.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600001292

Department: Academics

Requestor: Dr. Cleopatra Figgures

Angela Banks, Budget Director

Dr. Cleopatra Figgures, Dep. Supt.,  
Accountability/Academics

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

# MEMORANDUM

TO: Liz Gibbons  
Director, CHARACTER<sub>plus</sub>®

FROM: St. Louis Public Schools

RE: Letter of Acceptance for 2013-2014 CHARACTER<sub>plus</sub> Services

St. Louis Public Schools will support a financial commitment of \$6,900.00 to CHARACTER<sub>plus</sub> in 2013-2014, beginning September 6, 2013. Our district will be billed sixty percent (60% of the fees in September 2013, and the remaining forty percent (40%) in January 2014.

---

Dr. Kelvin Adams  
St. Louis Public Schools  
Superintendent

---

Date

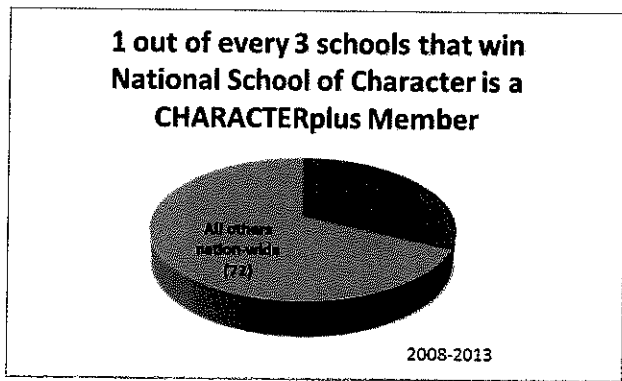
Q-Mailed 4/1/13

**CHARACTERplus**<sup>®</sup>  
*Inspiring lives of integrity*

1460 Craig Road  
St. Louis, MO 63146  
314-692-1215  
314-692-9788 fax  
www.CHARACTERplus.org

April 1, 2013

Dr. Kelvin Adams  
St. Louis Public Schools  
801 N. 11th  
St. Louis, MO 63101



Dear Kelvin,

I write to ask that you again commit the St. Louis Public Schools to membership in CHARACTERplus for the 2013-2014 school year. And to let you know that for the first time in over 11 years a modest increase is necessary to remain the quality program that you have come to expect. Membership fees continue to be matched 2:1 through our extensive fundraising and grant writing. Not only have dues remained the same for the past 11 years, in 2005 they decreased. However because of rising cost, we find this modest increase necessary.

For 25 years the CHARACTERplus model has helped our member districts become recognized for leadership in the field of character education. Once again this year CHARACTERplus member schools lead the nation as finalists in the National School of Character (NSOC) program.

We are dedicated to assisting each and every one of your schools to reach this distinction. Research has proven that students do better academically when character education is the focus.

This is the 25<sup>th</sup> Anniversary year for CHARACTERplus and the participation in our programs has never been better. All Character Education Certificate workshops have been full; we have had to add more to accommodate the demand. The same has happened with the Leadership Academy in Character Education (LACE).

Enclosed is letter of agreement to be signed and returned by April 30<sup>th</sup>, 2013. Thank you for your commitment to character education.

Sincerely,

Liz Gibbons, Director  
CHARACTERplus  
A Division of Cooperating School Districts  
lgibbons@csd.org

Vertical stamp: RECEIVED APR 1 2013

RECEIVED 4/1/13





# BOARD RESOLUTION

Date: August 5, 2013

Agenda Item : 09-05-13-09

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

**Action to be Approved:**

Course  
Reactivation

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

**SUBJECT:** Request for course additions in the area of "Honors" to be reactivated for the 2013-14 Academic School Year.

**BACKGROUND:** In an effort to improve the diversity of course offerings, this request is being made for the Honors pathway. These classes would not be weighted any differently than other classes such as Pre-Advanced Placement or Advanced Placement courses. They will have the same weight as these classes presently have in the system. The course offerings have been vetted with the Curriculum and Instruction Office and the Accountability and Assessment Office, and Instructional Technology Office to ensure there are appropriate codes in the course catalog and they follow a pathway toward End-of-Course examinations. They would utilize present District textual materials as a basis for the class.

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

Department: Academic

Requestor: Sheila Smith-Anderson

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

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Cleopatra Figgures, Dep. Supt., Accountability

Dr. Kelvin R. Adams, Superintendent

**NEW COURSE ADDITION APPROVAL FORM**

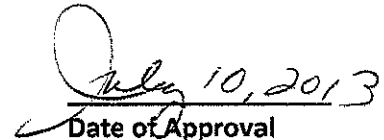
*To be submitted prior to the end of the 1<sup>st</sup> academic semester preceding the fiscal year of implementation.*

To Be Implemented in Academic Year 2013-2014

REQUESTOR	Chip Clatto
TITLE	Principal
SCHOOL	Collegiate School of Medicine and Bioscience
PRINCIPAL	Chip Clatto
PRINCIPAL APPROVAL (Yes/No)	Yes
SUBJECT AREA	Mathematics
COURSE TITLE	Freshman Pre-Calculus/Trigonometry and Analytical Geometry
Course PREREQUISITE	Honors require faculty recommendation and students must test into this class. Students must have received an A in 8 <sup>th</sup> grade Geometry and Algebra 2/Trig.
COURSE LEVEL (Elementary/Middle/High)	9 <sup>th</sup> grade high school
COURSE NUMBER	
COURSE DESCRIPTION	This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take AP Calculus AB or BC
YEAR CODE	
CREDIT	
STATE NAME	
STATE CODE	
CERTIFICATION NEEDED	

Authorization

  
 Sheila Smith-Anderson, Executive Director of Curriculum & Instruction

  
 Date of Approval

SAB APPROVED \_\_\_\_\_  
 (Yes/No)

\_\_\_\_\_  
 Date of Approval

CUR-AD019

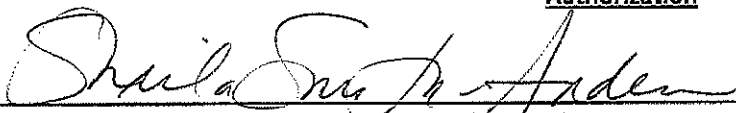
**NEW COURSE ADDITION APPROVAL FORM**

*To be submitted prior to the end of the 1<sup>st</sup> academic semester preceding the fiscal year of implementation.*

**To Be Implemented in Academic Year 2013-2014**

REQUESTOR	Chip Clatto
TITLE	Principal
SCHOOL	Collegiate School of Medicine and Bioscience
PRINCIPAL	Chip Clatto
PRINCIPAL APPROVAL (Yes/No)	Yes
SUBJECT AREA	Mathematics
COURSE TITLE	Honors Freshman Algebra
Course PREREQUISITE	Honors require faculty recommendation and proficient or advanced on 7 <sup>th</sup> grade standardized test scores in subject area and an A in their 8 <sup>th</sup> Algebra 1 class.
COURSE LEVEL (Elementary/Middle/High)	9 <sup>th</sup> grade high school
COURSE NUMBER	
COURSE DESCRIPTION	In Honors Freshman Algebra, students will use symbolic reasoning to represent mathematical situations, express generalizations, and study relationships among quantities that can be represented with linear equations, linear inequalities, and linear functions. Students will also be introduced to non-linear functions such as exponentials and quadratics. In Algebra 1, hand-held graphing calculators are strongly recommended as part of instruction and assessment. Students should be able to use a variety of representations (concrete, numerical, algorithmic, and graphical) and technology to model mathematical situations and solve meaningful problems. The course will be taught through the use of best practices and research-proven instructional strategies. If the students have not already done so, they will take the Missouri EOC Algebra 1 exam as the final exam in this course. The exam will count 20% of the final grade.
YEAR CODE	
CREDIT	
STATE NAME	
STATE CODE	
CERTIFICATION NEEDED	

Authorization



Sheila Smith-Anderson, Executive Director of Curriculum & Instruction



Date of Approval

SAB APPROVED \_\_\_\_\_  
(Yes/No)

\_\_\_\_\_ Date of Approval

CUR-AD019

**NEW COURSE ADDITION APPROVAL FORM**

*To be submitted prior to the end of the 1<sup>st</sup> academic semester preceding the fiscal year of implementation.*

To Be Implemented in Academic Year 2013-2014

REQUESTOR	Chip Clatto
TITLE	Principal
SCHOOL	Collegiate School of Medicine and Bioscience
PRINCIPAL	Chip Clatto
PRINCIPAL APPROVAL (Yes/No)	Yes
SUBJECT AREA	Mathematics
COURSE TITLE	Honors 9 Geometry
Course PREREQUISITE	Honors require faculty recommendation and proficient or advanced on 7 <sup>th</sup> grade standardized test scores in subject area. Also, <i>placement determined by CSMB Math Assessment Test or STAR Math assessment. Students must have made a grade of A- in Algebra 1-2 or B- or higher in Algebra 1-2 Honors in 8<sup>th</sup> grade.</i>
COURSE LEVEL (Elementary/Middle/High)	9 <sup>th</sup> grade high school
COURSE NUMBER	
COURSE DESCRIPTION	This accelerated course in geometry covers the standard content of Euclidean geometry including congruence, similarity, polygons, circles, constructions, and coordinate geometry. This standard content is explored with greater intensity and emphasis on proof and analytical thinking. Additional topics may include transformations and further investigations of three-dimensional figures such as polyhedra.
YEAR CODE	
CREDIT	
STATE NAME	
STATE CODE	
CERTIFICATION NEEDED	

Authorization

  
 Sheila Smith-Anderson, Executive Director of Curriculum & Instruction

  
 Date of Approval

SAB APPROVED \_\_\_\_\_  
 (Yes/No)

\_\_\_\_\_ Date of Approval



## NEW COURSE ADDITION APPROVAL FORM

*To be submitted prior to the end of the 1<sup>st</sup> academic semester preceding the fiscal year of implementation.*

To Be Implemented in Academic Year 2013-2014

REQUESTOR	Chip Clatto
TITLE	Principal
SCHOOL	Collegiate School of Medicine and Bioscience
PRINCIPAL	Chip Clatto
PRINCIPAL APPROVAL (Yes/No)	Yes
SUBJECT AREA	Mathematics
COURSE TITLE	Honors Freshman Algebra II
Course PREREQUISITE	Honors require faculty recommendation and students must test into this class. A grade of A- in Algebra 1-2 <u>and</u> grade of A- or higher in Geometry or B- or higher in Geometry Honors.
COURSE LEVEL (Elementary/Middle/High)	9 <sup>th</sup> grade high school
COURSE NUMBER	
COURSE DESCRIPTION	This accelerated mathematics course combines a second, or advanced, course in algebra with an introductory study of trigonometry. Topics include linear equations in one and two variables, systems of linear equations, polynomials, and rational expressions, quadratic equations in one and two variables, quadratic systems, logarithms, sequences and series, and trigonometric functions.
YEAR CODE	
CREDIT	
STATE NAME	
STATE CODE	
CERTIFICATION NEEDED	

**Authorization**

  
Sheila Smith-Anderson, Executive Director of Curriculum & Instruction

  
Date of Approval

SAB APPROVED \_\_\_\_\_  
(Yes/No)

\_\_\_\_\_  
Date of Approval

**NEW COURSE ADDITION APPROVAL FORM**

*To be submitted prior to the end of the 1<sup>st</sup> academic semester preceding the fiscal year of implementation.*

To Be Implemented in Academic Year 2013-2014

REQUESTOR	Chip Clatto
TITLE	Principal
SCHOOL	Collegiate School of Medicine and Bioscience
PRINCIPAL	Chip Clatto
PRINCIPAL APPROVAL (Yes/No)	Yes
SUBJECT AREA	Language Arts
COURSE TITLE	Ninth Grade Honors English I
Course PREREQUISITE	Honors require faculty recommendation and proficient or advanced on 7 <sup>th</sup> grade standardized English test scores. Students must have made an A in 8 <sup>th</sup> grade English.
COURSE LEVEL (Elementary/Middle/High)	9 <sup>th</sup> grade high school
COURSE NUMBER	
COURSE DESCRIPTION	Ninth Grade Honors Language Arts draws from a variety of genres and time periods, seeks to enhance students' existing skills in the areas of grammar and rhetoric, as well as literary analysis of prose and poetry, reading comprehension, vocabulary and critical thinking and research. Writing and communication skills are essential for success, and students must be able to think and work independently and in groups. While not required for AP enrollment, the purpose of this course is to prepare the student for AP English courses; therefore, the standards of instruction and expectations will be based on AP guidelines. Honors students will complete an average of one novel/book or poetry/short story unit every 3-4 weeks. Students should expect that most assigned reading will be done outside of class and that most books will be analyzed as a whole rather than chapter by chapter. The content of the course will focus on classic and contemporary literature similar to that recommended on the AP reading list with age appropriate content. In addition, the courses will include intensive analytical, persuasive, and expository writing. Students should expect to write a minimum of three multi-paragraph essays per semester and to complete one multi-step research essay in the ninth grade year. Essays comprise a major part of the course grade with few objective tests given. Students will actively develop their vocabulary with a special emphasis on academic vocabulary and vocabulary for standardized testing.
YEAR CODE	
CREDIT	
STATE NAME	
STATE CODE	
CERTIFICATION NEEDED	

Authorization

  
Sheila Smith-Anderson, Executive Director of Curriculum & Instruction

  
Date of Approval

SAB APPROVED \_\_\_\_\_

(Yes/No)

\_\_\_\_\_ Date of Approval

## NEW COURSE ADDITION APPROVAL FORM

*To be submitted prior to the end of the 1<sup>st</sup> academic semester preceding the fiscal year of implementation.*

To Be Implemented in Academic Year 2013-2014

REQUESTOR	Chip Clatto
TITLE	Principal
SCHOOL	Collegiate School of Medicine and Bioscience
PRINCIPAL	Chip Clatto
PRINCIPAL APPROVAL (Yes/No)	Yes
SUBJECT AREA	Social Studies
COURSE TITLE	Ninth Grade Honors World History
Course PREREQUISITE	Honors require faculty recommendation and proficient or advanced on 7 <sup>th</sup> grade standardized English test scores. Students must have made an A or B in 8 <sup>th</sup> grade English.
COURSE LEVEL (Elementary/Middle/High)	9 <sup>th</sup> grade high school
COURSE NUMBER	
COURSE DESCRIPTION	The Honors World History course is designed to equip motivated students with rich content knowledge, understanding of sequence and the interdependence of historical events. It is especially designed to develop the critical reading, writing, and thinking skills necessary for future Advanced Placement and college-level work in social studies. Honors students will work extensively with primary sources, learning the analytic and explanatory skills needed to use sources effectively as evidence in writing. Additionally, students at the honors level will regularly consider historians' different accounts of the same events, developing the ability to recognize and, eventually, construct historical arguments. Students should expect to write at least one essay (either free response question or documents based question) each unit, sometimes as the culminating unit assessment. Additionally, students will complete a major research paper; they will identify, evaluate, and document the use of multiple sources to support their research. Lastly, the honors-level course will place a special emphasis on skills needed in Advanced Placement courses, including nuanced use of evidence in the documents based question essay.
YEAR CODE	
CREDIT	
STATE NAME	
STATE CODE	
CERTIFICATION NEEDED	

Authorization

  
Sheila Smith-Anderson, Executive Director of Curriculum & Instruction

  
Date of Approval

SAB APPROVED \_\_\_\_\_

(Yes/No)

\_\_\_\_\_ Date of Approval

CUR-AD019

NEW COURSE ADDITION APPROVAL FORM

To be submitted prior to the end of the 1<sup>st</sup> academic semester preceding the fiscal year of implementation.

To Be Implemented in Academic Year 2013-2014

REQUESTOR	Chip Clatto
TITLE	Principal
SCHOOL	Collegiate School of Medicine and Bioscience
PRINCIPAL	Chip Clatto
PRINCIPAL APPROVAL (Yes/No)	Yes
SUBJECT AREA	Mathematics
COURSE TITLE	Honors Geometry
Course PREREQUISITE	Honors require faculty recommendation and proficient or advanced on 7 <sup>th</sup> grade standardized test scores in subject area. Also, <i>placement determined by CSMB Math Assessment Test and STAR Math assessment. Students must have made a grade of A- in Algebra 1-2 or B- or higher in Algebra 1-2 Honors in 8<sup>th</sup> grade.</i>
COURSE LEVEL (Elementary/Middle/High)	9 <sup>th</sup> and 10 <sup>th</sup>
COURSE NUMBER	
COURSE DESCRIPTION	This accelerated course in geometry covers the standard content of Euclidean geometry including congruence, similarity, polygons, circles, constructions, and coordinate geometry. The appreciation of the power of logic as a tool for understanding the world around you, the concept of proof is a substantial focus of the course. This standard content is explored with greater intensity and emphasis on proof and analytical thinking. Additional topics may include transformations and further investigations of three-dimensional figures such as polyhedral. <b>Because development of precise mathematical language is stressed, reading and problem solving are emphasized throughout.</b>
YEAR CODE	
CREDIT	
STATE NAME	
STATE CODE	
CERTIFICATION NEEDED	

Authorization

  
Sheila Smith-Anderson, Executive Director of Curriculum & Instruction

  
Date of Approval

SAB APPROVED \_\_\_\_\_  
(Yes/No)

\_\_\_\_\_  
Date of Approval





# BOARD RESOLUTION

Date: July 31, 2013

Agenda Item : 09-05-13-10

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Contract

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

**SUBJECT:** To approve a sole source contract with Defined Learning, LLC, to provide Defined STEM (science, technology, engineering and math) curriculum and professional development resources to teachers in three District elementary schools, for the period of September 6, 2013, through August 31, 2014, in a total amount not to exceed \$7,485.00.

**BACKGROUND:** Defined STEM is a web-based application designed to promote effective and relevant connections between STEM classroom content and STEM career pathways, providing engaging learning opportunities for students. Defined STEM provides teachers with a resource where they can access highly effective media content and related support materials. These resources and materials allow teachers to connect STEM (science, technology, engineering, and math) career awareness to existing lessons and standards-based curriculum. Since research shows that the "one size fits all" classroom minimizes student success, Defined STEM learning connections and performance tasks are designed to support mixed ability levels, interests, and foundational knowledge.

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: 022-00-240-2426-6319	Non-GOB	Requisition #: 10135158
Amount: \$7,485.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$7,485.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600015565

Department: Career and Technical Educ

Angela Banks, Budget Director


Requestor: Tim M. Murrell

Timothy Murrell, Exec. Dir., Career Technical Ed

Dr. Cleopatra Figgures, Dep. Supt., Accountability

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

 <b>Defined Learning</b>	Defined Learning, LLC 900 Skokie Blvd Suite 118 Northbrook IL., 60062	tel 847-850-0188
		fax 847-483-1259
		joel_jacobson@ definedlearning.com


# ***Defined Learning's "Defined STEM"***

## **Title Access Agreement**

**Prepared for: ST. LOUIS PUBLIC SCHOOLS**

**Date: April 22, 2013**

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 <b>Defined Learning</b>	Defined Learning, LLC 900 Skokie Blvd Suite 118 Northbrook IL, 60062	tel 847-850-0188
		fax 847-483-1259
		joel_jacobson@definedlearning.com

**Defined Learning Title Access ("Agreement")**  
 Made 04/22/2013 between Defined Learning, LLC. ("Defined Learning") and  
**ST. LOUIS PUBLIC SCHOOLS, ("SLPS")**

1. Defined Learning grants *Title Access*, to the educators, administrators, and the students that are part of **ST. LOUIS PUBLIC SCHOOLS** (collectively, "Users") hereto (the "Community") a limited, non-exclusive, terminable, non-transferable license to access *Defined Learning's* "Defined STEM" or by any other means on which the parties may agree, and to use *Defined Learning's* "Defined STEM" as set forth in the Terms of Use located at <http://www.definedstem.com>, as Defined Learning may revise such Terms of Use from time to time (the "Terms of Use").
2. The "Term" shall cover the date of a signed agreement found in option description(s).
3. The pricing options for this license (the "Fees") shall be as follows:

**Option 1: One Building / One Year License**

No. Buildings	Description	No. of Years	List Price	SLPS Price	Total Cost for SLPS
3	Defined STEM License	1	\$2,495	\$2,495	\$7,485
<b>Total</b>					\$7,485


**Option 2: One Building / Three Year License**

No. Buildings	Description	No. of Years	List Price	SLPS Price	Total Cost for SLPS
11	Defined STEM License	1	\$2,495	\$2,000	\$22,000
<b>Total</b>					\$22,000

All other terms and conditions governing this license shall be as set forth in the Terms of Use. In the event of a direct conflict between the terms of this Agreement and the terms of the then-current Terms of Use, the terms of this Agreement shall control.

4. All provisions of this Agreement ("Confidential Information") shall be kept strictly confidential by the parties and may not be disclosed without prior written consent. In the event that "SLPS" receives a request for disclosure of Confidential Information under the Open Records Act applicable to "SLPS"



 <b>Defined Learning</b>	Defined Learning, LLC 900 Skokie Blvd Suite 118 Northbrook IL., 60062	tel 847-850-0188
		fax 847-483-1259
		joel_jacobson@definedlearning.com

(as applicable, the "Acts"), "SLPS" shall immediately notify Defined Learning, LLC of such request and forward a copy of such request to Defined Learning, LLC., attn: Legal Department. "SLPS" shall, upon receipt of any such request for disclosure of Confidential Information, use its best efforts to contest the disclosure of Confidential Information under all exceptions and/or exemptions, if any, that are applicable to such Confidential Information under the Acts.

5. "SLPS" certifies that "SLPS" is exempt from all federal, state, and local taxes and will furnish Defined Learning with copies of all relevant certificates demonstrating such tax-exempt status within 30 days of the execution hereof.
6. This Agreement contains the entire understanding and supersedes all prior understandings between the parties relating to the subject matter herein.
7. This Agreement and pricing therein will remain valid and available to "Community" for purchase of a commitment as defined by this contract for *Defined Learning's* "Defined STEM" service until **30 days upon receiving.**

**ST. LOUIS PUBLIC SCHOOLS**

**DEFINED LEARNING, LLC.**

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

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

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

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

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

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

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

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

***Please fax this agreement to Joel Jacobson at 847-483-1259.***

***Please make purchase order out to:***

Defined Learning, LLC.  
900 Skokie Blvd.  
Suite 118  
Northbrook, IL 60062



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor: Tim M. Murrell</b>	<b>Date: 07/08/2013</b>
<b>Department / School: Career and Technical Education</b>	<b>Phone Number: 314-345-4530</b>
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
Defined Learning is a company that specializes in providing K-12 schools with a unique, proprietary STEM curriculum that brings relevance to learning through its Defined STEM service. Defined STEM provides teachers and students with resources that bring science, technology, engineering and math classroom initiatives to life. The goal of the product is to engage students by showing real world jobs depicting how STEM is used in everyday careers—accomplishing this by providing a STEM project-based learning curriculum around a central career theme.	
<b>Vendor Name: Defined Learning, LLC</b>	<b>Email: joel_jacobson@definedlearning.com</b>
<b>Vendor Contact: Joel Jacobson</b>	<b>Phone Number (847) 850-0188</b>
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
National attention has been focused on the need for STEM education and its relevance to the nation's global competitiveness. Common themes throughout recent research reports include the importance of educating students in STEM subjects and making them aware of STEM careers—especially at the elementary and middle school levels. In addition, careers in science, technology, engineering and math are among the fastest-growing and highest-paying in the economy of the 21 <sup>st</sup> century.	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
Defined STEM was first launched in 2009 and is being used in over 5,000 schools in the United States. There is no other vendor that offers Defined Learning's unique approach to integrative STEM education.	
<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
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## 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)

**XX 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: August 2, 2013

Agenda Item : 09-05-13-11

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Purchase of Good (s) and Services

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

Previous Board Resolution # 06-27-13-03

Prior Year Cost \$59,785.66

**SUBJECT:** To approve the purchase of music supplies and repair services for the music programs at the schools on an as needed basis from the vendors listed below for the school year 2013-14. The total cost of the music supplies and repair services will not exceed \$85,000.00.

**BACKGROUND:** A number of vendors provide small amounts of music supplies and repair services throughout the year on an as needed basis per school. The vendors to be included in this approval include: City Music Company, Nottelmann Music, JW Pepper, M-R Music, Inc., The Musician's Choice, St. Ann's Music Publications, St. Louis Strings, West Music, Fazio Fret's & Friends, and Woodwind & Brasswinds. The amount approved for 12-13 only included the amounts spent with the 3 vendors where the total purchase exceeded \$5,000, whereas, the amount for this year includes all vendors and all amounts to be spent on music supplies and repair services.

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-MY-110-1411-6338	GOB	Requisition #:
Amount: \$30,000.00		
Fund Source: 847-MY-110-1411-6411	GOB	Requisition #:
Amount: \$55,000.00		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$85,000.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: Various

Department: Curriculum & Instruction

Requestor: Kaye Harrelson

Angela Banks, Budget Director

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

Leon Fisher, CFO/Treasurer

Dr. Cleopatra Figgures, Dep. Supt., Accountability

Dr. Kelvin R. Adams, Superintendent





# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-12

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Cleopatra Figgures, Dep. Supt., Accountability

Action to be Approved:  
Memorandum of Understanding

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

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with Washington University to provide tutoring in the subjects of Communication Arts and Math at Ford and Laclede Elementary Schools for approximately 80 selected grade 3-5 students. The name of the program is Each One Teach One. The MOU will be for the period September 6, 2013 to June 30, 2014.

**BACKGROUND:** The Each One Teach One program has been in SLPS schools for 11 years and has been well received by the SLPS students and faculty. The MOU is the formalization of the program that has been in existence. The cost of transportation is 18,125.00.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

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

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

Department: Academics

Requestor: Dr. Cleopatra Figgures

Angela Banks, Budget Director

Dr. Cleopatra Figgures, Dep. Supt., Accountability

Leon Fisher, CFO/Treasurer

Rachel Seward, Dep. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent



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

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and the Washington University (“Agency”) on this 6th day of September, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Washington University and the St. Louis Public Schools in order to provide tutoring in the areas of Communication Arts and Mathematics at Ford and Laclede Elementary Schools. Approximately 80 (grades 3-5) students from each school will be targeted for the tutoring program.**

**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, who may enter a school building or come into contact with students, must undergo a background check. Agency will require all such personnel to complete the application for a background check as required by SLPS. The application will be submitted by SLPS to secure a Department of Family Services background check and a criminal background check. The background check must be completed with a “no negative findings” result prior to permitting the personnel to begin providing services.

**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 transportation for the Washington University students (tutors) to and from the University.
- (b) Provide transportation home for the SLPS students involved in the program.
- (c) Provide 1 SLPS teacher on site to provide supervision, instructional support, training, oversight and direction to the Washington University tutors.

**6. Obligations of Agency:**

- (a) Identify and provide 50-75 students (tutors) per school to participate in the tutoring program.
- (b) Coordinate tutor training sessions at Washington University.

**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) MAP, GLE's and Washington University will provide a pre-assessment attitudinal survey.

**8. Term and Termination:** The term of the MOU will be for the period September 6th, 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

Washington University

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

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





# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-13

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Cleopatra Figgures, Dep. Supt., Accountability

Action to be Approved:  
Memorandum of Understanding

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

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with Washington University to provide high school students the opportunity to seek scientific careers and increase participation of underrepresented groups in science by bringing resources and scientists directly to teachers and students. The MOU will be for the period of September 6, 2013 through June 30, 2014. There is no cost to the District.

**BACKGROUND:** The Young Scientist Program has been in SLPS for more than 25 years and has been well received by the SLPS students and faculty. The MOU is the formalization of the program that has been in existence.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

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

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

Department: Academics

Requestor: Dr. Cleopatra Figgures

Dr. Cleopatra Figgures, Dep. Supt., Accountability

Rachel Seward, Dep. Supt., Institutional Advancement

Angela Banks, Budget Director

Leon Fisher, CEO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Washington University ("Agency") on this 6th day of September, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Washington University and the St. Louis Public Schools in order to attract students to scientific careers and increase the participation of underrepresented groups in science by bringing resources and scientists directly to teachers and 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, who may enter a school building or come into contact with students, must undergo a background check. Agency will require all such personnel to complete the application for a background check as required by SLPS. The application will be submitted by SLPS to secure a Department of Family Services background check and a criminal background check. The background check must be completed with a "no negative findings" result prior to permitting the personnel to begin providing services.

**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) Classrooms and teachers available to participate.

**6. Obligations of Agency:**

YSP runs three core programs, including (1) summer Focus, (2) Teaching Teams, and (3) Teaching Kits. The summer focus program provides rising high school seniors with a paid, intensive summer research internship, where students complete their own original research project. Many Summer Focus scholars choose to remain in science and major in a STEM field in college, of these; several have pursued graduate education.

Teaching Teams are composed of small groups of volunteers who lead hands-on science demonstrations and lessons in area classrooms or during field trips to Washington University School of Medicine (WUSM) campus, supplementing curricula in Physics, Chemistry, Ecology, Evolution, Forensics, Genetics, Genomics, Microbiology, Neuroscience, and Anatomy. Since 2008, Teaching Teams have conducted over 200 separate outings and field trips, impacting thousands of students over hundreds of classroom hours. Student participating in Teaching Team events demonstrate considerable increase in desire to pursue further science education and scientific careers.

Teaching Kits are a new addition to the Young Scientist Program that provide hands-on science experiments “in-a-bag” which can be facilitated by teachers, regardless of their scientific background. They are currently being rigorously evaluated with a focus on developing impactful science tools addressing science education standards for St. Louis teachers.

Partnership with experienced independent evaluators (Leslie Edmonds Holt and Glen E. Holt of Holt Consulting, Seattle, WA, USA) in 2007, YSP has developed systematic and efficient evaluation mechanism to assess impact and efficacy of active programs. This evaluation process has led to identification of problems and implementation of improvements. Results of systematic evaluation of YSP’s two largest program, Summer Focus and Teaching Teams, are contained within this report and demonstrate the sustained impact of these programs on participants and present areas for potential improvement. Identified areas of improvement are outlined as Future Goals for each of the major programs.

**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) Participation in the program.

**8. Term and Termination:** The term of the MOU will be for the period September 6th, 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

Washington University

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

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







# BOARD RESOLUTION

Date: August 7, 2013

Agenda Item : 09-05-13-14

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Acceptance of Funds/Funding

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

**SUBJECT:** To ratify the acceptance of funds from Aramark in the amount of \$9,800.00 to support the 2013-14 Back to School Festival.

**BACKGROUND:** The Back to School Festival has been held annually in recent years, two weeks prior to the opening day of school to retain and recruit students and to assure maximum enrollment on the first day.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

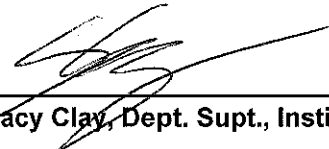
FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

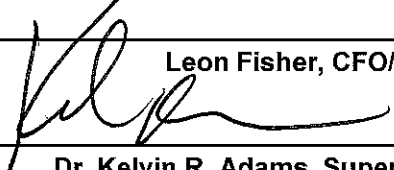
Fund Source: 827-U4-734-1663-6411	GOB	Requisition #:
Amount: 9,800.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$9,800.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Community Education

Requestor: Stacy Clay

Angela Banks, Budget Director

\_\_\_\_\_  
  
 Stacy Clay, Dept. Supt., Institutional Advancement

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

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

*May 11 Headline*  
*Deputy Superintendent Operations*

Aramark  
 Aramark Tower  
 1101 Market Street  
 Philadelphia, PA 19107-2988

DATE	CHECK NO
15-JUL-13	0012755519

169444

INVOICE NO.	DATE	PROFIT CENTER	DISCOUNT AMOUNT	NET AMOUNT
Donation-07-09-13 SL <i>Back to School Fair</i>	09-JUL-13	000002705	.00	9,800.00
<i>734-0000 000-U4-734 5193</i>				
<i>Back to School Fair Donation</i>				
<b>TOTAL</b>			.00	9,800.00

THE ATTACHED CHECK IS  
 IN PAYMENT FOR ITEMS  
 DESCRIBED ABOVE



APCHECK 03/13

THE FACE OF THIS DOCUMENT HAS A COLORED CHECK BACKGROUND AND MICRO PRINTING



Aramark  
 Aramark Tower  
 1101 Market Street  
 Philadelphia, PA 19107-2988

64-1327  
 611

CHECK NUMBER  
 0012755519

Nine Thousand Eight Hundred Dollars And Zero  
 Cents\*\*\*\*\*

CHECK IS VOID IF BACKGROUND IS NOT IN COLOR

VENDOR NO.	DATE	PAY THIS AMOUNT
169444	15-JUL-13	*****9,800.00

NOT GOOD OVER 180 DAYS

PAY TO THE ORDER OF  
 ST LOUIS PUBLIC SCHOOLS  
 801 N 11TH STREET 3RD FLR  
 SAINT LOUIS, MO 63101-1029  
 United States

ACCOUNTS PAYABLE DISBURSEMENT ACCT.  
 Wells Fargo Bank, N.A.

