Saint Louis Public Schools
Leader Handbook
2015-2016

SAINT LOUIS
PUBLIC SCHOOLS
Table of Contents
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL</td>
<td></td>
</tr>
<tr>
<td>Letter from the Superintendent</td>
<td>5</td>
</tr>
<tr>
<td>District Facts</td>
<td>6</td>
</tr>
<tr>
<td>District Map</td>
<td>7</td>
</tr>
<tr>
<td>List of Schools</td>
<td>8</td>
</tr>
<tr>
<td>2015-16 Calendar</td>
<td>9</td>
</tr>
<tr>
<td>Special Administrative Board</td>
<td>10</td>
</tr>
<tr>
<td>Superintendent’s Office</td>
<td>11</td>
</tr>
<tr>
<td>Transformation Plan</td>
<td>12</td>
</tr>
<tr>
<td>HUMAN RESOURCES</td>
<td>14</td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td>TALENT STRATEGY AND MANAGEMENT</td>
<td>23</td>
</tr>
<tr>
<td>Talent Strategy and Management</td>
<td></td>
</tr>
<tr>
<td>ACADEMICS</td>
<td></td>
</tr>
<tr>
<td>Academic Strategy</td>
<td>29</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>31</td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>36</td>
</tr>
<tr>
<td>School Innovation, Turnaround and Charter Partnerships</td>
<td>38</td>
</tr>
<tr>
<td>Network Superintendents of Schools</td>
<td>40</td>
</tr>
<tr>
<td>Curriculum, Development and Achievement</td>
<td>43</td>
</tr>
<tr>
<td>English for Speakers of Other Languages Bilingual Migrant Program</td>
<td>45</td>
</tr>
<tr>
<td>Special Education</td>
<td>48</td>
</tr>
<tr>
<td>Gifted Talented</td>
<td>51</td>
</tr>
<tr>
<td>OPERATIONS</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>55</td>
</tr>
<tr>
<td>Facilities</td>
<td>62</td>
</tr>
<tr>
<td>Food and Nutrition Services</td>
<td>68</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>76</td>
</tr>
<tr>
<td>Budget</td>
<td>79</td>
</tr>
<tr>
<td>Grants Management</td>
<td>83</td>
</tr>
<tr>
<td>Payroll</td>
<td>87</td>
</tr>
<tr>
<td>Procurement and Contracts</td>
<td>90</td>
</tr>
<tr>
<td>Risk Management</td>
<td>94</td>
</tr>
<tr>
<td>School Accounting</td>
<td>98</td>
</tr>
<tr>
<td>Treasurer’s Office</td>
<td>102</td>
</tr>
</tbody>
</table>
### TECHNOLOGY AND ACCOUNTABILITY

<table>
<thead>
<tr>
<th>Services</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Accountability</td>
<td>105</td>
</tr>
<tr>
<td>Technology Services</td>
<td>107</td>
</tr>
</tbody>
</table>

### STUDENT SUPPORT SERVICES

<table>
<thead>
<tr>
<th>Services</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment and Placement</td>
<td>113</td>
</tr>
<tr>
<td>Social Work Services</td>
<td>115</td>
</tr>
<tr>
<td>After School Programs</td>
<td>118</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>121</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>124</td>
</tr>
<tr>
<td>Health Services</td>
<td>126</td>
</tr>
<tr>
<td>Students in Transition</td>
<td>129</td>
</tr>
<tr>
<td>Alternative Education</td>
<td>132</td>
</tr>
</tbody>
</table>

### INSTITUTIONAL ADVANCEMENT

<table>
<thead>
<tr>
<th>Services</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Information</td>
<td>135</td>
</tr>
<tr>
<td>Volunteer Services</td>
<td>138</td>
</tr>
<tr>
<td>Development Partnerships</td>
<td>142</td>
</tr>
<tr>
<td>Memorandum of Understanding</td>
<td>147</td>
</tr>
</tbody>
</table>
July 2015

Dear SLPS Leader:

Welcome to the 2015 – 2016 school year. Learning new faces and new procedures takes time and patience. I hope this Saint Louis Public School Leaders Manual will be an invaluable source of knowledge and comfort for our new leaders, as well as our veteran staff members.

The Saint Louis Public School Leaders Manual has been compiled to provide you with information about different departments, forms and procedures in our District. Please keep this manual handy and refer to it often as needed. For your convenience, the Leaders Manual is also available on the District website.

The 2015-2016 school year promises to be an exciting one for the district. Our new Transformation Plan 2.0 will help guide us on a clear path to increased academic improvement, financial stability and greater parent and community engagement. The Transformation Plan 2.0 features four key guiding goals for Saint Louis Public Schools:

1) The District supports a system of excellent schools
2) The District cultivates school leaders in administration and the classroom
3) All students read to lead and succeed
4) Partnerships support students

Have a great school year and thank you for choosing to join the SLPS team.

Sincerely,

Kelvin R. Adams, Ph.D.
SLPS Quick Facts
Student and Employee Data

Enrollment Data:
Average Daily Attendance: 94%
Graduation Rate (Four-Year): 71%
Current Enrollment: 26,273
Pre-K: 1,981
K-12: 24,292

Student Demographics:
Male: 51%
Female: 49%
ESOL: 7%
Special Education: 14%
Students in Transition: 14%
Approved for Free or Reduced Lunch: 89%

Student Ethnicity Data:
African American: 83%
Caucasian: 11%
Hispanic: 3%
Asian: 3%

Employee Data:
Total Employees: 4,178
Total Teachers: 1,690
Percentage of Teachers Certified by the State: 97%

NOTE: All data pulled from October 2014 statistics.
*This number reflects 2013-2014 eligibility. Beginning in 2014-2015, all students became eligible for free and reduced-price lunch due to the Community Eligibility Provision (CEP).
# List of Schools

## Elementary Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>PS-6</td>
<td>Cameron Coleman</td>
</tr>
<tr>
<td>Ames Visual and Performing Arts (VPA)</td>
<td>PS-5</td>
<td>JaVeeta Parks-Prince</td>
</tr>
<tr>
<td>Ashland</td>
<td>PS-6</td>
<td>Lisa Brown</td>
</tr>
<tr>
<td>Bryan Hill</td>
<td>PS-5</td>
<td>Dr. Sarah Briscoe</td>
</tr>
<tr>
<td>Buder</td>
<td>PS-5</td>
<td>Michelle Flores</td>
</tr>
<tr>
<td>Carver</td>
<td>PS-4</td>
<td>Anna Westlund</td>
</tr>
<tr>
<td>Clay</td>
<td>PS-5</td>
<td>Dr. Donna Owens</td>
</tr>
<tr>
<td>Columbia</td>
<td>PS-6</td>
<td>DeShaonna Payton (interim)</td>
</tr>
<tr>
<td>Cote Brilliante</td>
<td>PS-6</td>
<td>Mildred Moore</td>
</tr>
<tr>
<td>Dewey IS</td>
<td>PS-5</td>
<td>Andrew Donovan</td>
</tr>
<tr>
<td>Dunbar</td>
<td>PS-6</td>
<td>Jacara Sproaps</td>
</tr>
<tr>
<td>Farragut</td>
<td>PS-6</td>
<td>Patricia Cox</td>
</tr>
<tr>
<td>Ford</td>
<td>PS-6</td>
<td>Joseph Williams</td>
</tr>
<tr>
<td>Froebel Literacy Academy</td>
<td>PS-6</td>
<td>Mamie Womack</td>
</tr>
<tr>
<td>Gateway MST Elementary</td>
<td>PS-5</td>
<td>Dr. Rose Howard</td>
</tr>
<tr>
<td>Gateway - Michael SpEd</td>
<td>PS-8</td>
<td>Dr. Rose Howard</td>
</tr>
<tr>
<td>Hamilton</td>
<td>PS-5</td>
<td>Starlett Frenchie</td>
</tr>
<tr>
<td>Herzog Academy</td>
<td>PS-6</td>
<td>Sandra Bell</td>
</tr>
<tr>
<td>Hickey</td>
<td>PS-5</td>
<td>Peggy Starks</td>
</tr>
<tr>
<td>Hodgen College Bound Academy</td>
<td>PS-6</td>
<td>Brandon Murray (interim)</td>
</tr>
<tr>
<td>Humboldt Acad. of Higher Learning</td>
<td>3-5</td>
<td>Jacqueline Russell</td>
</tr>
<tr>
<td>Jefferson</td>
<td>PS-6</td>
<td>Michelle Jones</td>
</tr>
<tr>
<td>Kennard CJA</td>
<td>PS-5</td>
<td>Dr. Wanda LeFlore</td>
</tr>
<tr>
<td>Laclede</td>
<td>PS-5</td>
<td>Dr. DaMaris White</td>
</tr>
<tr>
<td>Lexington</td>
<td>PS-5</td>
<td>Myra Pendleton</td>
</tr>
<tr>
<td>Lyon Academy @ Blow</td>
<td>K-8</td>
<td>Dr. Ingrid Iskali</td>
</tr>
<tr>
<td>Mallinckrodt Acad. of Gifted Instruction</td>
<td>PS-5</td>
<td>DeAndre Thomas</td>
</tr>
<tr>
<td>Mann</td>
<td>PS-5</td>
<td>Dr. Nicole Conaway</td>
</tr>
<tr>
<td>Mason School of Academic &amp; Cultural Literacy</td>
<td>PS-6</td>
<td>Deborah Leto</td>
</tr>
<tr>
<td>Meramec</td>
<td>PS-5</td>
<td>LaKena Curtis</td>
</tr>
<tr>
<td>Monroe</td>
<td>PS-6</td>
<td>Felicia Miller</td>
</tr>
<tr>
<td>Mullanphy ILC (Investigative Learning Center)</td>
<td>PS-5</td>
<td>Kelli Casper</td>
</tr>
<tr>
<td>Earl Nance Sr. Elementary School</td>
<td>PS-6</td>
<td>Jana Haywood</td>
</tr>
<tr>
<td>Nahed Chapman Preparatory Academy</td>
<td>K-10</td>
<td>Donnie Harris (interim)</td>
</tr>
<tr>
<td>Oak Hill</td>
<td>PS-5</td>
<td>Dr. Karessa Morrow</td>
</tr>
<tr>
<td>Gilkey Pamoja Preparatory Academy @ Cole</td>
<td>PS-8</td>
<td>Sean Nichols</td>
</tr>
<tr>
<td>Patrick Henry Downtown Academy</td>
<td>PS-6</td>
<td>Colby Heckendorn</td>
</tr>
<tr>
<td>Peabody</td>
<td>PS-5</td>
<td>Monica Seawood</td>
</tr>
<tr>
<td>Shaw VPA</td>
<td>PS-5</td>
<td>Dr. Lori Craig</td>
</tr>
<tr>
<td>Shenandoah</td>
<td>PS-6</td>
<td>Sonya Wayne</td>
</tr>
<tr>
<td>Sigel</td>
<td>PS-6</td>
<td>Hollie Russell-West</td>
</tr>
<tr>
<td>Stix ECC</td>
<td>PS-2</td>
<td>Diane Dymond</td>
</tr>
<tr>
<td>Walbridge</td>
<td>PS-6</td>
<td>Sarah Briscoe</td>
</tr>
<tr>
<td>Washington Montessori</td>
<td>PS-5</td>
<td>DeAdrienne Torrey</td>
</tr>
<tr>
<td>Wilkinson ECC@ Roe</td>
<td>PS-2</td>
<td>Yvette Levy (interim)</td>
</tr>
</tbody>
</table>

## Middle Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woerner</td>
<td>PS-5</td>
<td>Margaret Meyer</td>
</tr>
<tr>
<td>Woodward</td>
<td>PS-5</td>
<td>Carla Cunigan</td>
</tr>
<tr>
<td>ASEM @ L’Ouverture</td>
<td>5-8</td>
<td>CeAndre Perry</td>
</tr>
<tr>
<td>Busch Middle School of Character</td>
<td>6-8</td>
<td>Robert Lescher</td>
</tr>
<tr>
<td>Carr Lane VPA</td>
<td>6-8</td>
<td>Cornelius Green</td>
</tr>
<tr>
<td>Compton Drew ILC</td>
<td>6-8</td>
<td>Susan Reid</td>
</tr>
<tr>
<td>Fanning</td>
<td>6-8</td>
<td>June Berry</td>
</tr>
<tr>
<td>Gateway MST</td>
<td>6-8</td>
<td>Aisha Grace</td>
</tr>
<tr>
<td>Langston</td>
<td>6-8</td>
<td>Lanetra Thomas</td>
</tr>
<tr>
<td>Long</td>
<td>6-8</td>
<td>Brenda Smith</td>
</tr>
<tr>
<td>McKinley CJA</td>
<td>6-12</td>
<td>Steve Warmack (interim)</td>
</tr>
<tr>
<td>Yeatman-Liddell Preparatory</td>
<td>7-8</td>
<td>Dr. Leslie Bonner</td>
</tr>
</tbody>
</table>

## High Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnahan High School of the Future</td>
<td>9-12</td>
<td>LaTasha Jones</td>
</tr>
<tr>
<td>Central VPA</td>
<td>9-12</td>
<td>Dr. Kacy Seals (interim)</td>
</tr>
<tr>
<td>Cleveland NJROTC</td>
<td>9-12</td>
<td>Dr. Susan Viviano</td>
</tr>
<tr>
<td>Clyde C. Miller Career Academy</td>
<td>9-12</td>
<td>Michael Brown</td>
</tr>
<tr>
<td>Collegiate School of Medicine &amp; Bioscience</td>
<td>9-10</td>
<td>Frederick Steele</td>
</tr>
<tr>
<td>Gateway STEM Academy</td>
<td>9-12</td>
<td>Debra Powell-Childress (interim)</td>
</tr>
<tr>
<td>Metro</td>
<td>9-12</td>
<td>Dr. Wilfred Moore</td>
</tr>
<tr>
<td>Northwest Academy of Law</td>
<td>9-12</td>
<td>Valerie Carter-Thomas</td>
</tr>
<tr>
<td>Nottingham CAJT</td>
<td>9-12</td>
<td>Brian O’Connor</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>9-12</td>
<td>Dr. Crystal Gale</td>
</tr>
<tr>
<td>Soldan IS</td>
<td>9-12</td>
<td>Dr. Thomas Cason</td>
</tr>
<tr>
<td>Sumner</td>
<td>9-12</td>
<td>Dr. Michael Triplett (interim)</td>
</tr>
<tr>
<td>Vashon</td>
<td>9-12</td>
<td>Stanley Green (interim)</td>
</tr>
</tbody>
</table>

## Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Grades</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh Start @ Sumner</td>
<td>ages 17-21</td>
<td>Dr. Debra Powell</td>
</tr>
<tr>
<td>Griscom</td>
<td>5-12</td>
<td>James Harris</td>
</tr>
<tr>
<td>Innovative Concept Academy @ Blewett</td>
<td>9-12</td>
<td>Ciceley Johnson</td>
</tr>
<tr>
<td>Multiple Pathways at Beaumont</td>
<td></td>
<td>Justin Moore</td>
</tr>
<tr>
<td>Stevens Center for Academic Development</td>
<td>6-8</td>
<td>Angelique Brown</td>
</tr>
</tbody>
</table>
**St. Louis Public School District**  
**2015-2016 Academic Year Calendar**

**July '15**  
Teachers 0 / Students 0

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**August '15**  
Teachers 16 / 11 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**September '15**  
Teachers 22 / 21 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**October '15**  
Teachers 22 / 20 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**November '15**  
Teachers 21 / 17 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**December '15**  
Teachers 23 / 12 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**January '16**  
Teachers 21 / 19 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**February '16**  
Teachers 21 / 19 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**March '16**  
Teachers 23 / 16 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**April '16**  
Teachers 21 / 21 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**May '16**  
Teachers 20 / 19 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**June '16**  
Teachers 17 / 16 Students

<table>
<thead>
<tr>
<th>WK</th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**Totals for the 2015/2016 School Year days; hours:**  
Student 176 days @ 6 hr. 27 min. (6.45/day) = 1,135.20.  
Teacher 210 Days (176 teaching days, 34 without students (4 days for winter break; 5 days for spring break; 9 holidays; 2 record keeping days; 4 no school days; 5 full day professional development days; 2 parent conference days; 2 classroom prep. days; 1 Principal's Day))  
2016 Calednar
Overview

Currently, the St. Louis Public Schools District is under the governance of a three-member Special Administrative Board (SAB). One member is appointed by the Governor, one by the Mayor of St. Louis and one by the President of the St. Louis Board of Aldermen.

The SAB has the legal responsibility for the education of children from ages 5 to 21 who live within the city boundaries. It is a policy-making body with the primary function of establishing and monitoring rules, plans and procedures for the school system. The Board appoints a superintendent to manage its budget, supervise the staff and students, and make recommendations for the operations of the schools and support services.

Richard T. “Rick” Sullivan, Jr., serves as the President and CEO of Special Administrative Board of the St. Louis Public Schools. He is an appointee to the SAB by former Missouri Governor Matt Blunt and has held the position since the SAB’s first meeting in June 2007. Prior to his appointment to the SAB, Sullivan enjoyed a career with McBride & Son. He joined McBride & Son in 1973 as property manager and was named Vice President in 1976. He joined the accounting firm of Rubin, Brown, Gornstein & Co., LLP for two years and, in late 1978, rejoined McBride & Son and eventually rose to the position of Chairman and CEO.

Dr. Melanie Adams is Vice President of the SAB. She was appointed to the position by St. Louis Mayor Francis Slay. Dr. Adams is the Managing Director of Community Education and Events for the Missouri History Museum and Historical Society. She oversees the Museum’s community and education programs, and serves on the advisory team to the Museum President. In her position she reports directly to the Museum President.

Richard K. Gaines was appointed to the SAB by St. Louis Board of Alderman President Lewis Reed. Mr. Gaines is a graduate of Vashon High School and was also a member of the SLPS Elected Board of Education during the 1980’s. In his professional career, Mr. Gaines is the founder of the Richard K. Gaines Insurance Agency.

Ruth Lewis is the Executive Admin to the Special Administrative Board.

Special Administrative Board members may be reached at 314-345-2230.

Board Policies

Essential to the operation of the school district is to have clearly defined policy. Also essential, is to have sufficiently clear and detailed regulations to implement and administer the policy.

Policy adoption is the function of the Board of Education. Policy development is a cooperative enterprise involving the board, the school administration, employees and their organizations, parents, students and interested members of the community.

A policy is a guide for discretionary action. A policy expressed the intent of the board and the expectations it has regarding the operation of the school system. Policy statements guide the board in making decisions and provide clear indications of the practices the administration will follow.

Formulating regulations is the task of the superintendent and staff. Regulations are needed to interpret and implement the board’s intentions when expressed in policies.

Regulations specify a required action or describe an administrative response. A regulation tells what is to be done and who is to do it and when.

Board Policies can be found on the district website under District Info -> Special Administrative Board -> Board
Board Information

Board Meetings are held throughout the year. The schedule for 2015-2016 can be found on the district website under District Info/Special Administrative Board, or click here. All board meeting agendas, minutes and meeting books can also be found on the SAB website.

Board Resolution Process

All Memoranda of Understanding and Agency Agreements; all Contracts and Purchases (which are over $5,000) must be approved by the Special Administrative Board via a Board Resolution. Board Resolutions are presented to the board in a Consent Agenda at a Special Administrative Board meeting (first read / review) and approved the following meeting (approval vote). Due to this approval process, it is important to plan for these larger purchases well in advance and to also include sufficient time for an RFP or bid process.

Network Superintendents will review all Proposed Board Resolutions for schools with the Purchasing Department prior to submitting Proposed Board Resolutions to the SAB. Training on the Board Resolution process will be provided and any questions can be addressed by contacting Terrance.Bullock@slps.org.

Board Resolution Reference Materials and Templates are posted on-line under Purchasing -> RFP’s: Board Resolution Process.
Superintendent’s Office

Dr. Kelvin R. Adams
Superintendent of Schools
(314) 345-2296 O
(314)541-1165 C
supt@slps.org

Mary Houlihan
Deputy Superintendent of Operations
(314) 345-2208 (o)
(314) 420-5782 (c)
mary.houlihan@slps.org

Dr. Edmond Heatley
Chief of Human Resources
(314) 345-4560 (o)
(314) 378-6378 (c)
edmond.heatley@slps.org

Stacy Clay
Deputy Superintendent for Student Support Services
(314) 345-2352 (o)
(314) 323-4025 (c)
stacy.clay@slps.org

Cheryl VanNoy
Interim Deputy Superintendent Accountability & Technology Services
(314) 345-2366 (o)
(314) 378-9390 (c)
cheryl.vannoy@slps.org

Rachel Seward
Deputy Superintendent Institutional Advancement
(314) 345-2353 (o)
(314) 607-1053 (c)
rachel.seward@slps.org

David Hardy Jr.
Deputy Superintendent of Academics
(314) 345-4694 (o)
(314) 452-3765 (c)
david.hardy@slps.org

Ernest Clark
Director of Audit and Compliance
(314) 345-2247 (o)
(314) 368-8700 (c)
ernest.clark@slps.org

Roger CayCe
Chief of Staff
(314) 345-4452 (o)
(314) 309-7760 (c)
roger.cayce@slps.org

Haliday Douglas
Director, Talent Strategy and Management
(314) 345-4464 (o)
(314) 762-8794 (c)
haliday.douglas@slps.org

Nakia Cobbs
Administrative Assistant to the Superintendent
(314) 345-2296 (o)
(314) 393-0972 (c)
nakia.cobbs@slps.org
Dr. Kelvin Adams is in his eighth year as Superintendent of Schools for the Saint Louis Public School District in 2015/16. He oversees close to 27,000 students in grades Pre K – 12 and is responsible for the day-to-day operations of the District's nearly 4,000 full-time employees and $400 million budget.

The District Leadership Team is outlined below. This manual includes overviews of these key functions and contact information to assist you with navigating "the system" and getting the support and resources you need in your schools as well as being in compliance with various policies, etc.
Transformation Plan 2.0
Executive Summary

As a district, our mission is to provide a quality education for all students and enable them to realize their full intellectual potential. To that end, we present the Saint Louis Public Schools Transformation Plan 2.0.
To view the full plan, go to www.slps.org/plan

THE PROGRESS WE HAVE MADE:
SLPS has continuously improved over the past five years and is provisionally accredited by the state. Despite these gains, significant challenges remain in the area of student achievement. The following four goals have been developed to tackle these challenges head on:

1. The district supports a system of excellent schools.
   • SLPS will be fully accredited, and 75% of schools will achieve provisional or full accreditation by 2017.
   • SLPS will be financially sound and have a 10% unrestricted fund balance by 2019.

2. The district cultivates school leaders in administration and the classroom.
   • By August 2016, leader effectiveness and retention within the district will increase.
   • Teachers will lead instruction that increases student achievement on multiple assessments, including reading benchmarks and state tests.
   • Lowest-performing students will increase their performance by 25%.

3. All students read to lead and succeed.
   • By the end of the 2018 school year, 80% of 3rd graders will be reading on grade level.
   • By the end of each school year, 85% of students will demonstrate a minimum of one year’s growth in reading.
   • By 2020, 90% of our students will be prepared for the college and/or career of their choice upon graduation from high school.

