BOARD MEETING

THURSDAY, OCTOBER 14, 2010

AGENDA

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

SUPERINTENDENT OF SCHOOLS
DR. KELVIN R. ADAMS

Meeting Agenda

ST. LOUIS PUBLIC SCHOOLS

SPECIAL ADMINISTRATIVE BOARD MEETING
THURSDAY, OCTOBER 14, 2010 –6:00PM
ADMINISTRATIVE BUILDING- 801 N. 11TH STREET

AGENDA

1) Call to Order
2) Roll Call
3) Pledge of Allegiance
4) Public Comments
5) Student/Staff Recognition(s)
6) Superintendent's Report
    a) Information Items
        - St. Louis Plan Update
        - Staffing Plan Update
        - Construction Management Recommendation
    b) Action Items
        - Consent Agenda
7) Board Member Updates
8) Adjournment

NOTES:

Consent Agenda

ST. LOUIS PUBLIC SCHOOL DISTRICT
SUPERINTENDENT'S REPORT
October 14, 2010

1.0 Preliminary

1.1 CONSENT AGENDA

a) Information Items
- St. Louis Plan Update
- Staffing Plan Update
- Construction Management Recommendation

1.2 b) Business Items – Action Required
- Consent Agenda

10-14-10-01 To approve the August 2010 Monthly Budget Transaction Report.

10-14-10-02 To approve the fall 2010-2011 school bus routes.

10-14-10-03 To approve the purchase of winter and spring season sports equipment from Johnny Mac Sporting Goods and Curt Smith Sporting Goods at a total combined cost not to exceed $61,000.
FUNDING SOURCE: GOB

10-14-10-04 To approve the purchase of the Pre-KG Handwriting Program and supporting materials from Zaner Bloser at a cost not to exceed $22,853.34.
FUNDING SOURCE: GOB

10-14-10-05 To approve the purchase of the Pre-KG Communication Arts textbooks, teacher and student resources from Pearson Education at a cost not to exceed $16,603.30.
FUNDING SOURCE: Non-GOB

10-14-10-06 To approve the purchase of Pre-KG library books and materials from Scholastic, Inc. at a cost not to exceed $22,035.71.
FUNDING SOURCE: Non-GOB

10-14-10-07 To approve a contract with Project Construct to provide professional development and training in Communication Arts for preschool and kindergarten teachers for the period October 15, 2010 through December 15, 2010 at a cost not to exceed $45,000.
FUNDING SOURCE: GOB

10-14-10-08 To approve a sole source contract renewal with Follett Software Company to provide library automation technical support for the period October 25, 2010 through June 30, 2011 at a cost not to exceed $21,895.15.
FUNDING SOURCE: GOB

10-14-10-09 To approve a sole source contract renewal with ArcMail Technology for hardware and software support of the ArcMail email archiver appliance for the period October 15, 2010 through June 30, 2012 at a cost not to exceed $19,499.
FUNDING SOURCE: GOB

This consent agenda contains the routine operational contracts of the District and the items thereon are subject to change, addition and removal up to the time of the meeting.

10-14-10-10 To ratify approval of a contract with Collaborative Strategies, Inc. to provide search consulting services for the period August 12, 2010 through October 30, 2010 at a cost not to exceed $15,000.
FUNDING SOURCE: GOB

10-14-10-11 To ratify approval of the purchase of uniforms and equipment for School Safety Security Officers from Leon Uniform Company for the 2010-2011 school year at a cost not to exceed $7,568.
FUNDING SOURCE: GOB

10-14-10-12 To ratify approval of a membership with AdvancED Education-North Central Accreditation for secondary schools for the 2010-2011 school year at a cost not to exceed $8,125.
FUNDING SOURCE: GOB

10-14-10-13 To ratify approval of a membership with International Baccalaureate Organization (IBO) for Metro Academic and Classical High School for the period September 1, 2010 through August 31, 2011 at a cost not to exceed $10,000.
FUNDING SOURCE: GOB

10-14-10-14 To ratify approval of an Agency Agreement with the Urban League Head Start Program for the period July 1, 2010 through June 30, 2011.
FUNDING SOURCE: There is no cost associated with this request

10-14-10-15 To approve an Agency Agreement with Bridgeway Behavioral Health Services to provide a mandatory six week in-school program to identify risk and protective factors in education and treatment intervention with alternative education students at Innovative Concept Academy for the period October15, 2010 through June 30, 2011.
FUNDING SOURCE: There is no cost associated with this request

10-14-10-16 To approve an Agency Agreement with Bridgeway Behavioral Health Services to provide a mandatory six week in-school program to identify risk and protective factors in education and treatment intervention with alternative education students at Alternative Education South for the period October 15, 2010 through June 30, 2011.
FUNDING SOURCE: There is no cost associated with this request

10-14-10-17 To approve a Memorandum of Understanding with St. Louis University College of Education and Public Services to collaborate with Succeeding With Reading and assist in its' transition from the period October 15, 2010 through July 31, 2011 at no cost to the district.
FUNDING SOURCE: There is no cost associated with this request

10-14-10-18 To approve a Memorandum of Understanding with Washington University School of Medicine to enhance and facilitate the procedures for assessing health parameters and physical fitness for SLPS' students for the period October 15, 2010 through July 31, 2011.
FUNDING SOURCE: There is no cost associated with this request

10-14-10-19 To approve the extension of the sponsorship of the Construction Careers Center Charter School for five additional years.

OCTOBER 28, 2010 ITEMS FOR CONSIDERATION

10-28-10-01 To ratify approval of a Memorandum of Understanding with Compass USA, Inc. to provide school to work transition training for special education students
FUNDING SOURCE: There is no cost associated with this request

10-28-10-02 To ratify approval of a Memorandum of Understanding with the Greater St. Louis Community Foundation on behalf of the Teacher Home Visit Program Fund to support the development and implementation of the program.
FUNDING SOURCE: There is no cost associated with this request

10-28-10-03 To approve an amendment of the name of Humboldt Middle School to *Humboldt Academy of Higher Learning*.
FUNDING SOURCE: There is no cost associated with this request

10-28-10-04 To approve a Memorandum of Understanding with the YMCA-South City to provide after school programming at Lyon @ Blow Community Education Full Service School for grades 6-8.
FUNDING SOURCE: There is no cost associated with this request

10-28-10-05 To approve acceptance of the first year grant funds from the US Department of Education's Office of Elementary and Secondary Education in the amount of $1,721,017 for the Smaller Learning Communities Program.
FUNDING SOURCE: Non-GOB

10-28-10-06 To approve acceptance of the first year grant funds from the US Department of Education's Office of Elementary and Secondary Education in the amount of $1,420,018 for the High School Graduation Initiative.
FUNDING SOURCE: Non-GOB

10-28-10-07 To approve a sole source contract with Pearson Scott Foresman for the purchase of Reading Street student books, teacher editions and English Language Learners Comprehensive Packages in the amount of $46,560.73.
FUNDING SOURCE: GOB

10-28-10-08 To approve a sole source contract renewal with Reading is Fundamental for the period November 1, 2010 through May 26, 2011 at a cost not to exceed $15,000.
FUNDING SOURCE: Non-GOB

10-28-10-09 To approve a contract amendment and contract extension with Environmental Consultants, LLC. The contract requests an increase in the amount of $158,856 and an extension through August 31, 2011.
FUNDING SOURCE: Non-GOB

This consent agenda contains the routine operational contracts of the District and the items thereon are subject to change, addition and removal up to the time of the meeting.

October 14, 2010

SAINT LOUIS PUBLIC SCHOOLS

Date: September 15, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Enos Moss, CFO/Treasurer

VENDOR SELECTION METHOD:

- ☐ RFP/Bid
- ☐ Sole Source
- ☐ Contract Renewal
- ☒ Financial Report

Previous Bd. Res. #:

Agenda Item: 10-14-10-01
Information: ☐
Conference: ☐
Action: ☒

SUBJECT:
Monthly Transaction Report for August 2010.

BACKGROUND:

CSIP: Goal 2: Process Performance **Row:** 73 **MSIP:** 8.5.1

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

Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $ 0.00	☐ **Pending Funding Availability**	**Vendor #:**

Department:

Requestor:

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Reviewed by Budget: _____

ST. LOUIS BOARD OF EDUCATION
Monthly Budget Report
Dates: 08-01-2010 - 08-31-2010
Fiscal Year: 2010 - 2011

120-INCIDENTAL

1 SAP Hierarchy Doc #: 0501678229
SAP Entry Doc #: 0501678191

From:	110-1663	- 827-00-110	- 6149	1,729.58-
To:	120-1663	- 827-00-120	- 6143	1,729.58

Control No: B1011-0324
From Amount: 1,729.58-
To Amount: 1,729.58
Text: Transfer back unneeded dollars that were used to cover the extended summer school salary and benefit expenses for two principals and two secretaries. Original transfer did not move enough money into extra service. After posting of payroll this account had a negative balance of $1,729.58. This transfer covers the negative amount.

2 SAP Hierarchy Doc #: 0501678155
SAP Entry Doc #: 0501678117

From:	110-2411	- 117-00-110	- 6149	2,340.00-
	110-2411	- 117-00-110	- 6231	179.01-
	110-2411	- 117-00-110	- 6261	65.52-
To:	120-2122	- 117-55-120	- 6261	65.52
	120-2122	- 117-55-120	- 6231	179.01
	120-2122	- 117-55-120	- 6143	2,340.00

Control No: B1011-0182
From Amount: 2,584.53-
To Amount: 2,584.53
Text: Transfer funds to pay counselors extra service.

3 SAP Hierarchy Doc #: 0501678194
SAP Entry Doc #: 0501678156

From:	110-2411	- 156-00-110	- 6149	612.48-
To:	120-2122	- 156-55-120	- 6143	612.48

Control No: B1011-0257
From Amount: 612.48-
To Amount: 612.48

Text: Payment for 24 hours served as counselor that missed the payroll deadline in June 2010 of 2009-10 fiscal year.

4 SAP Hierarchy Doc #: 0501678230
SAP Entry Doc #: 0501678192

From:	110-2411	- 458-00-110	- 6411	1,200.00-
To:	120-2411	- 458-00-120	- 6143	1,200.00
Control No:	B1011-0330			
From Amount:	1,200.00-			
To Amount:	1,200.00			

Text: Transfer of appropriations for extra service at Farragut School.

Monthly Budget Report
Dates: 08-01-2010 - 08-31-2010
Fiscal Year: 2010 - 2011

231-Title I IASA

1 SAP Hierarchy Doc #: 0501678243
SAP Entry Doc #: 0501678205

From:	231-2336	- 822-RM-231	- 6371	226,000.00-
To:	231-2336	- 822-RM-231	- 6364	1,000.00
	231-2336	- 822-RM-231	- 6363	2,000.00
	231-2336	- 822-RM-231	- 6261	2,800.00
	231-2336	- 822-RM-231	- 6386	3,000.00
	231-2336	- 822-RM-231	- 6443	3,000.00
	231-2336	- 822-RM-231	- 6383	5,000.00
	231-2336	- 822-RM-231	- 6384	6,000.00
	231-2336	- 822-RM-231	- 6231	7,650.00
	231-2336	- 822-RM-231	- 6319	45,000.00
	231-2336	- 822-RM-231	- 6411	50,550.00
	231-2336	- 822-RM-231	- 6149	100,000.00

Control No: B1011-0437
From Amount: 226,000.00-
To Amount: 226,000.00
Text: To transfer 231 Title 1 funds to set up homeless program for the 2010-2011 school year.

260-COMM DEVELOP AGENCY

1 SAP Hierarchy Doc #: 0501678183
SAP Entry Doc #: 0501678145

From:	260-1671	- 827-00-260	- 6371	154,047.45-
To:	260-1673	- 041-00-260	- 6261	143.71
	260-1673	- 034-00-260	- 6261	181.05
	260-1673	- 037-00-260	- 6261	197.24
	260-1673	- 038-00-260	- 6261	207.30
	260-1673	- 033-00-260	- 6261	231.15
	260-1673	- 045-00-260	- 6261	299.28
	260-1673	- 042-00-260	- 6261	319.90
	260-1673	- 035-00-260	- 6261	321.50
	260-1673	- 049-00-260	- 6261	347.10
	260-1673	- 041-00-260	- 6231	392.63
	260-1673	- 168-00-260	- 6261	419.84
	260-1673	- 027-00-260	- 6261	459.49
	260-1673	- 043-00-260	- 6261	471.81
	260-1673	- 049-00-260	- 6164	493.00
	260-1673	- 034-00-260	- 6231	494.66
	260-1673	- 037-00-260	- 6231	538.88
	260-1673	- 038-00-260	- 6231	566.38
	260-1673	- 037-00-260	- 6143	623.50
	260-1673	- 033-00-260	- 6231	631.52
	260-1673	- 045-00-260	- 6231	817.68
	260-1673	- 042-00-260	- 6231	874.00
	260-1673	- 035-00-260	- 6231	878.39
	260-1673	- 038-00-260	- 6143	885.00
	260-1673	- 049-00-260	- 6231	948.35
	260-1673	- 034-00-260	- 6319	975.00
	260-1673	- 033-00-260	- 6164	1,081.00
	260-1673	- 049-00-260	- 6143	1,100.00
	260-1673	- 168-00-260	- 6231	1,147.07
	260-1673	- 041-00-260	- 6164	1,169.40
	260-1673	- 027-00-260	- 6231	1,255.39
	260-1673	- 043-00-260	- 6231	1,289.06
	260-1673	- 041-00-260	- 6143	1,302.50

Monthly Budget Report
Dates: 08-01-2010 - 08-31-2010
Fiscal Year: 2010 - 2011

260-1673	- 027-00-260	- 6164	1,321.24
260-1673	- 035-00-260	- 6149	1,682.00
260-1673	- 033-00-260	- 6163	2,190.00
260-1673	- 045-00-260	- 6143	2,250.00
260-1673	- 041-00-260	- 6149	2,660.58
260-1673	- 034-00-260	- 6149	2,964.00
260-1673	- 027-00-260	- 6319	3,000.00
260-1673	- 043-00-260	- 6164	3,205.58
260-1673	- 034-00-260	- 6143	3,502.09
260-1673	- 043-00-260	- 6143	3,737.50
260-1673	- 045-00-260	- 6149	4,020.00
260-1673	- 045-00-260	- 6165	4,418.56
260-1673	- 042-00-260	- 6164	4,747.03
260-1673	- 033-00-260	- 6143	4,984.21
260-1673	- 037-00-260	- 6149	6,420.62
260-1673	- 038-00-260	- 6149	6,518.61
260-1673	- 042-00-260	- 6149	6,677.84
260-1673	- 168-00-260	- 6411	8,090.00
260-1673	- 035-00-260	- 6143	9,800.27
260-1673	- 043-00-260	- 6149	9,907.36
260-1673	- 049-00-260	- 6149	10,803.73
260-1673	- 168-00-260	- 6143	14,994.35
260-1673	- 027-00-260	- 6149	15,089.10

Control No: B1011-0227
From Amount: 154,047.45-
To Amount: 154,047.45
Text: Reallocate CDA funds to set up budgets from July 2010 through December 2010.

640-FED STIMULUS-TITLE I

1 SAP Hierarchy Doc #: 0501678216
SAP Entry Doc #: 0501678178

From:	640-1127	- 814-AM-640	- 6371	109,345.50-
To:	640-1177	- 193-AD-640	- 6261	252.00
	640-1177	- 194-AD-640	- 6261	252.00
	640-1177	- 144-AD-640	- 6261	252.00
	640-1177	- 173-AD-640	- 6261	252.00
	640-1177	- 694-AD-640	- 6261	252.00
	640-1177	- 125-AD-640	- 6261	252.00
	640-1177	- 183-AD-640	- 6261	252.00
	640-1177	- 186-AD-640	- 6261	252.00
	640-1177	- 114-AD-640	- 6261	252.00
	640-1177	- 111-AD-640	- 6261	252.00
	640-1177	- 117-AD-640	- 6261	252.00
	640-1177	- 114-AD-640	- 6231	688.50
	640-1177	- 125-AD-640	- 6231	688.50
	640-1177	- 193-AD-640	- 6231	688.50
	640-1177	- 194-AD-640	- 6231	688.50
	640-1177	- 117-AD-640	- 6231	688.50
	640-1177	- 144-AD-640	- 6231	688.50
	640-1177	- 111-AD-640	- 6231	688.50
	640-1177	- 694-AD-640	- 6231	688.50
	640-1177	- 173-AD-640	- 6231	688.50
	640-1177	- 186-AD-640	- 6231	688.50
	640-1177	- 183-AD-640	- 6231	688.50
	640-1177	- 186-AD-640	- 6143	9,000.00
	640-1177	- 117-AD-640	- 6143	9,000.00
	640-1177	- 125-AD-640	- 6143	9,000.00
	640-1177	- 114-AD-640	- 6143	9,000.00
	640-1177	- 144-AD-640	- 6143	9,000.00
	640-1177	- 694-AD-640	- 6143	9,000.00
	640-1177	- 194-AD-640	- 6143	9,000.00
	640-1177	- 193-AD-640	- 6143	9,000.00
	640-1177	- 111-AD-640	- 6143	9,000.00
	640-1177	- 183-AD-640	- 6143	9,000.00

640-1177 - 173-AD-640 - 6143 9,000.00

Control No: B1011-0307
From Amount: 109,345.50-
To Amount: 109,345.50
Text: Transfer 640 Stimulus Title I funds to setup after school liaison program for the Title I High Schools for the 2010-2011 School Year.

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Deanna Anderson, Exec. Dir., Transport Food Svcs

VENDOR SELECTION METHOD:

- ☐ RFP/Bid
- ☐ Sole Source
- ☐ Contract Renewal
- ☒ Approval of Bus Routes

Previous Bd. Res. #: 07-06-10-19

Agenda Item: 10-14-10-02
Information: ☐
Conference: ☐
Action: ☒

SUBJECT:
Request approval of fall bus routes for the FY10-11 school year. The report detailing the bus routes is available in the Board Office.

BACKGROUND:
As stipulated in the Department of Elementary and Secondary Education School Transportation Administrator's Handbook; Title 5, 5CSR 30-61.00 requirements for the Operation of School Buses; Paragraph 1B:
"School bus routes over which school buses travel shall be approved by public school district board of education action for its initial approval."
School bus routes are established at the beginning of the school year and adjusted during the year to accommodate changes because of mobility of the students, enrollment, and ridership. The school bus routes for the 10-11 school year are located in the Board Office. In the St. Louis Public Schools, over 20,000 students are eligible for school bus transportation. There were 312 bus routes established at the beginning of the school year and over 5,000 bus stops.
It is recommended that the Special Adminstrative Board of the Transitional School District of the City of St. Louis approve the fall school bus routes.

CSIP: Goal 2: Process Performance **Row:** 110 **MSIP:** 8.10.1

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

Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $ 0.00	☐ **Pending Funding Availability**	**Vendor #:**

Department: Transportation

Requestor: Deanna Anderson

Deanna Anderson

Deanna Anderson, Exec. Dir., Transport Food Svc.

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Revised 11/30/09

Reviewed by Budget: _____

3

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

[X]	RFP/Bid	RFP 006-1011
[ ]	Sole Source	
[ ]	Contract Renewal	*Previous Bd. Res. #*
[ ]	Membership	

Agenda Item: [ ] 10-14-10-23
Information: [ ]
Conference: [ ]
Action: [X]

SUBJECT:

To approve the purchase of the winter and spring season sports equipment from two vendors (Johnny Mac Sporting Goods and Curt Smith Sporting Goods) as determined by the responses to the referenced RFP. The cost of the combined purchase is not to exceed $61,000.00.

BACKGROUND:

The equipment included in the RFP was for Girls - basketball, soccer, and track, and Boys - basketball, wrestling, tennis, baseball and track. Three vendors responded to the RFP and based on pricing, two were selected.

CSIP: Goal # SLPS Goal #2 - Process and Performance Row # 120 MSIP: 6.4.4

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: 110 - 1422 - 6411 - 833 - 00 GOB **Amount:** $ 61,000.00	**Requisition #:** 10120334, 10120333
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ 61,000.00 [ ] **Pending Funding Availability**	**Vendor #:** Various

Department: Public High League Office

Requestor: Martin Jenkins

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Carlinda Purcell
Dr. Carlinda Purcell, Dep. Supt. - Academics

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

RFP006-1011 Cost Summary By Vendor
St. Louis Public School League
Uniform and Equipment Order List
2010-2011 School Year - Winter/Spring Seasons

		Johnny Mac		Curt Smith		Riddell		Selected		
Item Description	**Quantity**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Total Cost**	**Vendor**	**Manufacturer**
Baton: Aluminum	10	$ 2.29	Gill	$ 3.18	INSPORT	$ 3.85	Riddell	$ 22.90	JM	Gill
Cartridges:										
22 Blank Caliber - Loud Fire per box	0									
32 Blank Caliber - Loud Fire per box	2	$ 34.00	Gill	$ 34.36				$ 68.00	JM	Gill
Cross Bar: 14 ft., 10" Fiberglass Round, NFHS Approved Required Brand: Gill 522 **No Substitution**	0									
Shots: 12 lb., Iron, Outdoor.	3	$ 19.99	Gill	$ 32.10	Gill			$ 59.97	JM	Gill
Starting Blocks: (M-F Athletic) #4045 (Cinder & All Weather Block) Required Brand: Gill #420 **No Substitution**	10	$ 74.99	Gill	105 or 69.96	Gill or Champion			$ 749.90	JM	Gill
Hurdles: UCS #4001 Rocker	0									
Starting Pistol: 32 Caliber (M-F Athletic)	1	$ 139.00	Gill	$ 115.70	Gill			$ 115.70	CS	Gill
High Jump Standard: NFHS Approved, cost per pair Required Brand: Gill #7040 **No Substitution**	0									
Measuring Tape: 100' Fiberglass Required Brand: Gill #985 **No Substitution**	2	$ 13.79	Gill	$ 18.60	Gill	$ 11.25	Riddell	$ 27.58	JM	Gill
Track Total								$ 4,810.52		

Winter Total	$ 21,812.28
Spring Total	$ 18,326.93
Grand Total	$ 40,139.21
Grand Total - Johnny Mac	$ 27,061.67
Grand Total - Curt Smith	$ 13,077.54
Grand Total - Riddell	$ -
Grand Total	$ 40,139.21

RFP006-1011 Cost Summary By Vendor
St. Louis Public School League
Uniform and Equipment Order List
2010-2011 School Year - Winter/Spring Seasons

Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Wrench with handle.	2	$ 8.29	Gill	$ 8.00	Gill	$ 7.04	Riddell	$ 16.00	CS	Gill
Heel Cups: Unpadded (12 per box) Preferred Brands: Cramer, Gill	0									
Heel Cups: Padded (12 per box) Preferred Brands: Cramer, Gill	0									
One Piece Track Suit: Spandex lycra material, In school Colors - one color with school name on front. Required Brands: Pacific Coast, Hind, In-Sport **No Substitutions.**	20	$ 30.99	INSPORT	$ 23.69	Cobblestone			$ 619.80	JM	INSPORT
Indoor Plastic Coated Putting Shots: 12 lb. Boys Shot Required Brand: Gill	1	$ 61.99	Gill	$ 59.86	Gill			$ 59.86	CS	Gill
Shot Carrier: For 2 shots Preferred Brands: Gill, Blazer	0									
Timer: Stopwatch. Kenrick Accusplit (625CL Sports timer - Liquid Crystal Display. Schools may select either or both timers. **No Substitutions Permitted**	3	$ 16.99	Accusplit	$ 20.90	Accusplit			$ 50.97	JM	Accusplit
Tote Bags: Bags 14" x 24" vinyl material, side handles, kull zipper, Lettering - one color school name and ID number Preferred Brands: Addidas, Nike **No Substitutions**	0									
Tights: Light, silky antron/lycra - unisex running tights, elastic waistband with drawstring and stirrup feet. Sizes XS thru XXL. Adult Sizes Only. Designate Color: Black, Silver, Navy, Royal Blue, Raspberry, Scarlet, Turquoise, Gold, or Maroon. Required Brand: In-Sport **No Substitution**	13	$ 18.99	INSPORT					$ 246.87	JM	INSPORT

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Uniform and Equipment Order List
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Boys Track & Cross Country Program

Item Description	Quantity	Johnny Mac Price	Johnny Mac Manufacturer	Curt Smith Price	Curt Smith Manufacturer	Riddell Price	Riddell Manufacturer	Selected Total Cost	Selected Vendor	Selected Manufacturer
Uniform:										
Shirt: 100% nylon tricot mesh, full length, sleeveless, full contour cut, narrow shoulder straps, ribbed knit neck and armholes trimmed in contrasting school colors. Screen Print School name. Sizes XS thru XXL. Adult Sizes Only. To be available in many colors. Preferred Brands: Russell, In-Sport, Hind, Ascis	65	$ 18.88	Russell	$ 12.90	Cobblestone			$ 1,227.20	JM	Russell
Pants: featherweight, 100% nylon taffeta, 2-ply, boxer style, 1 & 1/4" elastic waistband, slit sides, bartacked, reinforced crotch, inseam 3". Contrasting school colors. Sizes XXS thru XXL. Adult Sizes Only. Required Brands: Russell, In-Sport, Hind, Asics **No Substitutions.**	65	$ 13.49	Russell	$ 8.75	Cobblestone			$ 876.85	JM	Russell
Warm-Up Jackets and Pants Set										
Jacket: 100% nylon, full zipper, 2" school name and number on front left chest in contrasting school color, raglan sleeves with lining. Sizes XS thru XXL Adult Sizes Only Preferred Brands: Russell, Holloway, Rawlings, Nike	0									
Pants: To match jacket. 1" number on left front leg in contrasting school color. Front nylon zipper leg opening. Sizes XS thru XXL. Adult Sizes Only. Preferred Brands: Russell, Holloway, Rawlings, Nike.	20	$ 31.99	Russell					$ 639.80	JM	Russell
Shoes, Sprint: White nylon suede and natural leather with seven detachable spikes. Preferred Brands: Asics, Nike	0									
Spikes and Wrench: Gill Preferred.										
Spikes - 3/8" (per 100)	1	$ 10.00	Gill	$ 7.44	Gill			$ 7.44	CS	Gill
Spikes - 1/2" (per 100)	1	$ 10.00	Gill	$ 7.84	Gill			$ 7.84	CS	Gill
Spikes - 1/4" (per 100)	1	$ 10.00	Gill	$ 6.94	Gill	$ 7.25	Riddell	$ 6.94	CS	Gill
Spikes - 1/8" (per 100)	1	$ 10.00	Gill	$ 6.90	Gill	$ 7.25	Riddell	$ 6.90	CS	Gill

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Boys Tennis Program										
Game Shirt: Polo Style, 50% Cotton/50% polyester, lacoste mesh knit, 3 button front, Left Front Chest Embroidered Preferred Brands: Addidas, Nike, Holloway, Russell										
White	26	$ 26.99	Nike	$ 26.30	Outer Banks			$ 701.74	JM	Nike
School Color	26	$ 26.99	Nike	$ 26.30				$ 701.74	JM	Nike
Shorts: 100% stretch nylon, elastic waistband, approximately 5" in seam length of pant legs. Preferred Brands: Nike Addidas, Holloway										
White	16	$ 21.00	Nike	$ 12.29	Badger w pockets			$ 336.00	JM	Nike
School Color	36	$ 21.00	Nike	$ 12.29	Badger w pockets			$ 756.00	JM	Nike
Rackets: anodized aluminum frame - perfect balance - strong nylon strings. Head cover included in price. Adult Sizes Only. Specify handle size desired: 4&3/8" _____ 4&1/2 _____ 4&5/8 _____ Preferred Brands: Wilson, Penn	16	$ 44.99	Wilson	$ 110.00	Wilson			$ 719.84	JM	Wilson
Tennis Balls: Official (yellow color) from National Federation approved list. Cans of 3. Preferred Brands: Penn, Wilson	165	$ 2.89	Penn	$ 2.86	Wilson			$ 476.85	JM	Penn
Tennis Total								$ 3,692.17		

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		Johnny Mac		Curt Smith		Riddell		Selected		
Item Description	**Quantity**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Total Cost**	**Vendor**	**Manufacturer**
Baseballs: Must have NFHS Authenticating mark on ball, official, from the National Federation approved list. Balls are ordered by the dozen. Required Brand: Rawlings R100NF-10021037 (HGXX) **No Substitutions.**	37	$ 58.29	**Rawlings**	**$ 49.96**	**Rawlings**			$ 1,848.52	CS	Rawlings
Scorebooks: Official National Federation for State High Schools Brand: Peterson #7BS Please Indicate Number of Books Desired	16	$ 3.49	CS Peterson	$ 4.39	National Federation	$ 3.75	Riddell	$ 55.84	JM	CS Peterson
Baseball Total								$ 9,824.24		

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Fielders Gloves: Leather Only. Adult Sizes Only. 11" Size Right Handed _____ Left Handed _____ Required Brand: Rawlings **No Substitutions**	3	$ 69.99	Rawlings	$ 33.00	Rawlings			$ 99.00	CS	Rawlings
First Base Mitt: Leather Only. Adult Sizes Only. Right Handed _____ Left Handed _____ Required Brand: Rawlings **No Substitutions**	0			$ 24.00		Rawlings		$ -	CS	Rawlings
Helmet Caddy: made from heavy duty reinforce vinyl, will hold 8 helmets. Easily rolls up for storage and transport. Can be attached to chain link fence. Black Only. Preferred Brands: Rawlings, Louisville Slugger, Schutt	1	$ 33.89	Rawlings	$ 14.90		$ 25.25	Riddell	$ 14.90	CS	Rawlings
Bat Caddy: made from heavy duty reinforced vinyl, will hold 8 bats. Mesh pockets for easy viewing of bats. Easily rolls up for storage and transport. Can be attached to chain link fence. Black Only. Preferred Brands: Rawlings, Schutt, Louisville Slugger	1	$ 33.99	Rawlings			$ 24.49	Riddell	$ 33.99	JM	Rawlings
Pitcher's Plate: Rubber (same for softball and baseball)	0									
Home Plate: Rubber (same for softball and baseball)	0									
Baseball Bases: Set of three (15" x 15" x 3") 2 heavy straps w pegs	1	$ 39.88	TAG	$ 36.39		$ 38.00	Riddell	$ 36.39	CS	TBD
Baseball Bat: Aluminum, official high school 2 5/8" barrell (K117A)-3 style Must be stamped NHFS. 32" _____ 33" _____ 34" _____ Preferred Brands: Easton, Louisville Slugger **No Substitutions**	7	$ 119.00	Louisville or Easton	$ 49.60	Louisville Slugger			$ 347.20	CS	Louisville Slugger
Softball/Baseball Belts: 1-1/2" elastic belt with matching leather tabs. School Colors are Available.	70	$ 2.98	TAG	$ 2.79		$ 3.95	Riddell	$ 195.30	CS	TBD

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		Johnny Mac		Curt Smith		Riddell		Selected		
Item Description	**Quantity**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Total Cost**	**Vendor**	**Manufacturer**
Catchers Helmet: Hockey style helmet with cage attached, piece molded type shell. Must be stamped with "NOC-SAE" approval. Sizes Small thru XL (Adult Sizes Only) Preferred Brands: Schutt, Riddell, Rawlings	1	$ 82.00	Rawlings	$ 48.00	Rawlings	$ 59.95	Riddell	$ 48.00	CS	Rawlings
Caps: 100% polyester, unlined in solid school color with one or two initials on bib. Adjustable sizes. Required Brand: Richardson **No Substitutions.**	310	$ 7.99	Richardson	8.39 or 10.59	Richardson Pro Mesh 1 color or 2 color			$ 2,476.90	JM	
Protective Batting Helmets: One piece polycarbonate shell, double ear flap, changeable protection, adjustable size liner. Must be stamped with "NOC-SAE" approval. Adult Sizes Only. Required Brands: Rawlings PL75, Schutt. **No Substitutions.**	15	$ 14.99	Rawlings	$ 10.97	Rawlings			$ 164.55	CS	Rawlings
Ball Bag: Zipper opening, heavy vinyl material to hold at least two (2) dozen balls. Required Brand: Rawlings DBZ **No Substitutions.**	1	$ 15.29	Rawlings	$ 10.40	Rawlings			$ 10.40	CS	Rawlings
Body Protectors: Short style model, with extended shoulder piece, 3 sectioned. Required Brands: Wilson Tru-Fit (A3202), Rawlings **No Substitution.**	1	$ 34.89	Rawlings	$ 28.00	Rawlings			$ 28.00	CS	Rawlings
Leg Guards: Professional model, must be available in school colors, come in pairs Preferred Brands: Wilson A3400, Rawlings OMW	1	$ 39.99	Rawlings	$ 36.64	Rawlings	$ 64.95	Riddell	$ 36.64	CS	Rawlings
Catchers Throat Protector: with snaps or Velcro fasteners Preferred Brands: Rawlings TP5, Wilson	2	$ 4.50	Rawlings	$ 5.00	Rawlings			$ 9.00	JM	Rawlings
Catchers Mitt: Mitt for left or right handed players. Leather only. Adult Sizes Only. Required Brand: Rawlings SG280 **No Substitutions.**	1	$ 109.00	Rawlings	$ 35.89	Rawlings			$ 35.89	CS	Rawlings

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Wrestling Total								$ 1,958.14		

Spring Sports

Boys Baseball Program

Uniforms										
Shirts: Polywarpnet-prograde material, full button front, jersey to be in white or in standard school colors. Trim in contrasting colors around neck and cuff. School name on front chest of shirt, 2 color twill lettering on front, 10" twill 2 color number on back of shirt, both in color of trim, extended tail of shirt. Preferred Brands: Rawlings KS57, Wilson, Russell										
White with trim and numbers in school colors	0									
School color in contrasting trim and numbers	32	$ 61.39	Rawlings	$ 56.70	Rawlings			$ 1,814.40	CS	Rawlings
Pants: Polywarp knit material with belt, 2 hip patch pockets. Double knees, zipper front, 29" inseam tunnel-loop waist.										
White with trim and numbers in school colors	20	$ 58.99	Rawlings	$ 30.00	Rawlings			$ 600.00	CS	Rawlings
School color in contrasting trim and numbers	47	$ 58.99	Rawlings	$ 30.00	Rawlings			$ 1,410.00	CS	Rawlings
Undershirts: (Sleeves) - 50% cotton/50% cotton/ poly material with natural body and colored sleeves as ordered. Crew neck style. Preferred Brands: Rawlings 7CS or Russell. **No Substitutions.**	35	$ 6.99	Russell	$ 6.60	Rawlings/Russell			$ 231.00	CS	Rawlings
Stockings: Knee Length, 100% stretch nylon with elastic top. Solid Color. Specify Color _____ Preferred Brand: Twin City **No Substitutions.**	144	$ 4.28	Twin City	$ 2.28	Twin City	$ 3.00	Riddell	$ 328.32	CS	Twin City
Super Sitrrup Stockings: Knit - stirrup sock with flair at the top - fitted heel and toe - 60% cotton/38%nylon/2% spandex. Required Brand: Twin City **No Substitutions.**	0									