*[Signature]*  
 AUTHORIZED REPRESENTATIVE (S)

THE REVERSE SIDE OF THIS DOCUMENT HAS AN ARTIFICIAL WATERMARK

0012755519 061209756 2079900415973





# BOARD RESOLUTION

Date: August 6, 2013

Agenda Item : 09-05-13-15

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Purchase of Good (s)

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

**SUBJECT:** To ratify the purchase of movie theater tickets and passes from the Arnold 14 Cinema (a Wehrenberg Theater) for the Summer School Perfect Attendance Incentive Program. The cost of the tickets was \$12,750. Over 1,300 K-6 students participated in the theater going experience. Additionally, movie passes were purchased for high school students with perfect attendance during summer school. Donated funds were used in support of this expenditure.

**BACKGROUND:** Summer School serves as a vital educational extension. Students who participate in summer school are often in need of additional academic support. Due to the truncated nature of summer school, attendance every day is critical. The Summer School Perfect Attendance Incentive Program acknowledges and rewards a student's dutiful attendance.

Accountability Plan Goals: Goal I: Student Performance

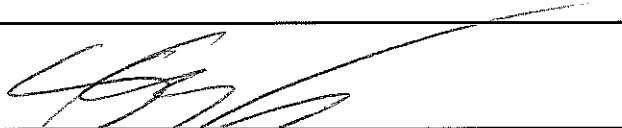
Objective/Strategy: I.A

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

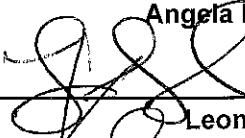
Fund Source: 977-43-732-2523-6395	Non-GOB	Requisition #:
Amount: \$12,750.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$12,750.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600015541

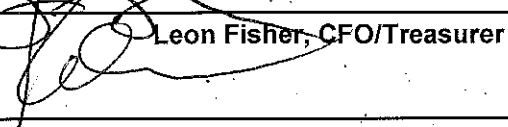
Department: Institutional Advancement

Requestor:

  
Stacy Clay, Dep. Supt., Institutional Advancement

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent

## INCENTIVES FOR PERFECT ATTENDANCE FOR SUMMER SCHOOL

2012-2013

Arnold 14 Cinema @ Wehrenberg Theater

The Office of Institutional Advancement has provided incentives for perfect attendance for summer school students for the past few years. For elementary students, the most efficient and safest incentive is a field trip to the latest block buster summer movie. For high school students, a movie pass is the most effective incentive. Nearly 2000 students qualified for perfect attendance incentive prizes. Last year, we used 3 different movie theaters to accommodate the elementary students (The Chase, Ronnie's, and The Galleria). This presented several issues in terms of scheduling and proper oversight; therefore, for the 2013 elementary incentive we sought one venue. Using one venue enabled better use of transportation; proper security and supervision of students; and leverage for pricing for movie tickets and refreshments. The Office of Institutional Advancement assessed several theaters that would be able to meet the needs of the 1500 elementary students who qualified for the movie incentive. The Arnold 14 Cinema was selected based on several criteria with the most important criterion being that of the ability to host all of the summer school sites in one location whereby there could be proper oversight of students. Of the 1500 elementary students who qualified, over 1300 attended the movie with 300 high school passes distributed.





# BOARD RESOLUTION

Date: August 9, 2013

Agenda Item : 09-05-13-16

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 # 09-27-12-16

**SUBJECT:** To approve the contract renewal with Grace Hill Head Start to provide the framework for the cooperative efforts between Grace Hill Head Start and SLPS. The program will be for the period of September 6, 2013 to June 30, 2014 and there will be no cost to the District.

**BACKGROUND:** An Agency Agreement with Grace Hill Head Start program that will maximize the use of available local resources to provide special education and related services to identified young children with disabilities and their families for the period September 6, 2013 through May 23, 2014. St. Louis Public Schools agrees to accept a daily rate of \$18.02 for 300 eligible preschool children or an estimated amount of \$951,456.00.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.D.

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

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

Department: Early Childhood/ECSE

Requestor: Paula D. Knight

Paula Knight, Assoc. Supt., Elementary Schools

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

**CONTRACT FOR PURCHASE BY GRACE HILL SETTLEMENT  
HOUSE OF HEAD START SERVICES FROM ST. Louis PUBLIC SCHOOL DISTRICT**

THIS CONTRACT FOR PURCHASE BY GRACE HILL SETTLEMENT HOUSE OF HEAD START SERVICES FROM ST. LOUIS PUBLIC SCHOOL DISTRICT (the "Agreement") is made and entered into effective the 3<sup>rd</sup> day of September 2013 and ends the 2<sup>nd</sup> day of September 2014, by and between **GRACE HILL SETTLEMENT HOUSE d/b/a Grace Hill Head Start**, a Missouri Non-profit Corporation ("Grace Hill") and, **THE BOARD OF EDUCATION OF THE CITY OF ST. LOUIS**, governing body of the **ST. LOUIS PUBLIC SCHOOL DISTRICT**, a Missouri metropolitan school district ("Provider"/"Partner") (Grace Hill and Provider, each a "party" and collectively, the "Parties").

WHEREAS, Grace Hill has been selected by the U. S. Department of Health and Human Services, Administration for Children and Families ("ACF") as a Head Start grantee to work with other St. Louis organizations to provide quality, cost effective and City-wide services to Head Start eligible families in the City of St. Louis (the "Head Start Program"); and

WHEREAS, Grace Hill wishes to contract with Provider to make available at the St. Louis City Public Schools (the "Schools") comprehensive child development and family services for Head Start eligible children consistent with the Head Start Performance Standards (defined below) and other applicable laws, rules and regulations.

NOW, THEREFORE, in consideration of the mutual covenants and agreements contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

**I. DESCRIPTION OF SERVICES AND RESPONSIBILITIES.**

**A. Provider**

During the term of this Agreement, Provider shall:

- 1) Provide comprehensive child development and family services (including but not limited to, Health, Nutrition, Dental, Disabilities, Mental Health, Education, Curriculum and Assessment, Individualization, Program Governance, Parent, Family & Engagement Framework, Community Partnerships, Eligibility, Recruitment, Selection, Enrollment and Attendance, Parent Involvement and Training) under the Head Start Program (the "Services") in the Schools to 300 children between the ages of 3 and 5 enrolled in the Head Start Program, for the City for St. Louis, in accordance with all policies and procedures of Grace Hill Settlement House and all applicable laws, rules and regulations governing the performance of such Services. In accordance with Head Start Program requirements for five day per week programs, the Services shall be provided for 4 hours per day, five days per week (except for Official School Holidays) for a minimum of 160 days per year of planned class operations over a minimum of 32 weeks of scheduled days of class



operations over an eight or nine month period. Every effort shall be made to schedule make up classes using existing resources if actual class days fall below 160 per year due to inclement weather or other causes. Provider shall make a reasonable estimate of the number of days during a year that classes may be closed due to inclement weather or other causes, based on experience in previous years. In no event shall the number of days of actual Services available to the children fall below 128 days per year.

- 2) Read, understand and comply with all Head Start policies and procedures of Grace Hill and all laws, rules and regulations (federal, state or local), as amended time to time, governing the provision of the Services, including but not limited to, (i) the Civil Rights Act of 1964 and all appropriate amendments, (ii) the Head Start Act, (iii) the "Program Performance Standards for the Operation of Head Start programs by Grantee and Delegate agencies", 45 CFR Ch. XIII Part 1304, (iv) the "Eligibility, Recruitment, Selection, Enrollment and Attendance in Head Start," 45 CFR Ch. XIII, Part 1305, (v) the "Head Start Staffing Requirements and Program Operations", 45 CFR Ch. XIII, Part 1307, (vi) the "Head Start Program Performance Standards on Services for Children with Disabilities", 45 CFR Ch. XIII, Part 1308, (items (iv), (v), (vi) and (vii) and any other federal or state laws, rules and regulations governing the Head Start Program shall be referred to collectively herein as the "Head Start Performance Standards", the provisions of which are made a part of this Agreement and Incorporated herein by reference), and (vii) the Individuals with Disabilities Education Act, 20 USC §§ 1400 et seq. A summary of certain provisions of the Head Start Performance Standards is set forth on Exhibit A hereto and Provider acknowledges that a copy of certain portions of the Head Start Performance Standards has been separately given to Provider by Grace Hill.
- 3) Further:
  - a. Provide families whose children are enrolled in the Head Start Program with quality child development and educational services with consistent caregivers that meet the health and safety requirements as required by licensing and Head Start Performance Standards.
  - b. Require the consent of the parents of each child receiving Services from the Provider to share Head Start enrollment files, health data, developmental screenings, IFSP/IEP reports and other pertinent data with Grace Hill, as a condition to enrollment. If written consent to the sharing of such information is not obtained, Provider shall not enroll that child in the Head Start Program and shall not share such information and shall have no obligation to share such information. At Grace Hill's request, Provider shall furnish Grace Hill with any requested information pertaining to children enrolled in the Head Start program.

- c. Enroll at least 30 children who are eligible for special education and related services or early intervention services under the Individuals with Disabilities Education Act (20 U.S.C. Chapter 33, §§ 1400-1482 "IDEA") as determined by the State or local agency providing services under the IDEA. Provider shall maintain on file for each eligible, enrolled child, a completed Individualized Family Service Plan ("IFSP") and/or an Individual Education Plan ("IEP").
- d. Serve children with disabilities in accordance with the "IDEA" Act, Head Start Performance Standards and ensure services are received in a timely manner.
- e. Develop and/or implement any required disability service plans for children pursuant to the "IDEA" Act and Head Start Performance Standards.
- f. Submit all required reports by the established deadline and maintain compliance in all areas.
- g. Maintain full enrollment and a viable waiting list.
- h. Fill all Head Start vacancies within 30 days of their occurrence, utilizing the Eligibility Priority Criteria (EPC) for selection through ChildPlus. The EPC will be used to select and enroll the neediest families into the Head Start Program. With prior approval from the Grantee, the Provider may enroll more than its allotted 10% (30 children) of children from over-income families into the Head Start program.
- i. Subject to all applicable privacy and confidentiality laws and regulations, maintain enrollment records that include verification of family income, birth date of each child and other verification required by Grace Hill for determining eligibility for Head Start funding as set forth by the Administration for Children and Families.
- j. Maintain attendance records showing the date(s) and times that each child is in attendance at the schools operated by Provider and when attendance falls below 85% per month, document the reasons for low attendance.
- k. Use a validated assessment tool to perform developmental screening tests and similar screenings and assessments of each child's developmental milestones and participate in the Outcomes and National Reporting System data collection and analysis.
- l. Maintain child records such as emergency contact information, as required, including health records for each child, food intolerance

and preferences, emergency health providers, signed parental consent for releases of family or child information and related record for children with special needs.

- m. Maintain family conference documentation, ongoing family documentation and progress in each file.
- n. Maintain confidentiality of family records and program information in accordance with applicable laws.
- o. Policy Council. Inform all parents of the opportunity to participate in the Grace Hill Head Start Policy Council and use all reasonable efforts to obtain regular parent/guardian participation of each enrollee to:
  - 1) Attend scheduled parent orientations and monthly parent meetings;
  - 2) Follow a well child care visit schedule and submit a current physical examination, dental examination, documentation of treatment services, and up-to-date immunization record on all enrolled children;
  - 3) Commit to at least 2 home visits and parent teacher conferences;
  - 4) Work together as a partner to the Head Start program, and Grace Hill;
  - 5) Recruit and identify at least six (6) Head Start Parents to attend the regularly scheduled Policy Council Meetings. If a Head Start parent cannot attend, the Partner shall attend the Policy Council Meetings and share meeting material with Head Start Parents.
- p. Promote and provide activities for Parent Involvement at each school and provide parent activity funds to facilitate parent's full involvement.
- q. Ensure that all Partner Head Start staff meet the regulations in the Head Start Act of 2007 on credentialing. Ensure that 100% of Lead Teachers have a minimum qualification of an Associate Degree in early childhood education. Fifty percent of Teachers have a Baccalaureate or Advanced Degree in Early Childhood. Ensure that Teacher Assistants/Aides have a valid Child Development Associate credential (CDA). Teacher Assistants/Aides that do not have the CDA credential have enrolled in a program leading to an Associate or Baccalaureate degree; or enrolled in a CDA program to be completed within 2 years. Grantee and Partner will equally share the cost of the online CDA program (see EXHIBIT "H" for the corresponding Head Start regulation).

- r. Participate in professional development activities and training provided by Grace Hill Head Start and the community.
- s. Given the laws related to Health Information Privacy Protection Act (HIPPA) the GSHS reviewer is limited to review a copy of the performance appraisal in place at the time of the audit visit and limited to reviewing the dates of completion which will verify that the appraisal is current, the signature of the staff being appraised and the signature of his/her immediate supervisor or designee.
- t. Attend all monthly scheduled Head Start Provider meetings and other Head Start management meetings, as appropriate.
- u. Ensure that each staff member has a health examination; TB test; and background check in accordance with the Head Start Performance Standards on Human Resource Management, State Licensing standards and the Partner's Policies and Procedures. Ensure that staff background checks are completed and obtained prior to the employees first day of employment.
- v. Maintain records of certifications, degrees or awards of all persons employed by Provider to provide proof of quality service as required by the Administration for Children and Families and any other day care licensing authorities.
- w. Ensure not to prescribe any fee schedule or otherwise provided for the charging of any fees to parents. If you operate an extended child care program that prescribes fees, you must document the enrollment of the family in that program clearly and separately from Head Start, as well as provide training to the parent to understand their enrollment in two different programs.
- x. Partner is not to solicit school supplies, food, snacks or donations of any kind from parents or make these items a condition of enrollment and participation in the Head Start program. Include this policy in the program enrollment material and present to the parents at enrollment.
- y. Partner is not to make the presentation or obtainment of any health related document a condition or barrier to enrollment and participation in the Head Start Program.
- z. Participate in the Head Start annual program Self-Assessment planning, implementation, and Quality Improvement Planning.
- aa. Allow Grace Hill's monitor or other appropriate staff access to Provider's schools accompanied by a Partner staff representative for scheduled and unscheduled site and program monitoring visits and rectify any findings or deficiencies cited during such visits with

written plans of action for improvement. Plans of Action must be signed by the members of the Partners Management Staff identified on the Plan of Action as the responsible party for the completion of outlined tasks. Signatures will serve as verification that the Plan was collaboratively created, reviewed, agreed upon and received by the Partner and GSHS staff.

- bb. St. Louis Public School shall utilize the SLPS Monitoring Tool for self monitoring and submit it to the Grace Hill Head Start Partner Compliance Specialist.
- cc. Work to establish collaborative relationships with Grace Hill and other community agencies.
- dd. Provide a non-federal match of at least 25% of the Head Start funds received each month by provider in accordance with the Head Start Performance Standards, which may be in the form of volunteer time, donations of goods or services; utilization of space in Provider's schools rent-free or other "in-kind" contributions.
- ee. Maintain records of equipment purchased with Head Start federal dollars (including date of purchase, vendor, condition of item and cost). Documents pertaining to a physical inventory of federal property must be completed every year for all items at or above \$5000.00.
- ff. Conduct ongoing monitoring activities, at least monthly, in all program areas to meet the Head Start Performance Standards and provide regular monitoring reports.
- gg. Provide Grantee with completed Work Plans. The Work Plans will outline the internal monitoring procedures that the Provider will implement in each of the content areas (including but not limited to what will be monitored, the frequency of monitoring, reports used to monitor, staff responsible for implementation and management level staff responsible for monitoring the implementation of each activity). Partner will provide Grantee with updated Work Plans reflecting changes to the original Work Plans.
- hh. With the execution of this contract and with the Workplan template provided (exhibit "A"), the Provider will submit the following Workplans:
  - 1. Program Workplan (ERSEA, Family and Community Partnerships, Nutrition, Mental Health, Disability, Health and Safety, Parent, Family and Community Engagement Framework)
  - 2. In-Kind Workplan

3. Early Childhood Education and Transition Workplan

4. Human Resources Workplan

- ii. Provide Grantee a copy of the Provider's written personnel policies as it relates to Head Start. Provider will submit updates to any Policies and Procedures.
  - kk. Submit the menu/menu cycle at least 1 month prior to service to enrolled children to ensure that nutritional needs and feeding requirements of enrolled children are being met.
  - ll. All program forms must be approved by the Grantee prior to implementation.
  - mm. Submit all Head Start related staff training materials and training attendance sheets.
  - nn. Attend the "Training and Orientation for Head Start Partners/Delegate" offered by the Grantee. Training will be held prior to the beginning of each school year and as needed.
  - oo. Provider must notify Grantee within 10 days of a Head Start employee's termination, resignation or hire.
  - pp. Provider must maintain a 90% compliance rate. If compliance rate is below 90%, a meeting will take place between the Provider's Head Start management staff and the management staff of the Grantee to evaluate the reasons for non-compliance and to review the contract.
  - qq. Provider must serve breakfast, lunch and snack to enrolled children.
  - rr. With the execution of this contract, Provider will submit a schedule of Professional Development Days and Holidays in which schools will be closed but payment for those days are expected and requested.
  - ss. Provider will prioritize recruitment and enrollment efforts to schools in target area zip codes of 63106, 63107 and 63115.
- 4) Comply with all other applicable federal and state laws, rules and regulations, including but not limited to the provisions of Federal Executive Order No. 11246 of September 24, 1965, pertaining to Equal Employment Opportunity and the rules, regulations and relevant orders of the Secretary of Labor pertaining to Federal Executive Order No. 11245 and Section 504 of the Rehabilitation Act of 1973 relating to services to the handicapped. In accordance with these orders, the Provider agrees that it shall not discriminate either in the provision of Services to clients or in employment practices on the basis of race, color, religion, national origin, sex, age or handicap status.

- 5) Comply with the regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR Part 76, and Subpart F.
- 6) Comply with the terms and conditions of the Certification Regarding Lobbying attached hereto as Exhibit "B" and made a part hereof and shall execute such Certification and deliver it to Grace Hill prior to beginning to perform the Services.
- 7) To the extent feasible, support Grace Hill's mandate to expand the number of slots available to Head Start eligible children in the City of St. Louis and will take no action in opposition to Grace Hill's efforts to meet its Head Start mandate, including but not limited to, campaigning, rallying or presenting oral or written testimony in opposition to Grace Hill's efforts.
- 8) Should any disagreement arise between Provider and Grace Hill with respect to the terms or underlying purposes of this Agreement, Provider's director or other designated representative shall contact Grace Hill's Director of Head Start or vice versa and the parties shall endeavor in good faith to reach a written or oral resolution of the Parties' disagreement, in accordance with generally accepted standards of professional conduct and ethical behavior.
- 9) To the extent feasible and without financial contribution, support Grace Hill's efforts to improve and expand the delivery and accessibility of Head Start Services in the City of St. Louis, including by supporting Grace Hill's applications for permits and approvals from federal, state and municipal authorities as are necessary to expand and improve existing facilities and to develop new sites.
- 10) Parent, Family and Community Engagement Framework. With the execution of this contract, Partner will track two of the seven outcomes of the Parent, Family and Community Engagement Framework (Exhibit "T").
- 11) Sub-Recipient. Partner is a Sub-Recipient of Grace Hill Settlement House for the Head Start program. Provider must follow procedures of federally funded sub-recipients that require agencies who receive more than \$500,000 dollars in federal awards during the fiscal year (effective 2004) to conduct an audit in accordance with OMB Circular A-133. Additionally, as a sub-recipient, the Provider must submit the following with the executed contract:
  - a) Articles of Incorporation
  - b) Bylaws or other governing documents
  - c) Determination Letter from the IRS recognizing the Provider as exempt from income taxes under IRC section 501(C) (3)

d) Last three years' audit reports and management letters received from the Provider's Independent Auditor (including all reports associated with audits performed in accordance with OMB Circular A-133)

f) Copy of the most recent internally-prepared financial statements and current budget.

g) Copies of reports from government agencies, including but not limited to the office of the Inspector General, state or local government auditors, resulting from audits, examinations, or monitoring procedures performed in the last three years.

B. Grace Hill Obligations

Grace Hill shall:

- 1) Offer Provider training opportunities relevant to Head Start Regulations and Head Start Performance Standards.
- 2) Supply Provider with regular program updates and computer and software for ChildPlus tracking of services.
- 3) Conduct at a minimum monthly on-site review of child/family records and program, health/safety site monitoring and classroom/education monitoring at Provider's facilities accompanied by a Provider staff representative.
- 4) Make available to Provider technical assistance regarding implementation of Head Start Performance Standards, child development services, family services, services to children with disabilities, management and other areas of program operations.
- 5) Supply Provider with information regarding community resources for families, including information on accessing services provided by Grace Hill Settlement House.
- 6) If more than (300) eligible Head Start children apply to participate in the program being provided by the Provider hereunder, and the Provider has sufficient space to allow for the enrollment of such children and Grace Hill has not yet filled its Head Start capacity, consider in its sole discretion approving an increase in funding the number of children as provided under Section II, (1) hereunder. Such requests shall be considered on a case-by-case basis.
- 7) Utilizing a compliance team comprised of Grace Hill Head Start Area Specialists, complete an on-site visit at each of the St. Louis Public School sites during the 2013-2014 program year. These visits will be completed no later than May 31, 2014.



- 8) On a monthly basis, Grantee staff will complete a Monthly Summary Report. The report will summarize activities that occurred during the reporting month. Based on this report, any non-compliance and/or follow up items will be outlined in a Corrective Action Plan. Staff responsible for completing specific task(s) listed on the Corrective Action Plan must sign the report. Signatures will serve as verification that the Partner and Grantee staff have collaboratively developed and agree with the Corrective Action Plan, reviewed the report and plan and received a copy of the report and plan.
- 9) On a monthly basis, Grantee will complete a Site Report and review the report with Partner staff. Partner staff will sign the report, verifying receipt of the report.

## **II. FEE FOR SERVICES**

Grace Hill shall pay Provider for Services provided under this Agreement as follows:

- 1) a. Notwithstanding anything else herein stated to the contrary, the maximum, aggregate amount for which Grace Hill shall be obliged to pay Provider over the one year term of this Agreement shall not exceed \$950,000, excluding the IDEA Surcharge and CDA credentialing for Teacher Aides (as hereinafter defined).
- b. Subject to the limitation set forth in Section II. 1) a. above:
  1. Grace Hill shall pay Provider for Services provided to eligible Head Start Children whose attendance Provider has duly and properly verified and documented at the rate of \$18.02 per child per School Day, including up to five absences per month per child resulting from Official School Holidays and/or the child's failure to attend due to illness or other reasons. "Official School Holidays" shall mean weekdays during the School year, such as Thanksgiving, the day after Thanksgiving, Martin Luther King's Birthday, President's Day, Winter and Spring break, when School is scheduled to be closed. The maximum number of days per enrolled child that Grace Hill shall be obliged to pay Provider over the one year term of this Agreement shall not exceed 174 days, including Holidays and absences.
  2. For each enrolled child, Provider shall submit an enrollment form in the form attached as Exhibit "C" hereto.
  3. On a monthly basis, the Provider shall submit with the invoice, an updated roster of Teachers and Teacher Assistants, an Average Daily Attendance Report (ADA Report), a Withdrawal Report identifying children who are no longer enrolled in Head Start/no longer

attending a school within the district and/or currently attending a school within the district but not enrolled in a Head Start Collaboration Classroom, a signed and dated MEMO detailing documents in the billing packet (including requested amount, total number of children in which payment is being requested, total number of days of children presented for payment), ChildPlus report #2001, #3015, #2210, and any other requested ChildPlus or SIS reports which reflect the status of the following for each child claimed for payment: Developmental Screening; Hearing Screening; Vision Screening; Health History; Nutrition Record; Mental Health Assessment; Physical Exam; Dental Exam; Hematocrit/Hemoglobin; Lead; Blood Pressure; Sickle Cell; Tuberculin Screening; Growth Assessment, School Enrollment, Head Start Program Enrollment and Head Start Program Eligibility. Upon analyzing the reports for compliance with Head Start mandates, Grace Hill shall reimburse only for those children who have current data in ChildPlus and in the files of enrolled children for each of the fourteen (14) aforementioned fields. Payments for any child/children who are missing data will be withheld until such time that the Provider enters the missing data into ChildPlus and missing data has been verified via file audits. When the appropriate data is entered in ChildPlus, verified by via file audit and the request for Retro Payment has been submitted, Grace Hill will resume payment for these children. Furthermore, the amount withheld will be paid in full to the Provider. However, the Provider will forfeit payment on any children for whom there is not current data entered into ChildPlus, placed in the child's file and verified by GHSH by June 30, 2014.

4. On a monthly basis, in order to obtain payment for Services, Provider shall submit an invoice, in the form of Exhibits "D & E" hereto, along with classroom attendance forms. The information submitted on "Exhibits D & E" must be accurate and reflect the attendance information in SIS. All attendance sheets shall have the same date. If attendance sheets are returned to the Provider for any reason, Provider shall re-submit all attendance sheets submitted that month for payment with the re-submitted date and original signature of Provider. Provider must verify the child's enrollment and attendance at the designated St. Louis Public School Head Start classroom prior to submitting reports and invoices to Grantee.
  5. On a monthly basis beginning the second month of services, in order to obtain payment for Services, Provider shall submit a completed In-Kind report for the preceding month in the form of Exhibit "F".
- c. For each child that the Provider enrolls and who is eligible for special education and related services or early intervention services in accordance with IDEA, as provided in Section I. A. 3) c. hereof (collectively "IDEA Children" singularly, "IDEA Child"), Grace Hill shall pay Provider in

addition to the standard rate per child set forth above, an additional fee of \$3.45 per IDEA Child per School Day. The additional charges for each IDEA Child shall begin to accrue when Provider has an IFSP or an IEP for that child on file, entered into the ChildPlus database and verified by the Grantee. The aggregate additional charges so earned by Provider for IDEA Children are hereinafter defined as the "IDEA Surcharge." A copy of the child's IEP or IFSP must be kept in the child's file located at the Provider's Central Office.

- 2) Services shall be performed by Provider at the prices stated herein without any additional charges to Grace Hill or to a child's family; provided, however, that Grace Hill acknowledges that a funding match may be obtained by Provider from the Division of Family Services, Child Care and Development Fund, United Way or other funding sources.
- 3) The Provider shall, within thirty (30) days following the last day of each calendar month, submit to Grace Hill an invoice along with enrollment information, attendance and in-kind reports (as outlined in Section II. 1b 2-5 and 1c) on the forms attached hereto as Exhibits C, D and E respectively, and such other required documents and information as Grace Hill may request. Provider shall invoice and receive payments only for Services provided to children who have been authorized as eligible for the Services.
- 4) The Provider will forfeit any payment(s) if request or invoices are submitted after June 30, 2014.
- 5) The Provider will forfeit any payment(s) if child data is not entered into ChildPlus by June 30, 2014.
- 6) The Provider will forfeit any payment(s) if child data is not placed in the child's file by June 30, 2014.
- 7) The Provider will forfeit payment if all invoices or re-submitted invoices requesting payments for services rendered in September 2013 and October 2013 are not submitted to Grantee by January 6, 2014. Via an audit, GHSH will verify that data and documents for children presented for regular and retro-payments for the respective months have been entered into ChildPlus and a hard copy of health documents have been placed in the child's file. The results of the audit will be shared with Provider and payment will be based on Child Plus reporting and audit findings.
- 8) Retro Payment. If Provider is requesting Retro Payment(s), the request must be submitted on a monthly basis with the Regular Monthly Billing. In order to obtain a Retro-Payment for Services, Provider shall submit the Exhibit "G" form (Worksheet for Retro Payment). The information submitted on Exhibit "G" must be accurate and signed by Partner staff completing the document. GHSH Staff will review ChildPlus reports to ensure data for children presented for payment has been entered into the database system. GHSH staff will also complete a file audit of all

children that are presented for Retro-Payment to ensure that hard copies of the Health Requirement documents are in the child's file. GHSH staff will present and review the results of the audit findings with the Provider. GHSH will have 30 days from the date in which the Retro Payment has been submitted to the GHSH Finance Department to remit payment to the Provider.

9) Eligibility:

a) A child is age eligible for Head Start when he/she reaches his/her third birthday. A child who turns five years old on or before July 31<sup>st</sup> (proceeding the upcoming Head Start program year) is not eligible. Exceptions to enrolling children who are five years old are only possible when the parent or guardian produces a letter from St. Louis Public Schools stating that the school district recommends that the child receive an additional year of preschool prior to enrolling in kindergarten. Such exceptions are to be approved by Grace Hill's Director of Child and Family Support Services.

b) A family is income-eligible if their income, before taxes, is below the Federal Poverty Guidelines. A child is deemed categorically (automatically) income eligible, even if the family's income exceeds Federal Poverty Guidelines, in any of the following circumstances:

1. The family is receiving cash assistance through the TANF ("temporary assistance") program.
2. Any member of the family (defined above) is receiving Supplemental Security Income.
3. The child is in foster care.
4. The child is from a family that is homeless (as defined in the McKinney Vento Assistance Act). Head Start Provider staff must maintain documentation in the child's file demonstrating the status as a foster child, receipt of TANF or receipt of SSI. While no documentation or signed declaration by the parent is required to demonstrate homelessness, the staff person completing the application must document in the case notes how the determination that the family was homeless was made and keep such documentation in the child's file.

10) Joint-Advertising/Co-Branding. All Head Start related material (enrollment documents, letters to parents, Head Start Recruitment, etc) must contain the Head Start logo of the two stacked blocks.

11) Health Requirements. Provider must obtain and complete all 14 Health Requirements.

a) **30 day Mandates.** Provider must obtain the enrolled child's Physical Exam and complete his/her Nutrition Record within 30 days of the child's enrollment. If the child/children fail a Health Screening, Assessment, or

Exam, Provider must complete a referral to the appropriate Health professional with a date of the referral and date for the follow up assessment. The data must be entered into ChildPlus within 30 days from the child's enrollment. Health Information must be entered into ChildPlus and documented on the appropriate form. If documents are not completed, obtained by Provider, and entered into ChildPlus within 30 days from the date of enrollment, payment for any child/children will be withheld until such time that the Provider enters the missing data into ChildPlus and the hard copy is placed in the child's file. When the appropriate data is entered in ChildPlus, a hard copy of the document is placed in the child's file and compliance with Health mandates have been verified by Grantee staff, Grace Hill will resume payment for these children; furthermore, the amount withheld will be paid in full to the Provider via a Retro Payment.

b) **45 Day Mandates.** Provider must complete a Growth Assessment and Health History on all enrolled children within 45 days of enrollment, with appropriate documentation and signatures. A hearing screening, vision test, and a validated assessment of the child's developmental, sensory, behavioral, motor, language, social and emotional skills must be completed within 45 days of the child's enrollment. Health Information must be entered into ChildPlus and documented on the appropriate form. If the child/children fail a Health Screening, Assessment, or Exam, Provider must complete a referral to the appropriate Health professional with a date of the referral and date for the follow up assessment. If documents and assessments are not completed, obtained by Provider, entered into ChildPlus and placed in the child's file within 45 days from the date of enrollment, payment for any child/children will be withheld until such time that the Provider enters the missing data into ChildPlus and the hard copy is placed in the child's file. When the appropriate data is entered into ChildPlus, a hard copy of the document is placed in the child's file and compliance with Health Mandates have been verified by Grantee staff, Grace Hill will resume payment for these children; furthermore, the amount withheld will be paid in full to the Provider via a Retro Payment.

c) **90 Day Mandates.** Provider must obtain the child's Blood Pressure, Hemoglobin/Hematocrit test and numerical result, Lead screening and numerical result, Sickie Cell Screening, Tuberculosis Risk Assessment/Test and Dental within 90 days of the child's enrollment. Health Information must be entered into ChildPlus and documented on the appropriate form. If the child/children fail a Health Screening, Assessment or Exam, Provider must complete a referral to the appropriate Health professional with a date of the referral and date for the follow up assessment/exam. If documents are not completed, obtained by Provider, entered into ChildPlus and placed in the child's file within 90 days from the date of enrollment, payment for any child/children will be withheld until such time that the Provider enters the missing data into ChildPlus and the hard copy is placed in the child's file. When the appropriate data is entered into ChildPlus, a hard copy of the document is placed in the child's file and compliance with Health Mandates

have been verified by Grantee staff, Grace Hill will resume payment for these children; furthermore, the amount withheld will be paid in full to the Provider via a Retro Payment.