4. Partnerships support students.
   • By 2016, the district will maximize the number and amount of grant awards it receives.
   • By 2017, 90% of families and community partners will give our schools an “A” when asked to rate if schools are welcoming and supportive.
Human Resources
Human Resources

Dr. Edmond Heatley
Chief Human Resources Officer
(314) 345-4560 (office)
(314) 378-6378 (cell)
Edmond.Heatley@slps.org

Dr. James Henderson
Director of Recruitment
(314) 345-4530
James.Henderson@slps.org

Lauren Huston
Receptionist
(314) 345-2379
Lauren.Huston@slps.org

Torey Jackson
Records Room Technician
(314) 345-2323
Torey.Jackson@slps.org

Heather Johnson
Secretary II
(314) 345-2528
Heather.Johnson@slps.org

Felecia Long
HR Generalist
(314) 345-2267
Felecia.Long@slps.org

Joyce Robinson
Certification Officer
(314) 345-2234
Joyce.Robinson@slps.org

Tonya Roden
Clerk, St. Louis Plan
(314) 345-2236
Tonya.Roden@slps.org

Alvin Scott
HR Generalist
(314) 345-4400
Alvin.Scott@slps.org

Kelly Shaw
HRIS Analyst
(314) 345-2326
Kelly.Shaw@slps.org

Karen Shelton-Henry
Benefits Specialist
(314) 345-2260
Karen.Shelton-Henry@slps.org

Jeffrey Spiegel
Principal Performance
(314) 345-2265
(314) 598-3676 cell
Jeffrey.Spiegel@slps.org

Danine Stewart
HR Generalist
(314) 345-2638
Danine.Stewart@slps.org

Keesha Strong
Employee Relations Specialist
(314) 345-2263
Keesha.Strong@slps.org

Toni Stubblefield
Customer Service Representative
(314) 345-2382
Toni.Stubblefield@slps.org

Debra Whitley
Customer Service Representative
(314) 345-2210
Debra.Whitley@slps.org

Marjorie Yancey
Customer Service Representative
(314) 345-4523
Marjorie.Yancey@slps.org

Renae Bailey
Customer Service Representative
(314) 345-2380
Renae.Bailey@slps.org

Maria Bautista - Cuadra
Administrative Assistant
(314) 345-2205
Maria.Bautista-Cuadra@slps.org

Jerranetta Brookings
Customer Service Representative
(314) 345-2320
Jerranetta.Brookings@slps.org

Clarissa Buckley
HRIS Coordinator
(314) 345-2293
Clarissa.Buckley@slps.org

Charles Burton
Employee Relations Coordinator
(314) 345-2251
Charles.Burton@slps.org

Constance Catching
Records Room Technician
(314) 345-2241
Constance.Catching@slps.org

Dr. Wanda Clay
St. Louis Plan Coordinator
(314) 345-4486 (office)
(314) 393-6326 cell
Wanda.Clay@slps.org

Kelly Shaw
HRIS Analyst
(314) 345-2326
Kelly.Shaw@slps.org

Jeffrey Spiegel
Principal Performance
(314) 345-2265
(314) 598-3676 cell
Jeffrey.Spiegel@slps.org

Danine Stewart
HR Generalist
(314) 345-2638
Danine.Stewart@slps.org

Keesha Strong
Employee Relations Specialist
(314) 345-2263
Keesha.Strong@slps.org

Toni Stubblefield
Customer Service Representative
(314) 345-2382
Toni.Stubblefield@slps.org

Debra Whitley
Customer Service Representative
(314) 345-2210
Debra.Whitley@slps.org

Marjorie Yancey
Customer Service Representative
(314) 345-4523
Marjorie.Yancey@slps.org
Overview

Human Resources is responsible for recruiting, screening, hiring, and placing high-quality employees in St. Louis Public Schools. All employee questions and concerns regarding their employment, salary, benefits and complaints should be addressed to Human Resources.

Dr. Edmond Heatley is Saint Louis Public Schools Chief Human Resource Officer and is responsible for all Human Resource functions. Dr. Heatley is supported by Maria Bautista.

Reception

The Human Resources Receptionist is your primary point of contact for any questions pertaining to personnel or personnel related functions. If you are not certain who you should contact in HR about a particular question or problem, our knowledgeable HR personnel are one call away and ready to assist you. Lauren Huston is the Receptionist for Human Resources. The HR Reception Desk can be reached at (314-345-2379). Please direct questions related to your experience with the reception area to the Coordinator of Human Resource Information Systems, Clarissa Buckley.

Human Resource Generalists

The Human Resource Generalists are the point of contact for school leaders regarding staffing concerns as well as the following: Orientation, Vacancies, Teachers, Substitutes, School Rosters, Salary Concerns, Pay Adjustments, Building Staff, Staff Assignments, and Requisitions. The Generalists are supported by Customer Service Representatives (CSRs).
### Generalist Assignments

<table>
<thead>
<tr>
<th>Felecia Long</th>
<th>Alvin Scott</th>
<th>Danine Stewart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td><strong>Elementary</strong></td>
<td><strong>Elementary</strong></td>
</tr>
<tr>
<td>Ames VPA</td>
<td>Adams</td>
<td>Bryan Hill</td>
</tr>
<tr>
<td>Buder</td>
<td>Lyon @ Blow</td>
<td>Mereamec</td>
</tr>
<tr>
<td>Clay</td>
<td>AESM @ Carver</td>
<td>Dunbar</td>
</tr>
<tr>
<td>Dewey</td>
<td>Ashland</td>
<td>Gateway</td>
</tr>
<tr>
<td>Farragut</td>
<td>Columbia</td>
<td>Oak Hill</td>
</tr>
<tr>
<td></td>
<td>Cote Brilliante</td>
<td>Kennard</td>
</tr>
<tr>
<td></td>
<td>Ford</td>
<td>Laclede</td>
</tr>
<tr>
<td></td>
<td>Hamilton</td>
<td>Herzog</td>
</tr>
<tr>
<td></td>
<td>Hickey</td>
<td>Laclede</td>
</tr>
<tr>
<td></td>
<td>Hodgen</td>
<td>Holman</td>
</tr>
<tr>
<td></td>
<td>Humboldt</td>
<td>Humboldt</td>
</tr>
<tr>
<td></td>
<td>Jefferson</td>
<td>Humboldt</td>
</tr>
<tr>
<td></td>
<td>Lexington</td>
<td>Jefferson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mullanphy</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Carr Lane VPA</td>
<td>AESM @ L’Overture</td>
<td>Carr Lane VPA</td>
</tr>
<tr>
<td>Compton Drew</td>
<td>Gateway</td>
<td>Long</td>
</tr>
<tr>
<td>Fanning</td>
<td></td>
<td>McKinley</td>
</tr>
<tr>
<td></td>
<td><strong>High</strong></td>
<td><strong>High</strong></td>
</tr>
<tr>
<td>Beaumont</td>
<td>Fresh Start</td>
<td>Central</td>
</tr>
<tr>
<td>Clyde C. Miller</td>
<td>Griscom</td>
<td>Cleveland</td>
</tr>
<tr>
<td>Collegiate</td>
<td>Fresh Start</td>
<td>CJAT @ Nottingham</td>
</tr>
<tr>
<td>Fresh Start</td>
<td>Griscom</td>
<td>Columbus</td>
</tr>
<tr>
<td>Griscom</td>
<td>Griscom</td>
<td>Columbus</td>
</tr>
<tr>
<td></td>
<td>Vashon</td>
<td>Northwest</td>
</tr>
<tr>
<td></td>
<td>Woodward</td>
<td>Woodward</td>
</tr>
<tr>
<td></td>
<td>Carnahan</td>
<td>Carnahan</td>
</tr>
</tbody>
</table>

### Human Resource Information Systems

Human Resource Information Systems (HRIS) is the intersection of Human Resources and Technology through HR software. Those in this area of Human Resources support the automation of staffing functions in addition to personnel and recruiting systems such as SAP and Applitrack. HRIS is also responsible for processing leaves of absence that include FMLA, Sabbatical/Education, Jury Duty and Military. All questions regarding HRIS related requests should be directed to the Coordinator of Human Resource Information Systems, Clarissa Buckley or Kelly Shaw. Both are supported by Jerranetta Brookings.

### Employee Relations

The Employee Relations Team (ER) is the point of contact for Employee and Labor Relations for the District. The ER functions include but are not limited to: Employee Complaints, Citizen Complaints, Policy Violations, Employee Discipline, Administering Disciplinary Action up to and including Termination, Disciplinary Hearings, Americans with Disabilities Act (ADA) Requests, Division of Family Services (DFS) and Charges of Discrimination.

The Coordinator for Employee Relations is Mr. Charles Burton, JD. Mr. Burton is supported by Keesha Strong, PHR, Employee Relations Specialist. DFS and ADA forms may be found on the district website under HR: [HR Forms](#).
St. Louis Plan

The mission of the St. Louis Plan is to provide individual professional development to new and veteran teachers. Teachers entering the profession for the first time and struggling veteran teachers who volunteer to receive support from a peer are supervised by a master teacher for one year. The St. Louis Public Schools Model of Peer Assistance and Review (PAR) is a collaborative effort between the SLPS District and the American Federation of Teachers Local 420. The primary focus of this model is the retention of not only highly qualified, but also effective teachers for continued employment with the St. Louis Public Schools. All questions regarding this type of support for teachers be directed to the Coordinator of the St. Louis Plan, Dr. Wanda C. Clay. Dr. Clay is assisted by Tonya Roden.

Employee Records

A personnel file will be accurately maintained in the Central Administrative Office for each present and former employee. All personnel records will be considered confidential and not open to public inspection, and access to files will be limited. No other persons or agencies may have access to information in an employee’s file unless the employee has followed the employment verification process. An employee can view their own file by scheduling an appointment with one of the Human Resources Records Room technicians. They are Constance Catchings and Torey Jackson. For additional assistance please contact Kelly Shaw.

Employee Verification

SLPS uses The Work Number to provide automated employment and income verifications. Our standard procedure for verification requests is to provide the instructions to verifiers on how to use The Work Number. The following link will provide instructions on how to obtain an Employment Verification. In the instance that you receive a form from an employee that needs to be completed (i.e. Loan Forgiveness, Service records); please direct the employee to the Human Resource Department. Click link for PDF instructions for The Work Number or call them directly at 1-800-367-5690. For all other inquiries please contact Kelly Shaw.

Substitute Teachers

Substitute teachers are assigned accordingly. Substitutes may replace Building Subs, Long Term – FMLA, Administrative Leaves and Vacancies. School Staff may report absences by calling Smartfind Express at 314-621-9165. For questions regarding substitutes, please contact Danine Stewart.

Required Forms:

- **Eligibility For Continuing Substitute Status** – This form should be completed after the sub works 25 consecutive days in a long term certificated teaching position. This form can be found in the HR Document Library located on the SLPS website under the Human Resources tab.
- **Administrator Quick Reference Card for SmartFindExpress** – Utilized by teachers and non-certificated staff for reporting absences. If you are an existing staff member requesting a sub or an existing substitute searching for an assignment, you will need to login to the Substitute Call-In System here. The link can be found on the district website under HR/Substitute Staff Information.
Employee Benefits

Employee Benefits is responsible for managing, implementing and communicating the District’s employee benefit programs including Wellness initiatives. Employee benefits include: Medical, Pharmacy, Dental, Vision, Life, Short Term and Long Disability and Employee Assistance Programs. Employees can contact vendors directly via phone or by accessing the vendor web page.

All other questions regarding benefits should be forwarded to the Benefits Specialist, **Karen Shelton-Henry**.

<table>
<thead>
<tr>
<th>Benefits Call Center</th>
<th>Medical Coventry Health Care</th>
<th>Prescription Drugs Express Scripts</th>
<th>Dental Delta Dental</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-866-345-7577</td>
<td>1-800-755-3901</td>
<td>1-877-850-3348</td>
<td>1-800-432-4966</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vision Vision Benefits of America</th>
<th>Life Insurance Cigna</th>
<th>Flexible Spending Accounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-800-432-4966</td>
<td>1-800-732-1603</td>
<td><a href="http://www.flexdirect.adp.com">www.flexdirect.adp.com</a></td>
</tr>
<tr>
<td><a href="http://www.visionbenefits.com">www.visionbenefits.com</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Management

Performance Management refers to the evaluation of job performance of district employees. All school leaders and supervisors evaluate employees on a regular basis. Performance Management supports school leaders and supervisors in the evaluation of district employees – particularly those whose performance is unsatisfactory. All questions regarding the job performance of district employees and evaluation should be addressed to the Coordinator of Performance Management, **Jeff Spiegel**.

Evaluation documents can be found on the district website in the HR Document Library: [HR Forms](#).

Certification

Missouri certification is required for educators, student support, and administrators.

Certifications are managed by the Certification Officer. The Certification Officer is the liaison between the District’s certified staff and the Department of Elementary and Secondary Education (DESE): The certification officer’s role includes assisting staff with renewing and obtaining Missouri certification, along with assisting staff with being identified by DESE as a Highly Qualified Teacher (HQT) and conducting certification audits throughout the year. Questions about Missouri certification should be addressed to the Certification Officer **Joyce Robinson**.
Human Resource Forms

All HR Forms can be found on the district website under HR/HR Document Library:

**Step-by-Step Leave of Absence Process**
Step-by-Step Process for taking Leave of Absence.pdf, 47.91 KB (Last Modified on June 21, 2013)

**Family and Medical Leave (FMLA) - Own Serious Health Condition**
FMLA for Self Packet.pdf, 933.89 KB (Last Modified on May 14, 2015)

**Family and Medical Leave (FMLA) - Care for an Immediate Family Member**
FMLA for Family Packet.pdf, 408.38 KB (Last Modified on May 14, 2015)

**Family and Medical Leave (FMLA) - Qualifying Exigency for Military Family**
Certification of Qualifying Exigency for Military Family Leave-.pdf, 297.19 KB (Last Modified on May 14, 2015)

**Family and Medical Leave (FMLA) - Serious Injury or Illness of Covered Service Member**
Certification for Serious Injury or Illness of Covered Service member for Military Family Leave-.pdf, 443.97 KB (Last Modified on May 14, 2015)

**FMLA Intermittent Leave - Daily Absence Form**
FMLA Intermittent Leave of Absence - Daily Absence Form.doc, 28.50 KB (Last Modified on June 24, 2013)

**Release to Return to Work (Own Serious Illness)**
Release to Return to Work Form_for employees own serious illness.doc, 40.50 KB (Last Modified on June 24, 2013)

**Release to Return to Work (Care of Immediate Family Member)**
Release to Return to Work Form_for care of immediate family member.doc, 37.50 KB (Last Modified on June 24, 2013)

**Leave of Absence Forms (other than FMLA)**

**Leave of Absence Request Form**
To be completed for: (a) non-FMLA medical leave (own serious health condition), (b) sabbatical, (c) educational with pay, (d) educational without pay, (e) jury duty.
Request for Leave of Absence_Educational--Sabbatical--Jury Duty--Other.pdf, 329.81 KB (Last Modified on January 2, 2014)

**Bereavement Leave Notification Form**
Bereavement Leave Notification Form_completed by employee.doc, 42.00 KB (Last Modified on June 24, 2013)

**Release to Return to Work Form (Sabbatical)**
Release to Return to Work Form_Sabbatical.doc, 37.50 KB (Last Modified on June 24, 2013)
General HR Forms

Substitute Pay Request
Substitute Pay Request.docx, 54.29 KB (Last Modified on October 20, 2014)

ADA Request Form
ADA Request Form 2014 revised.doc, 63.00 KB (Last Modified on October 21, 2014)

Benefits Enrollment Guide (2013)
Enrollment Guide 2013.pdf, 4.07 MB (Last Modified on June 24, 2013)

Change of Address
Change_of_Address.pdf, 50.11 KB (Last Modified on June 24, 2013)

DFS Reporting Form
DFS Reporting Process and FormsModified.pdf, 66.81 KB (Last Modified on June 24, 2013)

Employment Verification (Walk-In Form)
If you opt not to use The Work Number for your employment verification, please print, complete, and hand-deliver this form to Human Resources.
Employment Verification Walk-In Form.pdf, 23.67 KB (Last Modified on June 28, 2013)

How to Report a STD/LTD Claim
CIGNA_STD-LTD How to Report a Claim.pdf, 52.52 KB (Last Modified on June 24, 2013)

Notice of Intent to Retire
Notice of Intent to Retire Form.doc, 44.50 KB (Last Modified on June 24, 2013)

Official Notice of Retirement
Official Notice of Retirement Form.doc, 40.00 KB (Last Modified on June 24, 2013)

Resignation Form
resignation_form.docx, 26.82 KB (Last Modified on April 1, 2015)

Salary Increment Form
salary_increment_form.doc, 49.50 KB (Last Modified on June 24, 2013)

Workers’ Compensation Initial Report Form
Workers_Comp_Form_Revised_3-30-15.doc, 139.00 KB (Last Modified on April 1, 2015)
Talent Strategy and Management
Talent Strategy and Management

Haliday Douglas
Director of Talent Strategy and Management
Office 314.345.4464
Cell 314.762.8794
haliday.douglas@slps.org

Sheila Smith-Anderson
Director of Leader Pathways and Professional Learning
Office 314-345-4486
Cell 314-393-6326
sheila.smith-anderson@slps.org

Nelson Williams
Operations Specialist
Office: 314-345-2385
nelson.williams@slps.org
Overview

The Office of Talent Strategy and Management (TSM) is responsible for school and district leader recruitment, selection, staffing, on-boarding, leadership pathway programming, effectiveness support, advocacy and recognition. Additionally, this office provides strategic support and visioning for leader evaluation and leader professional development programming.

The mission is to increase educator effectiveness, retention, and satisfaction.

Recruitment and Selection

School leader recruitment and selection processes occur year-round as vacancies emerge. Generally speaking, there are two formal cycles performed every school year – one in the fall and one in the spring. Each cycle lasts approximately two months and, for a select number of candidates, results in a recommendation to the Superintendent for a school leader appointment for the start of the subsequent school year. The key components of a cycle include: an application and profile scan; a prescreening exercise; a screening call; a phone interview; and, an in-person demonstration day. Referrals and inquiries regarding the recruitment and selection of the following positions should be directed to the TSM office: district-level director or associate superintendent, principal, assistant principal, academic instructional coach, and dean of students. The recruitment calendar and guidelines will be posted on the district website when available.

Staff Contact: 

Pathway Programs

Teacher-Leader Fellows Program
This cohort-based program is designed to identify and scale the impact of some of the district’s most talented classroom teachers through monthly evening Professional Learning Community sessions; daily, job-embedded development opportunities; and biannual retreats. Fellows will receive a stipend each semester, be automatically eligible for teacher of the year recognition, and receive intensive development to apply and master the following competencies: team culture-building, curriculum mapping and writing; data gathering and analysis; instructional coaching and mentorship.

Prerequisites for application: teacher certification; two years full-time teaching experience; recommendation of current supervisor, a teacher colleague, and a student.

Aspiring School Leader Fellows Program
This cohort-based program is designed to identify and scale the impact of some of the district’s most talented classroom teacher-leaders and apprentice administrators (assistant principals, instructional coaches, consulting teachers, counselors, etc.) through monthly evening PLC sessions; light coursework; daily, job-embedded development opportunities; and biannual retreats. Fellows will receive a stipend each semester, will automatically be eligible to participate in the second round of the school leader recruitment and selection process (bypassing prescreening exercises and a screening call), and receive intensive development to apply and master the following competencies: organizational turnaround strategy; master scheduling; team culture-building; student culture-building; managing curriculum teams; managing data teams; instructional coaching and evaluation.
Prerequisites for application: teacher certification; three years, full-time teaching experience; recommendation of current supervisor, two teacher colleagues, and a student.

Aspiring District Leader Fellows Program
This cohort-based, professional learning network is designed to identify, and scale the impact of some of the district’s most talented school leaders (principals and directors) through monthly evening PLC sessions; daily, job-embedded development opportunities, including multi-school site supervisory responsibilities; light coursework; and one annual retreat. Fellows will receive a stipend each semester, be automatically eligible for leader of the year recognition, and receive intensive development to apply and master the following competencies: organizational turnaround strategy; team culture-building; student culture-building; leader coaching and mentorship.

Prerequisites for application: administrator certification; two years full-time school leader experience; recommendation of current supervisor, a teacher colleague, school leadership team member, a community partner, and a student.

Staff Contact: **Sheila Smith-Anderson**

Leader Professional Development

This will be coordinated with the Professional Development in Academics.

Leader Effectiveness

The focus of leader effectiveness activities is to increase school leader effectiveness by providing Network and Associate Superintendents the performance data needed to support school leaders they directly coach and supervise in a timely and strategic manner. Thus, this work requires managing data gathering, synthesis, analysis, and reporting in alignment with the Excellent Schools Transformation Tool metrics. In addition to stewarding the frequent flow of data, this work involves the development and facilitation of three data review roundtables with the Superintendent and other key Central Office personnel.

Staff contact: **TBD / Haliday Douglas**

Evaluation and Performance Management

Performance Management is covered in the Human Resources section of this manual.

Evaluation documents can be found on the district website under Human Resources -> HR Document Library -> Evaluation Forms, click [here](#).

Advocacy, Recognition and Innovation

While many of TSM’s programming opportunities inherently bolster district efforts to acknowledge the district’s commitment to improving the value and volume of leader supports and services, there are some activities that
explicitly focus on this important work.

**Educator Voice Sessions:** Three intimate occasions throughout the year – twice in the winter, once in the spring – where school leaders have the opportunity to participate in a candid conversation with the Superintendent regarding strengths and areas for growth in the district.

**Recognition:** Each year the district acknowledges our most effective educators (teachers and leaders) who make a significant difference in the lives and achievement outcomes of their students, students’ families, and colleagues. The district does this work through awarding Teacher and Leader of the Year prizes, which are each accompanied by a cash purse, placard and automatic eligibility for one of the district’s pathway programs.

**Innovation:** Beginning in the fall of 2015, the district will award grants ranging from $500 - $5,000 to support school-based initiatives that promise and/or have proved to catapult student achievement. Each initiative must align to at least two ESTT performance metrics.

Staff contact: **Haliday Douglas**
Academics
Academic Strategy

Colette Owens
Academic Strategy/SPA
(phone)
(cell)
(email)

Warice Davis
Compliance
Warice.Davis@slps.org
314-345-4692
Overview

Academic Strategy is responsible for ensuring coherence across academic and district offices with the goal to develop excellent schools that have great leaders and teachers who are working for student outcomes. This team is led by Colette Owens, Director of Academic Strategy and Special Projects and supported by Warice Davis, Title I Compliance and Doris McGahee, Title I Compliance.

This team drives the following key initiatives:

• **Quality School Improvement Plans (QSIPs)** - These plans should focus on creating learning environments that are on the cutting edge of learning experiences for children. The goal is to identify, cultivate, inspire, and develop budding best practices in new school development and student learning. This will force new thinking and actions about how to incubate new schools and prepare them to be a part of the District’s improving school portfolio.

• **Strategic Development and Sustainability** - The Transformation Plan is at the center of the strategic and organizational change for the District. The Academic Strategy Office will be working with schools and district offices to ensure the implementation of the Transformation Plan occurs with integrity. The goal is to build strong coalitions of change agents (both inside and outside) of the district who through relationships instead of compliance will be able to create a community of committed change agents. This will take a significant investment and strategic decisions to create momentum for sustained organizational change.

• **Excellent Schools** - In order to make sure that every student in our city has the opportunity to attend and learn in an excellent school, the District is committed to creating a system that allows us to track, monitor, support and expect excellence at every school. The Excellent Schools Transformation Tool (ESTT) will be the driver of our approach to developing “autonomous accountability”. The Academic Strategy Office will create, implement, and manage the information, messaging and action that correlates with what the ESTT identifies as a need for our district portfolio and central office functions.

Specific detailed responsibilities include:

• Creating a system to manage the development of effective school wide plans that align to Transformation Plan 2.0 and are driven by ESTT data points
• Meeting with school and district leaders about school progress against school wide plans
• Managing the Title I team (on the academic side)
• Working closely with the Finance Title I team
• Understanding Title I compliance and regulations
• Deeply understanding Transformation Plan 2.0
• Creating a narrative for our district’s transformation and the strategic approach to doing so
• Managing partnerships with multiple offices (inside and outside of Academics)
• Strategically using the data from the ESTT to create urgency and purpose
• Formalizing academic office policies, procedures and protocols
• Co-creating, establishing, investing, communicating, and managing an intricate data dashboard (ESTT) that will drive district progress and accountability
• Leading and facilitating cross-sectional groups of people through the District’s progress as it is identified by the ESTT
• Re-creating a system similar to “school stat” in DCPS for our district
Early Childhood

Dr. Paula Knight
Associate Superintendent, ECE
(314) 345-4557
paula.knight@slps.org
Overview

Early Childhood Education (ECE) Office’s role is to ensure that all of our students are prepared to read, lead and succeed. In students’ most formative years, a significant amount of energy must be devoted to provide them with a learning platform that will set them up for future success. It is critical that a strong foundation is set in pre-K, and this foundation includes social, emotional, and academic knowledge, skills, and mindsets that will give our students the opportunity to realize their potential. **Dr. Paula Knight**, Associate Superintendent, leads the district’s Early Childhood Education Office.

ECE’s key initiatives include:

- **Pre-K Vision of Excellence**
  ECE supports learning environments for more 3 and 4 year students to enter our school system with the opportunity to learn and grow in a top quality pre-K program. A primary objective is creatively think of ways to get more children into SLPS programs throughout the city and establish a cohesive and coherent approach towards the development of their social, emotional, and intellectual abilities in order to better prepare more of our students for Kindergarten.

- **Cohesive Early Reading Comprehension**
  This responsibility spans throughout SLPS’s K-12 system, however the foundation of reading is something that must be firmly founded in the PK-2 approach. ECE supports the reading approach, implementation and execution so that the partnership with the Curriculum and Development Office is seamless. In addition, it will be imperative that there is constant collaborative review of early childhood reading with other offices to ensure that all students are prepared to move from the stages of learning to read, to reading to learn before entering 3rd grade.