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		Johnny Mac		Curt Smith		Riddell		Selected		
Item Description	**Quantity**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Total Cost**	**Vendor**	**Manufacturer**
Knee Pads: 11" Lycra elastic covered, with spacer or opening in back. Sold in pairs. Circle Color: Natural, Light Gold, Purple, Black, Royal Blue, Kelly Green Required Brand: Matman 40 **No Substitutions**	30	$ 21.00	Matman	$ 19.99	Asics			$ 630.00	JM	Matman
Face Guard: Designed for use with M22 Cliff Keen head guard; padded on both sides. Need documented evidence to use. White Only. Cliff Keen FG3	1	$ 26.39	Cliff Keen	$ 38.60	Cliff Keen			$ 26.39	JM	Cliff Keen
Cleanser: Liquid disinfectant - 1 gallon bottle (vinyl mat cleaner) Kenckan Plus **No Substitution.**	5	$ 31.49	Kenshield	$ 36.00	Kenckan Plus			$ 180.00	CS	Kenckan Plus
Tape: Pressure sensitive tape, roll 4" x 84', clear for taping mats together. Matman. **No Substitution.**	28	$ 2.95	Matman	$ 5.69	Matman			$ 82.60	JM	Matman

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Boys Wrestling Program										
Wrestling Singlets: One piece wrestling suit in school color, 100% lycra, high cut front, back and arm holes, short straight legs. Trim in contrasting school color on meck, arm wells and leg trim, 4" school lettering on front left chest in contrasting school color. Must meet NFHS specifications. Required Brand: Matman #JML85GEUX	3	$ 49.88	Matman					$ 149.64	JM	Matman
Warm-up Top: 100% nylon shell material with lining, pull-over warm-up with hood and long set-in sleeves, half zipper front. Trim in contrasting school colors on 2&1/4 cuffs and waistband. School name on left front chest and 1" number on left sleeve in contrasting school colors. Sizes XS thru XXL. School Color _____	0									
Shoes: Asics nylon Sizes 4 thru 15. White with black stripes. **No Substitutions.**	15	$ 37.99	Asics	$ 34.89	Asics			$ 523.35	CS	Asics
Scorebooks: Cliff Keen SB7 **No Substitutions.**	8	$ 5.27	Cliff Keen	$ 5.60	Cliff Keen			$ 42.16	JM	Cliff Keen
Flip Over Score Cards: Designed specifically for wrestling; center panel indicates period, large 6" numbers, score appears on both sides, can be used as a stand-up or over the side of the scoring table. One set of number to be in red and the other set in white, scores from 0 to 21 points. Cliff Keen 1M21	0									
Head (Ear) Guard: Five strap unit, chin strap attached, only one size byt adjustable and washable. Circle color - White, Red, Blue, Green, Light Gold, Purple, Black, Maroon, Orange, Navy, Kelly Green, Required Brands: Cliff Keen E41, Matman 30, Asics	30	$ 19.27	Matman	$ 10.80	Asics			$ 324.00	CS	Asics

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		Johnny Mac		Curt Smith		Riddell		Selected		
Item Description	**Quantity**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Total Cost**	**Vendor**	**Manufacturer**
Reversible Jersey: Sleeveless, 100% nylon mesh material, No Lettering, Adult Sizes Only. XS thru XXXL. Preferred Brands: Champion, Nike, Russell	136	$ 9.95	Russell	$ 7.48	Alleson Pro Mesh	$ 17.49	Riddell	$ 1,017.28	CS	Alleson
Ball Carrier: for six balls, vinyl coated nylon with zippered opening. Lettering included in price. Required Brand: Rawlings. **No Substitutions.**	1	$ 29.99	Rawlings	$ 26.00	Rawlings			$ 26.00	CS	Rawlings
Scorebooks: Official National Federation for State High Schools										
Indicate Number of Books Needed (Public High League will order)	13	$ 4.28	Gared	$ 9.14	National Federatio	$ 5.00	Riddell	$ 55.64	JM	Gared
Basketballs: Must have NFHS Aduthenicating mark on ball, official, leather, from the National Federation approved list. Required Ball: Wilson Solution WTB0700 **No Substitutions.**	63	$ 49.99	Wilson	$ 42.36	Wilson			$ 2,668.68	CS	Wilson
Basketball Total								$ 19,854.14		

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Winter Sports										
Boys Basketball Program										
Game Uniforms										
Shirts: Dry Fit, moisture management material Hemmed side panel no more than 2" neck and arm, 1" arm trim on side inserts. Screen print 6" numbers on front of shirt and 8" numbers on back, in contrasting school colors to match trim. Sizes 30 thru 56 Must be NFHS Compliant Preferred Brands: Badger, Rawlings, Russell, Nike										
White, with specified trim and numbers in school colors (2)	25	$ 61.99	Rawlings or Nike	$ 28.46	54MMR			$ 1,549.75	JM	Nike
School color with contrasting specified trim and numbers	85	$ 61.99	Rawlings or Nike	$ 28.46	54MMR			$ 5,269.15	JM	Nike
Shorts: Elastic drawstring. 2 color, 2" side inserts down legs with crotch piece and hemmed V-notched legs. Pants trimmed to match jerseys. Size 24 thru 50 Must be NFHS Compliant.										
White, with specified trim and numbers in school colors (2)	15	$ 59.99	Rawlings or Nike	$ 17.80	54MMP			$ 899.85	JM	Nike
School color with contrasting specified trim	75	$ 59.99	Rawlings or Nike	$ 17.80	54MMP			$ 4,499.25	JM	Nike
Shooting Shirts: V-neck. Hemmed bottom with slit on sides, to include 2 color lettering. Short Sleeved. Sizes XS thru XXXL.										
White	10	$ 59.99	Rawlings	$ 14.96				$ 599.90	JM	Rawlings
School Color	40	$ 59.99	Rawlings	$ 14.96				$ 2,399.60	JM	Rawlings
Practice Shorts: Standard weight 100% nylon material, 2 ply, all elastic waistband. 9" inseam, long mesh - tricot mesh. Sizes XS thru XXL. Preferred Brands: Champion, Rawlings, Russell, Nike Specify Color _____	136	$ 9.95	Russell	$ 6.39	Alleson Pro Mesh	$ 15.49	Riddell	$ 869.04	CS	Alleson

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		Johnny Mac		Curt Smith		Riddell		Selected		
Item Description	Quantity	Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Measuring Tape: 100' Fiberglass Required Brand: Gill #985 **No Substitution**	4	$ 13.89	Gill	$ 18.86	Gill	$ 11.25	Riddell	$ 55.56	JM	Gill
Track Total								$ 4,627.75		

Winter Total	$ 12,015.81
Spring Total	$ 7,481.63
Grand Total	$ 19,497.44
Grand Total - Johnny Mac	$ 13,095.26
Grand Total - Curt Smith	$ 6,402.18
Grand Total - Riddell	$ -
Grand Total	$ 19,497.44

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Tote Bags: Bags 14" x 24" vinyl material, side handles, kull zipper, Lettering - one color school name and ID number Preferred Brands: Addidas, Nike **No Substitutions**	15	$ 23.99	Nike	$ 28.00	Nike			$ 359.85	JM	Nike
Tights: Light, silky antron/lycra - unisex running tights, elastic waistband with drawstring and stirrup feet. Sizes XS thru XXL. Adult Sizes Only. Designate Color: Black, Silver, Navy, Royal Blue, Raspberry, Scarlet, Turquoise, Gold, or Maroon. Required Brand: In-Sport **No Substitution**	15	$ 18.99	INSPORT					$ 284.85	JM	INSPORT
Baton: Aluminum Indicate a Color	2	$ 2.29	TAG	$ 3.70		$ 3.85	Riddell	$ 4.58	JM	TAG
Cartridges:										
22 Blank Caliber - Loud Fire per box	0									
32 Blank Caliber - Loud Fire per box	0									
Cross Bar: 14 ft., 10" Fiberglass Round, NFHS Approved Required Brand: Gill 522 **No Substitution**	0									
Shots: 8 lb. 13 oz, Iron, Outdoor.	3	$ 44.95	Gill	$ 28.30	Gill			$ 84.90	CS	Gill
Starting Blocks: (M-F Athletic) #4045 (Cinder & All Weather Block) Required Brand: Gill #420 **No Substitution**	5	$ 74.99	GILL	105.4 or 69.96	Gill or Champion			$ 374.95	JM	Gill
Hurdles: UCS #4001 Rocker	3	$ 95.99	Gill					$ 287.97	JM	Gill
Starting Pistol: 32 Caliber (M-F Athletic)	0									
High Jump Standard: NFHS Approved, cost per pair Required Brand: Gill #7040 **No Substitution**	0									

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Shoes: For Indoor and outdoor practice. Adult Womens Sizes Only. Preferred Brand: Converse Road Star #BO6135 or equal	0									
Spikes and Wrench: Gill Preferred.										
Spikes - 3/8" (per 100)	0									
Spikes - 1/2" (per 100)	0									
Spikes - 1/4" (per 100)	3	$ 10.00	Gill	$ 7.44	Gill	$ 7.25	Riddell	$ 22.32	CS	Gill
Spikes - 1/8" (per 100)	3	$ 10.00	Gill	$ 7.44	Gill	$ 7.25	Riddell	$ 22.32	CS	Gill
Wrench with handle.	2	$ 8.29	Gill	$ 7.50	Gill	$ 7.04	Riddell	$ 15.00	CS	Gill
Heel Cups: Unpadded (12 per box) Preferred Brands: Cramer, Gill	0									
Heel Cups: Padded (12 per box) Preferred Brands: Cramer, Gill	0									
One Piece Track Suit: Spandex lycra material, In school Colors - one color with school name on front. Required Brands: Pacific Coast, Hind, In-Sport **No Substitutions.**	35	$ 31.88	INSPORT	$ 28.89				$ 1,115.80	JM	INSPORT
Indoor Plastic Coated Putting Shots: 8 lb 13 oz Girls Required Brand: Gill	1	$ 54.95	Gill	$ 56.00	Gill			$ 54.95	JM	Gill
Shot Carrier: For 2 shots Preferred Brands: Gill, Blazer	3	$ 18.19	Gill	$ 16.90	Gill			$ 50.70	CS	Gill
Timer: Stopwatch. Kenrick Accusplit (625CL Sports timer - Liquid Crystal Display. Schools may select either or both timers. **No Substitutions Permitted**	5	$ 16.99	Accusplit	$ 21.00	Accusplit			$ 84.95	JM	Accusplit

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Girls Track & Cross Country Program										
Uniform:										
Shirt: 100% nylon tricot mesh, full length, sleeveless, full contour cut, narrow shoulder straps, ribbed knit neck and armholes trimmed in contrasting school colors. Screen Print School name. Sizes XS thru XXL. Adult Womens Sizes Only. To be available in many colors. Preferred Brands: Russell, In-Sport, Hind, Ascis	45	$ 18.88	Russell	$ 15.44	Cobblestone			$ 849.60	JM	Russell
Pants: featherweight, 100% nylon taffeta, 2-ply, brief style compression, 1 & 1/4" elastic waistband, slit sides, bartacked, reinforced crotch, inseam 3". Contrasting school colors. Sizes XXS thru XXL. Adult Womens Sizes Only. Required Brands: Russell, In-Sport, Hind, Asics **No Substitutions.**	45	$ 13.99	Russell	$ 10.48	Cobblestone			$ 629.55	JM	Russell
Warm-Up Jackets and Pants Set										
Jacket: 100% nylon, full zipper, 2" school name and number on front left chest in contrasting school color, raglan sleeves with lining. Sizes XS thru XXL Adult Womens Sizes Only Preferred Brands: Russell, Holloway, Rawlings, Nike	0									
Pants: To match jacket. 1" number on left front leg in contrasting school color. Front nylon zipper leg opening. Sizes XS thru XXL. Adult Womens Sizes Only. Preferred Brands: Russell, Holloway, Rawlings, Nike.	10	$ 32.99	Russell					$ 329.90	JM	Russell
Shoes, Sprint: White nylon suede and natural leather with seven detachable spikes. Adult Womens Sizes Only. Preferred Brands: Asics, Nike	0									

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Shin Guards: molded orange fiber, with one adjustable elastic strap. Preferred Brands: Athletic Specialties, Soccer Sport or Frost	35	$ 12.99	Brine	$ 4.66				$ 454.65	JM	TBD
Soccer Ball: Game Balls must have NFHS Authenticating mark on ball from National Federation approved list.										
Practice Ball, official Leather Brine #SBVOR2	13	$ 19.99	Brine	$ 26.00	Brine			$ 259.87	JM	Brine
Game Ball. Wilson, Avanti Size 5	5	$ 63.99	Wilson	$ 58.00	Wilson			$ 290.00	CS	Wilson
Soccer Net: Official goal nets, 2.5mm Orange Kwick Goal (24x8x10) cost per pair **No Substitution.**	0									
Soccer Total								$ 2,853.88		

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Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Spring Sports										
Girls Soccer Program										
Game Shirts: "V" neck, short sleeve, 1/4" length raglan; 100% dry fit material with contracting school color neck and arm trim. Womens Sizes Only. Required Brands: Nike or Addidas **(No substitutions)**										
White with specified trim, numbers and lettering	15	$ 29.99	Nike	$ 24.48	Nike			$ 367.20	CS	Nike
School Color with specifiec trim, numbers and lettering	20	$ 29.99	Nike	$ 24.48	Nike			$ 489.60	CS	Nike
Game Shorts: 100% polynylon, boxer style. Shorts may be order to match shirt or in contrasting school colors. 5" inseam. Womens Sizes Only Specify Color to match shirt. Required Brands: Nike or Addidas. **(No substitutions)**										
White with specified trim	15	$ 18.99	Nike	$ 13.88	Nike			$ 208.20	CS	Nike
School Color with specified trim	20	$ 18.99	Nike	$ 13.88	Nike			$ 277.60	CS	Nike
Goalie Jerseys: "V" neck, full length sleeve, 100% dry fit material with contrasting colors neck and arm trim. Must be available in various colors. Sizes Womens XS thru XXL.	5	$ 31.99	Nike	$ 23.60	High 5			$ 118.00	CS	High 5
Goalie Pants: Elastic waist pants with drawcord; 7" inseam; 85% polyester & 15% spandex; padded sides. Must be available in either long or short pant. Sizes XXS thru XXL. Specify Long _____ Short _____	4	$ 29.99	High Five	$ 27.00	High 5			$ 108.00	CS	High 5
Goalie Gloves: Goat skin, pebbled palm and back. Soccer Sport #370 or Sportscraft # 17640	4	$ 20.79	Reusch	$ 18.89				$ 75.56	CS	TBD
Stockings: 100% stretch nylon, knee length, in school color to match shirt and pants. Preferred Brand: Twin City	90	$ 3.89	Twin City	$ 2.28	Twin City			$ 205.20	CS	Twin City

RFP006-1011 Cost Summary By Vendor
St. Louis Public School League
Uniform and Equipment Order List
2010-2011 School Year - Winter/Spring Seasons

		Johnny Mac		Curt Smith		Riddell		Selected		
Item Description	**Quantity**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Price**	**Manufacturer**	**Total Cost**	**Vendor**	**Manufacturer**
Shooting Shirts: V-neck. Hemmed bottom with slit on sides, to include 2 color lettering. Short Sleeved. Womens Sizes Only.										
White	15	$ 59.99	Nike	$ 21.49				$ 899.85	JM	TBD
School Color	0									
Practice Shorts: Standard weight 100% nylon material, 2 ply, all elastic waistband. 9" inseam, long mesh - tricot mesh. Womens Sizes Only. Preferred Brands: Champion, Rawlings, Russell, Nike Specify Color _____	106	$ 9.95	Russell	$ 6.39		$ 15.49	Riddell	$ 677.34	CS	Alleson
Reversible Jersey: Sleeveless, 100% nylon mesh material, No Lettering. Womens Sizes Only. Preferred Brands: Champion, Nike, Russell	116	$ 9.95	Russell	$ 7.88		$ 17.49	Riddell	$ 914.08	CS	Alleson
Ball Carrier: for six balls, vinyl coated nylon with zippered opening. Lettering included in price. Required Brand: Rawlings. **No Substitutions.**	4	$ 29.99	Rawlings	$ 26.00	Rawlings			$ 104.00	CS	Rawlings
Scorebooks: Official National Federation for State High Schools										
Indicate Number of Books Needed (Public High League will order)	9	$ 4.28	Gared	$ 9.14	Nat'l Federation	$ 5.00	Riddell	$ 38.52	JM	Gared
Basketballs: Must have NFHS Aduthenicating mark on ball, official, leather, from the National Federation approved list. Required Ball: Wilson Solution WTB0701 **No Substitutions.**	56	$ 49.99	Wilson	$ 42.36	Wilson			$ 2,372.16	CS	Wilson
Basketball Total								$ 12,015.81		

RFP006-1011 Cost Summary By Vendor
St. Louis Public School League
Uniform and Equipment Order List
2010-2011 School Year - Winter/Spring Seasons

Item Description	Quantity	Johnny Mac		Curt Smith		Riddell		Selected		
		Price	Manufacturer	Price	Manufacturer	Price	Manufacturer	Total Cost	Vendor	Manufacturer
Winter Sports										
Girls Basketball Program										
Game Uniforms										
Shirts: Dry Fit, moisture management material Hemmed side panel no more than 2" neck and arm, 1" arm trim on side inserts. Screen print 6" numbers on front of shirt and 8" numbers on back, in contrasting school colors to match trim. Womens Sizes Only. Must be NFHS Compliant Preferred Brands: Badger, Rawlings, Russell, Nike										
White, with specified trim and numbers in school colors (2)	32	$ 62.99	Nike or Rawlings	$ 25.96	Alleson			$ 2,015.68	JM	Nike
School color with contrasting specified trim and numbers	25	$ 62.99	Nike or Rawlings	$ 25.96	Alleson			$ 1,574.75	JM	Nike
Shorts: Elastic drawstring. 2 color, 2" side inserts down legs with crotch piece and hemmed V-notched legs. Pants trimmed to match jerseys. Womens Sizes Only. Must be NFHS Compliant.										
White, with specified trim and numbers in school colors (2)	47	$ 59.99	Nike or Rawlings	$ 17.89	Alleson			$ 2,819.53	JM	Nike
School color with contrasting specified trim	10	$ 59.99	Nike or Rawlings	$ 17.89	Alleson			$ 599.90	JM	Nike

4

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

[ ]	RFP/Bid _____
[ ]	Sole Source
[ ]	Contract Renewal *Previous Bd. Res. #* _____
[X]	Contract

Agenda Item: [ ] 10-14-10-04
Information: [ ]
Conference: [ ]
Action: [X]

SUBJECT:

To approve a purchase from Zaner Bloser for the Pre-K Handwriting Program and supporting materials at a cost not to exceed $22,853.34.

BACKGROUND:

The funding for this program will be provided by the Early Reading First Grant. This handwriting program was selected to be consistent with the program being used in grades K - 5.

CSIP: **Goal #** SLPS Goal #2 - Process and Performance **Row #** 59 **MSIP:** 7.4

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: 299 - 2239 - 6411 - 840 - QJ GOB **Amount:** $ 22,853.34	**Requisition #:** 10120312
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ 22,853.34 [ ] **Pending Funding Availability**	**Vendor #:** 600001986

Department: Early Childhood and Early Childhood

Requestor: Dr. Sheryl Davenport

Angela Banks
Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Carlinda Purcell
Dr. Carlinda Purcell, Dep. Supt. - Academics

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

Zaner-Bloser
The Language Arts and Reading Company

Implementation/Inservice Proposal
for
St. Louis School District

Handwriting

Zaner-Bloser believes in partnering with districts to provide a successful implementation of our programs and curriculum. To facilitate this, we will provide to St. Louis at no charge, implementation training. This is delivered by National Literacy Consultants and is product based. The training will include: knowledge of program design, lesson structure, components, and can include modeling of specific lesson components. The training is always hands-on and structured so that teachers have the experience and confidence to seamlessly implement the new program in their classroom.

It would be our recommendation that this implementation training be delivered in three hour sessions (53 teachers maximum per session) and differentiated by grade level.

For Handwriting the following groups would apply:

- Pre-K - 2 groups
- Kindergarten – 2 groups
- Grade 1 – 2 groups
- Grade 2 – 2 groups
- Grade 3- 2 groups
- Grade 4 – 2 groups
- Grade 5 – 2 groups

As educators we need to differentiate our instruction to meet the needs of our students, we will also differentiate the training so that each group of teachers has the instruction and support that they need to be successful.

STUDENT EDITION

	Publisher/Series	Publisher/Series	Publisher/Series	Publisher/Series	Publisher/Series
Letters grouped by commonality of strokes					
Practice and Application lessons throughout the text help assess students' progress					
Pretests and Posttests					
Letterform models and screened models at all levels					
Red baseline, broken midline, and descender space through grade 3					
Writing below a model to help with spacing					
End-of-line assessment (stop and check)					
Writing/composition activities in each lesson or section					
Meaningful practice					
A Model Box, with numbered directional arrows, clearly demonstrates proper stroke sequence and direction for letters, numerals, and punctuation marks					
Write quickly					
Green starting dots in K–3					
Subtotal					

Additional notes:

TEACHER EDITION

	Publisher/Series	Publisher/Series	Publisher/Series	Publisher/Series	Publisher/Series
Visual, auditory, and kinesthetic activities					
Model close-up boxes with accurate stroke descriptions for each letter					
Questioning strategies					
Corrective strategies					
Practice Masters					
A three-step lesson plan: a. Present the letter b. Write and evaluate c. Apply					
Cross-curriculum connections					
Writing activities					
Modeling examples					
Multi-sensory activities					
Instructions for right- and left-handers					
School to Home involvement materials and suggestions					
Coaching hints					
Research information					
Occupational therapists' suggestions					
Subtotal					

Additional notes:

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The Importance of Handwriting

By Chuck R Stewart

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Most children today are lacking in reading and writing skills. These skills are important for adult life, and developing them early on is important to a child's future success. Encouraging a child to read by rewarding them with custom trophies or custom plaques can help develop a child's love of reading and writing. Parents must be responsible for helping their children develop into adulthood, and developing the communication skills that reading and writing entail is a vital step in this developmental process. Handwriting is a key that links all these things together. It may not seem important to us in today's society, but handwriting is a powerful learning tool that is on the decline and needs to be taught to every child.

In today's culture handwriting seems outdated. Our culture these days relies so much on symbols, fast food signs, traffic signs, brand names in television commercials, that the words involved are often an afterthought, or not present at all. In addition, computers and printing make handwriting seem out of date and a practice that is no longer needed as children can learn to just type whatever they need to write. Texting makes people leave out a lot of the letters, which is great for convenience, but can be detrimental, causing people to forget how to spell the real words. Handwriting counteracts all these detriments, teaching people spelling and writing and connecting them more intimately with the language they are writing in.

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BrillKids.com/Little-Reader

Handwriting Analysis Pros
25 Years, Business, Personal, Top Trade Show Traffic Builder
www.graphologyconsulting.com

Writing and reading go hand in hand. When we write something our brain must read and process it several times. Handwriting is important too. Handwriting is a reflection of a person's individuality, and its development can reflect the development of an individual. With printed word there is a more standardized text, lacking the personal touch of someone's handwriting. This makes printed word less personal and creates an emotional disconnect between the written word and the reader, experts argue. Without personality, printed word is impersonal and cold. This is why developing a child's handwriting skills is so important.

There are certain standards for handwriting, but these are only how to hold the pen or pencil, the direction of writing, and the basic shapes of the letters being written. But after children learn how to do these basic steps, they can continue on and express their personality through the way their letters are written. Many experts argue that handwriting is an essential part of a child's learning process. Research shows that when kids have poor spelling, their lack of handwriting skills carry over into other subjects. In math, a child may get their numbers backwards or misspell words because their handwriting skills are not up to par. When children have to think more about handwriting, they can't think as much about whatever they are writing, whether it be writing in a history class or in a math class. When children don't have to think about handwriting consciously, when it becom an automatic process, they perform much better at in other areas.

Chuck R. Stewart has found buying custom trophies and custom plaques online is a great reward for young children at the end of the basketball season.

Article Source: http://EzineArticles.com/?expert=Chuck_R_Stewart

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courses.childrensinstitute.net

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The Importance of Legible Handwriting

In this digital age, one would think that everyone would be typing, texting, and Twittering their memos, letters, notes, and short messages. My own writing benefitted from the advent of the word processor. For years, even into my adult years, my writing suffered. I was ineffectual in communicating my ideas and thoughts because, as hard as I tried, my fingers could not keep up with the flow of thoughts in my mind. By the time I recorded one point, three more had already came, went, and were lost. Now my fingers fly across the keyboard at 80+ words a minute and my fingers, finally, can keep up with the flying thoughts and ideas.

However, despite my unbelief, there are those out there who still handwrite! When I meet with attorneys, notes are taken on a legal pad. Attending meetings with district personnel, I've noticed that no one uses a laptop to take notes. Again, the ubiquitous legal pad is the tool of choice. Agreements are hammered out in longhand first and signed, only to be processed into more formal documents later. I'd even venture to say that if each of you look at all the written communication that you produce, you would find that the majority of it is in handwriting. It follows, then that if handwriting still plays an important part in how we communicate with others, it's important to make our handwriting as legible and neat as possible.

In my post on stereotyping, I noted that others judge us through built-in filters that may bias their opinion of us. Although given a bad reputation, stereotyping is a built-in ability that allows our brains to catagorize what we see, hear, feel, and experience into general categories so that we don't have re-evaluate each thing or situation that we encounter: We've been there, done that, and this is what it means. One of those stereotypes that exist for most humans is that bad handwriting is equated with bad ideas, poor thinking, sloppy habits, and failure. As a result, the person who has not taken the time to develop good, legible handwriting finds themselves at a disadvantage in our completitive world.

A good example comes from the old self-help program, "Where There's A Will There's an 'A'". The creator of that program told a story of action research he had done at his university. In it he gave his students the required end-of-course test that included essays in the familiar blue books. He gave a number of books to his wife, who simply re-wrote the students' essays in neater and more legible handwriting. He, then, word processed the same books. When finished, he presented the students' blue books to his graduate assistants to grade. Later, after the passage of time, he included his wife's re-copied blue books in the next batch that the assistants graded. Finally, even later, he included the word processed essays with another batch of blue books. The result was that the students' original blue books received the lowest grades. The wife's re-copied and neatened versions recieved higher scores than the originals. Finally, the word processed papers received the highest scores of all. This is interesting, since not one word was changed in any of the books, only the legibility. His conclusions led him to include the importance of legibility on classwork and tests to those who purchased his program and advised them to take all tests with erasable ink so that corrections could be made neatly.

Some of the benefits of legible handwriting include:

- Clearer thought processes for the writer - No longer having to struggle with the "how" of writing (i.e., how to

form the letters), the brain is freed to work on idea formation and composition. The result is better written compositions.

- Easier reading and interpretation for the reader - The reader no longer has to interpret sloppy pen strokes to figure out what is being said and is able to concentrate on the evaluation of the writer's ideas.
- More receptive audiences to the writing - At least one study has shown that easy-to-read documents result in an audience that is more receptive of the ideas that the document presents.

Consider this:

> "Make no mistake, if handwriting has a poor appearance, the writer is judged poorly by our culture. This won't end tomorrow. Surface features will always attract far more attention than underlying structures. For a person who has poor handwriting, the road ahead is difficult. In spite of the high quality of his ideas and information, the writer will bear a lifelong burden. But such a fate is unnecessary...for those who know how writers develop their skill in handwriting."
>
> *--Donald Graves, "A Fresh Look at Writing"*

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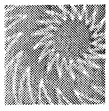
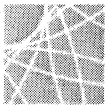


Wow, this is timely. Just wrote about how bad my own handwriting is...clearly a personal development project... =)

http://heinzmarketing.com/matt-on-marketing/blog/a-lesson-in-transparency

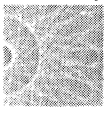
Posted by: Matt Heinz | June 26, 2009 at 03:40 PM



I've come over here from a link in Lifehacker, and I have to say that I find this post dubious at best. Firstly, it is a well known stereotype that doctors have terrible handwriting (one which is borne out by my own experiences). Secondly, I've never heard of these stereotypes about people with poor handwriting that you seem to suggest through the use of your quote are commonplace, and thirdly, that study you quoted is fatally flawed. Of course people marking essays are going to give lower grades to essays containing ideas that they've come across before. In fact, on my degree course, original thinking was one of the qualities needed to score top marks.

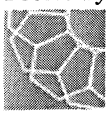
The study would have to be repeated with the poorly hand-written essays handed in first, followed by the neatly written ones and finally the typed ones and the results compared before it would be possible to draw any conclusions from this experiment at all.

Posted by: afindlay | June 26, 2009 at 03:56 PM



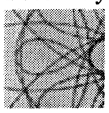
booooooooooooring

Posted by: hjg | June 26, 2009 at 04:08 PM



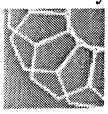
I took technical Studies and there in college the first English class we took was proper English spelling and grammar. Basically we were learned how to write like English Majors and how all these points you discuss will define us and show our abilities. Next semester we were taught in our second English class that everything in our first English class was basically a waste, and we were taught how to really communicate with other people through semi correct grammar and neatness. So yes perfect writing may get you a job but realistic writing gets the job done. After all in the work place I do not have all day to make sure my hand writing is neat or nothing would get done. Remember if it does not make scene to someone else then no matter how perfect the grammar spelling and neatness is nothing more then scribbles.

Posted by: Croom | June 26, 2009 at 05:01 PM



Ian-- Point well made. Thank you.

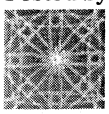
Posted by: Bert | June 26, 2009 at 07:28 PM



@afindlay

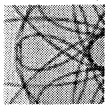
Yes! I agree with all your points.

Posted by: Mark | June 26, 2009 at 11:23 PM



I liked the previous site design. Now the header initially fills the upper half of the screen. And even a short text like this requires a lot scrolling.

Posted by: TesTeq | June 27, 2009 at 11:29 AM



Tes Teq -

Me, too. Playing with different formats for a while this AM. I get bored after it stays the same for a while. :)

Posted by: Bert | June 27, 2009 at 11:35 AM

The comments to this entry are closed.

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Louise Spear-Swerling

The Importance of Teaching Handwriting

August 2006

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BOOKMARK

After a long period of neglect in education, attention to teaching handwriting in the primary grades may finally be returning. This attention can benefit many youngsters, including those with learning disabilities (LDs) involving handwriting, which may accompany reading disabilities, writing disabilities, nonverbal learning disabilities, and attention deficit hyperactivity disorder.

Although word-processing programs and assistive technology are undeniably boons to children with writing problems, technological advances do not eliminate the need for explicit teaching of handwriting. Furthermore, very modest amounts of instructional time in the earliest grades – kindergarten and grade one – may help to prevent later writing difficulties for many children.

Why handwriting is important

Contrary to the view that handwriting is a trivial skill, handwriting actually is important for a number of reasons.

One involves the concept of mental resources to which I have alluded in several other columns, in relation to reading and mathematics as well as writing. Just as effortful word decoding may impair reading comprehension, or lack of automatic recall may reduce the mental resources available for learning advanced computational algorithms in math, labored handwriting creates a drain on mental resources needed for higher-level aspects of writing, such as attention to content, elaboration of details, and organization of ideas.

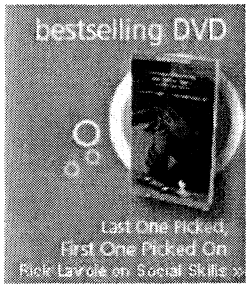
Because handwriting is a basic tool used in many subjects – taking notes, taking tests, and doing classroom work and homework for almost every content area as well as in language arts classes – poor handwriting can have a pervasive effect on school performance.

Moreover, when handwriting is perceived as arduous and time-consuming, motivation to write may be greatly reduced, leading to a lack of practice that may further compound difficulties with writing.

Finally, handwriting in the earliest grades is linked to basic reading and spelling achievement; for example, when children learn how to form the letter *m*, they can also be learning its sound. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

Manuscript or cursive?

At one time, manuscript (print) writing was typically taught in first grade, whereas cursive was introduced later, usually in third grade. Historically, some authorities argued for the superiority of one form over the other for children with LDs, most often for the superiority of cursive over manuscript.



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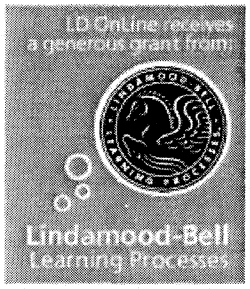

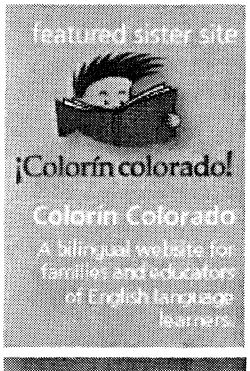

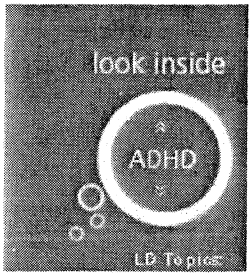

However, there is little evidence that cursive is easier to learn than manuscript, and there are clear advantages to having children focus on the form of writing similar to what they must read in print.

Most critically, children should be able to use at least one form to produce legible, reasonably effortless writing, and instruction should focus on the form that appears most likely to lead to that outcome, especially for older children with handwriting difficulties.

Assessment of handwriting skills

Assessment of handwriting should incorporate observations of execution, legibility, and speed of writing.

Execution includes correct and consistent pencil hold, posture, and letter formation. Counterproductive habits in these latter areas are not always obvious from looking only at writing samples and can greatly impede progress in handwriting. For instance, young children may "draw" a letter such as *m* using separate strokes, starting on the right side of the letter. Forming the letter beginning on the left side, without lifting the pencil from the paper, is much more conducive to building eventual speed of writing.

Legibility involves the readability of letters, as well as spacing within and between words.

Speed is important as children advance beyond the first few grades so that they can use writing efficiently in a variety of tasks.

If children have learned both manuscript and cursive, as is often the case with older youngsters, then assessment should consider the execution, legibility, and speed of both forms of writing.

Instruction in handwriting

Relatively modest investments of instructional time devoted to handwriting – perhaps the equivalent of ten or fifteen minutes daily – may pay off in preventing later writing problems, including difficulties with higher-level composition skills.

