



ST. LOUIS PUBLIC SCHOOLS



School & Home

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St. Louis Public Schools Back to School and St. Louis Community Empowerment Foundation Festival Set for Saturday, August 3

St. Louis Public Schools is gearing up for a fantastic 2013-14 school year with its annual “Back To School Fair.” SLPS and the St. Louis Empowerment Foundation will again work as partners to present the St. Louis Public Schools Back to School and St. Louis Community Empowerment Foundation Festival on Saturday, August 3, 2013 from 9 a.m. to 1 p.m. at Chaifetz Arena on the campus of Saint Louis University.

The St. Louis Public Schools Back to School and Community Empowerment Festival is free for all St. Louis residents. More than 200 vendors will be on hand, providing everything from free haircuts for children to family resources to services for senior citizens. As always, free backpacks and school supplies will be given to students while supplies last.

Inside the Chaifetz Arena, SLPS officials will be on hand to assist with transportation, enrollment,

and other school-related questions and concerns. Vendors and exhibitors will offer important school-related information for parents and students.

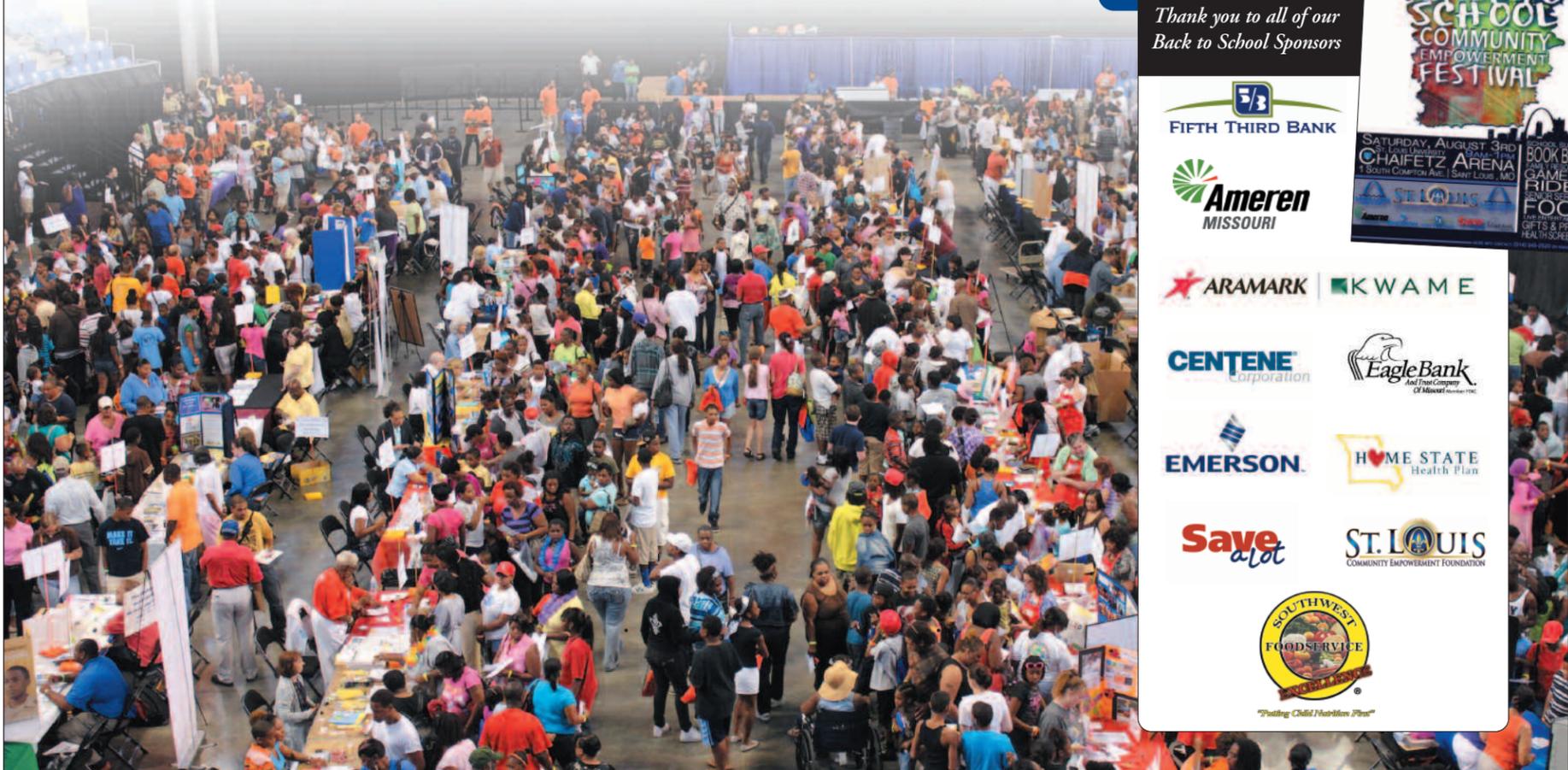
This year's event will also include numerous activities and points of interest on the grounds outside the Chaifetz Arena. Scheduled activities include go-kart racing, pony rides, and a bounce house.

For more information on the Back to School Festival, call 314-345-2520 or visit www.slps.org.



Classes for the St. Louis Public Schools begin Monday, August 12, 2013.

Thank you to all of our Back to School Sponsors



**Moving Forward
To A Great
2013-2014**



Dr. Kelvin Adams

As we look forward to the first day of school on Monday, August 12, 2013, there is much to be excited about in the Saint Louis Public School District.

Thanks to the hard work of our students and teachers, the District continues to make academic strides and remains on the right track toward Full Accreditation.

First off, I want to extend my congratulations to the Class of 2013. Our students were awarded millions of dollars in scholarships and have been accepted to prestigious universities and colleges throughout the state and around the country. More than 1,700 SLPS students graduated this spring, and we look forward to hearing about all of the great things they will achieve in the future.

The District continues its focus on academics year-round. During this past Spring Break, hundreds of SLPS children in grades 3 – 8 attended a week-long Spring Break Academy to sharpen their skills in reading and math. Then, during June, several thousand SLPS students attended Summer School for four weeks to improve their academics and reduce the summer "brain-drain."

Each new school year brings with it new opportunities and new ideas. We are excited to open the doors to the Collegiate School of Medicine and Bioscience (CSMB). This unique high school will provide students with practicums and internships under the guidance of local healthcare professionals.

We are also excited to continue and expand our iPad initiative, which was introduced to our 3rd grade students during the previous school year. This year we will expand to 4th grade with a continued expansion to 5th grade.

A new reading and math tutoring initiative will get underway during 2013-2014. With the assistance of external tutors, our elementary students will receive concentrated and focused one-on-one support in the areas of reading and mathematics.

We are also excited to receive new School Improvement Grant dollars to enhance student performance for children in eight District schools. These dollars will help support the on-going efforts to improve the academic outcomes for children who have not previously benefited from the School Improvement Grant program.

The District has also continued moving forward with our Proposition S facility improvements and upgrades. During the past year a new football field and track were installed at Gateway STEM High School, a state-of-the-art auditorium was opened at Central VPA/Cleveland NJROTC High School, and outdoor classrooms have been built at multiple elementary schools. I encourage you to read more about our Prop S program on page 3 of this issue of *School & Home*.

Another important change for the 2013-2014 school year will be in the area of food services. The District has selected