- **Early Childhood Learning Experiences**
  The success of a child hinges heavily on the ability of the people around him or her to provide them with a safe, encouraging and academically rigorous environment.
  ECE is committed to providing parent community, early childhood educators, and school leaders the support and professional learning opportunities to best prepare children for success. They provide a robust set of opportunities for families to engage in their child’s development, empower families to desire more from their child’s education and be a support for schools to develop a strong early childhood learning center for all children.

Specific detailed responsibilities are (with reference to goals in the Transformation Plan):

- Full implementation of the RtL Framework for all PreK students (*TP 2.0, Goal 3*)
- Improve the number of Pre-K students that are ready to successfully transition from Kindergarten to 2nd and beyond (*TP 2.0, Goal 3*)
- Develop a two-tiered enrollment process allowing for an increase in Pre-K seats. (*TP 2.0, Goal 3*)
- Increase the number of students who are reading by the end of kindergarten (*TP 2.0, Goal 3*)
- Establish a timeline to identify, implement, and monitor the progress of students on benchmarks for primary grade progress (*TP 2.0, Goal 3*)
- Provide a structured initiative for primary grade interventions with stop gaps for progress monitoring and accountability (*TP 2.0, Goal 3*)
- Collaborating extensively with curriculum and development and our network superintendent teams to ensure a strong K-12 instructional approach (*TP 2.0, Goal 3*)
- Support the development of reading comprehension for students before 3rd grade (*TP 2.0, Goal 3*)
• Develop an ECE/PCFE Advisory Board to consider items for all Early Childhood students (*TP 2.0, Goal 3*)
• Develop and implement a parent and family engagement strand (*TP 2.0, Goal 3*)
• Provide targeted professional development to teacher assistants in support of primary student outcomes (*TP 2.0, Goal 3*)

Early Childhood Registration

Saint Louis Public Schools offers a full day, full week Pre-Kindergarten Program and support programs for those children up to the age of five residing in the city of St. Louis. Over 2,000 students participate in SLPS Pre-K classes annually. Parents and families should be referred to the Early Childhood Education Office or website to register students (ages 3 and 4). The website can be found under Parents & Students/ Early Childhood Education, click here. The Early Childhood Office is located at 801 N. 11st Street on the 3rd floor.

Families must bring documents referenced on the website in order to complete their registration. Seats are limited, so encourage them to register their students as soon as possible. There are still openings in some schools for 2015-16. The registration process for 2016-17 will open up in the spring of 2016. Walk in hours are 8am – 12:30am and appointments can also be made by calling 314-331-6150.

The Early Childhood Office is responsible for registering new and returning families into our Pre-K program. That process is enhanced when Principals and school staff play a more active role in marketing and recruiting their families.

Staff Assignments

While the ECE Office respects the autonomy of principals to make changes in their staff, frequent movement (especially without ECE knowledge) affects the stability of the ECE department as we provide training and support to teachers. Our investment in the teachers is lost and it may affect having highly qualified in early childhood education. Please consider this as you make staffing decisions.

Before and After School Programs

Only P3 and P4 children who are enrolled in the Saint Louis Public Schools can participate in the Before/After Care Program. A child is enrolled in the Pre-School Before / After Care Program for the entire school year on days that school is in session. Each child should have a completed Before/After Care Program enrollment form and an emergency information form on file with the school office. Parents must notify school staff of any changes of address or phone numbers that occur during the year. Enrollment Policy for children with Special Needs All attempts are made to meet the individual needs of each child by working closely with families, teachers and specialists. For more information about the program please refer the district website under Parents & Students/ Early Childhood Education/ Before and After Care Program, click here.

Early Childhood Special Education

Early Childhood Special Education services are provided for all young children with disabilities. The district is required by law to provide free and appropriate special education and related services in the least restrictive
Least Restrictive Environment
Children with a disability should be educated, to the maximum extent appropriate, with children without disabilities. The IEP must first consider if the child can remain in the general education classroom and achieve the IEP goals and objectives with help of supplementary aids and services. If the team agrees, this will allow the child opportunities to be integrated with peers without disabilities to the maximum extent possible.

Eligibility Requirements
Any child between birth and five years with a demonstrated developmental delay and who meets eligibility criteria in early childhood special education is eligible to receive services. To make a referral for an evaluation or to discuss developmental concerns with an intake specialist, please contact: Kathy Hesse 314-331-6153.

For more information, see the Special Education section of this handbook.

Professional Development
The Early Childhood Department is committed to providing aligned Professional Development and Coaching for Pre-K – 2 grade teachers on delivering effective engaging and rigorous ELS and Math Content Instruction. To that end we require all of the ECE staff to participate in our district sponsored professional developments. This year in particular as we introduce a new curriculum it is essential that all ECE staff participate in these educational experiences to receive the most current information and training.

Parent Programs
- Parent Infant Interaction Program (PIIP)
The Parent/Infant Interaction Program (PIIP) is committed to providing support and quality educational activities that maximize each student/parent’s potential for earning a high school diploma and becoming a responsible, contributing citizen of our society.

The various components of the PIIP program are:
- CRIB Early Childhood Center
- Male Involvement Component (MIC)
- PIIP Tracking System
- Prenatal Literacy and Adolescent Nurturing (PLAN)
- Project CORE (Challenging Opportunities, Resources Experiences)
- Project Redirection

This program is available to any prenatal or parenting teen (male or female) with a child 0 to five years old. To participate in the CRIB Early Childhood Center you must be a registered student at Vashon, Sumner or Roosevelt with a child 6 weeks - 5 years old. The CRIB Early Childhood Center offers qualifying parents a Missouri State licensed and accredited individualized child care component for their children 6 weeks to 5 years old.

- Parents as Teachers (PAT)
Services include visits with parents and their babies, health and development screenings, referrals to community agencies based on need, written materials on developmental topics.
More information on both programs can be found on the website under Parents & Students/ Early Childhood Education/ Parent Program, click here.
More Information

For more information on Early Childhood Education, visit the district website under Parents & Students/ Early Childhood Education, click [here](#).
College and Career Readiness

Dr. Beth Bender
Network Superintendent
Elizabeth.bender@slps.org
(314) 604-1888 (cell)
(314) 345-4585 (office)

Martin Jenkins
Athletic Coordinator/Supervisor
martin.jenkins@slps.org
(314) 452-1599 (cell)
(314) 345-4418 (office)

Dr. Dan Edwards
Director To and Through
Dan.Edwards@slps.org
(314) 345-2300 (office)
Overview

College and Career Readiness (CCR) ensures that students are ready to lead and succeed as they move through high school and on to the college and career of their choice. The department is led by Dr. Elizabeth Bender, Associate Superintendent, College and Career Readiness.

The CCR Office drives the following key initiatives:

- **To and Through** - The CCR Office will clarify what it takes to get through a rigorous post-secondary learning experience with intentional, ongoing opportunities to do so throughout every child’s educational experience. They will work with schools to develop a systemic PK-12 approach to ensure our students are transitioning into high school at a high level, excelling in the final stages of their secondary education and creating a mindset that embodies grit, perseverance and the ability to overcome all odds and challenges that may be in their way.

- **College Prep** - The CCR Office will assist students and families in understanding the demands, rigor and opportunities that college presents to all children at an early age. All children should have the opportunity to pursue college if they choose to and therefore it is the District’s responsibility to make sure they are aware of what lies ahead of them. The CCR Office will work with schools to prepare students for what it will demand of them cognitively, financially and culturally.

- **College Exposure** - The CCR Office will work with schools to ensure that all students experience college at every level of their educational pathway through their educational opportunities, the rigor of their learning continuum and explicit messaging about post-secondary education from the minute they enter school. This should be witnessed everywhere from the hallways to the classrooms to the trips and extracurricular activities they participate in.

- **Career Experiences** - Our high schools must create endless opportunities for our students to find their passion and unlock their potential. The CCR Office will support schools in strategically identifying what our community needs and matching it with the desires of students by providing internships, externships and in and out of school career opportunities that create a better, sustainable community for all.

Specific detailed responsibilities include:

- Aligning academic standards to the demands of college and workforce
- Developing and aligning academic standards to increase standardized and placement testing for pre-college and placement exams achievement
- Establishing clear benchmarks during the PK-14 continuum
- Developing a continuum of knowledge, skills, experiences and mindsets that will prepare students for the college and career of their choice
- Identifying annual preparation resources and delivery of high level programs
- Developing a strategic plan to increase AP/IB/Dual Enrollment participation and foreign language options
- Aligning college and career programs and district partnerships
- Expanding and intensifying the College and Career Readiness process in the middle grades
- Developing and aligning partnerships with local colleges, universities and organizations to create pathways to secondary education opportunities and career opportunities
- Creating a systemic student internship and externship plan
School Innovation,
Turnaround
and Charter Partnerships

Issac Pollack
Associate Superintendent
(314) 250-5360 (cell)
(314) 345-2358 (office)
issac.pollack@slps.org
Overview

The Office of School Innovation, Turnaround and Charter Partnerships is responsible for developing a system of excellent schools and developing empowered school leaders and teachers who drive student outcomes through innovation, use of school turnaround models and collaborative charter partnerships. Mr. Isaac Pollack, Associate Superintendent, School Innovation, Turnaround, and Charter Partnerships will lead this effort and is available if you have further questions.

This Office is responsible for:

- **School Innovation Vision of Excellence** - This department will work with schools to create learning environments that are on the cutting edge of learning experiences for children. This will include identifying, cultivating, inspiring and developing budding best practices in new school development and student learning. This will force the District to think differently about how to incubate new schools and prepare them to be a part of an improving school portfolio.

- **School Turnaround Vision of Excellence** - In order to provide every child and excellent school option, the District will define what school turnaround model and/or turnaround partnerships could look like and the path to excellence for the District to take. This will demand a concerted effort to invest time and effort to strategically rebuild learning environments that empower communities and the students in them to create learning environments that are inspiring and full of potential and promise in the District’s most challenging neighborhoods and schools.

- **Charter Partnerships Vision of Excellence** - In the ever changing educational landscape and the rise of school choice, the District is becoming more intentional with partnerships with charter schools, including the recent partnership with KIPP. This department will work with charters to will establish clear expectations, nurturing relationships and understandings, and learning from each other that will be pivotal in creating powerful school options for all of the children in St. Louis.

This team is responsible for:

- Creating and supporting incubation of new school models
- Supporting the development of new school model school leader
- Researching and identifying palpable school models that help students realize their potential
- Pushing the collective thinking of what is possible for schools and innovation
- Developing and implementing an SLPS created school turnaround model
- Supporting School Network Superintendents through the turnaround model
- Coordinating and leading implementation of school supports, including analyzing progress, identifying service gaps in school needs and recommendations for improvement and portfolio realignment
- Engaging in and managing relationships with school turnaround operators through established criteria and metrics aligned with the District’s Excellent Schools Transformation Tool (ESTT)
- Establishing and managing relationships with potential charter operators
- Working with various community stakeholders in building investment in school choice and change
- Fostering, establishing and maintaining expectations for charter partnerships
Network Superintendents of Schools

Dr. Ian Roberts
Network Superintendent
(314) 345-4495 O
(314) 250-5372 C
ian.roberts@slps.org

Dr. Amy Phillips
Network Superintendent
(314) 345-4488 O
(314) 267-7326 C
amy.phillips@slps.org

Debra Moran-Reimonenq
SIG Coordinator of Schools
(314) 345-2329 O
(314) 724-0132 C
debra.moran-reimonenq@slps.org

Karen Jones
Network Superintendent
(314) 345-4497 O
(314) 393-5783 C
karen.jones@slps.org

Dr. Jeanine Zitta
Network Superintendent
(314) 345-4524 O
(314) 280-3171 C
jeanine.zitta@slps.org

Anthony Ruby
Network Superintendent
(314)345-2353 O
(314)607-1053 C
anthony.ruby@slps.org
Overview

The Network Superintendents are responsible for supporting schools in the development of empowered leaders and teachers who drive student outcomes. The Network Superintendents are:

- **Karen Jones**, Network 1
- **Anthony Ruby**, Network 2
- **Dr. Jeanine Zitta**, Network 3
- **Dr. Amy Phillips**, Network 4
- **Dr. Ian Roberts**, Network 5
- **Debra Moran-Reimonenq**, SIG schools

The Network Superintendents support schools in three primary areas:

- **Coaching, Development and Supervision** - The District is committed to creating and supporting learning environments that have high expectations for student outcomes and holding school leadership teams accountable for these outcomes. This means supporting the development of schools that put students first in every facet of the system. Specifically, Network Superintendents will be the driving force in ensuring that school leaders are creating environments with strong student and staff culture, a focus on instruction and assessment, a pension for effective and efficient management and operations in the school building, and constant focus on doing whatever it takes to increase student achievement.

- **District Support and Navigation** - The Network Superintendents will support their schools by planning, coordinating, navigating and troubleshooting (problem-solving) at the district level for school leaders. This will maximize the school leaders’ time at the school site and eliminate any confusion, inefficiencies and miscommunication by having the Network Superintendent be the one point of contact for their network of schools in the Central Office.

- **Community Involvement** - In the ever changing educational landscape and the rise of school choice, schools need to become more intentional with partnerships with the community. There are times when community members and/or parents have questions, comments or concerns about school practices. In the event the school leadership needs support in these areas, the Network Superintendent will serve as the district representative and provide, guidance, recommendations, and in some cases, make decisions that elevate to a level (i.e. parent concerns) of a decision point.

Specific detailed responsibilities include (with reference to the Transformation Plan goals):

- Developing and implementing a staffing model reflective of what excellent school leadership looks like in the district (*TP 2.0, Goal 2*)
- Partnering with school leadership teams and their faculty to set school-wide goals (*TP 2.0, Goal 2*)
- Ensuring faculty observation, feedback and support practices are implemented with fidelity (*TP 2.0, Goal 2*)
- Developing and monitoring professional learning communities where teachers plan collaboratively in a standards-based environment using multiple forms of data (*TP 2.0, Goal 2*)
- Creating a system of teacher observation and assessment of student learning daily (*TP 2.0, Goal 2*)
- Coaching school leaders on identifying the teacher and classroom needs and applying the appropriate supports (*TP 2.0, Goal 2*)
- Determining and identifying the supports needed to ensure excellent teaching is consistently occurring (*TP 2.0, Goal 2*)
- Aligning and differentiating PD focus and activities on developing and/or sustaining characteristics of excellent school and cluster leadership in the district (*TP 2.0, Goal 2*)
• Ensuring faculty observation, feedback and support practices are implemented with fidelity (*TP 2.0, Goal 2*)
• Creating strong partnerships with parents and their communities (*TP 2.0, Goal 3*)
• Creating a best-in-class school family experience (*TP 2.0, Goal 4*)
• Providing programs and support services to impact student behavior, attendance and school culture, creating a nurturing and safe environment for all students and staff members (*TP 2.0, Goal 1*)
• Promoting ongoing parent engagement and home-school connections (*TP 2.0, Goal 3*)
• Creating a welcoming environment for all members of our community (*TP 2.0, Goal 4*)

School Network Assignments will be posted on the district website under Academics.
Curriculum, Development and Achievement (CDA)

Dr. LaTisha Smith
Director of Curriculum & Development
(314) 331-6096 (office)
(314) 278-6334 (cell)
latisha.smith@slps.org

June Bodeman
Secretary
(314) 345-2479
jbodeman@slps.org

Claire Crapo
Coordinator of School Initiatives
(314) 345-4475 (office)
claire.crapo@slps.org
Overview

Curriculum Development and Achievement (CDA) is responsible for proving curriculum and professional development that empowers leaders and teachers to create better student outcomes for all. Members of the team include:

- **Dr. Latisha Smith**, Director Curriculum and Development
- **Judine Keplar**, ELA Curriculum Specialist
- **Esther Palsenberger**, ELA Curriculum Specialist
- **Mia Carpenter**, Math Curriculum Specialist
- **Dr. Susan Raney**, Science Curriculum Specialist
- **Colleen Patrick**, Professional Development Specialist
- **(TBD)**, Professional Development Specialist
- **Claire Crapo**, Coordinator of School Initiatives

The CDA team will focus on the following key initiatives:

- **Curriculum Vision of Excellence** - CDA will be the driver of sustained academic growth and achievement because of the structure, rigor and academic portfolio of experiences it prepares, presents and expects in each of our classrooms across the district. In order to make this happen, it will be mission critical to establish, implement and monitor the effectiveness of curriculum development and the quality of teaching practices and to support the work of Network Superintendents in creating schools of teaching excellence.

- **Teacher Growth Vision of Excellence** - The keystone to a successful academic approach is to provide high quality guidance, learning and systems that will allow schools to promote a succinct approach to teaching and learning. CDA will provide a rigorous professional learning cycle that will grow school teachers over time and help them unlock their potential and develop their craft.

- **Teaching and Learning Vision of Excellence** - CDA is the driver of what great teaching and learning should look like in the district. In partnership with the Early Childhood Education team, CDA will create a clear definition and establish a high expectation for how teachers should be facilitating learning and what resources they should have at their fingertips. They will also establish a way to constantly analyze and support effective practices in all classrooms. In addition, they will support schools by providing students with the supports to meet them wherever they are academically.

Specific detailed responsibilities include:

- Ensuring that assessment practices, quality and alignment are clearly articulated to schools (in partnership with the Assessment Office)
- Identifying areas where adjusting the district’s curriculum approach/focus could lead to better student outcomes
- Creating and managing processes and practices for long-term educational planning, resulting in a cohesive and comprehensive education plan for all students by driving alignment of curriculum
- Analyzing data provided by the ESTT to target teacher needs and ongoing support
- Creating a vision for continuous learning cycles outside of district wide professional learning days
- Analyzing data provided by the ESTT to target schools for additional curricular and learning support
- Establishing, implementing and investing others in a district definition of “great teaching”
- Creating protocols, processes and procedures to monitor successful teaching and learning
- Leading the development, implementation, monitoring and support of standards-based curriculum, instruction and assessment to ensure that students master the standards
- Serving as a thought leader and subject matter expert, leading the district to develop effective and cohesive curriculum strategies to drive student achievement.
English for Speakers of Other Languages (ESOL) Bilingual Migrant Programs

Dr. Alla Gonzalez Del Castillo
Director, ESOL Bilingual Migrant Program
(314) 664-1066 (office)
(314) 258-5532 (cell)
alla.gonzalezdelcastillo@slps.org
Overview

The English to Speakers of Other Languages (ESOL) Bilingual Migrant Program of the Saint Louis Public Schools provides services to ELLs and their families so that these students can achieve academically to their highest ability. Program teachers provide English language and academic content instruction to ELL students in kindergarten through twelve grades. The ESOL Bilingual Migrant program is led by Dr. Alla Gonzalez Del Castillo.

The vision and mission for the program are:

- **ESOL Vision Statement**
  The ESOL Bilingual Migrant Program is a community that provides a safe and welcoming environment to meet the academic, social, and emotional needs of English Language Learners (ELLs) and help ELL students to develop into productive lifelong learners of the global community.

- **ESOL Mission Statement**
  The mission of the ESOL Bilingual Migrant Program is to provide effective and age-appropriate English language instruction (Listening, Speaking, Reading, and Writing), and to support English Language Learners’ achievement in all content areas, grades K-12. The program also strives to involve newcomer parents, educating them in their rights and responsibilities in the American educational system and supporting their roles as parents in a new culture. A highly-skilled team of administrators, teachers and bilingual support staff enhance our ability to meet the academic mission and link our diverse communities to schools.

The program is implemented in 18 schools, including 9 elementary, 5 middle and 3 high schools and a newcomer school, Nahed Chapman New American Academy. In these settings, highly qualified teaching staff implement an instructional program that prepares students for participation in the mainstream curriculum, through development of English language skills in reading, writing, speaking and listening.

The District’s ESOL centers are:

- Elementary Schools: Buder, Dewey, Mann, Mason, Mullanphy, Oak Hill, Sigel, Woerner, Woodward
- Middle Schools: Busch AAA, Compton Drew, Fanning, Gateway Middle, Long
- High Schools: Gateway STEM, Roosevelt, Soldan
- Newcomer School: Nahed Chapman New American Academy

The ESOL team is responsible for:

- Insuring ELL students make progress in learning English, reach proficiency in English, and reach proficiency on state assessments
- Developing a continuum of ESOL services within the district
- Creating a system of ESOL instructional support for ESOL and mainstream teachers
- Providing ESOL relates professional development to district staff
- Promoting on-going ESOL parent engagement
- Providing language support to ESOL families to insure they are informed about their child’s education;
- Assisting students and schools in the areas of social and emotional development of ELLs.

**Key Contacts:**

- For questions about ESOL instruction please contact Elena Okanovic, ESOL Instructional Coordinator, at (314)664-1066, ext. 32114 or Elena.Okanovic@slps.org.
- For questions about ESOL student support services please contact Maria Childress, ESOL Student Support Services Coordinator, at (314)664-1066, etc. 32111 or Maria.Childress@slps.org.
• For questions about interpretation and translation please contact Luz Giraldo, ESOL Parent Specialist, at (314)664-1066, etx. 32107 or Luz.Giraldo@slps.org.

For more information contact the district website under Parents and Students/ ESOL Bilingual Migrant Program, click here.
Special Education

Candice Boyd
Interim Director of Special Education
(314) 633-5325 (office)
(314) 486-7352 (cell)
candice.boyd@slps.org
Overview

The Office of Special Education is dedicated to improving results for children and youth with disabilities ages 3 through 21 years of age. One of the primary purposes of the Individuals with Disabilities Education Act (IDEA) is to ensure that all students with disabilities have available to them a free, appropriate public education (FAPE) that must emphasize special education in the least restrictive environment and may include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. FAPE is individually determined for each student with a disability. The Office of Special Education (OSE) is led by Candice R. Boyd.

Mission:
We strive to ensure all students achieve success within the least restrictive environment and that they are prepared for a productive, independent and fulfilling adult life

Child Find

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

Identification

All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools including non-residents if attending private schools within the St. Louis Public Schools jurisdiction, highly mobile children, such as migrant and students in transition (homeless children), children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. Identification of children with disabilities and programming for such children will be implemented after a determination of eligibility.

Disability Categories and Services

Children, ages 3 to 21, who are suspected of having a disability may be referred for a possible evaluation to determine if they are eligible for special education and related services. Difficulties may be experienced in one or more of the following areas:
- Autism
- Deaf/Blindness
- Emotional Disturbance
- Hearing Impairment/Deafness
- Mental/Retardation/Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific learning disabilities
- Speech and/or Language Impairment
- Traumatic Brain Injury
- Visual Impairment/Blindness
- Young Child with a Developmental Delay
All special education services, which are determined to be necessary, are provided at no cost. Services may include:

- Audiology
- Counseling Services
- Interpreting Services
- Occupational Therapy
- Orientation and Mobility Services
- Physical Therapy
- Psychological Services
- School Health and School Nurse Services
- School Social Work Services
- Speech and/or Language Therapy
- Transportation

## Role of LEA Representative

An LEA representative (typically the building level principal or their designee) is a representative of the local educational agency who is:

- Qualified to provide, or supervise the provision of, special education,
- Is knowledgeable about the general education curriculum and
- Is knowledgeable about and authorized by the local educational agency to commit the available resources of the local educational agency.

Ensures students with FAPE (Free Appropriate Public Education) in their least restrictive environment.

Ensures students have access to the age/grade appropriate general education curriculum and all program options available at the school site.

Often chairs IEPs meetings.

States the purpose for the meeting and generally keeps the meeting flowing.

Approves all IEPs via the district’s Student Information System (SIS).

## For More Information

Should you have questions, please contact the Special Education Office at 314-633-5344 and the office staff can direct your call to the appropriate process coordinator.

The following Special Education resources can be found on the district intranet site. You will need to login to the intranet site to view them:

- Special Education Referral Manual
- IEP Manual (Individual Education Plan)
- SIT Manual (Student Intervention Team)
- SIT Forms (Student Intervention Team)
Gifted and Talented

Vacant
Overview

The Office of Gifted Education works to assist parents, students, and teachers, offering gifted testing, information on Magnet schools and guidance on the various gifted programs available in the Saint Louis Public Schools.

In 1973, the State Board of Education was authorized by the Missouri legislature (H.B. 474) to establish standards for special programs for gifted students. As defined in Section 162.675 RSMo, gifted children are “those who exhibit precocious development of mental capacity and learning potential as determined by competent profession evaluation to the extent that continued education growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.”