- 12) Grace Hill shall within thirty (30) days after receiving the final submission of invoices, requested documents, information and a review of file audit results with Provider staff and submitting this information to the GHSH Finance Department pay to Provider all undisputed amounts invoiced. Any documents re-submitted must have the date of re-submission.

### **III. TERM AND TERMINATION.**

1. Effective Date. The Agreement shall be in effect commencing September 3, 2013 and continuing until September 2, 2014 unless this Agreement is terminated earlier as set forth herein.
2. Right to Terminate. Either party may terminate this Agreement at any time, without cause, by giving the other party written notice of such termination at least sixty (60) days prior to the effective date of such termination.
3. Default. The failure of either party to perform any material obligation hereunder within a reasonable time period (not to exceed 20 days) after written notice by the other Party of such nonperformance shall entitle the other party, at its option, to terminate this Agreement effective immediately upon the expiration of such period. Notwithstanding the foregoing, if Provider is in default, Grace Hill may determine, in its sole discretion that it wishes to continue to use Provider's services, and may choose to negotiate an alternative arrangement with Provider rather than terminate the Agreement.
4. Loss of Funding. Grace Hill may terminate this Agreement on 30 days' notice to Provider, without liability, in the event that funds from local, state, and federal sources are not continued at an aggregated level sufficient to allow for the delivery of Services.
5. Transition of Head Start Recipients. Notwithstanding the foregoing, if for any reason this Agreement is terminated or the demand by children and families eligible to receive Head Start Services exceeds the capacity of the Provider, the Provider agrees to the immediate release of such families from this Agreement and to cooperate fully with Grace Hill's efforts to provide Head Start Services to such children and families at such alternate locations as Grace Hill proposes and to counsel such families as to their available options.

### **IV. INDEMNIFICATION.**

To the extent authorized by law, the Provider hereby agrees to indemnify, defend and hold harmless Grace Hill, it affiliates, officers, directors, employees and agents against any and all

liability, loss, damages or expenses that Grace Hill, its affiliates, officers, directors, employees or agents may hereinafter sustain, incur or be required to pay (including court costs and attorney fees) arising from the acts or omissions of Provider, its officers, employees, agents or representatives, except to the extent caused by or resulting from the negligence or willful misconduct of Grace Hill or any of its affiliates, officers, directors employees or agents. The obligations of this Section shall survive termination of the Agreement.

## **V. INSURANCE.**

The Board of Education is not waiving its right to sovereign immunity as provided by Mo. Rev. Stat. § 537.600. As permitted by Mo. Rev. Stat. § 537.610, the Provider shall adopt, implement and maintain at all times during the term of this Agreement, and prior to performing any services hereunder, a plan of self-insurance that: (a) provides for the defense of all employees against claims or suits arising from their employment by the Provider; and (b) covers payment on behalf of each such employee of up to \$1 million in settlement or satisfaction of such claims.

Provider also warrants that it will maintain at all times during the term of this Agreement self-insurance and/or policies of Worker's Compensation insurance and Unemployment Compensation insurance which meet all federal and state requirements.

## **VI. RECORDS & REPORTS.**

1. Records. The Provider shall maintain during the term hereof and for one year after termination of this Agreement, complete, legible, and accurate records pertaining to the provision of Services hereunder, as required by Grace Hill, the Head Start Performance Standards, the Administration for Children and Families, and applicable law. Provider shall maintain its books and records in accordance with generally accepted accounting procedures.

The Provider will annually furnish Grace Hill with IRS Form 990, tax filings, or audited financial statements (including any statements of findings issued by the auditors).

Upon Grace Hill's request, Provider shall furnish Grace Hill with documentation of any and all relevant certification and/or evidence of inspections by outside entities. Such documentation may include, but is not limited to: state licensing, USDA/CACFP, health inspections, etc.

2. Audit. During the term hereof and for one year after termination of this Agreement, Grace Hill and its authorized representatives shall have the right to inspect all Provider's books, documents, papers and records that are pertinent to the provision of the Services and to audit, and verify all records, pertaining to calculation of amounts owed to Provider. Grace Hill shall bear all costs of examination unless the examination reveals that any monies paid to the Provider by Grace Hill have been overstated by an amount equal to or greater than 5% of the actual monies due. In such event, Provider will make payment within twenty (20) days of receiving Grace

Hill's written demand for costs of the audit and any deficiency of the monies due plus interest of 5%.

3. PIR. Provider shall enter current and accurate data into ChildPlus and meet all PIR reporting requirements by June 30, 2014. The Provider will forfeit payment on any children for whom there is not current and accurate data entered by June 30, 2014.

## VII. MISCELLANEOUS.

1. Notices. All notices required or permitted to be given hereunder shall be in writing, and may be personally served, sent by facsimile, courier service, or by regular United States mail return receipt requested, with proper postage prepaid, and shall be deemed to have been given: (a) in the case of personal service, on the date of such personal service; (b) in the case of facsimile, on the date the sending party receives a confirmation of such facsimile; (c) in the case of courier service, on the first day following deposit with such courier service; or (d) in the case of the United States mail, upon sender's receipt of the return receipt. For this purpose, the proper mailing addresses of the parties (until notice of change is served as provided in the preceding sentence) shall be as follows:

If to Grace Hill:           2600 Hadley Street  
  St. Louis, MO 63106  
  Attention: Johanna Wharton and Tamala Stallings

If to Provider:           801 North 11th Street  
  
  St. Louis, Missouri 63101  
  Attention: Superintendent  
  Legal Notice Enclosed  
  Fax No: (314) 345-2661

2. Communication/Lead Contacts: Both agencies will designate individuals to facilitate exchange of information and logistics management and termination.

Contact person for Grace Hill:           Johanna Wharton  
Telephone No:                               314-584-6859

Alternate:                                       Tamala Stallings  
Telephone No:                               314-584-6826

Contact person for Provider:           Dr. Sheryl Davenport  
Telephone No:                               (314) 345-4433

3. Governing Law. This Agreement shall be interpreted and governed by the laws of the State of Missouri, and shall be deemed to be executed and performed in the City of St. Louis, Missouri. Any legal action relating to this Agreement shall be governed by the laws of the State of Missouri, and the parties agree to the exclusive exercise of jurisdiction and venue over them by a court of competent jurisdiction located in the City of St. Louis, Missouri. The parties expressly agree that no action concerning



this Agreement, or an alleged breach thereof, may be commenced anywhere but the City of St. Louis, Missouri.

4. Entire Agreement. This Agreement, including the attached exhibits, constitutes the entire agreement between the parties on this subject and supersedes any and all prior or contemporaneous oral or written negotiations, understandings or agreements with respect to the subject matter hereof.
5. Waiver. Performance of any obligation required of a party hereunder may be waived only by a written waiver signed by the other party, which waiver shall be effective only with respect to the specific obligations described therein. The waiver of a breach of any provision shall not operate or be construed as a waiver of any subsequent breach.
6. No Assignment. Neither party may transfer or assign any of its rights or obligations hereunder, in whole or in part, without the prior written consent of the other party.
7. Severability. If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid or unenforceable, such determination shall not affect the validity or enforceability of any other part or provision of this Agreement.
8. Amendment. No amendment or modification to this agreement shall be made except by writing signed by both parties.
9. This Agreement shall not be deemed to create a partnership or joint venture and neither party is the other's agent, partner, employee, or representative. Neither party hereto shall have the right to obligate or bind the other party in any manner whatsoever, nor nothing herein contained shall give or is intended to give any rights of any kind to any third persons.

**APPENDIX OF “EXHIBIT” DOCUMENTS**

- EXHIBIT “A”:** WORKPLAN FOR THE DELEGATE and PARTNER AGENCIES
- EXHIBIT “B”:** CERTIFICATION REGARDING LOBBYING
- EXHIBIT “C”:** ENROLLMENT FORMS
- EXHIBIT “D”:** NON-IEP CHILDREN
- EXHIBIT “E”:** CHILDREN WITH IEPS
- EXHIBIT “F”:** IN-KIND REPORT
- EXHIBIT “G”:** WORKSHEET FOR RETRO-PAYMENT
- EXHIBIT “H”:** CREDENTIALS FOR HEAD START TEACHERS AND  
TEACHER AIDES/ASSISTANTS
- EXHIBIT “I”:** PARENT, FAMILY AND COMMUNITY ENGAGEMENT  
FRAMEWORK

IN WITNESS WHEREOF, the parties have executed this Agreement effective as of the Effective Date, notwithstanding execution at a later date.

GRACE HILL SETTLEMENT HOUSE

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

Roderick L. Jones  
President/C.E.O.

Address: 2600 Hadley  
St. Louis, MO 63106

Telephone No: (314) 584-6901

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

Provider: THE BOARD OF EDUCATION OF THE CITY OF ST. LOUIS

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

Its: \_\_\_\_\_

Address: 801 N. 11<sup>th</sup> Street  
St. Louis, MO 63101

Telephone No.: (314) 231-3720

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





# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-17

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding

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

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with Tyus Learning Center, LLC to provide Certified Nursing Assistant classes (C.N.A.) and Certified Medical Technician classes (CMT) for the period September 6, 2013 to June 30, 2014 at no cost to the District. The classes will be located at Sigel Community Education Full Service School.

**BACKGROUND:** The goals of the program are to have a minimum of 10 students and a maximum of 15 students per class. Three (3) classes of C.N.A. and three (3) classes of CMT will be offered. Upon completion, at least 80% of the students will be able to pass a certification examination in their field.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy:

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

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

Department: Community Education

Requestor:

Angela Banks, Budget Director

Stacy Clay, Dep. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Tyus Learning Center, LLC ("Agency") on this 6<sup>th</sup> day of September 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Tyus Learning Center, LLC and the St. Louis Public Schools in order to provide Certified Nursing Assistant (C.N.A.) and Certified Medical Technician (CMT) classes to registered students. The program will be offered at Sigel community Education Full Service School.**

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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 classroom space for program implementation  
\_\_\_\_\_  
\_\_\_\_\_

(b) Provide space to store equipment while not in use  
\_\_\_\_\_  
\_\_\_\_\_

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

**6. Obligations of Agency:**

(a) Register students for the following classes: C.N.A., CMT  
\_\_\_\_\_  
\_\_\_\_\_

(b) Manage all financial aspects of the partnership including, but not limited to; maintain appropriate and adequate insurance; collect and appropriately refund class fees; appropriate compensation for classroom theory instructor, clinical instructor (if separate) and examiner; and agreement with appropriate facility for clinical portion of the class.  
\_\_\_\_\_

(c) Provide equipment and materials needed for class implementation  
\_\_\_\_\_  
\_\_\_\_\_

**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) Tyus Learning Center, LLC. will service a minimum of 10 students and a maximum of 15 students per class. They will offer 3 classes of C.N.A. and 3 classes of CMT during the MOU period.

(b) A minimum of 80% C.N.A. students will have successfully completed the classroom theory and clinical sections of the course. Upon completion, students will be able to pass an administered.

(c) A Minimum of 80 % CMT students will have successfully completed the course. Upon completion, students will be able to pass an examination administered by a Certified Medication Technician.

**8. Term and Termination:** The term of the MOU will be from September 6, 2013 through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

Tyus Learning Center, LLC

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

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

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

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

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

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







# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-18

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding

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

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with BJC HealthCare to provide Certified Nursing Assistant (C.N.A.) classes for the period September 6, 2013 to June 30, 2014 at no cost to the District. The classes will be located at Walbridge Community Education Full Service School.

**BACKGROUND:** The goal of the agreement is for BJC HealthCare to maintain access of use of the facility, equipment and supplies for each Walbridge C.N.A. internship group.

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

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

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

Department: Community Education

Requestor:

Angela Banks, Budget Director

  
Stacy Clay, Dep. Supt., Institutional Advancement  
Leon Fisher, CFO/Treasurer  
  
Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and the BJC HealthCare (“Agency”) on this 6<sup>th</sup> day of September 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between BJC HealthCare and the St. Louis Public Schools in order to provide access and facilities for clinical hours for C.N.A. classes offered at Walbridge Community Education Full Service School.**

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**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 instructor to supervise and evaluate these students with minimal assistance from the agency's staff. Instructor will organize, instruct, rotate and maintain records on the students. Students will be instructed to observe the agency's personnel and legal policies and procedures at all times during the agreement period.

(b) Instructor will negotiate with appropriate responsible health team members and provide for each internship site those objectives, activities and competency listings to be legally performed by the students

(c) Instructor will provide for each internship site and agreed upon rotation schedule and contact the appropriate health team member in advance of any changes.

**6. Obligations of Agency:**

(a) The agency will permit the legal use of equipment and supplies by the student interns.

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

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

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

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

(a) BJC HealthCare will permit access to use facility, equipment and supplies to each Walbridge C.N.A. internship group.

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

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

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**8. Term and Termination:** The term of the MOU will be from September 6, 2013 through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

BJC HealthCare

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

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

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

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

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

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





# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-19

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding

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

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with Made Whole Health Technology Services, LLC to provide Certified Nursing Assistant classes (C.N.A.), Certified Medical Technician (CMT), and Phlebotomy classes to registered students for the period September 6, 2013 to June 30, 2014 at no cost to the District. The classes will be located at Vashon Community Education Full Service School.

**BACKGROUND:** The goal of the agreement is for Made Whole Health Technology Services to service up to 15 students per class. A minimum of 80% of C.N.A. and CMT students will complete the courses, and upon completion, students will be able to pass a certification examination in their field. A minimum of 75% of the Phlebotomy students will have successfully completed the course and they will be able to collect blood from patients in the proper manner.

Accountability Plan Goals: Goal IV: Parent Community Involvement

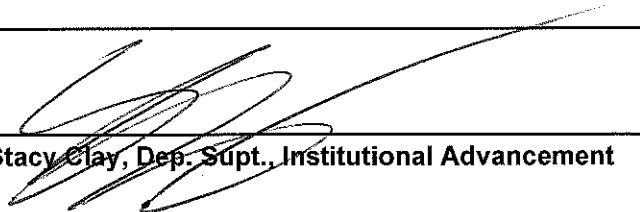
Objective/Strategy:

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

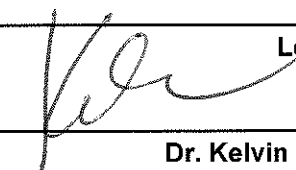
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount: No Cost		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Community Education

Requestor:

  
Stacy Clay, Dep. Supt., Institutional Advancement

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and the Made Whole Health Technology Services, LLC (“Agency”) on this 6<sup>th</sup> day of September 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Made Whole Health Technology Services, LLC and the St. Louis Public Schools in order to provide Certified Nursing Assistant (C.N.A.), Certified Medical Technician (CMT), and Phlebotomy classes to registered students. The program will be offered at Vashon Community Education Full Service School.**

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**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 classroom space for program implementation.

\_\_\_\_\_

(b) Provide space to store equipment while not in use.

\_\_\_\_\_

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

\_\_\_\_\_

**6. Obligations of Agency:**

(a) Register students for the following classes: C.N.A., CMT, and Phlebotomy.

\_\_\_\_\_

(b) Manage all financial aspects of the partnership.

\_\_\_\_\_

(c) Provide equipment and material needed for class implementation.

\_\_\_\_\_

**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) Made Whole Health Technology Services, LLC will service up to 15 students per class.

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(b) A minimum of 80% C.N.A. students will have completed the course. They will be able to perform vital signs, differentiate between the normal aging process and an abnormality. The students will be able to provide accurate care demonstrate safety in caring for residents. This will be monitored at all times in a clinical setting, supervised by a Certified Clinical Supervisor. A minimum of 80% CMT students will have successfully completed the course. Upon completion, students will be able to pass an examination administered by a Certified Medical Technician.

(c) A minimum of 75% of the Phlebotomy students will have successfully completed the course. They will be able to collect blood from patients in the proper manner. This will be monitored at all times in a clinical setting, supervised by a Certified Clinical Supervisor.

**8. Term and Termination:** The term of the MOU will be from September 6, 2013 through July 31, 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

Made Whole Health Technology Services, LLC

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

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





# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item: 09-05-13-20

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding

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

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with I Know Better (INOBTR) to provide a self-empowerment, safety education program called radKIDS (Resisting Aggression Defensively) to a select number of SLPS students for the period September 6, 2013 to June 30, 2014 at no cost to the District. The program will be located at Clay, Hamilton, Lyon@Blow, Mullanphy, Shaw, Sigel, and Walbridge Community Education Full Service Schools.

**BACKGROUND:** The goals of the program are successful participation of at least 300 students in the radKIDS program, in at least 3 different Community Education Full Service Schools; a significant amount of media coverage of the successful radKIDS/SLPS partnership; and creating a desire on the part of SLPS to enlarge the program to encompass more students/schools to create a radKIDS program in the district, including: the identification of SLPS staff to become radKIDS instructors, the identification of schools, grade levels etc. to be the next phase of offering the radKIDS program to children in the St. Louis Public Schools.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy:

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

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

Department: Community Education

Angela Banks, Budget Director

Requestor:

  
Stacy Clay, Dep. Supt., Institutional Advancement  
Leon Fisher, CFO/Treasurer  
  
Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the I Know Better (INOBT) ("Agency") on this 6<sup>th</sup> day of September, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between INOBT and the St. Louis Public Schools in order to offer Self-Empowerment, Safety Education to a select number children of the SLPS Community Education Schools. This pilot program will introduce the principles of radKIDS® (Resisting Aggression Defensively) and lay the groundwork in hopes of establishing radKIDS® as a program to be offered to all elementary age children in the SLPS. This pilot program will lay the foundation to helping our children gain self-confidence and realize their self-worth.**

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**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)** Meet with INOBTR to coordinate and schedule classes/groups where the radKIDS® program will be taught. Locations, schools, grade levels and numbers of children will be mutually agreed upon. Provide proper, safe locations for the classes; meeting the size, space and availability of consistent locations that have been mutually agreed upon.

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**(b)** Support the principles of radKIDS® through this agreement to the use of class rules and attendant punishment for not following those rules (attached), and to provide in house staff (who would be on site anyway) to assist with those rules and behavior.

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**(c)** Allow the filming of classes for future promotion of classes to be held in SLPS and the Greater St. Louis Area, for documentation of the success of the program and for future use in fund raising activities to promote radKIDS® classes being offered in all SLPS. This will include the admittance of media and film experts during class time. No footage or replication of such will be used without the express permission of SLPS. Families involved in the program will also be issued photo waivers prior to taking classes. Agreement to the waiver is not a condition of being allowed to participate in the class. Fundraising will take place at a later date and will be a second MOU to spell out the use and distribution of the footage and its images.

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**(d)** The terms of the document titled radKIDS® Methods & Principles and attached hereto as "Exhibit A" are also incorporated herein, except where specifically noted.

**6. Obligations of Agency:**

**(a)** Provide Certified radKIDS® instructors at the agreed upon student/teacher ratio to teach at the specified times and locations chosen by INOBTR & SLPS.

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**(b)** Provide the proper supplies, safety equipment and collateral materials needed for the successful implementation of the radKIDS® program, including, but not limited to: t-shirts, wristbands, family resource manuals, safety pads (helmets, knee & elbow pads), and activity related handouts.

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**(c)** Encourage and coordinate media participation to highlight the successful radKIDS® activities at the Community Education Schools of the SLPS, to garner community support of the radKIDS® program generally in the St. Louis area and specifically in SLPS. This will include the coordination of any filming or print documentation of the program and its use.

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**(d)** The terms of the document titled radKIDS® Methods & Principles 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) Successful participation of at least 300 students in the radKIDS® program, in at least 3 different Community Education Schools.

(b) A significant amount of media coverage of the successful radKIDS®/SLPS partnership.

(c) Creating a desire on the part of SLPS to enlarge the program to encompass more students/schools to create a radKIDS® program in the district, including: the identification of SLPS staff to become radKIDS® instructors, the identification of schools, grade levels etc. to be the next phase of offering the radKIDS® program to children in the St. Louis Public Schools.

**8. Term and Termination:** The term of the MOU will be one year from the Effective Date, 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

INOBTB

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

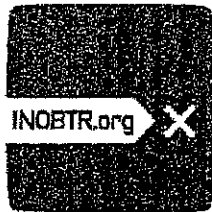
By: \_\_\_\_\_

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

Name: Cindy Schroeder

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

Title: Executive Director



I know better...do you?  
KEEPING KIDS SAFE

## "EXHIBIT A" RadKIDS METHODS & PRINCIPLES

The Core Principles of radKIDS® teach:

- No one has the right to hurt you because you are special.
- You don't have the right to hurt anyone else, including yourself, unless they try to hurt you and then you can stop them!
- If anyone tries to hurt you, trick you, or make you feel bad inside, it's not your fault - so you can tell

And, in keeping with SLPS Core Beliefs, we feel that the following rules support the feeling that "all children can learn, regardless of their socioeconomic status, race or gender". But we believe that learning begins with a respect for one another as displayed by adhering to the following rules:

### radKIDS CLASS RULES

1. Walk, don't run, unless directed by instructor.
2. Keep hands, feet and objects to yourself.
3. Use a quiet voice unless otherwise directed by instructor.
4. Raise your hand and wait to be called on.
5. Follow the directions of your instructor/teacher.
6. Be polite and respect others.
7. Ask questions.
8. Do not use equipment without permission.
9. No competing or practicing with classmates.
10. Report any injuries right away.
11. No horseplay.

And for the benefit of all, the following disciplines will be administered:

### radKIDS REWARDS

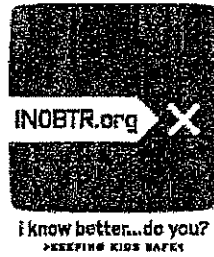
Rewards for appropriate behavior will be given at the end of each class. Some possible rewards are Stickers, Certificates, and/or Grab bag treats.

### radKIDS DISCIPLINE

Below are the steps that will be taken if a child chooses not to follow a rule:

- 1<sup>st</sup> Offense:** Child will receive a warning and his/her name will be written on the board.  
**2<sup>nd</sup> Offense:** Child will be given a time out and a check mark will be placed next to his/her name.  
**3<sup>rd</sup> Offense:** Child will be given one more time out and a second check mark will be placed next to his/her name.





**4<sup>th</sup> Offense:** Child will not be allowed to further participate in that day's class and the child will need to be moved out of the vicinity of the other children (we will work with you to decide what this means).

For severe disruptions such as fighting or hitting the child's parents will be contacted and the child will not be allowed to continue participating in that day's class. (The course of action for this rule will be mutually agreed upon by SLPS and INOBTR and will be adjusted to meet SLPS guidelines. This rule will **not** be contradictory to any current rules for classroom/after school situations.)





# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-21

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding Renewal  
Previous Board Resolution # 12-13-12-10

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

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with Mike Williams to provide therapeutic counseling for students at Long Middle Community Education Full Service School (CEFSS). The MOU will be for the period September 6, 2013 to June 30, 2014.

**BACKGROUND:** A number of Long Middle CEFSS students have experienced trauma from violent homes and communities as well as from war torn countries. In some cases they show behavioral disorders. This is evidenced through referrals and suspensions. The service being provided is therapeutic counseling by a licensed counselor. Goals are set at the beginning of the service with the client. The data to be used to measure the success of the service being provided will be these goals achieved and progress towards these goals.

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: NA		Requisition #: NA
Amount: 0		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: NA

Department: Community Education

Requestor:

Angela Banks, Budget Director

Stacy Clay, Dep. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Mike Williams (Agency") on this 6<sup>th</sup> day of September, 2013

**The purpose of this Memorandum of Understanding is to establish a partnership between Mike Williams and the St. Louis Public Schools in order to provide therapeutic counseling services to students addressing such areas as: reactive attachment disorder, adjustment disorder, pervasive developmental disorder, anxiety, sexual abuse, behavior disorders, attention deficit/hyperactivity disorder, generalized stress and mood disorders. These areas will be addressed through coordination of care with other professionals, art therapy, play therapy and other forms of traditional and non-traditional therapy. The partnership is with the Bevo-Long Community Education Full Service School, Woerner, Buder, Lyon at Blow and Oak Hill Elementary School.**

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

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

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written

confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

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

**5. Obligations of SLPS:**

(a) Provide space for interaction with students, families and/or groups in which confidentiality can be maintained during therapy.

(b) Develop with the agency, student standards for referral and participation in the program. Initiate referrals for potential services by analysis of appropriate SLPS staff.

(c) Provide information necessary and in accordance with SLPS policies for student record confidentiality that may help therapeutic outcomes for the student.

**6. Obligations of Agency:**

(a) Develop with the agency, student standards for referral and participation in the program

(b) Provide therapeutic services as described in the purpose paragraph to the students served.

(c) Communicate, as agreed upon by local SLPS staff and in accordance with the standards for referral and participation.

(d) Maintain and share accurate records and sign in sheets with SLPS on request. Conduct themselves professionally while on school premises or interacting with school students or their families.

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

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

(a) A minimum of 5 students or more will be served.

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(b) A record of the areas addressed and the type of service provided will be made available to the District.

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(c) Measurable Outcomes are established for/with each client at the beginning stages of services and the evaluation/progress on these goals will be made available to school on request and at the time of the MOU resubmission.

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**8. Term and Termination:** The term of the MOU will be from September 6, 2013, through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

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

By: \_\_\_\_\_  
Name: Mike Williams  
Title: Licensed Clinical Therapist, LCSW

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

**Agency:** Mike Williams

**School:** Long Middle Comm. Ed. Full Service School

**From:** September, 2012      **To:** May 24, 2013

**Performance Standard 1:** A record of the areas addressed and the type of service provided will be made available to the District.

**Status:**      Records are available for each client which include areas addressed and type of service provided. This information is available upon request (after parent or caregiver release form is signed).

**Performance Standard 2:** A minimum of 5 students or more will be served.

**Status:**      Seven students received services.

**Performance Standard 3:** Measurable Outcomes are established for/with each client at the beginning stages of services and the evaluation/progress on these goals will be made available to school on request and at the time of the MOU resubmission.

**Status:**      Records for each client that include goals and progress toward each goal are available on request (after parent or caregiver release form is signed).

**Submitted by:** Patrice Crotty

**Date:** July 25, 2013

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

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

**Recommendation:**     Continue                       Discontinue







# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-22

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding Renewal

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

Previous Board Resolution # 12-06-11-05

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with Better Family Life to provide mentoring for students at Long Middle Community Education Full Service School (CEFSS). The MOU will be for the period September 6, 2013 to June 30, 2014.

**BACKGROUND:** A number of Long Middle CEFSS students have experienced trauma from violent homes and communities as well as from war torn countries. In some cases they show behavioral disorders. This is evidenced through referrals and suspensions. The service being provided is mentoring. The data to be used to measure the success of the service being provided will be the number of mentors provided and the frequency of the mentor visits.

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: NA		Requisition #: NA
Amount: 0		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: NA

Department: Community Education

Requestor:

Angela Banks, Budget Director

  
Stacy Clay, Dep. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Better Family Life ("Agency") on this 6th day of September, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Better Family Life and the St. Louis Public Schools in order to provide mentors to Long School 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) Provide space for interaction with students, families and/or groups in confidentiality can be maintained during mentoring.
- (b) Develop with the agency, student standards for referral and participation in the program. Initiate referrals for potential services by analysis by appropriate SLPS staff.
- (c) Provide information necessary and in accordance with SLPS policies for student record confidentiality that may help mentoring outcomes for the student.

**6. Obligations of Agency:**

- (a) Provide group and one-on-one mentoring for students ages 12-17.
- (b) Provide background checks on all agency mentors as well as mentor training.
- (c) Facilitate all mentoring matches through the families of the youth. This includes a family assessment and monthly monitoring of the mentoring relationship. In the event that the agency experiences difficulty in contacting the family, the agency will contact the appropriate school staff immediately.
- (d) Maintain and share logs and sign in sheets with SLPS at the end of each school visit. Conduct themselves professionally while on school premises or interacting with school students or their families.
- (e) Cooperate with SLPS in evaluating the mentoring program results.

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

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

- (a) A minimum of 5 SLPS students will receive a mentor.

(b) Regular interaction with student and mentor throughout the period of the MOU.

(c) Collect and share mentoring logs that document time spent with mentee.

**8. Term and Termination:** The term of the MOU will be from September 6, 2013, through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

Better Family Life

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

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

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

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

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

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

# Memorandum of Understanding

## Performance Standard(s)

### Report

Agency: Better Family Life

School: Long Middle Comm. Ed. Full Service School

From: October, 2012 To: July 25, 2013

**Performance Standard 1:** A minimum of 5 students per school participating will receive a mentor.

**Status:** Three students were successfully matched with mentors. Numerous attempts were made to match an additional 2 students but attempts were unsuccessful.

**Performance Standard 2:** Regular interaction with Student and Mentor throughout the period of the MOU.

**Status:** Regular contact was maintained with two of the three students. The third mentor relationship ended due to financial difficulties.

**Performance Standard 3:** Collect and share mentoring logs that document time spent with mentee

**Status:** This was done.

Submitted by: Patrice Crotty

Date: July 25, 2013

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

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

Recommendation:

Continue

Discontinue





# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-23

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding Renewal

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

Previous Board Resolution # 03-13-12-12

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with Community Conflict Services St. Louis Restorative Justice Program (CCS) to improve school safety by decreasing violence and increasing student attendance by increasing school engagement for students at Long Middle Community Education Full Service School (CEFSS). The MOU will be for the period September 6, 2013 to June 30, 2014.

**BACKGROUND:** A number of Long Middle CEFSS students have experienced trauma from violent homes and communities as well as from war torn countries. In some cases they show behavioral disorders. This is evidenced through referrals and suspensions. The service being provided is faculty training in Restorative Justice components and providing talking circles and restorative justice groups around specific issues and between individual students. The data to be used to measure the success of the service being provided will be students ability to own the consequences of their actions on others and themselves and an increase in the number of students who seek intervention before they receive a referral, and an increase in respectful behavior.

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: NA		Requisition #: NA
Amount: 0		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: NA

Department: Community Education

Requestor:

Angela Banks, Budget Director

Stacy Clay, Dep. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and the Community Conflict Services of Metropolitan St. Louis Restorative Justice Program (CCS) (“Agency”) on this 6<sup>th</sup> of September, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between the Community Conflict Services (CCS) and the St. Louis Public Schools in order to improve school safety by decreasing violent behavior (fighting, bullying, intolerance) and contributing to increase attendance rates by increasing school engagement at Long Middle School.**

**1. Fundraising:** It is understood by The Agency that the SLPS does not endorse any fundraising efforts by the Agency, whether or not associated with the activities and duties contemplated by this MOU.

**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 and CCS 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 office space of CCS staff and interns.
- (b) In accordance with SLPS policies and at the discretion of the Principal, the school will facilitate access to students by CCS, Restorative Justice School Program staff & interns by providing: a) copies or access to student schedules, b) identifying times/locations to meet with students, c) referrals to Restorative Justice, d) a schedule for Talking Circles facilitation, e) access to end of year student attendance and discipline measures/records.
- (c) In accordance with SLPS policies and at the discretion of the Principal, the school will include CCS Restorative School Program staff and interns in meetings which address discipline, identify appropriate students for Restorative Justice activities, including Talking Circles, Restorative Justice Circles, Curricula, offer opportunities to collaborate with other discipline team members (individuals & agencies), and schedule times for trainings in Rest. Justice for SLPS Personnel.
- (d) 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) Deliver Rest. Justice School Program components including: a) Faculty trainings in communication, restorative justice, and circle process, b) Rest. Justice Circles, c) Rest. Justice Curriculum (6 sessions), d) Talking Circle Facilitation.
- (b) Act as a resource to SLPS personnel regarding Restorative Discipline and Restorative Practices and methods such as Talking Circles.
- (c) Maintain standards of care consistent with SLPS policy regarding student safety, discipline, and instruction.
- (d) Provide attendance sign in sheets as requested by Community Education Staff.
- (e) Provide Performance reports on at agreed upon time intervals throughout program.
- (f) The terms of the document titled \_\_\_\_\_ 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) Compliance with signed student Rest. Justice Circle Agreements at 75% or greater for referred students.