Continued on page 2

SLPS 2013-2014 School Listings

Elementary Schools	Grades	Principal	Address	Phone
Academy of Environmental Science & Mathematics Elementary School	K-5	Dr. Angele Burns	1008 S. Spring Ave.	932-1464
Adams	PS-6	Cameron Coleman	1311 Tower Grove Ave.	535-3910
* Ames VPA	PS-5	JaVeeta Parks	2900 Hadley St.	241-7165
Ashland	PS-6	Lisa Brown	3921 N. Newstead Ave.	385-4767
Bryan Hill	PS-5	Dr. Sarah Briscoe	2128 E. Gano Ave.	534-0370
Buder	PS-5	Dr. Sally Bloom	5319 Lansdowne Ave.	352-4343
Clay	PS-5	Donna Owens	3820 N. 14 th St.	231-9608
Columbia	PS-6	Dr. Cornetta Mendoza	3120 St. Louis Ave.	533-2750
Cote Brilliante	PS-6	Karen Jones	2616 Cora Ave.	531-8680
* Dewey IS	PS-5	Dr. Jeanine Zitta	6746 Clayton Rd.	645-4845
Dunbar	PS-6	TBD	1415 N. Garrison Ave.	533-2526
Farragut	PS-6	Patricia Cox	4025 Sullivan Ave.	531-1198
Ford	PS-6	Rachel Clark	1383 Clara Ave.	383-0836
Froebel Literacy Academy	PS-5	Mamie Womack	3709 Nebraska Ave.	771-3533
* Gateway Math & Science Elem.	PS-5	Dr. Rose Howard	#4 Gateway Dr.	241-8255
Gateway-Michael SpEd	PS-8	Dr. Rose Howard	#2 Gateway Dr.	241-0993
Hamilton	PS-5	Starlet Frenchie	5819 Westminster Place	367-0552
Herzog Academy	PS-6	Sandra Bell	5831 Pamplin Place	385-2212
Hickey	PS-5	Peggy Starks	3111 Cora Ave.	383-2550
Hodgen Elem. College Bound Academy	PS-6	Regina Hasty	1616 California Ave.	771-2539
* Humboldt Academy of Higher Learning	3,4,5	Jacqueline Russell	2516 S. 9 th Street St.	932-5450
Jefferson	PS-6	Nathalie Means	1301 Hogan St.	231-2459
* Kennard CJA	PS-5	Dr. Wanda LeFlore	5031 Potomac St.	353-8875
Laclede	PS-5	Daisy Fisher	5821 Kennerly Ave.	385-0546
Lexington	PS-5	Myra Pendleton	5030 Lexington Ave.	385-2522
* Mallinckrodt Acad. of Gifted Instruction	PS-5	Melanie Bloom	6020 Pernod Ave.	352-9212
Mann	PS-6	Dr. Nicole Conaway	4047 Juniata St.	772-4545
Mason School of Academic & Cultural Literacy	PS-6	Deborah Leto	6031 Southwest Ave.	645-1201
Meramec	PS-5	LaKena Curtis	2745 Meramec St.	353-7145
Monroe	PS-6	Gwendolyn Randolph	3641 Missouri Ave.	776-7315
* Mullanphy ILC	PS-5	Kenneth Blanton	4221 Shaw Blvd.	772-0994
Nance	PS-6	Perry Hill	8959 Riverview Blvd.	867-0634
Oak Hill	PS-5	Dr. Karessa Morrow	4300 Morganford Rd.	481-0420
Pamoja Preparatory Academy @ Cole	PS-7	Sean Nichols	3935 Enright Ave.	533-0894
Patrick Henry Downtown Academy	PS-6	Jana Haywood	1220 N. 10 th St.	231-7284
* Shaw VPA	PS-5	Lori Craig	5329 Columbia Ave.	776-5091
Shenandoah	PS-6	Sonya Wayne	3412 Shenandoah Ave.	772-7544
Sigel	PS-6	Hollie Russell-West	2050 Allen Ave.	771-0010
* Stix ECC	PS-2	Diane Dymond	647 Tower Grove Ave.	533-0874
Walbridge	PS-6	Dr. Hortense Harrison-Lewis	5000 Davison Ave.	383-1829
* Washington Montessori	PS-5	DeAdrienne Torrey	1130 N. Euclid Ave.	361-0432
* Wilkinson ECC @ Roe	PS-2	Julie Wuch	1921 Prather Ave.	645-1202
Woerner	PS-5	Margaret Meyer	6131 Leona St.	481-8585
Woodward	PS-5	Kimberly Austin	725 Bellerive Blvd.	353-1346

Middle Schools	Grades	Principal	Address	Phone
Academy of Environmental Science & Mathematics Middle School	6,7,8	Dr. Angele Burns	1008 S. Spring Ave.	932-1465
* Busch School of Character & Athletics	6,7,8	Robert Lescher	5910 Clifton Ave.	352-1043
* Carr Lane VPA	6,7,8	Cornelius Green	1004 N. Jefferson Ave.	231-0413
* Compton Drew ILC	6,7,8	Susan Reid	5130 Oakland Ave.	652-9282
Fanning	6,7,8	June Berry	3417 Grace Ave.	772-1038
* Gateway Math & Science Preparatory	6,7,8	Aisha Grace	1200 N. Jefferson Ave.	241-2295
Langston	6,7,8	Lanetra Thomas	5511 Wabada Ave.	383-2908
Long	6,7,8	Brenda Smith	5028 Morganford Rd.	481-3440
* Lyon Academy @ Blow	K-8	Dr. Ingrid Iskali	516 Loughborough Ave.	353-1349
* McKinley CJA	6,7,8	Earl Williams	2156 Russell Blvd.	773-0027
Peabody	PS-8	Carey Cunningham	1224 S. 14 th St.	241-1533

Junior Prep Academics	Grades	Principal	Address	Phone
Yeatman/Liddell Preparatory	7,8	Dr. Leslie Bonner	4265 Athlone Ave.	261-8132

High Schools	Grades	Principal	Address	Phone
Beaumont	12	Terrell Henderson	3836 Natural Bridge Ave.	533-2410
CAJT at Nottingham	9,10,11,12	Brian O'Connor	4915 Donovan Ave.	481-4095
Carnahan High School of the Future	9,10,11,12	La Tasha Jones	4041 S. Broadway	457-0582
* Central VPA @ Southwest Complex	9,10,11,12	Dr. Amy Phillips	3125 S. Kingshighway	771-2772
* Cleveland NJROTC @ Southwest Com	9,10,11,12	Susan Viviano	3125 S. Kingshighway	776-1301
Clyde Miller Career Academy	9,10,11,12	Michael Brown	1000 N. Grand Blvd.	371-0394
The College Preparatory High School @ Madison	9,10,11,12	Stanley Green	1118 S. 7 th St.	932-5711
* Collegiate School of Medicine and Bioscience	9	Chip Clatto	450 Des Peres Ave.	TBD
* Gateway STEM Academy	9,10,11,12	Dr. Elizabeth Bender	5101 McRee Ave.	776-3300
* McKinley CLA	9,10,11,12	Earl Williams	2156 Russell Blvd.	773-0027
* Metro A&C	9,10,11,12	Dr. Wilfred Moore	4015 McPherson Ave.	534-3894
Northwest Law Academy	9,10,11,12	Valerie Carter-Thomas	5140 Riverview Blvd.	385-4774
Roosevelt	9,10,11,12	Crystal Gale	3230 Hartford Ave.	776-6040
* Soldan IS	9,10,11,12	Dr. Thomas Cason	918 N. Union Blvd.	367-9222
Sumner	9,10,11,12	Trista Harper	4268 W. Cottage Ave.	371-1048
Vashon	9,10,11,12	Joseph Williams, III	3035 Cass Ave.	533-9487

Alternative Sites	Grades	Principal	Address	Phone
Fresh Start @ Sumner	Ages 17-21	Debra Powell-Childress	4268 W. Cottage Ave.	531-2220
Griscom	Grades 5-12	James Harris	3847 Enright Ave.	552-2219
Innovative Concept Academy @ Blewett	9,10,11,12	Michael Triplett	1927 Cass Ave.	231-7738
International Welcome School	PS-8	Nahed Chapman	1520 Grand Blvd.	664-1066
Alternative @ Stevens	6-8	Dr. Kacy Seals	1033 Whittier St.	533-8550

* Identify magnet schools

District Names the 2012-2013 SLPS Teacher of the Year

Congratulations to Mr. Jeremy Resmann, a biology/biomedical science teacher at Soldan International Studies High School, who has been named the 2012-13 Teacher of the Year by St. Louis Public Schools. • SLPS Superintendent Dr. Kelvin R. Adams surprised Mr. Resmann with the honor at Soldan on May 22. School administrators, students, and Mr. Resmann's family attended the presentation.

Mr. Resmann had previously been awarded the District's 2012 Secondary Science Teacher of the Year Award. An educator with SLPS since 2007, Mr. Resmann has taught Physical Science, Biology, Honors Biology, and 9th and 10th grade Biomedical Science courses for Project Lead the Way students.

"First and foremost, motivating my students to pursue greatness is my primary goal," said Mr. Resmann. "By setting high expectations for my students and creating a challenging but nurturing learning environment in my classroom, I feel that my students are more productive and truly enjoy coming to Biology every day. Indeed, there is a strong sense of community in my science classes based on fluid collaboration between students, as well as a strong mutual respect between the students and the teacher."

Along with his family and colleagues, Mr. Resmann credited Soldan administrators for helping him to

reach this level of achievement. Principal Dr. Thomas Cason, Assistant Principal Dr. Alice Manus, and Dean of Students Mr. Babatunde Deinbo "create an atmosphere conducive to learning and an expectation of bell-to-bell instruction," he said.

"The administration at Soldan gives its teachers the ability to be flexible and creative when trying to convey difficult concepts," said Mr. Resmann. "It is this balance between an effective learning environment and the academic freedom to be a true teacher in the classroom that has provided a recipe of success for me at Soldan."

As the District's 2013 Teacher of the Year, Mr. Resmann is now eligible to compete for the Missouri Teacher of the Year honor, which will be chosen at a later date. For more information, please contact the Office of Public Information at (314) 345-2367.



"By setting high expectations for my students and creating a challenging but nurturing learning environment in my classroom, I feel that my students are more productive and truly enjoy coming to Biology every day."

Pictured (Left to Right): Dr. Kelvin Adams, Mr. Jeremy Resmann, and Principal Dr. Thomas Cason.

Superintendent's Corner

Moving Forward

Continued from page 1

a new provider for our breakfast and lunch programs – Southwest Foodservice Excellence. Southwest specializes in K-12 food service only, serving 46 other school districts in the United States. Based on our initial sampling of Southwest's fare, we believe SLPS students are in for a real treat.

No one knows what the next 12 months will bring, but one thing is certain: At SLPS, we are dedicated to providing a quality education for all students and enabling them to realize their full academic potential. Every child's experience in our

schools should be productive and positive. We thank you for choosing to send your child to SLPS and will do our absolute best to make 2013-2014 the best school year ever.