Identification

The process for identifying gifted students begins when a student is nominated for the program by a staff member, parent, or student. Criteria for selection of gifted students:

- A standardized, nationally normed measure of academic achievement from the last 2 years with 85th percentile or higher ranking in one of the following areas: total battery, total mathematics, total reading, or total language.
- The child’s score on the parent and/or teacher checklist of gifted behavior characteristics.
- A global measure of intelligence from assessments administered to children at least 3 years and 5 months old by current SLPS staff or transferring school district personnel.
- An individually administered clinical instrument administered by SLPS staff or transferring school district personnel designed to measure the achievements of children ages 3 years 5 months through 19 years 11 months old.

General Guidelines

- Qualifying children must be at least 3 years and 5 months old.
- Students who did not make the 95th percentile ranking on IQ and academic evaluations may be re-evaluated after one complete calendar year for up to three evaluations.
- All gifted placement decisions will be based on assessments administered by current SLPS gifted program personnel.
- Students who transfer to SLPS are eligible for gifted programs if all of the following conditions are met:
  - The student must previously have been placed in a gifted program in a Missouri school.
  - The student meets or exceeds the selection criteria established by SLPS for placement in gifted programs.
  - The student and parents agree to such placement.
- Re-evaluation can be requested after one year has elapsed since previous intelligence and/or academic tests were administered.
- Evaluation results will be mailed to parents, teacher, and to respective SLPS building principals and placed in student’s permanent records.

Testing is done at the Gifted Education Office located at 801 N. 11th Street on the 1st floor.

Instructional Services

Gifted Self-Contained Programs: SLPS has three schools offering self-contained programs for gifted students in Pre-K through 12 grades – Kennard (PK – 5), Mallinckrodt PK – 5) and McKinley (6-12).
**Gifted Pull-Out Programs**: There are a variety of pull-out programs offered at various SLPS schools. The variation ranges from gifted programs in specific subject areas such as math or science, or talent programs like visual and performing arts. Several magnet schools also offer gifted pullout services.

**High School Options**: Metro and Gateway STEM are open access secondary schools that offer accelerated learning for all high achieving. Additional talent and enrichment-based programs are offered at various high schools within the district. Further, accelerated services like Advanced Placement (AP) courses and College Dual Enrollment are available at several high schools within the District.

**Exceptionally Gifted Students and Twice Exceptionally Gifted Students**: The St. Louis Regional Program for the Exceptionally Gifted Students (PEGS) provides a full-time, multi-aged, enriched and extended academic program for those highly gifted students who need an alternative to the regular classroom. This program is designed for children in 1st through 12th grades with IQ full scale of 140 or higher. Contact SLPS Gifted Office for more information.

*Note: It is important to note that students can go on to attend McKinley CLA for middle school and beyond from gifted self-contained or gifted pull-out programs.*

**For More Information**

For more information on Gifted Education, visit the district website under Parents & Students/ Gifted Education, click [here](#) or call the Gifted and Talented Office at 314.345.4548.
Operations
Deanna Anderson
Executive Director of Transportation
(314)345-4469 O
(314)267-6338 C
Deanna.Anderson@slps.org

Toyin Akinola
Manager, Operations Systems Technology
(314)633-5103 O
(314)267-2344 C
Toyin.Akinola@slps.org

Marcia Gorden
Transportation Routing Analyst
(314)633-5106 O
Marcia.Gorden@slps.org

Address
2030 Vandeventer
St. Louis, MO 63110
(314)633-5107-phone
(314)244-1920- (Fax)
Overview

First Student has the contract for transporting students of Saint Louis Public Schools to and from school. In addition to transporting the students, First Student provides the routing and scheduling function. All buses are equipped with 1) a GPS system for tracking location and on-time performance and 2) camera systems.

Telephone Specialists are available Monday through Friday from the hours of 6am to 5:30pm. All address changes have to be completed at the student’s assigned school.

Parent Contact Information:

**For Bus Schedules:** Contact First Student Routing Department at (314)389-2202 or stlouisrouting@firstgroup.com for bus schedules.

**For issues with the ‘1000’ series route numbers:** Contact Spring Dispatch (314)772-3184

**For issues with the ‘2000’ series route numbers:** Contact Union Dispatch (314)389-1111

Additional First Student Support:

First Student provides a Route Specialist and a Safety Officer for each school. The assignments for 2015-2016 will be sent to each Principal as soon as they are finalized.

The First Student Route Specialist’s role is to address bus stop issues, assign new students to routes, assist with scheduling information, and create and distribute bus manifests to the schools.

The First Student Safety Officer’s role is to assist with any bus driver issues, provide guidance and assistance to the school regarding bus drop offs and pick-ups, meet with the Principals on a regular basis to discuss any concerns regarding bus issues, and to resolve issues regarding behavior on the buses.

Bell Times

Saint Louis Public Schools operates a 3 tier system meaning that buses generally have 3 morning routes and 3 afternoon routes. School bell times are staggered to accommodate all 3 routes. The 2015-16 Bell Times schedule can be accessed on the website under Bell Times, or click here.

Notification of Bus Information

Each parent will receive a transportation letter if the child is eligible for transportation. The transportation letter indicates the school bus route number, the corner bus stop the child should use, the scheduled pick-up and drop-off time, and the phone number to call for assistance. If the parent does not receive transportation information or does not know where to get on the bus, they should call First Student Routing Department at 314-389-2202. Additionally, each parent will receive the School Bus Rules (under Bus Transportation/ School Bus Rules, click here) that explains the responsibilities of the student at the bus stop, when they are on the bus, and the responsibilities of the parent.
When there is a change of bus stop and new letters must be sent to the parent, the copies of the letters will be sent to the school via email from the Route Specialist. The school will print the letter and distribute the letters to the appropriate children. Technology is aware that certain times of the year there will be additional printing due to the bus letter distribution. Please contact Technology if you have any issues with printing manifests due to quotas.

School Start-Up – First Day/First Week

At the beginning of the school year, there will be 27 standbys assigned and contingency buses placed throughout the District to provide assistance if needed. Drivers will be instructed that if they see a child on the side of the street waiting for a bus, to offer assistance. The Call Center will be staffed for the 1st week of school from 5:00am until the last child is dropped off.

For all students, please make sure you have a dismissal process that allows students to leave the school and board the correct bus within 7 minutes. Because the District operates 3 routes for each bus, it is critical that all buses arrive and leave on time. Also, make sure all students know their bus number and how to locate that bus during dismissal. Please contact the Transportation Department if you need assistance with this process.

School Manifest

The manifest is the documentation sent to the school that provides name of student and bus route information. This document is created when changes in bus stops, times, and routes occur. All school manifests will be sent via email. School manifests will be sent the Thursday before the changes are effective (all changes are effective on a Monday). School manifests will be sent to the Principal unless the Principal designates another recipient. Only one manifest will be sent to the school. After September 8, 2015, bus route changes will occur once a month. The only exceptions are for special needs children and emergency situations. Please remember that when these changes occur, it affects the entire route. The first bus manifest will be sent the week of August 10, 2015.

Bus Stops - Criteria

Student eligibility criteria for school bus transportation to and from school is when a student lives less than 1 mile from the assigned school, the parent is responsible for seeing that the child gets to school. Otherwise, bus stops are created using the following guidelines:

• P4 & KG – closest corner
• Elementary children (Grades 1-6) will be walking up to 4 blocks or less to a bus stop
• Middle and high school children walk up to 6 blocks or less to a bus stop.

Locations of bus stops are created:

• If special needs student or medical circumstance – per their IEP or Section 504
• Age appropriate stop – if child in the area is six (6) years or younger, the stop is the corner nearest their home
• Centralized stop – this is the most common. The stop is created that is centrally located to the students that will be riding the bus to the same location
• Students who live within 1 mile of school but who require transportation to avoid hazardous walking conditions (i.e. crossing traffic circles, crossing major highways, crossing over interstates)
Please note that if a parent/guardian is not at the bus stop to receive a preschool or kindergarten student, the student will be taken to an after-care school and the Principal will be notified regarding the incident. Exceptions to this are if a responsible older sibling has been designated by the parent/guardian to receive the student. In this case, the school must be notified and the school must notify First Student (see Principal hotline phone number).

**Bus Stop - Changes**

Bus stop changes must be filled out on a Bus Stop Change Request Form at the school. The form can be found on the district website under Bus Transportation/Bus Stop Change Request Form, click here. The person providing the information must prove relationship to the student before submitting the form. Once the school receives the information, they should send it to the Routing Specialist assigned to the school. The parent will be notified in writing whether the bus stop change request has been approved or denied. Please note that the next major change to stops and routes will be effective September 8, 2015.

**Option to Remain Program**

The transportation program Option to Remain program is returning for the FY 2015-2016 school year beginning September 14, 2015. There are limited funds this year so the program will be in place until the funds are used. This program will allow students to remain in their original school with bus transportation provided if they should so desire. This option is for the remainder of the school year only and only to students remaining in this school district. Students receiving self-contained special education services must go through the Special Education Department. Please allow 3-5 days for the bus assignment to occur. Due to limited funds, this program will only be offered to students that have a bus route in their new area. If no bus route is in the area, and the parent elects to continue sending their child to the school, then it is up to the parent to provide transportation. This program is offered for one school year. The Option to Remain Form is located on the district website under Bus Transportation, click here.

**Student Behavior on the Bus**

The school bus is considered an extension of the classroom. When a student(s) becomes disruptive and does not heed the warnings of the driver and/or monitor, the tape will be pulled and the segment involving the student(s) will be copied on a DVD and presented to the Principal or designee along with a copy of an incident report completed by the driver. The school’s First Student Safety Supervisor will deliver the tape and report. The Principal or designee will take the appropriate action regarding the conduct of the student. If the action is repetitive or severe enough to warrant dismissal of bus privileges, the parent will be contacted and informed of the action taken. At any time during the school year, the Principal may contact their First Student Safety Supervisor and request a copy of the tape from any of the buses that serve their school. All incidents reports and tapes will be delivered to the school either the same day (if it is a morning infraction) or the next day (if it occurs on the afternoon run or the activity run). All schools will be assigned a First Student Safety Supervisor.

**Bus Monitor Plan**

The school may request a bus monitor ride a particular bus when multiple infractions/incidents occur. The Bus Monitor Plan will have personnel ride buses and conduct the following:
Monitor and observe student interaction on the bus
Report to the School, Safety, and First Student any incidents/infractions
Perform disciplinary action to alleviate the infraction incident
Periodically meet with parents, administrators, bus company and school personnel to suggest and discuss steps taken to alleviate any repetition of the incident/infraction

Lost or Missing Children

In the case of a lost or missing child, contact First Student immediately via the Principal hotline phone number. Or, call Marcia Gorden at 314-633-5106, Deanna Anderson at 314-345-4469 or Toyin Akinola at 314-633-5103. Inform the operator of the child’s name, the route number, and a description of what might have caused the situation (i.e. the child got on the wrong bus). First Student will contact the bus driver to assist in locating the child. If the child is not located on a bus, First Student and SLPS Security will begin an investigation. It is important that the Principal or designee stay at the school for one hour after the bell time in case the First Student and/or the Security Department needs to call the school for additional information.

Accidents

We do not anticipate any accidents to occur, but should a bus or taxi be involved in an accident, the following steps will be taken:
- The School and Communications Department will be notified by First Student and/or Security of the accident and the disposition of the students
- Police and EMS are contacted immediately by First Student, the transportation provider
- Names of the students will be provided to the school once received
- Parents should be called to inform them of the situation
  - The school, security, and transportation will share the responsibility of contacting the parent. The determination of who will contact the parent will depend upon the situation.
- The tape on the bus will be pulled for further investigation
- Once the students arrive at school, the school nurse should see the students
- Copies of the Incident Report will be sent to the school and Security

Field Trips

Field trips will be offered to elementary schools for designated locations only. Times for field trips should be 10AM depart from school; return to school by 2PM. The cost for the field trips below will be covered by the Transportation Department as long as funds are available. The locations are:
- Zoo (2nd grade)
- Science Center (3rd grade)
- Botanical Gardens (KG-1st grade)
- History Museum (4th grade)
- Art Museum (5th grade)
- Magic House (P4, KG, 1st grade)

Any other field trips must be paid by the school. All field trip requests and middle and high school request forms
must be submitted to **Marcia Gorden** in the Transportation Department at Marcia.Gorden@slps.org. Marcia will review the forms and contact the school(s) if there are any questions. Once the form has been finalized, Marcia will send the request to **Jenny Williams**, First Student Charter Scheduler. Jenny will contact the school for pre-payment (credit card or purchase order). Once the pre-payment has been confirmed, Transportation will send the confirmation to the appropriate school. The pre-payment is an estimate and a final invoice will be sent to the school for the additional payment or for the school records.

Charter Buses can be used on special occasions when service is needed outside of the District. Request for charter buses must be submitted on the field trips request form and sent to **Deanna Anderson**. Arrangements will be made with the charter bus company and a confirmation will be sent to the school.

Field trip request forms can be found on the district website under Bus Transportation, click [here](#).

### Activity Buses

**Elementary and Middle Schools**

For schools that receive funds for After School activities through Title I or an outside provider, the following transportation will occur:

- August 19–28, 2015 – outside providers begin enrolling students
- August 31, 2015 – school provide the student names, school, drop-off address, emergency contact number, starting date and time bus should be at the school to First Student (forms can be found on the district website under Bus Transportation, click [here](#).)
- Routes will be created for the After School activities students and sent to **Judy King**, the school, and the provider
- September 8, 2015 – After School transportation begins
- If a new program starts after the above dates, they will get transportation within 5 days of notification
- Any changes to the list of students (additional students) made on a Monday, Tuesday, or Wednesday will have the new service or stop (if needed) start the following Monday
- Elementary students’ stop will be curb to curb
- Middle school students’ stop will be existing stop

**High School**

- We are combining the practice buses and activity buses under one category
- Two (2) buses will be provided to each high school for the after school activities (practice buses only, buses will not be provided for after school activities)
- In order for a high school to receive an additional bus, permission must be received from the Superintendent
- One pickup time will be established per school (either 5:45PM, 6:00PM, or 6:30PM)
- Each bus location has an After School activity (including Sports) Transportation Coordinator. The name of this person, email, and phone number will be provided before school starts.
- Schools must send a schedule of students and activities to their appropriate Transportation Coordinator

**Public High League (PHL) Athletics and off site practices:**

- All athletic events must be approved by **Martin Jenkins**, Director of Athletics
- Once approved, the Athletic Directors of each school are to arrange the transportation
- All requests must be sent to **Marcia Gorden** at Marcia.gorden@slps.org.
- Marcia will review the forms and send them to **Jenny Williams**, First Student Charter Scheduler
- Jenny Williams will contact the school for pre-payment (i.e. credit card or purchase order)
- Once pre-payment is confirmed, Jenny Williams will send the confirmation to Marcia Gorden
• Marcia Gorden will send the confirmation to the school
• Other charges might apply after the event. The school will be notified.

Metro Bus Passes

Metro Bus Passes may be used for internship programs, sports practices, and for emergency situations that a yellow school bus is not provided or available. Schools must fill out the Metro Bus Pass request form and send to Constance Byrd in the Purchasing Department at 801 N. 11th Street or Constance.Byrd@slps.org. Once received, the appropriate number of passes will be sent to the school. Please note: there will be a limited amount of Metro Bus Passes provided due to the cost associated with the program.
Facilities

Yvonne Green
Interim Director, Operations/Building Commissioner
(314)267-7354
Yvonne.Green@slps.org

Rosmon Johnson
Manager, Facilities
(314)452-8874
Rosmon.Johnson@slps.org

Mike Dobbs
Prop S Construction Project Manager
(314)565-6747
Mike.Dobbs@slps.org

Square Watson
Prop S Construction Project Manager
(314)566-8610
Square.Watson@slps.org

Harold. Lukins
Aramark Director of Facilities
(314)874-5417
Lukins-Harold@aramark.com

Buildings and Grounds
3416 Cook Avenue
St. Louis, MO 63106
(314)535-2500

Service Response Center
(314)535-2500

Les Lentz
Aramark Custodial Manager
(314)371-5342
lentz-leslie@aramark.com

Derrick Johnson
Aramark Asst. Custodial Manager (Area 1)
(314)399-2359
johnson-derrick@aramark.com

Muarnice Tipton
Aramark Asst. Custodial Manager (Area 2)
(314)202-3282
tipton-maurnice@aramark.com

Marcus Townsend
Aramark Asst. Custodial Manager (Area 3)
(314)371-5342
townsendjr-marcus@aramark.com

Vernice Stewart
Aramark Asst. Custodial Manager (Area 4)
(314)399-2359
stewart-vernice@aramark.com

Esther Walker
Aramark Maintenance Manager
(314)202-0093
walker-esther@aramark.com

Robert Stallion
Aramark Asst. Maintenance Manager
(314)306-5475
stallion-robert@aramark.com

Eric Hamel
Aramark Asst. Maintenance Manager
(314)609-6141
hamel-eric@aramark.com

Keith Vahey
Aramark/Kwame Asst. HVAC Manager
(314)495-4300
vahey-keith@aramark.com

Ronald King
Aramark Grounds Manager
(314)574-6760
king-ronald@aramark.com
Overview

The Facilities Department is responsible for all aspects of taking care of your building including: cleaning, maintenance, grounds, moving, capital projects, utilities and energy management, carpentry, air conditioning and heating, electrical and lighting, plumbing, painting, locks, fire alarms, clocks and PA systems.

Aramark is the contract management company providing front line supervision for the custodian and maintenance staff, grounds maintenance, supplies and other projects. Each school is assigned an Aramark Zone Manager who should be your first point of contact for any building or maintenance issues.

The Aramark Zone Manager school assignments can be found on the website under District Info/ Operations/ Facility Zone Manager, click here.

Work Order Requests:

All work order requests for maintenance or repairs should be called in to Buildings and Grounds at (314)535-2500 by the Principal or Head Custodian so that work orders can be created and the work can be assigned to the appropriate tradesperson. There are two options for submitting a work order request:

Option 1
- Contact the Aramark office at 314-535-2500
- Provide School or Building name.
- Be as specific as possible when communicating the nature of the problem / concern.
- Include the following information:
  - Room number or Area of building where repair is needed
  - Floor of building where repair is needed
  - Detailed description of problem/issue in need of repair
  - Provide any additional details necessary for inclusion in the Work Request
- Determine if the concern is an emergency. (see definition below)
- The work request will be prioritized and assigned.
- The requestor will be notified of status throughout its life if they have an email address.
  - Request receipt
  - Work order acceptance
  - Work order completion

Option 2
- Submit the work request via phone by calling the Service Response Center: 1-888-798-3030
- The following information is required when calling in a Work Order Request:
  - Name and call back telephone number in case the call is disconnected for any reason.
  - In case of Emergency (i.e. Fire, Flooding, Break-in, etc.) inform Call Center Rep and give details of the Emergency (see definition below)
  - Principal’s Name
  - School or Building name (i.e. Roosevelt High)
- A complete description of the problem or issue in need of repair – including the following information:
  - Room number or Area of building where repair is needed
  - Floor of building where repair is needed
  - Detailed description of problem/issue in need of repair
  - Provide any additional details necessary for inclusion in the Work Request
Work Order Priorities
Due to limited maintenance staff, all service requests are addressed based on type of issue:
  • Emergency – Immediate - 24 hours
    • Definition: Failure to take immediate action that may result in bodily harm to students, staff or pose great threat to the property and interrupt the primary mission of the facility
    • An emergency work order can be downgraded to a routine or deferred priority if the reason for the emergency priority has been mitigated
    • Examples: Water main breaks, sewer back-ups, utility outage, health and safety risks, someone locked in a room, unable to secure building, no hot water for kitchen, elevator stuck

Priority 1 – Urgent – Within 3 days
  • Definition: Failure to take action within that predetermined period could jeopardize safety, facility assets, or interrupt facility operations
  • There is a need to take action within a predetermined time period
  • Examples: Repair seasonal air conditioning, repair heating, removal of graffiti, roof leak

Priority 2 – Routine - Within 7-30 days
  • Definition: Actions which should be performed at the first available opportunity but which the facility can continue their mission without interruption
  • Examples: One broken toilet in large bathroom, request for lock change due to change in teachers, cracked but not broken window, minor pipe leak, door not closing properly but can be locked

Deferred
  • These requests will have to wait until funding becomes available or scheduled maintenance

Work Order Reporting
Aramark will provide a report each month showing all work orders that were completed for your school and another report that shows all open work orders. Your Zone Manager will meet with you bi-monthly at a minimum to go over your open work orders, establish priorities and discuss any needs.

If you need assistance with any maintenance or custodial issues, contact your Aramark Zone Manager or Rosmon Johnson at Rosmon.Johnson@slps.org.

The 2015-16 Zone Manager Assignments can be found on the district website under District Info/ Operations, click here.

Heating and Cooling
If your building is either too hot or too cold, call the Service Response Center at 314-535-2500. The target dates for changing over are:
  • October 15 – heat turned on
  • April 15 – air conditioning turned on

Please assist the District with reducing energy costs by making sure all lights are turned off and all computers are shut down each night.
PA Systems and Clocks

All PA systems and clocks are managed centrally based on the bell times and schedules established for your building. Clocks will change automatically for day light savings changes. If you have any issues with your clocks or PA system, contact 314-535-2500.

Keys

All buildings have one door with a card reader to open. Each principal will get 2 cards, one for themselves and one for another designee at the school. All staff will have keys for their classrooms or offices.

If you or a staff member loses their key, send an Incident Report to Yvonne Green/Col. Lisa Taylor and a request for additional keys to Yvonne Green. The Incident Report can be found on the district website under Safety and Security, click here.

Grounds Maintenance

Grounds maintenance and parking lot snow removal are handled by an outside contractor managed by Aramark. If you have any concerns about grass cutting, tree removal, snow removal, etc. contact Service Response Center at 314-535-2500.

Snow Removal

It is the responsibility of the custodial staff to remove snow and ice from walkways including all sidewalks leading up to and around the school, steps and entryways. Once snow is removed, ice melt must be applied. Custodians must ensure all snow equipment is operational before each snow even, equipment is secured after use and an adequate supply of salt is on hand. Snow removal is a priority and may cause a delay in cleaning some areas in the school.

Furniture

If you have need for additional furniture including desks, chairs, tables and so on, contact Sharon Johnson, Warehouse Supervisor at Sharon.Johnson@slps.org or 314-633-9233.

No furniture should be stored in boilers rooms or around electrical panels. A 3 foot clearance around all electrical panels is required. Furniture should not block exit ways.

Moving Requests

To remove any items from your building including old furniture, textbooks, computers, other equipment, etc., complete an SD-107 Delivery Transfer form that can be found on the website under District Info/ Operations/
Operations Forms, click here. Please put all items in one location so that they can be easily located and picked up. Operations will send someone to remove the items and either put them in the warehouse or dispose of them depending on the condition.

Building Permits

A building permit should be completed for all requests to use a school property either after hours or by an outside group. The Instructions and Application for Use of Premises form can be found on the website and the form is to be completely filled out by the applicant. Once approved by the building principal, the school should submit the completed Building Use Permit form to Deborah Perkins at Deborah.Perkins@slps.org with a copy to Yvonne Green for approval at least ten (10) days prior to the first event and/or meeting. Fees may be assessed to cover costs depending on the situation.

Building Permit procedures and forms can be found on the district website under District Info/ Operations/ Operations Forms, click here.

Parking Lot Rental

Saint Louis Public Schools is under a parking agreement with St. Louis Parking Company, who is solely authorized to sell parking spaces on District property. From time to time Principals have desired to sell parking spaces at their lot for a specific school-related fundraiser or benefit that generates additional resources for students of the District. All requests must be submitted on an Application for Use of School Premises format at least ten (10) business days prior to the proposed event to Deborah Perkins, Assistant to Interim Deputy Superintendent for Accountability & Technology Services, 801 N. 11th Street, St. Louis, MO 63101, (314) 345-2421 or by email at Deborah.Perkins@slps.org. Forms are also available on the District’s website under the Department of Operation’s tab.

If your request is approved, the parking lot will be professionally managed by (and all funds will be collected by) St. Louis Parking. Funds in excess of the cost to professionally manage the lots will be dispersed in accordance with the goals of the benefit, at the Superintendent’s sole discretion. Free events also require approval, again via a Use of School Premises form. Requests for free events must be submitted 48 hours prior to the proposed event.

Questions regarding use of the District’s parking lots should be directed to Walker Gaffney, Director of Real Estate at (314) 345-2545 or via email at Walker.Gaffney@slps.org.

Lead Abatement

On June 11, 2009 the SAB approved the Lead Abatement Project. The project included the reduction of lead hazards within the 3—6 year old child occupied areas of schools. The hazards are peeling paint and dust on walls, floors, doorway, windows (interior) and chipping paint lying on the exterior grounds of each school.