The early years of schooling are especially critical for handwriting instruction; once children have formed counterproductive habits in handwriting, such as poor pencil hold or inefficient letter formation, those habits can be difficult to change.

Even for young children, however, handwriting instruction should occur in the context of a broader program of written expression in which children learn many other writing skills and develop motivation to write.

Of course, children also should have access to word-processing programs and assistive technology, with appropriate accommodations as needed for individual students.

Here are a few specific suggestions for teaching handwriting:

- **Teach children consistent formation of letters using a continuous stroke if possible.**
  Children should learn a highly consistent way to form a given letter every time they write it. Although some letters, such as *f* and *t*, require lifting the pencil from the paper to make a second stroke, teach letter formation using a continuous stroke (without lifting the pencil from the paper) when possible.

  For example, teach children to write the letter *b* by starting at the top with a vertical stroke, then making the loop to

the right without lifting the pencil, rather than having children form the vertical line and the loop in separate strokes.

- **Focus initially on learning the motor pattern rather than perfect legibility or size.**
  When children are learning to form a new letter, it is helpful to begin with large movements such as forming the letter in the air; have children use a sweeping movement with the entire arm, not just the hand. This initial practice should emphasize learning the motor pattern with correct formation of the letter (e.g., as discussed for the letter *b* above) rather than writing the letter on paper with perfect legibility or size.
- **Teach similarly formed letters together, and use an instructional sequence that takes into account both ease of formation and frequency in words.**
  For instance, the manuscript letters *c*, *a*, and *d* all begin with the same loop and can be taught in one group; *i* should be taught before *y* because it is simpler to form and is needed more frequently to write words.
- **Separate reversible letters such as *b* and *d*.**
  Children appear less likely to confuse visually similar letters if they have learned one letter of a confusable pair well prior to introduction of the other letter of the pair. In addition, it can be helpful to teach children to form confusable letters differently; for example, *b* starts at the top whereas *d* starts with the loop.
- **Use written arrow cues to help children remember how to form letters.**
  Especially when the teacher is working with large groups of youngsters, monitoring each child while he or she is writing may be difficult. Written arrow cues for tracing dotted letters and copying letters are important so that children do not inadvertently practice incorrect letter formation repeatedly.
- **For children at beginning stages of reading and spelling, integrate handwriting instruction with instruction in letter sounds.**
  For instance, while children are practicing writing a given letter, they can also be saying the sound the letter makes.
- **In teaching cursive, explicitly teach connections between letters as well as formation of single letters.**
  Unlike manuscript writing, cursive writing involves making connections between letters within a word. Once children can form individual letters, explicit teaching of letter connections is important.

  Connections involving four letters – cursive *b*, *o*, *v*, and *w* – followed by a subsequent letter (e.g., as in the words *bed*, *on*, *have*, *will*) are often especially confusing for children, because unlike most cursive connections, these do not involve going back down to the bottom line before writing the subsequent letter.
- **Aim for speed as well as legibility.**
  Whether children are learning manuscript or cursive, speed should not be emphasized until children can form letters legibly and from memory. With either form, however, children must eventually develop enough speed to use writing efficiently in tasks such as note-taking or test-taking.

  It also is useful to distinguish different standards for legibility depending on the purpose for writing; for example, in taking notes, "messy" handwriting is entirely

acceptable as long as children can easily read their own writing.

Examples of sources

Peer-reviewed journal articles

Berninger, V., & Graham, S. (1998). Language by hand: A synthesis of a decade of research on handwriting. *Handwriting Review, 12*, 11-25.

Connelly, V., Dockrell, J., & Barnett, J. (2005). The slow handwriting of undergraduate students constrains overall performance in exam essays. *Educational Psychology, 25*, 99-107.

Edwards, L. (2003). Writing instruction in kindergarten: Examining an emerging area of research for children with writing and reading difficulties. *Journal of Learning Disabilities, 36*, 136.

Graham, S., Harris, K. R., & Fink, B. (2000). Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers. *Journal of Educational Psychology, 92*, 620-633.

Graham, S., Struck, M., Richardson, J.,& Berninger, V. (2006). Dimensions of good and poor handwriting legibility in first and second graders. *Developmental Neuropsychology, 29*, 43-60.

Graham, S., Weinstein, N., & Berninger, V. (2001). Which manuscript letters do primary grade children write legibly? *Journal of Educational Psychology, 93,* 488-497.

Other helpful sources

Berninger, V. (2004). Understanding the graphia in dysgraphia. In D. Dewey & D. Tupper (Eds.), *Developmental motor disorders: A neuropsychological perspective* (pp. 328-350). New York: Guilford.

Berninger, V. W., & Amtmann, D. (2003). Preventing written expression disabilities through early and continuing assessment and intervention for handwriting and/or spelling problems: Research into practice. In H. L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of Learning Disabilities* (pp. 345-363). New York: Guilford.

Troia, G.A. (2006). Writing instruction for students with learning disabilities. In C.A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research*. New York: Guilford.

LD OnLine links

- Dysgraphia Accommodations and Modifications
- From Illegible to Understandable
- Helping Students Who Struggle to Write
- Prevention and Intervention of Writing Difficulties for Students with Learning Disabilities
- Tech Tools for Students with Learning Disabilities

Other helpful links

- National Center for Learning Disabilities: Dysgraphia Fact Sheet

- Writing Disabilities: An Overview
- Contribution of lower order skills to the written composition of college students with and without dyslexia. Connelly, V., Campbell, S., MacLean, M., & Barnes, J. (2006). *Developmental Neuropsychology, 29*, 175-196.
- Handwriting: A Key to Literacy
- Handwriting Readiness: Locatives and Visuomotor Skills in the Kindergarten Year

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5

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

[ ]	RFP/Bid	_____
[ ]	Sole Source	
[ ]	Contract Renewal	*Previous Bd. Res. #* _____
[X]	Contract	

Agenda Item: 10-14-10-05

Information:	[ ]
Conference:	[ ]
Action:	[X]

SUBJECT:

To approve a purchase from Pearson Education for Pre-K Communication Arts textbooks, teacher and student resources at a cost not to exceed $16,603.30.

BACKGROUND:

The funding for this program will be provided by the Early Reading First Grant. This purchase is to provide additional textbooks and resources for the increased number of students at this level.

CSIP: **Goal #** SLPS Goal #2 - Process and Performance **Row #** 59 **MSIP:** 7.4

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: 299 - 2239 - 6411 - 840 - QJ Non GOB **Amount:** $ 16,603.30	**Requisition #:** 10120314
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ 16,603.30 [ ] **Pending Funding Availability**	**Vendor #:**

Department: Early Childhood and Early Childhood

Requestor: Dr. Sheryl Davenport

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Carlinda Purcell

Dr. Carlinda Purcell, Dep. Supt. - Academics

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

PEARSON

Independent Research Finds English Learners Significantly Improve Reading and Language Skills with Pearson's 'Reading Street' Curriculum

Glenview, IL March 17, 2009 -- Today, there are five million students enrolled in U.S. classrooms across the nation as English language learners, with a significant percentage of them struggling to keep up academically with their English-speaking peers. English learners continue to drop out of schools at an unprecedented rate, but independent research now indicates that an innovative curriculum for elementary students significantly improves students' reading ability while also enhancing their English language skills -- a finding that could potentially reverse the disturbing drop-out trend.

The English language learner (ELL) components of Pearson's Reading Street, a research-based reading program for pre-kindergarten through sixth grade, were recently studied by independent research firm Magnolia Consulting, LLC. Magnolia's final report, A Study of Pearson's Reading Street ELL Component,

indicates that elementary school students using the ELL materials as a part of the Reading Street program made "significant gains" in reading skills and in English language development. Of even greater importance, multiple students were able to exit the ELL program after just one year of exposure to these components; and these students became reclassified as "Fluent English Proficient" (FEP), as defined by the U.S. Department of Education.

Magnolia Consulting researcher and report co-author Dr. Carol Haden said, "We documented that English language learners who used Reading Street's ELL components made significant gains on standardized test scores in oral reading fluency and language proficiency."

Tests administered included the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, AIMSweb, the Massachusetts English Language Assessment-Oral (MELA-O) and the Arizona English Language Learner Assessment (AZELLA). Results examples:

Students using Reading Street ELL materials demonstrated significant gains in reading fluency on the DIBELS Oral Reading Fluency (ORF), with mean scores for second-grade students more than doubling, an increase of 46.8 points, over the school year. Third-grade student scores increased 36.9 points, a gain of 62 percent. These gains are further enhanced by the fact that the percentage of second-grade students considered high risk decreased from 36 percent to 27 percent and the low-risk student population rose from 24 percent to 40 percent.

"Pearson's emphasis on independent efficacy studies allows us to learn more about what helps students succeed in school. Magnolia's research confirms that English language students can learn effectively when provided with the right tools to focus their reading skills and vocabulary development in connection with the main reading program," said Marcy Baughman, Pearson's Director of Academic Research. She added, "Pearson has committed to the development and creation of research-based materials to help ensure we are effective at shrinking the achievement gap for English learners."

The report's co-researcher and co-author Dr. Stephanie Baird Wilkerson said, "An equally promising outcome of the study was the consistently high ratings the materials received from the implementing teachers.

> Teachers found the Reading Street ELL components to be particularly effective in supporting oral language development, vocabulary development, and in engaging student interest and motivation in reading and speaking, all key elements of an effective English learning program."

Teachers reported that the Reading Street materials were highly effective, useful, valuable and engaging, connecting students to their classroom instruction and reinforcing reading skills and language acquisition. Study results show that teachers perceived the majority of students -- 66 percent -- to be highly engaged with the ELL materials.

Teachers also said that the materials were easy to implement and straightforward to incorporate into their workflow. Teachers gave the top rating to the Reading Street ELL posters, especially valuable for engaging students in classroom discussion, assessing and building vocabulary, and developing writing skills. They also attributed high scores to the ELL Teaching Guide, specifically the Picture It! activity, lessons related to the readers, and the vocabulary and word card activities. And all teachers indicated that they used and liked the section in the back of the ELL readers with questions for discussion and suggestions for writing and extending language.

One participating teacher said of her students, "They are reading better. They're able to pronounce the words and read faster. I'm seeing it from the DIBELS--constant repetition of summaries and readers helping with their fluency."

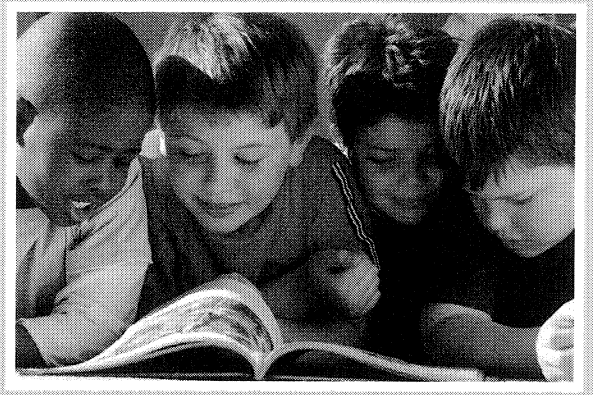
Another teacher commented, "Students keep seeing the same words, even while learning something new. They incorporate the words into their vocabulary. There is a lot of reinforcement of concepts."

Developed by a team of national reading and ELL experts and founded on scientific research, Pearson's Reading Street focuses on priority skills that are designed to help teachers build readers through a wealth of reliable print and digital teaching tools for instruction, pacing, assessments, and grouping. The ELL materials offer additional support for teachers assisting students with their reading and English acquisition skills.

Pearson's English Language Learning and Literacy expert Jesus Cervantes said, "Pearson is dedicated to breaking the disturbing cycle of ELL dropouts. The Reading Street components were specifically designed to tackle this problem head-on. The design of these learning materials was based on scientific research; now this new efficacy study is further validation that Reading Street has a dramatic impact on English learners' reading, comprehension and speaking abilities." Cervantes added, "ELL students, like their peers, are benefiting from Reading Street's differentiated instruction, which personalizes learning and prioritizes skill instruction at each grade level, helping teachers focus on the right skill, at the right time, for every student."

Cervantes noted that states are estimating more than 56,000 new English language learner teachers will be needed in the next five years. He emphasized Pearson's continued investment in research-based programs for 21st century educators that include intervention tools to customize learning for each student as well as providing professional development for teachers.

Magnolia evaluators examined five teachers and 84 students in four elementary schools in two school districts using pullout and whole-class Structured English Immersion programs during the 2007-2008 school year.



More than five million students in 10,000 schools across America are learning with the Reading Street program. For more information, visit Reading Street or http://www.pearsonschool.com/.

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

	RFP/Bid		
	Sole Source		
	Contract Renewal *Previous Bd. Res. #*		
X	Contract		

Agenda Item: 10-14-10-06
Information:
Conference:
Action: X

SUBJECT:

To approve a purchase from Scholastic for Pre-K class sets of library books and materials at a cost not to exceed $22,035.71.

BACKGROUND:

The funding for this program will be provided by the Early Reading First Grant. This purchase is to provide sets of library books to support the read along activities in the Pre-K classrooms.

CSIP: **Goal #** SLPS Goal #2 - Process and Performance **Row #** 59 **MSIP:** 7.4

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: 299 - 2239 - 6411 - 840 - QJ Non GOB **Amount:** $ 22,035.71	**Requisition #:** 10120285, 10120287, 10120288 10120289, 10120290
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ 22,035.71	**Pending Funding Availability** **Vendor #:**

Department: Early Childhood and Early Childhood

Requestor: Dr. Sheryl Davenport

Angela Banks
Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Carlinda Purcell
Dr. Carlinda Purcell, Dep. Supt. - Academics

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

SCHOLASTIC

Cozy Corner™

Aligns to Head Start

The purpose of *Head Start* is to promote the school readiness of low-income, preschool-age children by enhancing their cognitive, social, and emotional development. This must take place in a learning environment that **supports children's growth in language, literacy, social and emotional functioning, approaches to learning, and other areas.** The chart below shows how Scholastic ***Cozy Corner*** aligns to critical parts of *Head Start.*

Key Criteria for *Head Start*	***Cozy Corner***
1. Provide high-quality, preschool programs to ensure that children participating in the program develop and demonstrate school readiness skills and abilities, which at a minimum include: • Language knowledge and skills, including oral language and listening comprehension • Literacy knowledge and skills, including phonological awareness, print awareness and alphabetic knowledge • Mathematics knowledge and skills • Science knowledge and skills • Cognitive abilities related to academic achievement and child development • Approaches to learning related to child development and early learning • Social and emotional development related to early learning and problem solving • Abilities in creative arts • Physical development	***Cozy Corner*** is an innovative early language and literacy program that reaches across the community and curriculum to support older toddlers, younger preschoolers, early childhood educators, librarians, and families. It builds upon the rich tradition of Storytime by sharing quality children's books, engaging in topic-rich conversations, and heightening curiosity through music and active learning. It addresses the critical need for school readiness using research-based, best practices. The program primarily consists of: • 10 Storytime Plans with easy-to-implement routines that support the criteria and mission of *Head Start* • Putumayo Kids theme CDs to get children ready for Storytime • Nursery Rhyme flip chart to reinforce action rhymes • Character Cards to allow children to retell the story in their own way • Theme-related trade books to read-aloud • Storytime Program Guide for extension activities for the classroom and home • Read-Aloud Big Book for each theme using interactive reading strategies as outlined in the Storytime Plan ***Cozy Corner*** focuses on the whole child as they: • Learn six proven language and literacy skills, including developing narrative skills, vocabulary, letter knowledge, phonological sensitivity, and print motivation • Listen to read-aloud books and talk about the unit theme, which increases their oral language and listening comprehension • Play while developing age-appropriate social and emotional skills, such as friendship, feelings, rules, self control, and creative problem solving, in the context of real-world and imaginative content • Encounter a variety of curriculum-linked science, early math, and social studies themes, including position words, community workers, animals, and weather • Learn from physical movement, music, and drama through fun action songs and rhymes

If you have any questions about

Cozy Corner

or would like to place an order, please call your sales representative at **800-387-1437** or fax to **877-242-5865.**

Cozy Corner Alignment to Head Start

Key Criteria for *Head Start*	*Cozy Corner*
2. Provide programs that ensure that limited English proficient students progress towards acquisition of the English Language while making meaningful progress, including that made through the use of culturally and linguistically appropriate instructional services	***Cozy Corner*** incorporates practices and activities that support limited English proficient students through: • Program Guide, which includes English Language Learner support for each of the program's 10 themes • Family letters in English and Spanish • Putumayo Kids music CDs, which use songs from a variety of cultural traditions • Oral language and vocabulary lessons and activities
3. Provide family literacy services that integrate: • Interactive literacy activities between parents and their children • Training for parents regarding how to be the primary teacher for their children	***Cozy Corner*** Storytime Plans include effective parental involvement components, including: • Activities that help families incorporate early language and literacy skills into their daily interactions with children • Instructive phrases to help teachers and families better understand how their children are benefiting from the activities • Take-home activities for children to do with their parents, including a reproducible bilingual *My Book*
4. Provide high-quality professional development, including activities that: • Are part of a sustained effort to improve outcomes for children and their families, including children of diverse backgrounds and needs • Are developmentally appropriate for the children • Advance teachers' understanding of research-based, instructional strategies, curricula, and ongoing assessments	***Cozy Corner*** provides a variety of embedded, professional development and support for *Head Start* teachers and staff. It effectively teaches them how to receive, use, and apply research-based practices. • Program Guide contains insights from experts, substantive suggestions for expanding the themes into classroom curriculum topics, family involvement materials in both English and Spanish, and ELL support • Storytime Plans include research and guidance for setting up and exploring the theme, reading suggestions for the three theme-related books, extension activities for home and school, and lists of resources for extended study • Theme & Skills List aligns each theme with the targeted language and literature skill, social/emotional concept, early childhood theme/curriculum link, character cards, Big Book, read-aloud books, and audio components
5. Provide ongoing self-assessment of each *Head Start* program by measuring children's skills that research has demonstrated are related to children's school readiness and later success in school	***Cozy Corner*** provides assessment support through: • Program Guide, which includes a routine to summarize and reflect upon children's accomplishments • Observation of children as they talk about the stories and participate in activities • Parental input from their program-guided interactions with their children

Scope and Sequence

Storytime Theme	Target Language & Literacy Skill	Social/Emotional Concept	Curriculum Link	Big Book	Read-Aloud 1	Read-Aloud 2	Music CD
1 **Up, Down, All Around!**	Print Motivation: developing an interest in and enjoyment of books	Self-control and pride in accomplishment (Development of Self)	Me	*Itsy Bitsy Spider* by Iza Trapani	*Ruby in Her Own Time* by Jonathan Emmet	*Rosie's Walk* by Pat Hutchins	Latin Playground
2 **Jump for Joy!**	Print Awareness: exploring how books work	Feelings (Social Development)	Me and My Friends	*Miss Mary Mack* by Mary Ann Hoberman	*Grumpy Bird* by Jeremy Tankard	*Yo! Yes?* by Chris Raschka	Animal Playground
3 **On the Move!**	Narrative skills: describing everyday actions	Self-awareness (Development of Self)	Going Places	*Goodnight, Gorilla* by Peggy Rathmann	*This Way, Ruby* by Jonathan Emmet	*The Great Gracie Chase* by Cynthia Rylant	World Playground
4 **Snap, Crackle, Moo!**	Phonological Awareness: listening to and creating onomatopoeia	Listening to and engaging others (Social Development)	Community Helpers	*My Daddy Snores* by Nancy H. Rothstein	*Book! Book! Book!* by Deborah Bruss	*If You're Happy and You Know It* by James Warhola	Sing Along With Putumayo
5 **Munch a Bunch!**	Vocabulary: naming things and concepts	Personal preferences (Development of Self)	Food	*I Am an Apple* by Jean Marzollo	*How Do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague	*Chameleon!* by Joy Cowley	Caribbean Playground
6 **1, 2, 3! Repeat After Me!**	Phonological Awareness: identifying rhymes	Relating to others (Social Development)	Animals	*Is Your Mama a Llama?* by Deborah Guarino	*Tanka Tanka Skunk* by Steve Webb	*Let's Play in the Forest (While the Wolf...)* by Claudia Rueda	African Dreamland
7 **Beep! Beep! Vroom!**	Alphabetic Knowledge: exploring letter names	Natural curiosity (Development of Self)	Transportation	*Alphabet Rescue* by Audrey and Bruce Wood	*The Wheels on the Race Car* by Alexander Zane	*Duck on a Bike* by David Shannon	Brazilian Playground
8 **Splish! Splash!**	Vocabulary: naming things and concepts	Knowledge of others and how our actions affect others (Social Development)	The World Around Us	*My River* by Shari Halpern	*Ten Little Fish* by Audrey and Bruce Wood	*One Duck Stuck* by Phyllis Root	Hawaiian Playground
9 **Rain or Sun, Stories Are Fun!**	Alphabetic Knowledge: exploring letters and their sounds	Adjusting to change and taking care of oneself (Development of Self)	Weather	*Caps, Hats, Socks, and Mittens* by Louise Borden	*The Deep Blue Sea* by Audrey and Bruce Wood	*Come On, Rain!* by Karen Hesse	Reggae Playground
10 **Imagine That! Bears!**	Narrative skills: creating oral stories	Solving problems and becoming resilient (Development of Self)	Real and Make-Believe	*The Little Mouse, The Red, Ripe Strawberry...* by Don and Audrey Wood	*Maybe a Bear Ate It!* by Robie H. Harris	*Polar Bear Night* by Lauren Thompson	Asian Dreamland

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

[ ]	RFP/Bid		
[ ]	Sole Source		
[ ]	Contract Renewal	*Previous Bd. Res. #*	
[X]	Contract		

Agenda Item:	[ ] 10-14-10-07
Information:	[ ]
Conference:	[ ]
Action:	[X]

SUBJECT:

To approve a contract with Project Construct to provide professional development training in Communication Arts for Pre-K teachers during the period October 15, 2010 to December 31, 2010. The cost will not exceed $45,000.

BACKGROUND:

The funding for this program will be provided by the Early Reading First Grant. Project Construct's framework is used by the District and is supported by the Missouri Department of Elementary and Secondary Education (DESE) as the foundation for Pre-K instruction.

CSIP: **Goal #** SLPS Goal #2 - Process and Performance **Row #** 59 **MSIP:** 7.4

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: 299 - 2239 - 6319 - 840 - QJ GOB **Amount:** $ 45,000.00	**Requisition #:** 10120306
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**

Cost not to Exceed: $ 45,000.00 [ ] **Pending Funding Availability** **Vendor #:** 600001733

Department: Early Childhood and Early Childhood

Requestor: Dr. Sheryl Davenport

Carlinda Purcell

Dr. Carlinda Purcell, Dep. Supt. - Academics

Angela Banks

Angela Banks, Interim Budget Director

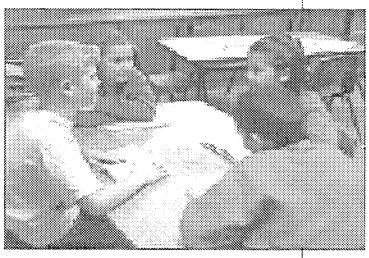
Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

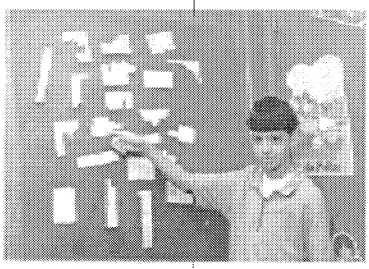
Reviewed By Budget _____

What Is Project Construct?

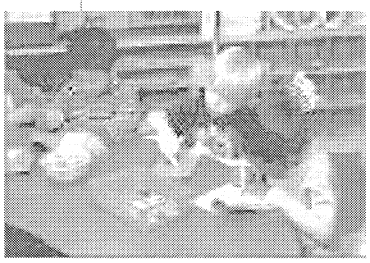
Developed by the Missouri Department of Elementary and Secondary Education in 1986, Project Construct is a learner-centered curriculum and an approach to teaching for preschool, primary and elementary grades. It was developed from research demonstrating that learners *construct* knowledge through interactions with their physical and social environments.



What does a Project Construct classroom look like?



In a preschool, a four-year old begins a letter to Mommy, connecting letters and sounds in an attempt to write words: "Dr Mom hau ar u...." In a second-grade class, small groups of students work together, solving a math problem and creating posters to explain their solutions to their classmates. In a fifth-grade class, two ten-year-olds sit together in a quiet corner, deep in conversation about the characters in the book they are reading.



What do these scenes have in common? They are all examples of children constructing knowledge, confident they can succeed in learning. They are also scenes that take place daily in Project Construct classrooms.

In a Project Construct classroom, each child is valued and respected, both as a learner and as a person. Educators using Project Construct support children's development as individuals, as learners, and as members of a classroom community. Along with a thorough understanding of curriculum (what children need to know and be able to do at each grade level), teachers in Project Construct classrooms

- use students' interests to motivate and engage them in learning,
- encourage children to collaborate and work together,
- allow children to take initiative, express opinions, and make choices,
- view children's errors as learning opportunities,
- assess children's thinking, as well as their work, in order to teach more effectively.

Project Construct teachers also believe that the classroom environment is an important tool for helping children learn. Room arrangements and daily schedules, while carefully designed, are flexible. Student work is on display everywhere, signaling to students that the room belongs to them. There are tables for children to work together in groups and individual spaces for independent work. Ultimately, however, each Project Construct classroom is unique and designed to meet the changing needs of its students and teachers.

While Project Construct teachers each have their own ways of involving students in the subject matter, you can be sure of one thing;

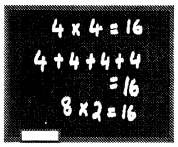
(*over*)

they all believe that high expectations and rich learning environments challenge students to reach their maximum potential.

How will Project Construct benefit my child?

The Project Construct approach provides clear advantages to students. Preschool-age children arrive at kindergarten ready and eager to learn, while school-age children are better prepared for the assessments demanded by new academic standards, confident in themselves as successful learners.

In Project Construct classrooms, students solve realistic problems, explain their thinking, and examine their reasoning. They also learn to function as members of a community. As a result, they attain deep understandings in the core content areas, become critical thinkers and creative problem-solvers, develop cooperative and collaborative skills, and develop a love of learning.



In addition, the Project Construct curriculum is closely linked to both state and national standards. Like the Show-Me Standards—Missouri's rigorous academic standards—the Project Construct curriculum is shaped by the belief that student success depends on both a solid foundation of content knowledge and the ability to apply it to real problems and new situations. Also like the Show-Me Standards, the Project Construct curriculum is built on the understanding that "active, hands-on learning" benefits students of all ages. As stated in the Standards document, this kind of learning "stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom."

What part do families play in Project Construct?

Learning is a lifelong journey that adults and children go on together. As parents and families, you are not just important companions on this journey, you are necessary partners. You are your children's first and primary teachers and thus have a very important role in the Project Construct classroom. Your child's teacher will be happy to provide you with information on ways you can support your child's learning, both at home and at school. Family involvement significantly increases the chances of a student's success, and together, we can prepare our children to meet the challenges of a new era and ensure a brighter tomorrow.

For more information about Project Construct and the Project Construct National Center, please visit our web site or call us.

Project Construct National Center
27 South Tenth Street, Suite 202
Columbia, MO 65201
(573) 886-4970 or (800) 335-PCNC
www.projectconstruct.org

an equal opportunity/ADA institution

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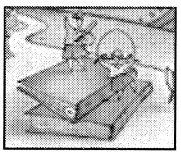


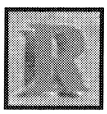
Project Construct

Pathways Home

Project Construct is a long-term educational improvement effort developed by the Missouri Department of Elementary and Secondary Education. Currently being implemented in 212 school districts in Missouri and 10 school districts in other states, its framework of curriculum and assessment is being elaborated by continuing field testing and input from participating educators.

The following is excerpted from an informational leaflet distributed by the Project Construct National Center (see Contacts).

> "*Project Construct* is a process-oriented curriculum and assessment framework for working with children ages three through seven. *Project Construct* is based on constructivist theory, which states that children construct their own knowledge and values as a result of interactions with the physical and social world. The project design provides for a variety of resources, including curriculum material and assessment instruments, support pieces for educators and parents that address a range of theoretical and practical concerns, and guidelines for teacher evaluation and professional development. Instruction is provided through thirty-hour-long institutes, with continuing education made available through a series of follow-up workshops and advanced institutes. In addition, experienced *Project Construct* consultants, including classroom teachers and administrators, are available to provide guidance for those who are new to the project. . . .
>
> *Project Construct* was developed to fulfill a need for a curriculum and assessment framework that supports young children's characteristic ways of learning while at the same time providing teachers, parents, and administrators the information they need to make appropriate decisions regarding the education of young children. . . .
>
> The *Project Construct Assessment System* will help teachers document children's attainment of the goals for students. The system has two primary components: one part is based on informal assessment techniques and is designed to monitor students' day-to-day progress, while the other part reflects a more structured approach and is most useful for summative evaluation. Both components feature performance-based methods and promote developmentally appropriate assessment practices."



References

info@ncrel.org

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Disclaimer and copyright information.

project construct
national center

Project Construct National Center
27 South Tenth Street, Suite 202
Columbia, MO 65201-5009
Phone: (800) 335-PCNC
Fax: (573) 886-4976

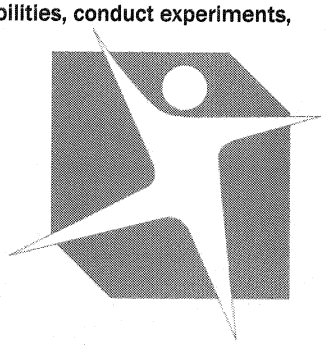
Info@projectconstruct.org
www.projectconstruct.org

PROJECT CONSTRUCT NATIONAL CENTER

Project Construct —

an approach to teaching based on what we know about learning...

Teaching. Designed for preschool, primary, and elementary students, Project Construct is a rigorous, contextualized, learner-centered approach to teaching that encourages students to explore questions, test ideas, investigate possibilities, conduct experiments, invent strategies and solutions, and apply what they learn to new situations.



Learning. Project Construct is derived from the belief that learning is a lifelong process in which learners construct knowledge through interactions with their physical and social environments. Through "hands-on, minds-on" learning experiences, students in Project Construct classrooms attain deep understandings in the core content areas, while they also learn to work collaboratively with adults and peers in vibrant learning communities.

Project Construct

The Missouri Department of Elementary and Secondary Education (MoDESE) initiated Project Construct in 1986 in response to a widespread call for significant reform in early childhood education. At its inception, Project Construct was intended to offer Missouri's early childhood educators a structure for implementing theory- and research-based practice. Over time, the project enjoyed overwhelming success. As a result, the Project Construct National Center was established in 1992 to promote and support constructivist education in a more comprehensive way for preschool through the elementary grades, both inside and outside Missouri. Since then, with the continued sponsorship of MoDESE, the National Center has facilitated the professional growth of thousands of educators.

Project Construct Approach

The Project Construct approach to teaching and learning is built on the idea that the teacher is a professional whose day-to-day decisions in the classroom influence the student's development. Within a framework for curriculum and assessment, the teacher has considerable autonomy in choosing or designing experiences that will actively involve students and best promote learning.

Educators implementing Project Construct share the following beliefs about learning:

- Learning is a constructive, developmental process. Our minds naturally classify, order, organize, interpret, represent, and create as we attempt to make sense of our environment and our lives.
- Learning is fostered through communication, collaboration, and reflection. The classroom is a mini-society, a diverse community of learners engaged in constructive activity, accountable talk, and reflection.
- Academic disciplines and developmental domains are interactive and interrelated, each influencing the other. Within this context, educators must use their knowledge of how children develop in order to facilitate each student's conceptual and sociomoral growth.

Academic Collaborations:

The Project Construct initiative continues to evolve in order to reflect the most current scientific research on children's learning and development and best practices for adult learners. We partner with teacher-educators at universities, colleges, and community colleges to stay at the forefront of research-based innovations in early childhood education, as well as to provide academic credit for our institutes.

The Project Construct approach is based on goals for students that reflect current knowledge about how children learn, state and national standards, and the values of an interdependent, democratic society. The project design provides a variety of resources, including curriculum materials and assessment instruments, as well as support pieces for parents and administrators.

Accountability

Project Construct provides a means for educators to be accountable for meeting learning objectives and to translate what they know about how children learn into appropriate teaching practices. Teachers using Project Construct make their classrooms powerful learning environments, where each child is valued and respected, both as a learner and as an individual. The foundations for academic learning in Project Construct classrooms are embedded in the social and physical environments and integrated into contexts that are meaningful to children and appropriate to their stages of development.

Institutes

The Project Construct National Center offers early childhood and elementary educators the opportunity to be part of an ongoing, comprehensive professional-development program. The program begins with attendance at an introductory institute—offered in conjunction with academic credit—that provides training in theory-based practice and implementation of Project Construct.

Institutes are staffed by practicing educators, who are supported and informed by university researchers, teacher educators, and nationally recognized educational consultants and policy makers. These institute facilitators, who also receive ongoing professional-development in both educational practice and working with adult learners, are the 'front line' for Project Construct. They represent a truly teacher-to-teacher, collaborative model for professional growth and lifelong learning.

Since we believe that ongoing support and assistance is crucial for sustaining teachers' growth and change, the National Center is committed to providing continuing support to all institute participants as well. Our comprehensive follow-up support program provides a variety of additional resources, coaching, mentoring, and networking opportunities for educators implementing Project Construct.

Site-Based Professional-Development Services

Research indicates that site-based, job-embedded professional development is one of the most effective ways to promote best practices, which in turn leads to improved student outcomes. The National Center offers a variety of site-based services that can be tailored to meet specific program needs. These services include in-service workshops; in-class coaching, modeling, and mentoring; customized institutes; reading and discussion groups; and ongoing staff development during the school year.

Resources for Teacher Educators and Administrators

In addition to supporting in-service educators, the National Center also offers a variety of resources for pre-service teachers or educators interested in implementing this approach. These include publications, videos and DVDs, as well as downloadable documents that are available at no charge on our Web site.

For more information, including dates and locations of upcoming professional-development opportunities, contact us at

Project Construct National Center
27 South Tenth Street, Suite 202
Columbia, MO 65201-5009
Phone: (800) 335-PCNC • Fax: (573) 886-4976
Info@projectconstruct.org
www.projectconstruct.org

8

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt., Academics

VENDOR SELECTION METHOD:

☐ RFP/Bid
☒ Sole Source
☒ Contract Renewal
☐ Ratification

Previous Bd. Res. #: 08-26-08-07

Agenda Item: 10-14-10-08
Information: ☐
Conference: ☐
Action: ☒

SUBJECT:
To approve a sole source contract renewal with Follett Software Company to provide library automation technical support to all St. Louis Public Schools beginning October 25, 2010 and ending June 30, 2011 in the amount not to exceed $21,895.15.