Finally, I'd like to welcome all new students and their families to Saint Louis Public Schools. If you are enrolling in our schools for the first time, or coming back after attending other schools, please know that we are happy to have you as part of the SLPS family.

SLPS Hotlines

SLPS Weather Emergency Hotline

314.345.2466

SLPS Events Hotline

314.345.INFO (4636)

SLPS School Safety Anonymous Tips Hotline

314.241.7577

SLPS Transportation Support Number

314.389.2202

SLPS Recruitment and Counseling Number

314.633.5200



SLPS Phone Numbers

STUDENT SERVICES

Early Childhood

314.331.6150

Parental Involvement

314.345.4450

Family & Community Engagement

314.345.2484

Record Center/Archives

314.645.2648

ESOL/International Numbers

International Welcome School@Kottmeyer

314.776.3285

ESOL Welcome Center@Kottmeyer

314.664.1066

Safety Hotline

314.241.7577

Special Education

314.633.5344

Students in Transition

314.345.5750

Gifted Education & Testing

314.345.4548

Transportation

314.389.2202 EXT. 7

Volunteer Services

314.345.4577

CENTRAL ADMINISTRATION

Academic Office

314.345.2488

Athletics

314.345.4418 &

314.345.4405

Curriculum & Instruction

314.345.4486

Innovative Pathways

314.345.6950

Operations

314.345.4669

Public Information

314.345.2367

Safety & Security

314.865.2020

Dropout Recruiter

314.345.4424

Superintendent's Office

314.345.2500



Child Find Public Notice



This notice will be provided in alternative formats, as needed.

Do you know a child who may be in need of special education services? If you suspect a child of having a disability, St. Louis Public Schools can open a window of hope for a brighter future.

WHAT IS CHILD FIND?

"Child Find" refers to the process of locating, identifying, and evaluating children with disabilities to ensure that they receive services to which they are entitled if it is determined that a disability interferes with learning.

DISABILITY CATEGORIES AND SERVICES

Children, ages 3 to 21, who are suspected of having a disability may be referred for a possible evaluation to determine if they are eligible for special education and related services. Difficulties may be experienced in one or more of the following disability areas:

- Autism
- Deaf/Blind
- Emotional Disturbance
- Hearing Impairment/Deafness
- Mental Retardation/Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disabilities
- Speech and/or Language Impairment
- Traumatic Brain Injury
- Visual Impairment/Blindness
- Developmental Delay in Young Children

All special education services, which are determined to be necessary, are provided at no cost. Services may include:

- Audiology
- Counseling services
- Interpreting services
- Occupational therapy
- Orientation and mobility services
- Physical therapy
- Psychological services
- School health and school nurse services
- School social work services
- Speech and/or language therapy
- Transportation

REFERRAL

Parents, social workers, medical professionals, representatives of an agency, or anyone who is concerned, may refer a child suspected of a disability. Further information about referrals for special education services is available at the closest school in your neighborhood or at the Central Office located at 801 N. 11th Street.

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Prop S is Sailing Along

Every project related to the ambitious bond measure has been completed on time and under budget.

Three years ago, the community voiced its confidence in St. Louis Public Schools and approved Proposition S. The \$155 million bond measure provides the District with funding to renovate its schools—some of which are more than 100 years old.

Since then, students and staff throughout SLPS have benefitted greatly from Prop S. Improvements range from new playscapes and classrooms to updated science labs, cafeterias, and extracurricular facilities. Renovations have been completed or are planned for each of the District's 75-plus schools. Completed projects include:

- Restroom renovations at Roosevelt High, Sumner High, Northwest Academy of Law, Jefferson Elementary, Herzog Academy, Lyon Academy @ Blow, Ashland Elementary, Hamilton Elementary, and Oak Hill Elementary.
- Bleacher replacements at Cleveland NJROTC Academy, Gateway STEM, and Central Visual and Performing Arts High.
- Cafeteria remodel, two new science labs, and a new auditorium at Central Visual and Performing Arts High/Cleveland NJROTC Academy.
- New science labs at Beaumont High, Sumner High, Gateway STEM, Roosevelt High, and Nottingham CAJT High.
- Athletic field renovation at Gateway STEM.
- New parking lot at Fanning Middle and Herzog Academy.
- New playscapes at 18 schools, including Lexington Elementary, Nance Elementary, and Mallinckrodt Elementary.
- New windows at Dewey International Studies and Sumner High.
- Health clinics at Roosevelt High and Vashon High.
- Culinary kitchen at Beaumont High.
- New asphalt walking tracks at Roosevelt High and Nottingham CAJT High.

Through this initiative, an estimated 3,000 construction jobs have been created, so far. In setting forth its plans for Prop S, the District's Special Administrative Board also set high diversity goals. As of May 2013, 38 percent of the contracts have been awarded to minority-owned businesses, and 10 percent of contracts have gone to women-owned businesses—an unprecedented accomplishment. Forty percent of all workers are women or minorities.

For additional information about Proposition S, please visit www.slps-props.com.

RENOVATIONS



CENTRAL VPA HS BEFORE & AFTER



FANNING PAVING BEFORE & AFTER



ROOSEVELT HS HEALTH CLINIC BEFORE & AFTER



Title I Parents Right to Know

The St. Louis Public School District is required to inform parents of students attending Title I schools that they can request certain information, according to the No Child Left Behind Act of 2001 (Public Law 107-110).

Upon parents' request, the St. Louis Public School District is required to provide parents/guardians, in a timely manner, the following information:

- Whether their child's teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria has been waived.
- What baccalaureate degree major the teacher has and any other graduate certification or degree major held by the teacher and the field of discipline of the certification.

In addition to the information that parents may request, the St. Louis Public School District must provide to the parent/guardian:

- Information on the achievement level of their child in the state academic assessments as required.

- Timely notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified.
- Notification if the District or their child's school has been identified for school improvement, and options available for their child.
- A Complaint Resolution Procedure annually (SLPS Complaint Resolution Procedure information is listed in SLPS Student Rights Code and Conduct Handbook.)
- Notification to parents of the option to transfer their student if student is enrolled in an identified persistently dangerous school, or student has been the victim of a criminal offense while on school property to a school not identified.

For more information about Title I parental notification requirements, please contact:

Office of State and Federal Programs
St. Louis Public Schools
801 N. 11th Street
St. Louis, MO 63101
(314) 345-2324

St. Louis Public School District 2013-2014 Academic Year Calendar

JULY '13

22 11-Month Staff Returns to Work
29 10.5-Month Staff Returns to Work

AUGUST '13

5 10-Month Staff Returns to Work
5-9 Opening Activities Days (2 District-wide Professional Development; 2 Classroom Prep.; 1 Principal's Day)
12 **First Class Day**
19 **Early Childhood/Early Childhood Special Ed. Begins**

SEPTEMBER '13

2 **Holiday – Labor Day (District Closed)**
13 Interim Progress Reports for Quarter 1
27 **Professional Development (No Students)**

OCTOBER '13

11 Quarter 1 Ends
14 Quarter 2 Begins
18 **Parent Conferences (No Students)**

NOVEMBER '13

11 **Holiday – Veteran's Day (District Closed)**
15 Interim Progress Reports for Quarter 2
27 **No School for Non 12-Month Staff; 12-Month Staff Works/Schools Closed**
28-29 **Holiday – Thanksgiving (District Closed)**

DECEMBER '13

19 Quarter 2 Ends
20 **Record Keeping (No Students)**
23-31 **Winter Break (No School)**
24-25 **Holiday – Christmas (District Closed)**

JANUARY '14

1 **Holiday – New Year's Day (District Closed)**
2-3 **Professional Development (No Students)**
6 Quarter 3/Classes Resume
20 **Holiday – Martin Luther King Day (District Closed)**

FEBRUARY '14

7 Interim Progress Reports for Quarter 3
14 **Professional Development (No Students)**
17 **Holiday – President's Day (District Closed)**

MARCH '14

7 Quarter 3 Ends
10 Quarter 4 Begins
14 **Parent Conferences (No Students)**
17-21 **Spring Break (No School)**

APRIL '14

11 Interim Progress Reports for Quarter 4
18 **No School for Non 12-Month Staff; 12-Month Staff Works/Schools Closed**

MAY '14

19 **Record Keeping (No Students)**
23 **Last Class Day/Quarter 4 Ends**
23 Last Day for 10-Month Employees
27-30 Snow Days
30 Last Day for 10.5-Month Employees

JUNE '14

2-3 Snow Days
2-27 Summer School
6 Last Day for 11-Month Employees

JULY '14

4 **Holiday – Independence Day**



Get Connected

Did you know SLPS has a Twitter account? Follow @SLPS_INFO on Twitter to learn the latest news from St. Louis Public Schools. From student achievements to snow days, you'll hear it first when you follow @SLPS_INFO.

For more in-depth stories, photos, and videos, head to the District's Facebook page, and sign up for **SPOTLIGHT NEWS** weekly email notifications at www.slps.org or email meredith.pierce@slps.org.



2013-2014 Bell Times

First Tier Schools • 7:10 a.m. – 2:07 p.m.