Please do not relocate PK, Kindergarten or 1st grade classrooms. Any changes in rooms need to be coordinated with Operations to make sure young children are in classrooms that have been properly remediated.
Volunteer Crews

Please contact Operations if there are any groups that want to volunteer to do work in your building including painting, repairs, grounds, etc. Any work by volunteers needs to be authorized through Operations to ensure safety procedures are followed.
Food and Nutrition Services

Althea Albert-Santiago
Director of Food and Nutrition Services Department
(314) 345-4519 O
(314) 401-9870 C
Althea.albert-santiago@slps.org

Tenecia Williams
Accountability Specialist
(314) 345-2308
Tenecia.williams@slps.org

Mike Butler
Director of Dining Services
Southwest Foodservice Excellence
(217) 841-2451
Mike.butler@sfellc.org

Megan Fraley, RD
Southwest Foodservice Excellence
(314) 750-6992
Megan.fraley@sfellc.org
Overview

The District’s Food and Nutrition Services Department is committed to promoting good health practices and providing a foundation for sound lifestyle habits through food service operations and nutrition education. The Food and Nutrition Services Department is regulated by the United States Department of Agriculture (USDA) and the Department of Secondary and Elementary Education (DESE).

The St. Louis Public Schools Food and Nutrition Services (FNS) Department administers the following United State Department of Agriculture (USDA) Child Nutrition Programs under the Healthy, Hunger-Free Kids Act of 2010: National School Lunch Program (NSLP), School Breakfast Program, Fresh Fruit and Vegetable Program (FFVP) and the Community Eligibility Provision (CEP) Program. Under the NSLP, the After School Snack Program and Seamless Summer Option are also available to all schools.

All food programs that take place within an SLPS school or building must go through the Food and Nutrition Services Dept. This includes summer, weekend, and after-school programs where food is being provided to students.

Community Eligibility Provision

In 2014-2015 school year, the District participated in the Community Eligibility Provision (CEP) Program; through this program the District was able to provide free breakfast and lunch meals to all St. Louis Public School students. Because of the CEP Program, the District is no longer required to collect meal applications due to Section 104 (a) of the Healthy, Hunger-Free Kids Act of 2010.

The intent of the CEP Program is to improve access to free school meals in eligible high poverty school districts along with eliminating the administrative burden of collecting family applications.

Please note that while all students are provided meals free of charge, adults (staff members) are still required to pay for their meals.

Child and Adult Feeding Program

In the 2015-2016 school year, the FNS will administer the Child and Adult Care Feeding Program (CAFP) under Missouri Department of Health and Senior Services. The CACFP provides aid to child and adult care institutions and family or group day care homes for the provision of nutritious foods that contribute to the wellness, healthy growth, and development of young children. The Food and Nutrition Services Department will work in collaboration with the Early Childhood Education Department to provide mid-day snacks to the preschool students throughout the District.

Fresh Fruit and Vegetable Program

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to students in participating elementary schools during the school day.

The goal of the FFVP is to improve children’s overall diet and create healthier eating habits to impact their present and future health. The FFVP will help schools create healthier school environments by providing healthier food choices; expanding the variety of fruits and vegetables children experience; and increasing children’s fruit
and vegetable consumption. If your school is participating in this program, you will receive communication and training at the beginning of the school year and throughout the year. Procedures will be sent to all schools participating in this program. Tenecia Williams will be working with you on this program.

Food and Nutrition Services Key Staff

Food Services and Nutrition Services Department provides a full service nutrition program for the students and staff in the District. Althea Albert-Santiago is the SLPS Director of Food and Nutrition Services that manages the contract with Southwest Foodservice Excellence.

Southwest Foodservice Excellence is the Food Service Management Company (FSMC) that provides the school food services program for St. Louis Public School (SLPS). They are responsible for fully managing all aspects of the National Breakfast and Lunch Programs at each school. All food service that is employed in the buildings are employed by this company. Mike Butler is the Director of Dining Services for Southwest Foodservices Excellence. This company works in partnership with the District’s Food Services and Nutrition Services staff to provide a full service program for the students and staff of St. Louis Public Schools.

Each school is assigned a Cafeteria Lead and an Associate Director of Dining Services or a District Chef.

School Cafeteria Protocol

The protocol for the Food and Nutrition Services Department in addressing concerns in the school cafeteria is to first address the concern with the Cafeteria Lead. If the concern is not resolved by the Cafeteria Lead than contact the Associate Director of Dining Services or the District Chef assigned to your school. If the Associate Director of Dining Services or the District Chef cannot resolve the concern, then contact Mike Butler, Director of Dining Services for Southwest Foodservice Excellence. The Building Administrator can also contact the Food and Nutrition Services Office and address the concern with Althea Albert-Santiago, SLPS Director of Food and Nutrition Services.

Menus

The Food and Nutrition Services food services programs are implemented in accordance with USDA School Meal Program and Health and Wellness Policy and reflect the Missouri Advanced Eat Smart Guidelines. All students must receive a reimbursable meal.

Monthly Menus are located on the SLPS website on the Food and Nutrition Services webpage under Food and Nutrition Services.

Please note: The Saint Louis Public School District is a Pork Free District. All products served contain no pork throughout every school meal.

A meal is reimbursable if it meets the guidelines set forth by the USDA:

- Components – Grain, Meat/MA, Fruit, Vegetable, Milk
- Breakfast – 3 items must be taken and one must be a fruit/veg/fruit juice
- Lunch - 3 components must be taken and one must be a fruit and/or vegetable
Breakfast

We encourage you to mandate breakfast first before other activities so that all students have a good breakfast to start the day. Buses are scheduled to arrive to provide sufficient time for students to eat breakfast. If you experience late buses, please work with the Transportation Department to address this concern. If you experience any line speed issues, contact the Lead in the cafeteria as well as the Associate Dining Director or District Chef assigned to your school as soon as possible. **All students must go by the point of sale to confirm that they have received a reimbursable meal.** All students will use **press #9 on key pad** only for breakfast to improve speed.

A meal is reimbursable if it meets the guidelines set forth by the USDA:

- **Components** – Grain, Meat/MA, Fruit, Vegetable, Milk
- **Breakfast** – 3 items must be taken and one must be a fruit/veg/fruit juice

Breakfast Monitors can be used in Elementary schools to monitor breakfast meal service. The following procedures should be followed:

- **Certified Teachers only**: Non-certificated positions (Teacher Aids, Instructor Care Assistants, Bilingual Aides, Secretaries, and Clerks) are not eligible to work as breakfast monitors.
- Two (2) teachers are allowed to work in the cafeteria for a ½ hour or 30 minutes per day.
- Spreadsheets are created and sent to Althea Albert-Santiago SLPS Director of Food and Nutrition Services, for approval. Tenecia Williams, Accountability Specialist will also need to be copied on the email.
- Sheets need to be approved one (1) week prior to time being entered into SAP.
- If spreadsheets are not sent to Althea Albert-Santiago then the time cannot be entered into SAP and the time will not be approved
- Althea Albert-Santiago, SLPS Director of Food and Nutrition Services will approve the spreadsheets and submit them to the Federal Grants Management Office.

Lunch

All students will be assigned a six-digit Personal Identification Numbers (PINs), which will remain the same each year; students will use their PIN during the lunch meal service in order to receive a meal. Each student will enter his/her PIN using a keypad when receiving a lunch. **All students must go by the point of sale to confirm that they have received a reimbursable meal.** In 2015-2016, all elementary schools will be using pin number cards and the new scanner system.

A meal is reimbursable if it meets the guidelines set forth by the USDA:

- **Components**: Grain, Meat/MA, Fruit, Vegetable, Milk
- **Lunch**: - 3 components must be taken and one must be a fruit and/or vegetable

If a student chooses to go back through the line for a second lunch, the student will have to pay: **$1.10** (elementary), **$1.20** (middle), **$1.35** (high), and additional milk is **$0.45**. Each student has a meal account to pay for school lunches which can be accessed with a Personal Identification Number (PIN).

It is recommended that elementary school principals build time into school schedules to hold daily recess before lunch for a minimum of **20 minutes**. Recess is adult-supervised time for students to engage in student and or adult led fitness activities.
Service Times

Services Times are developed by the Building Administrator in each school and submitted to the SLPS Food and Nutrition Services Office. All serving times have to be approved by Althea Albert-Santiago, SLPS Director of Food and Nutrition Services. If there are concerns with service times, these concerns must be addressed with Althea Albert-Santiago, SLPS Director of Food and Nutrition Services.

Service times cannot be altered for special events unless approved by Althea Albert-Santiago, SLPS Director of Food and Nutrition Services. All service periods must be approved by the State and cannot be changed without written request to the State.

In School Suspensions

All students in in-school suspension must receive a reimbursable meal. The USDA states Principals cannot punish these students by withholding food or changing the menu in any way. All students must go by the point of sale to confirm that they have received a reimbursable meal.

Food Allergies

For students identified as having a disability or special dietary needs, changes can be made to school breakfast/lunch with the proper written medical statement from a physician. School Nurses will be required to fill out a Special Dietary Prescription Form and Submit to Nutrition Coordinator.

Field Trips/Fun Days

To be reimbursed, students must be served a reimbursable meal which includes deli sandwich, pretzels, apple, carrot sticks, and milk (juice cannot be substituted). Please provide notification to the cafeteria lead 5 school days in advance of the field trip.

Afterschool Snacks

After school snacks are reimbursable if they include two of the following: milk, fruit, vegetable, grain, meat/meal alternative. All after school snacks must follow protocol through Food and Nutrition Services Department and maintain the cafeteria and seating area cleanliness.

Vending Machines

Vending machines outside of the cafeteria in the secondary schools will be placed on timers and will not be operational during the breakfast and lunch periods. Smart Snack guidelines will be followed with regard to calories, sodium, fat, and sugar for both food and beverages.
School Stores

SLPS does allow school stores in each school, however school stores are only allowed to sell non-food items during the day (referenced also in SLPS Policy R3542.2.3, click here). No food items will be sold during breakfast or lunch in competition with the National School Breakfast and Lunch Program according to USDA policies.

Health and Wellness Policy

The Special Administrative Board of The Transitional School District of The City of St. Louis acknowledges that student well-being and student achievement are inherently related. Therefore, in support of the vision and mission of St. Louis Public Schools, the Special Administrative Board aims to create and maintain a healthy school culture for all children through the implementation of its Health and Wellness Policy. The Health and Wellness Policy was formed through a collaborative effort by the St. Louis Public Schools and the Healthy Youth Partnership, to encourage wellness and address current health issues facing both students and St. Louis Public Schools staff. The Health and Wellness Policy provides the framework for schools and the district to promote good health and provide a safe and healthy learning environment.

The District’s Health and Wellness Policy focuses on eight key goal areas. Responsibility for the implementation of the Health and Wellness Policy lays with the district-appointed Health and Wellness Policy Coordinator(s) at the district level, and with the school principals advised by School Health Advisory Councils (SHACs) at the school level. The district Health and Wellness Policy Coordinator(s) will assess each school and work with each SHAC to create goals and action plans for achieving or surpassing the Health and Wellness Policy Guidelines. The most significant district-wide changes governed by the Health and Wellness Policy are highlighted below.

Mission Statement:

The school district will provide a coordinated school health program for all children, grades PreK-12 to ensure that parents, teachers and students are educated to all current health issues; options for food and exercise in and around school grounds educate and encourage healthy living habits.

Program Goals

**Health and Wellness Education:** The district will provide students many opportunities to learn how to optimize personal wellness.

**Physical Education and Physical Activity:** The district will provide students many opportunities to engage in activity that builds their physical, mental, social, and emotional health.

**Health Services:** The district will provide services to students that will appraise, protect, and promote their health; are in harmony with the community, parents, and other constituencies; and are accessible to all students.

**Healthy School Learning Environment:** The district will create and maintain a school environment conducive to optimal student learning.

**Nutrition Services:** The school foodservice department will promote good health practices and provide a foundation for sound lifestyle habits through foodservice operations and nutrition education.

**Health Promotion:** The district will foster the maintenance of a healthy lifestyle for all staff.

**Family/Community Involvement:** The district will support an integrated school, parent, and community approach to achieving student wellness through a dynamic, collaborative partnership of communication and accountability.

**Creative, Cross-Cutting, and Targeted Use of Resources to Support Wellness:** The district will assign the Health and Wellness Policy (HWP) coordinator(s) who will use every appropriate and available means to the
school district to ensure that every student has the chance to succeed academically, emotionally, and socially as well as remain in school.

More information on the District’s Health and Wellness Policy and Programs can be found on the district website under Parents and Students/ Health and Wellness, click here.

Health and Wellness Council

The District’s Health and Wellness Council has the following responsibilities:

- Coordinate all health initiatives
- Develop policies that support the common mission of district programs
- Identify gaps and locate the district community resources
- Develop an evaluation tool for the School Health Advisory Councils (SHACs)

The current Council members are:
- Althea Albert-Santiago: Food and Nutrition Services (Co-chairperson)
- M. Leanne White: AIM for Fitness (Co-chairperson)
- David E. Glenn, Sr.: Safety and Security
- Darrin (Mat) Grogan: Athletics Department
- Linda Riekes: Office of Development and Partnership
- Steve Harmon: Human Resources
- Judy King: After School Program
- Surilla Shaw: Health Services
- Karen Shelton Henry: Human Resources
- Mark Riley: Coventry
- Jeffrey Rhone: Family and Community
- Megan Fraley: Southwest Food Service Excellence
- Mike Butler Southwest Food Service Excellence
- Erika Gonzalez: Student Support (Secretary)
- Diana Wilhold: Director, BJC School Outreach and Youth Development
- Melba Moore: City of St. Louis

School Health Advisory Council (SHAC)

SHAC is the School Health Advisory Council. Each SHAC consists of a group of school staff and outside leaders. The purpose of the SHAC is to advocate for a healthy school environment, and provide students, staff, and the community with the tools to live an active healthy lifestyle.

The members of the SHAC are typically: Principal, P.E. Teacher (possible Wellness Ambassador), School Nurse (possible Wellness Ambassador), Family and Community Specialist (possible Wellness Ambassador), Guidance Counselor/Social Worker, Students, Community Members, Food Service Manager/Staff.

The Role of the SHAC is:

- Support the school in developing a healthier school environment
- Create the vision and goals for the Healthy Schools Program
- Promote parent, community and professional involvement in developing a healthier school environment
- Tap into funding and resources for student and staff wellness
- Plan and implement programs for students and staff
- Evaluate program and policy efforts
The key responsibilities of the SHAC are:
- Ensure that district level health policies are implemented
- Provide a way to inform families, teachers, staff and students about the work the school is doing to improve the health and academic success of the students
- Help enable the health priorities and activities put in place to truly reflect the needs and interests of the school

**Nutrition Education Programs**

The District offers many nutrition education options through Southwest Foodservice as well as various community partners. The Roving Chef Program will launch again this school year and is available in elementary, middle and high schools. The Fresh Fruits and Vegetable Program is available for most elementary schools for 2015-16.

Click on the links below to learn more about nutrition education programs available to SLPS students and their families.
- Saint Louis Public Schools Food & Nutrition Services
- Southwest Foodservice Excellence
- SLPS Physical Education Department
- Saint Louis University/City Health Department
- Operation Food Search
- University of Missouri Extension
- Gateway Greening

For more information about nutrition education programs, please contact SLPS Food and Nutrition Services Director **Althea Albert-Santiago** at 314-345-4519, Althea.Albert-Santiago@slps.org or Southwest Foodservice Excellence Nutrition Coordinator **Megan Fraley** at 314-381-4155 x35644, Megan.Fraley@sfellc.org.
Safety and Security

Safety and Security Hotline
(314) 241-7577

Safety and Security Office
(314) 865-2020

Advanced Security and Technologies
(314) 287-6330
info@aststl.com – Website: www.aststl.com

Col. Lisa Taylor
Director, Safety and Security
(314) 574-5977
Lisa.Taylor-Brown@slps.org

Lt. Kestner Miller
Commander of Field Operations
(314) 915-3588
Kestner.Miller@slps.org

Sgt. David E. Glenn, Sr.
Commander of Training and Special Projects
(314) 803-6068
David.Glenn@slps.org

Sgt. Misty Dobynes
Commander of Administration
(314) 568-0417
Misty.Dobynes@slps.org
Overview

The Safety and Security Department is responsible for ensuring that all staff, students and visitors are safe and secure while on school property and the security of the properties. They are also responsible for the district’s emergency planning functions. The District employs school based, mobile officers, supervisors and command security staff to monitor inside and outside our schools. All officers, sergeants and command staff are licensed by the St. Louis Metropolitan Police Department. The Command Staff, Sergeants and Mobile Officers are armed with needed equipment. They patrol schools and buildings in radio equipped marked and unmarked school safety vehicles. The Safety and Security Team is under the leadership of Col. Lisa Taylor-Brown.

Advanced Security and Technologies is the new contract management company that will provide back-up security and manage the District’s cameras and alarm systems for the 2015-16 school year.

Emergency Operations Plans

Every school must have an Emergency Operation Plan completed by September 1, 2015. A template is provided for each school as baseline. It is critical that you complete this with your School Emergency Management Team and that all staff members are informed of the plan.

Your Emergency Operation Plan should be uploaded to the “L Drive” folder for your school in the appropriate folder. To access this folder, go to My Computer, double click the L-Drive, double click Offices, then double click BOE, and then scroll down to SLPS Emergency Operation Plans. Once inside of your school folder, locate the EOP save it as follows: Your school name_Basic_Plan_2015.docx. ATTENTION: DO NOT Delete the previous year’s file!

If you have any issues accessing the L Drive, email David Lashbrook in the Information Technology Division at david.lashbrook@slps.org for assistance. If you have any questions or concerns regarding your Emergency Operation Plan, contact Sgt. David E. Glenn, Sr. at (314) 345-2341 (desk) or (314) 803-6068 (cell).

Safety Drills

Each school is required to do the following Safety Drills each school year. This is mandated by local, state and federal law.

11 Fire Drills
   2 during the first 2 weeks of school
   9 additional – one each month for the rest of the year
2 Earthquake Drills
2 Tornado Drills
2 Intruder Drills

Your Safety Drill Forms should be uploaded to the “L Drive” folder for your school in the appropriate folder. To access this folder, go to My Computer, double click the L-Drive, double click Offices, then double click BOE, and then scroll down to SLPS Emergency Operation Plans to add the Safety Drill forms for your school. If you have any issues accessing the L Drive email, email David Lashbrook in the Information Technology Division at david.lashbrook@slps.org for assistance. If you have any questions or concerns regarding your Emergency Operation Plan, contact Sgt. David E. Glenn, Sr. at (314) 345-2341 (desk) or (314) 803-6068 (cell).
Safety Forms

The following forms can be found on the district website under SLPS Safety and Security, click here:
- Intruder Drill Form
- Fire Drill Form
- Safety Drill Form
- Safety and Security Incident Report Form
- Bomb Threat Form

Building Security

We recommend that you adhere to the following guidelines to ensure the greatest level of security in your buildings:
- Encourage students to speak up when they hear classmates boasting of violent plans
- Ensure that the current security plan protects every access point
- Have a visitor-management program to help prevent unauthorized persons from gaining access to the building including requiring that ALL visitors check in at the school office
- Use a color-coded visitor badge system to indicate where a visitor is authorized to visit
- Encourage staff to challenge all unknown persons in the building (example: “Good morning may I help you”?)
- Ensure that when non-school-related community activities occur that adequate security has been secured
- Minimize the number of key holders and ensure that personnel with key access are documented
- Ensure that when students and staff are arriving and leaving during unconventional time periods that security is taken into consideration as this is a critical time when intruders can enter the building undetected
- Ensure that teachers and other staff monitor hallways and entries to the school during recess and other activities
- Inspect every exterior door to ensure that they are in good working order
- Report all defective security measures (such as inoperable locking mechanisms, door alarms, magnetic door systems, etc.) in a timely manner and follow up on all requests for repairs until fully addressed
- Address any breach in security with staff as appropriate

Please contact Col. Lisa Taylor or Sgt. David Glenn in Safety and Security with any questions or security issues.

Active Shooter/Intruder Response Training

The District will provide mandatory Active Shooter and Intruder Response Training (ASIRT) for schools. The program will be established for the purpose of training teachers and school staff how to address a situation where an active shooter may be present and how to properly respond to reports of threatening situations reported by students.

All school personnel shall participate in a simulated active shooter and intruder response drill conducted and led by law enforcement professionals. More information will be provided regarding this training.
Budget

Kevin Dial
Interim Budget Director
(314) 345-2262
Kevin.Dial@slps.org

ShaLonda Wickerson
Budget Analyst
(314) 345-2319
ShaLonda.Wickerson@slps.org

Stephanie Piatt
Budget Analyst
(314) 345-4425
Stephanie.Piatt@slps.org

Betty Keaton
Budget Analyst
(314) 345-2259
Betty.Keaton@slps.org
Overview

The Budget Department is responsible for the development, monitoring and implementation of the District’s overall budget and financial obligations. In addition, the Budget Department supports SLPS in the allocation of resources according to organizational needs and resource availability.

Budget Development Process

School Budgets are typically developed in the spring of each year for the upcoming school year. School General Operating Budgets (GOB) are based on projected student enrollment. The Budget Office uses the Department of Elementary and Secondary Education (DESE) staffing ratios as the basis for school staffing allocations and discretionary budgets.

Additions or changes to the staffing allocations must be approved by the school’s Network Superintendent, Human Resources, and the Superintendent. Staffing needs are re-evaluated each fall semester based on the actual school enrollment and any potential adjustments are processed at this time.

Most schools have alternative sources of funding beyond GOB, including Special Education, Title I, Title II, and various other grants that are covered in the Grants Management section of this handbook. When making purchases please try to utilize the school’s Non-GOB funds FIRST. GOB funds are normally more flexible than grants and should be used when no other funding source is available.

Budget Objectives

The Budget Objectives for the 2015-16 school year remain consistent with prior years:

- Establish Full Accreditation
- Align resources to support the District’s Transformation Plan Objectives:
  1. Operate a system of excellent school options for all students
  2. Cultivate and sustain transformational teachers and leaders
  3. All students read their way to college and career success
  4. Partnerships support the whole child
- Build financial stability with 10% fund balance target
- Reinforce a culture of high expectations and accountability

Budget Management

SAP is the official financial system of the district. The system tracks all budgetary and staffing costs for each of the district’s schools and central office locations. The fiscal begins every July 1st and ends June 30th. Please note: individual school budgets are normally available in the system before July 15th of each year. Viewing your “real–time” budget requires an active SAP user ID and password.
To review your school’s budget:
To access your actual spending vs. budget please use the ZFM_COFA report. There are two reports displayable within the Budget vs Actual report:
• COFA by FC/CI (Fund Center/Commitment Item)
• COFA by Program/CI (Internal Order/Commitment Item) - RECOMMENDED

Budget Availability:
Budgets are checked at the commitment item level for all funds. If budget needs to be moved from one commitment item to another, please complete the budget transfer form found on the district website under District Info/ Finance Department/ Budget. Please note: our current SAB requires any budget transfers into commitment item 634301 – Conference and Out of Town Travel MUST INCLUDE the following four items:
1. Name of Conference
2. Date of Conference
3. Location of Conference
4. Names of Conference Attendees

Grant Allocations:
The following rules apply when requesting a grant allocation specific to your school:
• Grants $10,000 and above- please contact the grants department with the grant information (i.e. award letter, budget, payment schedule, etc…).
• Grants under $10,000- please contact your Budget Analyst with the same grant information above.
In both cases, the department’s representative will help you get the grant loaded into the system to ensure that funds are available for use.

Budget Transfers
In some instances, you may need to move budget from one commitment item to another. This can be accomplished by completing a Budget Transfer form and submitting the completed form to your Associate Superintendent for approval. Once approved, your Associate Superintendent will forward the transfer to either your Budget Analyst or Grants Analyst for approval and processing. Budget analysts process all GOB transfers (currently funds 110, 111, 112, 140, and 360) and grants analysts handle all other funds. Your budget or grants analyst will send confirmation once the budget transfer has been processed. Please remember that funds cannot be transferred from a GOB account into a NON-GOB account or vice versa.