BACKGROUND:
Each year technical support for the library automation systems must be procured to ensure continuation of the license agreement.

CSIP: Goal 2: Process Performance **Row:** 58 **MSIP:** 6.8.1

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

Fund Source: 110-2226-6319-844-00	GOB	**Requisition #:** 10120339
Amount: $21,895.15		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $21,895.15	☐ **Pending Funding Availability**	**Vendor #:** 600002393

Department: Curriculum & Instruction

Requestor: Sheila Smith-Anderson

Dr. Carlinda Purcell, Dep. Supt., Academics

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Reviewed by Budget: _____

REQUEST FOR SOLE SOURCE PURCHASE

Requestor: Sheila Smith-Anderson	**Date: September 15, 2010**
Department / School: Curriculum and Instruction	**Phone Number: 314-345-4486**
Definition: Sole Source is a good or service that is only available from one (1) source (vendor manufacturer, etc...)	
Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)	
This software company hosts the database of all library books in St. Louis Public School. This is an ongoing contract as not to disturb library services to schools.	
Vendor Name: Follett Software Company	**Email:** sdunne@fsc.follett.com
Vendor Contact: Sean Dunne	**Phone Number**: 800-323-3397
Justification Information	
1. Why the uniquely specified goods are required?	
This is a continuing contract with the software company. Without the continuation, students would be inhibited from checking out books on an electronic system and the district would have no means of collecting data from the usage of the library.	
2. Why good or services available from other vendors /competitors are not acceptable?	
This was the most competitive bid at its inception.	
3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)	
See attached letter from vendor.	
4. List the Names of other Vendors contacted & Price Quotes:	
Not applicable	
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

Follett Software Company
A Follett Corporation Company

September 09, 2010

Sheila Smith-Anderson
Director of Curriculum and Instruction
St. Louis City Public School District
801 N. 11th Street
Saint Louis, MO 63101

Dear Ms. Smith-anderson:

Thank you for your inquiry regarding Follett Software Company's ("FSC") products and services. FSC is the sole source of the Destiny® and TetraData® suite of products, all of which are supported by FSC's advanced proprietary technology. We offer customers unique functionality and proprietary components in our products, coupled with superior maintenance and supporting services. Upon your decision and confirmation to us of this sole source offering, we will provide you with our standard licensing terms and additional information necessary to convert your system to the Destiny or TetraData platform.

Software:
Additional OPAC for Windows™ or Macintosh®
Assessment Loader
Catalog Plus®
Catalog Plus for Macintosh
Catalog Plus for Windows™
Circulation Plus®
Circulation Plus for Macintosh
Circulation Plus for Windows™
Destiny Asset Manager™
Cognite™
Destiny Library Manager ™
Destiny Media Manager™
Destiny Textbook Manager™
Destiny Quest®
Sagebrush Athena™
Sagebrush InfoCentre™
Sagebrush Spectrum™
Test Connect™
TetraData Analyzer™
TetraData DASH™
TetraData Analysis Suite™
TetraData *Insights*™
TetraData Warehouse and Central Data Store™
TextLink®
Union Catalog Plus™
Union Catalog Data Exchange
WebCollection Plus® for Windows™ or Macintosh®
WebCollection Plus™ for English/Spanish or English/French
WebCollection Plus™ for Union Catalog
Z39.50 Server (Z-Force Server™)

Enriched Content:

Alliance A/V™ MARC Database Online subscription*
Alliance Plus® for Windows™
Alliance Plus™ MARC Database Semi-Annual CD-ROM subscription
Alliance Plus™ Online
EnrichMARC
MARC Source
One Search™
Reading Program Service - Accelerated Reader®
Reading Program Service - Reading Counts! ®
Reading Program Service - Lexiles®
State Standards
TitlePeek™
WebMARC
WebPath Express™

Annual Licensing and Maintenance:

Destiny Asset Manager™
Destiny Library Manager ™
Destiny Media Manager™
Destiny Textbook Manager™
Alliance A/V™ MARC Database Online subscription*
One Search™
Reading Program Service - Accelerated Reader®
Reading Program Service - Reading Counts! ®
Reading Program Service - Lexiles®
State Standards
TitlePeek™
WebPath Express™

Follett Services:

Automated Retrospective Conversion (enhancing electronic records)
Destiny Hosted Service
Educational Services
Electronic Data Conversions
Implementation Services (Networking and System Integration Consultation)
InfoCentre Customer Support
MARC Entry Service from shelflist
Reading Program Service Data Service for Accelerated Reader®
Reading Program Service Data Service for Reading Counts! ®
Reading Program Service Data Service for Lexiles®
Technical Support Services
TetraData Customer Support
TetraData Data Services (Data Design, Data Engineering, QA Engineering)
TetraData Professional Learning
TetraData Project Management
TetraData Technical Services (Security Engineering, Custom Reports Engineering)
WebPath Express Recon Service

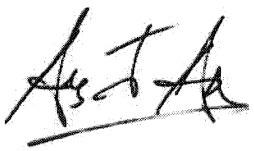
Labels: Accelerated Reader Book Labels (based upon customer data)
Data Entry Laser-Print Labels (based upon customer data)
Data Entry Spine Labels (based upon customer data)
Lexile Book Labels-Spine (based upon customer data)
Polythermal Labels-Data Entry-B&W-Sheet (based upon customer data)
Polythermal Labels-Data Entry-Color-Sheet (based upon customer data)
Reading Counts Book Labels (based upon customer data)

Hardware: 3820 Cordless Scanner
Follett Panther™
Follett Transaction Tracker Receipt Printer
ImageTeam® 3800 Linear Imaging Scanner
In-Hand™
Follett Infigo™ Thermal Receipt Printer

Miscellaneous: MARC Authority Format Guide
MARC Bibliographic Format Guide
Pathways to Knowledge: Information Skills Model
Teaching Electronic Information Skills Guides (K-12)

Thank you for your interest in Follett Software Company. Please do not hesitate to contact your Sales Executive, Sean Dunne, at 800-323-3397 for further information or assistance.

Sincerely,



George Gatsis
Vice President, Product Management and Development

Follett Software Company
A Follett Corporation Company

September 09, 2010

Sheila Smith-Anderson
Director of Curriculum and Instruction
St. Louis City Public School District
801 N. 11th Street
Saint Louis, MO 63101

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Software:

Additional OPAC for Windows™ or Macintosh®
Assessment Loader
Catalog Plus®
Catalog Plus for Macintosh
Catalog Plus for Windows™
Circulation Plus®
Circulation Plus for Macintosh
Circulation Plus for Windows™
Destiny Asset Manager™
Cognite™
Destiny Library Manager ™
Destiny Media Manager™
Destiny Textbook Manager™
Destiny Quest®
Sagebrush Athena™
Sagebrush InfoCentre™
Sagebrush Spectrum™
Test Connect™
TetraData Analyzer™
TetraData DASH™
TetraData Analysis Suite™
TetraData *Insights*™
TetraData Warehouse and Central Data Store™
TextLink®
Union Catalog Plus™
Union Catalog Data Exchange
WebCollection Plus® for Windows™ or Macintosh®
WebCollection Plus™ for English/Spanish or English/French
WebCollection Plus™ for Union Catalog
Z39.50 Server (Z-Force Server™)

Enriched Content:

Alliance A/V™ MARC Database Online subscription*
Alliance Plus® for Windows™
Alliance Plus™ MARC Database Semi-Annual CD-ROM subscription
Alliance Plus™ Online
EnrichMARC
MARC Source
One Search™
Reading Program Service - Accelerated Reader®
Reading Program Service - Reading Counts! ®
Reading Program Service - Lexiles®
State Standards
TitlePeek™
WebMARC
WebPath Express™

Annual Licensing and Maintenance:

Destiny Asset Manager™
Destiny Library Manager ™
Destiny Media Manager™
Destiny Textbook Manager™
Alliance A/V™ MARC Database Online subscription*
One Search™
Reading Program Service - Accelerated Reader®
Reading Program Service - Reading Counts! ®
Reading Program Service - Lexiles®
State Standards
TitlePeek™
WebPath Express™

Follett Services:

Automated Retrospective Conversion (enhancing electronic records)
Destiny Hosted Service
Educational Services
Electronic Data Conversions
Implementation Services (Networking and System Integration Consultation)
InfoCentre Customer Support
MARC Entry Service from shelflist
Reading Program Service Data Service for Accelerated Reader®
Reading Program Service Data Service for Reading Counts! ®
Reading Program Service Data Service for Lexiles®
Technical Support Services
TetraData Customer Support
TetraData Data Services (Data Design, Data Engineering, QA Engineering)
TetraData Professional Learning
TetraData Project Management
TetraData Technical Services (Security Engineering, Custom Reports Engineering)
WebPath Express Recon Service

Labels: Accelerated Reader Book Labels (based upon customer data)
Data Entry Laser-Print Labels (based upon customer data)
Data Entry Spine Labels (based upon customer data)
Lexile Book Labels-Spine (based upon customer data)
Polythermal Labels-Data Entry-B&W-Sheet (based upon customer data)
Polythermal Labels-Data Entry-Color-Sheet (based upon customer data)
Reading Counts Book Labels (based upon customer data)

Hardware: 3820 Cordless Scanner
Follett Panther™
Follett Transaction Tracker Receipt Printer
ImageTeam® 3800 Linear Imaging Scanner
In-Hand™
Follett Infigo™ Thermal Receipt Printer

Miscellaneous: MARC Authority Format Guide
MARC Bibliographic Format Guide
Pathways to Knowledge: Information Skills Model
Teaching Electronic Information Skills Guides (K-12)

Thank you for your interest in Follett Software Company. Please do not hesitate to contact your Sales Executive, Sean Dunne, at 800-323-3397 for further information or assistance.

Sincerely,

George Gatsis
Vice President, Product Management and Development

ATTENTION LIBRARIAN OR TECHNOLOGY COORDINATOR
NOTICE OF PAYMENT DUE - FOLLETT SOFTWARE COMPANY

ST LOUIS CY PUB SCH DIST - 2401630 (582634)

ADAMS ELEM SCH - 2401694 ()
1311 TOWER GRV AVE
SAINT LOUIS, MO 63110-3837

Item	Description	Current Exp Date	New Exp Date	Price	Discount Price
73205P	SUPPORT/CATALOG+ SU Ref# 5191097	09-30-10	09-30-11 1@ 12Mth(s)	$170.00	$144.50
73101P	SUPPORT/CIRCULATION+ SU Ref# 5134861	09-30-10	09-30-11 1@ 12Mth(s)	$170.00	$144.50

Site Total:	$289.00
Applied Discount(s)	
MultiSite/Quantity Discount	($51.00)

THANK YOU FOR CHOOSING FOLLETT SOFTWARE COMPANY
WE APPRECIATE YOUR CONTINUED BUSINESS.

ATTENTION LIBRARIAN OR TECHNOLOGY COORDINATOR
NOTICE OF PAYMENT DUE - FOLLETT SOFTWARE COMPANY

ST LOUIS CY PUB SCH DIST - 2401630 (582634)

AMES VISUAL & ARTS ELEM SCH - 2401643 ()
2900 HADLEY ST
SAINT LOUIS, MO 63107-3911

Item	Description	Current Exp Date	New Exp Date	Price	Discount Price
73205P	SUPPORT/CATALOG+ SU Ref# 5191123	09-30-10	09-30-11 1@ 12Mth(s)	$170.00	$144.50
73101P	SUPPORT/CIRCULATION+ SU Ref# 5134873	09-30-10	09-30-11 1@ 12Mth(s)	$170.00	$144.50

Site Total:	$289.00
Applied Discount(s)	
MultiSite/Quantity Discount	($51.00)

THANK YOU FOR CHOOSING FOLLETT SOFTWARE COMPANY
WE APPRECIATE YOUR CONTINUED BUSINESS.

Quote Number: 5918437
Quote Issued: 09/03/2010
Quote Expires: 11/30/2010

RENEWAL QUOTE SUMMARY

Bill To:

ST LOUIS CY PUB SCH DIST
801 N 11TH ST
SAINT LOUIS, MO 63101

ATTENTION LIBRARIAN OR TECHNOLOGY COORDINATOR
NOTICE OF PAYMENT DUE - FOLLETT SOFTWARE COMPANY

ST LOUIS CY PUB SCH DIST - 2401630 (582634)

Your Annual Follett Software Service and/or Support Agreement(s) will expire soon. The attached page(s) includes an itemized list (by site) of Support, EMA and/or Online services, with each item expiration date, that require renewal

Sub Total For All:	$25759.00
MultiSite/Quantity Discount:	($3863.85)
Total: (Please add all applicable Taxes)	$21895.15
Currency: USD	

To renew your Support and/or Online Agreement(s), please send the following information:

- Purchase Order or Check (please reference Quote #)
- Copy of this page (Renewal Quote Summary)
- Copy of your Tax Exemption Certificate, if applicable.
- If tax liable, please calculate and add applicable sales tax to your Purchase Order/payment.

Mail payment (check/purchase order) to:
Attn: Customer Service - Order Fulfillment
Follett Software Company
91826 Collection Center Drive
Chicago, IL 60693
Fax: 800-807-3623 or 815-344-8774

For Questions regarding this quote please call:

Customer Service
7:00am-6:00pm CT
800-323-3397(US/CAN) or 815-344-8700(Outside US/CAN)

THANK YOU FOR CHOOSING FOLLETT SOFTWARE COMPANY
WE APPRECIATE YOUR CONTINUED BUSINESS.

9

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Jesolyn Larry, Interim Info.Technology Officer

VENDOR SELECTION METHOD:

☐ RFP/Bid
☒ Sole Source
☒ Contract Renewal
☐ Ratification

Previous Bd. Res. #:

Agenda Item: 10-14-10-09
Information: ☐
Conference: ☐
Action: ☒

SUBJECT:
To approve a sole source renewal contract with ArcMail Technology, a CDS Office Technologies, Inc. company, for hardware and software support of the ArcMail email archiver appliance that is used to store emails. The support will be provided October 15, 2010 through June 30, 2012 at a cost not to exceed $19,499.00.

BACKGROUND:
This applicance is used to search and retrieve emails in lawsuits and internal disciplinary actions. To ensure that the equipment runs properly, the hardware and software support is needed. The data containing the number of successful retrievals is maintained in Technology Services.

CSIP: Goal 2: Process Performance **Row:** 89 **MSIP:** 6.4.4

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

Fund Source: 110-2828-6319-981-75	GOB	**Requisition #:** 10120255
Amount: $19,499.00		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $19,499.00	☐ **Pending Funding Availability**	**Vendor #:** 600001508

Department: Technology Services

Requestor:

Jesolyn F Larry

Dr. Jesolyn Larry, Interim Info.Technology Officer

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Reviewed by Budget: _____

Vendor Performance Report

Type of report: Final ☒ Quarterly ☐	**Report Date: 9-17-2010**
Dept / School: Information Technology	**Reported By: J. F. Larry**
Vendor: ARCMAIL	**Vendor #: 600001508**
Contract # / P.O/ #:	**Contract Name:**
Contract Amount: $ 19,499.00	**Award Date: 05-28-07**
Purpose of contract (Brief Description): To provide maintenance and support for the hardware/software used for archiving District email.	

Performance Ratings: Summarize the vendor's performance and circle the number which best describes their performance in that category. See Vendor Performance Report Instructions for explanations of categories and numeric ratings (*please attach additional sheets if necessary*). **Ratings** 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory

Category	Rating	Comments (Brief)
Quality of Goods / Services	**5 4X 3 2 1**	
Timeliness of Delivery or Performance	**5 4X 3 2 1**	
Business Relations	**5 4 X 3 2 1**	
Customer Satisfaction	**5 4 X 3 2 1**	
Cost Control	**5 4 X 3 2 1**	
Average Score	4	Add above ratings: divide the total by the number of areas being rated.

Would you select / recommend this vendor again? Please be aware that an answer of yes authorizes the Purchasing Department to seek renewal of the available option year for this contract. All items and conditions within the current contract shall be honored during this renewal period.

Please Check Yes ☒ No ☐

Sole Source Letter

To whom it may concern,

This letter serves to notify you that CDS Office Technologies, Inc. is the sole provider of the ArcMail Defender Email Archiving Product to St. Louis Public School District. No other organization offers our unique, tamperproof, easy to use email archiving solution and they are our single source provider for the acquisition of new products and the development of our maintenance agreements in MO and IL.

Warmest regards,

Chad Bowerman

Regional Sales Manager – Central

ArcMail Technology

Coyne, Kevin

From: Larry, Jesolyn
Sent: Monday, September 20, 2010 3:11 PM
To: Walker,Samona N.
Cc: Coyne, Kevin
Subject: FW: Arc Mail Quote 9-20-10
Attachments: Quote 092010-1-St. Louis Schools.pdf

Samona,
Please print this quote.

From: Dylan Bayliss [mailto:dbayliss@cdsofficetech.com]
Sent: Monday, September 20, 2010 3:05 PM
To: Larry, Jesolyn
Subject: RE: Arc Mail Quote 9-20-10

Dr. Larry, I am waiting on confirmation that we can do the prorate for just 8months.

In the interim, I have provided a quote for the one year and (9) months to end your term on June 30th, 2012 and well as the prorate for (3) years to end your term on June 30th, 2014. The list costs are $20,990.28 for (21)month and $40,210.88 for the (44) month term. We would charge:

Oct-2010~June-30th-2012-(21months)	$19,499.00
Oct-2010~June-30th-2014-(45months)	$37,499.00

Dylan Bayliss
Territory Manager

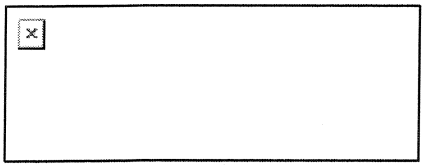
CDS OFFICE TECHNOLOGIES
13625 Lake Front Dr.
Earth City, MO 63045
Office: (314) 739-4093 ext. 1334
Cell: (314) 568-4586
dbayliss@cdsot.com
www.cdsot.com

From: Larry, Jesolyn [mailto:Jesolyn.Larry@slps.org]
Sent: Monday, September 20, 2010 1:49 PM
To: Dylan Bayliss
Subject: Re: Arc Mail Quote 9-20-10

Give quote to end on June 30, 2011 and June 30, 2012. I'll compare and get back with you. Thanks so much.

Sent from my iPhone

On Sep 20, 2010, at 1:40 PM, Dylan Bayliss <dbayliss@cdsofficetech.com> wrote:

> No problem..did you still want to prorate for the additional 8 months to get the contract to begin/end on your year end or did you want to prorate for 1 month and sign a 37month term after Oct. 25th? We can work with you and provide the documentation to support it.
>
> Regards
>
> Dylan Bayliss
>
> Territory Manager
>
> 
>
> **13625 Lake Front Dr.**
>
> **Earth City, MO 63045**
>
> **Office: (314) 739-4093 ext. 1334**
>
> **Cell: (314) 568-4586**
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> **dbayliss@cdsot.com**
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> www.cdsot.com
>
> 3625 Lake Front Dr.
>
> Earth City, MO 63045
>
> Office: (314) 739-4093 ext. 1334
>
> Cell: (314) 568-4586

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SAINT LOUIS PUBLIC SCHOOLS

Date: September 23, 2010

From: Dr. Kelvin R. Adams, Superintendent

VENDOR SELECTION METHOD:

☐ RFP/Bid
☐ Sole Source
☐ Contract Renewal
☒ Ratification

Previous Bd. Res. #:

Agenda Item: 10-14-1010
Information: ☐
Conference: ☐
Action: ☒

SUBJECT:
To ratify a contract with Collaborative Strategies, Inc. to provide search consulting services for the period of August 12, 2010-October 30, 2010 at a cost not to exceed $15,000.

BACKGROUND:
Future services will include:
1. Edit position announcements and post free websites. Monitor and qualify candidates who have responded.
2. Begin calling out to networks to surface possible candidates.

CSIP: Goal 3: Resource **Row:** 153 **MSIP:** 5.1

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

Fund Source: 110-2321-6319-810-00	GOB	**Requisition #:**
Amount: 15,000.00		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $15,000.00	☒ **Pending Funding Availability**	**Vendor #:** 600014250

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Reviewed by Budget: _____

COLLABORATIVE STRATEGIES, INC.
12825 Flushing Meadows Drive, Suite 200 St. Louis, Missouri 63131 (314) 523 9500 fax (314) 523 9505

August 12, 2010

Confidential
Dr. Kelvin Adams
Superintendent
SLPS
801 N. 11th St.
St. Louis, MO 63101
Cc: Rick Sullivan

Via email

Dear Dr. Adams:

Thank you for meeting with me the other day and helping me to understand the SLPS need for a COO. I have since received and reviewed the COO description that you sent via email along with the resume you have in the pipeline and the references for the other candidate.

When we met, we discussed a targeted approach to recruiting a COO. You expressed a strong preference for someone who has a demonstrated track record of results for a professional organization - be it business, non-profit or government – with deep knowledge of finance, operations, facilities, construction, transportation, IT, HR, risk management and oversight. You want an "A" player who can take care of the non-academic and non-public relations aspects of running the schools, freeing you up to handle those vital responsibilities.

We agreed that posting the position in non-traditional places such as e-sites like LinkedIn and Craig's List supplemented by a strong networking outreach to a diverse range of St. Louis contacts would be a solid approach to raising the odds of finding qualified candidates.

We discussed a 2-phase approach whereby Jason Growe and Gina Hoagland will work on this engagement:

Phase 1 – Collaborative Strategies, Inc. (CSI) will work on surfacing candidates by targeted outreach to trusted referral sources and possible interested and qualified parties directly. We will use the official position description you sent as a starting point, but craft that into a position announcement that will succinctly state the key objectives, qualifications and requirements of the position. We will share or post nothing without your prior approval. *If after a period of a few weeks Jason and I are not satisfied that the candidate flow is robust, we will stop the effort and not charge the SLPS anything.*

Phase 2 – If Phase 1 goes well and candidates emerge, we will bill the SLPS up to $5K for our time and effort in finding, qualifying and providing those qualified candidates to you. If the search costs will go beyond $5K, as they likely will given a pool of good candidates and your preference to have us help with further qualification and selection, we will develop an estimate that can be presented and approved by your board.

All CSI work is based on consultants' hourly rates. The non-profit hourly rates applicable to the SLPS are:

Jason Growe	$150/hour
Gina Hoagland	$300/hour

Dr. Adams, I want to give this a try because NOTHING in our City deserves higher attention than the education of our future generations of leaders and community members. The investment we make today will yield dividends beyond our lifetimes. I hope that Jason and I can find you some great people to consider. Thank you for your service to our City and our region.

Sincerely,

Gina Hoagland
President

COLLABORATIVE STRATEGIES, INC.
12825 Flushing Meadows Drive, Suite 200 St. Louis, Missouri 63131 (314) 523.9500 fax (314) 523.9505

September 20, 2010

Confidential
Dr. Kelvin Adams
Superintendent
SLPS
801 N. 11th St.
St. Louis, MO 63101
Cc: Rick Sullivan

Via email

Dear Dr. Adams:

As you know from my August 12, 2010 letter, we explored the potential for a two-phased approach to providing the SLPS with search consulting services. I am now satisfied that the preliminary interest shown by qualified candidates as a result of our networking efforts justifies taking this search to the next level.

Jason and I have followed through on our part of the engagement to surface qualified candidates. By the end of this month, September, our efforts will total just under $5,000 and we would like to bill the SLPS for that activity.

Specific activities undertaken on your behalf will be described in our September invoice but will include hours from August and September to:

- Edit position announcement and post to free websites. Monitor and qualify candidates who have responded. Results are:
  - About 15 responses, but most are not a fit given our position description and there are many from out of town.
- Begin calling out to networks to surface possible candidates. Collect resumes, garner informal recommendations and leads to referral sources and candidates and conduct phone outreach to possible targets. Results are:

    - We have one individual scheduled for an interview this week with you and Jason.
    - Jason and I will be interviewing two additional candidates this week and deciding whether to send 1 or both of them on to you.
- Continue to surface qualified candidates through our networking efforts. Results:
    - We continue to build a list of terrific referral sources and targets.

I expect that you will want to retain our services to help you continue to surface good candidates and to qualify the ones we have. As such, our efforts on your behalf will now surpass the $5,000 mark in total. Let's discuss how best for me to provide you with a proposal that you can bring to your board for a vote. Depending on the depth of assistance you desire and the length of time it takes to find THE candidate, I estimate that this next phase of assistance may require as little as another $5,000 up to an additional $15,000 for CSI's services. Please note that the estimate does not include the cost of other expenses such as psychological testing for finalists, which would be performed and billed by an entity other than CSI.

Sincerely,

Gina Hoagland
President

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

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

VENDOR SELECTION METHOD:

[ ]	RFP/Bid	_____
[ ]	Sole Source	
[ ]	Contract Renewal	*Previous Bd. Res. #* _____
[X]	Ratification	

Agenda Item: [ ] 10-14-10-11
Information: [ ]
Conference: [ ]
Action: [X]

SUBJECT:

To ratify the purchase of uniforms and equipment from Leon Uniform Company for the 2010 - 2011 school year for the Safety and Security staff at a cost not to exceed $7,568.00.

BACKGROUND:

Leon Uniform Company has provided the District's Safety and Security officers with uniforms and equipment for the past five years. The company has provided quality products and exemplary service.

CSIP: **Goal #** SLPS Goal #2 - Process and Performance **Row #** 126 **MSIP:** 6.6.1

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: 110 - 2333 - 6411 - 829 - 00 GOB	**Requisition #:** 10120183
Amount: $ 7,568.00	
Fund Source: - - - -	**Requisition #:**
Amount:	
Fund Source: - - - -	**Requisition #:**
Amount:	
Cost not to Exceed: $ 7,568.00 [ ] **Pending Funding Availability**	**Vendor #:** 600003852

Department: Safety & Security

Requestor: Colonel Lisa Taylor

Angela Banks
Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Roger L. CayCe
Roger L. CayCe, Exec. Director - Operations/Bldg. Comm.

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

LEON uniform company®

POLICE ■ FIRE ■ EMS
Uniforms - Equipment - Accessories
View Shopping Cart

Serving The Public Safety Community Since 1907

Flying Cross Poly Serge Trousers

Flying Cross Women's Sizing

Size	Waist	Hip
4	29	38
6	30	39
8	31	40
10	32	41
12	34	43
14	36	45
16	38	47
18	40	49
20	42	51
22	44	53
24	46	55
26	48	57

Flying Cross Poly Serge Trousers
by Fechheimer
These 100% Polyester Serge duty trousers look great and match the 38801, 38804 and 38169 dress coats. The lighter weight fabric are comfortable in any warmer weather situation or office use.

Details
100% Polyester Serge Weave
11-11.5 oz per sq yard weight
Standard belt loops
Quarter top pockets, button closure on rear pockets
Strong Brass zipper
Wide range of sizes available

Links To Matching Dress Coats
- Double Breasted Dress Coat
- Single Breasted Dress Coat
- Ike Jacket

Men's Trousers

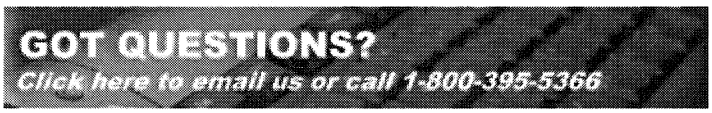
Color	Lot No.	Sizes	Cost	Buy
Navy	38200	28-42	$45.95	
		44-50	$49.95	
		52-54	$53.95	

Women's Slacks

Color	Lot No.	Sizes	Cost	Buy
Navy	38233	4-18	$45.95	
		20-24	$49.95	

Prices are subject to change without notice

Return to the Trouser Menu



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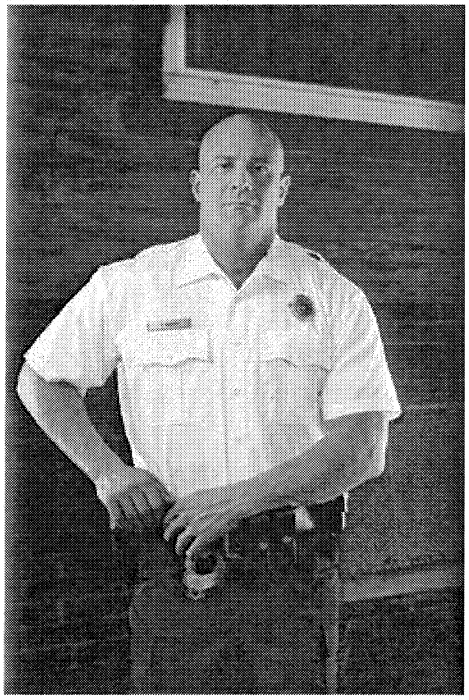
Order Toll-Free 1-800-395-5366 8:00 am - 5:30 pm Monday-Friday 8:00 am - Noon Saturdays (Central Time)

New Tropical Rayon blend with NANO-DRY Technology gives Permanent moisture management and UPF40+ protection from the sun.



Short Sleeve Shirts Are Now Duty Maxx 75/35% Poly/Rayon Blend

Long Sleeve Fabric
65/35 Poly/Rayon blend features a comfortable tropical (10/1 – ten singles) weave, enhanced with NANO-DRYTM technology for permanent moisture management and UPF 40+ protection!

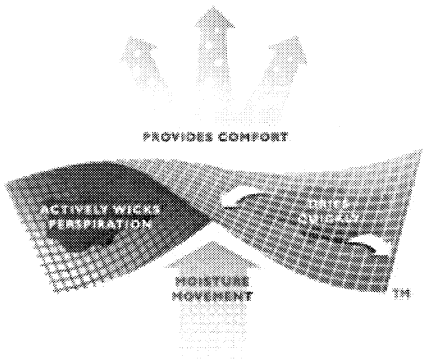
Short Sleeve Fabric
75/35% Poly Rayon

MAX Comfort – NANO-DRYTM
technology provides permanent moisture wicking action to keep you more comfortable from the first time you wear it, to the 100th. Inherent stretch completes the comfort story.

MAXPerformance - NANO-DRY™
technology produces a technically superior fabric, engineered to offer durability and comfort unsurpassed by other rayon blend uniforms. Our open weave, tropical fabric is rugged without being rough.

MAX Protection - NANO-DRY™
technology even protects you when your job requires you to be in the sun, with a built-in

sunscreen that provides the maximum apparel rating of UPF 40+.



Duty Max Shirt Features

- Top-Fused banded dress collar on long-sleeve and convertible collar on short-sleeve for professional appearance
- Large, functional pleated pockets with lined scalloped flaps with hook and loop closures
- Pen opening in left pocket and pocket flap
- Badge eyelets with internal support straps above left pocket
- Five Creaset® permanent pressed-in military creases
- Cross-stitched shoulder straps with functional button
- Cotton-blended inner yoke and collar band for comfort
- Fully lined placket fronts
- Extra long tails for added mobility
- Dark Navy Styles: pocket flaps, shoulder straps and fronts accommodate metal buttons
- High impact Melamine buttons
- Machine washable

Hard To Find Zipper Front Versions IN-STOCK

Men's Duty Max Button Front

Color	Style	Lot No.	Sizes	Cost	Buy
White	Short Sleeve	5580	14.5-17.5	$45.95	
		5580-OS1	18-20	$51.95	
		5580-OS2	22	$56.95	
	Long Sleeve	540	14.5-17.5	$48.95	
		540-OS1	18-20	$53.95	
		540-OS2	22	$59.95	
Grey	Short Sleeve	5541	14.5-17.5	$45.95	
		5541-OS1	18-20	$51.95	
		5541-OS2	22	$56.95	
	Long Sleeve	541	14.5-17.5	$48.95	
		541-OS1	18-20	$53.95	
		541-OS2	22	$59.95	
Silvertan	Short Sleeve	5582	14.5-17.5	$45.95	
		5582-OS1	18-20	$51.95	
		5582-OS2	22	$56.95	
	Long Sleeve	542	14.5-17.5	$48.95	
		542-OS1	18-20	$53.95	

		542-OS2	22	$59.95	
		5586	14.5-17.5	$45.95	
	Short Sleeve	5586-OS1	18-20	$51.95	
		5586-OS2	22	$56.95	
Medium Blue		546	14.5-17.5	$48.95	
	Long Sleeve	546-OS1	18-20	$53.95	
		546-OS2	22	$59.95	
		5584	14.5-17.5	$45.95	
	Short Sleeve	5584-OS1	18-20	$51.95	
		5584-OS2	22	$56.95	
Navy		544	14.5-17.5	$48.95	
	Long Sleeve	544-OS1	18-20	$53.95	
		544-OS2	22	$59.95	
		5589	14.5-17.5	$45.95	
	Short Sleeve	5589-OS1	18-20	$51.95	
		5589-OS2	22	$56.95	
French Blue		549	14.5-17.5	$48.95	
	Long Sleeve	549-OS1	18-20	$53.95	
		549-OS2	22	$59.95	

Men's Duty Max Zipper Front

Color	Style	Lot. No.	Sizes	Cost	Buy
		Z5580	14.5-17.5	$51.95	
	Short Sleeve	Z5580-OS1	18-20	$56.95	
		Z5580-OS2	22	$62.95	
White		Z540	14.5-17.5	$53.95	
	Long Sleeve	Z540-OS1	18-20	$58.95	
		Z540-OS2	22	$64.95	
		Z5541	14.5-17.5	$51.95	
	Short Sleeve	Z5541-OS1	18-20	$56.95	
		Z5541-OS2	22	$62.95	
Grey		Z541	14.5-17.5	$53.95	
	Long Sleeve	Z541-OS1	18-20	$58.95	
		Z541-OS2	22	$64.95	
		Z5582	14.5-17.5	$51.95	
	Short Sleeve	Z5582-OS1	18-20	$56.95	
		Z5582-OS2	22	$62.95	
Silvertan		Z542	14.5-17.5	$53.95	
	Long Sleeve	Z542-OS1	18-20	$58.95	
		Z542-OS2	22	$64.95	
		Z5586	14.5-17.5	$51.95	
	Short Sleeve	Z5586-OS1	18-20	$56.95	
Medium Blue		Z5586-OS2	22	$62.95	
		Z546	14.5-17.5	$53.95	

Navy	Long Sleeve	Z546-OS1	18-20	$58.95	
		Z546-OS2	22	$64.95	
	Short Sleeve	Z5584	14.5-17.5	$51.95	
		Z5584-OS1	18-20	$56.95	
		Z5584-OS2	22	$62.95	
	Long Sleeve	Z544	14.5-17.5	$53.95	
		Z544-OS1	18-20	$58.95	
		Z544-OS2	22	$64.95	
French Blue	Short Sleeve	Z5589	14.5-17.5	$51.95	
		Z5589-OS1	18-20	$56.95	
		Z5589-OS2	22	$62.95	
	Long Sleeve	Z549	14.5-17.5	$53.95	
		Z549-OS1	18-20	$58.95	
		Z549-OS2	22	$64.95	

Women's Duty Max Button Front

Color	Style	Lot No.	Sizes	Cost	Buy
White	Short Sleeve	9780	32-42	$45.95	
		9780-OS1	44-46	$51.95	
	Long Sleeve	9540	32-42	$48.95	
		9540-OS1	44-46	$53.95	
Grey	Short Sleeve	9741	32-42	$45.95	
		9741-OS1	44-46	$51.95	
	Long Sleeve	9541	32-42	$48.95	
		9541-OS1	44-46	$53.95	
Silvertan	Short Sleeve	9782	32-42	$45.95	
		9782-OS1	44-46	$51.95	
	Long Sleeve	9542	32-42	$48.95	
		9542-OS1	44-46	$53.95	
Medium Blue	Short Sleeve	9786	32-42	$45.95	
		9786-OS1	44-46	$51.95	
	Long Sleeve	9546	32-42	$48.95	
		9546-OS1	44-46	$53.95	
Navy	Short Sleeve	9784	32-42	$45.95	
		9784-OS1	44-46	$51.95	
	Long Sleeve	9544	32-42	$48.95	
		9544-OS1	44-46	$53.95	
French Blue	Short Sleeve	9789-3	32-42	$45.95	
		9789-OS1	44-46	$51.95	
	Long Sleeve	9549	32-42	$48.95	
		9549-OS1	44-46	$53.95	

Women's Duty Max Zipper Front

Color	Style	Lot No.	Sizes	Cost	Buy
	Short Sleeve	Z9780	32-42	$51.95	

		Z9780-OS1	44-46	$56.95	
White	Long Sleeve	Z9540	32-42	$53.95	
		Z9540-OS1	44-46	$58.95	
Grey	Short Sleeve	Z9741	32-42	$51.95	
		Z9741-OS1	44-46	$56.95	
	Long Sleeve	Z9541	32-42	$53.95	
		Z9541-OS1	44-46	$58.95	
Silvertan	Short Sleeve	Z9782	32-42	$51.95	
		Z9782-OS1	44-46	$56.95	
	Long Sleeve	Z9542	32-42	$53.95	
		Z9542-OS1	44-46	$58.95	
Medium Blue	Short Sleeve	Z9786	32-42	$51.95	
		Z9786-OS1	44-46	$56.95	
	Long Sleeve	Z9546	32-42	$53.95	
		Z9546-OS1	44-46	$58.95	
Navy	Short Sleeve	Z9784	32-42	$51.95	
		Z9784-OS1	44-46	$56.95	
	Long Sleeve	Z9544	32-42	$53.95	
		Z9544-OS1	44-46	$58.95	
French Blue	Short Sleeve	Z9789	32-42	$51.95	
		Z9789-OS1	44-46	$56.95	
	Long Sleeve	Z9549	32-42	$53.95	
		Z9549-OS1	44-46	$58.95	

Prices subject to change without notice

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt., Academics

VENDOR SELECTION METHOD:

- ☐ RFP/Bid
- ☐ Sole Source
- ☐ Contract Renewal
- ☒ Membership

Previous Bd. Res. #:

Agenda Item: 10-14-10-12
Information: ☐
Conference: ☐
Action: ☐

SUBJECT:
To ratify approval of the membership fees for AdvancED Education – North Central Accreditation for the secondary schools for the 2010/2011 school year in an amount not to exceed $8,125.00.