High Schools

Gateway STEM	CAJT Nottingham
Clyde C. Miller Acad.	Cleveland NJROTC
Carnahan School of Fut.	Central VPA
College Prep. @ Madison	McKinley CLA
Metro	Northwest Law
Soldan Int'l Studies	

Middle Schools

Busch AAA	Carr Lane
Compton-Drew	Long Middle
Stevens Center for Acad. Development	McKinley CJA



Second Tier Schools • 8:05 a.m. – 3:02 p.m.

High Schools

Beaumont	Collegiate School of Med. & Bioscience
Roosevelt	
Sumner	Vashon
Stevens Mult. Pathways	

Middle Schools

Gateway Middle	Langston Middle
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Elementary Schools

Adams	Ashland
Buder	Clay
Cole eMints	Columbia
Gateway Elem.	Gateway Michael
Hamilton	Hickey
Jefferson	Lexington
Lyon @ Blow	Mann
Mason	Monroe
Nance	Peabody
Walbridge	



Second Tier Schools • 8:15 a.m. – 3:12 p.m.

Middle Schools

Acad. of Environmental Science & Math
Fanning Middle
International Welcome Center
Yeatman-Liddell

Elementary Schools

Bryan Hill	Cote Brilliante
Dunbar	Farragut
Ford	Herzog
Laclede	Henry

Third Tier Schools • 9:10 a.m. – 4:07 p.m.

Middle/High

Innovative Concept @ Blewett

Elementary Schools

Ames VPA	Kennard
Mallinckrodt	Meramec
Mullanphy	Oak Hill
Shenandoah	Sigel
Stix ECC	Woerner
Washington Mont.	Wilkinson ECC
Woodward	



Third Tier Schools • 9:20 a.m. – 4:17 p.m.

Elementary Schools

Dewey	Froebel
Hodgen	Humboldt
Shaw VPA	

Child Find

Continued from page 3

IDENTIFICATION

All responsible public agencies are required to identify, locate, and evaluate children with disabilities, including children with disabilities who are in transition (homeless children) or are wards of the state, and children with disabilities attending private schools who are under the jurisdiction of the agency, regardless of the severity of the disability. This includes children attending private schools, including non-residents if attending private schools within the agency's jurisdiction; highly mobile children, such as migrant and homeless children; and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade.

Identification of children with disabilities and programming for such children will be implemented after a determination of eligibility. The St. Louis Public School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction either locally or through contractual arrangements in accordance with RSMo [162.675(2)(3)] and the Individuals with Disabilities Education Act (IDEA).

EARLY INTERVENTION

The St. Louis Public School District assures that it will provide information and referral services necessary to assist the State in the implementation of the Part C early intervention system (First Steps) for infants and toddlers suspected of having a disability.

CONFIDENTIALITY

The St. Louis Public School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement, or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents. Parents may request amendment to the educational record if the parent believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents may register a complaint with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education (DESE) if they feel the agency is in violation of the Family Educational Rights and Privacy Act (FERPA).

The St. Louis Public School District has adopted the Missouri Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at the Office of Special Education during normal business hours.



Every child has the capacity to learn, to develop and to grow to his or her full potential.

If you are aware of a child with a disability and would like further information regarding options for evaluation and services, please call **314.454.0010**.

Become a Pettus Awards of Excellence Partner

Individuals and local businesses are invited to adopt a District school to honor an outstanding teacher who has been successful in transforming his/her classroom and school!

FOR AN INVESTMENT OF **\$1,400 PER SCHOOL**, YOU CAN BE A PART OF THE SOLUTION BY PROVIDING:

1. \$1,000 cash award for the teacher.
2. A plaque to be prominently displayed in the teacher's school.
3. A desktop award for the teacher's classroom, office, or home.

AS A PARTNER YOU WILL RECEIVE:

1. "Sponsored by" acknowledgement on individual school website(s) and all related documentation.
2. Recognition on both the plaque and desktop award.
3. Acknowledgment in "School & Home" – the District's newspaper distributed to SLPS families and included as an insert in an August issue of The St. Louis American newspaper.
4. Announced as a partner on the St. Louis Public Schools television station, channel 988, which streams live on the Internet via SLPS-TV.



Please help The Pettus Foundation and the St. Louis Public Schools Foundation to recognize your chosen school(s). *Be a Partner* in providing the needed and well-deserved support to champion the continuous development of St. Louis Public Schools teachers.

For information on how you can become a **Pettus Awards of Excellence Partner**, please contact:

DAVID WEBER
314-436-2025
DWEBER@SLPSFOUNDATION.ORG

CROSSWORD PUZZLE

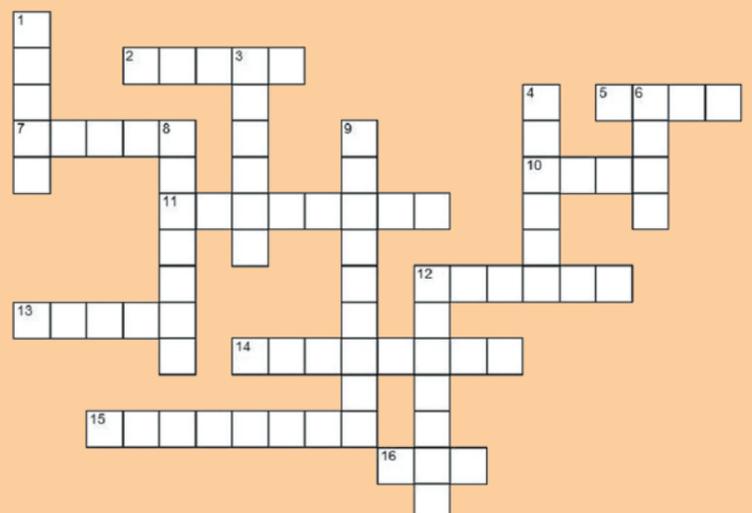
Stuck?? Go online to the District's Facebook page for the answers!!

ACROSS

- 2 The superintendent of St. Louis Public Schools
- 5 Gateway's specialty
- 7 What some students at Central VPA like to do
- 10 The abbreviation for our school District
- 11 Our neighboring state across the river
- 12 The first high school for African-American students west of the Mississippi River
- 13 A teacher's favorite fruit
- 14 Watch videos, see photos, and learn more about the District by "friending" us on _____.
- 15 Home of the Bluejackets
- 16 Northwest Academy specializes in this field.

DOWN

- 1 The \$155 million bond measure that provides the District with funding to renovate schools
- 3 Schools that serve grades 6-8
- 4 Home of the Wolverines
- 6 Pick up your pencils. It's time to take a _____.
- 8 Find out the latest news by following the District on _____.
- 9 Home of the Rough Riders
- 12 When weather gets bad in the wintertime and schools close, it's called a _____.





Pettus Foundation

PETTUS FOUNDATION

“The St. Louis Public Schools have many dedicated and highly qualified principals and teachers who are frequently the unsung heroes in their buildings. The Pettus Awards of Excellence were created to recognize and reward those deserving individuals. On behalf of the Pettus Foundation, I offer our sincere congratulations and applaud the 2013 award recipients.”

– JIM FINCH, MANAGING TRUSTEE OF THE PETTUS FOUNDATION



Pettus Foundation Awards For Excellence

The Pettus Foundation initiated a three-year grant of \$330,000 in December of 2007 to the St. Louis Public Schools Foundation. For the past six years, the Pettus Awards of Excellence program has been a unique source of encouragement to District staff. The awards program assured St. Louis Public School teachers and principals that they were appreciated and had the allegiance of community stakeholders. • The Pettus Awards of Excellence program recognizes teachers who demonstrate excellence in teaching by inspiring all students to achieve and who have the respect and admiration of their students, parents, and colleagues. They are also required to play an active role in creating a positive culture in their school. • Outstanding principals who inspire staff and students to achieve and who have the respect and admiration of their teachers, students, parents, and colleagues are also recognized. The goal of the program is to honor and promote the work and educational methods that are succeeding and inspire others to replicate that success. Every full-time certified teacher and principal in the District is eligible to be nominated for the award.

A panel of 35 judges consisting of retired St. Louis Public School principals and teachers conducted a thorough selection process by reviewing nomination packets and selecting teachers and principals whom the judges observed firsthand in their respective schools. The judges selected finalists for interviews and used a point system to determine the winners.

One teacher, judged as most outstanding, was chosen from each District elementary, middle, and high school and awarded a \$1,000 cash prize. Eight principals judged as most outstanding were also awarded \$1,000 each. The winning teachers and principals received a

plaque to be prominently displayed in their school and a desktop award for their office or classroom.

“The recent recommendation by the State Board of Education to grant provisional accreditation is an affirmation of the improvement made by the students and teachers of the St. Louis Public Schools,” said Rick Sullivan, President and CEO of the Special Administrative Board.

Winning principals were honored with their awards in the presence of their peers at the SLPS year-end principals’ meeting on May 30. Teacher awards were presented during special recognition programs and

award ceremonies at their schools. The Pettus Awards of Excellence for 2012-2013 will be announced publicly in August.