Please click here to see the detailed Budget Transfer process
Please click here to access the Budget Transfer Request Form
The Process and forms are found on the Budget website under District Info/ Finance Department/ Budget

Extra Service:
In order to pay certificated employees for time worked outside of the normal work day, an Extra Service Spreadsheet must be completed and submitted to the corresponding Cabinet Level or Network Superintendent for approval; Budget Analysts should be copied on the email. After approval, the spreadsheet is submitted to the budget analyst to verify funding and finally to the Human Resources Department for uploading into SAP.
IMPORTANT
• Extra Service at the school location is only for certificated staff. Non-Certificated employee’s time should be
entered into Kronos as overtime (OT).
• Prior to submitting extra service requests, ensure that funds are available on the extra service budget line (including benefits for 621102-Social Security and 626101-Worker’s Compensation).
• Extra Service Spreadsheets MUST be submitted electronically in order for the information to upload into SAP; employees cannot be paid until there is a record in SAP.
• All 10.5, 11, and 11.5 month employees are eligible for extra service if the employee is approved to work outside their contracted dates (e.g. summer school or summer program) with the school’s associate/deputy superintendent approval ONLY.

Please click here to see the detailed Extra Service Process
Please click here to access the Extra Service Spreadsheet
The Process and spreadsheet are found on the Budget website under District Info/ Finance Department/ Budget.

Budget Office Additional Resources

Please click here to access the Budget Office Forms/Quick Reference Guides/Training Material on the Budget website.
FY2014- 2015 Budget Book
Budget Development & Planning Manual

Please click here for a current list of Budget Analyst assignments by School/Central Office locations.

Contact Kevin Dial, Interim Budget Director or your Budget Analyst if you need any assistance.
**Grants Management**

**Victoria Glaspy**  
Director, Federal Grants Management  
(314) 633-5310  
(314) 452-5453 cell  
Victoria.Glaspy@slps.org

**Vacant**  
Grant Compliance Manager

**Charmaine Moore**  
Sr. Grant Analyst  
(314) 345-2497  
Charmaine.Moore@slps.org

**Paul Cady**  
Sr. Grant Analyst  
(314) 345-5432  
Paul.Cady@slps.org

**Larry Kenney**  
Grant Analyst  
(314) 345-2270  
Lawrence.Kenney@slps.org
Overview

Grants Management is responsible for all non-GOB related revenue and expenditures from salary to equipment, Medicaid billing (online survey from Fairbanks, LLC) and miscellaneous discretionary grants. The largest federal grants include Title, SIG, Special Education, and Food Service. Grants Management provides guidance in the proper use of grant funds and all budget, revenue, and expense monitoring. Victoria Glaspy manages the Grants Management function in Finance.

Title I.A

The District receives over $20 million in Title funds each year. The budget includes District wide initiatives as well as building allocations depending on the level of poverty for each building. Key Title I funded initiatives for 2015-16 include:

- Academic Instructional Coaches
- Family and Community Support
- Early Childhood Teachers and Aides
- Student In Transition
- Neglected and Delinquent Students

To determine whether an expense is allowable with Title I funding, you should consider if it is reasonable, necessary and supplemental to instruction. Certain expenses that are NOT allowable with Title I funds include:

- Textbooks
- Ceremonies, banquets or celebrations, awards/incentives
- Office/janitorial/nurses supplies
- Entertainment, recreation or social events
- Meeting expenses for professional development
- End of year fairs/Promotion Ceremonies
- Furniture

The most effective way to leverage your school budgets is to spend your grant funds before GOB funds on items that are reasonable, necessary, and allowable. The spending goals for 2015-16 are:

- All technology equipment purchased with Federal funds should be purchased by 9/30/2015
- 75% of your discretionary funds should be spent by 12/31/15

Technology Related Expenses

Title I, Part A funds may be used for computers, technology labs, and/or software if:

- There is a documented need in the school improvement plan goals and objectives
- It is supplemental to the program

Equipment purchased with Federal dollars must stay with the building it was purchased for. If you are transferred to another building, you may not take that equipment with you.

Parental Involvement

Each Title I building is allocated budget to be used for Parental Involvement Activities. (Fund, 230, Grant Number: T1PI-BK-1516). Parental Involvement programs, activities, and procedures provided with Title I, Part A funds
should be planned and implemented with meaningful consideration of parents and participating children. Prior to the start of the school year, it is highly recommended that you have a detailed plan of activities that you and your Family and Community Specialist have outlined, so that you can ensure you have enough funds for allowable activities for the entire year.

Food Purchases
Food may be purchased with Title I – Parent Involvement funds for Parent Driven academic activities. Some of the activities include:

- Title I Annual or Semi-Annual Meetings
- Muffins with Moms
- Donuts with Dads
- Math or Literacy Nights
- FAFSA Days/Nights
- Open House

Food may not be purchased for payment or reimbursement with parent involvement funds for the following:

- Awards banquets/celebrations
- End of the year fairs/activities
- Promotion Ceremonies
- Asthma Day
- Any activity that lacks in an academic focus

Extra Service/Stipends Procedures

Extra service and stipend procedures have changed for the 2015-16 School Year due to federal regulations. You now must obtain approval from your Network Superintendent, Deputy Superintendent, and the Superintendent prior to offering any extra service activity with federal funding.

Requests for Extra Service (1) must be submitted in writing, and (2) must be submitted in advance, before work is started, on the Additional Compensation Request form. Consequences for late submission of forms may result in non-payment to the employee. Additionally, the appropriate Deputy Superintendent will be notified of the individual(s) failure to follow District policies and procedures.

The new Extra Service/Stipend Procedures are located on the Grants Management Website under District Info/Finance Department/Grants Management, click here, along with a copy of the Additional Compensation Request form.

Medicaid

School District Administrative Claiming
School districts may participate in a program where many of the activities performed by staff meet the criteria for MO HealthNet administrative claiming. The primary purpose of administrative claiming is to reimburse school districts for these activities. The sampling of activities is through Random Moment Time Study (RMTS),
conducted quarterly to determine the percent of time participants spend on claimable activities.

RMTS Process

• Identified district employees are placed on a personnel roster and provided to the SDAC vendor
• Employees are trained (Either at the Administration Building or Online)
• Vendor generates time study sample and sends email to employees (Fairbanks, LLC)
• Employees complete form online (via an email sent by the vendor)
  • Specific activity at the designated time?
  • Is it a claimable activity?
• Percent of claimable activity is combined with other variables to generate quarterly invoice to MOHealthNet.

Random moment sample forms must be returned in a timely or the district’s participation rate decreases which reduces revenue. The former “Green Forms” are now sent to the participant through email and generate revenue for the district that pays for nurses, speech therapists, OTs and PTs; the higher the return, the greater the potential for revenue.

In years past, the district has had a finding for lower rates of return, and low training rates among participants, so we want to do our best to get trained prior to the moment, and get these forms returned.

Should you have questions about the Medicaid Random Moment Sample Program, please contact Larry Kenney by email or at (314) 2270.

Grant Management Forms

The following forms can be found on the district website under District Info/ Finance Department/ Grants Management:

**Title I**
- Title I Allowable/Unallowable Expenditures
- Title I Voucher Certification
- Title I Extra Service Spreadsheet
- Title I Budget Transfer

**Title I Parental Involvement**
- Parental Involvement Allowable/Unallowable Expenditures
- Parental Involvement Voucher Certification
- Parental Involvement Budget Transfer
Anita Mize  
Payroll Manager  
(314) 345-2243  
Judith.Gaughan@slps.org

Vacant  
Payroll Analyst  
(314) 345-2367  
Anita.Mize@slps.org

Latrisa Avery  
Payroll Specialist  
(314) 345-2255  
Latrisa.Avery@slps.org

Sandra Swanagan  
Payroll Specialist  
(314) 345-2378  
Sandra.Swanagan@slps.org

Connie Eskew  
Payroll Specialist  
(314) 345-2417  
Connie.Eskew@slps.org
Overview

Payroll is responsible for timely and accurate employee payment processing and related reporting and compliance. Payroll also trains Timekeepers and helps resolve payroll issues. Payroll is under the direction of Anita Mize.

Payroll Schedule

Employees are paid every two (2) weeks. The District pay week is Saturday thru Friday. Pay is made via Direct Deposit for all employees and pay information is available on-line for employees to access. The employee’s pay deposit information is generally available on Thursday evening following the pay period close.

Link to 2015-16 Payroll Schedule
Link to Paperless Pay

Time and Attendance

All employees are required to swipe at the Kronos time clock at their location to indicate arrival and departure. A timekeeper is assigned to each location to review the swipes and make any manual corrections or entries including vacation, time off with and without pay, etc. Timekeepers should also notify Human Resources of any issues with their employee roster. The timekeeper should be reviewing time on a daily basis.

Location Managers must approve time in Kronos by Monday 10am following the pay period close. At that time, all records are uploaded from the Kronos clocks into SAP for processing. It is essential that all administrators review and approve time in Kronos for each pay period.

Extra Service, Stipends, and Overtime

Timekeepers enter all extra service time for certificated staff into SAP. All extra service assignments need to be pre-approved via an Extra Service Spreadsheet signed by your supervisor and processed by Budget and Human Resources. Once the assignments are uploaded into SAP, the timekeeper can enter time. Please ensure you keep records to verify the time that is being entered either via Kronos swipes or manual logs. All extra time worked by non-certificated staff should be entered through Kronos as overtime. Rates are outlined in the AFT 420 Policy Statement.

Link to AFT420 Policy Statement: Policy Statement

Certain positions are paid via stipend such as Department Heads and Athletic Coaches. They are paid a fixed amount for a certain time period per the Local 420 Policy Statement.
Kronos System

The District uses the Kronos time and attendance system. You can request system access by contacting Cheryll Saunier. All principals and location managers need Kronos access to approve employee time. The system is web-based and can be accessed via Kronos once your access is approved.

Online Information

The Kronos User Manual and other timekeeping checklists and forms can be found on the district website: SLPS Intranet Logon.

Click links below:
Kronos Manual
Timekeeper Checklist
Kronos Pay Period Close Report Instructions
Time Approval Verification Form
Procurement and Contracts

**Rick Schaeffer**  
Procurement Analyst  
(314)345-2298  
Rick.Schaeffer@slps.org

**Terry Bullock**  
Procurement Analyst  
(314) 345-2390  
Terrance.Bullock@slps.org

**Constance Byrd**  
Buyer II  
(314)345-2255  
Constance.Byrd@slps.org

**Ketra Montgomery**  
Contract Compliance Specialist  
(314)345-2495  
Ketra.Montgomery@slps.org
Overview

The Purchasing Department is responsible for creating Purchase Orders from the requisitions that are submitted by the schools, working with vendors and the schools to ensure the timely delivery of goods and services, recording and maintaining a complete list of vendor contracts, ensuring the best price and service from vendors through the Competitive Bidding/Request for Proposal (RFP) Process and maintaining all district contracts.

Competitive Bidding

The process of competitive bids is valuable to the organization because it increases the availability and quality of goods and services. The Purchasing Department will work with you to ensure communication to a diverse audience of vendors.

There are three dollar value thresholds for bidding:
- Purchases of less than $500 (must obtain two vendor quotes)
- Purchases between $500 and $5,000 (must obtain three vendor quotes)
- Purchases of more than $5,000 (must go through the RFP/Competitive bidding process)

Procurement Process

The process for making a purchase is outlined below:

School identifies a need for goods or services

A Purchase Requisition is the required procedure to begin the purchasing process (entered into SAP)

The Purchase Requisition goes through a workflow approval process (in SAP)

The process splits according to:
- Non- Contractual Purchases (Goods/supplies)
  A Purchase Order is created and sent to the vendor
  Once the goods are received by the school, the requestor enters a Goods Receipt (in SAP), signs the invoice and sends it to Accounts Payable
  In order to process a vendor payment, the Accounts Payable department must receive a signed invoice and a Goods Receipt entry
  The Accounts Payable department generates a vendor check
- Contractual Purchases (Services)
  School generates a contract using one of the contract templates (available on-line)
  All schools must use the District approved Contract Templates.
  All Proposed Contracts must be forwarded to Purchasing for review
  Please note all Student Practicum related Contracts must be forwarded to Purchasing for review. Principals are not authorized to sign Student Practicum related Contracts
  Any proposed use of a Vendor Generated Contract Template must go through SLPS Legal Review.
  All Contracts must be signed by the vendor, sent to the purchasing department, and signed by the Superintendent prior to services being rendered.
  A Purchase Order is issued and sent to the Vendor and Principal
  Services can then be rendered by the vendor
  Vendor submits invoice for services to Principals for signature
  Principal submits the signed invoice to Accounts Payable
Check is issued to the vendor

Click [here](#) for SAP Requisition and Goods Receipt Procedures. Call Rick Schaeffer at 314-345-2298 if you require any assistance with the purchasing process or using SAP.

## Request For Proposal (RFP) Process

The Request for Proposal process for purchases over $5,000 requires:
- A competitive bidding process
- A Scope of Work
  - Evaluation criteria
  - Selection of an evaluation team
- Proposal reviews
- Board Resolution recommendation (see Board section for process)
- At least 90 days to process

Refer to the RFP Checklist to support the process. The Purchasing Department can assist you with this process.

## Sole Source Purchases

Sole Source purchases are for goods or services only available from a single vendor or manufacturer. The proposed purchase must have one of the following specific features:
- One-of-a-kind
- Compatibility
- Replacement Part
- Delivery Date
- Research Continuity
- Unique Design
- Emergency

Note: Professional Development is not typically considered a Sole Source Service

## Contract Templates

- Contractual Agreement With Consultants - A contract to be signed with independent consultants or companies to provide consulting services
- Agency Partnership Agreement - A contract to be signed with an Agency Partner where no funds change hands between the partner and SLPS
- Memorandum of Understanding (MOU) (Non-Fund Raising) - A contract to be signed with a local organization partner to provide the contracted services.

Refer to the Purchasing Department for details

All templates can be found on the Purchasing website: [Contract Templates](#)
Contact **Terry Bullock** in Purchasing if you have any questions about which contract to use.
School Supplies

The District has negotiated fixed pricing for school supplies and copy paper. Please order all your school supplies and copy paper from the following approved vendors:

**Office Essentials**
Gina Fiordelisi  
gfiordelisi@offess.com (314) 651-4632  
Carol Hizer  
chizer@offess.com (314) 503-5265

**School Specialty**
Lisa Helein  
Lisa.Helein@schoolspecialty.com (314) 570-1911

**The Saunders Company (new vendor for copy paper only)**
Marty Berra  
martytsepaper@gmail.com (314) 308-1713

Technology Purchases

All Technology purchases must be approved through the Technology Department. Please make sure you are ordering equipment from the District’s preferred vendors. This equipment is supported by the Technology Department and pricing has already been determined through a bid process. The district’s preferred vendors for 2015-16 are:

- Computers – Dell  
  Purchase of Dell Computer
- Interactive Boards and Accessories – Haddock (Promethean) & TSI (SMART)
- iPads – Apple
- Nooks – Barnes & Noble
- Mobile carts for iPads, laptops & Nooks – contact Tom.Tiller@slps.org

Vendor Registration

This form is used to register a new vendor with SLPS:  SLPS Vendor Registration Form

Online Information

All Purchasing procedures, forms and templates can be found on the district website under RFP/Purchasing:

RFP/Bid Opportunities
To access the 2015-16 Purchasing Manual, go to Purchasing Department Information and Forms.
Risk Management

Ruth Carnoske
Senior Risk Manager
(314) 345-2397
(314) 258-0758 cell
Ruth.Carnoske@slps.org

Ron Martin
Fiscal Control Director
(314) 345-2389
(314) 762-7585 cell
Ronald.Martin@slps.org
Overview

The Saint Louis Public Schools is committed to providing and maintaining a safe, orderly, and healthy workplace for all students, employees, visitors and others present on district property, or at a school sponsored event. Proactive procedures shall be in place to prevent accidents, occupational injuries, and illnesses. SLPS strives to provide safe working conditions for all staff members and will give prompt consideration to remediate those conditions that may present a threat to the health and safety of all staff members. To that end, SLPS mandates and provides workshops to instruct staff on safe work practices so that work, teaching, and learning can be accomplished without threat to life, health or loss of property.

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

Safety Team

The Safety team is made up of SAB members, the Superintendent, Deputies, Safety and Security, key staff members, Principals and the District’s third party workers compensation firm, CCMSI. The full member list is available on the district website at Safety Team Members. All principals and other district leaders are invited to participate on the team and/or attend monthly meetings. Ruth Carnoske, Manager of Risk Management is the leader of the Safety and Risk Management team. She can be reached at Ruth.Carnoske@slps.org or (314) 345-2397.

Safety and Risk Management Handbook

The District has developed a Safety Program that is fully outlined in the Safety and Risk Management Handbook. As a condition of employment all staff member sign off annually that they have received, read, understand, and will adhere to the safety program and guidelines contained in the Saint Louis Public Schools Safety and Risk Management Handbook on the district’s website.

Safety Website

The district has created a Safety website that includes all aspects of the district’s safety program including reference information. Safety Webpage

The following forms for reporting can be found on the website: Accident/Incident Reporting Forms

- Vehicle Accident Report Form
- Safety and Security Incident Report Form
- Physical Restraint Form
- Workers’ Compensation Report Form
Safety Programs

Each year the Safety and Risk Management Team manages various programs focused on improving safety in our buildings. These include but are not limited to:

**Safety Training**
- Safety Handbook – each staff member must read and sign off on each school year
- Violent Confrontation Avoidance Training – can be conducted on site at the school or staff members can take the training on-line. Each staff member must be trained each school year.

**Kevin J. Coyne Safety Art and Essay Contest**
Annual contest for students to focus on creating and learning in a safe school environment

**Anti-Bullying Pledge Drive**
Conducted each Fall to encourage students to sign an anti-bullying pledge and bring awareness to the issue of bullying at school

**School Incentive Program**
Annual program that provides incentives to schools for creating a safe work environment. Qualifications and payout criteria are developed on an annual basis and communicated by the Safety and Risk Management Committee.

Safety Training

Safety training can be found on the Safe Schools Training website. In addition to district required training, there are many other training programs focused on providing a safe work environment.

Workers’ Compensation

Saint Louis Public Schools self-insures its workers’ compensation exposure for employees injured on the job. In order to handle this exposure, the district requires the following:
- Prompt and proper notification of the accident/injury
- Investigation of the accident/injury
- Provision of approved medical care
- Determination of the availability of modified or light duty job opportunity
- Elimination and reduction of losses by enforcement of the district safety programs

Saint Louis Public Schools has contracted with CCMSI, the third party administrator, to provide claims and loss control services to the district. The district requires the full and complete cooperation of every employee and administrator in reporting, handling and investigating claims. Uniform claims handling procedures have been established and are to be followed by all employees.

When an employee is injured in your building, you should adhere to the following procedures:

- All claim forms should be completed and forwarded immediately, or within 24 hours of the first knowledge of an occurrence of a work-related accident/injury. Failure of the district to file within the statutory limit of ten (10) days could result in a penalty being assessed, including termination of the district’s self-insured status. All employees should be made aware of the procedures for reporting a work-related accident/injury.
• The Employee/Supervisor Injury Report should be completed by the employee and signed by the supervisor on the day the accident/injury occurs and within 24 hours of notification of the occurrence. The supervisor must sign the form even if he/she did not witness the injury. The supervisor executed form must be sent immediately to:

  Steven. L. Harmon, Esq.
  Saint Louis Public Schools
  Email: Steven.Harmon@slps.org
  Phone: (314)345-2242
  Fax: (314) 244-1808

• The employee must take the original copy of the completed WC-2 SLPS Employee/Supervisor Injury Report to the authorized medical provider, either SSM Work Health or Concentra Medical Center. Concentra Midtown and Concentra Westport are open until 8:00 p.m. daily to provide medical attention to injured employees after hours. Concentra Westport is also open on Saturdays from 8:00 a.m. – 1:00 p.m. to provide medical services. A list of the approved providers, their locations and office hours is available on the Workers’ Compensation Page.

• In the event of an emergency, call 911. Secure the scene and use appropriate first aid techniques to assist the injured party until help arrives. The safety of the employee should take precedent. The report should be completed as soon as possible after safety of the injured party has been secured.

  • Collect statements for all witnesses
    • Inspect the injury site and document any unsafe conditions
    • Check any onsite cameras which may have recorded the injury
    • Call Human Resources immediately for claims involving serious injuries
    • Call Human Resources if there are any questions regarding compensability or other related questions
    • Never accuse an employee of malingering or faking
    • Preserve evidence
    • Any medical bills, suits, petitions, notices sent to the school should be forwarded to Steve Harmon

The policy and procedures for handling Workers Compensation claims can be found on-line. Workers’ Compensation Policies and Procedures.
School Accounting

Ron Martin
Fiscal Control Director
(314) 345-2389
(314) 762-7585 cell
Ronald.Martin@slps.org

Kevin McKenzie
Accountant III
(314) 345-2275
Kevin.Mckenzie@slps.org

Armando Lopez
Accountant III
(314) 345-2274
Armando.Lopez@slps.org

Ronnie Martindale
Accountant II
(314) 345-2258
Ronald.Martindale@slps.org
Overview

Fiscal Control is responsible for development of fiscal policies, all vendor payments, outside reporting to state and federal agencies, maintaining the general ledger, inventory accounting and school accounting activities. Ron Martin is the Fiscal Control Director and leads this team.

Student Activity Funds

The schools are responsible for accounting for the student activity accounts when they receive cash and checks through fundraising efforts and pay for activities that benefit the students. These are not funds for teacher recognition. The accounts should be set up with a bank account at US Bank. Each month the book clerk or secretary should perform a bank reconciliation and cash transaction sheets should be completed. Fundraising approval forms should be completed and approved before a fundraiser is started. The fundraiser collections should be included on the fundraiser collection form. Sample forms can be downloaded through the links below.

By the end of the school year the following forms should be sent to Fiscal Control:

- **Elementary & Middle Schools must submit to the Fiscal Control Office all outstanding:**
  - Monthly Bank Statements & Reconciliations (thru May)
  - Cash Transaction Sheets

- **High Schools must submit to the Fiscal Control Office all outstanding:**
  - Trial Balances & Bank Reconciliations (thru May)
  - Receipt & Disbursement Totals estimated thru June 30 (Cash Log)

Detailed procedures can be found on the district website under District Info/ Finance Department, click here. Key forms can be found as listed below:

- Bank Reconciliation Form
- Cash Transaction Sheets
- Fundraising Approval Form
- Fundraiser Collection Form

Fiscal Control Deadlines

Each year the fiscal control office establishes deadlines for requisitions, vouchers, travel advances, goods receipts and invoices. These deadlines allow the District to close the books by June 30 of each school year. Any purchases that have not had a goods receipt entered by the deadline will need to purchased out of the next year’s budget. A detailed list of the deadlines can be found on the district website under District Info/ Finance Department/ Fiscal Control Deadlines, click here.
Inventory Accounting

The Fiscal Control Office Property Control Team will conduct a physical inventory of all schools’ fixed assets valued at $1,000 or more each year. Principals are requested to take the following steps to ensure the accuracy and success of this inventory:

1. Designate a staff member to accompany the Property Control Team member and to assist them with locating specific equipment items. This person should be available for the duration of the inventory (approximately 1-2 days).
2. No equipment items should be moved while the inventory is being conducted.
3. To avoid any personal equipment being tagged and added to the inventory, a post-it note marked “Personal Non-School Property” should be placed on the time in plain view.
4. If any teacher or staff member has a computer, camera, camcorder or any other Board equipment items in their possession, it must be physically present at your site during this inventory.
5. All computers should be turned off at the time they are being inventoried to ensure that no data is altered or lost.

Schools will be contacted by email and pony mail at least 3 working days before your scheduled inventory date. It is imperative that you share this memo with your entire staff. With everyone’s cooperation, the inventory process will be completed as smoothly as possible. Return visits for follow up may be needed. Please contact Beverly Foster by email or at 345-2493 or Stephanie Morris by email or at 345-2278 if you have questions or concerns.

Business Travel Procedure

Principals will be reimbursed for business related travel expenses. Please refer to the link below to view the current business travel procedure.

Business Travel Procedure

In Town Travel

The forms are available on the district website under District Info/ Finance Department/ Fiscal Control, click here

Non-Encumbered Voucher Payments

For small cost items that are not covered by a purchase requisition but need payment, use the following procedure:

- Check fund availability in your location’s Budget vs Actual Report
- Have an accurate vendor number
- Attach original receipts or check copies
- Dollar amount of each line item should not exceed $200.00 (food items are an exception)
- For meetings, attach attendee sign-in sheets, meeting agenda and check copy or employee paid receipt for meeting expense
- For postage, the vendor number is always 600004544 and the name of vendor is always Postmaster. A receipt
is not required.
Have the principal or administrator sign and date the completed voucher

The forms and procedures are available on the district website under District Info/ Finance Department/ SAP Training References and Documents, click here.