BACKGROUND:
North Central accreditation (membership) fees provide SLPS with local support for accreditation through state/regional office as well as international leadership. Specifically, fees help to pay the costs associated with on-site external review visits, customized technical assistance, professional development and access to higher education programs and scholarships for students.

CSIP: Goal #1 Performance **Row:** 5 **MSIP:** 9.1.2

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

Fund Source: 110-2325-802-00-110-6381	GOB	**Requisition #:** 10120180
Amount: $8,125.00		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $ 8,125.00	☐ **Pending Funding Availability**	**Vendor #:** 600014241

Department: Academics

Requestor: Dan Edwards

Dr. Carlinda Purcell, Dep. Supt.-Academics

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Reviewed by Budget: _____

Advance Education, Inc.
P.O. Box 933823
Atlanta, GA 31193-3823

Tax ID: 20-8613765
Phone: 404-679-4502
877-679-4502

ADVANCED
Advancing Excellence in Education Worldwide

INVOICE

Customer No.	69117
Master Invoice Number	69117-041510
Invoice Date	04/15/10
Due Date	07/31/10

8

Saint Louis Public School
DR. DAN EDWARDS
801 N 11TH ST
SAINT LOUIS MO 63101-1015

Invoice Total $ 8,125.00

Invoice No.	Description			Total Price
IS-108522	ACCREDITATION FEES 10-11	15504	Beaumont High School	625.00
IS-108524	ACCREDITATION FEES 10-11	15506	Central Visual & Performing Arts	625.00
IS-108526	ACCREDITATION FEES 10-11	15511	Cleveland Jr. Naval Academy	625.00
IS-108532	ACCREDITATION FEES 10-11	15531	Roosevelt High School	625.00
IS-108538	ACCREDITATION FEES 10-11	15542	Sumner High School	625.00
IS-108540	ACCREDITATION FEES 10-11	15544	Vashon High School	625.00
IS-108607	ACCREDITATION FEES 10-11	216982	Northwest Academy	625.00
IS-108608	ACCREDITATION FEES 10-11	216993	Carnahan High School of the Future	625.00
IS-108609	ACCREDITATION FEES 10-11	216994	Clyde C. Miller Academy	625.00
IS-108610	ACCREDITATION FEES 10-11	216995	Gateway Institute of Technology	625.00
IS-108671	ACCREDITATION FEES 10-11	224564	McKinley Classical Leadership Academy	625.00
IS-108694	ACCREDITATION FEES 10-11	45188	Soldan International Studies High Sch	625.00
IS-108695	ACCREDITATION FEES 10-11	45193	Metro High School	625.00

Invoice Total 8,125.00

This invoice is for your SACS CASI/NCA CASI/ AdvancED 2010/2011 accreditation fees. These fees are non-refundable. Failure to pay will result in loss of accreditation. SACS CASI and NCA CASI are divisions of AdvancED.

RETURN THIS PORTION WITH YOUR PAYMENT

Saint Louis Public School
Dr. Dan Edwards
801 N. 11th Street
St. Louis, MO 63101-1401

Send Remittance to:

Advance Education, Inc.
P.O. Box 933823
Atlanta, GA 31193-3823

INVOICE

Customer No.	69117
Master Invoice Number	69117-041510
Invoice Date	04/15/10
Due Date	07/31/10

Invoice Total $ 8,125.00

9338230691170415103008125008

Approved –
Carlinda Purcell
4/12/10

NCA CASI, SACS CASI, and AdvancED Accreditation Fees for 2010-11

Enclosed, please find your annual accreditation fee invoice for the 2010-11 school year. As you may know, we send the invoice in the spring each year for the upcoming year's fees. This timing gives you flexibility with regard to the budget year of payment and assists with planning expenses for the coming year. Payment is due July 31, 2010.

Your accreditation fees enable us to provide you with local support for accreditation through your state/regional office as well as international leadership and representation through AdvancED, the parent organization for NCA CASI and SACS CASI. Specifically, your fees help pay the costs associated with on-site external review visits, customized technical assistance, web-based reporting, professional development, publications, and tools that support you in your efforts to continuously improve.

We are happy to report that our 2010-11 accreditation fee schedule is the same as for this year. AdvancED's accreditation fees remain among the lowest in the country among regional accrediting associations and other major private accrediting associations, and we believe our low fees and industry-leading accreditation standards and service represent an outstanding value.

Questions & Answers

Who is AdvancED? AdvancED accredits public and private schools across the United States and around the world through the accreditation divisions of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). For more information about AdvancED, please visit us at www.advanc-ed.org.

Why am I receiving this invoice? The enclosed invoice is for your annual accreditation fees for the 2010-11 school year. All applicant, candidate, and accredited institutions pay annual accreditation fees to cover the costs of services and support associated with the accreditation process.

What are the benefits of accreditation? The benefits of accreditation are many, including: an external mark of quality, transferability of credits for students crossing state and national lines, access to higher education programs and scholarships for students, school and district improvement services, support in achieving governmental requirements, quality feedback aimed at helping you improve, access to a wide range of improvement resources and professional development, and information on best practices. Through AdvancED, your accreditation connects you with a network of 27,000 schools that are dedicated to continuous improvement.

Who can I contact for more information? For questions regarding the enclosed invoice, please contact Alysia Gradney (agradney@advanc-ed.org) at 404-679-4502 or toll-free at 877-679-4502. You can also fax any questions to us at 770-346-9266.

Thank you again for your commitment to accreditation and for all you do to advance the quality of education. We look forward to serving you in the 2010-11 school year.

Form **W-9**
(Rev. October 2007)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give form to the requester. Do not send to the IRS.

Print or type See Specific Instructions on page 2.

Name (as shown on your income tax return)
Advance Education, Inc.

Business name, if different from above
AdvancED

Check appropriate box: ☐ Individual/Sole proprietor ☑ Corporation ☐ Partnership
☐ Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶
☐ Other (see instructions) ▶

☐ Exempt payee

Address (number, street, and apt. or suite no.)
2520 Northwinds Parkway Suite 600

Requester's name and address (optional)

City, state, and ZIP code
Alpharetta, GA 30009

List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number
: :

or

Employer identification number
20 : 8613765

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here | **Signature of U.S. person ▶** Monty K Allen **Date ▶**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),

2. Certify that you are not subject to backup withholding, or

3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

[ ]	RFP/Bid _____
[ ]	Sole Source
[ ]	Contract Renewal *Previous Bd. Res. #* _____
[X]	Membership

Agenda Item:	[ ]	10-14-10-13
Information:	[ ]	
Conference:	[ ]	
Action:	[X]	

SUBJECT:

To ratify the approval of the membership with the International Baccalaureate Organization (IB) for Metro Academic and Classical High School for the 2010-2011 school year at a cost not to exceed $10,000.

BACKGROUND:

The International Baccalaureate Diploma Program prepares students for university education by balancing subject breadth and depth, fostering understanding of the interrelationship of knowledge across disciplines, and assessing student learning through multiple formats, including rigorous externally moderated exams with published global standards. On successful completion of the two-year program students are eligible for admission to universities throughout the world, are able to earn up to a full year of advanced placement in college and are the recipients of numerous scholarships specifically for IB students. The program emphasizes the development of the whole student—physically, intellectually, emotionally and ethically; it aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

CSIP:	**Goal #**	SLPS Goal #1 - Performance	**Row #**	5			**MSIP:**	9.1.2

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: 110 - 1177 - 6381 - 156 - FL GOB **Amount:** $ 10,000.00	**Requisition #:** 10120194
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ 10,000.00 [ ] **Pending Funding Availability**	**Vendor #:** 600006330

Department: Metro Academic & Classical HS

Requestor: Wilfred Moore

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Carlinda Purcell, Dep. Supt. - Academics

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

International Baccalaureate Organization
Finance department
475 Riverside Drive, Suite 240
New York NY 10115 USA

☎ 1 212 696-4464
1 212 481-9708
ibabilling@ibo.org

Sales invoice
Facture
Factura

Judith Gainer
Metro Academic & Classical High School
4015 McPherson Avenue
St Louis
MO 63108
United States

Invoice number Numéro de facture Número de factura	10215949
Invoice date Date de la facture Fecha de al factura	04-JUN-10
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: 01/09/10 - 31/08/11 (2011; ; ;)	1	10000.00	10000.00

9/1/2010 — 8/31/2011

Payment due by
Paiement échu près
Pago debido cerca **01-SEP-10**

Payment Due
Paiement du **USD** **10,000.00**
A pagar

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

Please send a copy of this invoice with your payment
Veuillez joindre une copie de cette facture a votre paiement
Se ruega adjuntar a su pago una copia de esta factura

14

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

	RFP/Bid	_____
	Sole Source	
	Contract Renewal *Previous Bd. Res. #*	_____
X	Agency Partnership	

Agenda Item:		10-14-10-14
Information:		
Conference:		
Action:	X	

SUBJECT:

To ratify the Agency Agreement with the Urban League Head Start Program to provide the framework for the cooperative efforts between the Urban League Head Start Program and SLPS. The program will be for the period July 1, 2010 to June 30, 2011 and there will be no cost to the District.

BACKGROUND:

The Head Start Program will help maximize the use of available local resources in providing special education programs and related services to identified young children with disabilities and their families.

CSIP: **Goal #** SLPS Goal #2 - Process and Performance **Row #** 133 **MSIP:** 7.1.2

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ -	**Pending Funding Availability** **Vendor #:**

Department: Assoc. Sup. for Elementary Schools

Requestor: Paula Knight

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Carlinda Purcell

Dr. Carlinda Purcell, Dep. Supt. - Academics

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

Urban League
of Metropolitan St. Louis, Inc.
Empowering Communities. Changing Lives.

August 16, 2010

Paula Knight
Associate Superintendent
Elementary School
Saint Louis Public School
801 N. Eleventh Street
Saint Louis, Missouri 63101

Dear Ms Knight:

Enclosed is a copy of the proposed **Memorandum of Understanding** involving the St. Louis Public Schools and the Urban League Head Start Concerning Head Start and Early Childhood Special Education (Part B and IDEA) for your review.

As part of the Head Start regulations a written Memorandum of Understanding is needed for the services that are already being provided by the St. Louis Public Schools. I am requesting that the necessary signatures with dates be secured and the document be returned to us as soon as possible if you are in agreement. A copy with all signatures will be forwarded to you.

I you have any concerns; please do not hesitate to call James A. Smith or me at (314) 867-9100. I look forward to hearing from you.

Sincerely,

Seretha Curry

Dr. Seretha Curry, Director
Urban League Head Start

Cc James A. Smith

Memorandum of Understanding
Involving
The St. Louis Public Schools
And
The Urban League Head Start
Concerning
Head Start and Early Childhood Special Education (Part B of IDEA)

Purpose

The purpose of this Memorandum of Understanding is to facilitate communication and coordination between the St. Louis Public Schools and the Urban League of Metropolitan St. Louis' Head Start Program (Urban League Head Start). This agreement is guided by the Head Start Program Performance Standards (45-CFR Parts-1301-1306, 1308), Individuals with Disabilities Education Act (IDEA), the State Regulations implementing Part B of the IDEA, Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). This document is not intended to create any new binding requirements for the St. Louis Public Schools and the Urban League Head Start program. This document reflects current legislative and regulatory requirements as well as recommended practices. It is the expectation that the Urban League Head Start and the St. Louis Public Schools will use this document as a guide to create local collaboration responsive to the needs of the St. Louis community.

While this document addresses issues related to children with disabilities and their families, the participants in this agreement are committed to promoting integration of all early childhood programs and resources that address the needs of all young children in the City of St. Louis, MO. Examples include, but are not limited to: Missouri Preschool Project programs, Parents as Teachers, Even Start, Title I Preschools. Child Care Block Grant programs, Migrant and Homeless programs, etc.

Objectives

The objectives of this Memorandum of Understanding are:

- To provide a framework for the development of interagency agreements and cooperative efforts between the Urban League Head Start Program and the St. Louis Public Schools.
- To maximize the use of available local resources in providing special education programs and related services to young children with disabilities and their families in the City of St. Louis.
- To ensure coordination of services to children with disabilities served by the Urban League Head Start and the St. Louis Public Schools.
- To clarify roles and responsibilities of the St. Louis Public Schools (LEA), Urban League Head Start Program, and families.
- To provide information to St. Louis Public Schools' administrators and program staff in about Head Start's Performance Standards regarding services and responsibilities for children with disabilities.

- To provide information to Head Start administrators and program staff about LEA services and responsibilities for children with disabilities under IDEA, state law, and regulations.
- To provide opportunities for local Head Start program and LEA staff to discuss mutual accomplishments and concerns.
- To encourage and support collaboration among Head Start Programs and State agencies in the further development of high quality early childhood and parent education services citywide.

Agency Mandates

Urban League Head Start (HS)

To recruit and enroll children with disabilities in accordance with Head Start Performance Standard 1305.6(c) which states "At least 10 percent of the total Number of enrollment opportunities in each grantee and each delegate agency during an enrollment year must be made available to children with disabilities..."

Local Education Agency (LEA)

To identify children with disabilities age birth to twenty-one and provide special education and related services to all children with disabilities ages 3 to 21 in compliance with IDEA, the Missouri State Regulations implementing Special Education, and the LEA Compliance Plan.

Confidentiality/Release of Information-Family Educational Rights and Privacy Act of 1974 (FERPA): School districts and Head Start programs shall obtain written consent of the parent before disclosing personally identifiable information from the education records of a child. The written consent must be signed and dated by the parent and shall include the following; a) a specification of the records to be disclosed, b) the purpose of the disclosure, and c) the party or parties to whom the disclosure may be made. Part B of IDEA provides for the parent's right to revoke consent at any time.

AGENCY RESPONSIBILITIES AND RECOMMENDED PRACTICES

IDENTIFICATION OF CHILDREN WITH DISABILITIES

Head Start

To screen all Head Start enrolled children with a developmental screen within 45 calendar days after the start of Head Start services. Screening provides information in the following areas:

- Visual/Motor
- Language
- Cognition
- Gross Motor/Body Awareness
- Social/Emotional
- Complete Physical Including:
  a. Vision Testing
  b. Hearing Testing

To share screening information with LEA staff for those children referred by the Urban League Head Start to LEA according to Head Start Performance Standards.

To review all previous screening and evaluation data when receiving referrals from LEA.

LEA

State law requires districts to annually assist in Child Find by publicizing the school's responsibility for providing special education for eligible children 3-21 and conducting an annual census of children birth to 21 suspected of having disability.

Every school district offers Parents as Teachers services, and one of the functions of Parents as Teachers is conducting screenings for children age one to five. Screening may be conducted earlier than age one if there is a developmental concern.

Upon obtaining parent permission, screening results for children referred by or enrolled in Head Start Program will be shared with Head Start staff.

Area of Collaboration

Each agency will meet their responsibility for screening through a collaborative effort, not duplicating services, and sharing information with the parent/guardian written permission.

REFERRAL FOR EVALUATION

Urban League Head Start

To refer a child to the LEA for evaluation as soon as the need is evident, starting as early as the child's third birthday with written permission of the parent/guardian of the child.

To share screening information with LEA staff for those children referred by HS to LEA according to HS Performance Standards.

To provide HS staff with information regarding IDEA Procedural Safeguards.

LEA

To inform parents of their rights (Procedural Safeguards) when their children are referred to ECSE for evaluation. The IDEA provides families with certain rights for obtaining and continuing services for children with disabilities. Procedural Safeguards cover the following areas:

- Written Notice and Consent
- Independent Educational Evaluation
- Access to Records
- Confidentiality of Information
- Destruction of Records
- Parent Participation
- Disciplinary Actions
- Limitation on Reimbursement for Private School Placement
- Due Process Procedures/Admin Hearing Rights
- Child Complaints
- Attorney's Fees

To make available information about these procedural safeguards to local Head Start Programs.

Obtain the parent's written consent for release of information and records for children enrolled in HS prior to initiation of the evaluation if Head Start's referral form does not cover this.

To review referral information form Head Start to determine if an evaluation is warranted.

To provide the parent/guardian with a notice of action refused when the LEA determines evaluation is not warranted.

Area of Collaboration

Data on instructional strategies and teacher's observation of the child's performance while in Head Start can be used by the LEA to assist with decisions related to evaluation. Head Start and the LEA will collaborate and establish referral procedures. Head Start can help the parent understand the special education process and help the parent make a referral. A common release of information form will be used which clearly indicates the parent's wishes to request an evaluation by the school district. The Urban League Head Start and LEA will collaborate to assist families in understanding IDEA Procedural Safeguards.

EVALUATION

Head Start

To ensure that a comprehensive multi-disciplinary evaluation is made available to all Head Start children suspected of having a disability.

To assist the family in obtaining the necessary services within the time frame specified in the Head Start regulations.

To share information and records with the local school district.

To participate with the local school district at the request of the family in the comprehensive assessment process.

To assist the family in keeping evaluation appointments with the LEA.

LEA

With the input of the parent, to review existing information to determine if there is sufficient data to determine:

- Whether the child has a particular category of disability
- Present levels of performance and educational needs of the child
- Whether the child needs special education and related services

To provide notice of intent to evaluate prior to determining eligibility if no additional assessment is needed and to obtain written consent of the parent prior to conducting any necessary tests or other assessment instruments.

To conduct or obtain necessary assessments for all preschool children suspected of having a disability.

To notify the parent of the eligibility staffing early enough to ensure an opportunity to participate.

To involve the Urban League Head Start in the evaluation process including, but not limited to notifying Head Start of scheduled assessment dates, times and places, reviewing evaluation information and records provided by Head Start, sharing evaluation information with parent's permission, and observing in the Urban League Head Start classroom.

Area of Collaboration

Observation may be a part of the evaluation process for the LEA. The Urban League Head Start site provides an appropriate environment for observation and possibly other assessments. The LEA will include Urban League Head Start in the eligibility staffing with the parent's permission.

ELIGIBILITY DETERMINATION

Head Start

To participate in the LEA's eligibility staffing for those children enrolled in the Urban League Head Start program.

When the parent has received a notice of action refused because the LEA does not plan to evaluate, Head Start may convene a multi-disciplinary team, including the family, for an evaluation. An LEA representative will be invited to participate. This team studies the results of the Head Start evaluations and determines that the child is or is not in need of special education/related services. A child whom Head Start determines is in need of special education/related services are designated as a child with a disability under Head Start regulations and a Head Start IEP is developed.

To inform the family of differences in Head Start and LEA eligibility criteria for services.

LEA

To write an evaluation report, synthesizing information about the child. Information from Head Start, the parent, and other outside sources will be considered by the LEA evaluation team for possible inclusion in the evaluation report. This report will specify the child's eligibility or ineligibility for early childhood special education services. Eligibility is based on criteria referenced in Missouri's State Plan for Part B of the Individuals with Disabilities Education Act.

To include the parent, and with parent's consent, invite Urban League Head start to participate in the meeting to determine eligibility.

For those children enrolled in Head Start, with parent consent, to notify Head Start in writing of eligibility determination by providing them a copy of the child's evaluation report.

To schedule an IEP meeting and provide notification to the parent of this meeting when the child is determined eligible for early childhood special education. The parent shall be notified that they and the district may invite other people with knowledge or special expertise about their child to the meeting.

Area of Collaboration

Head Start and LEA staff should be cross-trained so they understand their respective eligibility requirements and can explain the differences to families. Head Start and the LEA will work collaboratively to help ensure that the parents attend the eligibility staffing.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Head Start

To participate with the parents in the IEP process for children who have been referred to and evaluated by the LEA, or children whose services may be shared by the LEA and Urban League Head Start.

When an LEA IEP is developed and the child is in Head Start, appropriate goals and objectives/benchmarks will be implemented in Head Start daily activities. Head Start will document the progress and share this information with the LEA.

A Head Start IEP meeting will be convened for a child who is determined to have a disability under Head Start criteria, but is ineligible for special education services through the LEA. The LEA will be invited to participate.

Head Start is responsible for the provision of related services to children with disabilities as defined in the Head Start IEP.

LEA

With parental consent, the LEA will invite Head Start staff to participate in IEP meetings for ECSE eligible children who are enrolled in Head Start.

To develop with the IEP team an IEP for each child who meets the eligibility criteria as established by Missouri State Regulations for Part B of IDEA. For children enrolled in Head Start, information received from Head Start shall be reviewed by the IEP team for possible inclusion in the child's IEP, and for all subsequent reviews.

To provide a copy of the IEP to the parent.

With parental consent to share with Head Start a copy of the IEP developed by the LEA.

To document and share progress on goals and objectives/benchmarks with Head Start on children enrolled in Head Start and self-contained Early Childhood programs.

Area of Collaboration

The child's family is a required member of the IEP team under IDEA and Head Start Performance Standards. Head Start and the LEA will include the family in planning for their child's IEP. The information contributed by the family will be instrumental in developing goals and objectives for the child and in determining the most appropriate placement in which those services can be delivered. LEAs are responsible for implementation of the IEP for children eligible under the Missouri State Regulations implementing Part B, and any revisions to the document are the responsibilities of the LEA IEP team. Head Start is not required to develop a separate. Effective collaboration will alleviate the need for two IEPs for children who are dually enrolled.

The LEA and Head Start will work collaboratively implementing the IEP and documenting the progress on goals/benchmarks of the IEP. LEA special education and related services staff will provide direct services to the child and/or consultation to Head Start as determined by the IEP team to implement strategies which will help the child meet the goals and objectives/benchmarks.

The Head Start teacher may fulfill the required role of regular education teacher in the child's IEP.

PLACEMENT

Head Start

The Head Start Performance Standards [45CFR § 1308.5 (c)] state that: "A grantee must not deny placement on the basis of a disability or its severity to any child when:

1) The family wishes to enroll the child,
2) The child meets the Head Start age and income eligibility criteria,
3) Head Start is an appropriate placement according to the child's IEP, and
4) The program has space to enroll more children, even though the program has made ten percent of its enrollment opportunities available to children with disabilities. In that case, children who have a disability and non-disabled children would compete for the available enrollment opportunities."

LEA

To provide special education and related services based on the IEP goals and objectives/benchmarks in the least restrictive environment (LRE) to children who meet the ECSE eligibility criteria for special education services. As part of the IEP team, parents participate in placement decisions.

To consider delivering services in an early childhood setting, designed primarily for children without disabilities i.e. Head Start.

To obtain written consent of the parent prior to initial placement and provision of service.

Areas of Collaboration

When enrollment in the Urban League Head Start program is being considered for a child with disabilities, consultation between the LEA representative and the Urban League Head Start program representative will take place to discuss if the Head Start program is appropriate and a funded slot is available. Special education and related services provided by the LEA should be delivered at the Head Start site whenever appropriate. To include the Urban League Head Start Center located at 8964 Jennings Station Road which is less than .5 miles from the city limit. The Urban League Head Start Program will provide appropriate accommodation for LEA staff at this facility as required.

FAMILY INVOLVEMENT

Head Start

To provide families with information, training and skills to advocate successfully for their child with disabilities.

Urban League Head Start will share with parent information about parent educational opportunities in the community.

LEA

To report to parents on the child's progress toward achieving annual goals at least as frequently as for children without disabilities in the school.

Area of Collaboration

The Urban League Head Start and the LEA will collaborate to make certain that the family is present at IEP meetings and is given an opportunity to participate. LEA will share information with the Urban League Head Start regarding parent education opportunities that their families could participate in.

STAFF DEVELOPMENT

Head Start

To schedule ongoing in-service training and technical support for staff, in order to increase their knowledge and skills in identifying and successfully integrating children with disabilities.

LEA

To assess the needs of LEA staff in the planning and implementation of staff development activities for personnel working with children with disabilities.

Area of Collaboration

The Urban League Head Start and the LEA will work together to develop a plan for training opportunities to meet their mutual needs. They will share information i.e. Center for Innovations in Special Education (CISE) Newsletter, National Head Start Bulletin, Quality Improvement Center for Disability resources, and statewide training opportunities.

TRANSITION

Head Start

To develop and implement a system to ensure smooth and effective transitions from Head Start to LEA services.

LEA

To meet with the Head Start staff for the purpose of transition planning for children with disabilities.

To develop and implement a system to ensure smooth transitions from Head Start to LEA services.

Area of Collaboration

Urban League Head Start and the LEA will develop a system to ensure transfer of information between agencies about children who will be leaving Head Start. This information should include, but is not limited to, health records, data on diagnosed disabilities, developmental status, and social services received. The Urban League Head Start and LEA will also work together to develop a plan for ensuring uninterrupted services and access to needed services.

DATA

Head Start

To report to the Administration for Children, Youth and Families (ACYF) the number of children with disabilities served on the annual Program Information Report (PIR). By December 1 of each year, Head Start will report to the LEA the number of children under a LEA IEP, not Head Start only IEP. Head Start will provide additional information when requested to assist the LEA in their planning.

LEA

To complete required state and federal reports.

FISCAL

Head Start

Urban League Head Start is committed to fiscal support to ensure that services needed by children with disabilities will be provided in full, either directly or by a combination of Head Start funds and other resources.

LEA

Under IDEA, the LEA is responsible for ensuring the identification, evaluation, and provision of a free appropriate public education for all children ages 3-21 found to be in need of special education and related services.

The LEA is responsible for ensuring that these services are provided, in accordance with the provisions of the IEP but may not be required to pay for these services.

The LEA is responsible for ensuring that these services are provided, in accordance with the provisions of the IEP but may not be required to pay for these services in every situation.

The LEA will complete all required paperwork related to the LEA ECSE budget and other data reports to obtain funding for appropriate special education and related services for children eligible for ECSE.

Area of Collaboration

LEA and the Urban League Head Start are encouraged to share resources to ensure that eligible children receive appropriate services. In some cases Head Start may be able to assist with related services, such as transportation, paraprofessional support, etc. Specific fiscal responsibilities between the LEA and Head Start should be discussed as part of the process of the process of developing the local agreement.

REVIEW OF ADDEMDIUM INFORMATION

Unless representatives of the Urban League Head Start and the St. Louis Public Schools notify the other party that there is a need for revisions, or the desire to end the agreement, this agreement will be automatically renewed, as written, on an annual basis. Notification shall be provided at least 30 days prior to the annual renewal date, in the event of a proposed revision or cancellation.

Seretha Curry, Ed. D
Director
Urban League Head Start

Paula Knight
Associate Superintendent
Elementary School
St. Louis Public Schools

James A. Smith
Disabilities/Mental Health Coordinator
Urban League Head Start

Sheryl Davenport, Ed. D.
Executive Director
Early Childhood & Special Services
St. Louis Public Schools

Kelvin Adams, PhD.
Superintendent
St. Louis Public Schools

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SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

	RFP/Bid		Agenda Item:	10-14-10-15
	Sole Source		Information:	
	Contract Renewal *Previous Bd. Res. #*		Conference:	
X	Agency Partnership		Action:	X

SUBJECT:

To approve the Agency Agreement with Bridgeway Behavioral Health to provide a mandatory six-week in-school program with Alternative Education Students at Innovative Concept Academy to identify risk and protective factors in education and treatment intervention. The program will be for the period October 15, 2010 to June 30, 2011 and there will be no cost to the District.

BACKGROUND:

The program provided by Bridgeway Behavioral Health will be at Innovative Concept Academy and will be funded through the Mental Health Board. The program will include in-school didactic substance abuse counseling, individual and group counseling, elective family education and counseling when requested.

CSIP:	Goal #	SLPS Goal #3 - Resource	Row #	145			MSIP:	6.9.4

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ -	**Pending Funding Availability** / **Vendor #:**

Department: Parent & Student Engagement

Requestor: Debra Falkiner

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Carlinda Purcell

Dr. Carlinda Purcell, Dep. Supt. - Academics

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

AGENCY AGREEMENT
BETWEEN
St. Louis Public School SLPS
AND
BRIDGEWAY BEHAVIORAL HEALTH

THIS AGENCY AGREEMENT ("Agreement") is made and entered into as of the 16 day of August, 2010 by and between the St. Louis Public School SLPS ("SLPS"), a school SLPS organized and existing under the laws of the state of Missouri and Bridgeway Behavioral Health ("Agency"), a not-for profit corporation organized and existing under the laws of the state of Missouri. The taxpayer identification number, address, contact person, and telephone number for the Agency is as follows:

Taxpayer Identification Number: 43-1150435

Address: 1570 S. Main Street, St. Charles, MO 63303

Contact Person: Michael Morrison, CEO

Telephone Number: 636-757-2220

WHEREAS, the SLPS desires to [retain the services] proposed by the Agency and the Agency represents and warrants to the SLPS that the Agency has the requisite expertise and resources to perform its obligations under this Agreement.

THE SLPS and the Agency agree to the terms and conditions set forth below and in accompanying Exhibits, if any, attached hereto and incorporated herein. The Agency's proposal for services or like document is attached and is considered an Exhibit.

Article 1. SCOPE OF SERVICES

The Agency agrees to provide and fully execute the following services as outlined below and as further detailed in any Exhibits.

Bridgeway Behavioral Health will provide a mandatory six-week in-school program with Alternative Education students to identify risk and protective factors in education and treatment intervention, and will provide:

- In-school didactic substance abuse counseling
- Individual and group counseling
- Elective family education, and counseling when requested
- Teacher/Educator support
- Submit student data quarterly, in conjunction with grading periods, to reflect:
  - Number of students participating in the program
  - Number of students successfully completing the program
  - Level of parental participation/involvement
  - Demographic information on student participation (grades, age, gender, etc)
  - Three-month follow-up reflecting abstinence, school/family relations

Article 2. LOCATION OF SERVICES

The Agency will provide the services described above at the following location.

Site: Innovative Concept Academy

Address: 1927 Cass Avenue, St. Louis, MO 63106

Contact Person: Jeff Rhoderick

Telephone Number: 314-361-0571 extension 13

The SLPS's contact person hereunder is Michael McCrory, Principal at 314-231-7738, school or 314-704-6635, cell and Joli Baker, Juvenile Court Contact, at 314-522-2536.

Article 3. TERM AND TERMINATION

3.1 **Term.** The term of this Agreement ("Term") shall commence on the 16 day of August 20 10 and shall be completed on the 15 day of August 2011, unless terminated earlier in accordance with the terms and conditions set forth herein.

3.2 **Termination without Cause.** This Agreement may be terminated without cause by either party by giving written notice of the intent to terminate at least thirty (30) days before the termination date set out in the notice.

3.3 **Termination with Cause.** Either party reserves the right to terminate this Agreement immediately if the other party fails to comply with any terms or conditions of this Agreement and such failure continues for five (5) days following receipt of written notice from the objecting party.

Article 4. APPROVAL CONDITIONS

4.1 **Board Approval.** It may be necessary to obtain the approval of the SLPS's Special Administrative Board for this Agreement. If so, the Agency understands and agrees that the obligations of the SLPS are conditioned upon, and subject to, such approval. The SLPS will promptly notify the Agency of the approval or disapproval of the Special Administrative Board. The Agency understands that the SLPS shall not be obligated under this Agreement prior to approval by the Special Administrative Board. In the event of non-approval, the Agreement will not become effective and neither party will have any obligations to the other party arising out of the Agreement.