“The St. Louis Public Schools have many dedicated and highly qualified principals and teachers who are frequently the unsung heroes in their buildings. The Pettus Awards of Excellence were created to recognize and reward those deserving individuals. On behalf of the Pettus Foundation, I offer our sincere congratulations and applaud the 2013 award recipients,” said Jim Finch, Managing Trustee of the Pettus Foundation.

2012-2013 PETTUS WINNERS

PRINCIPALS

Pictured from left to right

Trista Harper, Sumner High School

Lisa Brown, Ashland Elementary

Nathalie Means, Jefferson Elementary

Lisa Nuyens, L’Ouverture Middle School

Michael Triplett, Innovative Concept Academy/Griscom

Myra Pendleton, Lexington Elementary

Diane Dymond, Stix ECC

Robert Lescher, Busch School of Character and Athletics



Philosophies



Lisa Nuyens

Principal, L'Ouverture Middle School

“ I have high expectations for my kids. I have come to realize the kids will always try their hardest to meet your expectations, so why set them low? Once the expectation is set high, then it becomes my responsibility to use research-based methods to instruct my children the most effective way possible.”

— WESLEY OWENS, LYON ACADEMY@BLOW

Tomaka Grose

Nance Elementary School

I believe in a learning environment where each student feels comfortable; where expectations and rules are fair, consistent and clearly stated. It is important to me that students feel safe and comfortable enough to ask questions and be themselves. I also believe that all children can and will learn. Children learn through different learning styles, and it's extremely important to utilize diverse teaching methods that will reach all learners. By encouraging students to attain his or her PERSONAL BEST each day is paramount! Celebrating success big or small throughout the day creates a community of learners within our classroom. Not only do we work as individuals in the classroom, but they are encouraged to work cooperatively. As a community of learners, we work together as a team to achieve more success.

Roy Monti

Nottingham CAJT High School

I believe every student can learn and grow if you believe in them and provide them with an atmosphere of opportunity, patience, love and compassion. In my classroom there is not a sport we can't play and at the very least be introduced to.

We bowl, play badminton, tennis, volleyball, baseball, you name it. The thing that is most impressive of all is how our students support each other in these tasks. We truly have a sense of friendship, sportsmanship and respect daily in my PE classes. The effort and participation is also evident daily in my classes. This truly gives our students a strong feeling of self-confidence, with an "I can do it" attitude.

Nottingham is a high school that deals with students who have special needs. We are preparing them for life after high school and it is my belief that if we master the things discussed about we will learn lessons that stretch far beyond the classroom.

Alexandra Saracino

Kennard Classical Junior Academy

When children walk into the classroom on the first day of school their minds are filled with questions about the upcoming school year. "What will my teacher be like? Will I make friends? Will people like me? What will I learn? Will I be able to do the work?" The teacher-student relationship immediately begins. The teacher must form a bond where the students know that the teacher wants to help them succeed. The teacher must get to know the students both emotionally and intellectually to build trust, understanding, and the foundation for the year to come.

The classroom should be a place that is built on respect and trust. Even more important than the curriculum is teaching students the importance of the similarities and differences among them and how these things form the children into the unique people they are. At the beginning of the school year we spend a majority of time with games, role play, presentations on our families and traditions, and activities which engage the students in truly getting to know each other. Throughout the year we continue to do this by spending time each morning meeting talking about issues in our home and school lives, whether good or bad, to continue to build a positive environment of respect, understanding, compassion and trust. True learning can only begin to occur when trust and respect radiate throughout the classroom and students feel that they are in a safe environment to learn and take risks.

Jervon Humphrey

Yeatman - Liddell

A child's education has no limits and it has no boundaries. Before we embark on our educational journey each year, we have to unlock the social and economic realities that create a false sense of limits and boundaries for many of our students.

As educators we hold the keys to unlock greatness in each and every student.

In my role as an educator, I find myself being a teacher, coach, mentor, administrator and community partner. Through these various roles, you can unlock the minds of greatness in every student using these strategies:

Teachers should always set the agenda and direction for the classroom each semester. Building relationships of trust, respect and purpose is key to educating students.

For example, "As a teacher, I trust that you will be the very best students in the building and contribute 100% effort on every assignment. I will respect your rights to learn this semester and foster an environment where learning is fun; **ideas are shared and critical thinking is encouraged.** The purpose of our relationship this semester is to use our minds and technological resources to travel around the world to learn about World History and its relevance in our everyday lives."

Robert Lescher

Principal, Busch Middle School of Character and Athletics

My philosophy of education will be stated clearly and simply. In reality, I am not sure that my philosophy differs much from anyone else's; the biggest difference is that I am stating it in my formal *philosophy of education* instead of just using it as casual conversation at a barbeque or dinner party. Here goes: I believe that in order for academics to prosper, character education must be the number one priority in the school. This means it must be the foundation for which everything else (curriculum, schedule, lesson plans, etc.) is built.

Please note, I am not stating it is the only priority in a school setting. There is no doubt that our district is in a state of crisis with literacy. I understand, accept and support our district's literacy initiative. If kids cannot read, there is little hope for science, math or history. A good school has a balanced literacy program in which all teachers integrate literacy into the curriculum. Reading is critical.

Still, if a child is deficient in reading at the middle school level, the best way a child can mask that deficiency is through a disruption. In other words, students with reading deficiencies want people to think they do not care. This is only the tip of the root problem. It only takes a few students over the course of a few years to persuade others to take on the mindset that it is "cool" not to care. This mindset seems to bond well with the age of adolescence when teens and preteens experiment in independence by rebelling against adult establishments.

As a whole, most middle school buildings have adapted cultures that say "we don't care." If the school is serious about improving reading deficiencies and academic achievement in general, they must attack the root problem and create a school culture in which the kids do care. Only when the kids care, will they give us the effort it takes to make progress and academic strides. Character Education is the tool I depend on to address this challenge.

Student action is dependent on teacher action and support is dependent on student action. My entire leadership philosophy is based on the belief that Principals are in a unique position to influence about students and their education. Through our actions we can have an effect on the student through leveraging the work of our teachers.

Given this lens, 4 simple pillars guide my actions as a leader (in order from most to least important):

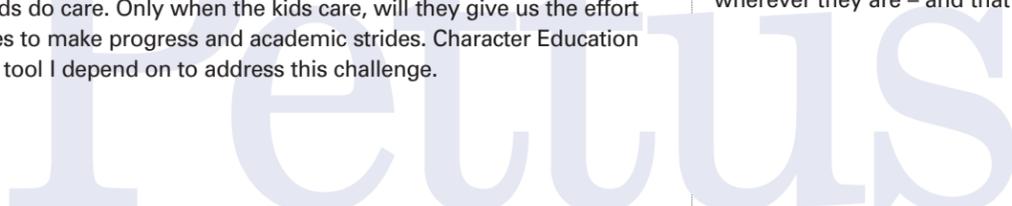
1. **The school building and environment must represent the values of the school.** That our building is clean, organized, and safe that takes place here. Our physical environment that others see that we value the environment. Our classrooms tell the story of the school. Each classroom has posted daily lesson objectives and objective mastery data by class and teacher. We created exemplars.

2. **Use of data on a school level to emphasize the importance of GRIP.** As a New York Turnaround school and a school that was asked to compile and analyze multiple years of data I know that data is very important. We also know that the data is only as good as the person who uses it. As a result, we (instructional team and data team) track and analyze achievement, data by class, by chunk that are daily, monthly, and quarterly. We plan to articulate our goals around data and compare our progress with the 3-year goal. In this way, we will not continue putting off what we BELIEVE are helpful to student learning measurable outcomes.

3. **It is not the job of the teacher to ensure that students "learn."** At L'Ouverture Middle Academy we have a goal for each school year I have not walked into a classroom failing to provide instruction for students. *that instruction? Do students understand? How deeply do they understand?* The answers to those questions are what make an effective school. While I do participate in observations as well as longer observations of teaching and instruction happens through good questions and lesson plans), open feedback loops, and follow up from walk throughs, and data. All teachers in my building must have their classroom objective mastery data by class and each individual student. That way I can easily analyze the data, content, and school wide trends. As Dr. Adams says, "Trust in God and in your students."

4. **All students deserve personal growth.** Middle school students are highly egocentric. That's okay! We focus at L'Ouverture on personal growth. Each student is in relation to personal objectives. They must communicate their objectives, and provide at least three ways to achieve them. Second, we provide tutors and mentors through Wells Fargo Advisors and Wells Fargo (BBBS) and after school through Wells Fargo. Our leadership team has divided the responsibility and we are their academic advisors. We are analyzing and setting goals around achievement, discipline, and attendance wherever they are – and that is the goal.