(b) Increased ability for students (discipline referral students, curriculum students, and non-referred) to identify how behavior (bullying, fighting, school truancy) resulting in discipline referrals (ISS/OSS/referral, etc.) has an effect on others, themselves, and the school culture as verified by pre/post tests & increases in bystander intervention. Bystander intervention will be measured by referred students identifying an adult for assistance, describing the type of assistance needed, and initiating contact with that adult to articulate that request.

(c) Increased ability of students to demonstrate tolerance for and understanding of opinions/ideas and traditions/behaviors that vary from their own as evidenced by respectful speaking and listening in Talking Circles and measured by survey responses.

**8. Term and Termination:** The term of the MOU will be one year from September 6, 2013 through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

Community Conflict Services

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

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

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

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

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

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

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

**Agency:** Community Conflict Services

**School:** Long Middle Comm. Ed. Full Service School

**From:** January, 2013      **To:** May 24, 2013

**Performance Standard 1:** Compliance with signed student Rest. Justice Circle Agreements at 75% or greater for referred students.

**Status:** There was 94.5 % of the referred students that signed the Rest. Justice Circle Agreements

**Performance Standard 2:** Increased ability for students (discipline referral students, curriculum students, and non-referred) to identify how behavior (bullying, fighting, school truancy) resulting in discipline referrals (ISS/OSS/referral, etc.) has an effect on others, themselves, and the school culture as verified by pre/post tests & increases in bystander intervention. Bystander intervention will be measured by referred students identifying an adult for assistance, describing the type of assistance needed, and initiating contact with that adult to articulate that request.

**Status:** Eighty-eight percent of the students who received services were able to identify how behavior has an effect on others, themselves and the school culture. There were 18 students who referred themselves for services prior to a referral.

**Performance Standard 3:** Increased ability of students to demonstrate tolerance for and understanding of opinions/ideas and traditions/behaviors that vary from their own as evidenced by respectful speaking and listening in Talking Circles and measured by survey responses.

**Status:** One hundred percent of the students showed respect and listened during talking circles. One hundred percent of the students surveyed indicated hearing and learning about opinions/ideas and traditions/behaviors from their own.

**Submitted by:** Patrice Crotty

**Date:** July 25, 2013

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

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

**Recommendation:**

X Continue

Discontinue





# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-24

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding Renewal

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

Previous Board Resolution # 02-16-12-13

**SUBJECT:** To approve the renewal of the Memorandum of Understanding (MOU) with Multicultural Counseling and Research Center to provide therapeutic counseling for students at Long Middle Community Education Full Service School (CEFSS). The MOU will be for the period September 6, 2013 to June 30, 2014.

**BACKGROUND:** A number of Long Middle CEFSS students have experienced trauma from violent homes and communities as well as from war torn countries. In some cases they show behavioral disorders. This is evidenced through referrals and suspensions. The service being provided is therapeutic counseling by a licensed counselor. Goals are set at the beginning of the service with the client. The data to be used to measure the success of the service being provided will be these goals achieved and progress towards these goals.

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: NA		Requisition #: NA
Amount: 0		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: NA

Department: Community Education

Angela Banks, Budget Director

Requestor:

Leon Fisher, CFO/Treasurer

Stacy Clay, Dep. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Multicultural Counseling and Research Center (Agency") on this 6<sup>th</sup> day of September, 2013

**The purpose of this Memorandum of Understanding is to establish a partnership between Multicultural Counseling and Research Center and the St. Louis Public Schools in order to provide therapeutic counseling services to students addressing such areas as: reactive attachment disorder, adjustment disorder, pervasive developmental disorder, anxiety, sexual abuse, behavior disorders, attention deficit/hyperactivity disorder, generalized stress and mood disorders. These areas will be addressed through coordination of care with other professionals, art therapy, play therapy and other forms of traditional and non-traditional therapy. The partnership is with the Bevo-Long Community Education Full Service School, Woerner, Buder, Lyon at Blow and Oak Hill Elementary School.**

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

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

**3. Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written

confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

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

**5. Obligations of SLPS:**

(a) Provide space for interaction with students, families and/or groups in which confidentiality can be maintained during therapy.

---

(b) Develop with the agency, student standards for referral and participation in the program. Initiate referrals for potential services by analysis of appropriate SLPS staff.

---

(c) Provide information necessary and in accordance with SLPS policies for student record confidentiality that may help therapeutic outcomes for the student.

---

**6. Obligations of Agency:**

(a) Develop with the agency, student standards for referral and participation in the program

---

(b) Provide therapeutic services as described in the purpose paragraph to the students served.

(c) Communicate, as agreed upon by local SLPS staff and in accordance with the standards for referral and participation.

---

(d) Maintain and share accurate records and sign in sheets with SLPS on request. Conduct themselves professionally while on school premises or interacting with school students or their families.

---

(e) Will administer baseline assessment, an assessment during treatment, and an assessment at the end of services.

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

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

(a) A minimum of 5 students or more will be served.

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(b) A record of the areas addressed and the type of service provided will be made available to the District.

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(c) Measurable Outcomes are established for/with each client at the beginning stages of services and the evaluation/progress on these goals will be made available to school on request and at the time of the MOU resubmission.

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**8. Term and Termination:** The term of the MOU will be from September 6<sup>th</sup>, 2013, through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

Multicultural Counseling & Research Center  
Richard Rash

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

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

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

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

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

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

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

**Agency:** Multicultural Counseling Center

**School:** Long Middle Comm. Ed. Full Service School

**From:** September, 2012      **To:** May 24, 2013

**Performance Standard 1:** A record of the areas addressed and the type of service provided will be made available to the District.

**Status:** Confidential files are maintained by Multicultural Counseling Center. These files are available for review on request.

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

**Performance Standard 2:** A minimum of 5 students or more will be served.

**Status:** Multicultural Counseling Center served 2 students. They focus on the immigrant and refugee population only and it is more challenging to get HIPPA and FERPA forms back from this population.

**Performance Standard 3:** Measurable Outcomes are established for/with each client at the beginning stages of services and the evaluation/progress on these goals will be made available to school on request and at the time of the MOU resubmission.

**Status:** Goals were developed in the early stages of counseling. Records of progress towards these goals are maintained in the students' file at the Multicultural Counseling Center and are available for review on request.

**Submitted by:** Patrice Crotty

**Date:** July 25, 2013

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

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

**Recommendation:**

X Continue

Discontinue





# BOARD RESOLUTION

Date: August 6, 2013

Agenda Item : 09-05-13-25

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding

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

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with the National Council on Alcoholism and Drug Abuse to provide substance abuse prevention and peer mediation training for students at Long Middle Community Education Full Service School (CEFSS). The MOU will be for the period September 6, 2013 to June 30, 2014.

**BACKGROUND:** A number of Long Middle CEFSS students have experienced trauma from violent homes and communities as well as from war torn countries. In some cases they show behavioral disorders. This is evidenced through referrals and suspensions. The service being provided is substance abuse prevention and peer mediation training. The data to be used to measure the success of the service being provided will be an improvement in knowledge and attitudes of peer mediation, alcohol and other drugs, and improvement in resiliency skills.

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: NA		Requisition #: NA
Amount: 0		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: NA

Department: Community Education

Angela Banks, Budget Director

Requestor:

Leon Fisher, CFO/Treasurer

Stacy Clay, Dep. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and the National Council on Alcoholism and Drug Abuse – St. Louis Area (NCADA) (“Agency”) on this 6<sup>th</sup> of September , 2013 (Date needs to be 6 weeks after submission).

**The purpose of this Memorandum of Understanding is to establish a partnership between the NCADA and the St. Louis Public Schools in order provide substance abuse prevention services to St. Louis Public School 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) Allow NCADA/Agency staff access to students during school hours to deliver substance abuse prevention programs and services.

(b) Assure that teachers and/or students (depending on program) complete evaluation surveys.

(c) Teachers/adult sponsors will remain with the students during the training and will reinforce concepts presented.

**6. Obligations of Agency:**

(a) Schedule substance abuse prevention services with counselors and other staff people within schools.

(b) Provide substance abuse prevention programs to students in St. Louis Public Schools as requests for services and NCADA staff availability coincide.

(c) Administer evaluation surveys to students and/or teachers.

(d) Process surveys to assess program outcomes and make this data available to SLPS on request.

(e) Provide sign in sheets and other services document to SLPS staff on request.

**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) Improvement in knowledge about Peer Mediation, Alcohol, tobacco and other drugs – dependent on program offered.

(b) Improvement in resiliency skills, e.g., social competency, friendship, self-esteem, anger management, decision making – depending on the goal of the program chosen by the school.

(c) Improvement in attitudes regarding the dangers of using alcohol, tobacco or other drugs.

8. **Term and Termination:** The term of the MOU will be September 6, 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

National Council on Alcoholism and Drug Abuse – St. Louis Area (NCADA)

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

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

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

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

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

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







# BOARD RESOLUTION

Date: August 2, 2013

Agenda Item : 09-05-13-26

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding

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

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with the University of Missouri on behalf of the School and Family Counseling Center to provide group therapeutic counseling for students at Long Middle Community Education Full Service School (CEFSS). The MOU will be for the period September 6, 2013 to June 30, 2014.

**BACKGROUND:** A number of Long Middle CEFSS students have experienced trauma from violent homes and communities as well as from war torn countries. In some cases they show behavioral disorders. This is evidenced through referrals and suspensions. The service being provided is therapeutic group counseling by licensed counselors. Goals are set at the beginning of the service with the client. The data to be used to measure the success of the service being provided will be these goals achieved and progress towards these goals.

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: NA		Requisition #: NA
Amount: 0		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: NA

Department: Community Education

Requestor:

Angela Banks, Budget Director

  
Stacy Clay, Dep. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding (“MOU”) is entered into by and between the Saint Louis Public Schools (“SLPS”) and the University of Missouri on behalf of the School and Family Counseling Center (“Agency”) on this 6<sup>th</sup> of September, 2013 (Date needs to be 6 weeks after submission).

**The purpose of this Memorandum of Understanding is to establish a partnership between the University of Missouri on behalf of the School and Family Counseling Center and the St. Louis Public Schools in order to provide therapeutic counseling services to students, addressing such areas as self-esteem. This will be accomplished through group 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, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

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

**5. Obligations of SLPS:**

(a) Provide space for interaction with students, families and/or groups in which confidentiality can be maintained during therapy.

(b) Develop with the agency, student standards for referral and participation in the program. Initiate referrals for potential services by analysis by appropriate SLPS staff.

(c) Provide information necessary and in accordance with SLPS policies for student record confidentiality that may help therapeutic outcomes for the students.

**6. Obligations of Agency:**

(a) Develop with the agency, student standards for referral and participation in the program.

(b) Provide therapeutic services as described in the purpose paragraph to the students served.

(c) Communicate, as agreed upon by local SLPS staff and in accordance with the standards for referral and participation.

(d) Maintain and share accurate records and sign in sheets with SLPS on request. Conduct themselves professionally while on school premises or interacting with school students or their families.

(e) Will administer baseline assessment, an assessment during treatment, and an assessment at the end of services.

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

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

- (a) A minimum of 5 students will be served.
- (b) A record of the psycho/emotional/social/behavioral areas and the type of service provided will be made available to SLPS.
- (c) Measurable outcomes are established for/with each client at the beginning stages of services and the evaluation/progress on these goals will be made available to the school on request and at the time of the MOU resubmission.

**8. Term and Termination:** The term of the MOU will be September 6, 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 Curators of the University of Missouri on  
behalf of the University of Missouri – St. Louis

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

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

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

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

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

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





# BOARD RESOLUTION

Date: August 1, 2013

Agenda Item : 09-05-13-27

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding

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

**SUBJECT:** To approve the Memorandum of Understanding (MOU) with the Girls Scouts of Eastern Missouri to provide programs that support a violence free learning environment and encourage students to explore unconventional learning and career opportunities. The MOU will be for the period September 6, 2013 to June 30, 2014.

**BACKGROUND:** The Girls Scouts of Eastern Missouri have been providing programs to SLPS students such as the ones mentioned above for a number of years. These programs are coordinated through the principal in each school.

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: NA		Requisition #: NA
Amount: 0		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: NA

Department: Institutional Advancement

Requestor:

Angela Banks, Budget Director

\_\_\_\_\_

Stacy Clay, Dep. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

\_\_\_\_\_

Dr. Kelvin R. Adams, Superintendent

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

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and the Girl Scouts of Eastern Missouri, Inc. ("Agency") on this 6th day of September, 2013.

**The purpose of this Memorandum of Understanding is to establish a partnership between Agency and the St. Louis Public Schools in order to enrich and enhance the education experience of SLPS students.** Agency will also support the efforts of teachers and counselors to provide a violence free learning environment through our anti-bullying programs and encourage students to explore unconventional learning and career opportunities through our STEM and Robotics programs.

**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.** It is agreed that as set forth by IRS private letter ruling, Agency's largest annual activity (cookie program) constitutes a "program", rather than "fundraising" activity.

**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 will provide the meeting space for the programs** \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**6. Obligations of Agency:**

(a) Provide a letter to SLPS certifying that Agency shall conduct background checks on all employees and volunteers providing services under this MOU, and that all such employees and volunteers have met the requirements set forth in this MOU.

(b) Provide programming within SLPS schools including; PAVE (Project Anti-Violence Education), BFF Groups (Be a Friend First), Taste of World Friendship for Summer Schools, Summer Academies, Robotics, Imagine Series (STEM) and TUF (Transform Your Future). Detailed descriptions, objectives and outcomes are outlined on the attached document.

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

\_\_\_\_\_

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

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

(a) Pre- and post-surveys with teachers and counselors will be conducted for each program and outcomes provided.

(b) Students participating in programs will receive surveys as agreed upon by SLPS. We will measure against the objectives outlined on the attached document.

(c) We believe strongly that the greatest success and improvement will occur when Agency is allowed to conduct programs over several years, providing a continuity of content and reinforcement behavior change or opportunity, depending on the program.

**8. Term and Termination:** The term of the MOU will be from September 6, 2013(the Effective Date) through June 30, 2014, unless earlier terminated by either party by providing thirty (30) days' written notice to the person who has signed as a representative of each party below.

Saint Louis Public Schools

(Agency)

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

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

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

Name: Carl Hill

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

Title: Chief Finance & Admin. Officer





# BOARD RESOLUTION

**NEW ITEM**

Date: August 26, 2013

Agenda Item : 09-05-13-28

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Jesse Dixon, Special Projects Assistant

Action to be Approved: Contract

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

RFP/Bid # 044-1213

**SUBJECT:** To approve the contracts with Blueprint Schools Network to provide Math Tutoring and Catapult Learning to provide English-Language Arts Tutoring for students in the St. Louis Public Schools. The total combined cost of the program will not exceed \$4,500,000 during the period October 1, 2013 to June 30, 2014. The two primary funding sources for the Math and English Language Arts Tutoring Initiative are the new Cadre 3 School Improvement Grant (SIG) funds and Title I funding. For the eight newly designated Cadre 3 SIG schools, this initiative was written into the grant application reviewed by the Missouri Department of Elementary and Secondary Education (DESE).

**BACKGROUND:** The vendors were selected through the RFP process. Blueprint Schools Network was selected to provide Math Tutoring and Catapult Learning was selected to provide English-Language Arts Tutoring. In total, more than 2,000 students will be provided with in-school tutoring in Math and/or English-Language Arts during the period October 1, 2013 to June 30, 2014. This in-school tutoring initiative is designed based on successful models in other urban school districts where significant and rapid achievement gains have been made in low-performing schools. Key elements of the model include the following:

Full-year, in-school tutoring programming providing individualized instruction to targeted students; Highly-qualified educators recruited, screened, selected, trained and evaluated solely for this purpose; Close coordination with principals and teachers to ensure curriculum and interventions aligned with regular classroom instruction; Tutorials with groupings of no more than four students at a time for 45-minutes a day, every school day; Individual tutors would serve no more than a caseload of 30 students throughout the school year; and Tutoring is focused on tested grade levels in mathematics and English-language arts

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: 814-A2-234-1186-6319	Non-GOB	Requisition #:
Amount: \$1,500,000.00		
Fund Source: 819-UG-294-1186-6319	Non-GOB	Requisition #:
Amount: \$1,500,000.00		
Fund Source: 814-A2-293-1186-6319	Non-GOB	Requisition #:
Amount: \$1,500,000.00		
Cost Not to Exceed: \$4,500,000.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: Various

Department: Academics

Requestor:

Jesse Dixon, Special Projects Assistant

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

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



August 12, 2013

MEMORANDUM

**TO:** Rick Schaeffer, Purchasing Department  
**FROM:** Jesse Dixon  
**RE:** Bid Evaluation Record for RFP 044-1213 Math and English Language Arts Tutoring Program

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The evaluation began on July 22, 2013 at 2:00 p.m. The evaluation committee consisted of the following:

Cleopatra Figgures	Deputy Superintendent of Accountability and Academics	SLPS
Sheila Smith-Anderson	Executive Director of Curriculum and Instruction	SLPS
Kevin Coyne	Senior Risk Management Specialist	SLPS
Anna Munson	Executive Director of Grants Management	SLPS
Rick Schaeffer	Procurement Analyst	SLPS
Jesse Dixon	Special Projects Assistant	SLPS

Bids from the following companies were evaluated and recorded as follows:

Company Name	Bid Amount	Overall Score	Award (Y/N)
Catapult Learning	\$4,721,722.00	60	Y
St. Louis Tutoring Company	\$1,938,000.00	56	N
Learn It Systems	\$8,157,389.00	52	N
Sylvan Learning	\$5,700,000.00	57	N
Blueprint Schools Network	\$2,987,500.00	60	Y

One copy of the group evaluation scoring is on file along with this evaluation record in the Academic Services Office.







# BOARD RESOLUTION

Date: August 23, 2013

Agenda Item : 09-26-13-01

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Contract Increase/Decrease

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

Previous Board Resolution # 07-25-13-10

Prior Year Cost \$862,524.00

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

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

Accountability Plan Goals: Goal II: Highly Qualified Staff

Objective/Strategy: II.

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

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

Department: Student Support Services

Requestor: Stacy Clay

\_\_\_\_\_  
Stacy Clay, Dep. Supt., Institutional Advancement

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

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

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







# BOARD RESOLUTION

Date: August 26, 2013  
 To: Dr. Kelvin R. Adams, Superintendent  
 From: Dr. Cleopatra Figures,

Agenda Item: 09-26-13-02  
 Action:

Action to be Approved: **Contract Renewal**      Other Transaction Descriptors:  
 (i.e.: Sole Source, Ratification)  
 Previous Board Resolution # 10-18-12-01 and 06-27-13-67  
 Prior Year Cost      \$280,459.70

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

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

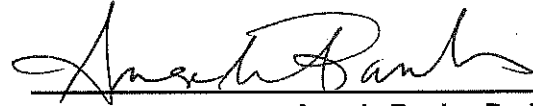
**Accountability Plan Goals:** Goal IV: Parent Community Involvement      **Objective/Strategy:** IV.A.


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

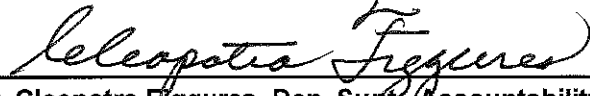
Fund Source: 802-00-110-2325-6319	GOB	Requisition #:
Amount: \$173,604.20		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost not to Exceed: \$173,604.20	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600014402

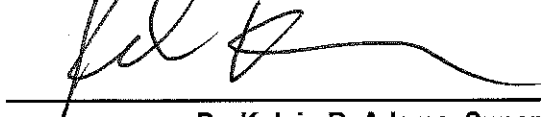
Department: Academics

Requestor:

  
 Angela Banks, Budget Director

  
 Leon Fisher, CFO/Treasurer

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

  
 Dr. Kelvin R. Adams, Superintendent





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-03

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 09-27-12-07

Prior Year Cost \$15,000.00

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

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

Accountability Plan Goals: Goal III: Facilities, Resources Support

Objective/Strategy: III.A.

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

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

Department: Information Technology

Requestor: Cheryl L VanNoy

Cheryl VanNoy, Exec. Dir., Technology Services

Mary M. Houlihan, Dep. Supt., Operations

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



## Vendor Performance Report

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

## VENDOR PERFORMANCE REPORT INSTRUCTIONS

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

### Performance Ratings Guidelines

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

### Performance Categories Descriptions

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





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-04

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Membership Renewal

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

Previous Board Resolution # 08-23-12-12

Prior Year Cost \$10,400

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

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

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

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

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

Department: Metro High School

Requestor: Wilfred Moore/T. Gremaud

Angela Banks, Budget Director

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

Leon Fisher, CFO/Treasurer

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

Dr. Kelvin R. Adams, Superintendent





International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

# Sales invoice Facture Factura

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

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

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

Payment due by  
Païement échu près  
Pago debido cerca

01-SEP-13

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

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

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

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

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

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





# BOARD RESOLUTION

Date: August 19, 2013

Agenda Item : 09-26-13-05

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Purchase of Good (s)

Other Transaction Descriptors: 3 Quotes Requested  
(i.e.: Sole Source, Ratification)

RFP/Bid # Ratify an Emergency Approval to Purchase a Chiller for Herzog Elementary

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

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

Accountability Plan Goals: Goal III: Facilities, Resources Support

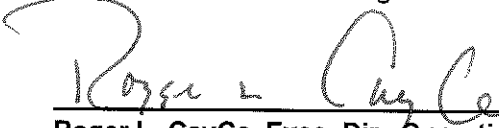
Objective/Strategy: III.C.1

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

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

Department: Operations

Requestor: Linda C. McKnight

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

  
Mary M. Houlihan, Dep. Supt., Operations

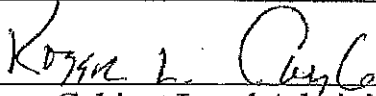
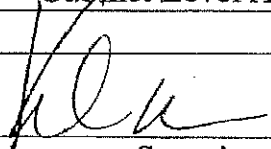
  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent



## EMERGENCY PURCHASE REQUEST (Non-Construction)

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

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



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

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

Date: 5/23/2013

Requestor completes this section only.

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

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

Project Description: Replace 170 ton Carrier chiller

Location/School: Herzog Elementary

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

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

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

**Construction Project Management Office Use**

Project Manager assigned: Mike Dobbs

Project Manager Signature: *Michael Dobbs* Date: 5/23/13

Recommended Vendor: American Boiler and Mechanical Amount: \$ 93,700.00

Budget Analyst: Linda McKnight

Budget Analyst Signature: *Linda McKnight* Date: 5-23-13

**Operation's Office Use**

Budget Type  Bond- (HVAC) \$ 79,235.60  Prop S  GOB Boiler repair contract \$ 14,464.40  Special Projects

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

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

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

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

Roger L. Cayce Executive Director of Operations Date: 5/22/13

**Construction Program Management Office Use**

Letting Number: \_\_\_\_\_ Funding Source: \_\_\_\_\_

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



# American Boiler & Mechanical

www.americanboilemech.com

## PROPOSAL

May 1, 2013

Quote No: BR13-192

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

Attention: Mike Dobbs

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

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

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

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

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

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

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

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

5 year compressor parts only warranty

The lump sum for the Option 2 above would be:

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

---

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

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

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





**American Boiler & Mechanical**

www.americanboilermech.com

**TERMS AND CONDITIONS**

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

**CREDIT CARDS**

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

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

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

Robert Roland

Robert Roland – Branch Manager

May 1, 2013

Date of Proposal

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

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

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

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

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

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





Excellence in ● Design Build ● LEED ● Construction Management

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

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

Dear Sir/Madam:

**APPLICABLE CODES:**

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

**DESIGN CONDITIONS:**

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



## **HVAC**

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

### **Herzog**

- One (1) nominal 170 ton air cooled chiller

### **GRADE:**

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

### **CONTROLS:**

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

### **ELECTRICAL:**

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

### **QUALIFICATIONS:**

#### **Included:**

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

#### **Excluded:**

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

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

Total price :

\$95,843.00

Respectfully Submitted,



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





# BOARD RESOLUTION

Date: August 22, 2013

Agenda Item : 09-26-13-06

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Purchase of Good (s)

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

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

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

Accountability Plan Goals: Goal I: Student Performance

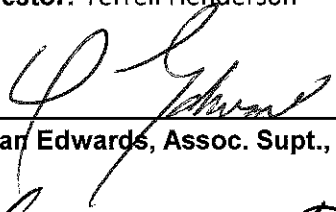
Objective/Strategy: I.B.

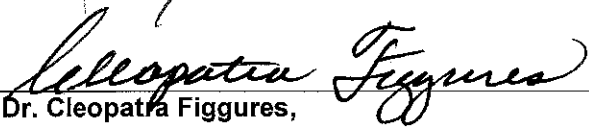
FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type - 2218 Function- 6411 Object Code)

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

Department: Beaumont High School

Requestor: Terrell Henderson

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

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

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent

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

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

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





# BOARD RESOLUTION

Date: August 23, 2013

To: Dr. Kelvin R. Adams, Superintendent

From: Leon Fisher, CFO/Treasurer

Agenda Item: 09-06-13-07

Action:

Action to be Approved: Contract

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

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

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

Accountability Plan Goals: Goal V: Governance

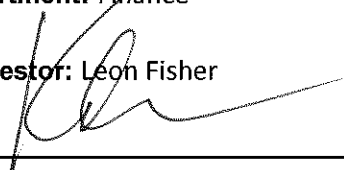
Objective/Strategy: III.D.


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

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

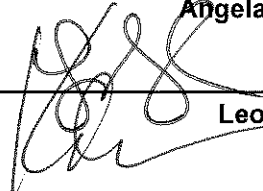
Department: Finance


Requestor: Leon Fisher

  
\_\_\_\_\_

  
Mary M. Houlihan, Dep. Supt., Operations

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

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

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







# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item: 09-26-13-08

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Althea Albert-Santiago, Director, Food Service

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 09-27-12-04

Prior Year Amount \$18,748.80

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

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

Accountability Plan Goals: Goal III: Facilities, Resources Support

Objective/Strategy: III.G.

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

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

Department: Food and Nutrition Services

Requestor:

Althea Albert-Santiago, Director, Food Service

Mary M. Houlihan, Dep. Supt., Operations

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

**Agreement to Furnish Food Service**

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

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

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

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

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

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

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

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





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-06-13-09

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 10-18-12-16

Prior Year Cost \$22,590.00

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

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

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.A.3.d

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

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

Department: Student Support Services

Requestor: Judith King

Stacy Clay, Dept. Supt., Institutional Advancement

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

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

## Sole Source Checklist

### 1. Check one of the following:

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

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

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

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

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

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

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

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

- Document a search for additional suppliers.

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

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

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

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

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

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

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

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

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

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

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

- Complete Emergency Purchase Form.

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



## Vendor Performance Report

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

## VENDOR PERFORMANCE REPORT INSTRUCTIONS

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

### Performance Ratings Guidelines

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

### Performance Categories Descriptions

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







# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item: 09-26-13-10

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 10-18-12-18

Prior Year Cost \$14,000.00

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

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

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.A.3.d

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

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

Department: Student Support Services

Requestor: Judith King

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Stacy Clay, Dept. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

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

## Sole Source Checklist

### 1. Check one of the following:

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

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

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

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

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

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

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

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

- Document a search for additional suppliers.

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

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

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

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

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

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

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

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

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

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

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

- Complete Emergency Purchase Form.

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



## Vendor Performance Report

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

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

**Performance Ratings Guidelines**

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

**Performance Categories Descriptions**

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





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-2613-11

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: **Contract Renewal**

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

Previous Board Resolution # 10-18-12-17

Prior Year Cost \$26,320.00

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

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

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.A.3.d

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

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

Department: Student Support Services

Requestor: Judith King

Angela Banks, Budget Director

Leon Fisher, CFO/Treasurer

Stacy Clay, Dept. Supt., Institutional Advancement

Dr. Kelvin R. Adams, Superintendent





# REQUEST FOR SOLE SOURCE PURCHASE

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

## Sole Source Checklist

### 1. Check one of the following:

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

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

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

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

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

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

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

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

- Document a search for additional suppliers.

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

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

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

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

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

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

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

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

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

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

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

- Complete Emergency Purchase Form.

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

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



## Vendor Performance Report

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

## VENDOR PERFORMANCE REPORT INSTRUCTIONS

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

### Performance Ratings Guidelines

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

### Performance Categories Descriptions

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





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-12

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 10-18-12-15

Prior Year Cost \$23,350.00

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

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

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: 1.A.3.d

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

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

Department: Student Support Services

Requestor: Judith King

Angela Banks, Budget Director

Stacy Clay, Dept. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



# REQUEST FOR SOLE SOURCE PURCHASE

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

## Sole Source Checklist

### 1. Check one of the following:

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

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

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

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

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

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

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

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

- Document a search for additional suppliers.

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

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

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

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

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

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

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

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

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

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

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

- Complete Emergency Purchase Form.

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





## Vendor Performance Report

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

## VENDOR PERFORMANCE REPORT INSTRUCTIONS

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

### Performance Ratings Guidelines

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

### Performance Categories Descriptions

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





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-13

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Membership Renewal

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

Previous Board Resolution # 09-27-12-06

Prior Year Cost \$33,275.00

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

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

Accountability Plan Goals: Goal I: Student Performance

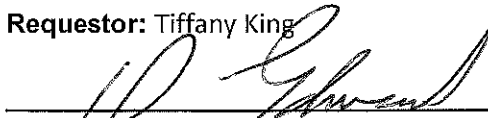
Objective/Strategy: 1.A

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

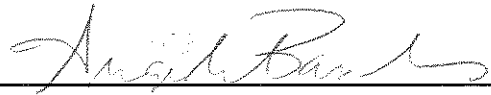
Fund Source: 816-V3-293-1151-6319	Non-GOB	Requisition #:
Amount: \$27,080.00		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$27,080.00	<input type="checkbox"/> Pending Funding Availability	Vendor #: 600010956

Department: AVID

Requestor: Tiffany King

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

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

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent



**Attachment A**

**AVID Implementation Pricing Schedule:**

**1. School System:**

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

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

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

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

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

**4. District Director:**

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

**5. Member Schools:**

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

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

**Subtotal Schools**

Secondary	8
Total Schools:	8

**6. Fee Schedule:**

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

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

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

**District Director(s)**

Tiffany King :

**ADL Training Status**  
 Completed ADL Training

Tiffany King:

No Charge

Total District Director Professional Learning Services Price =

\$0.00

**TOTAL 2013-2014 IMPLEMENTATION PRICE**

Contract signed and returned on or before May 1, 2013

\$27,080.00

Plus applicable taxes

OR

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

\$27,080.00

Plus applicable taxes







# BOARD RESOLUTION

Date: August 26, 2013

Agenda Item: 09-26-13-14

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding

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

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

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

Accountability Plan Goals: Goal IV: Parent Community Involvement

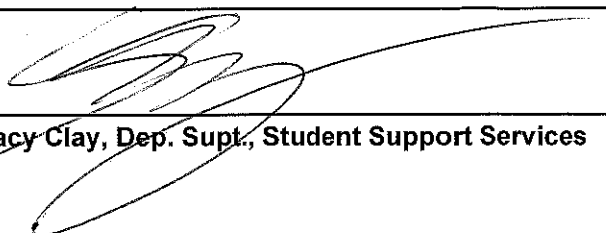
Objective/Strategy: IV.A.

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


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

Department: Special Education

Requestor:

  
Stacy Clay, Dep. Supt., Student Support Services

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

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

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

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

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

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

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

**5. Obligations of SLPS:**

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**6. Obligations of Agency:**

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

\_\_\_\_\_

(b) Acquire appropriate state licensing as needed.

\_\_\_\_\_

(c) Complete necessary building permits.

\_\_\_\_\_

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

\_\_\_\_\_

(f) Provide attendance data as requested.

\_\_\_\_\_

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

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

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

\_\_\_\_\_

(b) Parent Satisfaction survey

\_\_\_\_\_

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

\_\_\_\_\_

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

Saint Louis Public Schools

YMCA

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

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

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

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

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

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





# BOARD RESOLUTION

Date: August 21, 2013

Agenda Item : 09-26-13-15

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved:  
Memorandum of Understanding

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

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

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

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

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

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

Department: Institutional Advancement

Requestor:

Angela Banks, Budget Director

Rachel Seward, Dep. Supt., Institutional Advancement

Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

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

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

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

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

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



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

**5. Obligations of SLPS:**

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

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

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

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

**6. Obligations of Agency:**

(a) Provide resources to deserving students.