4.2 **Executed Agreement.** This Agreement will not become effective unless and until an understanding is reached between the parties and the Agreement has been fully-executed. The Agency understands and agrees that the obligations of the SLPS are conditioned upon, and subject to, such execution.

Article 5. AGENCY

5.1 **Agency Status.** The parties agree the terms of this Agreement do not constitute a formation of a partnership, joint venture, employer-employee, or other relationship and no form of agency exists between the parties. The Agency represents and warrants that it is now and shall remain a separate and independent entity from the SLPS. Accordingly, no employee, contractor, subcontractor, agent, or representative ("Personnel") of the Agency shall be deemed to be the employee, contractor, subcontractor, agent, or representative of the SLPS and at no time shall any such employee, contractor, subcontractor, agent, or representative of the Agency hold himself or herself out to be an employee of the SLPS. The SLPS will not provide any retirement benefits, life insurance, vacation benefits, health benefits, or similar benefits that are afforded to permanent SLPS employees to the Personnel of the Agency. Further, the Agency will be solely responsible to train, hire, supervise, discipline, and terminate the Agency's Personnel. The Agency shall also be solely responsible for paying all invoice taxes, FICA, FUTA, and other tax liabilities for its Personnel. Finally, the Agency will be solely responsible for any acts or omissions of its Personnel and agrees to be liable consistent with the terms of Article 10.

Article 6. AGENCY'S PERSONNEL

6.1 **Control of Personnel and Work.** The Agency understands and agrees that it is solely obligated to and responsible for the selection, qualification, performance, workmanship, quality of services, licensing, and compliance with the terms and conditions hereunder for all Personnel providing services relevant to this Agreement and that it shall have sole control over the means and details of performing the services, which shall be consistent with the SLPS's intent hereunder. The Agency shall use its best efforts, care, and diligence in the administration and performance of services hereunder. The Agency ensures the SLPS that it will properly supervise all Personnel during the performance of services and/or while any Personnel is on SLPS property.

6.2 **Cooperation.** During the performance of its services, the Agency shall cooperate with the SLPS and its employees, shall not interfere with the conduct of the SLPS's business, and shall observe all SLPS policies and procedures, as well as all rules, regulations, and security requirements concerning the safety of persons and property.

6.3 **Background Checks.** All Personnel providing services under this Agreement 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.

Within three (3) days of a written request by the SLPS, the Agency agrees to provide written confirmation that the background checks on all Personnel hereunder reflected no negative findings and said Personnel passed the background checks and are, therefore, eligible to provide services under this Agreement.

6.4 **Removal of the Agency's Personnel.** The Agency understands and agrees that the SLPS shall have the exclusive oversight of any interaction with SLPS students and it shall be at the sole discretion of the SLPS to determine the appropriateness of such. If the SLPS determines that any of the Agency's Personnel is not providing satisfactory service, or if any issues of behavior or inappropriate conduct or similar concerns occur, the SLPS shall notify the Agency in writing and the Agency shall remove that individual from his/her service for SLPS.

Article 7. AGENCY'S REPRESENTATIONS AND WARRANTIES

7.1 **State Registration.** The Agency shall be properly registered with, and duly authorized by, the Missouri Secretary of State, as well as the proper state authority in its domicile state if other than Missouri, to perform services under this Agreement.

7.2 **Non-Discrimination.** During the performance of the Agency's obligations under this Agreement, the Agency agrees that it will not discriminate against any person on the basis of religion, color, ethnic group identification, sex, sexual orientation, age, physical or mental disability, or other protected class status.

7.3 **Compliance with Laws.** During the performance of the Agency's obligations under this Agreement, the Agency agrees to conduct its activities hereunder in strict compliance with all applicable federal, state, and local laws, as well as the policies and procedures of the SLPS.

Article 8. CONFIDENTIALITY

8.1 **SLPS Information.** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information relating to ideas, strategies, plans, purposes, and/or agendas that the SLPS may seek to advance. Any reports and information given to or generated by the Agency hereunder, as well as the terms and conditions of this Agreement, shall also be considered confidential information. Both during the term of this Agreement 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 covenants and agrees it will not knowingly use, directly or indirectly, for its own benefit, or for the benefit of another, any of the confidential information, but instead will use such information only for the purposes contemplated hereunder. Further, the Agency covenants and agrees that it 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. In no event, shall the Agency be deemed a spokesman for the SLPS in any manner for the purpose of disseminating any information hereunder.

8.2 **Student Information.** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students. Both during the term of this Agreement 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 covenants and agrees it will not knowingly use, directly or indirectly, for its own benefit, or for the benefit of another, any of said confidential information, but instead will use said information only for the purposes contemplated hereunder. Further, the Agency covenants and agrees that it 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. Finally, the Agency covenants and agrees that any access to the confidential information of any student shall be in compliance with the Family Education Rights and Privacy Act ("FERPA").

8.3 **Student Education/Medical Records.** The Agency acknowledges that it shall now, and in the future may, have access to and contact with the education and/or medical records of students. Both during the term of this Agreement 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 covenants and agrees it will not knowingly use, directly or indirectly, for its own benefit, or for the benefit of another, any of said confidential information, but instead will use said information only for the purposes contemplated hereunder. Further, the Agency covenants and agrees that it 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. Finally, the Agency covenants and agrees that any access to the education records of any student shall be in compliance with FERPA and any access to the medical records of any student shall be in compliance with the Health Insurance Portability and Accountability Act of 1996.

Article 9. INSURANCE

9.1 **Workers' Compensation.** The Agency agrees to maintain and pay for workers' compensation insurance and employer's liability throughout the term of this Agreement for its employees in amounts as required under any workers' compensation or similar law in the jurisdiction where the above referenced services are performed.

9.2 **No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided or available to any of the parties under applicable state governmental immunities law.

Article 10. LIABILITY RESPONSIBILITY

10.1 **Liability.** Each party to this Agreement 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 Agreement shall be construed as an indemnification by one party of 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 Agreement. 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 Agreement shall be determined according to applicable law.

10.2 **No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided or available to any of the parties under applicable state governmental immunities law.

Article 11. GENERAL

11.1 **Successors and Assignments.** The Agency and its partners, successors, executors, administrators, and representatives are bound to the SLPS in respect to all terms, covenants, agreements, and obligations hereunder. This Agreement shall not be assigned by either party without the prior written consent of the other party. Unless specifically stated to the contrary in any written consent to an assignment, no assignment will release or discharge the assignor from any duty or responsibility under this Agreement.

11.2 **Governing Law.** This Agreement is governed by and constructed in accordance with the laws of the state of Missouri without regard to any conflict of laws provision. Any action arising under this Agreement shall be brought exclusively in the Circuit Court for the City of St. Louis, and SLPS and Agency explicitly waive any objection to venue in such court.

11.3 **Amendments.** The Agreement may be altered, amended, changed, or modified only by agreement in writing executed by a representative from the SLPS and the Agency who is authorized to so execute.

11.4 **Entire Agreement.** This Agreement and any Exhibits hereto shall constitute the entire understanding of the parties as to the subject matter hereof and supersedes all prior agreements, discussions, and correspondence pertaining to the subject matter hereof. Any preprinted terms and conditions on any order, invoice, or statement hereunder by either party will be of no force and effect. This Agreement, together with any Exhibits, may not be amended, waived, or discharged except by written document signed by both parties.

Article 12. EXHIBITS

The parties agree to the terms and conditions of this Agreement and any Exhibits attached hereto and incorporated herein by reference. The parties agree that if there are any conflicting terms and conditions between this Agreement and Agency's Proposal of Services, Service Letter, or like document, then the terms and conditions of this Agreement shall prevail.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed and do each hereby represent and warrant that their respective signatory whose signature appears below has been and is, on the day and year first written above, fully authorized by all necessary and appropriate actions to execute this Agreement.

ST. LOUIS PUBLIC SCHOOLS

By:_____

Name: DR. KELVIN ADAMS

Title: SUPERINTENDENT

Date:_____

BRIDGEWAY BEHAVIORAL HEALTH

By:_____

Name: Michael Morrison

Title: CEO/Executive Director

Date:_____

SAINT LOUIS PUBLIC SCHOOLS

Date: September 22, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

[ ]	RFP/Bid	_____
[ ]	Sole Source	
[ ]	Contract Renewal	*Previous Bd. Res. #* _____
[X]	Agency Partnership	

Agenda Item:	[ ]	10-14-10-16
Information:	[ ]	
Conference:	[ ]	
Action:	[X]	

SUBJECT:

To approve the Agency Agreement with Bridgeway Behavioral Health to provide a mandatory six-week in-school program with Alternative Education Students at Alternative Education South to identify risk and protective factors in education and treatment intervention. The program will be for the period October 15, 2010 to June 30, 2011 and there will be no cost to the District.

BACKGROUND:

The program provided by Bridgeway Behavioral Health will be at Alternative Education South and will be funded through the Mental Health Board. The program will include in-school didactic substance abuse counseling, individual and group counseling, elective family education and counseling when requested.

CSIP: **Goal #** SLPS Goal #3 - Resource **Row #** 145 **MSIP:** 6.9.4

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ - [ ] **Pending Funding Availability**	**Vendor #:**

Department: Parent & Student Engagement

Angela Banks, Interim Budget Director

Requestor: Debra Falkiner

Enos Moss, CFO/Treasurer

Carlinda Purcell

Dr. Carlinda Purcell, Dep. Supt. - Academics

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

AGENCY AGREEMENT
BETWEEN
St. Louis Public School SLPS
AND
BRIDGEWAY BEHAVIORAL HEALTH

THIS AGENCY AGREEMENT ("Agreement") is made and entered into as of the 16 day of August, 2010 by and between the St. Louis Public School SLPS ("SLPS"), a school SLPS organized and existing under the laws of the state of Missouri and Bridgeway Behavioral Health ("Agency"), a not-for profit corporation organized and existing under the laws of the state of Missouri. The taxpayer identification number, address, contact person, and telephone number for the Agency is as follows:

Taxpayer Identification Number: 43-1150435

Address: 1570 S. Main Street, St. Charles, MO 63303

Contact Person: Michael Morrison, CEO

Telephone Number: 636-757-2220

WHEREAS, the SLPS desires to [retain the services] proposed by the Agency and the Agency represents and warrants to the SLPS that the Agency has the requisite expertise and resources to perform its obligations under this Agreement.

THE SLPS and the Agency agree to the terms and conditions set forth below and in accompanying Exhibits, if any, attached hereto and incorporated herein. The Agency's proposal for services or like document is attached and is considered an Exhibit.

Article 1. SCOPE OF SERVICES

The Agency agrees to provide and fully execute the following services as outlined below and as further detailed in any Exhibits.

Bridgeway Behavioral Health will provide a mandatory six-week in-school program with Alternative Education students to identify risk and protective factors in education and treatment intervention, and will provide:

- In-school didactic substance abuse counseling
- Individual and group counseling
- Elective family education, and counseling when requested
- Teacher/Educator support
- Submit student data quarterly, in conjunction with grading periods, to reflect:
  - Number of students participating in the program
  - Number of students successfully completing the program
  - Level of parental participation/involvement
  - Demographic information on student participation (grades, age, gender, etc)
  - Three-month follow-up reflecting abstinence, school/family relations

Article 2. LOCATION OF SERVICES

The Agency will provide the services described above at the following location.

Site: Stevens Middle School

Address: 1033 Whittier, St. Louis, MO 63113

Contact Person: Jeff Rhoderick

Telephone Number: 314-361-0571 extension 13

The SLPS's contact person hereunder is Currey Cunningham, Principal at 314-652-9803, school or 314-393-5888, cell.

Article 3. TERM AND TERMINATION

3.1 **Term.** The term of this Agreement ("Term") shall commence on the 16 day of August 20 10 and shall be completed on the 15 day of August 2011, unless terminated earlier in accordance with the terms and conditions set forth herein.

3.2 **Termination without Cause.** This Agreement may be terminated without cause by either party by giving written notice of the intent to terminate at least thirty (30) days before the termination date set out in the notice.

3.3 **Termination with Cause.** Either party reserves the right to terminate this Agreement immediately if the other party fails to comply with any terms or conditions of this Agreement and such failure continues for five (5) days following receipt of written notice from the objecting party.

Article 4. APPROVAL CONDITIONS

4.1 **Board Approval.** It may be necessary to obtain the approval of the SLPS's Special Administrative Board for this Agreement. If so, the Agency understands and agrees that the obligations of the SLPS are conditioned upon, and subject to, such approval. The SLPS will promptly notify the Agency of the approval or disapproval of the Special Administrative Board. The Agency understands that the SLPS shall not be obligated under this Agreement prior to approval by the Special Administrative Board. In the event of non-approval, the Agreement will not become effective and neither party will have any obligations to the other party arising out of the Agreement.

4.2 **Executed Agreement.** This Agreement will not become effective unless and until an understanding is reached between the parties and the Agreement has been fully-executed. The Agency understands and agrees that the obligations of the SLPS are conditioned upon, and subject to, such execution.

Article 5. AGENCY

5.1 **Agency Status.** The parties agree the terms of this Agreement do not constitute a formation of a partnership, joint venture, employer-employee, or other relationship and no form of agency exists between the parties. The Agency represents and warrants that it is now and shall remain a separate and independent entity from the SLPS. Accordingly, no employee, contractor, subcontractor, agent, or representative ("Personnel") of the Agency shall be deemed to be the employee, contractor, subcontractor, agent, or representative of the SLPS and at no time shall any such employee, contractor, subcontractor, agent, or representative of the Agency hold himself or herself out to be an employee of the SLPS. The SLPS will not provide any retirement benefits, life insurance, vacation benefits, health benefits, or similar benefits that are afforded to permanent SLPS employees to the Personnel of the Agency. Further, the Agency will be solely responsible to train, hire, supervise, discipline, and terminate the Agency's Personnel. The Agency shall also be solely responsible for paying all invoice taxes, FICA, FUTA, and other tax liabilities for its Personnel. Finally, the Agency will be solely responsible for any acts or omissions of its Personnel and agrees to be liable consistent with the terms of Article 10.

Article 6. AGENCY'S PERSONNEL

6.1 **Control of Personnel and Work.** The Agency understands and agrees that it is solely obligated to and responsible for the selection, qualification, performance, workmanship, quality of services, licensing, and compliance with the terms and conditions hereunder for all Personnel providing services relevant to this Agreement and that it shall have sole control over the means and details of performing the services, which shall be consistent with the SLPS's intent hereunder. The Agency shall use its best efforts, care, and diligence in the administration and performance of services hereunder. The Agency ensures the SLPS that it will properly supervise all Personnel during the performance of services and/or while any Personnel is on SLPS property.

6.2 **Cooperation.** During the performance of its services, the Agency shall cooperate with the SLPS and its employees, shall not interfere with the conduct of the SLPS's business, and shall observe all SLPS policies and procedures, as well as all rules, regulations, and security requirements concerning the safety of persons and property.

6.3 **Background Checks.** All Personnel providing services under this Agreement 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.

Within three (3) days of a written request by the SLPS, the Agency agrees to provide written confirmation that the background checks on all Personnel hereunder reflected no negative findings and said Personnel passed the background checks and are, therefore, eligible to provide services under this Agreement.

6.4 **Removal of the Agency's Personnel.** The Agency understands and agrees that the SLPS shall have the exclusive oversight of any interaction with SLPS students and it shall be at the sole discretion of the SLPS to determine the appropriateness of such. If the SLPS determines that any of the Agency's Personnel is not providing satisfactory service, or if any issues of behavior or inappropriate conduct or similar concerns occur, the SLPS shall notify the Agency in writing and the Agency shall remove that individual from his/her service for SLPS.

Article 7. AGENCY'S REPRESENTATIONS AND WARRANTIES

7.1 **State Registration.** The Agency shall be properly registered with, and duly authorized by, the Missouri Secretary of State, as well as the proper state authority in its domicile state if other than Missouri, to perform services under this Agreement.

7.2 **Non-Discrimination.** During the performance of the Agency's obligations under this Agreement, the Agency agrees that it will not discriminate against any person on the basis of religion, color, ethnic group identification, sex, sexual orientation, age, physical or mental disability, or other protected class status.

7.3 **Compliance with Laws.** During the performance of the Agency's obligations under this Agreement, the Agency agrees to conduct its activities hereunder in strict compliance with all applicable federal, state, and local laws, as well as the policies and procedures of the SLPS.

Article 8. CONFIDENTIALITY

8.1 **SLPS Information.** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information relating to ideas, strategies, plans, purposes, and/or agendas that the SLPS may seek to advance. Any reports and information given to or generated by the Agency hereunder, as well as the terms and conditions of this Agreement, shall also be considered confidential information. Both during the term of this Agreement 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 covenants and agrees it will not knowingly use, directly or indirectly, for its own benefit, or for the benefit of another, any of the confidential information, but instead will use such information only for the purposes contemplated hereunder. Further, the Agency covenants and agrees that it 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. In no event, shall the Agency be deemed a spokesman for the SLPS in any manner for the purpose of disseminating any information hereunder.

8.2 **Student Information.** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students. Both during the term of this Agreement 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 covenants and agrees it will not knowingly use, directly or indirectly, for its own benefit, or for the benefit of another, any of said confidential information, but instead will use said information only for the purposes contemplated hereunder. Further, the Agency covenants and agrees that it 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. Finally, the Agency covenants and agrees that any access to the confidential information of any student shall be in compliance with the Family Education Rights and Privacy Act ("FERPA").

8.3 **Student Education/Medical Records.** The Agency acknowledges that it shall now, and in the future may, have access to and contact with the education and/or medical records of students. Both during the term of this Agreement 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 covenants and agrees it will not knowingly use, directly or indirectly, for its own benefit, or for the benefit of another, any of said confidential information, but instead will use said information only for the purposes contemplated hereunder. Further, the Agency covenants and agrees that it 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. Finally, the Agency covenants and agrees that any access to the education records of any student shall be in compliance with FERPA and any access to the medical records of any student shall be in compliance with the Health Insurance Portability and Accountability Act of 1996.

Article 9. INSURANCE

9.1 **Workers' Compensation.** The Agency agrees to maintain and pay for workers' compensation insurance and employer's liability throughout the term of this Agreement for its employees in amounts as required under any workers' compensation or similar law in the jurisdiction where the above referenced services are performed.

9.2 **No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided or available to any of the parties under applicable state governmental immunities law.

Article 10. LIABILITY RESPONSIBILITY

10.1 **Liability.** Each party to this Agreement 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 Agreement shall be construed as an indemnification by one party of 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 Agreement. 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 Agreement shall be determined according to applicable law.

10.2 **No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided or available to any of the parties under applicable state governmental immunities law.

Article 11. GENERAL

11.1 **Successors and Assignments.** The Agency and its partners, successors, executors, administrators, and representatives are bound to the SLPS in respect to all terms, covenants, agreements, and obligations hereunder. This Agreement shall not be assigned by either party without the prior written consent of the other party. Unless specifically stated to the contrary in any written consent to an assignment, no assignment will release or discharge the assignor from any duty or responsibility under this Agreement.

11.2 **Governing Law.** This Agreement is governed by and constructed in accordance with the laws of the state of Missouri without regard to any conflict of laws provision. Any action arising under this Agreement shall be brought exclusively in the Circuit Court for the City of St. Louis, and SLPS and Agency explicitly waive any objection to venue in such court.

11.3 **Amendments.** The Agreement may be altered, amended, changed, or modified only by agreement in writing executed by a representative from the SLPS and the Agency who is authorized to so execute.

11.4 **Entire Agreement.** This Agreement and any Exhibits hereto shall constitute the entire understanding of the parties as to the subject matter hereof and supersedes all prior agreements, discussions, and correspondence pertaining to the subject matter hereof. Any preprinted terms and conditions on any order, invoice, or statement hereunder by either party will be of no force and effect. This Agreement, together with any Exhibits, may not be amended, waived, or discharged except by written document signed by both parties.

Article 12. EXHIBITS

The parties agree to the terms and conditions of this Agreement and any Exhibits attached hereto and incorporated herein by reference. The parties agree that if there are any conflicting terms and conditions between this Agreement and Agency's Proposal of Services, Service Letter, or like document, then the terms and conditions of this Agreement shall prevail.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed and do each hereby represent and warrant that their respective signatory whose signature appears below has been and is, on the day and year first written above, fully authorized by all necessary and appropriate actions to execute this Agreement.

ST. LOUIS PUBLIC SCHOOLS

By:_____

Name: DR. KELVIN ADAMS

Title: SUPERINTENDENT

Date:_____

BRIDGEWAY BEHAVIORAL HEALTH

By:_____

Name: Michael Morrison

Title: CEO/Executive Director

Date:_____

SAINT LOUIS PUBLIC SCHOOLS

Date: September 21, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

VENDOR SELECTION METHOD:

[ ]	RFP/Bid	_____
[ ]	Sole Source	
[ ]	Contract Renewal	*Previous Bd. Res. #* _____
[X]	MOU	

Agenda Item: [ ] 10-14-10-17
Information: [ ]
Conference: [ ]
Action: [X]

SUBJECT:

To approve the MOU with the St. Louis University College of Education and Public Service to collaborate with Succeeding With Reading ("SWR") and to assist in its transition from a highly successful after-school program to an integrated part of the Communication Arts curriculum. The term of the MOU will be October 15, 2010 to July 31, 2011.

BACKGROUND:

The program will originate at Jefferson Elementary School and may expand to other District schools. The success of the program will be measured by academic achievement improvements of the students in the program.

CSIP: Goal # SLPS Goal #2 - Process and Performance Row # 21 MSIP: 6.3.3

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ - [ ] **Pending Funding Availability**	**Vendor #:**

Department: _____

Blake Youde, Dep. Supt. - Institutional Advancement

Dr. Carlinda Purcell, Dep. Supt. - Academics

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

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 ("Agency") on this 30th day of September, 2010.

The purpose of this Memorandum of Understanding is to establish a partnership between Saint Louis University and the St. Louis Public Schools in order for the College of Education and Public Service at Saint Louis University to collaborate with Succeeding With Reading ("SWR") and to assist in its transition from a highly successful after-school program to an integrated part of the regular school-day Communication Arts curriculum at Jefferson 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, nor shall SLPS continue to enjoy all rights, claims, and defenses available to it under law, to specifically include Mo.Rev.Stat. §537.600, et seq. Nothing in the MOU shall be construed as an indemnification by one party or the other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

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

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

5. Obligations of SLPS:

(a) To allow SLU Graduate Assistants to work in SLPS Schools for collaborative purposes with area nonprofit organizations.

(b) Working with the SLPS Department of Accountability, to provide feedback and contributions to ensure proper and fair data collection for purposes of proving impact through the SLU collaborations.

(c) To provide collaboration from SLPS Accountability professionals with SLU statisticians to ensure proper data collection and interpretation in the effort to provide third-party evaluation of SWR in SLPS schools.

(d) The terms of the document titled "SLU Collaboration" for SLPS and attached hereto as Exhibit A are also incorporated herein, except where specifically noted.

6. Obligations of Agency:

(a) To abide by SLPS rules and regulations for data collection.

(b) To provide open access to data collected that is relevant to the collaboration and mutually agreed upon in advance from SLPS schools for purposes of collaboration with SLPS in assessment of the program and its impact.

(d) 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:
All Performance Standards will aim to improve academic achievement and will be agreed upon in advance and reported at least annually and semiannually when requested.

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

By: _____
Name: Dr. Kelvin Adams
Title: Superintendent

College of Education and Public Service
Saint Louis University

By: _____
Name: Gerard Arthur Fowler PhD
Title: Interim Dean

SAINT LOUIS PUBLIC SCHOOLS

Date: September 22, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Althea Albert-Santiago, Director, Food Services

VENDOR SELECTION METHOD:

[ ]	RFP/Bid _____
[ ]	Sole Source
[ ]	Contract Renewal *Previous Bd. Res. #* _____
[X]	MOU

Agenda Item: [ ] 10-14-10-18
Information: [ ]
Conference: [ ]
Action: [X]

SUBJECT:

To approve the MOU with the Washington University School of Medicine faculty to establish a partnership with the District to enhance and facilitate the procedures for assessing health parameters and physical fitness of SLPS students. The term of the MOU will be October 15, 2010 to July 31, 2011.

BACKGROUND:

The programs offered will include gardening programs, age and grade appropriate after school Nutrition Cookbook Programs, and health and physical fitness assessments. Washington University will collect the data on the programs, analyze the data, and discuss the results with SLPS to help improve the health status of the students.

CSIP: Goal # SLPS Goal #3 - Resource Row # 150 [ ] [ ] **MSIP:** 1.2.2

FUNDING SOURCE: (Fund Type) - (Function) - (Object Code) - (Location Code) - (Project Code)

Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Fund Source: - - - - **Amount:**	**Requisition #:**
Cost not to Exceed: $ - [ ] **Pending Funding Availability**	**Vendor #:**

Department: Food Services

Angela Banks
Angela Banks, Interim Budget Director

Blake Youde, Dep. Supt. - Institutional Advancement

Enos Moss, CFO/Treasurer

Althea Albert-Santiago
Althea Albert-Santiago, Director, Food Services

Dr. Kelvin R. Adams, Superintendent

Reviewed By Budget _____

MEMORANDUM OF UNDERSTANDING
(NON-FUNDRAISING)

This Memorandum of Understanding ("MOU") is entered into by and between the Saint Louis Public Schools ("SLPS") and faculty within the Program in Physical Therapy of Washington University School of Medicine ("Agency") on this 16th day of September, 2010.

The purpose of this Memorandum of Understanding is to establish a partnership between Washington University School of Medicine faculty and the St. Louis Public Schools in order to enhance and facilitate the procedures for assessing health parameters and physical fitness of students attending Saint Louis Public Schools.

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 othe other for liabilities of a party or third persons for property or any other loss, damage, death, or personal injury arising out of the performance of this MOU. Any liabilities or claims for property or other loss, damage, death, or personal injury by a party or its agents, employees, contractors, or assigns or by third persons arising out of and during this MOU shall be determined according to applicable law. SLPS does not relinquish or waive any of its rights under applicable state governmental immunities law.

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

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

5. **Obligations of SLPS:**

a) To collaborate with the Washington University team in obtaining parental/guardian permission using consent forms jointly approved by SLPS and Washington University School of Medicine's Human Research Protection Office (HRPO). This will involve sending the approved permission/consent forms home with students, and facilitating a mechanism for collecting the signed permission forms.

b) To provide access to gardens and classrooms for the conduct of gardening programs at selected schools (e.g., Cote-Brilliante Elementary School, Stevens Middle School, and Sumner High School).

c) To provide access to classrooms for an after-school Nutrition/Cookbook Program at 2 selected schools (i.e., those with after-school programs).

d) To assist the Washington University team with scheduling health assessments during physical education classes (or other convenient times) for students at selected schools during academic year 2010-2011.

e) (1) To collaborate with the Washington University team in compiling fitness data by providing the Missouri DESE physical fitness test results obtained by the Physical Education teachers from students throughout the district. This data will be reported to the SLPS PE supervisor (or other appropriate district official) and used for the preparation of future collaborative grant funding opportunities to benefit the SLPS district. (2) To permit longitudinal assessment of trends in physical fitness across academic years (2008-2009, 2009-2010, and 2010-2011 academic years).

f) To allow students in grades 2-5 in 2 schools to participate in a recess intervention.

g) 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) To offer gardening programs, led by Gateway Greening personnel, at selected schools (e.g., Cote-Brilliante Elementary School, Stevens Middle School, and Sumner High School). *Please note that Gateway Greening is the community partner on the "Nourishing an Urban Community II" project funded by the Community University Health Research Partnership.*

b) To provide an age- and grade-appropriate after-school Nutrition/Cookbook Program, led by a registered dietitian, at 2 selected schools (i.e., those with after-school programs).

c) To conduct or assist with conducting health and physical fitness assessments during physical education classes (or other convenient times) for students at selected schools during academic year 2010-2011.

d) (1) To collaborate with the SLPS district in compiling health and physical fitness results. Our Washington University research team will enter the health and physical fitness data into a database, summarize the data, compare it to MO DESE and/or national standards, and report the summary results to the SLPS PE supervisor (or other appropriate district official). This data may be also used for the preparation of future collaborative grant funding opportunities to benefit the SLPS district. The database into which the data will be entered is located on a secure network at Washington University School of Medicine. (2) To conduct longitudinal assessment of trends in physical fitness across academic years (2008-2009, 2009-2010, and 2010-2011 academic years). These activities will enable data-driven curricular enhancements and facilitate best-practices instruction in order to help the SLPS district achieve the goals of its Health and Wellness Policy.

e) To evaluate the quantity and intensity of physical activity achieved during recess and to provide a recess intervention for students in grades 2-5 at 2 schools.

f) All faculty, staff and students representing our research team will conduct assessments in a professional manner and will maintain privacy and confidentiality of all health and physical fitness information of SLPS students.

g) The terms of the document titled "SLPS Application to Perform Research – Racette" 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) Gardening programs implemented at 3 SLPS schools during the 2010-2011 academic year.

b) Nutrition/ Cookbook program implemented as an after-school program at 2 schools.

c) Health assessments conducted successfully at a maximum of 25 SLPS schools during the 2010-2011 academic year.

d) Data from the health assessments entered into the database, summarized, analyzed, and reported back to SLPS district officials.

e) A follow-up meeting of SLPS district representatives and Washington University School of Medicine research faculty to discuss the results that may be used to help improve the health status of students.

8. Term and Termination: The term of the MOU will be one year from the Effective Date. Either party shall have the right to terminate this MOU without cause with thirty (30) days written notice to the person who has signed as a representative of the parties below.

Saint Louis Public Schools

By: _____
Name: _____
Title: _____

Washington University School of Medicine

By: _____
Name: Susan B. Racette, Ph.D.
Title: Associate Professor

By: _____
Name: B. Ruth Clark, P.T., Ph.D.
Title: Assistant Professor

By: _____
Name: _____
Title: _____

APPLICATION TO PERFORM RESEARCH
ST. LOUIS PUBLIC SCHOOLS

Chairman, Research Review Committee
Division of Evaluation and Research
801 North 11th Street
St. Louis, Missouri 63101
(314) 345-2428

The completed application should be returned with the following items:

- a short statement of the purpose of your research and how the study will be used,
- (b) a brief list of sources providing direction to your study, and
- (c) an explanation of the methodology, which should include copies of questions, surveys, or data collection instruments to be administered to St. Louis Public School students, parents, or staff, if you are using surveys or questionnaires.

St. Louis School Board Policy requires that research be well designed, adhere to child protection laws, not place unreasonable demands on students, staff, or parents nor interfere with regular system operations, and it must be in the interests of the school system to participate. If student contact or access to student records is requested, you will need to provide a letter of approval from the Human Subjects Board or its equivalent from your home institution before you can begin research.

Note that all approved research projects must update their application at the beginning of each school year.

I. **Name of Investigator** Susan B. Racette, PhD **Position** Associate Professor

Affiliation(s) Washington University School of Medicine Date September 4, 2010

Office Address Campus Box 8502, 4444 Forest Park Avenue, St. Louis, MO 63108

Home Address 7100 Washington Avenue, St. Louis, MO 63130

Office Phone (314) 286-1424 Home Phone (314) 863-2554

II. **Project**

Project Title: Nourishing an Urban Community II

Purpose: The goals of this project are to implement and evaluate sustainable school-based gardening, nutrition, and physical activity programs in selected Saint Louis Public Schools (SLPS). This proposed project will help SLPS achieve three of the eleven goals stated in the SLPS ***Health and Wellness Policy Action Plan*** (Draft 2010-2011): SLPS Goal 1 - Provide 150 minutes of moderate to vigorous physical activity per week for elementary school students; SLPS Goal 7 - SLPS employees will incorporate physical activity, other than PE, into the school day; and SLPS Goal 11 - SLPS will provide comprehensive health and wellness education to students including but not limited to nutrition education, farming, etc.

Project Description: The major aims of this project are:

- **Aim 1 – Gardening Programs**: Evaluate the feasibility and impact of school-based Gardening Programs for youth.
- **Aim 2 - Nutrition & Cookbook Project**: Develop, implement, and evaluate a school-based, hands-on Nutrition & Cookbook Creation Project. An optional component will be a *Family Plus Nutrition Cooking Class.*
- **Aim 3 - Health Assessments**: Conduct Health Assessments and obtain fitness test results of SLPS students district-wide to assess the prevalence of obesity, hypertension, poor fitness, low physical activity patterns, and adverse dietary patterns.
- **Aim 4 - Recess Intervention**: Evaluate the quantity and intensity of students' physical activity during recess before and in response to a recess intervention in selected SLPS elementary schools.

Methodology:

- **Aim 1 - Gardening Programs**: Under the direction of Gateway Greening's Community Development Coordinator (Hannah Reinhart MS), a community garden educator from Gateway Greening will implement garden-based education programs at one elementary school, one middle school, and one high school (Cote Brilliante Elementary School, Stevens Middle School, Sumner High School). Other schools may be selected depending on need and suitability. The community garden educator, with support from Washington University students enrolled in Community-Based Teaching and Learning courses, will help school teachers (and/or after-school staff) lead these programs after completing train-the-trainer sessions with Gateway Greening staff. Gateway Greening will provide a garden-based curriculum tied to state standards for all educators involved in this program. The comprehensive program teaches students how to garden, provides nutrition education, and encourages community involvement. The program will be implemented during one or two quarters of the academic year. Outcomes will be evaluated using grade-appropriate attitude surveys and knowledge-based pre- and post-tests about growing vegetables and basic nutrition.
- **Aim 2 - Nutrition & Cookbook Project**: Dr. Racette, Cindi Inman (a registered dietitian), and Irene Tran will develop and deliver a 6-week curriculum of age-appropriate lessons to include nutrition facts, nutrient analysis, food preparation, and modification of favorite family recipes with seasonal ingredients that are economical and safe for students with food

allergies, and when possible, locally grown. During this novel project, students will learn about general nutrition, macronutrients in foods, the importance of nutrients on body function, reading food labels, modifying recipes, and preparing healthful yet simple snacks and meals. The final product will be a cookbook of favorite recipes that the students brought from home and helped to modify. This will be conducted as either an in-school or after-school program held twice per week for six weeks. Program activities will be evaluated at the beginning and end of the 6-week program by assessing nutrition knowledge and dietary patterns of children in this program, and comparing their results with children in classrooms that did not participate. Knowledge-based evaluation tools will incorporate grade-level expectations outlined in the Missouri Department of Elementary and Secondary Education (MO DESE) goal document. Dietary patterns will be evaluated using questions from the Youth Risk Behavior Surveillance System, the Cullen Food Recognition Form, and a food preference questionnaire for children less than 10 years old. The opportunity may arise for families within the SLPS district to participate in the *Family Plus Nutrition Cooking Class* developed and facilitated by medical students from Washington University School of Medicine. This free class is designed to provide family units with 1 session per week for 4-6 weeks of age-appropriate instruction in nutrition and cooking. Each evening consists of classroom instruction (children and adult classes) followed by preparation of a healthy meal. At the end of each session, families gather for a family-style dinner. Adult participants are provided with a notebook of nutrition information and healthful recipes. The medical students will administer a survey at the end of the program. The schools in which this *Family Plus Nutrition Cooking Class* will be held will be chosen based upon their kitchen facilities, availability, and principal agreement.