* The following are excerpts from philosophies. They have been edited for space.





ool

teacher action and support. Teacher on leadership action and support. is based on these two sentences. n because most of us care deeply onal outcomes, but the only way dents and their education is thers.

rs hold up my philosophy and my a broad to narrow):

Special classroom physical space school. As a result, you will find ed and also reflects the learning al space tells our story – from our our Shout Out posters, students work of learning. Similar to that, e work students do in there. Every ns, a clear, student-friendly BBC, nd student, as well as student

el must be flexible, responsive, and OWTH. Through our evolution as a d then a SIG school, I have been tiple sets of data in multiple formats. t to making improvements, but I s helpful as the actions it inspires. , teams of teachers, and whole staff discipline and attendance data in d quarterly. We keep a 30 day action d these three areas of growth and 0 day plan once each week. This effort and time into actions that ts, but in reality show no real

er to “teach, teach, teach”, but eam, learn, learn.” The teachers at rk hard. I can honestly say that this o a classroom and seen a teacher students. *However, how effective is understand what is being taught? it? And, HOW DO WE KNOW?* The paramount to the running of an icipate in daily walk throughs, as eachers, the real work of good od, sound instructional design (unit ck to teachers that is face to face nd a look at classroom specific data. t turn into me, on a biweekly basis, ry tracker. This tracker shows all ent’s level of mastery for the current nd quickly see teacher, class period, Further, when teachers say they at they teach, they have to prove it. d. All others bring data.”

al attention regarding their academic are not only social beings, but also e just have to find a way to make st us. For that reason, we have a ttention. This value is expressed in ure. First, teachers must know where gressing towards mastery of class eate this to students on a weekly ways that mastery can be achieved. mentors both during the school day d Big Brothers Big Sisters of America UrbanFuture. Third, the instructional ntire student body into small groups rs. We work with students on nd their personal data points of ndance. EVERYBODY can grow from e focus of our work at the school.

Zehra Noorulain

Fanning Middle School

My ultimate goal as a teacher is to address the needs of all my students while providing a challenging yet fulfilling learning experience. I believe education is the foundation of a rich society and it is one of the few precious possessions that are imperishable. Education is most important to society because the students receiving the education will be the ones running the country in the years to come. As a middle school teacher I develop an eclectic style of teaching. By doing this, I can address the different learning styles of the students, ensuring that the learning needs of all the students are being met. I have established a learner centric classroom.

My teaching style embraces the hands-on, multi-sensory approach. I am passionate about connecting classroom learning with real life experiences, by including project based learning and connecting math with real life experiences. In the classroom, I hold very high expectations with a rigorous and disciplined academic workload, yet the environment is also peppered with humor, compassion, and fun. I strive to address every student as an individual learner through frequent assessment, feedback, and leveled assignments.

Each evening I examine my day, and each morning I start fresh and open-minded. This effort to self-evaluate on a daily basis means that my students will benefit from new ideas and from fresh approaches to old ones. In considering the needs of students and classes, I make use of all available resources. I’ve learned that listening skills are vital to the relationship between the teacher and the student. Students will work harder and be more successful if they feel the instructor understands who they are and demonstrates concern. I try to listen to my students, clarify what they are saying, and respond appropriately.

Shirley Lewis Kayira

Mullanphy Investigative Learning Center

I believe that in order to be an excellent teacher we must understand the awesome importance of what we are doing. Providing an education is our primary purpose, but we are also impacting how students will feel about themselves as learners. We should never forget to encourage students to begin dreaming about doing new and exciting things. Most importantly, we should make them aware that they are important, unique and should expect to become important contributors in their communities.

Excellent teachers should be prepared. The classroom should be ready to go on day one. The first day is when you want to make a good first impression. It should be set-up in a way that is safe, easy to navigate for the learners and provide lots of visual learning support. Lessons should be well-planned according to the curriculum and flexible enough to meet the needs of the learners.

Students need to feel safe in the classroom and that happens when students understand the importance of rules and good manners.

We must understand students are always watching us to see if we are kind, caring, excited about teaching and learning, dressed like we are in an important place, problem solvers, respectful, rule followers and get along well with others.

Teachers should be life-long learners. We should never stop trying to improve.

My last thoughts are about parents. They are our partners. We need to provide them with as much information as we can, to make for a successful year for their children.

The greatest reward I have received as a teacher has been seeing former students that are now successful adults. The conversation usually begins with “Do you remember me?” and a hug. They proudly share stories about what they are doing now and what they remember about their time with me. The same is true for former parents. These experiences always make me remember the importance of teaching and how much every day matters in the classroom.

Nathalie Means

Principal, Jefferson Elementary School

My educational philosophy is composed of three fundamental concepts that influence my decisions and direct my actions; equity, advocacy and the pursuit of excellence. I believe strongly that if every student received effective instruction and every classroom teacher could continuously receive job embedded, meaningful professional development, we could fundamentally change student achievement outcomes.

My journey from a classroom teacher to assistant principal to principal has solidified my commitment to raising student achievement and holding teachers to the highest expectations. For example, this past school year, 80% of our returning students showed improvement on the 2012 MAP test and our average daily attendance increased from 90.5% to 92.9%.

While focusing on results, I have learned that sometimes mid course corrections must be made if what we’re doing isn’t producing the desired results even if it means removing a teacher. I am also a firm believer in collective responsibility. Giving staff the autonomy to make instructional decisions, while providing support, contributes to the professional growth of the teacher and makes individual student success that much greater.

Susan E. Fisher-Weaver

Columbia Elementary School

My teaching philosophy has always been a simple one; treat my students with dignity and respect. Although these students are labeled “special education students” they are more than special to me. I do my best to help each of them develop their social and academic traits that make them better problem solvers. I create lessons that will equip all my students with resources to face the real world, making every experience for each student practical, tangible and rewarding. These experiences I create must be meaningful in order for them to grasp the skill and/or the concept. I believe in providing a safe and inviting environment for them to grow, feel comfortable, and to explore without ridicule and judgment. Lastly, knowing that all children can learn I believe my role is to make the learning fun, engaging and captivating. It’s the hook that keeps my children, but it’s my passion for their success that provides inspiration which leads to their motivation to learn and their desire to learn more.

Wesley Owens

Lyon Academy at Blow

Love each other, work hard, and get smart. This is what I tell my students daily. As an educator, I take on many roles: parent, provider, nurse, dad, consoler, policeman, etc...these are roles that are definitely not in my contract; however, I do these because of the love for all my kids. I’ve wanted to be a teacher since I was in elementary school because I had a teacher that showed so much care and love for me, and I wanted to do just that for other children. My first priority is to love my kids. I care for them no matter what. Once they realize the love I have for them and showing them how to love each other, thus creating an amazing classroom culture, everything else becomes easy. After the love, I set the bar high. I have high expectations for my kids. I have come to realize the kids will always try their hardest to meet your expectations, so why set them low? Once the expectation is set high, then it becomes my responsibility to use research-based methods to instruct my children the most effective way possible.

Foundation

PETTUS FOUNDATION PRINCIPAL AND TEACHER AWARDS

2013

HIGH SCHOOLS

Beaumont.....	Dewanda Lewis-Bey
Carnahan.....	Dianna Dix Sumner
Central.....	Anna Russell
Cleveland NJROTC.....	Kristal L. Riehn
Clyde C. Miller.....	Tiffanni Durham
College Preparatory High School @ Madison.....	Catherine Grant
Gateway STEM.....	Frank Dressel
McKinley CLA.....	Dr. Alan Wall
Metro.....	Lottie Nichols
Northwest.....	Krista Germann
Nottingham CAJT.....	Roy Monti
Roosevelt.....	Matthew Aiken
Soldan.....	Tammy O'Connor
Sumner.....	Keith Northway
Vashon.....	Nancy Briggs*

MIDDLE SCHOOLS

Academy of Environmental Science and Math.....	LaRon Haymore, Jr.
Busch.....	Jeffrey Kennedy
Carr Lane.....	Charmaine Lawrence
Compton-Drew.....	Kristina Williams
Fanning.....	Zehra Noorulain
Gateway.....	Deborah Rogers
Langston.....	Rumell Lomack
Long.....	Netkeitha Heath
L'Ouverture.....	Kelly Moushey*
Lyon.....	Wesley Owings
McKinley CJA.....	Veronica Simms
Peabody.....	Kathleen Hill
Yeatman-Liddell.....	Jervon Humphrey

ELEMENTARY SCHOOLS

Academy of Environmental Science and Math.....	Tamara Kilgore
Adams.....	Sammie Ewing
Ames.....	Gloria Garth
Ashland.....	Janet Jenkins
Bryan Hill.....	Carlise Barton
Buder.....	Jennifer Cole
Clay.....	Paula Boddie
Columbia.....	Susan Fisher
Cote Brilliante.....	Patricia Beverly
Dewey.....	Linda DeJoie
Dunbar.....	Anthony Price*

ELEMENTARY SCHOOLS - PRINCIPALS

Ashland.....	Lisa Brown
Jefferson.....	Nathalie Means
Lexington.....	Myra Pendleton
Stix.....	Diane Dymond