(b) Provide transportation

(c) Provide space to complete donation activity.

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

Saint Louis Public Schools

(Agency)

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

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

Name: Dr. Kelvin R. Adams

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

Title: Superintendent

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





# BOARD RESOLUTION

Date: August 26, 2013

Agenda Item: 09-86-13-16

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Adrienne Lacey-Bushell

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

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

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

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

Accountability Plan Goals: Goal IV: Parent Community Involvement

Objective/Strategy: IV.A.

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

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

Department: Special Education

Requestor:

Dr. Adrienne Lacey-Bushell,  
Special Education Executive Director

Rachel Seward, Dep Supt., Institutional  
Advancement

Angela Banks, Budget Director

Kelvin Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

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

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

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

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

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

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

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

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

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

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

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

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

## **7. Joint Responsibilities:**

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

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

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

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

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

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

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

Notice of termination to SLPS shall be sent to:

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

Notice of termination to the University shall be sent to:

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

With a copy sent to:

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

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



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

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

St. Louis Public Schools

Saint Louis University

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

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

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

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

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

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





# BOARD RESOLUTION

Date: August 16, 2013

Agenda Item: 09-26-13-17

To: Dr. Kelvin R. Adams, Superintendent

Action:

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

Action to be Approved: Purchase of Software License

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

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

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

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy:

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

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

Department: Clyde C. Miller Career Academy

Requestor: Michael Brown

Angela Banks, Budget Director

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

Leon Fisher, CFO/Treasurer

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

Dr. Kelvin R. Adams, Superintendent



Quote ID: 37417

Quote Date: 08/09/13

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

Valid Until: 09/08/13

**Client Information**

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

**Order Information**

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

*See Next Page for Quote Acceptance*



**Quote ID:** 37417

**Acceptance**

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

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

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

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



# REQUEST FOR SOLE SOURCE PURCHASE

<b>Requestor:</b> Michael Brown, Principal	<b>Date:</b> August 20, 2013
<b>Department / School:</b> Clyde C. Miller Career Academy	<b>Phone Number:</b> (314) 371-0394
<i>Definition: Sole Source is a good or service that is <u>only</u> available from one (1) source (vendor manufacturer, etc...)</i>	
<b>Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)</b>	
<p>The purchase of good with Achieve3000 Inc. for 250 licenses for student use of the company's Achieve3000 differentiated literacy program to be used August 19, 2013 through May 31, 2014 at a cost not to exceed \$12,000.</p>	
<b>Vendor Name:</b> Achieve3000 Inc.	<b>Email:</b> <a href="mailto:susan.ryan@achieve3000.com">susan.ryan@achieve3000.com</a>
<b>Vendor Contact:</b> Susan Ryan	<b>Phone Number:</b> (636) 795-5547
<b>Justification Information</b>	
<b>1. Why the uniquely specified goods are required?</b>	
<p>Miller Career Academy proposes the purchase of Achieve3000 licenses to increase students' proficiency in reading non-fiction texts and in constructing written arguments. The Achieve3000 program benefits students by providing differentiated literacy instruction and non-fiction reading material for students. The program uses the LevelSet and the Lexile® Framework for Reading to measure students' reading ability and to track reading progress throughout the year (Achieve3000, Inc.).</p>	
<b>2. Why good or services available from other vendors /competitors are not acceptable?</b>	
<p>Achieve3000 provides the most effective range of content-specific non-fiction texts of any educational product examined. The database of texts is updated on a weekly basis and is available at reading levels ranging from Kindergarten through post-high school. During a three-month pilot of the program during the Spring 2013 semester at Miller Career Academy, the 460 students who used the program demonstrated a mean reading level gain of 58.2 Lexile points, exceeding the expected gain by 39.1 points for the time period. Average reading level growth was significantly higher than three months, with many students achieving approximately one year of growth. Miller Career Academy desires to purchase this specific good because the school wants to expand the scope of reading level achievement and Lexile growth. Success of the service will be assessed by monthly LevelSet reading assessments.</p>	
<b>3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)</b>	
<p>The original quote for 250 licenses, implementation materials, and comprehensive learning and support services was \$15,925.00. However, the company offered Miller Career Academy a discount of \$3,925.00, thus resulting in a total price of \$12,000.00.</p>	
<b>4. List the Names of other Vendors contacted &amp; Price Quotes:</b>	
<p>In prior years, Miller Career Academy has used Study Island, which is available at approximately \$175 per student per year. Study Island was included in Miller Career Academy's School Improvement Plans up until 2012-13, and the product was purchased each year using Title I funds. However, the school's use of Achieve3000 produced far greater measurable student gains than Study Island.</p> <p>Other Available Products:</p> <ul style="list-style-type: none"> <li>1) Scholastic Read 180-60 Student License Package Enterprise Edition: \$37,000</li> <li><input type="checkbox"/> Add 60 Student Licenses: \$29,950</li> <li><input type="checkbox"/> Add 30 Student Licenses: \$17,500</li> <li><input type="checkbox"/> Add 5 Student Licenses: \$3,545</li> <li><input type="checkbox"/> Student Books (16 Titles): \$399</li> </ul>	

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

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

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

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

Department Head	Date
CFO	Date
Superintendent	Date

## Sole Source Checklist

### 1. Check one of the following:

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

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

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

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

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

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

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

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

- Document a search for additional suppliers.

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

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

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

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

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

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

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

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

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

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

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

- Complete Emergency Purchase Form.

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



## 2012 - 2013 Achieve3000® Performance Report Highlights

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

Total Classes	33
Total Teachers	21
Total Students	460

## The Race to 1300 Lexile®

The required reading level for college and career readiness



How are your students performing?

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

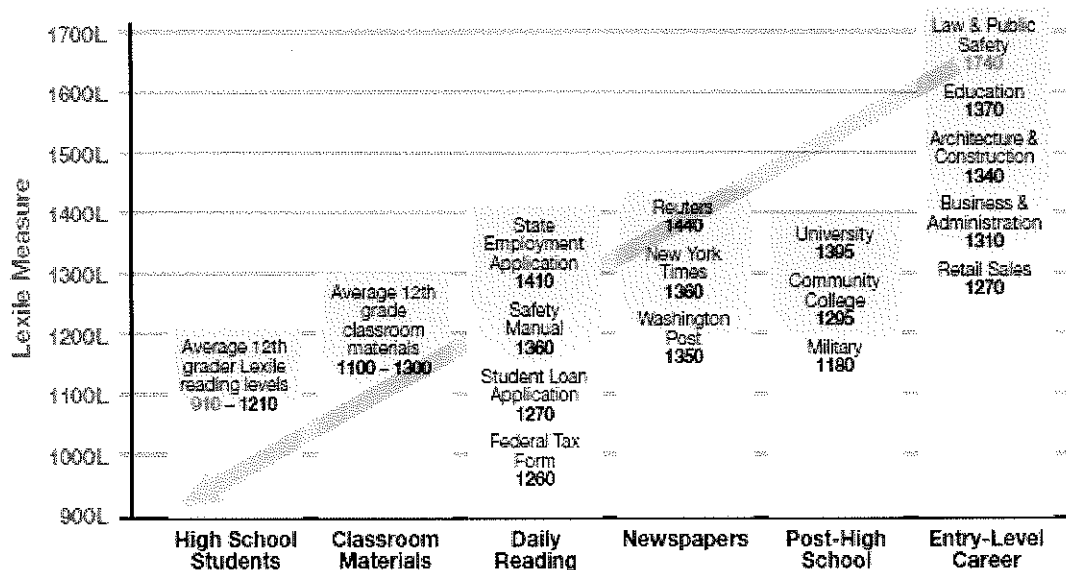
  
**ACHIEVE3000**  
believe

The Leader in Differentiated Instruction

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

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

## College and Career Lexile Levels



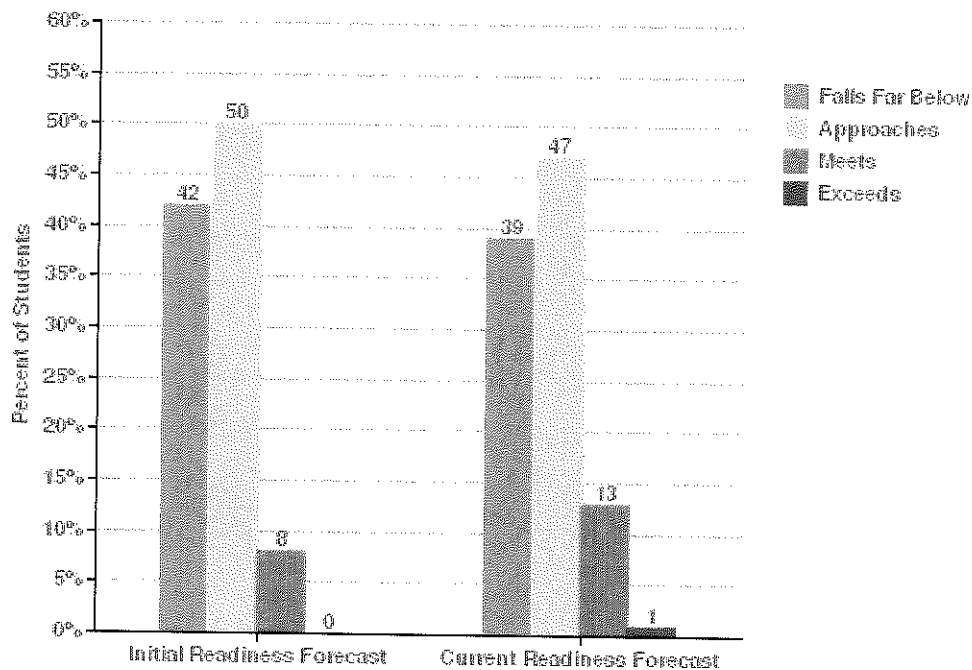
The chart above shows the gap between where students' Lexile levels are today and where they need to be in order to succeed in college and in various careers. As your digital partner, Achieve3000 will help you meet the challenges of college and career readiness successfully, enabling all of your students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

## How are your students progressing?

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

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

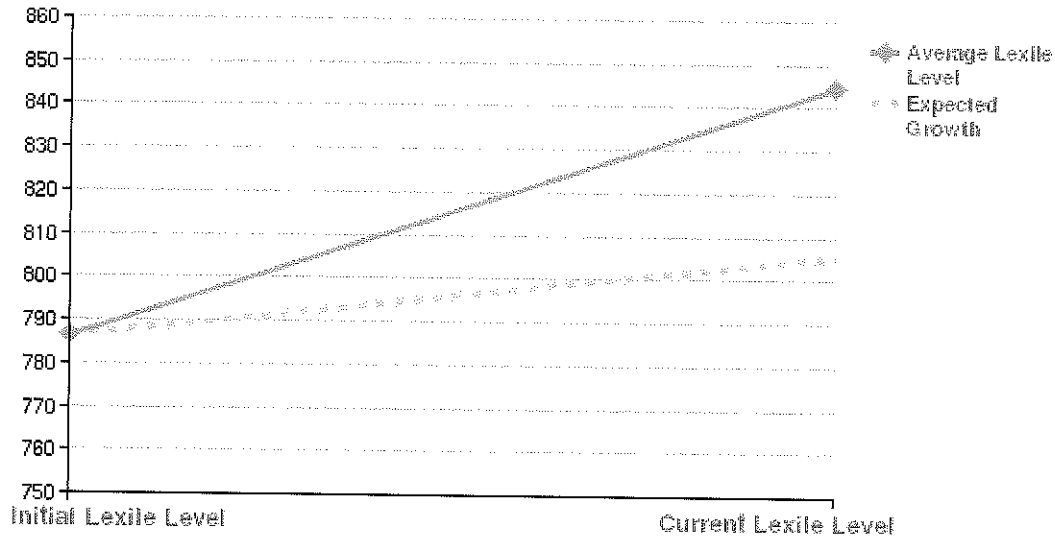
## How have students progressed towards college and career readiness?



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

Source: MetaMetrics

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



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

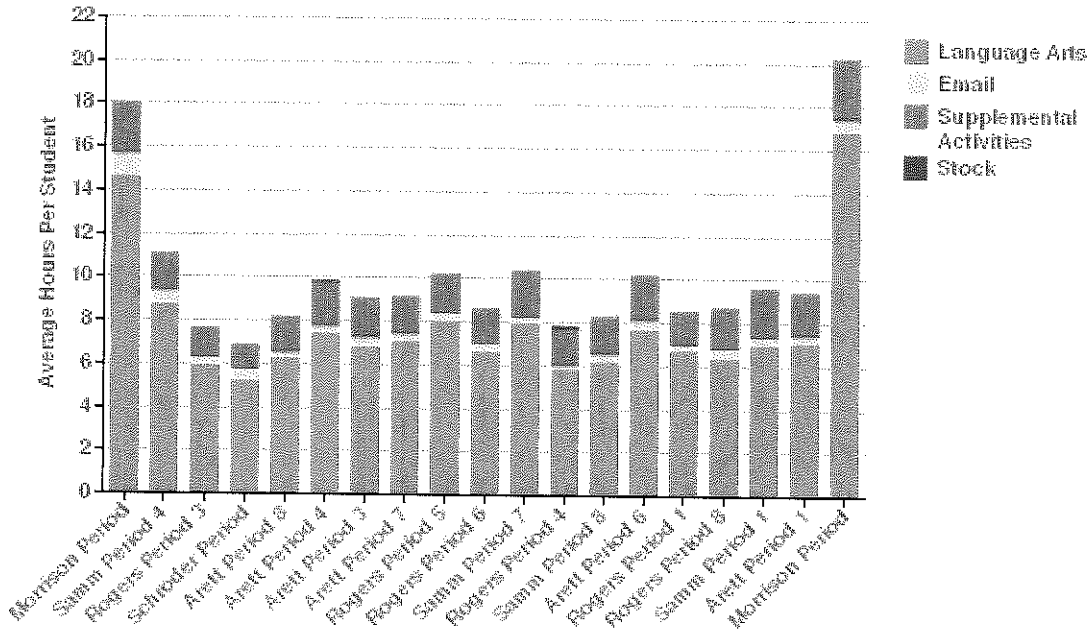
*Achieve3000 uses LevelSet and the Lexile® Framework for Reading to measure students' reading ability and to track reading progress throughout the year. Our solutions assess student Lexile levels on an ongoing basis and deliver rigorous nonfiction materials that are scientifically matched to each student's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

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

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Source: MetaMetrics

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



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

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

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



## Participating Classes

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

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

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## **ABOUT ACHIEVE3000®**

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







# BOARD RESOLUTION

Date: August 22, 2013

Agenda Item : 09-06-13-18

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. James Henderson, Chief Human Resource Officer

Action to be Approved: Policy Adoption/Change

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

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

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

Accountability Plan Goals:

Objective/Strategy:

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

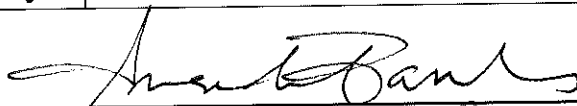
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Human Resources

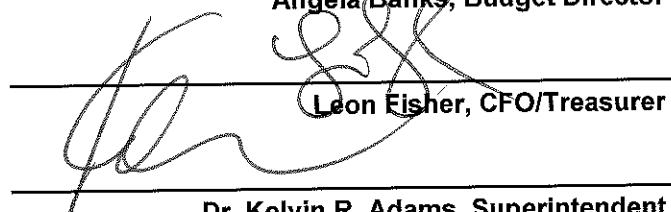
Requestor:

  
Dr. James Henderson, Chief Human Resource Officer

  
Mary M. Houlihan, Dep. Supt., Operations



Angela Banks, Budget Director



Leon Fisher, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent



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

# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION



# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

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



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

St. Louis Public Schools Teacher Evaluation

Self-Assessment

Teacher \_\_\_\_\_

Tenured

Probationary

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

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

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

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

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

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

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

## St. Louis Public Schools Teacher Evaluation

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

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

## St. Louis Public Schools Teacher Evaluation GLOSSARY

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

## St. Louis Public Schools Teacher Evaluation

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

## St. Louis Public Schools Teacher Evaluation Evaluation Timeline

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

**Notes:**

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

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



## St. Louis Public Schools Teacher Evaluation

### TEACHER EVALUATION CRITERIA WITH DESCRIPTORS

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

Formatted Table

## St. Louis Public Schools Teacher Evaluation

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

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

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

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

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

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

NOTES:

## St. Louis Public Schools Teacher Evaluation

### Standard 1: Planning and Preparation

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

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## St. Louis Public Schools Teacher Evaluation

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

## St. Louis Public Schools Teacher Evaluation

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

## St. Louis Public Schools Teacher Evaluation

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

## St. Louis Public Schools Teacher Evaluation

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



## St. Louis Public Schools Teacher Evaluation

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

## St. Louis Public Schools Teacher Evaluation

### Standard 4: Professional Responsibility

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

## St. Louis Public Schools Teacher Evaluation

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

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## St. Louis Public Schools Teacher Evaluation

### Standard 5: Student Growth

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

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

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## St. Louis Public Schools Teacher Evaluation

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

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

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

Teacher \_\_\_\_\_

School \_\_\_\_\_

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

Date \_\_\_\_\_

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

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

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

NOTES:

St. Louis Public Schools Teacher Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teacher \_\_\_\_\_

Tenured  Probationary

School \_\_\_\_\_

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

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

Date \_\_\_\_\_

Type of Plan:  Enrichment  Progressing Toward Proficiency  Noted for Development

Objectives (Applicable descriptors and expected level of performance):

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



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

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

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

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

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

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

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

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

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# St. Louis Public Schools Teacher Evaluation TEACHER EVALUATION REPORT

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

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

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

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

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

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

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## St. Louis Public Schools Teacher Evaluation

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

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

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

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

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

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

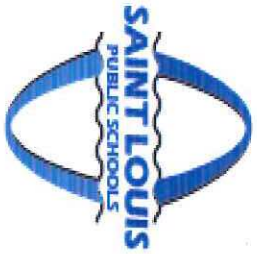
ADMINISTRATOR AT LOCATION \_\_\_\_\_

Distribution: Personnel File  
 Principal  
 Employee

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

## St. Louis Public Schools Teacher Evaluation

COMMENTS:



# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

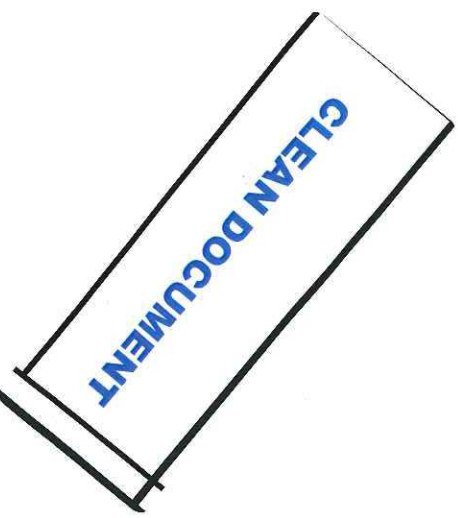
PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION



# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

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

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*Human Resource Officer, 801 N. 17<sup>th</sup> Street, St. Louis, MO 63101.*



# St. Louis Public Schools Teacher Evaluation

## Self-Assessment

Teacher \_\_\_\_\_

Tenured

Probationary

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

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

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

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

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

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

## St. Louis Public Schools Teacher Evaluation

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

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



## St. Louis Public Schools Teacher Evaluation GLOSSARY

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

## St. Louis Public Schools Teacher Evaluation

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

# St. Louis Public Schools Teacher Evaluation Evaluation Timeline

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

**Notes:**

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

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

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

## St. Louis Public Schools Teacher Evaluation

### TEACHER EVALUATION CRITERIA WITH DESCRIPTORS

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

## St. Louis Public Schools Teacher Evaluation

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

# St. Louis Public Schools Teacher Evaluation

## Pre-observation Form

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

Teacher \_\_\_\_\_

School \_\_\_\_\_

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

Date \_\_\_\_\_

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

**NOTES:**

## St. Louis Public Schools Teacher Evaluation

### Standard 1: Planning and Preparation

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

## St. Louis Public Schools Teacher Evaluation

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



# St. Louis Public Schools Teacher Evaluation

## Standard 2: Classroom Environment

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

## St. Louis Public Schools Teacher Evaluation

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

## St. Louis Public Schools Teacher Evaluation

### Standard 3: Instruction

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

## St. Louis Public Schools Teacher Evaluation

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

## St. Louis Public Schools Teacher Evaluation

### Standard 4: Professional Responsibility

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

## St. Louis Public Schools Teacher Evaluation

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

## St. Louis Public Schools Teacher Evaluation

### Standard 5: Student Growth

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

## St. Louis Public Schools Teacher Evaluation

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



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

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

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

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

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

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

**NOTES:**

St. Louis Public Schools Teacher Evaluation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teacher \_\_\_\_\_

Tenured  Probationary

School \_\_\_\_\_

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

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

Date \_\_\_\_\_

Type of Plan:  Enrichment  Progressing Toward Proficiency  Noted for Development

Objectives (Applicable descriptors and expected level of performance):

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

# St. Louis Public Schools Teacher Evaluation Performance Improvement Plan

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

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

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

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

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

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

Teacher's Signature	Date	Administrator's/Supervisor's Signature	Date
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Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

# St. Louis Public Schools Teacher Evaluation

## TEACHER EVALUATION REPORT

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

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

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

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

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

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

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

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

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

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

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

## St. Louis Public Schools Teacher Evaluation

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

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

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

This evaluation has been discussed with me:     ) yes     ) no

The teacher may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE \_\_\_\_\_ EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_ EMPLOYEE \_\_\_\_\_

ADMINISTRATOR AT LOCATION \_\_\_\_\_

Distribution:    Personnel File  
                       Principal  
                       Employee

## St. Louis Public Schools Teacher Evaluation

COMMENTS:



ST. LOUIS PUBLIC SCHOOLS  
TEACHER OBSERVATION INSTRUMENT

# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION

**RED LINE DOCUMENT**



# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools  
Kelvin R. Adams, Ph.D.



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St. Louis Public Schools Teacher Observation Instrument  
Teacher Evaluation Report

Teacher \_\_\_\_\_ Tenured  Non-Tenured

Grade/Subject \_\_\_\_\_

Observation Dates \_\_\_\_\_

Administrator \_\_\_\_\_

**DIRECTIONS:** This observation form is used by the administrator/supervisor during classroom observation and shared at the post-observation conference. During observations, the administrator/supervisor is to take notes regarding student and teacher behavior. It is not necessary to script the entire oral discourse of the teacher; however, the administrator/supervisor should record evidence of teacher performance to support the standards. The administrator/supervisor should support the comments through artifact collection.

## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Summative Evaluation		Demonstrating Knowledge of Content and Pedagogy				Documentation (Circle)
Criterion 1A: Descriptor (Enter Date Noted)	Levels of Performance	Unsatisfactory	Basic	Proficient	Distinguished	
#1 Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid curriculum content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Observation/ Conversation Written Documents	
		Teacher displays little knowledge of students' cultural and developmental characteristics, skills, and knowledge.	Teacher recognizes the value of understanding students' cultural characteristics, skills, and knowledge for the class as a whole.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of groups of students, and recognizes the value of this knowledge.	Observation/ Conversation Written Documents	
<b>Criterion 1B: Demonstrating Knowledge of Students</b>						
#2 Students' Characteristics, Skills, and Knowledge	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays solid understanding of the different approaches to learning that different student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning such as learning styles, modalities, and different "intelligences."	Observation/ Conversation Written Documents	
		Teacher displays varied approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays varied approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning such as learning styles, modalities, and different "intelligences."	Observation/ Conversation Written Documents	
<b>Criterion 1C: Selecting Instructional Goals/Objectives</b>						
#4 Suitability for Diverse Students	Goals/objectives are not suitable for the class.	Most of the goals/objectives are suitable for most students in the class.	All the goals/objectives are suitable for most students in the class.	Goals/Objectives take into account the varying learning needs of individual students or groups.	Observation/ Conversation Written Documents	
		Goals/objectives are not suitable for the class.	All the goals/objectives are suitable for most students in the class.	Goals/Objectives take into account the varying learning needs of individual students or groups.	Observation/ Conversation Written Documents	

## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Descriptor (Enter Date Noted)	Level of Performance			Documentation (Circle)	
	Unsatisfactory	Basic	Proficient		Distinguished
<b>#5</b> <b>Teaching Resources</b>	<b>Demonstrating Knowledge and Use of Resources</b> Teacher is unaware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM, as well as resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher displays limited awareness of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher is aware of district curriculum, CLEAR and CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and engages students in meaningful learning.	Teacher is fully aware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and provides opportunities to empower students to access resources.	Observation/ Conversation  Written Documents
<b>#6</b> <b>Use of Technology</b>	Teacher displays limited awareness of technology resources available through the school or district.	Teacher displays limited use of technology resources available through the school or district.	Teacher is fully aware of technology resources available through the school or district and uses technology to support instruction.	In addition to being aware of school and district technology resources, teacher actively seeks additional technology to enhance learning.	Observation/ Conversation  Written Documents
<b>Criterion 1E:</b>	<b>Designing Coherent Instruction</b>				
<b>#7</b> <b>Learning Activities</b>	Learning activities are not culturally relevant and suitable to students, curriculum, or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are culturally relevant and suitable to students, curriculum, or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are culturally relevant and suitable to students, curriculum, and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students, curriculum, culture, and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.	Observation/ Conversation  Written Documents
<b>#8</b> <b>Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety or flexibility in determining membership.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety or flexibility in determining membership.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student need.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student needs. Students help determine the appropriateness of their placement.	Observation/ Conversation  Written Documents

## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 1F: Assessing Student Learning		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#9 <b>Use for Planning</b>	Teacher minimally uses assessment data to plan for the students in the class. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, I-Know, criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for the class as a whole. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, I-Know, criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for individuals and groups of students. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, I-Know, criterion, norm-reference, MAP...)	Teacher uses assessment data and students are aware of how they are meeting the established standards and participate in planning the next steps. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, I-Know, criterion, norm-reference, MAP...)	Observation/Conversation Written Documents
#10 <b>Student Progress in Learning and Assignment Completion</b>	Teacher's system for maintaining information on student learning and completion of assignments is lacking.	Teacher's system for maintaining information on student learning and completion of assignments is partially effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective. Students participate in the maintenance of records.	Observation/Conversation Written Documents
#11 <b>Criteria and Standards</b>	The proposed approach contains no clear connection to curriculum criteria/descriptors or standards.	Assessment criteria/descriptors and standards have been developed, but they are either not connected to the curriculum, not clear, or have not been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria/descriptors and standards.	Observation/Conversation Written Documents

**St. Louis Public Schools Teacher Observation Instrument**  
**Standard 1: Planning and Preparation**

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Use the following space for comments for the above descriptors.



## St. Louis Public Schools Teacher Observation Instrument

### Standard 2: Classroom Environment

#### Criterion 2A: Creating an Environment of Respect and Rapport

Descriptor (Enter Date Noted)	Level of Performance			Documentation (Circle)		
	Unsatisfactory	Basic	Proficient		Distinguished	
#12 Teacher interaction with Students; Student to Student	Teacher interaction with at least some students is negative, demeaning, sarcastic, inappropriate or indifferent. Students may exhibit disrespect for teacher. Student interactions are characterized by conflict, sarcasm or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students. Students exhibit only minimal respect for teacher and teacher exhibits minimal relationships with students. Students do not demonstrate negative behavior toward one another.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect through eye contact, voice inflection, body language and gestures. Such interactions are appropriate to developmental and cultural norms. Student interactions are generally polite and respectful.	Teacher demonstrates genuine caring and respect for individual students through eye contact, voice inflection, body language and gestures. Students exhibit a high level of respect for teacher. Students demonstrate genuine caring for one another as individuals and as students.	Observation/ Conversation  Written Documents	
Criterion 2B: Establishing a Culture for Learning	#13 Expectations for Learning and Achievement	Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others. Instructional goals and activities convey only modest expectations for student achievement.	Teacher communicates importance of content but with little conviction. Instructional goals and activities convey inconsistent expectations for student achievement.	Teacher conveys genuine enthusiasm for content. Instructional goals and activities convey high expectations for student achievement.	Both student and teacher demonstrate that they value the content and maintain high expectations for the learning of all students.	Observation/ Conversation  Written Documents
Criterion 2C: Managing Classroom Procedures	#14 Management of Instructional Groups	Instructional groups are off task and not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with all students assuming responsibility for productivity.	Observation/ Conversation  Written Documents
#15 Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.	Observation/ Conversation/  Written Documents	
#16 Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming appropriate responsibility for efficient operation.	Observation/ Conversation  Written Documents	

## St. Louis Public Schools Teacher Observation Instrument

### Standard 2: Classroom Environment

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 2D: Managing Student Behavior		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#17 Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.	Observation/ Conversation/ Written Documents
#18 Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Observation/ Conversation/ Written Documents
<b>Criterion 2E: Organizing Physical Space</b>					
#19 Safety and Accessibility to Learning and Use of Physical Resources	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.	Observation/ Conversation/ Written Documents

St. Louis Public Schools Teacher Observation Instrument

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**Standard 2: Classroom Environment**

Use the following space for comments for the above descriptors.

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**Standard 3: Instruction**

**St. Louis Public Schools Teacher Observation Instrument**

**Summative Evaluation:**

Criterion 3A: Communicating Clearly and Accurately		Level of Performance				Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished		
#20 Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	Observation/ Conversation Written Documents	
#21 Directions and Procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher's directions and procedures are clear to students and contain an appropriate level of detail.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Observation/ Conversation Written Documents	
<b>Criterion 3B: Using Questioning and Discussion Techniques</b>						
#22 Quality of Questions	Teacher frames questions or poses problems that do not encourage students to explore content, and are not challenging.	Teacher frames questions and/or poses problems that encourage students to explore content, but may not be challenging.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content, reflect on their understanding, consider new possibilities, and pose questions.	Observation/ Conversation/ Written Documents	

**Standard 3: Instruction**

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**St. Louis Public Schools Teacher Observation Instrument**

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 3C: Descriptor (Enter Date Noted)		Engaging Students in Learning				Level of Performance	Documentation (Circle)
#23	Presentation of Content	Unsatisfactory	Basic	Proficient	Distinguished		
	Presentation of content and instructional strategies are inappropriate, unclear, or use poor examples and analogies.	Presentation of content and instructional strategies are inconsistent in quality.	Some instructional strategies, activities, and assignments are appropriate to students and engage them mentally, but others do not.	Most instructional strategies, activities, and assignments are rigorous and appropriate to students. Almost all students are cognitively engaged in them.	Students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Observation/ Conversation Written Documents	
#24	Activities and Assignments	Instructional strategies, activities, and assignments are inappropriate for students in terms of their age or backgrounds.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.	Observation/ Conversation Written Documents	
#25	Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.	Observation/ Conversation Written Documents	
#26	Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. Time allocations are unrealistic.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Most time allocations are reasonable.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. Time allocations are reasonable.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. Time allocations are reasonable and allow for different pathways according to student needs.	Observation/ Conversation Written Documents	

## St. Louis Public Schools Teacher Observation Instrument

		Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)
<b>Criterion 3D: #27</b>	<b>Timeliness and Quality of Feedback</b>	Feedback is not provided in a timely manner and/or is of poor quality.	Feedback is inconsistent and limited in quality.	Feedback is consistently provided in a timely manner and is of high quality.	Feedback of high quality is consistently provided in a timely manner. <i>Evidence reflects that</i> students make prompt use of the feedback in their learning.	Observation/ Conversation Written Documents
		<b>Providing Feedback to Students</b>				
<b>Criterion 3E: #28</b>	<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student, parents, or the environment for the student's lack of success.	Teacher accepts responsibility for students who have difficulty learning but has only a limited repertoire of instructional strategies to use to personalize learning.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies to personalize learning.	Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school in order to personalize learning.	Observation/ Conversation Written Documents
		<b>Demonstrating Flexibility and Responsiveness</b>				



**Standard 3: Instruction**

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**St. Louis Public Schools Teacher Observation Instrument**

Use the following space for comments for the above descriptors.