Voucher Procedures
Voucher Payment Request/Certification Form
Treasurer

Donna Johnson
Manager, Cash & Investments
(314) 345-2290
(314) 231-9514 fax
Donna.Johnson@slps.org

Derwin Jordan
Treasurer’s Office Cashier
(314) 345-2232
(314) 231-9514 fax
Derwin.Jordan@slps.org

Artis Larry
Accounting Clerk I
(314) 345-2235
(314) 231-9514 fax
Artis.Larry@slps.org
Overview

The Treasurer’s Office is responsible for receiving all district cash and for the accounting and safekeeping of these funds from receipt to disbursement. Maintaining solid internal controls over cash supports the District’s goal of having sufficient resources available to support our schools. The Treasurer’s Office sets up and maintains all central office bank accounts for SLPS and handles all day to day banking needs. The Treasurer’s Office also assists Principals as needed with maintenance of school checking accounts. Processing of wage garnishments is also a function of this office.

When to Contact the Treasurer’s Office

Contact the Treasurer’s Office with questions regarding:
- School Checking Accounts
- Payroll Direct Deposit Accounts
- Stop Payments on Accounts Payable or Payroll Checks
- Payment for Replacement ID badges
- Repayment of Salary Overpayments
- Year-end Deposits for Lost Textbooks, ID Badges, etc.
- Wage Deductions or Garnishments (i.e., IRS, Student Loans, Child Support, Bankruptcies)

School Checking Account Information

Principals may open checking accounts in their schools’ names to deposit money and make payments on behalf of their schools. It is recommended that the accounts be held at the District’s depository which is currently US Bank. The following should be adhered to:
- There should be no less than two signers for each account:
  - The Principal must always be a signer (even on PTO accounts)
  - Account signers should be updated promptly whenever a change occurs
- The account title should read “St. Louis Board of Education” on the first line with the school’s name on the second line
  - No individual person’s name should appear on the title lines
- The Principal or their designee should maintain all records regarding school checking accounts
  - Proper record keeping will prevent returned checks and insufficient funds charges

Contact the Treasurer’s Office to open an account, update signers or close an account with US Bank or to assist with moving accounts from other banks to the District’s depository. All necessary forms will be completed for you. You need only to sign them. Accounts must be closed by notification to the bank or charges may continue to build, even if you have withdrawn all funds. The contact person for all school banking matters is Donna Johnson, Manager of Cash & Investments. (314) 345-2290 or Donna.Johnson@slps.org.
Technology & Accountability
Assessment and Accountability

Cheryl VanNoy
Interim Associate Superintendent, Technology and Accountability
(314)378-9390
Cheryl.VanNoy@slps.org

Dr. Bertha Doar
Director of Assessment
(314)345-2360
Bertha.Doar@slps.org

Dr. C.L. Shannon
Director of Research & Evaluation
(314)345-2428
C.Shannon@slps.org

Sheila Madkins
Director, SIS/Applications
(314)345-2453
Sheila.Madkins@slps.org
Overview

The Accountability/Assessment/Research and Evaluation Offices in conjunction with Technology are responsible for Federal/State Department of Elementary & Secondary Education (DESE), SLPS Board, district and locally requested data reporting on student demographics, educational measures, and assessment results for progress/ performance monitoring. Key foci are data analysis related to the MSIP Annual Performance Report (APR), SB319, local benchmarking, remedial/acceleration programs and other analysis/reporting requirements as needed. The Assessment Department supports/handles all state mandated and district-wide testing (ELL, MAP-A, MAP GLA, MAP EOC, ACT, STAR, Acuity, HS Benchmarks, etc.). This entails: training staff on proper test security procedures and using the online systems for testing/educational improvement, help desk support, remediation/ acceleration reporting, and data analysis to support educational improvements. Behind the scenes, efforts include monitoring/improving system functionality, rosters, staff/student access, and licenses.

Research & Evaluation approves, manages, and monitors outside requests on student data and reporting while completing the required reports and documentation for Title programs and other necessary reporting for funding. They identify, document and summarize school data from surveys, questionnaires and focus group sessions used to track, interpret, and analyze school specific contributory information (e.g.: parent, student, and staff school improvement surveys, student and staff attendance monitoring, student discipline referrals, and student and staff attendance).

Assessment Calendar

The Assessment Calendar is in the process of being updated related to all of the changes in the State modifications and will be shared when the formative and summative assessments windows are finalized.
Technology Services

Cheryl VanNoy
Interim Associate Superintendent, Technology and Accountability
(314)378-9390
Cheryl.VanNoy@slps.org

Help Desk
(314)345-5757
helpdesk@slps.org

Student Information System (SIS) Support
Pupil.Accounting@slps.org

Tom Tiller
Project Manager
(314)565-7885
Tom.Tiller@slps.org

Sheila Madkins
Director, SIS/Applications
(314)345-2453
Sheila.Madkins@slps.org
Overview

Technology Services supports the technology needs of our schools and is responsible for the district’s infrastructure including computers, applications, wide area network, Internet Access, host servers, databases, help desk and information services. Technology Services also manages the district’s centralized print services, copier contracts, and telecommunications.

Technology Assistance

For any assistance with software or hardware in your building, call the Help Desk at 314.345.5757 or send an email to helpdesk@slps.org. Before putting in a ticket, make sure that the device is powered and is plugged into a blue Ethernet cord (if it is a desktop). That way the Technology team can possibly assist through using remote desktop software.

The easiest way for assistance to occur is to obtain your IP address and/or computer name so that remote assistance can be available. To complete this task prior to calling:

Instructions for obtaining your IP Address:
- Click on the following link: http://intranet/Login/
- Click on the Info link at the top of the page.

Instructions to retrieve computer name:
- On the CTRL-ALT-Delete screen – there is something that indicates ‘how do I log on to a different domain’ – click there and you’ll see the computer name

Interactive Boards Assistance

If your interactive boards are not working, software must be installed on the computer it is connected to. A video splitter is required if you want to display the image on both the computer monitor and the screen—and the video splitter must be plugged in. SMART boards must have 4 different color pens and 1 erase. Promethean boards have 1 or 2 pens and a remote to power on and off. Projectors should be turned off after 15 minutes of inactivity. The bulbs are the responsibility of the school to purchase. However, email Tom.Tiller@slps.org to get the appropriate ordering information.

Systems Access

Access must be requested and approved for the following applications. Human Resources can assist with getting systems access. Key functionality by system for school administrators and staff include:

- SAP – Finance, Budgeting, HR and Payroll
  - Budget Management
  - Requisitioning and Goods Receipt
  - Extra Service/Payroll
- SIS – Student Information System
  - Registration/Enrollment
  - Enrollment Verification Process (Call-in)
Copiers/Printers and Print Shop

Ricoh has been contracted to provide and manage the District’s copiers/printers and print management program. In an effort to control the number of copies, each school is assigned a monthly quota. If there are ever issues with your quota, contact ricohquotas@slps.org to review and adjust as appropriate. Copies can also be sent to the Central Office Print Shop at 801 N. 11th Street. The school will not be charged for copies made at the Print Shop. Please allow 5-7 days for printing and delivery.

District Email

When out of the office, employees can access the District Email account via the district website under Employees. Employee Email

Phones

All phones in the district are managed by the Technology Department. If you have any issues with your phones, contact the Help Desk. Cell phones, for specific positions in the District, can be ordered or replaced by contacting Mary.Wantz@slps.org.

The District Phone Directory can be accessed on the website under Employees:
  Searchable: Searchable Phone Directory
  Central Office Directory: Central Office Phone Directory

Autocalls

The district has a contract with SchoolReach/Messenger that allows for calls to be made either to all families in the district or specific groups including individual schools. Calls can be made to inform parents about special events or for absent students as needed. Schools can record their own calls but all calls should be launched by Technology to be able to monitor and manage the communication to families. Each school principal will be emailed their individual school pin number and the instructions to walk them through appropriate recording.

Internet Access/WIFI

All buildings have WIFI access and the majority of all classrooms have individual appliances. At this point, personal devices are not allowed on the network. Our plan is to make it available for this feature in the near future.
Computer Use Policies

Before receiving the network sign-on information, individuals sign an Acceptable Use Agreement that outlines the dos and don’ts on computer/email/internet usage.

Preferred Vendors

All Technology purchases must be approved through the Technology Department and all requisitions will be automatically routed and approved through Technology. Please make sure you are ordering equipment from the District’s preferred vendors. This equipment is supported by the Technology Department and pricing has already been determined through a bid process. The district’s preferred vendors for 2015-16 are:

- Computers – Dell
- Interactive Boards and Accessories – Haddock (Promethean) & TSI (SMART)
- iPads – Apple
- Nooks – Barnes & Noble
- Mobile carts for iPads, laptops & Nooks – contact Tom.Tiller@slps.org

Equipment Repair

See information above related to Technology Assistance information to get assistance for any computer equipment that is not functioning properly.

iPad Program

All 3rd and 4th grade classrooms (as well as 5th and 6th grade in SIG schools) have iPads assigned for each student. The iPads are delivered at the beginning of the year just after Labor Day and picked up at the end of the school year. All iPads should be charged and stored each day in the secure iPad cart that is also provided. Do not send iPads home with students. All new 3rd and 4th grade teachers must attend mandatory 16 hours of iPad training prior to the iPads being delivered. Scheduled training will be communicated through the building principal.

Surplus Equipment

To remove any surplus computer equipment from your building, complete an SD107 Delivery Transfer Form that can be found on the website under District Information/Operations/Operations Forms, click here. Please put all items in one location so that they can be easily located and picked up. Operations will send someone to remove the items and either put them in the warehouse or dispose of them depending on the condition. The SD-107 form should be emailed to SD107@slps.org.
Equipment Cleaning

Please inform your staff that iPads, computer screens, and other devices with glass should be cleaned with a soft cloth and not Windex or other cleaning solutions.
Student Support
Recruitment and Placement

Lou Kruger  
Executive Director, Recruitment and Placement  
(314) 633-5201  
Lou.Kruger@slps.org

Jennifer Farrell  
Student Recruiter/Parent Counselor  
(314)633-5240

Valerie Harriel  
Recruitment Office Assistant  
(314)345-4240

April Powell  
Recruitment Office Assistant  
(314)633-5213

Student Records

Jacqueline Warfield  
Office Assistant  
(314)633-5259

Gloria Harris  
Office Assistant  
(314)645-2648
Overview

The Office of Student Recruitment and Placement assists families interested in attending a St. Louis Magnet, Choice or Neighborhood school. For additional information regarding the registration and enrollment process, please call 314-633-5200.

Enrollment Process

Please refer parents and families to the following process for enrolling students into various types of schools:

- Neighborhood Schools for grades K-12 (not Early Childhood), call 314-633-5200.
- Early Childhood (Pre-kindergarten), visit www.slps.org/earlychildhood or call 314-331-6150.
- Magnet or Choice Schools, visit www.slpsmagnetschools.org or call 314-633-5200.

For additional information, or to schedule gifted testing, please call the Gifted & Talented Office at 314-345-2435.

Parent’s need the following items for registration:
- Child’s birth certificate
- Child’s immunization records
- Child’s school transcripts or most recent report card
- Proof of residency

Magnet and Choice Schools

Students ordinarily go to the public school nearest them. Magnet schools are public schools without school boundaries operated by Saint Louis Public Schools. Each school has something unique to offer that you won’t find in traditional schools, whether it’s a particular focus on technology, the arts, or a stimulating curriculum designed especially for gifted students.

The district has 27 specialty schools. Because of high demand in many schools and grade levels, admission is based on a lottery system. The application process for 2016-17 will start during the Fall 2015. There will be information sessions for parents in the fall as well.

Additional information can be found on the district website under Parents & Students/ Magnet School Application, click here.
Social Work Services

Megan Marietta
Manager of Social Work Services
(314) 345-4563
(314) 807-6444 cell
megan.marietta@slps.org
Overview

School social workers are assigned to all Saint Louis Public Schools on a scheduled basis, providing a link between home, school, and community. Members of the educational team are comprised of teachers, student support staff, administrators, and parents. School social workers promote and support students’ academic and social success by providing specialized services.

School social workers help students increase academic success, improve attendance, cope with crisis situations, build self-esteem, learn problem-solving and decision making skills, resolve conflicts without violence, improve interpersonal relationships, collaborate with community agencies and organizations, identify and report suspected child abuse and neglect, and obtain community resources to meet students’ needs.

Responsibilities in the School Environment

- Attendance monitoring and intervention
- District Crisis Intervention Team
- Administration of Suicide Risk Assessments
- Advocate on behalf of students and families for the student’s best interests to be met
- Counseling and small groups
- Mediation of student conflict
- Behavior observation and intervention
- Address students’ mental health concerns and needs

Responsibilities in the Student’s Home

- Communicate with parents/guardians regarding student concerns and successes
- Provide community referrals and resources to families
- Assist parents/guardians in navigating the education system
- School social workers conduct home visits when deemed necessary and safe. School social workers cannot be mandated to conduct a home visit.

Responsibilities within the Community

- Secure community resources to be provided in the school environment
- Provide students and families with referrals to community agencies/services

District Crisis Intervention Team

School Social Workers comprise the District Crisis Intervention Team and respond to a school in the event of a crisis such as the death of a staff member or student. The District Crisis Intervention Team offers grief counseling and support to staff and students and aims to restore the school’s climate.
In the event of a crisis, contact Megan Marietta (office: 345-4563 and cell: 807-6444) to plan for the District Crisis Intervention Team to respond to your school.

Child Abuse and Neglect Hotline

As of July 2014, (House Bill 505) (Section 162.069.3 RSMo and Section 210.115 RSMo) states the following:

No one person in charge or a designated agent shall be responsible for immediately making or causing such a report to be made to the Division. Instead,

• “All mandatory reporters shall, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect”
• “No supervisor or administrator may impede or inhibit any reporting…”
• “No internal investigation can be initiated until a report has been made”
• “Abuse is not limited to abuse inflicted by a person responsible for the child’s care, custody, and control…”
• Reporting requirements are now individual and not institutional

Example: A teacher suspects a student is experiencing abuse. The teacher is mandated to call the Missouri Children’s Division Hotline and make a direct and immediate report. The teacher cannot convey the concerns to the school social worker or principal for them to make a report on their behalf.

Transportation Requirements

Per district policy, school social workers are not to transport students in their personal vehicles. Per department policy, school social workers are not to transport parents/guardians.
After School Programs

Judith King
After School Programs Coordinator
(314) 345-4409
Judith.King@slps.org
Overview

After school programs operate five days a week for three hours after the regular school day. Several sites offer a before school program to better assist working families. These programs offer students not only academic support, but also recreational activities, enrichment activities, character development and health opportunities, as well as parent engagement activities. After school programs operated by community agencies are free and are state licensed, but have limited student enrollment.

Licenses and Space

All non-SLPS programs must be licensed by the state of Missouri as a Child Care Provider. Licensed space is restricted to program use during the program hours. The agency is responsible for licensing, but the principal may need to assist with the building plans and fire inspection. Contact the district’s Buildings and Grounds department for additional instructions. The program’s operation has first priority for the licensed space. Ex: program is licensed to use the gym, a neighborhood team wants to use the gym, the gym is unavailable to others until the after school program ends.

Program Components

Program Components consist of the following: Academic Support and Enrichment (minimum of 1 hour), Social and Life Skills, Health and Recreation, Character Development, Parent and Family Involvement.

Hours of Operation

Some programs operate before school and after school. Most programs operate 3 hours after school.

Snack and Dinner

Snacks are served at most programs. Dinner is required to be served at all sites daily. Snacks and dinner are part of the City of St. Louis’ Youth and Family Service program, which operates free of charge to the participants. Training and an abundance of paperwork is required.

Inclement Weather

After School programs are closed at the decision of the Superintendent. Public service announcements will be sent out and phone calls to parents should be made by each school site and provider.
Adding After School Programs

Sites that seek to add after school programs must contact the After School office prior to making any arrangements with an agency.

Contact info: Judith.King@slps.org or via phone at 314-345-4409

Funding

After school programs (definition above) are funded through outside agencies and grants.
Counseling Services

Ira Bivens
Elementary School Counselor Team Leader
(314) 345-4569
Ira.Bivens@slps.org

Lorna Turner-James
Middle School Counselor Team Leader
(314) 385-4767
Lorna.Turner-James@slps.org

Lisa Brougham
High School Counselor Team Leader
(314) 534-3894
Lisa.Brougham@slps.org
Overview

Counseling Services utilizes the Guidance Curriculum to provide guidance instruction in a systematic way to all students K-12. It includes a focus on personal and social emotional growth and academic, and career development (classroom or structured group).

State Distribution for Counseling Services

Elementary:
- 35-45%: Guidance Curriculum
- 30 – 40%: System Support
- 10 – 15%: Non-Guidance
- 5-10%: Individual Planning
- 0%: Responsive Service

Middle:
- 25-35%: Guidance Curriculum
- 10 -15%: System Support
- 30 – 40%: Non-Guidance
- 15 – 25%: Individual Planning
- 0%: Responsive Service

High:
- 15-25%: Guidance Curriculum
- 15 – 20%: System Support
- 25 – 35%: Non-Guidance
- 25-35%: Individual Planning
- 0%: Responsive Service

Focus Areas

Assist students in individual planning, monitoring and managing their academic, personal, and career development.

- **Responsive Service:** Addresses the immediate needs and concerns of students.
- **System Support:** Includes programs, staff and school support activities and services.
- **Non-Guidance:** Activities that do not address systematic guidance development for students i.e. test coordination.

**Fair Share:** Remember that fair share responsibilities are those activities that are the responsibility of all school faculty including school counselors, and which may include such things as school-wide testing, master schedule consultation, bus and playground duty, class/club sponsorship, ticket selling/taking, etc.

Non-Guidance Barriers to Implementation

The Missouri Comprehensive Guidance and Counseling Program cannot be fully implemented if school counselors are involved in activities that act as barriers. Those barriers are activities other than fair share that counselors may currently be performing but are NOT part of the district’s comprehensive guidance and counseling program, such as: Supervisory Duties, Clerical Duties, Administrative Duties, and coordination of the school-wide testing program.
Annual State Accountability

Counselors are expected to complete the following:

  **IIR:** Internal Improvement Review - The IIR is used to help determine the degree of implementation of the Missouri Comprehensive Guidance Program in the school or district.
  **Annual Calendar (at each level):** listing of recommended guidance activities.
  **Contact Logs:** record of consultation with students, staff, parents and community members.
  **Time/Task Analysis:** The goal of a time/task analysis is to obtain a representative sample of counselor time spent in carrying out the comprehensive guidance and counseling program.
  **Needs Assessment:** a key evaluation tool that guides the direction of the guidance program (pre and post).

**Reminder:** Your counselor develops a unique position of trust with students, families, staff and outside resources which includes expectations of confidentiality. Your school counselor should not be your disciplinarian as that will undermine the counseling relationship.
Family and Community Engagement

Jeffrey A. Rhone
Coordinator, Family & Communication Engagement
(314) 345-2484
(314) 614-6523 cell
Jeffrey.rhone@slps.org

Juliette Hudson-Campbell
Parent and Student Specialist
(314) 345-2480
Juliette.hudson-campbell@slps.org

Teresa Jones
Parent and Student Specialist
(314) 345-4573
Teresa.jones@slps.org

Parent Action Council (PAC)
(314) 345-5722
(314) 345-5PAC
parentactioncouncil@slps.org
Overview

The Office of Family and Community Engagement (OFCE) is dedicated to ensuring continuous partnership between home, school, and community to facilitate parental involvement, assist schools in efforts to improve attendance, and ensure compliance with federal, state, district, and school policies through collaboration with Family and Community Specialists (FCS).

In addition, OFCE provides support to parent(s)/guardian(s) who may have concerns regarding their child’s education or a school situation. Parent and Student Specialists (PSS) encourage parents/guardians and students to seek redress for resolution at the school level. The procedures for resolving concerns and complaints are outlined in the Code of Conduct Handbook.

Family and Community Specialists

Family and Community Specialists (FCS) engage parents and the community in developing effective relationships and partnerships to ensure student achievement and school improvement. Family and Community Specialists facilitate opportunities to increase parental involvement, which is designed to strengthen school programs, family practices, and student development; work to develop close, collaborative relationships with community agencies and groups for the purpose of obtaining support for needed resources and services; and provide professional workshops and activities for families. In addition, Family and Community Specialists are instrumental in assisting schools in efforts to improve attendance and ensure compliance with all federal, state, district, and school policies.

Parent and Student Specialists

Parent and Student Specialists (PSS) assist parent(s)/guardian(s) and students with their concerns, issues, and complaints through amicable dialogue and cooperative agreement. Parent and Student Specialists encourage parent(s)/guardian(s) and students to adhere to the procedures as outlined in the Code of Conduct Handbook. However, there are times which require the assistance of the Family and Community Engagement office to bring resolution to their concerns and/or complaints.

Parent Action Council (PAC)

The newly formed Parent Action Council (PAC) will serve as a district parental involvement organization. In partnership with the Office of Family and Community Engagement, the Parent Action Council will consist of two parent representatives from each Saint Louis Public School. The Parent Action Council will conduct monthly meetings to implement Keys to Successful Partnerships: Six Types of Involvement.

Vision:
The Parent Action Council of Saint Louis Public Schools is to act as a district parental involvement organization that helps provide effective collaboration among families, schools and the community to support student academic development.

Mission:
The Parent Action Council of Saint Louis Public Schools is to serve all Saint Louis Public Schools families as a sounding board and action network regarding federal, state, city and district policies, procedures, programs, and personnel matters concerning student education and achievement.
Health Services

Surilla Shaw
School Nurse Coordinator
(314) 345-4401 O
(314) 478-5171 C
surilla.shaw@slps.org

Gwendolyn Pettaway
Team 1 Leader
(314) 604-3351
gwendolyn.pettaway@slps.org

Gloria Jackson-Bridges
Team 2 Leader
(314) 724-9371
gloria.jackson@slps.org

Myra Thompson
Team 3 Leader
(314) 724-9327
myra.thompson@slps.org

Barbara White
Team 4 Leader
(314) 605-4066
barbara.white@slps.org

Sabrina Davis
Team 5 Leader
(314) 453-4394
sabrina.davis@slps.org

Jennifer Rickert
Team 6 Leader
(314) 457-3557
jennifer.rickert@slps.org
Overview

School Nurses provide patient care to students and staff, community/public health education and promotion, and health related investigations in order to promote wellness in the school setting. Employees work under the general direction of the School Nurse Coordinator, a Medical Director, and serve as Team Members within the Department of Student Support Services.

Goals of SLPS Health Services:
  - To build health literacy in families
  - To promote holistic health, injury prevention, and disease prevention
  - To assist students and families in understanding medical conditions and how to care for them
  - To support student achievement and maximization of potential

Health Concerns in the School Setting

Registered Nurses serve as the health professionals in the buildings. Please support their assessments, treatments and decisions about health concerns in the students. Other staff members are not to contradict or override the nurse’s implementation of the nursing process.
  - Communicable disease management
  - Flu
  - First aid needs, including head injuries
  - Environmental safety
  - Immunization compliance to minimize risk of preventable disease outbreaks
  - Communication with City and State health departments

In the Absence of the School Nurse

There should be two to three staff members designated and appointed by the Principal to administer medication when the school nurse is absent.

Enrollment Process

An interview with the School Nurse needs to occur before enrollment is considered complete. The secretary sends parents to the nurse in order to accomplish the following:
  - Discuss health history (allergies, meds, etc.)
  - View records brought by the parent to check for immunization compliance (i.e. ensure that immunizations are up to date according to state law)
  - Provide the parent with resources for meeting compliance when necessary
  - Seek the Principal’s support in enforcing state law regarding immunizations.
Mandatory In-services

Please place the Nurse on the staff meeting agenda for August or September. It is mandatory that school faculty and staff learn the following:

- Universal Precautions
- Hand washing
- Updates on health related policies
- Life threatening food allergies
- Epi Pen technique

Universal Precautions

Custodial staff practices Universal Precautions by wearing gloves when handling the waste from the Health Office. They should change the bags daily, not just empty them, wash their hands and change their gloves afterwards.