Farragut.....	Sabrina Bonnett
Ford.....	Robyn White
Froebel.....	Linda Day-Smith
Gateway.....	Rhonda Stovall
Gateway Michael.....	Rosemarie Schelling
Hamilton.....	Stacie Hamilton
Henry.....	Karen Evans
Herzog.....	Martisha Holmes
Hickey.....	Trina Bellot
Hodgen.....	Melanie Gunn
Humboldt.....	Kimberly Jackson
Jefferson.....	Audrey Rackley
Kennard CJA.....	Alexandra Saracino
Laclede.....	Marcia Lewis
Lexington.....	Timberly Walton
Mallinckrodt.....	Mary Amanda Megl
Mann.....	Carla Ament
Mason.....	Dana Buchanan
Meramec.....	Bradford Besse
Monroe.....	Maranda Chapman
Mullanphy.....	Shirley Kayira
Nance.....	Tomaka Thompson-Grose**
Oak Hill.....	Carolyn Cox
Pamoja Prep Academy @ Cole.....	Kathryn Munoz
Shaw.....	Kathleen Buckingham
Shenandoah.....	Kyeshea McCord-Young
Sherman.....	Sara Morrow
Sigel.....	Kristine Wilke-Kolkebeck
Stix.....	Shona Lamond
Walbridge.....	Linda Brooks
Washington Montessori.....	Amy McLean-Tadrick
Wilkinson.....	Sarah Heaney
Woerner.....	Stephen Pipitone
Woodward.....	Elena Okanovic

ALTERNATIVE SCHOOLS

Griscom.....	Kathy G. Gregory
Fresh Start South.....	Gloria Martin
Fresh Start @ Sumner.....	David Vincent
Innovative Concept Academy @ Blewett.....	Rodney Parker
International Welcome School.....	Michael Mayberry
Multiple Pathways @ Stevens.....	Marilyn Koehr

* denotes sponsored by Wells Fargo Advisors

** denotes sponsored by the St. Louis Community Empowerment Foundation

MIDDLE/HIGH/ALTERNATIVE SCHOOLS - PRINCIPALS

Busch.....	Rob Lescher
Innovative Concept Academy/Griscom.....	Michael Triplett
L'Ouverture.....	Lisa Nuyens
Sumner.....	Trista Harper

Pettus Judges



Dr. Barbara Anderson	Marilyn Green	Jacqueline Moore
Yolanda Austin	Essie Harrison	Rose Nester
Jacqueline Austin-Butler	Angelene Hayes	Marquita Norman
Linda Beteet Bell	Carol Howard	Beverly G. Phillips
Linda Benoit	Martha Hurley	Melba Raymond
David Cook	Patricia Jones	Dr. Patsy Robinson
Carlene Davis	Linda Kraiberg	Isabella Scott
Beverly Dew	Susan B. LaGrone	Charles Shelton
Jim Dishman	Wilma J. LaGrone	Jim Thomson
Joseph DuBose	Alice McHugh	Debra Townsend
James French	Mike Miley	Terell Wayne
Paula Louise French	Marilyn Mims	Dr. John Wright

Free and Reduced Lunch Information



The St. Louis Public Schools announced its revised free and reduced price policy for school children unable to pay the full price of meals served in schools under the National School Lunch Program and the School Breakfast Program. Local education officials have adopted the following family-size income criteria for determining eligibility.

Household Size	Maximum Household Income Eligible for Free Meals			Maximum Household Income Eligible for Reduced Price Meals		
	Annually	Monthly	Weekly	Annually	Monthly	Weekly
1	\$14,937	\$1,245	\$288	\$21,257	\$1,772	\$409
2	20,163	1,681	388	28,694	2,392	552
3	25,389	2,116	489	36,131	3,011	695
4	30,615	2,552	589	43,568	3,631	838
5	35,841	2,987	690	51,005	4,251	981
6	41,067	3,423	790	58,442	4,871	1,124
7	46,293	3,858	891	65,879	5,490	1,267
8	51,519	4,294	991	73,316	6,110	1,410
Each add'l member	+5,226	+436	+101	+7,437	+620	+144

Children from families whose current income is at or below those shown are eligible for free or reduced price meals. Applications are available at the school office or online at mealapp.slps.org. To apply, fill out a Free and Reduced School Meals Family Application and return it to the school or complete the meal application online. The information provided on the application is confidential and will be used only for the purpose of determining eligibility. Applications may be submitted any time during the school year. A complete application is required as a condition of eligibility. A complete application includes: (1) household income from all sources or Food Stamp/Temporary Assistance case number, (2) names of all household members, and (3) the signature and last four digits of the social security number of adult household member signing the application. School officials may verify current income at any time during the school year. Foster children may be eligible regardless of the income of the household with whom they reside. If a

family member becomes unemployed or if family size changes, the family should contact the school to file a new application. Such changes may make the children of the family eligible for these benefits.

Under the provisions of the policy, **Tenecia Williams, Accountability Specialist**, will review the applications and determine eligibility. If a parent is dissatisfied with the ruling of the determining official, they may wish to discuss the decision with the hearing official on an informal basis or may make a request either orally or in writing to **Althea Albert-Santiago, Food Services Director**. Hearing procedures are outlined in the policy. A complete copy of the policy is on file in each school and in the central office where any interested party may review it.

The following meal prices are for the 2013-2014 school year. Breakfast is free of charge to all students; the new lunch prices are as follows: **Elementary \$1.10, Middle \$1.20, and Secondary \$1.35**. Reduced meal price is \$ **0.40** for lunch.



"In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer."

SLPS FOUNDATION: A Vital Partner in Supporting District Students



Established in 1998 as an independently governed not-for-profit 501(c) (3) organization, the mission of the St. Louis Public Schools Foundation is to engage and focus local, regional, and national support to promote educational success for the St. Louis Public Schools. The SLPS Foundation works with Superintendent Kelvin Adams and his staff in developing and implementing strategies to secure funding that supports District initiatives. Over the years, the Foundation has raised more than \$12 million to help elevate immediate and long-term educational outcomes for District students.

Under the leadership of its Board Chair Valerie Bell, and with a new business plan and energized and committed board of directors and staff, the Foundation looks to further strengthen its partnership with the District. It will collaborate even more closely with SLPS in the months ahead to advocate and raise funds for Dr. Adams' top priorities of improving Early Childhood Education, College and Career Readiness, and Student Health and Wellness.

"As student performance continues to advance and the District makes steady progress towards regaining full accreditation, we are excited about the prospect of working together so that the District will be successful in addressing its most critical priorities," Ms. Bell explained. "We will be reaching out to the entire community to support and invest in this important effort," she said.

2013-2014 Supply Lists

Kindergarten

- 1 age-appropriate book bag/backpack
- 1 box of crayons (optional)
- 1 pair of scissors (blunt tip)
- 3 pocket folders
- 5 #2 pencils (optional)
- 1 box of tissue
- 2 glue sticks (optional)
- 1 spiral notebook/composition (wide ruled)

First Grade

- 1 age-appropriate book bag/backpack
- 1 box of crayons (optional)
- 1 pair of scissors (blunt tip)
- 3 pocket folders
- 5 #2 pencils (optional)
- 1 box of tissue
- 2 glue sticks (optional)
- 1 12"/30cm ruler
- 1 spiral notebook/composition (wide ruled)

Second Grade

- 1 age-appropriate book bag/backpack
- 1 3-ring binder
- 3 spiral notebooks/composition (wide ruled)
- 3 pocket folders
- 1 box of crayons (optional)
- 1 package of markers
- 1 pair of scissors (blunt tip)
- 2 glue sticks (optional)
- 5 #2 pencils (optional)
- 1 12"/30cm ruler
- 1 box of tissue

Third Grade

- 1 age-appropriate book bag/backpack
- 2 3-ring binders
- 4 spiral notebooks/composition (wide ruled)
- 5 pocket folders
- 1 box of crayons (optional)
- 1 package of markers
- 1 pair of scissors (blunt tip)
- 2 glue sticks (optional)
- 5 #2 pencils (optional)
- 2 highlighters
- 1 box of tissue
- 1 12"/30cm ruler

Fourth Grade

- 1 age-appropriate book bag/backpack
- 2 3-ring binders
- 4 spiral notebooks/composition (wide ruled)
- 5 pocket folders
- 1 box of crayons (optional)
- 1 package of markers
- 1 pair of scissors (blunt tip)
- 2 glue sticks (optional)
- 5 #2 pencils (optional)
- 2 highlighters
- 1 box of tissue
- 1 12"/30cm ruler
- 2 black or blue pens

Fifth-Eighth Grade

- 1 age-appropriate book bag/backpack
- 2 3-ring binders
- 4 spiral notebooks/composition (wide ruled)
- 5 pocket folders
- 1 box of crayons (optional)
- 1 package of markers
- 1 pair of scissors (blunt tip)
- 2 glue sticks (optional)
- 5 #2 pencils (optional)
- 2 highlighters
- 1 box of tissue
- 2 black or blue pens
- 1 12"/30cm ruler
- 1 package of graph paper
- 1 scientific calculator (optional – grades 6-8 only District will provide)

Ninth-Twelfth Grade

- 1 book bag/backpack
- 1 package of colored markers
- 1 package of colored pencils
- 2 3-ring binders
- 5 spiral notebooks/composition (college ruled)
- 1 protractor
- 10 #2 pencils (optional)
- 10 black or blue pens
- 1 scientific calculator (optional – District will provide)
- 5 pocket folders (per semester)
- 1 compass (optional)
- 1 12"/30cm ruler
- 2 packages of graph paper

Congratulations, Class of 2013!

The St. Louis Public School District would like to extend heartfelt congratulations to the Class of 2013 for their years of hard work, focus, and dedication. Because of each student's individual academic efforts and determination, these outstanding SLPS seniors were awarded millions of dollars in scholarships and grants, and accepted to colleges and universities around the nation.