**Standard 4: Professional Responsibility**

**St. Louis Public Schools Teacher Observation Instrument**

Summative Evaluation:		Reflecting on Teaching			Level of Performance		Documentation (Circle)
Criterion 4A: Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished			
#29 Use in Future Teaching	Teacher does not accurately assess the success of the lesson and attainment of goals and has no suggestions for improvement for future lessons.	Teacher has a generally accurate impression of a lesson's effectiveness and the attainment of goals and can make general suggestions about improvement for future lessons.	Teacher makes an accurate assessment of a lesson's effectiveness and attainment of goals, can cite general references, and can make specific suggestions for improvement for future lessons.	Teacher makes thoughtful and accurate assessment of the lesson's effectiveness and attainment of goals, citing many specific examples and offering specific alternative actions complete with probable successes.		Observation/ Conversation Written Documents	
	<b>Criterion 4B: Communicating with Families</b>						
	#30 Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.		Observation/ Conversation Written Documents
#31 Information about the Instructional Program and Engagement with the Instructional Program	Teacher provides little information about the instructional program to families and makes inappropriate attempts to engage families.	Teacher participates in the school's required activities for parent communication but offers little additional information and makes modest and inconsistently successful attempts to engage families.	Teacher provides frequent information to parents about the instructional program and makes frequent and successful engagements of families.	Teacher provides frequent, extensive and varied information to parents about the instructional program and has frequent and successful engagement of families with students contributing to idea development.		Observation/ Conversation Written Documents	
<b>Criterion 4C: Contributing to the School and District</b>							
#32 Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.		Observation/ Conversation Written Documents	
#33 Attendance	Teacher is frequently absent and/or reports to work late or leaves early.	Teacher's attendance is inconsistent and/or arrives late/leaves early occasionally.	Teacher consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance.	Teacher is rarely absent or late unless the situation is of an emergency nature.		Observation/ Conversation Written Documents	

St. Louis Public Schools Teacher Observation Instrument

4: Professional Responsibility

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 4D: Growing and Developing Professionally		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#34 Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy	Teacher engages in no professional development to enhance content knowledge or pedagogical skill. Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher participates in professional development to a limited extent. Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and uses information in the classroom. Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher seeks out opportunities for professional development and makes a systematic attempt to apply knowledge and may conduct research in the classroom. Teacher displays continuing search for best practice and anticipates student misconceptions.	Observation/ Conversation Written Documents
	<b>Criterion 4E: Showing Professionalism</b>				
#35 Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in decision making based on high professional standards.	Teacher takes a leadership role in decision making and helps ensure that such decisions are based on the highest professional standards.	Observation/ Conversation Written Documents
#36 Adherence to Policies	Teacher is uncooperative or noncompliant about district/school policies and procedures and program regulations.	Teacher sometimes adheres to district/school policies and procedures and sometimes supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance.	Observation/ Conversation Written Documents
#37 Discretion and Confidentiality	Teacher does not use discretion and demonstrates little understanding of confidentiality when discussing work-related issues.	Teacher sometimes uses discretion and sometimes demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher consistently uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher always uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues and assists others in their understanding and appropriateness.	Observation/ Conversation Written Documents
#38 Advocacy	Teacher does not initiate and utilize the available resources to ensure that students have a fair opportunity to succeed.	Teacher does not always initiate, utilize, or follow through with available resources to ensure that students have a fair opportunity to succeed.	Teacher works within the context of a particular team, department, or support personnel to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.	Teacher makes concerted efforts to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.	Observation/ Conversation Written Documents

## St. Louis Public Schools Teacher Observation Instrument

	Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)
#39 <b>Timeliness and Appropriateness</b>	Teacher does not assume and complete duties and responsibilities in a timely, willing, and appropriate manner.	Teacher assumes and completes some duties and responsibilities in a timely, willing, and appropriate manner.	Teacher consistently assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Teacher always assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Observation/ Conversation/ Written Documents
#40 <b>Resolving Issues</b>	Teacher does not select and use appropriate channels for resolving issues and problems.	Teacher selects and uses some appropriate channels for resolving issues and problems.	Teacher consistently selects and uses appropriate channels for resolving issues and problems.	Teacher always selects and uses appropriate channels for resolving issues and problems and appropriately reports issues to others who would benefit from the information.	Observation/ Conversation/ Written Documents

**St. Louis Public Schools Teacher Observation Instrument**  
**Standard 4: Professional Responsibility**

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Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

<b>Standard 5: Student Growth</b>						
<b>Criterion 5A: Demonstrating Growth on Statewide Student Assessments</b>		<b>Level of Performance</b>				<b>Documentation (Circle)</b>
<b>Descriptor (Enter Date Noted)</b>		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	
<b>#41</b>	<b>Statewide Measures of Student Growth (MAP and EOC Assessments)</b>	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show great improvement.	Observation/Conversation Written Documents
		<b>Demonstrating Growth on Locally Selected Student Assessments</b>				
<b>#42</b>	<b>Curriculum-based Measures of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/Conversation Written Documents
		<b>Formative Assessment of Student Growth</b>				
<b>#43</b>	<b>Formative Assessment of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/Conversation Written Documents
		<b>Interim Assessment of Student Growth</b>				
<b>#44</b>	<b>Interim Assessment of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show great improvement.	Observation/Conversation Written Documents
		<b>Performance Assessment Measures of Student Growth</b>				
<b>#45</b>	<b>Performance Assessment Measures of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show great improvement.	Observation/Conversation Written Documents

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## St. Louis Public Schools Teacher Observation Instrument

Criterion SB:	Descriptor (Enter Date Noted)	Demonstrating Growth on Locally Selected Student Assessments (Cont.)				Documentation (Circle)
		Level of Performance				
		Unsatisfactory	Basic	Proficient	Distinguished	
#46	Portfolio Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show great improvement.	Observation/ Conversation Written Documents
#47	Summative Assessment of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation Written Documents

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St. Louis Public Schools Teacher Observation Instrument

Standard 5: Student Growth

Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

### TEACHER EVALUATION CRITERIA WITH DESCRIPTORS

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT	STANDARD 3: INSTRUCTION	STANDARD 4: PROFESSIONAL RESPONSIBILITY	STANDARD 5: STUDENT GROWTH
<ul style="list-style-type: none"> <li>➤ Demonstrating Knowledge of Content and Pedagogy</li> <li>➤ Knowledge of Content</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2A: Creating an Environment of Respect and Rapport</li> <li>➤ Teacher Interaction with Students;</li> <li>➤ Student to Student</li> </ul>	<ul style="list-style-type: none"> <li>➤ 3A: Communicating Clearly and Accurately</li> <li>➤ Oral and Written Language Directions and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4A: Reflecting on Teaching</li> <li>➤ Use in Future Teaching</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5A: Demonstrating Growth on Statewide Student Assessments</li> <li>➤ Statewide Measures of Student Growth (MAP and EOC Assessments)</li> </ul>
<ul style="list-style-type: none"> <li>➤ 1B: Demonstrating Knowledge of Students</li> <li>➤ Knowledge of Students' Characteristics, Skills, and Knowledge</li> <li>➤ Knowledge of Students' Varied Approaches to Learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2B: Establishing a Culture for Learning</li> <li>➤ Expectations for Learning and Achievement</li> </ul>	<ul style="list-style-type: none"> <li>➤ 3B: Using Questioning and Discussion Techniques</li> <li>➤ Quality of Questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4B: Communicating with Family</li> <li>➤ Information about Individual Student</li> <li>➤ Information about the Instructional Program and Engagement with the Instructional Program</li> </ul>	<ul style="list-style-type: none"> <li>➤ 5B: Demonstrating Growth on Locally Selected Student Assessments</li> <li>➤ Curriculum-based Assessments of Student Learning</li> <li>➤ Formative Assessment of Student Growth</li> <li>➤ Interim Assessment of Student Growth</li> <li>➤ Performance Assessment measures of Student Growth Portfolio Measures of Student Growth</li> <li>➤ Summative Assessment of Student Growth</li> <li>➤ Teacher made assessments</li> </ul>
<ul style="list-style-type: none"> <li>➤ 1C: Selecting Instructional Goals/Objectives</li> <li>➤ Suitability for Diverse Students</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2C: Managing Classroom Procedures</li> <li>➤ Management of Instructional Groups</li> <li>➤ Management of Transitions</li> <li>➤ Performance of Non-Instructional Duties</li> </ul>	<ul style="list-style-type: none"> <li>➤ 3C: Engaging Students in Learning</li> <li>➤ Presentation of Content</li> <li>➤ Activities and Assignments</li> <li>➤ Grouping of Students</li> <li>➤ Structure and Pacing</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4C: Contributing to the School and District</li> <li>➤ Relationships with Colleagues</li> <li>➤ Attendance</li> </ul>	
<ul style="list-style-type: none"> <li>➤ 1D: Demonstrating Knowledge of Resources</li> <li>➤ Teaching Resources</li> <li>➤ Use of Technology</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2D: Managing Student Behavior</li> <li>➤ Expectations</li> <li>➤ Response to Student Misbehavior</li> </ul>	<ul style="list-style-type: none"> <li>➤ 3D: Providing Feedback to Students</li> <li>➤ Timeliness and Quality of Feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4D: Growing and Developing Professionally</li> <li>➤ Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy</li> </ul>	

Formatted Table

## St. Louis Public Schools Teacher Observation Instrument

<b>1E: Designing Coherent Instruction</b> <ul style="list-style-type: none"> <li>&gt; Learning Activities</li> <li>&gt; Instructional Groups</li> </ul>	<b>2E: Organizing Physical Space</b> <ul style="list-style-type: none"> <li>&gt; Safety and Accessibility to Learning and Use of Physical Resources</li> </ul>	<b>3E: Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>&gt; Persistence</li> </ul>	<b>4E: Showing Professionalism</b> <ul style="list-style-type: none"> <li>&gt; Decision Making</li> <li>&gt; Adherence to Policies</li> <li>&gt; Discretion and Confidentiality</li> <li>&gt; Advocacy</li> <li>&gt; Timeliness and Appropriateness</li> <li>&gt; Resolving Issues</li> </ul>	
<b>1F: Assessing Student Learning</b> <ul style="list-style-type: none"> <li>&gt; Use for Planning</li> <li>&gt; Student Progress in Learning and Assignment Completion</li> <li>&gt; Criteria and Standards</li> </ul>				

## St. Louis Public Schools Teacher Observation Instrument

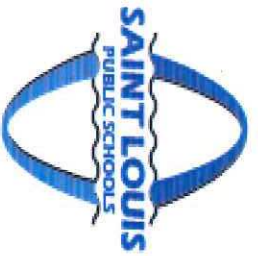
**NOTES:**

Adapted in 2005 from Teacher Evaluation to Enhance Professional Practice, Components of Professional Practice and Framework Observation Program, Educational Testing Service (ETS), 2001. In collaboration with Saint Louis Public Schools (SLPS) for the sole use of SLPS. This document may not be reproduced or used without the expressed consent of SLPS and ETS.

## St. Louis Public Schools Teacher Observation Instrument

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# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

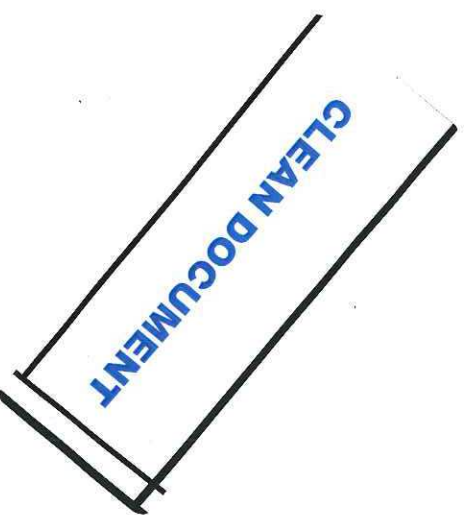
PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION



# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools  
Kelvin R. Adams, Ph.D.



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# St. Louis Public Schools Teacher Observation Instrument

## Teacher Evaluation Report

Teacher \_\_\_\_\_

Tenured

Non-Tenured

Grade/Subject \_\_\_\_\_

Observation Dates \_\_\_\_\_

Administrator \_\_\_\_\_

**DIRECTIONS:** This observation form is used by the administrator/supervisor during classroom observation and shared at the post-observation conference. During observations, the administrator/supervisor is to take notes regarding student and teacher behavior. It is not necessary to script the entire oral discourse of the teacher; however, the administrator/supervisor should record evidence of teacher performance to support the standards. The administrator/supervisor should support the comments through artifact collection.



## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Summative Evaluation		Demonstrating Knowledge of Content and Pedagogy				Documentation (Circle)
Criterion 1A: Descriptor (Enter Date Noted)		Levels of Performance				
		Unsatisfactory	Basic	Proficient	Distinguished	
#1	Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid curriculum content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Observation/ Conversation/ Written Documents
			Teacher displays little knowledge of students' cultural and developmental characteristics, skills, and knowledge.	Teacher recognizes the value of understanding students' cultural and developmental characteristics, skills, and knowledge for the class as a whole.	Teacher displays knowledge of all students' cultural and developmental characteristics, skills, and knowledge of groups of students, and recognizes the value of this knowledge.	
			Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays solid understanding of the different approaches to learning that different students exhibit, such as learning styles, modalities, and different "intelligences."	
#2	Knowledge of Students' Characteristics, Skills, and Knowledge					Observation/ Conversation/ Written Documents
#3	Knowledge of Students' Varied Approaches to Learning					Observation/ Conversation/ Written Documents
Criterion 1C:		Selecting Instructional Goals/Objectives				
#4	Suitability for Diverse Students	Goals/objectives are not suitable for the class.		Most of the goals/objectives are suitable for most students in the class.		Observation/ Conversation/ Written Documents
		Goals/objectives take into account the varying learning needs of individual students or groups.		All the goals/objectives are suitable for most students in the class.		

## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.

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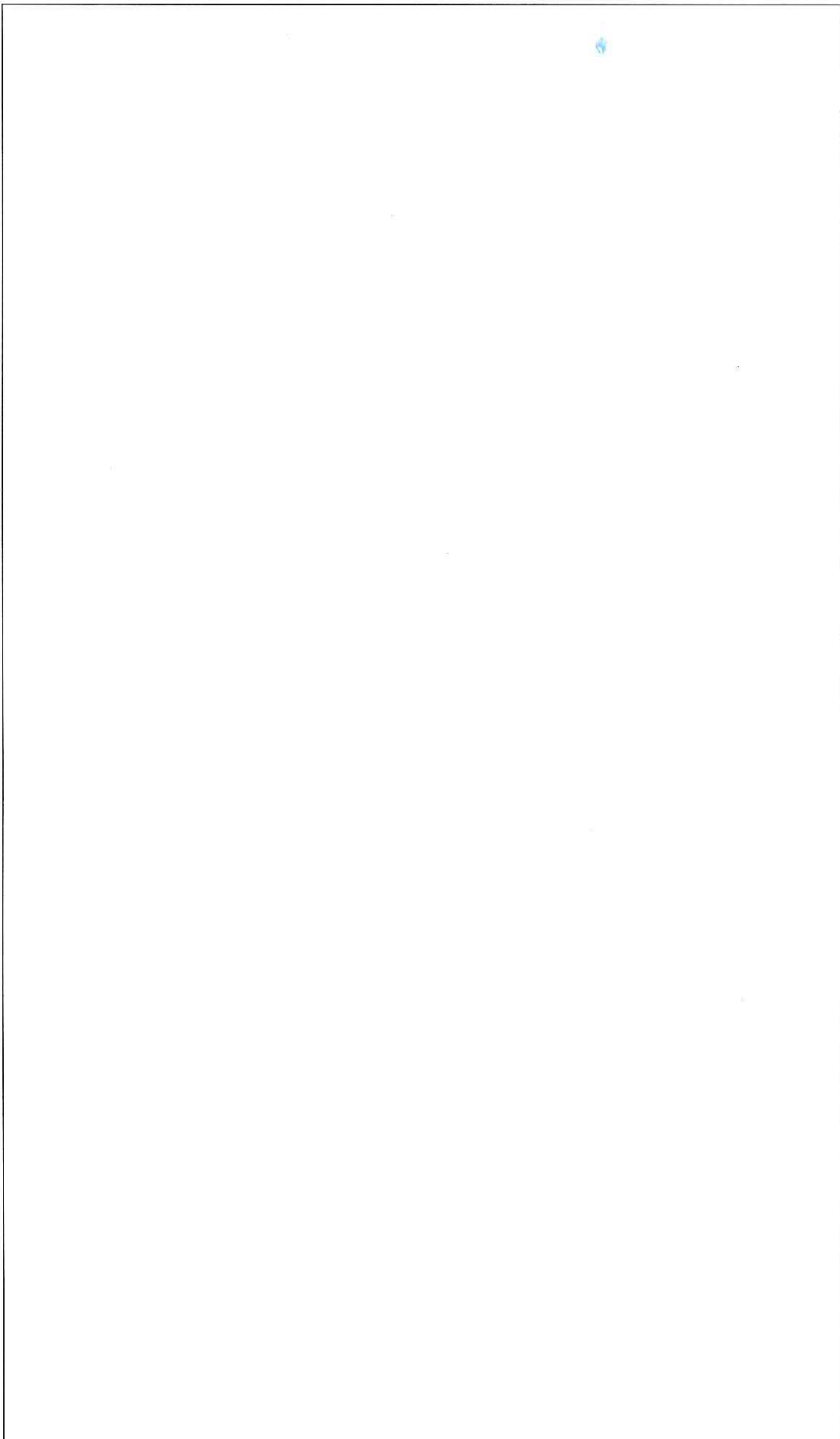
## St. Louis Public Schools Teacher Observation Instrument

Descriptor (Enter Date Noted)	Level of Performance			Documentation (Circle)	
	Unsatisfactory	Basic	Proficient		Distinguished
<b>Criterion 1D:</b>	<b>Demonstrating Knowledge and Use of Resources</b>				
<b>#5 Teaching Resources</b>	Teacher is unaware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM, as well as resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher displays limited awareness of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and resources and materials available through the school or district. Resources do not support the instructional goals or engage students in meaningful learning.	Teacher is aware of district curriculum, CLEAR and CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction, for example, from various cultural, community, or professional organizations and engages students in meaningful learning.	Teacher is fully aware of district curriculum, CLEAR and SECONDARY CORE CURRICULUM and school and district resources. Teacher actively seeks other materials to enhance instruction; for example, from various cultural, community, or professional organizations and provides opportunities to empower students to access resources.	Observation/ Conversation  Written Documents
<b>#6 Use of Technology</b>	Teacher displays limited awareness of technology resources available through the school or district.	Teacher displays limited use of technology resources available through the school or district.	Teacher is fully aware of technology resources available through the school or district and uses technology to support instruction.	In addition to being aware of school and district technology resources, teacher actively seeks additional technology to enhance learning.	Observation/ Conversation  Written Documents
<b>Criterion 1E:</b>	<b>Designing Coherent Instruction</b>				
<b>#7 Learning Activities</b>	Learning activities are not culturally relevant and suitable to students, curriculum, or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are culturally relevant and suitable to students, curriculum, or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are culturally relevant and suitable to students, curriculum, and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students, curriculum, culture, and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.	Observation/ Conversation  Written Documents
<b>#8 Instructional Groups</b>	Instructional groups do not support the instructional goals and offer no variety or flexibility in determining membership.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety or flexibility in determining membership.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student need.	Instructional groups vary in membership as appropriate to the different instructional goals and are determined based on student needs. Students help determine the appropriateness of their placement.	Observation/ Conversation  Written Documents

## St. Louis Public Schools Teacher Observation Instrument

### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.



## St. Louis Public Schools Teacher Observation Instrument

Criterion 1F: Assessing Student Learning		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#9 <b>Use for Planning</b>	Teacher minimally uses assessment data to plan for the students in the class. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for the class as a whole. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Teacher uses assessment data to plan for individuals and groups of students. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Teacher uses assessment data and students are aware of how they are meeting the established standards and participate in planning the next steps. (Teacher-made, diverse classroom assessments, surveys, inventories, textbook, <i>i-Know</i> , criterion, norm-reference, MAP...)	Observation/ Conversation  Written Documents
#10 <b>Student Progress in Learning and Assignment Completion</b>	Teacher's system for maintaining information on student learning and completion of assignments is lacking.	Teacher's system for maintaining information on student learning and completion of assignments is partially effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective.	Teacher's system for maintaining information on student learning and completion of assignments is fully effective. Students participate in the maintenance of records.	Observation/ Conversation  Written Documents
#11 <b>Criteria and Standards</b>	The proposed approach contains no clear connection to curriculum criteria/descriptors or standards.	Assessment criteria/descriptors and standards have been developed, but they are either not connected to the curriculum, not clear, or have not been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students.	Assessment criteria/descriptors and standards are connected to the curriculum, are clear and rigorous, include the use of exemplars, and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria/descriptors and standards.	Observation/ Conversation  Written Documents

## St. Louis Public Schools Teacher Observation Instrument

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### Standard 1: Planning and Preparation

Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

## Standard 2: Classroom Environment

### Criterion 2A: Creating an Environment of Respect and Rapport

Descriptor  
(Enter Date Noted)

Level of Performance

Documentation  
(Circle)

Descriptor	Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)
#12 Teacher Interaction with Students: Student to Student	Teacher interaction with at least some students is negative, demeaning, sarcastic, inappropriate or indifferent. Students may exhibit disrespect for teacher. Student interactions are characterized by conflict, sarcasm or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students. Students exhibit only minimal respect for teacher and teacher exhibits minimal relationships with students. Students do not demonstrate negative behavior toward one another.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect through eye contact, voice inflection, body language and gestures. Such interactions are appropriate to developmental and cultural norms. Student interactions are generally polite and respectful.	Teacher demonstrates genuine caring and respect for individual students through eye contact, voice inflection, body language and gestures. Students exhibit a high level of respect for teacher. Students demonstrate genuine caring for one another as individuals and as students.	Observation/ Conversation  Written Documents

### Criterion 2B: Establishing a Culture for Learning

#13 Expectations for Learning and Achievement	Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others. Instructional goals and activities convey only modest expectations for student achievement.	Teacher communicates importance of content but with little conviction. Instructional goals and activities convey inconsistent expectations for student achievement.	Teacher conveys genuine enthusiasm for content. Instructional goals and activities convey high expectations for student achievement.	Both student and teacher demonstrate that they value the content and maintain high expectations for the learning of all students.	Observation/ Conversation  Written Documents
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### Managing Classroom Procedures

#14 Management of Instructional Groups	Instructional groups are off task and not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with all students assuming responsibility for productivity.	Observation/ Conversation  Written Documents
#15 Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.	Observation/ Conversation  Written Documents
#16 Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming appropriate responsibility for efficient operation.	Observation/ Conversation  Written Documents

## St. Louis Public Schools Teacher Observation Instrument

### Standard 2: Classroom Environment

Use the following space for comments for the above descriptors.



# St. Louis Public Schools Teacher Observation Instrument

Criterion 2D: Managing Student Behavior		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#17 Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.	Observation/ Conversation Written Documents
#18 Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Observation/ Conversation Written Documents
<b>Criterion 2E: Organizing Physical Space</b>					
#19 Safety and Accessibility to Learning and Use of Physical Resources	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.	Observation/ Conversation Written Documents

**St. Louis Public Schools Teacher Observation Instrument**  
**Standard 2: Classroom Environment**

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Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

## Standard 3: Instruction

### Summative Evaluation:

Criterion 3A: Communicating Clearly and Accurately		Level of Performance				Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished		
#20 Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.	Observation/ Conversation Written Documents	
#21 Directions and Procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher's directions and procedures are clear to students and contain an appropriate level of detail.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Observation/ Conversation Written Documents	
<b>Using Questioning and Discussion Techniques</b>						
#22 Criterion 3B: Quality of Questions	Teacher frames questions or poses problems that do not encourage students to explore content, and are not challenging.	Teacher frames questions and/or poses problems that encourage students to explore content, but may not be challenging.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content.	Teacher frames thought-provoking questions and/or creates problem-solving situations that challenge students to explore content, reflect on their understanding, consider new possibilities, and pose questions.	Observation/ Conversation Written Documents	

## St. Louis Public Schools Teacher Observation Instrument

### Standard 3: Instruction

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Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

Criterion 3C: Engaging Students in Learning		Level of Performance			Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished	
#23 <b>Presentation of Content</b>	Presentation of content and instructional strategies are inappropriate, unclear, or use poor examples and analogies.	Presentation of content and instructional strategies are inconsistent in quality.	Presentation of content and instructional strategies link well with students' knowledge and experience.	Presentation of content and instructional strategies link well with students' knowledge and experience. Students contribute to presentation of content.	Observation/ Conversation Written Documents
#24 <b>Activities and Assignments</b>	Instructional strategies, activities, and assignments are inappropriate for students in terms of their age or backgrounds.	Some instructional strategies, activities, and assignments are appropriate to students and engage them mentally, but others do not.	Most instructional strategies, activities, and assignments are rigorous and appropriate to students. Almost all students are cognitively engaged in them.	Students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Observation/ Conversation Written Documents
#25 <b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.	Observation/ Conversation Written Documents
#26 <b>Structure and Pacing</b>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. Time allocations are unrealistic.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. Most time allocations are reasonable.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. Time allocations are reasonable.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. Time allocations are reasonable and allow for different pathways according to student needs.	Observation/ Conversation Written Documents

## St. Louis Public Schools Teacher Observation Instrument

	Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)	
<b>Criterion 3D:</b>	<b>Providing Feedback to Students</b>					
<b>#27</b>	<b>Timeliness and Quality of Feedback</b>	Feedback is not provided in a timely manner and/or is of poor quality.	Feedback is inconsistent and limited in quality.	Feedback is consistently provided in a timely manner and is of high quality.	Feedback of high quality is consistently provided in a timely manner. <i>Evidence reflects that students make prompt use of the feedback in their learning.</i>	Observation/ Conversation/ Written Documents
<b>Criterion 3E:</b>	<b>Demonstrating Flexibility and Responsiveness</b>					
<b>#28</b>	<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student, parents, or the environment for the student's lack of success.	Teacher accepts responsibility for students who have difficulty learning but has only a limited repertoire of instructional strategies to use to personalize learning.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies to personalize learning.	Teacher persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school in order to personalize learning.	Observation/ Conversation/ Written Documents

## St. Louis Public Schools Teacher Observation Instrument

### Standard 3: Instruction

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Use the following space for comments for the above descriptors.

## St. Louis Public Schools Teacher Observation Instrument

### Standard 4: Professional Responsibility

Summative Evaluation:		Reflecting on Teaching			Level of Performance		Documentation (Circle)
Criterion 4A: Descriptor (Enter Date Noted)		Unsatisfactory	Basic	Proficient	Distinguished		
#29	Use in Future Teaching	Teacher does not accurately assess the success of the lesson and attainment of goals and has no suggestions for improvement for future lessons.	Teacher has a generally accurate impression of a lesson's effectiveness and the attainment of goals and can make general suggestions about improvement for future lessons.	Teacher makes an accurate assessment of a lesson's effectiveness and attainment of goals, can cite general references, and can make specific suggestions for improvement for future lessons.	Teacher makes thoughtful and accurate assessment of the lesson's effectiveness and attainment of goals, citing many specific examples and offering complete alternative actions.		Observation/ Conversation/ Written Documents
<b>Criterion 4B:</b>		<b>Communicating with Families</b>					
#30	Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.		Observation/ Conversation/ Written Documents
#31	Information about the Instructional Program and Engagement with the Instructional Program	Teacher provides little information about the instructional program to families and makes inappropriate attempts to engage families.	Teacher participates in the school's required activities for parent communication but offers little additional information and makes modest and inconsistently successful attempts to engage families.	Teacher provides frequent information to parents about the instructional program and makes frequent and successful engagements of families.	Teacher provides frequent, extensive and varied information to parents about the instructional program and has frequent and successful engagement of families with students contributing to idea development.		Observation/ Conversation/ Written Documents
<b>Criterion 4C:</b>		<b>Contributing to the School and District</b>					
#32	Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.		Observation/ Conversation/ Written Documents
#33	Attendance	Teacher is frequently absent and/or reports to work late or leaves early.	Teacher's attendance is inconsistent and/or arrives late/leaves early occasionally.	Teacher consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance.	Teacher is rarely absent or late unless the situation is of an emergency nature.		Observation/ Conversation/ Written Documents



#### 4: Professional Responsibility

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### St. Louis Public Schools Teacher Observation Instrument

Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

Criterion 4D: Descriptor (Enter Date Noted)		Growing and Developing Professionally			Level of Performance			Documentation (Circle)
		Unsatisfactory	Basic	Proficient	Distinguished			
#34	Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy	Teacher engages in no professional development to enhance content knowledge or pedagogical skill. Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher participates in professional development to a limited extent. Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and uses information in the classroom. Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher seeks out opportunities for professional development and makes a systematic attempt to apply knowledge and may conduct research in the classroom. Teacher displays continuing search for best practice and anticipates student misconceptions.			Observation/ Conversation/ Written Documents
<b>Criterion 4E: Showing Professionalism</b>								
#35	Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in decision making based on high professional standards.	Teacher takes a leadership role in decision making and helps ensure that such decisions are based on the highest professional standards.			Observation/ Conversation/ Written Documents
#36	Adherence to Policies	Teacher is uncooperative or noncompliant about district/school policies and procedures and program regulations.	Teacher sometimes adheres to district/school policies and procedures and sometimes supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance.			Observation/ Conversation/ Written Documents
#37	Discretion and Confidentiality	Teacher does not use discretion and demonstrates little understanding of confidentiality when discussing work-related issues.	Teacher sometimes uses discretion and sometimes demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher consistently uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues.	Teacher always uses discretion and demonstrates an understanding of confidentiality when discussing work-related issues and assists others in their understanding and appropriateness.			Observation/ Conversation/ Written Documents
#38	Advocacy	Teacher does not initiate and utilize the available resources to ensure that students have a fair opportunity to succeed.	Teacher does not always initiate, utilize, or follow through with available resources to ensure that students have a fair opportunity to succeed.	Teacher works within the context of a particular team, department, or support personnel to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.	Teacher makes concerted efforts to ensure that all students receive a fair opportunity to succeed, regardless of race, culture, gender, religious beliefs, looks, ability/disability or class.			Observation/ Conversation/ Written Documents

## St. Louis Public Schools Teacher Observation Instrument

	Unsatisfactory	Basic	Proficient	Distinguished	Documentation (Circle)
#39 Timeliness and Appropriateness	Teacher does not assume and complete duties and responsibilities in a timely, willing, and appropriate manner.	Teacher assumes and completes some duties and responsibilities in a timely, willing, and appropriate manner.	Teacher consistently assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Teacher always assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Observation/ Conversation Written Documents
#40 Resolving Issues	Teacher does not select and use appropriate channels for resolving issues and problems.	Teacher selects and uses some appropriate channels for resolving issues and problems.	Teacher consistently selects and uses appropriate channels for resolving issues and problems.	Teacher always selects and uses appropriate channels for resolving issues and problems and appropriately reports issues to others who would benefit from the information.	Observation/ Conversation Written Documents

**St. Louis Public Schools Teacher Observation Instrument**  
**Standard 4: Professional Responsibility**

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Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

<b>Standard 5: Student Growth</b>						
<b>Criterion 5A: Demonstrating Growth on Statewide Student Assessments</b>		<b>Level of Performance</b>				
<b>Descriptor (Enter Date Noted)</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Documentation (Circle)</b>	
#41 <b>Statewide Measures of Student Growth (MAP and EOC Assessments)</b>	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on statewide assessments show great improvement.	Observation/ Conversation Written Documents	
<b>Criterion 5B: Demonstrating Growth on Locally Selected Student Assessments</b>						
#42 <b>Curriculum-based Measures of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation Written Documents	
#43 <b>Formative Assessment of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation Written Documents	
#44 <b>Interim Assessment of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show great improvement.	Observation/ Conversation Written Documents	
#45 <b>Performance Assessment Measures of Student Growth</b>	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on interim assessments show great improvement.	Observation/ Conversation Written Documents	

## St. Louis Public Schools Teacher Observation Instrument

Criterion 5B: Demonstrating Growth on Locally Selected Student Assessments (Cont.)		Level of Performance				Documentation (Circle)
Descriptor (Enter Date Noted)	Unsatisfactory	Basic	Proficient	Distinguished		
#46 Portfolio Measures of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on portfolio assessments show great improvement.	Observation/ Conversation/ Written Documents	
#47 Summative Assessment of Student Growth	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show little improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show some improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show improvement.	Measures of growth in student learning (academic achievement across two points in time) on summative assessments show great improvement.	Observation/ Conversation/ Written Documents	

## St. Louis Public Schools Teacher Observation Instrument

### Standard 5: Student Growth

Use the following space for comments for the above descriptors.