Office Keys

Health office keys should remain at the school at the end of the day in the area designated by the Principal.
Students in Transition

Diedra Thomas Murray  
(314)345-4501  O  
(314)623-4101  P  
Diedra.Thomas-Murray@slps.org

Mrs. Derica Granger  
Homeless Resource Specialist  
(314)345-4404  
derica.granger@slps.org

Ms. Monica Sykes, BA  
Data Specialist  
(314)345-2401  
Monica.Sykes@slps.org

Ms. La Shawn Clay  
SIT Case Manager  
(314)345-4500  
Lashawn.Clay@slps.org

Ms. Juanita Kalu  
Administrative Financial Data Coordinator  
(314)345-4521  
Juanita.Kalu@slps.org

Mrs. Keilesha Turner-Wade  
Early Childhood Specialist  
(314)345-2339  
Keilesha.Turner-Wade@slps.org

Mr. R. Bryan Evans, MSW, LMSW  
Clinical Social Worker  
Robert.Evans@slps.org

Ms. Fannie Rodgers, MSW, LCSW  
Clinical Social Worker  
(314)345-2460  
Fannie.Rodgers@slps.org

Ms. Teresa Watts  
Outreach Specialist  
(314)345-2280  
Teresa.Watts@slps.org

Ms. Angela Whitlow  
College Readiness (contractual)

Master Level Social Work Interns  
GWB, SLU, UMSL (varies each semester)
Overview

Saint Louis Public Schools’ Students- In- Transition (SIT) Office operates under the influence and guidance of the McKinney-Vento (M-V) Homeless Assistance Act, reauthorized in 2001 by the No Child Left Behind Act. Through the SIT Office, homeless and foster care students are identified and supported (via four main themes: School Access, School Stability, Child Centered/Best Interest, and Support for Academic Success). When students are assessed for educational support, the four themes of the M-V Law are at the forefront.

Students-in-Transition Services

Each school district has a designated Homeless Coordinator who addresses academic, enrollment, transportation, continuity of education and/or retention and service issues related to students-in-transition/homelessness.

Enrollment Procedures: All students must enroll at the closest non-magnet school. Contact 314-622-5200 for school assignments.

Record Requirement: It is desirable, but not necessary to have these documents on the first day: immunization record, birth certificate, progress report/last report card. Thirty (30) days is allowed for providing necessary documentation. Families are not required to provide proof of residency. However, the district reserves the right investigate and verify residency.

No place to live, call Housing Resource Center – 314-802-5444.

Guardian & Placement: If legal guardianship is a problem, an unaccompanied youth, student in custody of unauthorized relative or family friend may contact Division of Family Services (DFS) caseworker and/or Legal Services of Eastern Missouri 314-534-4200 (MO Safe Schools Act may apply).

Preschool and Kindergarten: The district has several classes. You may contact our Early Childhood Center at 314-771-4626 for additional information.

Educational Services: A homeless student is eligible for any and all educational and/or related services provided to a non-homeless student. There should be no barriers to education. We must immediately enroll!

Students’ Rights

However families live –whether doubled-up with relatives, moving from place-to-place, or living in a shelter– the child has a right to attend school and receive transportation to the school of origin.

Parents’ Responsibilities

All parents must register their school-age children. Parents are negligent under the law if their children do not attend school. Every child deserves a good education.

SIT Assistance

SIT helps with school enrollment/registration and transportation is available. Principals, parents, and staff may
contact the Office of Student-In-Transition at 314-345-5750 for additional information.

**Parent Protection**

Use of this service will not affect parents’ housing, Social Security Insurance (SSI), Temporary Assistance for Needy Families (TANF), or other benefits.

*Missouri Compulsory Attendance Law applies to children 7 to 17 years old. (RS MO. 167.031)

**Missouri Safe Schools Act may be considered in making such decision regarding admission and retention.

***Lead paint levels are a factor in assessment of safe housing for young children in the City of St. Louis.
Overview

Alternative Education is designed to meet the needs of at-risk students who are not succeeding in the traditional setting. Students are provided with a variety of options that can lead to graduation and are supported by services that are essential to success for the student and his or her immediate family. The goal is to develop programs that proactively address the needs of these students rather than create destinations for punishment. The end result should be higher attendance, improved classroom behavior and improved academic achievement.

Alternative education types include but are not limited to: alternative classrooms, school-within-a-school programming, separate alternative schools, and second or last-chance schools for disruptive students. Just as there are many types and settings for alternative schools, there are many delivery models based on the programs’ philosophy and the needs of the students they serve. Some follow a school community partnership model that features collaboration with the larger community. Others may combine academics with a vocational intervention that focuses on making school meaningful while preparing students for the workforce. Still others employ a behavioral intervention model.

To qualify as an alternative education program, the program must “be an educational program for eligible students that instruct the eligible students in a different manner than the manner of instruction available in a traditional school setting.”

Program Offering

Saint Louis Public Schools offers seven alternative education programs to meet the unique educational needs of each child. The schools are under the leadership of Dr. Adrienne Lacey-Bushell, Director of Alternative Education.

<table>
<thead>
<tr>
<th>School/Program</th>
<th>Grade Span</th>
<th>Program Director/Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Pathways@ Beaumont</td>
<td>High School</td>
<td>Justin Moore</td>
</tr>
<tr>
<td>Innovative Concept Academy</td>
<td>High School</td>
<td>Ciceley Johnson</td>
</tr>
<tr>
<td>Stevens Center</td>
<td>Middle School</td>
<td>Angelique Brown</td>
</tr>
<tr>
<td>Freshstart (credit recovery)</td>
<td>High School</td>
<td>TBD</td>
</tr>
<tr>
<td>Therapeutic School @Madison</td>
<td>K-8</td>
<td>Marvin Echols</td>
</tr>
<tr>
<td>Virtual School Programs</td>
<td>K-12</td>
<td>Carey Cunningham</td>
</tr>
<tr>
<td>Innovative Pathways (discipline office)</td>
<td>Applicable for 4-12</td>
<td>Dr. Karen Cason</td>
</tr>
<tr>
<td>Griscom Detention Center</td>
<td>5-12</td>
<td>Ciceley Johnson</td>
</tr>
</tbody>
</table>
Office of Institutional Advancement
Public Information

Patrick Wallace
Executive Director of Communications
(314)345-2227 O
(314) 420-5782 C
patrick.wallace@slps.org

Meredith Pierce
Media Relations Coordinator
(314)345-2367 O
(314)608-1593 C
meredith.pierce@slps.org

Tom Booth
Television Station Manager/Webmaster
(314) 345-5714 O
tom.booth@slps.org

Christian Holt
Graphic Designer/Webmaster
(314) 345-5744 O
christian.holt@slps.org

Karen Hylton
Community Outreach Coordinator
(314) 345-4689 O
karen.hylton@slps.org
Overview

The Public Information Office supports all SLPS schools and departments with a variety of communication needs. The Public Information Office responds to media and public requests, oversees the District website and all school websites, coordinates school partnerships with corporations and local churches, produces school and District videos for websites and the SLPS-TV station and provides graphic support to schools and District departments.

Schools are encouraged to contact members of the Public Information Office staff with requests for support in any area of communication.

Contacting the Media

SLPS Board Policy R1110 requires all media coverage to be arranged by the Public Information Office. In situations where a media member directly contacts a school or school staff member, the staff member should direct the media member to the Public Information Office for a response. District staff members are not to conduct interviews nor invite media members into a school without consent of the Public Information Office. Any questions regarding this manner should be directed to Patrick Wallace, Executive Director of Communications.

Media Release Form

SLPS students are not to be interviewed, photographed or videotaped without a signed, Media Release form on file in the school office. Many schools request parents to sign the form upon enrollment. The official SLPS Media Release Form is available on the District Intranet under District Forms, or by clicking here.

School Website Support

Each school has a dedicated website available for sharing information with parents and housing important information for students, parents and staff. Principals are asked to designate a website coordinator who will be responsible for updating the school website. The Public Information Office has designated Christian Holt to work with elementary and middle school website coordinators and Tom Booth to work with High School coordinators. Public Information Office staff members are also available to provide website training for all school staff if requested.

Sharing Good News

The Public Information Office is responsible for issuing press releases and publicizing District positive stories. This is accomplished via several mediums.

- Schools are encouraged to share positive stories about students and staff via the Good News eBlast by submitting items to slpsinfo@slps.org. The Good News eBlast is shared with all District staff on Tuesdays and Thursdays during the school year.
- Website postings on the District home page and via school websites is a great way to share positive stories with our communities. Each school is requested to designate a website coordinator who will be responsible for updating the school website. Assistance for school website coordinators is provided by Christian Holt (Elementary/Middle) and Tom Booth (High School).
- Press releases are issued by the Public Information Office for events and stories that are of interest to the
community as a whole. Principals and/or their designees are encouraged to submit potential press release items at least a week in advance to allow for proper planning and notification of the media.

- SLPS Spotlight is an electronic publication shared with staff, parents, the media and the public at large. Items of interest should be submitted to the Public Information Office at least a week in advance to assure timely dissemination of information.

Graphics Support

The District has made a few changes to the official letterhead and logo over the past year. Please disregard the old logo and use the official District logo on all school publications moving forward. The official SLPS logo is available by clicking here. Also, the official letterhead template may be accessed by clicking here. Please note, you must be logged into the District Intranet to access the letterhead template.

Social Media Support

The District utilizes Facebook, Twitter, Instagram and Pinterest social media outlets. Some schools have Facebook pages, Twitter accounts and Instagram accounts. While this is a great way to share your messages, it is also a complicated medium. The Public Information Office is available to assist you with creating a social account and providing training for using such accounts. Please contact Christian Holt with any questions about social media.

School Marketing & Recruitment

In addition to broad image marketing for the District, the Office of Public Information is also committed to helping individual schools position themselves to best recruit and retain students. For assistance with developing a current theme, or creating and developing a new brand or theme (whether a magnet school or not), please contact the Marketing Coordinator. Strategies may include open house events, targeted mailing or door-to-door canvassing campaigns, and support with the creation and maintenance of a social media presence.
Volunteer Services

Ella Hungerford
Volunteer Services Specialist
(314) 345-4577
eleanor.hungerford@slps.org

Ricci Sykes
Data Specialist
(314) 345-4554
ricci.sykes@slps.org
Overview

Vision
A partnership between Saint Louis Public Schools and the community will exist that results in meeting the common goal of contributing to a high quality educational and overall life experience for Saint Louis Public School students and their families.

Mission
The Office of Volunteer Services provides the students of Saint Louis Public Schools with a variety of services offered by individuals, organizations, and businesses. Volunteers often serve as tutors, mentors, and coaches. They help on playgrounds, build gardens, and pain classrooms. The Office recruits, screens, trains, places, and supervises volunteers and serves as the link between the community and its schools.

Web Presence

Our entire system is now online at http://www.stlvolunteer.org/slps! Volunteer opportunities and the online application, as well as other volunteer resources such as a volunteer time tracker, can be found on the STL Volunteer Center website (sometimes called STL Volunteer or the Volunteer Center).

All volunteer materials and resources, including the full application, monthly volunteer logs, and the volunteer handbook, will continue to be available on the SLPS hosted Volunteer Services website at http://www.slps.org/volunteer, but we encourage use of the STL Volunteer Center for consistency.

Application Process

Any non-SLPS staff person working in the schools must be cleared through Volunteer Services before having any contact with our students – this includes parents going on field trips.

The complete application can be found online at http://www.stlvolunteer.org/slps. We strongly encourage interested volunteers to complete the online application, but paper copies are available from the Office of Volunteer Services or http://www.slps.org/volunteer. In order to offer the best possible experience to our volunteers, please offer the paper application ONLY to those who cannot use the online application.

Whether volunteers use the online or paper application, they are required to submit to a Federal background check as well as a search with the Missouri Department of Family Services, both at the District’s expense. The background check request is required to be printed and signed, regardless of whether the applicant submitted an online application or a paper one, and can be found at http://bit.ly/1A4LF11.

Background checks are typically returned to us within 48 hours, but due to the fact that we submit these requests in bulk, it can take up to two weeks to receive clearance. In the event that an interested volunteer has a criminal history, please assure them that they are not automatically declined. All negative hits on background checks are forwarded to SLPS in-house counsel for review and the final decision.

Once a volunteer has submitted an application and successfully been cleared, notice will be sent to your school. Typically an email is sent to both the principal and the Family & Community Specialist notifying them of approved volunteers and their approval date. We do not send notice of approval to volunteers unless they have not specified a school. All volunteer approvals last for two years, at which point the volunteer must update their contact information and submit to another background check.
Volunteer Orientation

We offer volunteer orientation four times each school year, once per quarter, in order to communicate District policies and expectations and help our volunteers feel confident and prepared. Although we strongly encourage all new volunteers to attend an orientation, it is not required. Many of our partner organizations, like OASIS and Ready Readers, provide a separate volunteer training and orientation.

Volunteer Expectations

All volunteers are notified of our policies during their orientation, but we rely on school staff to ensure that they are held to these high standards. Please become familiar with the volunteer expectations below.

- Before any person begins volunteer service in a school, the principal and/or Family & Community Specialist should make sure of the person’s volunteer approval status.
- Upon arrival at the school, volunteers should always report to the office or designated volunteer sign-in place.
- Volunteers should dress in a manner that is appropriate for a school setting.
- If the Family & Community Specialist is available, volunteers should check in with them.
- If working directly with a student, e.g. as a tutor, the volunteer should be prepared – have materials ready and lesson plan in place.
- Volunteers must wear a name badge where it can be easily seen.
- Volunteers should avoid using the children’s restrooms. The Family & Community Specialist or secretary should make sure they know the location of the adult restrooms that should be used at all times.
- Volunteers should make every effort never to be alone in a room with a student.
- Volunteers do not break up disruptions or fights among students or adults in the school; instead, they should immediately alert a staff member.
- Volunteers should report ANY suspicion of abuse, mistreatment, or neglect to an adult in the school as soon as possible. All SLPS employees are mandated reporters and will take the necessary steps.
- Volunteers should not meet or contact students outside of the school setting for any reason.

Family & Community Specialists’ Role

Part of the role of the Family & Community Specialist is to function as our volunteer coordinator within the schools, but we know that they wear many hats and have a very full workload, so we do our best to provide them with tools to make things run smoothly. If your school has a Family & Community Specialist, they have been trained on Volunteer Services and should be comfortable handling volunteers within your school. If your family does not have a Family & Community Specialist and you need help or clarification about anything, please contact Ella Hungerford, Volunteer Services Specialist, at 314.345.4577 or eleanor.hungerford@slps.org.

Volunteer Needs

To request volunteers for your school, please use the Volunteer Needs form, which has been made available to all Family & Community Specialists and can also be found on the SLPS Volunteer Services website.

Please be aware that the Family & Community Specialist will always be your school’s first-line for volunteer needs, as they have direct connections and relationships with the community surrounding your school. However, volunteer recruitment works best when approached from multiple angles, so please do not let this stop you from contacting Volunteer Services to request volunteers. We exist to support your schools!
Who to Contact?

For questions about the application, monthly logs, or volunteer approval status (including renewal date), please contact Ricci Sykes, Data Specialist, at 314.345.4554 or ricci.sykes@slps.org.

For questions about volunteer expectations and orientation, our community partner organizations, or to request volunteers for your school, please contact Ella Hungerford, Volunteer Services Specialist, at 314.345.4577 or eleanor.hungerford@slps.org.
Development Partnerships

Linda Riekes
Development and Partnership Officer
(314) 345-2465
linda.riekes@slps.org

Kate Stewart
Development & Partnership Assistant
(314) 345-4694
kate.stewart@slps.org
Overview

The Development and Partnership Office is responsible for seeking external funding and developing strong community partnerships to support district initiatives. The Development and Partnership Office is housed within the Office of Institutional Advancement. The Office also works closely with the St. Louis Public Schools Foundation, an independent foundation dedicated to supporting district priorities.

Mission

The Development and Partnership Office has as its mission to identify and develop outside funding sources to support important district needs including four priorities identified by Dr. Adams—school leadership, early childhood education, career and college readiness, and student health and wellness. The Office explores a broad range of possible funding sources including: local, state, and federal government; private foundations; businesses; and individual community donors. The Office also actively seeks and supports partnerships with community organizations that have as part of their mission to improve the lives of St. Louis children. For example, some of the district’s local partners include: local colleges and universities; local cultural institutions such as the Missouri Botanical Garden, St. Louis Science Center, St. Louis Zoo, and St. Louis Art Museum; the St. Louis Public Library; the mayor’s office and other city government departments; and many others. The Office also works to find ways to honor the contributions of these community partners.

Proposal Development

On a weekly basis, Office staff identify potential funding sources through a variety of mechanisms including publications, online websites, and networking with other organizations. We look particularly for grants in the superintendent’s four priority areas. Once a potential funding source is identified, we share the information with other district staff, including Superintendent Adams, for their input. If a decision is made to apply for the grant, a brief planning document is developed—including objectives, budget figures, and a proposal development schedule—that can be shared with members of a proposal development team, including grant writers. We also coordinate the collection of needs information, letters of support, and other information required in the grant guidelines. A draft proposal is developed and shared widely to get input from others on how it can be strengthened. After a grant proposal is submitted, we generally wait for several months to hear whether or not it has been funded. If it’s funded, we provide the proposal and planning materials to the district staff person who will be carrying out the grant activities.

Coordinating Fundraising Efforts

The Development and Partnership Office is responsible for coordinating fundraising across the district. The Office works closely with all of the district’s schools and divisions to avoid duplication of effort, ensure that contact with potential funders is orderly and productive, and promote collaborations among units as appropriate. The process is designed to ensure the district has a coordinated approach to potential individual, corporate, and foundation donors as well as local, state, and federal competitive grant programs.

In this regard, it is essential for individual schools and district divisions to contact the Development and Partnership Officer with any plans to seek external funds so that the Director can determine whether or not the district already has plans for or is already pursing the same funding opportunity. It is also important to contact the Office when an outside agency solicits collaboration for one of their own grant proposals for which a letter of commitment is often required.

In these situations, please contact the Development and Partnership Office. Staff will help you determine a coordinated approach that is consistent with district priorities and procedures.
Program Assistance

On a limited basis, the Office provides direct assistance to project directors who are new to the implementation of funded proposals. This assistance is usually limited to support for basic project start-up, project monitoring requirements, and annual report development. The need for this assistance is determined by the Director, in consultation with the Deputy Superintendent for Institutional Advancement.

Community Partnerships

The Office of Institutional Advancement assists schools in partnering with community organizations such as businesses and churches to support students. Kate Stewart assists schools with corporate partners and Karen Hylton assists schools with church partnerships.

SLPS Foundation

Overview
The St. Louis Public Schools Foundation is an independent not-for-profit 501(c)(3) organization founded in 1998 for the purpose of engaging and focusing local, regional, and national support to promote educational success for the Saint Louis Public Schools. Governed by an independent board of directors, the Foundation serves as a neutral vehicle through which general and dedicated funding can be used to develop and initiate specifically targeted projects and programs that will result in immediate and long-term improvements in educational outcomes for district students.

Since its inception, the Foundation has existed to mobilize the community’s generosity and to support the amazing educators and students with the Saint Louis Public Schools. Over the years, it has provided schools with more than $14 million in resources. As the district’s strategy partner, the Foundation dedicates 100% of its funds and efforts to district priorities. In addition, the Foundation assists private donors in making informed, strategic giving decisions that improve academic achievement and educational opportunities for district students. It also provides donors with an accountability mechanism via its capacity to manage, disburse, and audit private sector donations to the district.

In addition to its significant work to address district priorities, the Foundation serves as a responsible steward of more than 100 restricted funds. It also provides donors with an accountability mechanism via its capacity to manage, disburse, and audit private sector donations to the school district. Proper fiscal stewardship is one of the Foundation’s defining traits. The Foundation also administers a student scholarship program.

Strategic Priorities
The Foundation is working closely with Saint Louis Public Schools’ Superintendent Dr. Adams and other district leaders to raise funds and implement programs in four priority critical areas, which are considered key levers to accelerating success.

- Early Childhood Education
- Intensifying career and college preparation
- Cultivating excellent school leadership team
- Improving health and wellness

Managing School-Specific Funds
One of the Foundation’s core functions is to serve as a responsible steward of more than 100 restricted funds. Most of these funds are designated for specific schools, and donors include parents, alumni, or funders who want to support a one-time project at a school. The Foundation has received highest marks from its auditor as it relates to fiscal management of the funds. The Foundation charges a modest (and sliding) administrative fee for fiscal stewardship of some of the funds. The Foundation is grateful to a wide range of donors whose generosity supports
Scholarships
One of the Foundation’s primary goals is to ensure that all students have the resources they need to pursue post-secondary dreams. Thanks to the generosity of multiple donors, the St. Louis Public Schools Foundation administers approximately 15-20 scholarships each year. Students can apply for all SLPS administered scholarships by going to St. Louis Graduates’ Scholarship Central, www.stlouisgraduates.org. Scholarship Central is the region’s centralized database of private scholarships for local students, and uses a common scholarship application form.

If you have questions about how any of the priorities are getting implemented in YOUR schools or program design ideas, please contact us.

Lastly, please stay in touch with what the Foundation is doing by following St. Louis Public Schools Foundation on Facebook, Twitter and Pinterest.

The Foundation is led by Jane Donahue, President and CEO, (314) 436-2025 or jdonahue@slpsfoundation.org.

Parsons Blewett
The Parsons Blewett Memorial Fund has a two-fold mission: to assist teachers and administrators in the Saint. Louis Public Schools with financial support for educational and professional development and to aid Saint Louis Public School (SLPS) teachers and administrators who face dire financial need due to a health or personal crisis.

The Fund reflects the generosity and the concern of its founder, Dr. Ben Blewett who, in the early 20th century, was a visionary educator and served as the Superintendent of the St. Louis Public School system.

The Traditional Scholarship Program supports the continuing education of Saint Louis Public School Teachers and Administrators employed full time who have served one continuous year (12 months).

This program is designed to provide scholarships to qualified educators for educational tuition assistance who wish to pursue additional training or education that will support their work in the classroom- or career-related profession.

The Fund has an online application process which is available during three funding cycles (spring, summer and fall). Program deadlines are published through the website www.parsonsblewett.org.

Should a teacher or administrator reach the limit of scholarship assistance ($30,000.00) offered through the Fund, a loan program is available.

Dr. Alice Roach is the Administrative Director for the fund. Visit the website to learn more about the fund’s other areas of assistance: https://www.parsonsblewett.org.

Teacher of the Year Recognition
In partnership with the St. Louis Public Schools Foundation and the Parsons Blewett Memorial Fund, the district sponsors annual Teacher of the Year awards to recognize the outstanding talent and commitment of district teachers. The awards program is coordinated through the Office of Institutional Advancement. Awards are made in the following categories:
- Parents As Teachers (PAT) Educator of the Year Award
- Preschool Teacher of the Year
Preschool Special Education Teacher of the Year
Kindergarten Teacher of the Year
First Through Fifth Grade Classroom Reading Teacher of the Year
Middle/High School Communication Arts Teacher of the Year
Aim for Fitness K-12 Teacher of the Year
Middle/High School Social Studies Teacher of the Year
Elementary Music Teacher of the Year
Middle/High School Music Teacher of the Year
Elementary Art Teacher of the Year
Middle/High School Art Teacher of the Year
K-12 Special Education Teacher of the Year
World Language Teacher of the Year
Library Media Specialist of the Year

Information about the program, application guidelines, and application forms are shared through principals’ newsletters, through presentations and personal contacts made by curriculum specialists, and on the district’s Intranet.

All applications are due in early September. The recipient of each award receives $1,000 provided by community donors through the St. Louis Public Schools Foundation and $500 for professional resources from the Parsons Blewett Memorial Fund. Recipients also receive trophies and plaques for their schools. A reception hosted by Parsons Blewett Memorial Fund is held in the fall to honor awardees, their families, and their principals.

Scholar Athlete Recognition

The Development and Partnership Officer coordinates the Scholar Athlete Program, a partnership involving a variety of donors and role models which recognizes high school students for exemplary performance in athletics and academics each spring.
Memorandum of Understanding

Rachel Seward
Deputy Superintendent
Institutional Advancement
(314) 345-2353 (o)
(314) 607-1053 (c)
rachel.seward@slps.org
Overview

The District requires a Memorandum of Understanding (MOU) between the District and outside community organizations with which the District or particular school(s) have sustained relationships where no funds change hands (this would necessitate a contract or agency agreement).

MOUs document four key areas: summary of the relationship, expectations of the organization, expectations of SLPS, and performance standards that will be reviewed annually to determine if the partnership is successful for all parties. In addition, each MOU clarifies expectations regarding background checks for any staff or volunteers associated with the organization, and expectations regarding fundraising.

The template for the MOU and accompanying Board Resolution template can be found on the District website under Purchasing/RFP’s/ Contract Templates, click here.

The Office of Institutional Advancement can consult with schools or department heads if they need assistance in navigating the MOU process or establishing a relationship which warrants an MOU. However, each MOU needs an owner in the school or department in which the relationship resides. This person is responsible for submitting the MOU and board resolution for approval. For more information on the board resolution process see the SAB Section of the manual.