SLPS high school students do more than just learn; they prepare for a career with course offerings that include Culinary Arts, Bio-Technology, Construction Management, Radio and Television, Computer Technology, Crime Scene Investigating, and many more. SLPS high schools also offer International Studies, Visual and Performing Arts, Gifted Education, and a renowned Military Academy.

Limited space is still available for St. Louis City and County students at SLPS Magnet and Choice High Schools. Enroll today for the 2013-2014 school year – classes begin August 12th!

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BROCK, TREVONTE
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BROWN, REGINE L
BUFFORD, CORTEZ D
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BURTON, ORLANDO C
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JOHNSON, MARISHA S
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WOODSON, RONNEE B

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HAUGHTON, DESHA
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HIGHTIRE, ASIA Y
HINTON, WYNTER D
HOLMES, RAYMOND L
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JACKSON, DEONTAE M
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RUCKER, TRAVION M
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THOMAS, ERICA M
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YANCEY, ROBIN

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BOWDEN, AAJUANA
MONIQUE
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BROWN, NAJHA S
BROWN, TANEISHA
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COLEMAN, ALZAVIN Q
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GALES, DEONTRAY M
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SPEARS, DEONNA N
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JEFFERSON, LARISSA R
JEFFERSON, WHITNEY
JOHNSON, DASIA M
JOHNSON, JALISA S
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JONES, KAMERON T
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JONES, SAM
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LINDSEY, MILA
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 LOVETT, CHELSEY C
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 MANGUM, ARMANI
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 MANNING, TIAN H
 MARKS, DARRYL J
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 MCCOY, KENNETH ERVIN
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 MITCHELL, ZHANE M
 MOORE, ARLESHA S
 MOORE, WILLARD L
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 MOOREHEAD, KAELAN C
 MOREHOUSE, COREY M
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 VENERABLE, KEVONTAY D
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 WHEELER, JERRICA
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 YOUNG, DAYSHU A

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 BASIME, CONCORDE
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 BLEDSOE, DONTÉ J
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 BROOKS, WAYNE L II
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 COLEMAN, JUSTIN A
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 CORK, RYAN D
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 CRAWFORD, BRANDY F
 CRAWFORD, DEVORION R
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 CRITTEN, SHAYLA R
 CRITTLE, DION
 CROFT, DAVID
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 CROSS, WILLIE J
 CUNNINGHAM, TIARA J
 DHITAL, SARASWATI
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 DIZDAREVIC, HARIS
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 DORSEY, BRIANA D
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 DUNCAN, STEVEN T JR
 DUNLAP, DEMETRIUS P
 EASLEY, KENDRA L
 ELBERT, LARRY L
 ELIJAZOVIC, ADIS
 ELL, BRITTANY D
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 EWING, RASHAWN T
 FARACHE, CHLOE R
 FISHER, TASHAY L
 FLEMING, BRIAH L
 FORLAND, SHANTE D
 FOWLER, JESSICA A
 FRENCHIE, ERIANNAH M
 FULTON, EBONEY S
 GHALLEY, GOVINDA
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WRIGHT, EBONY JANELL
DANYA
YOUNG, DARIUS T

Due to the volume of names and schools, SLPS would like to apologize in advance for any misspellings or omissions.

SCHOOL BUS RULES

- 1 The bus driver is in charge. Students **must** obey the driver.
- 2 Students are to ride their assigned buses.

Asbestos Management Plan Availability

Asbestos-containing building materials (ACBM) are present within various schools throughout the District. In accordance with the Federal Asbestos Hazard Emergency Response Act (AHERA), an accredited inspector and management planner have completed a review of the locations, quantities, and friability of the asbestos containing materials and have prepared an assessment and response action plan to reduce exposure to asbestos fibers.

Copies of the asbestos program for all schools, which includes current inspection reports, are located in the Office of Operations located at 801 N. 11th Street, St. Louis, MO. **Please note that one copy is also required to be kept at the school itself.**

The plan is available to the public for inspection without cost or restriction within five working days after receiving a written request for inspection. Hours of availability and a copy of the form, "Request for Inspection of Asbestos Program," will be provided upon request.

Should a request be made for a copy of the report or parts of the report, SLPS may charge up to \$0.25 per page to make copies of the plan.

LEAD-BASED PAINT HAZARD REDUCTION PROGRAM

Since 2001, the District has implemented a Lead-Based Paint Hazard Reduction Program to reduce potential hazards associated with lead-based paint within our school buildings. City lead inspectors and numerous third party consulting firms have partnered with the District to provide testing, analysis, and assessment of potential lead-based paint hazards inside and outside our schools. In addition, the District has performed various lead abatement and interim control projects over recent years in response to our testing data. Copies of all testing information and abatement records are available upon request. We are also available to discuss current lead abatement and interim control projects being undertaken by the District. If you have further questions please contact the Office of Operations at 314.345.4669.

FIRST STUDENT PHONE NUMBERS

ROUTING NUMBER
314-389-2202

SPRING BASE NUMBER
314-772-3184 (For Routes 1000 - 1999)

UNION/70 NUMBER
314-389-1111 (For Routes 2000 - 2999)

EMAIL ADDRESS
Stlouisrouting@firstgroup.com

Refer to the SCCH booklet for more specific information.

STUDENT RESPONSIBILITIES

Waiting to Board a Bus

1. **Arrive** at the bus stop ten (10) minutes ahead of your scheduled time. The bus must leave at the designated time.
2. **Wait** until the bus stops.
3. **Stand** well away from the street as the bus approaches.
4. **Form** a quiet, uniform line to board.
5. **Littering** or damaging property on or near the bus stop is prohibited. Keep sidewalks clear of books, clothing, and other articles.
6. **Observe** all rules of conduct governing student behavior (see the Student Rights and Responsibilities related to Conduct Handbook).
7. **Report** to the principal, parent/guardian any suspicious persons or activities.
8. **Remain** with the group and do not talk to strangers or get into a stranger's car.

Riding the Bus

1. **Be seated immediately** and remain facing forward. Remain seated until the bus arrives at your stop and you receive instructions to unload.
2. **Hold** books and all personal items in your lap. Do not block the aisle.
3. **Pets and animals** of any kind are not permitted on the bus.
4. **Extending** arms, legs, or head out of the bus is prohibited.
5. **Throwing** objects on the bus or out of the window is prohibited.
6. **Refrain** from distracting or talking to the bus driver except in an emergency.
7. **Tampering** with or **damaging** bus equipment is prohibited. Student and/or parent/guardians will be held liable.

8. **Fighting, pushing, shoving, or creating loud disturbances is prohibited.**
9. **Smoking**, eating, and drinking are not permitted.
10. **Place** trash in receptacle provided near front of bus.
11. **Use** of profanity or obscene gestures is prohibited.
12. **Bringing** weapons or dangerous instruments of any kind is prohibited.
13. **Be aware** that the St. Louis Metropolitan Police may stop and search any school bus at any time for illegal items. Students found with weapons, liquor, drugs, etc., will be arrested.
14. **Observe** all rules of conduct governing student behavior.

RESPONSIBILITIES OF PARENTS

1. **Read**, discuss, and review this handout **AND** the Transportation Section of the SCCH booklet.
2. **Encourage** your children to observe all established guidelines.
3. **Get** to know your bus driver.
4. **Report** to the Transportation Division (314-633-5100) any related traffic hazards of any school bus observed operating carelessly.
5. **Report** all observed misconduct on school buses and at school bus stops to the principal.
6. **Place** identification of your child where the bus driver can retrieve it, if necessary.
7. **Report** to the police any strangers observed at or near bus pick up/drop off points.
8. **See** that children are at the bus stop ten (10) minutes before the bus is scheduled to arrive.
9. **Bus stop requests** must be submitted in person to the school or at 801 N. 11th Street.



District Cafeterias Get an "A" Rating



Eating breakfast or lunch in a Saint Louis Public School District cafeteria is a smart choice. The District earned an "A" rating last year, scoring 95 out of a possible 100 points on the Physicians Committee for Responsible Medicine report card. The District was also named the "most improved" by the Washington-based nutrition advocacy group.

So, how did SLPS improve from an "F" rating in 2007 to an "A" in 2013? Director of Food Services Althea Albert-Santiago has the answers.

First, the District offers healthy foods and educates the students about why the healthy choice is a better choice. Students receive visits from professional chefs and even have gardens at school to grow their own vegetables thanks to a partnership with Gateway Greening.

Second, the District has eliminated all fried foods and trans fats and has increased fruits and vegetable offerings by 65% during Ms. Albert-Santiago's tenure.

That doesn't mean the District has eliminated the types of foods students enjoy. Pizza is still on the menu, but it is made with a whole grain crust. Children still enjoy fries, only they eat baked sweet potato fries instead of those fried in grease. Corn dog nuggets are made from turkey, and anything breaded is made with a baked whole-grain crust.

Another factor that helped the District earn an "A" rating is that many of the elementary school cafeteria kitchens have been converted so lunches are prepared fresh on-site rather than having pre-packaged meals. The kitchen renovations were funded by Proposition S, the \$155 million bond issue approved by St. Louis voters in 2010.



School & Home

EXPECT BETTER!

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Editors Box

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