- **Aim 3 – Health Assessments**: Weight status will be determined by measuring weight with a scale and height with a stadiometer, and then computing body mass index (BMI)-for-age percentile using sex-specific standards and the program EPI INFO or HealthWatch Pro. Waist circumference will be measured using a flexible tape measure placed above the iliac crest over a thin layer of clothes. Resting blood pressure and heart rate will be measured in duplicate using an Omron automated professional monitor and an appropriate-sized cuff after the child has been seated quietly for 5 minutes. Hypertension and pre-hypertension will be determined using sex-, age, and height-specific blood pressure criteria. Fitness will be assessed by SLPS physical education teachers using the President's Challenge fitness tests

conducted routinely each fall and spring in the physical education curriculum. Fitness data may include results from one or more of the following tests: 1-mile endurance run, push-ups, sit-ups, sit-and-reach, and shuttle run. Fitness percentiles will be computed using sex- and age-specific standards and compared to MO DESE standards and national Presidential fitness standards. Dietary and physical activity patterns will be assessed with questions from the Youth Risk Behavior Surveillance System survey. An outcome of this aim will be the submission of summary reports to the SLPS Health and Wellness Coordinator/Food Service Coordinator (Althea Albert-Santiago) and the SLPS Physical Education Supervisor.

- **Aim 4 – Recess Intervention**: We will implement an enhanced recess program comprised of active games and fun activities to promote quality movement throughout the recess period. Activities may include capture the flag, jumping rope, relay races, Frisbee games, and hip-hop dance. The enhanced recess intervention will be conducted for six weeks with facilitation from the Washington University team twice per week. Four randomly-selected recess classes from grades 2-5 will be chosen per school: two classes per school will receive the intervention and two will serve as controls. Outcome measures will include the quantity and intensity of physical activity during the recess period. These will be assessed using Omron HJ-151 pedometers and Polar heart rate monitors two to three times per week at baseline (weeks -1 and 0), mid-intervention (week 3), and end-of-intervention (week 6).

Sources Providing Direction for this Project: *WU = Washington University

Name	Credentials / Position	Affiliation
Susan Racette	PhD / Associate Professor	*WU School of Medicine
B. Ruth Clark	PT, PhD / Assistant Professor	*WU School of Medicine
Cindi Inman	MS, RD / Clinical Specialist	*WU School of Medicine
To Be Named	MS or EdS / Physical Education Supervisor	Saint Louis Public Schools
Hannah Reinhart	MS / Community Development Coordinator	Gateway Greening

Funding Source(s) for this Project:

Grant Title	Funding Source	Start Date
Nourishing an Urban Community: Phase I	WU Institute for Public Health	June 2009
Nutrition and Physical Education Intervention to Promote Health and Wellness in SLPS	National Institutes of Health, WU Institute of Clinical and Translational Sciences	June 2010
Nourishing an Urban Community: Physical Activity Interventions for SLPS Students	Program in Physical Therapy Research Division Pilot Award Program	June 2010
Nourishing an Urban Community II	Community/University Health Research Partnership	September 2010

III. **Participant Involvement:**

	Number of Subjects	Time Requirements
• **Aim 1 – Gardening Programs**:		
Pupils:	Dependent upon class size at each selected school	10 minutes for test/survey completion
• **Aim 2 – Nutrition & Cookbook Project**:		
Pupils:	80	20 students per session, 2X/wk for 6 wks
	20-40 for the *Family Plus Nutrition Cooking Class*	2 hrs/wk for 4-6 weeks
• **Aim 3 – Health Assessments**:		
Pupils:	2,000-6,000 for health assessments and surveys	~10-15 min per student 30 students assessed per 45-min class period
Pupils:	2,000-20,000 for physical fitness assessments	no additional time (already part of standard PE curriculum)
• **Aim 4 – Recess Intervention**:		
Pupils:	160	20 students per recess period 2-3X/wk for 6 wks

Number of persons visiting sites in connection with project: 2-8 per visit

What involvement is required of the subjects?

- **Aim 1 – Gardening Programs**: Participants will garden outdoors, and learn about nutrition and community involvement. Students will complete grade-appropriate knowledge-based tests and attitude surveys.
- **Aim 2 – Nutrition & Cookbook Project**: Participants will learn about general nutrition, food labels, modifying recipes and preparing healthy snacks/meals. They will complete a nutrition knowledge-based test, and dietary questionnaires; participants in the *Family Plus Nutrition Cooking Class* will complete a survey.
- **Aim 3 – Health Assessments**: Students will: a) sit at rest for 5 minutes to have resting blood pressure and heart rate measured, b) remove shoes and sweatshirts/sweaters to have height, weight, and waist circumference measured, and c) complete questionnaires.
- **Aim 4 – Recess Intervention**: Students will wear pedometers during recess; a subset will also wear heart rate monitors during recess. Students in the intervention classes will participate in enhanced recess activities.

IV. **Requirements:**

- **Aim 1 – Gardening Programs**:
  Number and Type of School:
  Elementary (K-5): 1 Middle (6-8): 1 High: 1

  Total Number of Schools: 3 Total Number of Classrooms: 1-4 per school per principal agreement

- **Aim 2 – Nutrition & Cookbook Project**:
  Number and Type of School:
  Elementary (K-5): 2 Middle (6-8): 2 High: 0
  OR
  Elementary (K-8): 2 Secondary: 0

  Total Number of Schools: 2 Total Number of Classrooms: 2
  * Families participating in the *Family Plus Nutrition Cooking Class* may come from different schools than participants in the Nutrition and Cookbook Project.

- **Aim 3 – Health Assessments**:
  Number and Type of School:
  BMI & Additional Outcomes:
  Elementary (K-5): 4-6 Middle (6-8): 8-12
  Elementary (K-8): 1-3 Secondary: 4-6

  Physical Fitness data: all K-12 schools

  Total Number of Schools: 23-25 Total Number of Classrooms: no specific requirement; dependent upon size of school and students per grade

- **Aim 4 – Recess Intervention**:
  Number and Type of School:
  Elementary (K-5):2 Middle (6-8):2 High: 0
  OR
  Elementary (K-8): 2 Secondary: 0

  Total Number of Schools: 2 Total Number of Classrooms: 8

Grades Required: K-12 Other School Characteristics: none

Do you require any specific schools? For Aim 1, we have chosen Cote Brilliante Elementary School, Stevens Middle School, and Sumner High School based upon their location in The Ville neighborhood, agreement from the principals to implement the gardening curriculum, and existing relationships with Gateway Greening.

Starting Date of the Research: September 2010

Ending Date of the Research: (Note that applications must be updated annually) August 2012

Frequency of Contact:

- **Aim 1 – Gardening Programs**: 6-12 times per student per school year.
- **Aim 2 – Nutrition & Cookbook Project**: 4-12 times per student per school year.
- **Aim 3 – Health Assessments**: 1-2 times per student per school year.
- **Aim 4 – Recess Intervention**: 8-14 times per student per semester.

Names of persons entering the school(s) for research:

Name	Credentials / Position	Affiliation
Susan Racette	PhD/ Associate Professor	Washington University School of Medicine
B. Ruth Clark	PT, PhD/ Assistant Professor	Washington University School of Medicine
Cindi Inman	MS, RD / Clinical Specialist	Washington University School of Medicine
Irene Tran	DPT Student/ TL1 Trainee	Washington University School of Medicine
Jacqueline Castillo	DPT Student	Washington University School of Medicine
Nathaniel Royer	DPT Student/Research Assistant	Washington University School of Medicine
April Williams	DPT Student/Research Assistant	Washington University School of Medicine
To Be Named	Washington University Medical Students	Washington University School of Medicine
To Be Named	Graduate and undergraduate students	Washington University in Saint Louis
Hannah Reinhart	MS, Community Development Coordinator	Gateway Greening
To Be Named	Community Garden Educator	Gateway Greening
To Be Named	MS or EdS/ Physical Education Supervisor	Saint Louis Public Schools

V. Results:

What is the anticipated value of the research?

In general?

- Aim 1 – Gardening Programs: Access to fresh produce is associated with better health and lower risk for disease. School-based gardens will provide urban children with greater access to and appreciation for fresh produce. Greater availability and consumption of fresh vegetables and fruit may enhance a child's health.
- Aim 2 - Nutrition & Cookbook Project: There is great potential for far-reaching beneficial health effects when children share their new cookbook, skills, and knowledge with families and friends. Preparing and eating dinner as a family may provide improvements in healthy behavior and family interactions.
- Aim 3 - Health Assessments: Obesity, hypertension, poor fitness, physical inactivity, and adverse dietary patterns have increased among children and adolescents and are significant risk factors for diabetes and cardiovascular disease. Awareness of the prevalence of these health risks among urban students and recognition of the associated health consequences will justify enhancements in school Health and Physical Education curricula. The impact will be curricular activities that actively promote healthy weight, blood pressure, and fitness levels. Curricular enhancements are expected to help students adopt healthier lifestyle behaviors and achieve the recommended amounts of daily physical activity. The long-term impact will be improved health and reduced risk for several diseases.
- Aim 4 - Recess Intervention: This research will provide data on the quantity and intensity of physical activity that students achieve during recess in public urban schools. In addition, it will provide novel information regarding the potential benefits of an enhanced recess intervention and promote greater amounts and intensity of physical activity during the school day.

To the St. Louis Public Schools?

- Aim 1 – Gardening Programs: School-based gardens will provide SLPS students with greater access to and appreciation for fresh produce. Greater availability and consumption of fresh vegetables and fruit may enhance SLPS students' health.
- Aim 2 - Nutrition & Cookbook Project: Through the Nutrition & Cookbook creation project, SLPS students will learn new skills that can help promote healthy nutrition behaviors. The

Family Plus Nutrition Cooking Class may increase family interaction and may result in improved intra-family relationships. It may also improve dietary behaviors in SLPS students and their families. Novel and creative school-based nutrition experiences can be implemented district-wide.

- **Aim 3 - Health Assessments:** Awareness of the prevalence of obesity, hypertension, and poor fitness among SLPS students and recognition of the associated health consequences will justify enhancements in the SLPS Health and Physical Education curricula. The aggregate data provided by this aim can contribute to further funding for the SLPS district. The impact will be data-driven curricular enhancements that will include school-based nutrition & fitness education activities, with the goal of enhancing student health. Curricular enhancements are expected to help students adopt healthier lifestyle behaviors and achieve the recommended amounts of daily physical activity. The long-term impact will be improved health and reduced risk for several diseases. Importantly, these activities will help the SLPS district to achieve the goals of its Health and Wellness Policy.
- **Aim 4 - Recess Intervention**: This aim will promote best-practices instruction during recess, with the goal of improving physical activity behaviors of SLPS students and helping them to achieve the recommended amount of daily physical activity.

Do you plan to publish the results of this research? If so, list target journals?

Yes. Potential journals include: Archives of Pediatric and Adolescent Medicine, Preventive Medicine, Medicine and Science in Sports and Exercise, International Journal of Behavioral Nutrition and Physical Activity, Journal of Pediatrics.

Results of the research may also be published and disseminated in abstracts, posters, and brochures.

VI. IF YOU HAVE EXTENDED CONFIDENTIALITY, NAMES MAY BE OMITTED FROM THIS ITEM.

Are other school systems involved in this research? No

Please name:

Have you conducted research in other school systems? I have collaborated with a dietitian from BJC HealthCare's School Outreach & Youth Development on a classroom-based nutrition program as part of an American Dietetic Association grant.

Please name: Ritenour School District (elementary schools)

VII. **UPON COMPLETION OF THE RESEARCH, YOU WILL BE REQUIRED TO SUBMIT TWO COPIES OF THE REPORT (OR SUMMARY).**

A MEMORANDUM INDICATING PROCEDURAL PROBLEMS, UNUSUAL EXPERIENCES, RECOMMENDATIONS, COMMENTS AND OBSERVATIONS WOULD ALSO BE WELCOMED.

The Documents Can Be Expected By (date): September 2012

1) _____ 9/4/2010
Signature of Applicant — Date

2) Susan B. Racette, PhD — Washington University School of Medicine
PRINT – Name of Institutional Advisor, Professor or Supervisor — Institution

3) _____ (314) 286-1424
Signature of Advisor, Professor Or Supervisor — Office Telephone

With the above information, research requests are assessed, submitted to appropriate district administrators for approval, and accepted or rejected based on the merits of the proposal, its value to the St. Louis Public Schools, and considerations for the welfare of our students and staff.

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SAINT LOUIS PUBLIC SCHOOLS

Date: September 23, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt., Academics

VENDOR SELECTION METHOD:

☐ RFP/Bid
☐ Sole Source
☐ Contract Renewal
☒ Approval of Charter Renewal

Previous Bd. Res. #:

Agenda Item: 10-14-10-19
Information: ☐
Conference: ☐
Action: ☒

SUBJECT:
To approve the extension of the sponsorship of the Construction Careers Center charter school for five (5) additional years.

BACKGROUND:
Construction Careers Center has completed their accountability plan, as well as been approved for a 1003(g) Student Improvement Grant for the next three years.

CSIP: Goal 1: Performance **Row:** 6 **MSIP:** 9.4.3

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

Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $ 0.00	☐ **Pending Funding Availability**	**Vendor #:**

Department: Academics

Requestor: Michael Haggen

Dr. Carlinda Purcell, Dep. Supt., Academics

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Reviewed by Budget: _____

October 28, 2010

Board Resolution

Date: October 6, 2010

Agenda Item: 10-28-10-01

To: Dr. Kelvin R. Adams, Superintendent

Information: _____

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

Action: X

Action to be Approved:

X Memorandum of Understanding

Other Transaction Descriptors: Ratification

SUBJECT:

To ratify the Memorandum of Understanding with Compass-USA, Inc. to provide school to work transition training for special education students. This service will be provided at CAJT at Nottingham. The Memorandum of Understanding will cover the period October 1, 2010 to June 30, 2011. This MOU replaces the Aramark MOU that was being used at the Wells Fargo work site.

BACKGROUND:

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

Accountability Plan Goal: Goal IV: Parent, Community Involvement **Objective/Strategy:** IV.B.

FUNDING SOURCE: (Location Code) - (Project Code) - (Fund Type) - (Function) - (Object Code)

Fund Source: - - - - Amount:		Requisition #:
Fund Source: - - - - Amount:		Requisition #:
Fund Source: - - - - Amount:		Requisition #:
Cost not to Exceed: $ -	☐ Pending Funding Availability	Vendor #:

Department: CAJT at Nottingham

Angela Banks, Interim Budget Director

Blake Youde, Dep. Supt. - Institutional Advancement

Enos Moss, CFO/Treasurer

Dr. Carlinda Purcell, Dep. Supt. - Academics

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 COMPASS-USA, INC. on this 1st day of October, 2010.

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

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

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

3. **Background Checks:** All Personnel providing services under this MOU that may in any way come into contact with students without an SLPS employee present must undergo background checks consistent with those used by the SLPS and state-licensed facilities; all such checks must be performed and passed prior to any Personnel providing any services hereunder. At a minimum, checks hereunder shall include a Department of Family Services background check, a criminal background check, and fingerprinting. The cost of all such background checks shall be borne by the Agency, and the SLPS shall not be liable for such cost under any circumstance. The Agency will provide written confirmation to SLPS that the background checks on all Personnel hereunder reflected no negative findings, that said Personnel passed the background checks and are, therefore, eligible to provide services under this MOU.

4. **Student Information:** The Agency acknowledges that it shall now, and in the future may, have access to and contact with confidential information of students, including but not limited to the education and/or medical records of students. Both during the term of this MOU and

thereafter, the Agency covenants and agrees to hold such information in trust and confidence and to exercise diligence in protecting and safeguarding such information, as well as any other information protected from public disclosure by federal or state law or by the policies or procedures of the SLPS. The Agency will not disclose any confidential information to any third party except as may be required in the course of performing services for the SLPS hereunder or by law, and any disclosure will be in compliance with the Family Education Rights and Privacy Act ("FERPA") and the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

5. Obligations of SLPS:

(a) Nottingham CAJT High School shall have total responsibility for planning and determining the adequacy of the educational experience of students in basic skills, attitude, and behavior and will assign to each COMPASS-USA, INC. site only those students whom it deems satisfactory in those areas.

(b) Nottingham CAJT High School shall inform its students and faculty that they must abide by the rules and regulations of COMPASS-USA, INC. while performing activities pursuant to this Agreement and they may not enter a location or engage in any activity with COMPASS-USA, INC. not authorized by COMPASS-USA, INC. staff.

(c) Nottingham CAJT High School shall designate a member of its faculty to coordinate the programs with designated members of COMPASS-USA, INC. staff. This assignment shall include on-site visits when practical and a continuing exchange of information on the progress of the programs.

(d) Nottingham CAJT High School shall have the right to withdraw a student from assignment with COMPASS-USA, INC..

(e) The Nottingham CAJT High School 'teachers-in-charge' and support staff will provide constant direct supervision for all students performing work with COMPASS-USA, INC. and shall be responsible for arranging immediate emergency care of students in the event of accidental injury or illness. COMPASS-USA, INC. shall not be responsible for costs involved in follow-up care or hospitalization.

(f) Nottingham CAJT High School shall maintain worker medical/accident insurance for each student worker assigned to COMPASS-USA, INC.. A copy of the policy will be provided to the COMPASS-USA, INC. program representatives.

(g) Nottingham CAJT High School staff assigned to COMPASS-USA, INC. must have participated in a background check provided by SLPS.

6. **Obligations of Agency:**

(a) COMPASS-USA, INC. shall designate a member of its staff from each site where students are located to be coordinator of the program and function as a supervisor with whom the Nottingham CAJT High School's program coordinator is to communicate for the conduct of the program, which may include the development of objectives, methods of instruction and other details of the experience.

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

(c) COMPASS-USA, INC. shall have the right to remove a student from assignment to COMPASS-USA, INC. and will notify Nottingham CAJT High School's representative of the basis of that decision.

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

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

(a) See 6. Obligations of Agency.

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

Saint Louis Public Schools
By: _____
Name: _____
Title: _____

COMPASS-USA, INC.
By: Paul Listenberger
Name: Paul Listenberger
Title: General Manager

Board Resolution

Date: October 8, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Alice F. Roach, Chief of Staff

Agenda Item: 10-28-10-02

Information: _____

Action: X

Action to be Approved:

X Memorandum of Understanding

Other Transaction Descriptors: Ratification

SUBJECT:

To ratify the Memorandum of Understanding with the Greater Saint Louis Community Foundation on behalf of the Teacher Home Visit Program Fund to support the development and implementation of a Teacher Home Visit Program. The MOU will be effective from July 1, 2010 through June 30, 2011.

BACKGROUND:

The program is an effort to support academic achievement and success for those students who are eligible for free and/or reduced lunch and those who are below grade level as measured by the State's assessment. Home visits can begin the process of breaking down barriers that often exist between schools, family and community. The goals are to improve student achievement, standardized test scores, attendance, classroom behavior and self-discipline, attitudes toward school, and parent and family involvement in education.

Accountability Plan Goal: Goal IV: Parent, Community Involvement **Objective/Strategy:** IV.B.

FUNDING SOURCE: (Location Code) - (Project Code) - (Fund Type) - (Function) - (Object Code)

Fund Source: - - - - Amount:		Requisition #:
Fund Source: - - - - Amount:		Requisition #:
Fund Source: - - - - Amount:		Requisition #:
Cost not to Exceed: $ -	☐ Pending Funding Availability	Vendor #:

Department: _____

Blake Youde, Dep. Supt. - Institutional Advancement

Dr. Alice F. Roach, Chief of Staff

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Revised 7/6/10

Reviewed By _____

Reviewed By _____

Reviewed By _____

TEACHER
HOME VISIT PROGRAM

GREATER SAINT LOUIS
COMMUNITY FOUNDATION
Established 1915

Memorandum of Understanding
between the
GREATER SAINT LOUIS COMMUNITY FOUNDATION
on behalf of the
TEACHER HOME VISIT PROGRAM FUND
and the
ST. LOUIS PUBLIC SCHOOLS
for the period
July 1, 2010 through June 30, 2011

Purpose

The purpose of this Memorandum of Understanding (MOU) is to describe the agreed upon responsibilities and expectations between the Greater Saint Louis Community Foundation (Foundation) on behalf of the Teacher Home Visit Program (THVP), a fund of the Foundation, and the St. Louis Public Schools (SLPS) for the use of Foundation funds to support the development and implementation of a Teacher Home Visit Program.

In an effort to support academic achievement and success, the THVP focuses on those students who are eligible for free and/or reduced lunch and those who are below grade level as measured by the State's assessments. This program is dedicated to forging new relationships and a better understanding of the partnership required between home and school. This vital relationship between home and school is recognized to be a critical element in student achievement and success.

This MOU represents an expression of mutual commitment between the Foundation, on behalf of the THVP, and the St. Louis Public Schools to work together on behalf of students and youth and their academic success.

Background and Goals

Most schools consider parent engagement to be the "missing link", the magic bullet that can influence a child's academic standing and ultimately success. Many involved with education and students are uncertain as to how to effectively communicate with parents. This is particularly true in under-performing schools. There is evidence of a perceived cycle of blame where parents blame teachers and teachers blame parents for the low test scores and achievement levels of the students. Home visits can begin the process of breaking down those barriers that often exist between schools, family and community. The THVP can help mitigate against those barriers, develop a healthier relationship between parents/guardians and the schools, all with a focus on the child's academic success. The THVP has a multi-pronged approach to this issue—training, home visits, family events and outside evaluation. Ultimately, the goals are to improve student achievement, standardized test scores, attendance, classroom behavior and self-discipline, attitudes toward school, and parent and family involvement in education.

Responsibilities and Expectations

For this program, the St. Louis Public Schools (SLPS) serves as the 'lead' organization, and in that capacity the SLPS is responsible for and agrees to:

1. Confirm that the THVP program will take place in four (4) schools: Buder, Dunbar, and Henry Elementary Schools and Stix Early Childhood Center in 2010-2011school year.
2. Gain support and acceptance of the THVP from the designated school principals.
3. Designate two (2) on-site coordinators in each school.
4. Identify those teachers and other designated staff who will be making home visits.
5. Develop and monitor a system to track communication with parents and the actual visits.
6. Compensate SLPS THVP personnel two (2) home visits at the stipulated "extra service pay" rate per visit and half of that rate for 'no shows' per eligible student.
7. Participate in two (2) three-hour staff training sessions during regular school hours, first visit training in June 2010, second visit training in September 2010.
8. Participate in one (1) home visit and a 2nd visit (in the home or at another location) that includes an academic conversation of at least 45 minutes per eligible student during agreed upon timeframe.
9. Hold two (2) family events, one after the first visit and one after the second visit for parents who participated in home visits.
10. In cooperation with THVP Evaluators, conduct three (3) on-line surveys and/or focus groups—one (1) for teachers, one (1) for parents, and one (1) for participating students.
11. Provide a data set to the THVP evaluators no later than August 31 that includes standardized test scores, 1st and 3rd quarter grades, attendance and detailed disciplinary data by quarter for each student whose parents/guardian received a teacher home visit. These same data will also be provided from at least one comparable school that did not participate in THVP. Each student in the data set will be identified only by a district-assigned number.
12. Agree to meet with outside evaluators and participate in the evaluation process.
13. Agree to do a mid-year and final status report from the four (4) schools, using a mutually agreed upon format, that would be due in January 2011 and June 2011.
14. Advise the THVP of any problems that could compromise program implementation.
15. Provide invoices, copies of receipts, purchase orders and/or approved forms to Anna Munson at SLPS for expense reimbursement.

Under this Agreement, the Teacher Home Visit Program agrees to:

1. Provide assistance to SLPS officials seeking and/or receiving THVP services.
2. Work with SLPS to resolve any program or MOU issues.
3. Conduct the first and second visit training sessions.
4. Reimburse district for reasonable costs related to the two (2) family events, including child care, family transportation and food for parents not to exceed $1000 per school total ($500 for each family event).
5. Print the THVP handbooks for use in the training sessions and as a reference.
6. Assume the cost of the THVP supplied Learning Bags and educational supplies up to one thousand dollars ($1,000) per school for the second parent visit. Supplies must be in line with the examples in the handbook.
7. Assume the cost of any trainers/facilitators chosen by the THVP.
8. Assume postage costs at the rate of one hundred ($100) dollars per school.
9. Compensate two (2) on-site coordinators at each THVP schools at $520 per Coordinator.
10. Assume the total cost of the THVP evaluation for the SLPS.
11. Share the final evaluation report each year with the SLPS staff and Accountability office.
12. Advise SLPS Accountability office and Superintendent of any problems that could compromise program implementation.

Conditions
Below are conditions that must be adhered to in the use of any distributions by the Foundation and the St. Louis Public Schools.

Availability of Funds
Grant dollars available under this MOU are limited to those currently in or designated for the Teacher Home Visit Program fund. This MOU does not establish or imply a general obligation on other grant resources of the Foundation currently held by the Foundation now or in the future.

Use of Funds
The funds provided pursuant to this MOU may be spent only in accordance with the provisions of your funding request and budget as submitted to the Foundation. Grantee shall not modify its use of this MOU without the prior written approval of the Foundation.

Unless otherwise provided in the funding request and budget you submitted to the Foundation, no funds provided to you by the Foundation may be used for any political campaign or to support attempts to influence legislation of any governmental body "other than through making available the results of non-partisan analysis, study and research."

Disbursement of Funds
In order for the St. Louis Public Schools' THVP to receive program funds from the THVP, the SLPS must submit electronically a monthly invoice and balance sheet to show costs associated with the program to Karen Kalish, Executive Director of the THVP, at kalcoms@aol.com, acting on behalf of THVP fund. Following her review, the reports will be forwarded to the Foundation for review and approval. This monthly balance sheet should include notes on expenditures for the program, activity/visit dates, numbers served, monthly year-to-date budget information and any associated costs. Such reports shall supply sufficient information as necessary for the Foundation to determine whether the distribution is being used for the purposes intended and for the Foundation to fulfill its own public reporting responsibilities. The mid-term (See Attachment A for content.) and final status reports (See Attachment B for content.) are due on the dates negotiated before payment for those respective months will be distributed.

All reimbursement submissions are subject to approval by the THVP and the Foundation. Within thirty (30) days of approval, the Foundation will issue a check to the SLPS for the approved amount.

Fundraising
It is understood by THVP and the Foundation that the SLPS does not endorse any fundraising efforts by THVP or the Foundation, 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.**

Effective Dates
This Memorandum of Understanding shall remain in place from July 1, 2010 through June 30, 2011. Renewal is contingent upon annual evaluation. As the THVP with the SLPS is a proposed three year initiative, it will be subject to annual renewal.

Termination
The SLPS or the Foundation may terminate this MOU at will within 60 days at each party's sole discretion by written notice. Notice of termination shall be given in writing to all of the entities, namely the St. Louis Public Schools, the Teacher Home Visit Program and the Greater Saint Louis Community Foundation, sent by certified or registered mail with return receipt requested. Failure to honor any of the obligations stated above may also result in termination of this MOU.**Other MOUs**
There are no superseding MOUs or grant agreements on this topic between stated parties.

Student Information
THVP and the Foundation acknowledge that they 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, THVP and the Foundation covenant and agree 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. THVP and the Foundation 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").

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 THVP, 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.

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.

Acceptance by Authorized Representatives

IN WITNESS WHEREOF, the parties hereto have duly executed this Memorandum of Understanding on the date first above written and agree to be bound by the terms and conditions set forth herein:

On Behalf of SAINT LOUIS COMMUNITY FOUNDATION, INC.

By: _____ _____
David R. Luckes, President & CEO (Date)

On Behalf of the ST. LOUIS PUBLIC SCHOOLS

By: _____ _____
Kelvin Adams, Ph.D., Superintendent (Date)
St. Louis Public Schools

Witnessing on Behalf of the TEACHER HOME VISIT PROGRAM

By: _____ _____
Karen S. Kalish, Executive Director (Date)

Attachment A
THVP Reporting Form
Mid-Year Status Report*

Reporting Date:

On-site coordinator:
Principal:
School/District:

Funds Allocated:
Funds used to date:

FIRST VISIT
Training date(s) for first home visit:

Numbers of teachers and staff in attendance at training:

Number of teachers/staff who made home visits:

Number of first home visits:

Target number of home visits:

First home visit dates (the range):

Number of 'no shows':

First family event date:
Number in attendance at First Family Event:

Narrative comments on the first home visit may include level of parental interest, comfort level, establishing rapport, challenges:

SECOND VISIT
Training date(s) for second home visit:

Numbers of teachers and staff in attendance at second visit training:

Number of teachers/staff who made second home visits:

Number of second home visits:

Target number of second home visits:

Second home visit dates (the range):

Number of 'no shows':

Second family event date:
Number in attendance at Second Family Event:

Narrative comments on the second home visit may include level of parental interest, comfort level, establishing rapport, challenges:

Recommendations:

3

Board Resolution

Date: October 4, 2010

Agenda Item: 10-28-10-03

To: Dr. Kelvin R. Adams, Superintendent

Information: _____

From: Blake Youde, Dep. Supt. - Institutional Advancement

Action: X

Action to be Approved:

X School Name Established

Other Transaction Descriptors: No Cost For This Action

SUBJECT:

Request approval to amend the name of the vacant Humboldt School to Humboldt Academy of Higher Learning.

BACKGROUND:

Humboldt School to be amended to Humboldt Academy of Higher Learning(Opening in August 2011). Background information attached.

Accountability Plan Goal: Superintendent's Initiatives **Objective/Strategy:** PS

FUNDING SOURCE: (Location Code) - (Project Code) - (Fund Type) - (Function) - (Object Code)		
Fund Source: - - - - Amount: $ -		Requisition #:
Fund Source: - - - - Amount:		Requisition #:
Fund Source: - - - - Amount:		Requisition #:
Cost not to Exceed: $ -	☐ Pending Funding Availability	Vendor #:

Department: Recruitment and Counseling

Requestor: Louis F. Kruger

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Blake Youde, Dep. Supt. - Institutional Advancement

Dr. Kelvin R. Adams, Superintendent

Humboldt School* to be amended to *Humboldt Academy of Higher Learning.

The District currently operates Early Childhood Center schools at the Stix and the Wilkinson at Roe sites which by design run through 2nd grade using Project Construct Curriculum. The Humboldt Academy of Higher Learning school is being established for the 2011-2012 school year, to provide a site where the 2nd to 3rd grade students from both sites can merge to continue receiving the Project Construct Curriculum, as well as attend grades 3 through 5 with classmates before moving on to middle school. Parents from the Wilkinson and Stix Schools have stated to the SAB a strong desire for a "continuum" school, and it is intended to help the District hold more students in the schools which have this program.

4

Board Resolution

Date: October 4, 2010

Agenda Item: 10-28-10-04

To: Dr. Kelvin R. Adams, Superintendent

Information: _____

From: Dr. Carlinda Purcell, Dep. Supt. - Academics

Action: X

Action to be Approved:

X Memorandum of Understanding

Other Transaction Descriptors: _____

SUBJECT:

To approve the Memorandum of Understanding (MOU) with the YMCA-South City to provide after school programming for grades 6-8. The YMCA-South City will engage middle school students in after school programming designed to develop the whole child. The programming will include recreation, field trips, and tutoring. The program will take place at Lyon@Blow Community Education Full Service School.

BACKGROUND:

The YMCA-South City will provide academic tutoring and support, provide lessons on character education, socialization skills, and personal goal setting. They will also engage participants in games, recreation and enrichment activities. The program will be implemented 5 days per week, three hours per day during the regular school year. The goals of the program are as follows: a minimum of 10% improvement in communication arts and math scores as demonstrated by benchmark testing compared to non after school students; a minimum of a 10% decrease in discipline referrals compared to non after school students; a minimum of a 10% increase in regular school attendance; and maintain or exceed a minimum monthly average daily attendance of 65% of total licensed capacity.

Accountability Plan Goal: Goal IV: Parent, Community Involvement **Objective/Strategy:** IV.B.

FUNDING SOURCE: (Location Code) - (Project Code) - (Fund Type) - (Function) - (Object Code)

Fund Source: - - - - Amount:		Requisition #:
Fund Source: - - - - Amount:		Requisition #:
Fund Source: - - - - Amount:		Requisition #:
Cost not to Exceed: $ -	☐	Pending Funding Availability Vendor #:

Department: Community Education

Angela Banks, Interim Budget Director

Blake Youde, Dep. Supt. - Institutional Advancement

Enos Moss, CFO/Treasurer

Dr. Carlinda Purcell, Dep. Supt. - Academics

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 Christian Association ("Agency") on this 1st day of October 2010.

The purpose of this Memorandum of Understanding is to establish a partnership between the Young Men's Christian Association **and St. Louis Public Schools in order to provide** after school programming for grades 6th-8th. The Young Men's Christian Association-South City Branch will engage middle school students in after school programming designed to develop the whole child, which will include recreation, field trips, and tutoring. The program will take place at Lyon@Blow Community Education Full Service 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 *Employee Screening through Sterling or other similar service provider*. 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 access to space for program activities.

(b) After school liaison as a bridge between the district and the program pending availability of funds. If funds do not allow a paid position, a school site liaison will be made available to ensure clear communication and support of the program

(c) Provide teaching staff that will administer pre and post testing of children enrolled in the Program.

(d) Provide school implemented curriculum and expectations to be performed in the academic support and tutorial component of the program

6. Obligations of Agency:

(a) Provide academic tutoring and support. Provide lessons on character education, socialization skills, and personal goal setting. Engage participants in games, recreation and enrichment activities.

(b) Implement program 5 days per week, three hours per day during the regular school year.

(c) Maintain and share data with SLPS staff upon 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) A minimum of 10% improvement in communication arts and math scores as demonstrated by benchmark testing compared to non after school students. SLPS School Liaison or teaching staff will conduct Pre and Post testing of students

(b) A minimum of 10% decrease in discipline referrals compared to non after school students.