# St. Louis Public Schools Teacher Observation Instrument

## TEACHER EVALUATION CRITERIA WITH DESCRIPTORS

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT	STANDARD 3: INSTRUCTION	STANDARD 4: PROFESSIONAL RESPONSIBILITY	STANDARD 5: STUDENT GROWTH
<p>1A: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> <li>➤ Knowledge of Content</li> </ul>	<p>2A: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> <li>➤ Teacher Interaction with Students;</li> <li>➤ Student to Student</li> </ul>	<p>3A: Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> <li>➤ Oral and Written Language</li> <li>➤ Directions and Procedures</li> </ul>	<p>4A: Reflecting on Teaching</p> <ul style="list-style-type: none"> <li>➤ Use in Future Teaching</li> </ul>	<p>5A: Demonstrating Growth on Statewide Student Assessments</p> <ul style="list-style-type: none"> <li>➤ Statewide Measures of Student Growth (MAP and EOC Assessments)</li> </ul>
<p>1B: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> <li>➤ Knowledge of Students' Characteristics, Skills, and Knowledge</li> <li>➤ Knowledge of Students' Varied Approaches to Learning</li> </ul>	<p>2B: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> <li>➤ Expectations for Learning and Achievement</li> </ul>	<p>3B: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> <li>➤ Quality of Questions</li> </ul>	<p>4B: Communicating with Family</p> <ul style="list-style-type: none"> <li>➤ Information about Individual Student</li> <li>➤ Information about the Instructional Program and Engagement with the Instructional Program</li> </ul>	<p>5B: Demonstrating Growth on Locally Selected Student Assessments</p> <ul style="list-style-type: none"> <li>➤ Curriculum-based Assessments of Student Learning</li> <li>➤ Formative Assessment of Student Growth</li> <li>➤ Interim Assessment of Student Growth</li> <li>➤ Performance Assessment measures of Student Growth</li> <li>➤ Portfolio Measures of Student Growth</li> <li>➤ Summative Assessment of Student Growth</li> <li>➤ Teacher made assessments</li> </ul>
<p>1C: Selecting Instructional Goals/Objectives</p> <ul style="list-style-type: none"> <li>➤ Suitability for Diverse Students</li> </ul>	<p>2C: Managing Classroom Procedures</p> <ul style="list-style-type: none"> <li>➤ Management of Instructional Groups</li> <li>➤ Management of Transitions</li> <li>➤ Performance of Non-Instructional Duties</li> </ul>	<p>3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> <li>➤ Presentation of Content</li> <li>➤ Activities and Assignments</li> <li>➤ Grouping of Students</li> <li>➤ Structure and Pacing</li> </ul>	<p>4C: Contributing to the School and District</p> <ul style="list-style-type: none"> <li>➤ Relationships with Colleagues</li> <li>➤ Attendance</li> </ul>	
<p>1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> <li>➤ Teaching Resources</li> <li>➤ Use of Technology</li> </ul>	<p>2D: Managing Student Behavior</p> <ul style="list-style-type: none"> <li>➤ Expectations</li> <li>➤ Response to Student Misbehavior</li> </ul>	<p>3D: Providing Feedback to Students</p> <ul style="list-style-type: none"> <li>➤ Timeliness and Quality of Feedback</li> </ul>	<p>4D: Growing and Developing Professionally</p> <ul style="list-style-type: none"> <li>➤ Enhancement of Content Knowledge and Pedagogical Skill and Content-Related Pedagogy</li> </ul>	



## St. Louis Public Schools Teacher Observation Instrument

<p><b>1E: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Learning Activities Instructional Groups</li> </ul>	<p><b>1F: Assessing Student Learning</b></p> <ul style="list-style-type: none"> <li>➤ Use for Planning Student Progress in Learning and Assignment Completion</li> <li>➤ Criteria and Standards</li> </ul>	<p><b>2E: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>➤ Safety and Accessibility to Learning and Use of Physical Resources</li> </ul>	<p><b>3E: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>➤ Persistence</li> </ul>	<p><b>4E: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>➤ Decision Making</li> <li>➤ Adherence to Policies</li> <li>➤ Discretion and Confidentiality</li> <li>➤ Advocacy</li> <li>➤ Timeliness and Appropriateness</li> <li>➤ Resolving Issues</li> </ul>	
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## St. Louis Public Schools Teacher Observation Instrument

### NOTES:

## St. Louis Public Schools Teacher Observation Instrument

**NOTES:**

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ST. LOUIS PUBLIC SCHOOLS  
TEACHER EVALUATION FORMS

# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION



# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools  
Kelvin R. Adams, Ph.D.

*The Board of Education of the City of St. Louis does not discriminate on the basis of race, color, national origin, sex, age, religion, veteran status, creed, ancestry, sexual orientation or disability employment, programs or activities. Inquiries regarding compliance with Title VII, Title IX, ADEA, Section 504 of the Rehabilitation Act, the Missouri Human Rights Act, or ADA should be directed to the Human Resource Officer, 801 N. 11<sup>th</sup> Street, St. Louis, MO 63101.*



## Pre-observation Form

The Pre-observation Form is to be completed by the teacher and given to the administrator/supervisor *after* a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

<p>1. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to students' other learning?</p>	<p>2. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.</p>
<p>3. How does this relate to the district's curriculum guide? What prerequisite knowledge has been assumed or provided?</p>	<p>4. How will students be assessed? How will assessment criteria and exemplars be communicated to students?</p>
<p>5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?</p>	

NOTES:

## Lesson Reflection Sheet

The Lesson Reflection Sheet will be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criterial descriptors.

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

<p>1. Did the lesson establish a climate that encouraged the students to be productively engaged in the work? How do I know?</p>	<p>2. Did the goal/objective of the lesson allow for students to engage in activities and learning situations that were consistent with the district's curriculum?</p>
<p>3. How did I ensure that all students participated in the activities/discussion?</p>	<p>4. What feedback did I receive from students indicating they achieved understanding and that the goals/objectives were met for this lesson?</p>
<p>5. Did I adjust my goals or my strategies as I taught the lesson? What would I do differently next time? Why?</p>	<p>6. If I could share one thing from this lesson with a colleague, what would it be?</p>

NOTES:

# Supplemental Feedback Form

(Short Form)

Scheduled Observation       Unscheduled Observation       Artifact Data       Unplanned Data       Drop-In Observation

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Teacher's Comments: \_\_\_\_\_

Administrator's/Supervisor's Comments: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.



## Performance Improvement Plan

Teacher \_\_\_\_\_

Tenured  Probationary

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Type of Plan:  Enrichment  Progressing Toward Proficiency  Noted for Development

Objectives (Applicable descriptors and expected level of performance):

Area of Development	Strategy/Activity	Expected Outcome to Inform/Change Teaching Practice	Resources Needed	Beginning Date	Ending Date

## Performance Improvement Plan

**Note the teacher and administrator/supervisor responsibilities and/or strategies for achieving objectives:**

Teacher will: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrator will: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tangible evidence of progress toward outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's Comments:	Administrator's/Supervisor's Comments:

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Plan developed: \_\_\_\_\_ Completed: \_\_\_\_\_ Revised: \_\_\_\_\_ Continued: \_\_\_\_\_ Reviewed: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

# TEACHER EVALUATION REPORT

Teacher \_\_\_\_\_ School/Location: \_\_\_\_\_  
 SSN: \_\_\_\_\_ Years of Service: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade Level/Content Area: \_\_\_\_\_  
 Administrator/Supervisor: \_\_\_\_\_  
 Dates of Observations: \_\_\_\_\_

TEACHER STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1A: Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B: Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C: Selecting instructional goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1D: Demonstrating knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1E: Designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1F: Assessing student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2A: Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B: Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2C: Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2D: Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2E: Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3A: Communicating clearly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3B: Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C: Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D: Providing feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3E: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4A: Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B: Communicating with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C: Contributing to the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D: Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E: Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5A: Demonstrating growth on statewide student assessments</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5B: Demonstrating growth on locally selected student assessments</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**UNSATISFACTORY:** The teacher does not yet appear to understand the concepts underlying the component.  
**BASIC:** The teacher appears to understand the concepts underlying the component and attempts to implement its elements.  
**PROFICIENT:** The teacher clearly understands the concepts underlying the component and implements it well.  
**DISTINGUISHED:** The teacher at this level is a master teacher and makes contributions to the field, both in and outside their class. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged, as well as assuming a major responsibility for their own learning.

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Formatted Table

**Performance Improvement Plan** (collaboratively developed between the teacher and administrator/supervisor):  
 A PIP with the following descriptors has been the impetus for growth and development:

Area of Development	Achieved	Revised	Continued	Did Not Achieve
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional comments by evaluator and/or teacher: Should additional comments become necessary, please attach to this form provided the evaluator and teacher have initialed all additional pages.

This evaluation has been discussed with me: (  ) yes (  ) no

The teacher may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE \_\_\_\_\_ EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_ EMPLOYEE \_\_\_\_\_

ADMINISTRATOR AT LOCATION \_\_\_\_\_

Distribution: Personnel File  
 Principal  
 Employee

COMMENTS:

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# PERFORMANCE-BASED TEACHER EVALUATION

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PLANNING AND PREPARATION

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CLASSROOM ENVIRONMENT

INSTRUCTION

CLEAN DOCUMENT

# ST. LOUIS PUBLIC SCHOOLS BOARD OF EDUCATION

Superintendent of Schools

Kelvin R. Adams, Ph.D.

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*Human Resource Officer, 801 N. 11<sup>th</sup> Street, St. Louis, MO 63101.*



# Pre-observation Form

The Pre-observation Form is to be completed by the teacher and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Date \_\_\_\_\_

<p>1. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to students' other learning?</p>	<p>2. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.</p>
<p>3. How does this relate to the district's curriculum guide? What prerequisite knowledge has been assumed or provided?</p>	<p>4. How will students be assessed? How will assessment criteria and exemplars be communicated to students?</p>
<p>5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?</p>	

NOTES:



# Lesson Reflection Sheet

The Lesson Reflection Sheet will be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria/descriptors.

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Administrator Signature \_\_\_\_\_

<p>1. Did the lesson establish a climate that encouraged the students to be productively engaged in the work? How do I know?</p>	<p>2. Did the goal/objective of the lesson allow for students to engage in activities and learning situations that were consistent with the district's curriculum?</p>
<p>3. How did I ensure that all students participated in the activities/discussion?</p>	<p>4. What feedback did I receive from students indicating they achieved understanding and that the goals/objectives were met for this lesson?</p>
<p>5. Did I adjust my goals or my strategies as I taught the lesson? What would I do differently next time? Why?</p>	<p>6. If I could share one thing from this lesson with a colleague, what would it be?</p>

**NOTES:**

# Supplemental Feedback Form

(Short Form)

Scheduled Observation       Unscheduled Observation       Artifact Data       Unplanned Data       Drop-In Observation

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Criterion/Descriptor: \_\_\_\_\_

Data: \_\_\_\_\_

Teacher's Comments: \_\_\_\_\_

Administrator's/Supervisor's Comments: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

# Performance Improvement Plan

Teacher \_\_\_\_\_

Tenured  Probationary

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Type of Plan:  Enrichment  Progressing Toward Proficiency  Noted for Development

Objectives (Applicable descriptors and expected level of performance):

Area of Development	Strategy/Activity	Expected Outcome to Inform/Change Teaching Practice	Resources Needed	Beginning Date	Ending Date

# Performance Improvement Plan

**Note the teacher and administrator/supervisor responsibilities and/or strategies for achieving objectives:**

Teacher will: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrator will: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tangible evidence of progress toward outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's Comments:	Administrator's/Supervisor's Comments:

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Plan developed: \_\_\_\_\_ Completed: \_\_\_\_\_ Revised: \_\_\_\_\_ Continued: \_\_\_\_\_ Reviewed: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ Administrator's/Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

# TEACHER EVALUATION REPORT

Teacher \_\_\_\_\_ School/Location: \_\_\_\_\_

SSN: \_\_\_\_\_ Years of Service: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level/Content Area: \_\_\_\_\_

Administrator/Supervisor: \_\_\_\_\_

Dates of Observations: \_\_\_\_\_

TEACHER STANDARDS	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1A: Demonstrating knowledge of content and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1B: Demonstrating knowledge of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1C: Selecting instructional goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1D: Demonstrating knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1E: Designing coherent instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1F: Assessing student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2A: Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B: Establishing a culture for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2C: Managing classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2D: Managing student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2E: Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3A: Communicating clearly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3B: Using questioning and discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C: Engaging students in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D: Providing feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3E: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4A: Reflecting on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4B: Communicating with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C: Contributing to the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4D: Growing and developing professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4E: Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5A: Demonstrating growth on statewide student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5B: Demonstrating growth on locally selected student assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**UNSATISFACTORY:** The teacher does not yet appear to understand the concepts underlying the component.

**BASIC:** The teacher appears to understand the concepts underlying the component and attempts to implement its elements.

**PROFICIENT:** The teacher clearly understands the concepts underlying the component and implements it well.

**DISTINGUISHED:** The teacher at this level is a master teacher and makes contributions to the field, both in and outside their class. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged, as well as assuming a major responsibility for their own learning.

**Performance Improvement Plan** (collaboratively developed between the teacher and administrator/supervisor):  
 A PIP with the following descriptors has been the impetus for growth and development:

Area of Development	Achieved	Revised	Continued	Did Not Achieve
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional comments by evaluator and/or teacher. Should additional comments become necessary, please attach to this form provided the evaluator and teacher have initialed all additional pages.

This evaluation has been discussed with me: (  ) yes (  ) no

The teacher may submit a written response within ten (10) days to be sent to Human Resources for inclusion in the teacher's personnel file with a copy to the evaluator.

DATE \_\_\_\_\_ EVALUATOR \_\_\_\_\_ DATE \_\_\_\_\_ EMPLOYEE \_\_\_\_\_

ADMINISTRATOR AT LOCATION \_\_\_\_\_

Distribution: Personnel File  
 Principal  
 Employee

**COMMENTS:**



ST. LOUIS PUBLIC SCHOOLS  
REFERENCE GUIDE

**RED LINE DOCUMENT**

# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



CLASSROOM ENVIRONMENT

INSTRUCTION



## St. Louis Public Schools Teacher Evaluation Form

Purpose: The purpose of the teacher evaluation is to determine the teacher's level of proficiency in each of the standards. Over the course of the year, the teacher should be evaluated on all 40 descriptors and given a composite score for each standard. This comprehensive evaluation should be used with:

- All probationary teachers
- New hires to the district
- One-third of experienced teachers
- Those teachers on an improvement plan of action
- Any volunteer teachers who want a comprehensive evaluation

The Evaluation Process:

Step 1: The teacher completes the **Pre-observation Form**. The evaluator may require the teacher to submit a hard or electronic copy prior to the pre-conference or bring it at the time of the pre-conference.

Step 2: At the time of the Pre-observation conference, the teacher will communicate which descriptors the evaluator will be gathering evidence around for this observation. This is also the time the evaluator may want to express specific descriptor interests based on the work of the school. Example: If your school has been working on grouping of students, then the evaluator should expect to see any descriptors relating to that area.

**Recall the interrelationships among the descriptors.**

Step 3: At the agreed upon time of the evaluation, the evaluator will use the green copy, **Teacher Observation Instrument**, for the observation visit. Because the **descriptors have been identified**, you will have studied each of those performance levels and will therefore have a good understanding of each of those levels. It will be your choice as whether to **highlight** the behaviors performed or to **script** all the action that occurs during the observation. It is important to remember that the observer should date the descriptor's level of performance and circle the type of evidence noted during the observation, and then make any necessary notes regarding the evidence. Example: Criterion 2C: Managing Classroom Procedures; descriptor #16, Performance of Non-instructional Duties, you rate the teacher "unsatisfactory" and note the date, you may circle observation and write substantiating evidence such as, "9:00 – started lesson, began talking roll, etc., class actually started at 9:15."

Step 4: Upon completion of the evaluation, the evaluator should use the notes of evidence and the rubric to make a determination of the performance status. The evaluator may wish to complete the **Supplemental Feedback Form** or prepare a bulleted memo to use as talking points with the teacher. It is very critical that the evaluator suspend judgment and maintain low inference until the conversation occurs at the **Post-observation Conference**.

Step 5: The teacher should complete the yellow copy, **Self-Assessment and Teacher Reflection Forms** within three days of the evaluation.

Step 6: The conversation occurs between the evaluator and the teacher at the **Post-observation Conference**. The teacher brings the **Self-Assessment Instrument** that also contains the **Teacher Reflection**. The evaluator and the teacher will share ratings and evidence of the descriptors teaching consensus around those that are markedly differently (unsatisfactory-distinguished). Those areas of performance that either and/or both parties agree upon for improvement will then be written on the **Performance Improvement Plan**.

Step 7: At the end of the evaluation process, the evaluator will complete the **Teacher Evaluation Report**. This will note the composite scores for the teacher's performance in each of the standards. It will also reflect the determination of growth as a result of the **Performance Improvement Plan**. This should be discussed with the teacher, signed by both parties, and submitted to Human Resources.

## St. Louis Public Schools Teacher Evaluation Form

### Teacher Evaluation Process:

**Yellow Copy: Teacher Self-Assessment**  
(to be completed and kept by teacher)

**Green Copy: Evaluator Observation Instrument**  
(to be completed by evaluator, one for each teacher)

**White Copy: Forms ONLY**

**Step 1: Pre-observation**  
**During pre-observation** Submit to evaluator prior to or at the time of the conference  
Determine the descriptors in Standards 2 and 3 that will be evaluated

**Step 2: Evaluation**  
Highlight or script the performance in agreed upon areas  
Write the date on the line under the performance level  
Circle the type of evidence  
Write any notes in the areas below to substantiate the marking

**Step 3: After the evaluation**  
**Teacher** Teacher completes the Self-Assessment in Standards 1 and 4 on all descriptors  
Teacher completes the Self-Assessment in Standards 2, 3 and 5 on agreed upon descriptors  
Teacher completes the Lesson Reflection Form

**After the evaluation**  
**Evaluator** Evaluator completes either the Supplemental Feedback Form or talking points around criteria  
If the evaluator scripts, then the information has to be transferred to the Teacher Observation  
Instrument, coded, and evidenced.

**Step 4: Post-conference**  
Teacher brings Self-Assessment  
Evaluator brings Teacher Observation Instrument, Supplemental Feedback Form/talking points

**Conversation**  
Evaluator and teacher share information regarding the observation  
If there is a discrepancy between levels of performance, the evidence determines the coding  
Evaluator and teacher discuss areas of improvement of performance based on findings  
Evaluator determines the performance improvement areas based on the evidence  
Evaluator and teacher write a collaborative Performance Improvement Plan

**Step 6: End of Year**  
Teacher Evaluation Report is completed

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# PERFORMANCE-BASED TEACHER EVALUATION

*“Enhancing teacher practice to educate our future”*

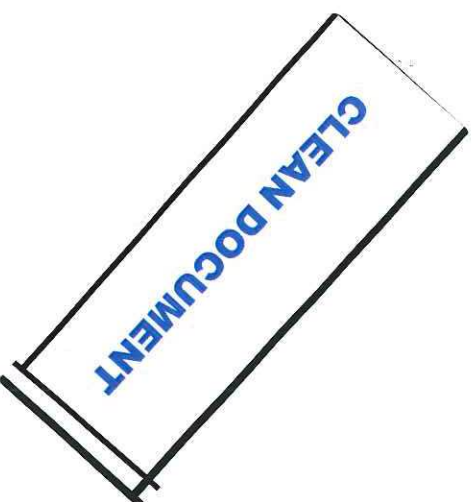
PLANNING AND PREPARATION

PROFESSIONAL RESPONSIBILITY



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Evaluator and teacher discuss areas of improvement of performance based on findings  
Evaluator determines the performance improvement areas based on the evidence  
Evaluator and teacher write a collaborative Performance Improvement Plan

**Step 6: End of Year** Teacher Evaluation Report is completed





# BOARD RESOLUTION

Date: August 10, 2013

Agenda Item : 07-22-10-02

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Dr. Adrienne Lacey-Bushell

Action to be Approved: Local Compliance Plan Certification Statement

Other Transaction Descriptors: (i.e.: Sole Source, Ratification)

Previous Board Resolution # 07-22-10-02

**SUBJECT:** To approve the Local Compliance Plan Certification Statement to the Missouri Department of Elementary and Secondary Education (DESE) regarding implementation of Part B of the Individuals with Disabilities Education Act, as amended by the Individuals with Disabilities Act Amendments of 2004.

**BACKGROUND:** For the purposes of implementing provisions of the Individuals with Disabilities Education Act (IDEA) Amendments of 2004, the Saint Louis Public School District assures that throughout the period of the grant award, it will comply with all of the requirements of the Parts A and B of IDEA, as amended by the IDEA Amendment of 2004, including: (1) all of the policies and procedures that were approved as part of the District's most recent compliance plan under Part B of the IDEA that are not inconsistent with IDEA as amended by the IDEA Amendments of 2004; and (2) all of the eligibility requirements of Section 613 of the Act, as amended. The District also assure that for the 2013-14 school year, the District will revise its compliance plan, policies, and procedures to make them fully consistent with the IDEA as amended by the IDEA Amendments of 2004 and that it will provided DESE Copies of the plan to ensure it meets each of the eligibility requirements in Section 613 of the Act.

Accountability Plan Goals: Goal III: Facilities, Resources Support

Objective/Strategy:

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source:		Requisition #:
Amount: No Cost		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

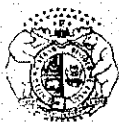
Department: Special Education

Requestor:

Angela Banks, Budget Director

Dr. Adrienne Lacey-Bushell,  
Special Education Executive Director

Dr. Kelvin R. Adams, Superintendent



Missouri Department of Elementary & Secondary Education  
 Office of Special Education - Compliance  
**Local Compliance Plan Certification Statement**

County/District Code: <b>115-115</b>	District Name: <b>St. Louis Public Schools</b>
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**Submission Instructions**  
 Complete the form and send to:  
 Missouri Department of Elementary and Secondary Education  
 Special Education Compliance  
 PO Box 480  
 Jefferson City, MO 65102  
 Fax: 573-526-5946  
**DUE DATE: October 1, 2013**

**Adoption**  
 The Responsible Public Agency has chosen the following in regard to adoption of a local plan for compliance with State and Federal regulations implementing the Individuals with Disabilities Education Act (IDEA):

- Option A:** Adopt the Model Compliance Plan made available by the Department of Elementary and Secondary Education.
- Option B:** Adapt the Model Compliance Plan made available by the Department of Elementary and Secondary Education with agency revisions (All pages on which revisions have been made to the Model Compliance Plan with highlighted revisions are enclosed. These revisions must be approved by DESE before the agency's plan becomes final.)
- Option C:** Agency developed Compliance Plan (Plan enclosed for DESE approval.)

**Certification**  
 The Responsible Public Agency assures that the agency's Compliance Plan and applicable state and federal regulations constitute the basis for operation and administration of the activities to be carried out in the agency under Part B of the IDEA, to provide special education services for all children with disabilities between the ages of three (3) and twenty-one (21) who meet the eligibility criteria as stated in this Plan and under the jurisdiction of the agency.

The Responsible Public Agency assures that programs administered under Part B of the IDEA are in accordance with the assurances provided in 34 CFR 76.301 of the General Education Provision Act (GEPA) and that federal funds made available under Part B of the IDEA are used in accordance with the excess cost and maintenance of fiscal effort and comparable services requirements of 34 CFR Sections 300.202 - 300.205 of the federal regulations governing the IDEA.

**The local compliance plan was adopted by the Governing Board of the agency on:**  
 (meeting Date - mm/dd/yy) \_\_\_\_\_

<b>Authorized Representative(s)</b>	
Board President	Date
Superintendent/Chief Administrative Officer	Date
Compliance Plan Contact Person	Date







# BOARD RESOLUTION

Date: August 23, 2013

Agenda Item : 09-26-13-20

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Leon Fisher, CFO/Treasurer

Action to be Approved: Financial Report

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve Amendment #3 to the Fiscal Year 2012-13 General Operating Budget.

**BACKGROUND:** State law requires that a budget amendment be made prior to actual expenditures for a given fund(s) exceeding the officially approved budget for that fund(s). Budget Amendment #3 primarily includes additional revenues associated with higher tax collection rates and higher state revenues for better than anticipated school enrollment during the shift to current year funding. In addition, savings were achieved across the District.

**Accountability Plan Goals:** Goal III: Facilities, Resources Support **Objective/Strategy:** III.D.

**FUNDING SOURCE:** (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Finance

Requestor:

*James L. Fisher*

*Angela Banks*

Angela Banks, Budget Director

*Mary M. Houlihan*  
Mary M. Houlihan, Dep. Supt., Operations

*Leon Fisher*  
Leon Fisher, CFO/Treasurer  
*Dr. Kelvin R. Adams*  
Dr. Kelvin R. Adams, Superintendent

Saint Louis Public Schools  
Amendment #3 Summary

	<u>Amendment#2</u>	<u>Amendment#3</u>	<u>Variance</u>
<b>Revenues</b>			
Local	\$223,392,596	\$226,762,805	\$3,370,209
County	\$3,493,703	\$3,409,298	-\$84,405
State	\$62,512,456	\$61,923,841	-\$588,615
Federal	\$5,883,279	\$6,387,788	\$504,509
<b>Total Revenues</b>	<b>\$295,282,034</b>	<b>\$298,483,732</b>	<b>\$3,201,698</b>
<b>Expenditures</b>			
Salaries	\$135,617,581	\$136,336,172	\$718,591
Temporary/OT	\$11,396,319	\$12,045,925	\$649,606
Benefits	\$63,122,843	\$61,430,251	-\$1,692,592
Professional Services	\$26,686,745	\$26,412,067	-\$274,678
Property Services	\$11,370,134	\$10,712,931	-\$657,203
Transportation	\$22,565,938	\$21,953,557	-\$612,381
Operational	\$12,271,588	\$12,652,135	\$380,547
<b>Total Expenditures</b>	<b>\$283,031,147</b>	<b>\$281,543,037</b>	<b>-\$1,488,110</b>
<b>Annual Surplus/Deficit</b>	<b>\$12,250,886</b>	<b>\$16,940,695</b>	<b>\$4,689,808</b>

Saint Louis Public Schools  
General Operating Revenues

12-13 Budget  
Amendment #3

		FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2
<b>SOURCE</b>				
	Local	223,392,596	226,762,805	3,370,209.16
	County	3,493,703	3,409,298	(84,404.99)
	State	62,512,456	61,923,841	(588,614.91)
	Federal	5,883,279	6,387,788	504,508.98
	Subsidy	-	-	-
	<b>Total by Source</b>	<b>\$ 295,282,034</b>	<b>\$ 298,483,732</b>	<b>\$ 3,201,698</b>
<b>FUND</b>				
110	Incidental	216,948,996	220,451,914	3,502,917.72
120	Teachers	72,727,539	72,053,164	(674,374.41)
140	Student Health	4,222,145	4,593,880	371,734.94
360	Capital	1,383,353	1,384,773	1,420.00
	Subsidy	-	-	-
	<b>Total by Fund</b>	<b>\$ 295,282,034</b>	<b>\$ 298,483,732</b>	<b>\$ 3,201,698</b>

Saint Louis Public Schools  
General Operating Revenues

12-13 Budget  
Amendment #3

**OBJECT**

5111	Real Property	109,227,150	110,297,322	1,070,172.62
5112	Personal Property	25,786,355	26,641,780	855,425.62
5113	Surplus Commissions	1,395,933	1,426,110	30,177.08
5114	Fin Institution Tax	368,325	368,325	-
5115	Surcharge Taxes	15,353,320	15,686,920	333,600.09
5116	School Dist Trust Fund (Prop C)	22,733,694	23,114,171	380,476.53
5117	Merch & Manuf Tax	8,558,748	8,610,102	51,354.49
5118	Int Financial Inst	19	19	-
5119	Int on Protested Taxes	10,000	60,511	50,511.03
5121	Del Real Pty Taxes	6,727,651	8,154,400	1,426,748.68
5122	Del Personal Taxes	1,951,602	2,037,351	85,748.61
5123	Del Merch & Manuf Tax	254,446	363,631	109,184.58
5127	Del Surcharge Tax	912,319	1,127,616	215,296.91
5129	City Sales Tax	23,502,997	21,671,014	(1,831,982.56)
5142	Super Now Accounts	31,555	52,630	21,074.78
5172	Lost Textbooks	-	1,665	1,664.50
5179	Comshns Roylts Tran	-	184	184.00
5189	Indirect Cost	2,062,972	2,233,294	170,321.26
5192	Rent - Board Facilities	194,752	166,274	(28,478.25)
5194	Utilities	216	216	-
5195	Refund of Pr Yr Exp	1,674,527	1,718,856	44,329.19
5199	Misc Local Revenue (incl VICC)	1,258,351	1,642,751	384,400.00
5215	Fines/forf Misdmea	194,917	230,177	35,259.54
5221	St Ass Util & RR Tax	2,601,022	2,481,358	(119,664.39)
5224	Oth Cty In Surch Tax	697,763	697,763	(0.14)
5311	Basic Formula	49,093,505	47,993,155	(1,100,350.15)
5312	Transportation	4,629,819	4,622,712	(7,107.12)
5317	Career Ladder	-	-	-
5319	Classroom Trust	7,371,926	7,908,647	536,721.15
5361	Voc/Technical Aid	244,288	257,720	13,431.86
5399	Misc State Revenue	1,172,918	1,141,607	(31,310.65)
5422	ARRA - Basic Formula	-	-	-
5424	ARRA - Basic Formula	-	-	-
5429	Other (ERATE, Fed Stabilization)	1,661,134	1,793,908	132,774.04
5496	Medicaid Direct Prov	358,594	41,158	(317,436.83)
5497	Medicaid Case Mgmt	3,863,551	4,552,723	689,171.77
5631	Insurance Recovery	4,312	4,312	-
5651	Interfund Subsidy	-	-	-
5691	Sale of Real Property	1,383,353	1,383,353	-
<b>Total by Object</b>		<b>\$ 295,282,034</b>	<b>\$ 298,483,732</b>	<b>\$ 3,201,698</b>

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

Fund		FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2
110	Incidental	112,278,800	110,441,966	(1,836,833)
120	Teachers	167,208,098	167,031,378	(176,720)
140	Student Health	3,544,250	4,069,693	525,443
360	Capital	-	-	-
<b>Total by Fund</b>		<b>\$ 283,031,147</b>	<b>\$ 281,543,037</b>	<b>\$ (1,488,110)</b>

Function				
0	GENERIC	-	-	-
1111	GENERAL PROGRAMS 1-5	31,212,431	31,054,866	(157,565)
1112	MAGNET SCHOOL PROG ELEMENTARY	2,071,244	2,056,717	(14,527)
1113	ART ELEMENTARY	2,730,190	2,725,884	(4,306)
1118	VOCAL MUSIC ELEMENTARY	2,394,942	2,291,543	(103,399)
1123	PHYSICAL EDUCATION ELEMENTARY	3,203,365	3,196,817	(6,548)
1127	SPECIALTY PROGRAM ELEMENTARY	33,821	29,349	(4,472)
1129	KINDERGARTEN	7,474,255	7,397,993	(76,262)
1131	GENERAL PROGRAMS 6-8	11,873,803	11,788,485	(85,318)
1132	MAGNET SCHOOL PROG MIDDLE	1,304,722	1,292,423	(12,299)
1133	ART MIDDLE	613,478	607,529	(5,949)
1135	SCIENCE MIDDLE	63,108	63,342	234
1137	INSTRUMENTAL MUSIC MIDDLE	127,124	126,651	(474)
1138	VOCAL MUSIC MIDDLE	406,846	402,337	(4,509)
1143	PHYSICAL EDUCATION MIDDLE	842,993	843,800	806
1147	SPECIALTY PROGRAM MIDDLE	6,828	6,825	(3)
1151	GENERAL PROGRAM 9-12	18,357,154	18,249,147	(108,007)
1152	MAGNET SCHOOL PROGRAM HIGH	6,396,441	6,353,907	(42,534)
1153	ART HIGH	1,334,384	1,322,039	(12,345)
1155	SCIENCE HIGH SCHOOLS	533,498	532,411	(1,087)
1157	INSTRUMENTAL MUSIC HIGH	727,255	713,841	(13,415)
1158	VOCAL MUSIC HIGH	293,374	290,258	(3,117)
1163	PHYSICAL EDUCATION HIGH	1,993,173	1,962,565	(30,608)
1189	SUMMER SCHOOL	1,173,573	2,414,908	1,241,334
1211	MENTALLY RETARDED CLASSES	18,731,447	18,596,191	(135,256)
1213	LD/BD/EMR RESOURCE	6,438,081	6,513,534	75,453
1222	DEAF	182,788	181,338	(1,450)
1224	VISUALLY HANDICAPPED	94,724	99,486	4,763
1225	SPEECH IMPAIRED	2,234,195	2,206,946	(27,249)
1226	PHYSICALLY HANDICAPPED	630,941	629,615	(1,326)
1231	BEHAVIOR DISORDERS	240,206	242,703	2,497
1243	EARLY CHILDHOOD SPC EDUC	41,511	41,216	(296)
1249	SPECIAL EDUCATION - GENERAL	1,022,177	1,047,622	25,445

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
1251	REMEDIAL READING	290,209	288,011	(2,198)
1255	PRESCHOOL ACADEMY	3,937,670	3,891,337	(46,333)
1272	MAGNET GIFTED PROGRAMS	3,537,280	3,482,667	(54,614)
1281	HOME INSTRUCTION	389,993	388,696	(1,298)
1283	DELINQUENT	172,354	170,231	(2,123)
1341	FAMILY & CONSUMER SCIENCE	189,115	187,758	(1,356)
1351	TECHNOLOGY EDUCATION	103,892	97,431	(6,461)
1361	BUSINESS EDUCATION	2,039,947	2,026,402	(13,544)
1362	VOC SCHOOL COMPUTER LAB	250,396	247,515	(2,881)
1381	TRADES AND INDUSTRIAL	431,020	424,460	(6,560)
1382	HEALTH/OCCUPATION	995	873	(122)
1392	AGRICULTURAL TECH	130,898	142,231	11,333
1411	EXTRACURRICULAR ACTIVITES	423,182	257,898	(165,284)
1421	INTERSCHOLASTIC ATHLETIC ADMIN	177,775	192,153	14,378
1511	NON-PUBLIC SPEC ED	1	0	(0)
2113	SOCIAL WORK SERVICES	1,022,378	1,011,143	(11,235)
2122	COUNSELING SERVICES	6,554,352	6,471,667	(82,685)
2123	IEP SPECIALIST	4,290	4,419	129
2124	STUDENT SUPPORT SERVICE	202,929	207,575	4,645
2128	RECRUIT & COUNS CTR	409,547	399,875	(9,672)
2132	MEDICAL SERVICE	1,760,856	2,110,471	349,615
2134	NURSING SERVICES	3,427,126	3,377,357	(49,769)
2139	OTHER HEALTH SERVICE	536,575	528,941	(7,634)
2142	PSYCHOL TESTING SVCS	246	-	(246)
2181	SPRINGBRD LEARN NON-FEDRL	148,032	145,202	(2,830)
2213	STAFF DEVELOPMENT	1,098,889	1,154,194	55,305
2214	INSERV ACTIV-MONITOR/SUPV	4,577	5,507	930
2218	CURRICULUM SERVICES	1,163,878	1,159,572	(4,306)
2223	TECH SERV INSTRUC/NON-INS	1,725,522	1,576,252	(149,270)
2226	SCHOOL MEDIA CENTER	3,415,454	3,360,214	(55,240)
2232	CAREER & TECHNICAL EDUCATION	195,200	204,607	9,407
2238	PARTNERSHIP PROGRAM	150,090	141,914	(8,176)
2239	EARLY CHILDHOOD EDUCATION	102,682	104,455	1,773
2251	SPECIAL ED ASSIGNMENT MONTR	131,347	139,360	8,013
2261	STATE & FEDERAL PROGRAMS	267,721	277,272	9,551
2311	BOARD OF EDUCATION OFFICE	350,661	335,059	(15,602)
2316	CONTRACTED LEGAL COUNSEL	-	-	-
2321	SUPERINTENDENT OF SCHOOLS	3,304,599	3,289,132	(15,467)
2322	PUBLIC INFO & COMMUN OUTR	1,469,196	1,197,790	(271,406)
2325	CHIEF ACADEMIC OFFICE	667,311	681,046	13,735
2327	ACCOUNTABILITY OFFICER	1,107,798	1,140,288	32,490

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
2328	DEPUTY SUPERINTENDENT	159,527	191,161	31,633
2331	EDUCATION OFFICERS	524,242	546,235	21,993
2332	DIRECTOR SPEC ED SERVICE	575,049	599,496	24,447
2333	DIRECTOR SPECIAL SERVICE	369,582	355,205	(14,377)
2336	ALT EDUC/STUDENTS RIGHTS	4,518,084	4,740,393	222,309
2421	DIRECTOR VOC ED SERVICES	122,553	126,985	4,433
2492	VOCATION SCHOOL PLANNING	247,817	225,435	(22,382)
2512	TREASURERS OFFICE	314,836	325,708	10,872
2514	INSURANCE SERVICE	1,388,907	1,443,899	54,992
2517	FISCAL CONTROL OFFICER	478,167	481,645	3,478
2518	DEVELOPMENT OFFICER	262,969	266,387	3,418
2522	BUDGETING SERVICE	354,517	960,209	605,693
2523	FISCAL CONTROL OFFICE	520,870	522,294	1,424
2524	PAYROLL SERVICE	287,322	296,299	8,976
2551	PUPIL TRANS CONTRACTED	13,735,724	11,744,220	(1,991,504)
2552	PUPIL TRANS-OWNED SPEC ED	-	-	-
2558	NONALLOWABLE TRANSPORTATN	2,094,096	2,187,215	93,119
2572	PURCHASING SERVICE	204,704	210,805	6,101
2577	PRINT PUBLISH & DUP SVCS	1,480,554	1,571,953	91,398
2591	RECORD ROOM SERVICES	87,923	92,277	4,354
2611	BUILDING COMMISSIONER	409,202	421,051	11,849
2622	BLDG ENGINEERING SERVICES	592,086	588,297	(3,788)
2624	BLDG MAINTENANCE SERVICES	18,357,723	17,438,205	(919,518)
2625	BLDG OPERATION SERVICES	10,537,139	10,357,444	(179,695)
2629	WAREHOUSE PICK-UP&DELIVER	-	-	-
2649	MOVING & RELOCATION	300,000	307,688	7,688
2661	SECURITY GUARD SERVICE	5,083,055	5,091,970	8,915
2822	RESEARCH-EVALUATION-ASSESSMENT	1,625,364	1,503,354	(122,010)
2827	STUDENT ACCOUNTING	160,735	166,669	5,935
2828	MANAGEMENT INFORMATION SERVICE	4,584,408	4,299,290	(285,118)
2832	HUMAN RESOURCE SERVICES	2,870,329	2,797,642	(72,686)
2833	CLASSIFIED STAFF SERVICE	189,740	182,408	(7,333)
2834	INACTIVE LEAVE	54,371	52,633	(1,738)
2838	SUBSTITUTES	7,267,038	6,885,462	(381,576)
3333	INFANT CARE CENTER	251,543	254,256	2,713
5115	LEASE PAYMENT	972,384	959,991	(12,394)
<b>Object</b>	<b>Total by Function</b>	<b>\$ 283,031,147</b>	<b>\$ 281,543,037</b>	<b>\$ (1,488,110)</b>
		-	0.00	



Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	<b>FY2012-13 Amendment #2 (6.27.2013)</b>	<b>FY2012-13 Amendment #3 (9.26.2013)</b>	<b>Variance Amend3- Amend2</b>	
6111	Administrators Salaries (Certificated)	11,901,641	11,934,352	32,711
6112	Classroom Teachers Salary	84,703,159	84,507,258	(195,901)
6113	Support Services	12,320,063	12,443,058	122,995
6114	Teachers Continuing Subs	-	496,235	496,235
6121	Administrators Salaries Non-Certificated	2,541,600	2,534,681	(6,919)
6122	Secretarial and Clerical	4,411,522	4,444,639	33,117
6123	Professional and Technical Salaries	2,854,751	2,874,268	19,517
6124	Teacher Aides	6,750,206	6,822,299	72,093
6125	Custodial and Mtn Salaries	8,113,935	8,219,833	105,897
6126	Mechanics/Trades Job Cost	2,020,704	2,059,549	38,845
6142	Regular Teachers Performing Subs	83,165	64,236	(18,929)
6143	Extra Service Payments	1,507,797	1,634,180	126,383
6144	Sub Teachers	6,537,953	6,191,817	(346,136)
6146	Sub Clerk	71,567	54,191	(17,376)
6148	Inservice Payments	-	-	-
6149	Temp Salaries NOC	1,539,734	1,429,262	(110,473)
6162	Secre/Clerical Sal OT	53,863	63,544	9,681
6163	Prof & Tech Salaries OT	10,154	8,565	(1,589)
6164	Teacher Aides OT	55,398	63,071	7,673
6165	Custodial Maint Sal OT	367,387	335,772	(31,615)
6166	Mech/Trade OT Job Cost	58,217	49,107	(9,109)
6181	Teachers-Summer (Certifi)	829,242	1,524,582	695,340
6182	Admin-Summer (Certif)	194,727	139,154	(55,574)
6183	Non-Certif Salary-Summer	87,116	488,444	401,329
6211	Retirement	24,206,973	24,070,305	(136,669)
6231	Social Security	11,061,975	11,052,615	(9,360)
6241	Group Medical Insurance	22,502,648	21,187,885	(1,314,764)
6242	Group Dental Insurance	881,607	860,240	(21,367)
6243	Group Life Insurance	244,509	237,221	(7,288)
6244	Vision Insurance	56,441	54,953	(1,488)
6245	Short Term Disability	687,175	667,526	(19,649)
6246	Long Term Disability	361,419	350,919	(10,500)
6261	Worker's Compensation	3,120,096	2,948,589	(171,507)
6311	Tuition Service	9,248,453	9,258,383	9,930
6312	Professional Ed Services	11,074	20,270	9,196
6315	Auditors & Accountants Svc	193,000	191,000	(2,000)
6318	Legal Services	1,823,422	2,370,369	546,947
6319	Other Professional & Technical (NAC)	14,493,149	14,266,799	(226,349)
6324	Water Service	268,870	373,870	105,000
6325	Sewer Service	726,635	582,672	(143,963)

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
6333	Contracted Repairs	845,976	345,190	(500,786)
6334	Rentals Equipment	7,292	12,164	4,872
6335	Rentals Land & Bldg	12,906	12,906	-
6336	Property Services	320,522	309,986	(10,536)
6338	Repair Maintenance Other	79,736	87,103	7,368
6341	Contracted Transportation To-From School	20,765,149	20,071,858	(693,290)
6342	Other Contracted Pupil Transportation	364,447	375,924	11,477
6343	Contracted Transportation Sick & Other	-	-	-
6344	Contracted Transportation After School	982,083	975,000	(7,083)
6349	Other Transportation Bus Passes	454,259	530,775	76,515
6351	Property Including Boiler Insurance	716,184	681,184	(35,000)
6352	Employee Pers Liability Insurance	4,565	6,908	2,343
6353	Employee Fidelity Insurance	154,952	155,052	100
6354	Vehicle Insurance	103,991	103,991	-
6355	Athletic Insurance	51,801	54,090	2,289
6358	Licenses, Fees & Permits	255,753	263,763	8,010
6359	Legal Settlements	917,648	305,246	(612,402)
6361	Telephone & Telegraph	1,974,454	2,085,930	111,476
6362	Advertising-Recruiting/Announcements	870,066	614,202	(255,864)
6363	Printing & Binding	76,317	39,656	(36,662)
6364	Postage	101,962	83,972	(17,990)
6371	Operating Supplement	9,375	600,000	590,625
6381	Memberships & Dues	139,001	177,058	38,058
6382	Transportation-Mech-Job Cost	-	-	-
6383	Travel & Conference Expenses	124,788	169,681	44,893
6384	Meeting Expenses	104,560	132,033	27,473
6385	Vehicle Expense	6,700	9,900	3,200
6386	Mileage	35,622	40,200	4,578
6389	Transportation NOC	-	-	-
6395	Field Trip Admission	8,528	5,072	(3,457)
6411	General Supplies	2,146,549	2,150,570	4,021
6412	Standardized Tests	808,940	667,240	(141,700)
6415	Trophies/Awards/Incentives	249,581	425,090	175,509
6417	Gas and Oil	7,556	4,753	(2,804)
6421	Textbooks Direct Purchase	860,394	796,626	(63,768)
6422	Workbook-Direct Purchase	1,678	1,678	-
6432	Library Books	211,325	228,628	17,304
6433	Periodicals	3,403	2,173	(1,230)
6441	Software-Microcomputer	1,407,475	1,323,012	(84,464)
6442	Software-Mainframe	-	-	-
6443	Computers < \$1,000	570,821	625,351	54,530

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

		FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2
6483	Heating Service	2,284,642	1,845,293	(439,349)
6484	Electric Service	6,823,556	7,143,747	320,191
6541	Equipment	277,107	234,021	(43,086)
6542	Computers > \$1,000	15,332	9,809	(5,523)
6546	Equipment/Lease Purchase	172,753	160,438	(12,316)
6623	Bldg Lease Payments	800,054	800,054	-
<b>Total by Object</b>		<b>\$ 283,031,147</b>	<b>\$ 281,543,037</b>	<b>\$ (1,488,110)</b>
		0	0	

Location				
27	Blow Community Ed Center	1,301	1,651	350
34	Hamilton Community Ed Center	179	132	(47)
35	Clay Community Ed Center	3,519	3,523	4
37	Long Community Ed Center	960	4,680	3,720
38	Sherman Community Ed Center	2,094	2,484	390
40	Shaw Community Ed Center	-	2,437	2,437
41	Sigel Community Ed Center	15,537	10,863	(4,674)
42	Walbridge Community Ed Center	11,107	10,007	(1,100)
45	Yeatman Community Ed Center	4,351	4,124	(226)
49	Vashon CEC	8,084	9,886	1,803
111	Gateway Institute of Technology	9,656,950	9,530,794	(126,157)
114	Nottingham CAJT High School	1,983,070	2,047,260	64,190
117	Clyde J. Miller Career/Technical Academy	5,114,974	5,078,248	(36,726)
125	Beaumont High	2,178,676	2,160,301	(18,374)
138	Washington Ed Ctr	140	118	(21)
144	Cleveland / NJROTC	2,283,350	2,282,282	(1,068)
150	College Prep. High School @ Madison	1,922,462	1,911,848	(10,615)
156	Metro Academy Class HS	2,604,477	2,604,135	(342)
168	Roosevelt High	5,398,373	5,382,746	(15,626)
180	Sumner High	3,547,032	3,534,540	(12,492)
183	Vashon High	4,421,674	4,353,300	(68,374)
184	Williams 9th Grade Center	14,764	12,705	(2,058)
186	Central VPA	3,058,984	3,102,976	43,992
193	Carnahan School of the Future	2,652,752	2,597,849	(54,903)
194	Northwest Transportation and Law	2,255,838	2,236,311	(19,527)
277	Temp Undistributed Costs	37,803	27,980	(9,823)
279	Surplus Staff	216,465	204,892	(11,573)
302	Blewett Middle	128	110	(18)
305	Busch Middle	1,989,094	1,965,312	(23,782)
307	Carr LAne VPA Middle	3,334,120	3,308,935	(25,185)
311	Bunche Int'l Studies	2,640	2,252	(389)
313	McKinley CJA	3,323,577	3,286,852	(36,725)

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
314	Fanning Middle	1,936,884	1,920,247	(16,637)
321	Humbolt Middle	60	44	(16)
323	Gateway Middle	3,123,449	3,186,079	62,630
324	Langston Middle	1,795,091	1,794,552	(539)
325	Academy of Env't'l Sci/Math Middle Schl.	1,758,182	1,792,166	33,984
326	Long Middle	1,346,377	1,398,182	51,805
328	L'Ouverture Middle	1,127,978	1,117,017	(10,961)
331	Northwest Middle	215	182	(33)
337	Pruitt Military Middle	187	158	(29)
339	Compton Drew ILC	3,365,712	3,386,753	21,040
340	Stevens Middle	10,894	9,560	(1,334)
344	Turner Middle	74	62	(11)
354	Carnahan Middle	144	122	(22)
373	Gateway Middle	35	-	(35)
377	YEATMANN-LIDDELL JUNIOR HIGH	2,141,173	2,121,389	(19,785)
400	Adams	1,676,957	1,663,267	(13,690)
406	Ashland Elementary	1,677,878	1,673,178	(4,700)
408	Baden Elementary	198	168	(30)
418	Bryan Hill Elementary	1,104,204	1,091,305	(12,898)
420	Buder Elementary	2,295,346	2,288,505	(6,841)
425	Ames VPA Elementary	2,849,204	2,842,538	(6,666)
432	Clark Elementary	170	144	(26)
436	Clay Elementary	1,152,521	1,148,615	(3,906)
440	Cole Elementary	1,612,745	1,590,356	(22,388)
442	Columbia Elementary	989,320	980,940	(8,380)
444	Cote Brillante Elementary	1,374,009	1,371,841	(2,168)
447	Dewey Int'l Study	2,528,859	2,514,005	(14,853)
448	Dunbar Elementary School	1,335,846	1,317,648	(18,198)
458	Farragut Elementary	1,086,209	1,076,546	(9,663)
463	Ford Elementary	1,633,979	1,618,453	(15,526)
466	Froebel Elementary	1,864,855	1,836,110	(28,745)
472	Gallaudet Hearing Impaired	39	33	(6)
473	Gateway Elementary	3,516,042	3,491,699	(24,343)
478	Hamilton Elementary	1,475,003	1,471,059	(3,945)
488	Henry Elementary	1,465,998	1,464,778	(1,219)
489	Hickey Elementary	1,397,968	1,389,564	(8,404)
490	Herzog Elementary	1,978,653	1,970,042	(8,611)
492	Hodgen Elementary	1,506,931	1,494,591	(12,339)
496	Humboldt Academy	1,497,383	1,477,964	(19,419)
497	New Americans High School	1,337,559	1,326,025	(11,534)
499	Academy of Env't'l Sci/Math Elem. Schl.	3,224,738	3,243,525	18,787

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

		FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2
502	Jefferson Elementary	1,337,290	1,320,980	(16,310)
503	Kennard Elementary CJA	2,240,903	2,227,774	(13,129)
506	Laclede Elementary	1,175,249	1,155,232	(20,017)
510	Lexington Elementary	1,644,589	1,647,309	2,720
518	Lyon Acad Basic Inst	2,041,826	2,018,597	(23,229)
524	Mallinckrodt ABI	1,617,193	1,609,134	(8,059)
526	Mann Elementary	1,376,949	1,363,501	(13,448)
528	Mark Twain Elementary	1,003	879	(123)
534	Mason Elementary	2,589,739	2,713,221	123,482
550	Meramec Elementary	1,383,553	1,355,764	(27,789)
552	Michal Ortho Handi	1,183,427	1,259,758	76,330
556	Monroe Bldg	1,602,289	1,577,452	(24,837)
559	Mullanphy ILC	3,203,076	3,372,433	169,357
560	Oak Hill Elementary	1,966,784	1,957,008	(9,775)
561	Earl Nance Sr. Elementary	2,237,496	2,225,604	(11,893)
562	Peabody Elementary	1,894,734	2,028,457	133,723
576	Scullin elementary	140	123	(17)
578	Shaw VPA	2,291,322	2,260,530	(30,793)
580	Shenandoah Elementary	1,118,567	1,113,779	(4,788)
584	Sherman Elementary	1,233,417	1,219,164	(14,253)
586	Sigel Elementary	1,709,086	1,693,838	(15,248)
588	Simmons Elementary	451	382	(69)
593	Stix Early Childhood	3,551,026	3,479,954	(71,072)
596	Walbridge Elementary	1,718,167	1,711,440	(6,727)
597	Woerner	2,408,194	2,381,727	(26,467)
601	Washington Montessori	2,182,824	2,148,740	(34,084)
603	Wilkinson ECC II	1,462,728	1,448,453	(14,274)
604	Heritage Academy	105,431	104,515	(915)
612	Woodward Elementary	1,707,890	1,698,330	(9,560)
668	Griscom School	923,824	928,981	5,157
670	Multiple Pathways @ Madison	890,715	930,757	40,042
671	Multiple Pathways @ Stevens	1,123,268	1,108,776	(14,492)
673	Fresh Start @ Meda P Washington	586,895	572,683	(14,212)
679	Innovative Concept School	1,122,993	1,132,295	9,302
694	Big Picture	2,302	1,995	(307)
698	Fresh Start - Turner	717,184	706,781	(10,403)
800	Board of Education	350,661	335,059	(15,602)
801	Information Center	-	0	0
802	Chief_Academic_Officer	770,741	800,997	30,256
803	Chief Operating Officer	193,290	198,715	5,425
804	Chief of Schools	183,550	186,198	2,648

Saint Louis Public Schools  
General Operating Expenditures

12-13 Budget  
Amendment #3

	FY2012-13 Amendment #2 (6.27.2013)	FY2012-13 Amendment #3 (9.26.2013)	Variance Amend3- Amend2	
810	Superintendent of Schools	3,179,599	3,164,132	(15,467)
811	Asst To Supt For Comty Support	159,527	191,161	31,633
812	Public Info & Community Outreach	1,382,859	1,113,841	(269,018)
814	State and Federal Programs	729	-	(729)
815	Education Officer-Special Projects E/M	214,682	224,894	10,212
816	Education Officer - High Schools	302,966	308,597	5,631
819	Assoc Supt Programs	-	2,367	2,367
820	Centralized Budget	206,439	600,000	393,561
822	Alternative Educ/Student Rights	3,399,906	3,628,282	228,376
824	Professional Development	14,188	11,697	(2,491)
825	Leadership For Educational Achievement	-	-	-
826	Vocational / Tech Education	373,363	354,018	(19,345)
827	Community Education	322,643	504,173	181,530
828	Special Education	15,826,942	16,309,431	482,489
829	Special Services	5,452,802	5,493,324	40,522
833	Atheltics Coordinator	1,482,456	1,508,537	26,081
835	Career Education	195,200	204,607	9,407
837	Volunteer Services	240,142	231,311	(8,831)
838	Bilingual / ESL Program	673,351	654,983	(18,368)
840	Early Childhood Education	31,168	26,381	(4,787)
843	Accountability Officer	1,107,798	1,140,288	32,490
844	Library Services	22,559	22,559	-
846	Parent Infant Interaction	251,543	254,256	2,713
847	Teaching & Learning Support	2,645,318	2,717,979	72,660
849	Recruitment / Counseling Center	410,778	400,794	(9,984)
851	Springboard to Learning	148,032	145,202	(2,830)
880	Student Support Services	4,888,607	4,831,698	(56,909)
905	Building Commissioner	30,252,098	29,320,159	(931,940)
914	Student Record	87,923	92,277	4,354
915	Material Management	204,704	210,805	6,101
918	Transportation Supervision	20,993,572	20,162,675	(830,897)
919	Garage	300,000	307,688	7,688
927	Transportation Taxi Cabs	120,000	116,800	(3,200)
941	Electric	35	29	(5)
966	Administration Building	18	16	(3)
970	Treasurer	1,767,105	1,769,607	2,502
972	Grants Management	267,721	277,272	9,551
973	Development Officer	262,969	266,387	3,418
976	Budget, Planning, & Development	352,322	365,909	13,587
977	Fiscal Control Office	804,632	815,942	11,309
978	Fiscal Control Officer	478,167	481,645	3,478

Saint Louis Public Schools  
 General Operating Expenditures

12-13 Budget  
 Amendment #3

		<b>FY2012-13</b>	<b>FY2012-13</b>	<b>Variance</b>
		<b>Amendment #2</b>	<b>Amendment #3</b>	<b>Amend3-</b>
		<b>(6.27.2013)</b>	<b>(9.26.2013)</b>	<b>Amend2</b>
979	Payroll Office	3,560	2,652	(909)
981	Information Technology Division	8,630,044	8,278,596	(351,448)
984	Research, Evaluation, Assessment	1,625,364	1,503,354	(122,010)
990	Human Resources	2,780,576	2,714,332	(66,244)
991	St. Louis Plan	2,121	2,783	662
<b>Total by Location</b>		<b>\$ 283,031,147</b>	<b>\$ 281,543,037</b>	<b>\$ (1,488,110)</b>







# BOARD RESOLUTION

Date: August 9, 2013

To: Dr. Kelvin R. Adams, Superintendent

From: Leon Fisher, CFO/Treasurer

Agenda Item: 09-26-13-21

Action:

Action to be Approved: Financial Report

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To approve the Monthly Transaction Report for July 2013.

**BACKGROUND:** Per Board Regulation R3150.2, the SAB must approve the following transactions: 1) Budget transfers equal to or greater than \$50,000; 2) Budget transfers between funds; 3) Budget transfers involving meeting or travel expenses.

Accountability Plan Goals: Goal III: Facilities, Resources Support

Objective/Strategy: III.D.


FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code - 110 Fund Type - 2218 Function - 6411 Object Code)

Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Cost Not to Exceed: \$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Finance


Requestor:

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Mary M. Houlihan, Dep. Supt., Operations

  
Angela Banks, Budget Director

  
Leon Fisher, CFO/Treasurer

  
Dr. Kelvin R. Adams, Superintendent

Monthly Budget Report

Dates: 07-01-2013 - 07-31-2013

Fiscal Year: 2013 - 2013

110-TEACHERS FUND

1 SAP Hierarchy Doc #: 0502034720  
SAP Entry Doc #: 0502034333

From:	120-2213	-	847-00-120	-	6386	5,756.63-
To:	110-2213	-	847-00-110	-	6261	105.00
	110-2213	-	847-00-110	-	6231	401.63
	110-2213	-	847-00-110	-	6149	5,250.00

Control No: B  
From Amount: 5,756.63-  
To Amount: 5,756.63

Text: Transferring funds to cover Temporary Employee (Staffing Requisition #1314-0013) for Back to School PD Work

2 SAP Hierarchy Doc #: 0502036198  
SAP Entry Doc #: 0502035756

From:	110-2411	-	168-00-110	-	6411	2,500.00-
To:	110-2411	-	168-00-110	-	6383	2,500.00

Control No: B  
From Amount: 2,500.00-  
To Amount: 2,500.00

Text: Funds for all staff Professional Development August 1-3, 2013 in Osage Beach, Mo.

3 SAP Hierarchy Doc #: 0502036200  
SAP Entry Doc #: 0502035758

From:	110-2411	-	168-00-110	-	6411	2,500.00-
To:	110-2411	-	168-00-110	-	6383	2,500.00

Control No: B  
From Amount: 2,500.00-  
To Amount: 2,500.00

Text: Funds for all staff Professional Development August 1-3, 2013 in Osage Beach, MO.

ST. LOUIS BOARD OF EDUCATION

Monthly Budget Report

Dates: 07-01-2013 ~ 07-31-2013

Fiscal Year: 2013 - 2013

4 SAP Hierarchy Doc #: 0502036593  
SAP Entry Doc #: 0502036150

From:	110-2512	-	970-00-110	-	6411	3,066.00-
To:	110-2517	-	978-00-110	-	6383	3,066.00-
Control No:			B			
From Amount:						3,066.00-
To Amount:						3,066.00

Text: Leon Fisher to attend the GROA Accounting Academy in Chicago, IL  
August 5-9, 2013.

ST. LOUIS BOARD OF EDUCATION  
 Monthly Budget Report  
 Dates: 07-01-2013 - 07-31-2013  
 Fiscal Year: 2013 - 2013  
 Fund Summary - Transfers Only

Fund Total From 110-INCIDENTAL	:	8,066.00-
To 110-INCIDENTAL	:	13,822.63
Fund Total From 120-TEACHERS FUND	:	5,756.63-
To 120-TEACHERS FUND	:	0.00
District Total From	:	13,822.63-
To	:	13,822.63





# BOARD RESOLUTION

Date: August 23, 2013

Agenda Item: 9-26-13-02

To: Dr. Kelvin R. Adams, Superintendent

Action:

From: Jesse Dixon, Special Projects Assistant

Action to be Approved:  
Acceptance of Funds/Funding

Other Transaction Descriptors:  
(i.e.: Sole Source, Ratification)

**SUBJECT:** To authorize the Superintendent to exercise discretion in the expenditures of the School Improvement Grant (SIG) funds. This discretion request includes the authority to accept the funds, proceed to process items that are time sensitive and to present the expenditures to the Board for ratification. The Department of Elementary and Secondary Education has indicated the amount of funds to be awarded is approximately \$4,386,150 (\$1,567,758 of which has already been substantially awarded).

**BACKGROUND:** Due to the timing of the SIG award, expenditure of the funds to provide maximum benefit to our SLPS students during the 2013-2014 school year will need to be on a very compressed time schedule. The Superintendent and the District staff have already done a great deal of planning and preparation for use of the funds as detailed in the presentation on the new SIG award. The ability to place orders with identified vendors is critical to placing the resources and materials in the hands of the teachers and students as early in the school year as possible.

Accountability Plan Goals: Goal I: Student Performance

Objective/Strategy: I.B.

FUNDING SOURCE: (ex: 111 Location Code - 00 Project Code -110 Fund Type – 2218 Function– 6411 Object Code)

Fund Source: Fund 294	Non-GOB	Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
Fund Source:		Requisition #:
Amount:		
\$ 0.00	<input type="checkbox"/> Pending Funding Availability	Vendor #:

Department: Academics

Requestor:

Angela Banks, Budget Director

Jesse Dixon, Special Projects Assistant

Leon Fisher, CFO/Treasurer

Dr. Cleopatra Figgures, Acting Dep. Supt.,  
Academics

Dr. Kelvin R. Adams, Superintendent

**TO:** Kelvin Adams, Authorized Representative  
St. Louis City School District 115-115

**CC:** Jessie Dixon, Contact  
Jocelyn Strand  
Robert Taylor  
Dennis Dorsey

**FROM:** Craig Rector, Coordinator  
Grants & Resources

**SUBJECT:** 1003(g) School Improvement Grants (SIG)

The Department of Elementary and Secondary Education is reviewing your 2013-14 SIG application. We are substantially approving selected activities in your SIG application. The activities, as listed below, in your SIG application were reviewed and are substantially approved as of July 29, 2013.

	Activity	Funds Approved
<b>LEA Administration</b>		
<b>6100</b>	Instructional Leadership Officer 2 @ 1.0 FTE	\$240,000
	Asst. to the Supt of Priority Schools 1.0 FTE	\$120,000
<b>6150</b>	Performance Management Specialist 1.0 FTE	\$32,000
<b>6200</b> (for positions listed above)		\$50,000
<b>6300</b>	Instructional Coaching Capacity Building	\$400,000
<b>Building Total</b>		<b>\$842,000</b>
<b>Laclede Elementary School</b>		
<b>6100</b>	1 Reading Specialist @ 1.0 FTE	\$55,700
<b>6150</b>	Social Worker @ 0.5 FTE	\$25,724
	Instructional Tech. Support	\$55,834
<b>6200</b> (for positions listed above)		\$30,000
<b>Building Total</b>		<b>\$167,258</b>

	Activity	Funds Approved
<b>Meramec Elementary School</b>		
6100	1 Instructional Coach @ 1.0 FTE	\$60,750
6150	Social Worker @ 0.5 FTE	\$28,000
	PBIS Interventionist	\$41,000
6200 (for positions listed above)		\$28,500
<b>Building Total</b>		<b>\$158,250</b>
<b>Oak Hill Elementary School</b>		
6100	1 Instructional Coach @ 1.0 FTE	\$60,750
6150	PBIS Interventionist	\$41,000
6200 (for positions listed above)		\$23,000
<b>Building Total</b>		<b>\$124,750</b>
<b>Roosevelt High School</b>		
6100	1 Instructional Coach @ 1.0 FTE	\$60,750
6150	Behavior Interventionist Specialist	\$26,000
	Future Focus Counselor	\$35,000
6200 (for positions listed above)		\$29,000
<b>Building Total</b>		<b>\$150,750</b>
<b>Sumner High School</b>		
6100	1 Instructional Coach @ 1.0 FTE	\$60,750
6150	GRAD Coach	\$41,000
6200 (for positions listed above)		\$23,000
<b>Building Total</b>		<b>\$124,750</b>
<b>DISTRICT TOTAL</b>		<b>\$1,567,758</b>

This entitles you to proceed only with the activities listed above and included in the SIG application. Final approval will be granted and project funds will be released once the LEA's entire SIG application has been approved.

If you have any questions regarding the SIG application, please contact Craig Rector at (573) 526-1594 or Jocelyn Strand at (573) 751-1014.

Craig