(c) A minimum of 10% increase in attendance of regular school attendance compared to non-after school students. (Extenuating circumstances i.e.: transitional students will be taken into account in the determination of the % required)

(d) Provide a minimum of monthly average daily attendance (ADA) of sixty five percent. *(Extenuating circumstances i.e.: transitional students will be taken into account in the determination of the % required)*

(e) Maintain or exceed a minimum monthly Average Daily Attendance of 65% of total licensed capacity after October 29, 2010. *(Extenuating circumstances i.e.: transitional students will be taken into account in the determination of the % required)*

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	Young Men's Christian Association
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____

5

BOARD RESOLUTION

Date: October 5, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt., Academics

Agenda Item : 10-28-10-05

Information: ☐

Action: ☒

Action to be Approved:
Acceptance of Funds/Funding

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

SUBJECT: To approve the acceptance of funds for the Smaller Learning Communities Program Grant from the United States Department of Education's Office of Elementary and Secondary Education to implement a project designed to increase the percentage of students who score at or above the proficient level on reading/language arts and mathematics. The grant is in the amount of $1,721,017 for the first year of the project.

BACKGROUND: The Smaller Learning Communities Program application from SLPS was considered by the reviewers "to be among those with the highest quality design and potential for success". The performance measures of the project will be the percentage of students who score at or above the proficient level on the reading/language arts and mathematics assessments, the school's graduation rate, and the percentage of all graduates who enroll in postsecondary education in the semester following high school graduation.

Accountability Plan Goals: Goal I: Student Performance **Objective/Strategy:** 1.B.8.

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

Fund Source:	Non-GOB	**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $ 0.00	☐ **Pending Funding Availability**	**Vendor #:**

Department: Assoc. Supt. Middle/High

Requestor: Dr. Dan Edwards

Carlinda Purcell

Dr. Carlinda Purcell, Dep. Supt., Academics

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Revised 09/27/2010

Reviewed By:

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

September 30, 2010

Dan Edwards
Board of Education of the City of St. Louis
801 North 11th St
St. Louis,MO 63101
PR Award Number S215L100047

Dear Dan:

On behalf of the U.S. Department of Education, I am pleased to inform you that you have been awarded a Smaller Learning Communities program (SLCP) grant under the FY 2010 competition. Of the 136 eligible applications that peer reviewers read and scored, your application was selected among those with the highest-quality design and potential for success. We are looking forward to supporting your project implementation efforts over the next five years.

Please note the following critical grant management items provided below.

Grant Award Notification (GAN)

Your GAN is enclosed, which identifies the funding amounts approved for the first project period of your grant. **Your new SLCP grant is a legal binding agreement**. Please take some time to review carefully all of the attachments included with your GAN. They include information on:

- the e-Payments module that you will use to request grant funds (Attachment A);
- performance reporting requirements (Attachment B);
- single audit requirements (Attachment C);
- the use of program income (Attachment F);
- special conditions for disclosing federal funding in public announcements (Attachment S);
- additional special terms and conditions on your grant award (Attachment T);
- prior approval requirements on select administrative actions (Attachment Z)
- key financial management requirements for discretionary grants awarded by the U.S. Department of Education (Enclosure 1); and
- federal requirements related to cash draw downs under your grant account (Enclosure 2).

If we made any adjustments in the funding amounts you requested, your GAN also includes an *Attachment J* that identifies the adjustments.

Post-Award Conference Call

The U.S. Department of Education program officer assigned to your grant is identified in Block 3 of your GAN ("Education Program Contract"). Your program officer will contact you in the coming days to schedule a post-award conference call to discuss your new award and provide initial grant management guidance. Your program officer will also discuss any budget revisions the Department made to your requested funding amounts (see *Attachment J*, if applicable). A revised budget, if necessary, will be due no later than 30 days after the date of the conference call.

Program officers also will discuss the **grant award administration requirement** for FY 2010 grantees. Per the FY 2010 *Federal Register* SLCP notice inviting applications (NIA), grantees must designate a single project director who will be principally responsible for managing and providing leadership for the implementation of the practices, programs, and strategies the grantee identified in its application and for communicating with the Department. Grants that include one school must designate a minimum .5 FTE project director, while grants that include two or more schools must designate a 1.0 FTE project director.

SLC Project Directors Meeting

As a condition of your grant, you are required to set aside project funds for the project director and one additional staff to attend the annual project directors meeting. The 2010 meeting will be held **Thursday and Friday, October 28 and 29, 2010 in Washington, DC**. Grantees are responsible for arranging their own travel to and from the event. General information is available on the SLCP grantee technical assistance web site for grantees, at http://slcp.ed.gov. Staff from the SLCP's technical assistance contractor, the Academy for Educational Development (AED) will also be in contact with you shortly to provide additional information and preparation guidance.

Incurring Expenditures

Your project period begins on the date listed in Block 6 of your GAN. Under the Education Department General Administrative Regulations (EDGAR), you may incur expenditures for allowable items and activities of your project up to 90 days before your grant begins.

Use of Funds for Equipment. For all grants awarded in FY 2010, grantees may not use more than one percent of the grant award in any single budget period during the project period for the acquisition of equipment (as that term is defined in the FY 2010 *Federal Register* notice inviting applications). The first budget period of the SLC project period is 24 months in length and each of the three subsequent budget periods are 12 months in length, for a total of four budget periods.

Contracting for Services

Generally, all procurement transactions you will make with SLCP grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the EDGAR. This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR. Please note that, in approving your application, we have not approved any specific entities or individuals you may have identified in your application as an evaluator, service provider, or other potential contractor. You must select all contractors in accordance with the requirements of Section 80.36, a copy of which has been included for your convenience.

SLCP Requirements

Student Placement: Please share with your grant project staffs the student placement policy you included in your approved application. As a reminder, we require grantees (and monitor grant projects) to ensure they adhere to their proposed descriptions of how students will be selected or placed in an SLC and their assurances that students will not be placed according to ability or any other measure, but will be placed at random or by student/parent choice and not pursuant to testing or other judgments.

Including All Students: Please share with your grant project leadership that we require grants to create or expand an SLC project that will include every student within the school by no later than the end of the fifth school year of implementation. In the FY 2010 *Federal Register* notice inviting applications, we define an SLC as an environment in which a group of teachers and other adults within the school knows the needs, interests, and aspirations of each student well, closely monitors each student's progress, and provides the academic and other support each student needs to succeed.

Annual Performance Report

Beginning in winter 2011, you will be required to submit an annual performance report for each project year.

As indicated in the SLCP NIA, you are required to submit an annual performance report (APR) that provides the most current performance and financial expenditure information for each performance period. In the APR, you will report on two types of performance measures: (1) Government Performance and Results Act (GPRA) indicators and (2) project-specific indicators directly tied to your project's goals. Please note, for both types of measures the baseline year will be the 2010-11 school year. The Department established four main GPRA indicators for the

SLCP. At a minimum, you must use the following performance indicators to measure the progress of your project:

1. *The percentage of students who score at or above the proficient level on the reading/language arts and mathematics assessments used by the State to determine whether a school has made adequate yearly progress under part A of title I of the ESEA, as well as these percentages disaggregated by subject matter and the following subgroups:*

   a. Major racial and ethnic groups.
   b. Students with disabilities.
   c. Students with limited English proficiency.
   d. Economically disadvantaged students.

2. *The school's graduation rate, as defined in the State's approved accountability plan for part A of title I of the ESEA, as well as the graduation rates for the following subgroups:*

   a. Major racial and ethnic groups.
   b. Students with disabilities.
   c. Students with limited English proficiency.
   d. Economically disadvantaged students.

3. *The percentage of all graduates who enroll in postsecondary education in the semester following high school graduation, as well as the percentage disaggregated by the following subgroups:*

   a. Major racial and ethnic groups.
   b. Students with disabilities.
   c. Students with limited English proficiency.
   d. Economically disadvantaged students.

You must also establish performance objectives for each of these indicators for each year of the project period and provide baseline data for the third indicator (postsecondary enrollment).

The Department will obtain baseline data for the first and second performance indicators (student performance on reading/language arts and mathematics assessments and the graduation rate) and data on the extent to which each school included in a grant achieves its annual performance objectives for each year of the project period from the data that are now reported to the Department by SEAs using the EDEN Submission System (ESS). Grantees are not required to provide these data.

However, each grantee must report to the Department annually on the extent to which each school in its grant achieves its performance objectives for the third indicator (postsecondary enrollment). Further, grantees must use administrative records maintained by State, national, or regional entities that already collect data on student enrollment in postsecondary education as the principal source of data for this performance indicator. These administrative records include, for example, data available through State longitudinal databases or other sources. Grantees may supplement these records with data collected through surveys administered to students or parents after graduation.

If you have not already done so in your application, you will be developing project-specific indicators for each one of your project's goals. Detailed information about annual performance reporting including: developing project-specific indicators; establishing targets for GPRA and project-specific indicators; yearly due dates for the APR; and how to complete the APR will be discussed grantees at the October 28-29 project directors meeting in Washington, DC and during later scheduled webinar guidance events sponsored by the Department.

Finally, in the coming days you and your authorized representative will each receive a copy of the technical review forms that include review comments and scores. If you do not receive these forms, please contact your program officer directly to request a set.

Again, congratulations on your new award. We look forward to working with you to improve high school students' academic achievements and their readiness for postsecondary education and careers without need for remediation.

Sincerely,

Angela Hernandez-Marshall

Angela Hernandez-Marshall
Team Leader, SLCP
High School Group

cc: Authorized Representative
Enclosures

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME:
Board of Education of the City of St. Louis
Office of Secondary Education,Academic Office
801 North 11th Street
St. Louis, MO 63101

2 PROJECT TITLE
84.215L
St. Louis Smaller Learning Communities Initiative

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR
Dan Edwards (314) 345 - 2300

EDUCATION PROGRAM CONTACT
Aaron Pinter-Petrillo (202) 205 - 4914

EDUCATION PAYMENT CONTACT
GAPS PAYEE HOTLINE (888) 336 - 8930

4 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT
Dan Edwards	Project Director	100%

5 AWARD INFORMATION

PR/AWARD NUMBER S215L100047
ACTION NUMBER 01
ACTION TYPE New
AWARD TYPE Discretionary

6 AWARD PERIODS

BUDGET PERIOD 10/01/2010 - 09/30/2012
PERFORMANCE PERIOD 10/01/2010 - 09/30/2015

FUTURE BUDGET PERIODS

BUDGET PERIOD	DATE	AMOUNT
02	10/01/2012 - 09/30/2013	$756,675.00
03	10/01/2013 - 09/30/2014	$759,929.00
04	10/01/2014 - 09/30/2015	$743,718.00

7 AUTHORIZED FUNDING

THIS ACTION	$1,721,017.00
BUDGET PERIOD	$1,721,017.00
PERFORMANCE PERIOD	$1,721,017.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN 079906178
REGULATIONS CFR PART Part A
EDGAR AS APPLICABLE
ATTACHMENTS A, B OESE, C, E1, E2, E4, E5, F, N, S, U, V, J, Z

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY: PL 103-382 ESEA OF 1965 AS AMENDED BY IMPROVING AMERICA'S SCHOOLS
PROGRAM TITLE: FUND FOR THE IMPROVEMENT OF EDUCATION

CFDA/SUBPROGRAM NO: 84.215L

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0400M	2010	2010	ES000000	B	ML1	000	215	4101C	$1,721,017.00

Ver. 1
ED-GAPS001 (01/98)

BOARD RESOLUTION

Date: October 5, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt., Academics

Agenda Item : 10-28-10-06

Information: ☐

Action: ☒

Action to be Approved:
Acceptance of Funds/Funding

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

SUBJECT: To approve the acceptance of funds for the High School Graduation Initiative Grant from the United States Department of Education's Office of Elementary and Secondary Education to implement a project designed as a high school dropout prevention program. The grant is in the amount of $1,420,018 for the first year of the project.

BACKGROUND: The High School Graduation Initiative application from SLPS was considered by the reviewers "to be among those with the highest quality design and potential for success". The performance measures of the project will be the graduation rate for each high school served by the project, the number and percentage of students enrolled in grades 9 through 12 who earned 1/4 of the credits necessary to graduate from high school with a regular diploma, the number and percentage of students served by the project who had not attended school for 60 or more instructional days, and the average attendance of such students while participating in the project.

Accountability Plan Goals: Goal I: Student Performance **Objective/Strategy:** 1.B.8.

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

Fund Source:	Non-GOB	**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $ 0.00	☐ **Pending Funding Availability**	**Vendor #:**

Department: Assoc. Supt. Middle/High

Requestor: Dr. Dan Edwards

Carlinda Purcell

Dr. Carlinda Purcell, Dep. Supt., Academics

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Revised 09/27/2010

Reviewed By:

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

September 30, 2010

Dan Edwards
Board of Education of the City of St. Louis
801 North 11th Street
St. Louis, MO 63101
PR Award Number S360A100040

Dear Dan Edwards:

On behalf of the U.S. Department of Education, I am pleased to inform you that you have been awarded a High School Graduation Initiative grant under the FY 2010 competition. Our peer reviewers considered your application to be among those with the highest-quality design and potential for success. We are looking forward to supporting your efforts implementing your project over the life of your grant.

Please note the following critical pieces of information provided below.

Grant Award Notification (GAN)
Your GAN is enclosed, which identifies the funding amounts approved for the first project period of your grant. Please take some time to review carefully all of the attachments included with your GAN. They include information on:

- the e-Payments module that you will use to request grant funds (Attachment A);
- performance reporting requirements (Attachment B);
- single audit requirements (Attachment C);
- the use of program income (Attachment F);
- special conditions for disclosing federal funding in public announcements (Attachment S);
- additional special terms and conditions on your grant award (Attachment T);
- key financial management requirements for discretionary grants awarded by the U.S. Department of Education (Enclosure 1); and
- Federal requirements related to cash draw downs under your grant account (Enclosure 2).

If we made any adjustments in the funding amounts you requested, your GAN also includes an *Attachment J* that identifies the adjustments.

Post-Award Conference Call

The U.S. Department of Education program officer assigned to your grant is identified in Block 3 of your GAN ("Education Program Contract"). Your program officer will call you to schedule a post-award conference to discuss your new award and the Department's grant management rules and procedures. He or she will also discuss any budget revisions necessitated by reductions the Department made in your requested funding amounts. A revised budget, if necessary, will be due no later than thirty days after the date of the conference call.

Incurring Expenditures

Your project period begins on October 1, 2010, and under EDGAR, you may incur expenditures for allowable items and activities of your project up to 90 days before your grant begins. This means that grants funds can be used to pay for allowable expenditures incurred starting on July 1, 2010.

Contracting for Services

Generally, all procurement transactions you will make with HSGI grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR. Please note that, in approving your application, we have not approved any specific entities or individuals you may have identified in your application as an evaluator, service provider, or other potential contractor. You must select all contractors in accordance with the requirements of Section 80.36, a copy of which has been included for your convenience.

Annual Performance Report

As indicated in the High School Graduation Initiative *Notice Inviting Applications*, you are required to submit an annual performance report (APR) that provides the most current performance and financial expenditure information for each performance period. In the APR, you will report on two types of performance measures: (1) GPRA indicators; and (2) project-specific indicators directly tied to your project's goals. Please note, for both types of measures the baseline year will be the 2009-2010 school year. The Department established five main GPRA indicators for the HSGI program. Applicants must identify in their application specific performance indicators and annual performance objectives for each of these indicators. At a minimum, you must use the following performance indicators to measure the progress of your project:

Performance Measures: The Department has established the following Government Performance and Results Act of 1993 (GPRA) performance measures for this program:

(1) For each high school served by the project, the school's graduation rate, as defined in the State's approved accountability plan for Part A of Title I of the ESEA, as well as the graduation rates for the following subgroups:

(A) Major racial and ethnic groups;
(B) Students with disabilities;
(C) Students with limited English proficiency; and
(D) Economically disadvantaged students.

Note: The Department will identify each school's graduation rate, as well as the graduation rates for the subgroups identified in this section, using the data that are now reported to the Department by SEAs using the EDEN Submission System (ESS). Grantees will not be required to provide these data.

(2) The number and percentage of students enrolled in grades 9 through 12 in schools or programs served by the project who, during the most recent school year, earned one quarter of the credits necessary to graduate from high school with a regular diploma.

(3)(A) The number and percentage of students served by the project who had not attended school for 60 or more instructional days immediately prior to their participation in the project; and

(B) The average daily attendance of such students while participating in the project.

(4)(A) The number and percentage of students served by the project during the most recent school year who were two or more years behind their expected age and credit accumulation in high school; and

(B) The number and percentage of such students who earned one half or more of the credits they need to graduate with a regular diploma.

(5) For each school served by the project that includes an eighth grade--

(A) The average daily attendance of such school; and

(B) The number and percentage of students enrolled in the eighth grade who enrolled in ninth grade at the start of the next school year.

If you have not already done so in your application, you will be developing project-specific indicators for each one of your project's goals. Detailed information about the APR including: developing project-specific indicators; establishing targets for GPRA and project-specific indicators; yearly due dates for the APR; and how to complete the APR will be provided to project directors within the next few months through web-based technical assistance sessions.

Again, congratulations on your new award. We look forward to working with you to improve the academic achievement and increase the graduation rate of students in America's public schools.

Sincerely,

Thelma Zaveira

Theda Zawaiza, Ph.D.
HSGI Team Leader
High School Programs

cc: Authorized Representative
Enclosures

U.S. Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME:
Board of Education of the City of St. Louis
Middle and Secondary Education,Academic Office
801 North 11th Street
St. Louis, MO 63101

2 PROJECT TITLE
84.360A
St. Louis High School Graduation Initative

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR
Dan Edwards (314) 345 - 2300

EDUCATION PROGRAM CONTACT
Aaron Pinter-Petrillo (202) 205 - 4914

EDUCATION PAYMENT CONTACT
GAPS PAYEE HOTLINE (888) 336 - 8930

4 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT
Dan Edwards	Project Director	10%

5 AWARD INFORMATION
PR/AWARD NUMBER S360A100040
ACTION NUMBER 01
ACTION TYPE New
AWARD TYPE Discretionary

6 AWARD PERIODS
BUDGET PERIOD 10/01/2010 - 09/30/2011
PERFORMANCE PERIOD 10/01/2010 - 09/30/2015

FUTURE BUDGET PERIODS

BUDGET PERIOD	DATE	AMOUNT
02	10/01/2011 - 09/30/2012	$1,430,864.00
03	10/01/2012 - 09/30/2013	$1,441,710.00
04	10/01/2013 - 09/30/2014	$1,352,722.00
05	10/01/2014 - 09/30/2015	$1.376.584.00

7 AUTHORIZED FUNDING

THIS ACTION	$1,420,018.00
BUDGET PERIOD	$1,420,018.00
PERFORMANCE PERIOD	$1,420,018.00

8 ADMINISTRATIVE INFORMATION
DUNS/SSN 079906178
REGULATIONS CFR PART 74-75, 77-99
EDGAR AS APPLICABLE
ATTACHMENTS A, B OESE, C, E1, E2, E4, E5, F, N, S, U, V, J

9 LEGISLATIVE AND FISCAL DATA
AUTHORITY: PL x ELEMENTARY & SECONDARY EDUCATION ACT OF 1695, AS AMENDED 2001
PROGRAM TITLE: SCHOOL DROPOUT PREVENTION PROGRAM

CFDA/SUBPROGRAM NO: 84.360A

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0900A	2010	2010	ES000000	B	P21	000	360	4101C	$1,420,018.00

'er. 1
D-GAPS001 (01/98)

BOARD RESOLUTION

Date: October 8, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt., Academics

Agenda Item : 10-28-10-07

Information: ☐

Action: ☒

Action to be Approved:

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

SUBJECT: To approve a sole source contract with Pearson Scott Foresman for the puchase of "Reading Street" student books, teacher editions and English Langauge Learners Comprehenisve Packages for ESOL teacher and their students at Buder, Mann, Mason, Oak Hill, Woerner, Woodward and the International Welcome School in the amount of $46,560.73.

BACKGROUND: This purchase aligns with the District's Accountability Plan, Student Performance, Goal 1: to regain and maintain full accreditation by receiving 10 of the possible 14 points on the APR while showing improvement in all APR-measured areas. Action Step 1.D.2.a. Benchmark 2 "Embed ESOL into existing core curriculum".

It is also in response to MSIP standard 6.5 regarding making up-to-date instructional resources that support curriculum readily available to teachers and students.

Current data indicates that English Language Learners have made AYP in Communication Arts at Buder, Oak Hill and Woodward and were within 2% of making AYP at Mann and Mason. They met only 1 of the 3 AMAO. Purchasing "Reading Street" materials for ESOL teachers at the school identified will strengthen ESOL delivery, improve academic performance and align ESOL delivery with Communication Arts. The purchase will support 25 teachers at the 7 schools identified and will serve an average of 785 ELLs. The total purchase is in the amount of $46,560.73.

Accountability Plan Goals: Goal I: Student Performance **Objective/Strategy:** 1.D.2.a

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

Fund Source: 110-1152-6421-838-DT		**Requisition #:** 10120517
Amount: $46,560.73		
Fund Source: GOB		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $46,560.73	☐ **Pending Funding Availability**	**Vendor #:**

Department: ESOL

Requestor: Nahed Chapman

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Revised 09/27/2010

Katherine Butler 10-8-10

REQUEST FOR SOLE SOURCE PURCHASE

Requestor: Nahed Chapman	**Date: September 30, 2010**
Department / School: ESOL Program	**Phone Number: 664-1066 x 102**
Definition: Sole Source is a good or service that is only available from one (1) source (vendor manufacturer, etc...)	
Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)	
"Reading Street" student books, teacher's editions and ELL Comprehensive Packages to support ESOL teachers and ELLs at Buder, Mann, Mason, Oak Hill, Woerner, Woodward and the International Welcome School. Pearson Education is the sole source for "Reading Street".	
Vendor Name: Pearson Education	**Email: Patrick.mcculloch@pearson.com**
Vendor Contact: Patrick McCulloch	**Phone Number 636-291-8991**
Justification Information	
1. Why the uniquely specified goods are required?	
The purchase is aligned with district book adoption of "Reading Street" for elementary schools.	
2. Why good or services available from other vendors /competitors are not acceptable?	
Pearson Education is the sole vendor for "Reading Street"	
3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)	
4. List the Names of other Vendors contacted & Price Quotes:	
Pearson Education is the sole vendor for "Reading Street.	
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

Cost Proposal for: St. Louis Public Schools
Prepared for: ESOL
Reading Street
Pearson Scott Foresman
copyright 2008

		Amount Purchased
Kindergarten	$	2,462.99
Grade 1	$	8,131.20
Grade 2	$	8,350.20
Grade 3	$	8,350.20
Grade 4	$	8,350.20
Grade 5	$	8,350.20
Total:	$	43,994.99
8% Shipping & Handling:	$	3,519.60
GRAND TOTAL:	**$**	**47,514.59**

Notes:
Free materials listed on this proposal are for initial purchase only.

Order online at k12oasis.pearson.com and receive 2% shipping for 30 days!

Sales Representative:
Telephone:
Fax:
Email

8

BOARD RESOLUTION

Date: October 5, 2010

To: Dr. Kelvin R. Adams, Superintendent

From: Dr. Carlinda Purcell, Dep. Supt., Academics

Agenda Item : 10-28-10-08

Information: ☐

Action: ☒

Action to be Approved: Contract Renewal

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

Previous Board Resolution # 08-06-09-11
Prior Year Cost $15,000.00

SUBJECT: To approve the sole source contract renewal for Reading is Fundamental (RIF) for the 2010-2011 school year beginning November 1, 2010 and ending May 26, 2011 at a cost not to exceed $15,000.00.

BACKGROUND: RIF volunteers have scheduled periodic visits for over 20 years for story reading and distribution of library books and dictionaries to students. Funds are donated by National RIF Foundation, area contributors, individual contributors and St. Louis Public Schools to support the program.

Accountability Plan Goals: Goal I: Student Performance **Objective/Strategy:** 1.a.1

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

Fund Source: 814-AF-231-1251-6411	Non-GOB	**Requisition #:** 10120575
Amount: $15,000.00		
Fund Source:		**Requisition #:**
Amount:		
Fund Source:		**Requisition #:**
Amount:		
Cost not to Exceed: $15,000.00	☐ **Pending Funding Availability**	**Vendor #:** 600003072

Department: School Improvement

Requestor: M. Diane Cox

Carlinda Purcell

Dr. Carlinda Purcell, Dep. Supt., Academics

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Dr. Kelvin R. Adams, Superintendent

Revised 09/27/2010

Reviewed By:

RECEIVED
JUN 03 2010
SCHOOL IMPROVEMENT

RIF OF ST. LOUIS, INC.
26 Rolling Rock Ct.
St. Louis, MO 63124
314-993-6489

Patricia Harlan
Betty Hudgins
Co-Presidents

Dolores B. Malcolm
Vice-President

Wilma Wilson
Secretary

Darcie Witherspoon
Treasurer

Board of Directors
Rosalie Brasch
Leila Davis
Dorothy Fleck
Florence Gillespie
Carol Gronau
Mary Susan Greenwalt
Diana Haynes
Jane Huey
Paula Knight
Nancy Koenig
Mary Kay Menees
Barbara McDonnell
Vickie Newton
Joyce Patterson
Ruth Sher
Barbara Stott
Manerva Todd
Claudia Turner
Suzanne Weber

Honorary Board
Ann Augustin
Audrey Behr
Bea Davis
Charlotte Eldredge
Peggy Gamble
Amy Garfield
Geneva Marshall
Renate Stern

June 1, 2010

Dr. Diane Cox
St. Louis Public Schools
801 N. 11th St.
St. Louis, MO 63101

Dear Dr. Cox,

I would like to request funding for Reading Is Fundamental (RIF) for the 2010-11 school year in the amount of $15,000. The St. Louis Public School District has allocated a similar amount for many years. I believe it has come from Title 1 funds.

For the last 43 years RIF volunteers have visited SLPS elementary schools to read to the students and distribute free new age appropriate books and dictionaries. Our funds are obtained from National RIF through the Free and Inexpensive Book Act. Our required matching funds are donations from foundations, corporations, and individuals.

Would you inform me when our request has been approved? Thank you.

Very truly yours,

Betty Hudgins

Betty Hudgins
Co-President
RIF St. Louis

Tel 821-5095

REQUEST FOR SOLE SOURCE PURCHASE

Requestor: M. Diane Cox	**Date: September 22, 2010**
Department / School: State & Federal	**Phone Number: 314-345-2324**
Definition: Sole Source is a good or service that is only available from one (1) source (vendor manufacturer, etc...)	
Unique Goods / Services Requested for Sole Source Purchase (describe in detail below)	
RIF program participants volunteer and distribute new books and dictionaries to students in Title I schools.	
Vendor Name: Reading is Fundamental	**Email: HUDGB@SBCGLOBAL.NET**
Vendor Contact: Betty Hudgins	**Phone Number 314-821-5095**
Justification Information	
1. Why the uniquely specified goods are required?	
This program is unique because they have partnered with SLPS for many years.	
2. Why good or services available from other vendors /competitors are not acceptable?	
The program is supported by donations from corporations, local organizations and individuals. Also, there is no administrative cost for implementation of program.	
3. Other relevant information if any (i.e., attach manufacturer's statement verifying exclusive availability of product etc...)	
4. List the Names of other Vendors contacted & Price Quotes:	
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:	
Darlene Purcell	10/7/2010
Department Head	Date
CFO	Date
Superintendent	Date

JPL

Sole Source Checklist

1. Check one of the following:

X **One-of-a-kind** The commodity or service has no competitive product and is available from only one supplier.
Prior to checking this box you must complete each of the following tasks:

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

❑ **Compatibility** The commodity or service must match existing brand of equipment for compatibility and is available from only one vendor.
Prior to checking this box you must complete the following task:

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

❑ **Replacement Part** The commodity is a replacement part for a specific brand of existing equipment and is available from only one supplier.
Prior to checking this box you must complete the following task:

- Document a search for additional suppliers

❑ **Delivery Date** Only one supplier can meet necessary delivery requirements.
Prior to checking this box you must complete each of the following tasks:

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

❑ **Research Continuity** The commodity or service must comply with established District standards and is available from only one supplier.
Prior to checking this box you must complete the following task:

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

❑ **Unique Design** The commodity or service must meet physical design or quality requirements and is available from only one supplier.
Prior to checking this box you must complete the following task:

- Sole supplier (i.e. Regional Distributor)

❑ **Emergency** URGENT NEED for the item or service does not permit soliciting competitive bids, as in cases of emergencies, disasters, etc.
Prior to checking this box you must complete the following task:

- Complete Emergency Purchase Form

2. If the Sole Source Criteria is met, then complete the Sole Source Form;
3. If the Sole Source Criteria are no met, then the item must be bid.

9

Board Resolution

Date: October 5, 2010 **Agenda Item:** 10-28-10-09

To: Dr. Kelvin R. Adams, Superintendent **Information:** _____

From: Roger L. CayCe, Exec. Director - Operations/Bldg. **Action:** X

Action to be Approved: **Other Transaction Descriptors:** _____

X **Contract Amendment/Extension**

Prior Bd Res # 05-13-10-02

Prior Contract Amount: $ 150,000.00

SUBJECT:

To approve a contract amendment with Environmental Consultants, LLC to provide hazardous materials consulting at Central VPA, Southwest Complex to be provided November 1, 2010 through August 31, 2011 at a cost not to exceed $158,856 from the air conditioning bond funds. The original contract amount of $150,000 will be increased by $158,856 for a total of $308,856 and the term of the agreement is being extended from June 30, 2011 to August 31, 2011.

BACKGROUND:

During our six month periodic check-up as part of the Asbestos Hazardous Emergency Response Act of 1986 (AHERA), it has been found that the existing asbestos located in various areas in the school is deteriorating and needs to be abated. Most of the boiler room is now restricted due to on going deterioration of the asbestos. Environmental Consultants will provide the consulting, testing, proposal requests, contracts and oversight for the abatement and demolition. This work will be completed while students are not present.

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

FUNDING SOURCE: (Location Code) - (Project Code) - (Fund Type) - (Function) - (Object Code)

Fund Source: 186 - HE - 909 - 2624 - 6522 **Amount:** $ 158,856.00	**Non GOB**	**Requisition #:** 10120546	
Fund Source: - - - - **Amount:**		**Requisition #:**	
Fund Source: - - - - **Amount:**		**Requisition #:**	
Cost not to Exceed: $ 158,856.00		**Pending Funding Availability**	**Vendor #:** 600013796

Department: Operations

Requestor: Tom Goodrich

Angela Banks

Angela Banks, Interim Budget Director

Enos Moss, CFO/Treasurer

Roger L. CayCe

Roger L. CayCe, Exec. Director - Operations/Bldg. Comm.

Dr. Kelvin R. Adams, Superintendent

CONTRACT RENEWAL FOR HAZARDOUS MATERIAL CONSULTING SERVICES

THIS CONTRACT RENEWAL FOR HAZARDOUS MATERIAL CONSULTING SERVICES ("Agreement") made as of the 1st day of July, 2010, by and between Special Administrative Board of Education of the Transitional School District of the City Of St Louis, a body corporate and metropolitan school district, with its principal office at 801 North 11th Street, Saint Louis, Missouri (hereinafter referred to as "Board" or "Board of Education"), and Environmental Consultants, LLC, with its principal office, #6 Meadow Heights Professional Park Drive, Collinsville, IL 62234 (hereinafter referred to as "Contractor").

WHEREAS, the Board of Education and Contractor entered into a contractual agreement dated July 1, 2009, a true and correct Copy of which is attached hereto as ATTACHMENT 1 and hereby incorporated by this reference (hereinafter referred to as THE CONTRACT),

WHEREAS, the Board of Education and Contractor have agreed to continue the contractual relationship under substantially the same terms and conditions for an additional year,

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

1. **SCHEDULE OF COMPLETION** The start date of the renewed agreement shall be the effective date of this Agreement. The end date shall be no later than June 30, 2011. This renewal agreement is the first of the three (3) year option to renew as stated in the original agreement.

2. **TOTAL DOLLAR AMOUNT** In no event shall the dollar amount of the contract exceed One hundred and Fifty Thousand Dollars ($150.000.00).

3. **ALL OTHER TERMS AND CONDITIONS.** All other terms and conditions shall be substantially the same as those set out in THE CONTRACT.

4. **AUTHORIZATION:** this Agreement is authorized by:

☒ **Board Resolution** #05-13-10-02, attached hereto.

Or

☐ **Other:**

Or

☐ **Emergency Purchase Request**

IN WITNESS WHEREOF, the Board of Education and contractor have executed this Agreement as of the day and year first above written.

SPECIAL ADMINISTRATIVE BOARD OF THE TRANSITIONAL SCHOOL DISTRICT OF THE CITY OF ST LOUIS

By: _____

Title: Sec't. **, Board of Education**

Date: July 23, 2010

CONTRACTOR
Enviromental Consultants, LLC
#6 Meadow Heights Professional Park Dr.
Collinsville, IL 62234

By: _____
JEFFREY M. FAUST

Title: PRINCIPAL

Date: 6/5/2010

Vendor Performance Report

Type of report: Final ☒ Quarterly ☐	**Report Date: March 8, 2010**
Dept / School: District Wide	**Reported By: Tom Goodrich**
Vendor: Environmental Consultants, LLC	**Vendor #: 600013796**
Contract # / P.O/ #: 4500149027	**Contract Name: HAZMAT Consulting**
Contract Amount: $ 150,000	**Award Date: July 1, 2009**

Purpose of Contract: To provide AHERA reporting and HAZMAT consulting, testing, analyzing, and 3rd party air monitoring as needed for projects.

Performance Ratings: Summarize the vendor's performance and circle the number which best describes their performance in that category. See Vendor Performance Report Instructions for explanations of categories and numeric ratings (*please attach additional sheets if necessary*). **Ratings** 5 = Exceptional; 4 = Very Good; 3 = Satisfactory; 2 = Marginal; 1 = Unsatisfactory

Category	Rating	Comments (Brief)
Quality of Goods / Services	**[5]** 4 3 2 1	Exceeded all requirements provided excellent services.
Timeliness of Delivery or Performance	5 **[4]** 3 2 1	Met Requirements
Business Relations	**[5]** 4 3 2 1	Very Professional and knowledgeable.
Customer Satisfaction	**[5]** 4 3 2 1	Satisfactory
Cost Control	**[5]** 4 3 2 1	Did not exceed the budget or ask for change orders.
Average Score	24	Add above ratings: divide the total by the number of areas being rated.

Would you select / recommend this vendor again? Please be aware that an answer of yes authorizes the Purchasing Department to seek renewal of the available option year for this contract. All items and conditions within the current contract shall be honored during this renewal period.

Please Check Yes ☒ No ☐

VENDOR PERFORMANCE REPORT INSTRUCTIONS

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

Performance Ratings Guidelines

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

Performance Categories Descriptions

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