St. Louis Language Immersion Schools

"To position all children for success in local & global economies through holistic, intellectually-inspiring language immersion programs."

Application for Missouri Public School Charter Renewal

submitted to

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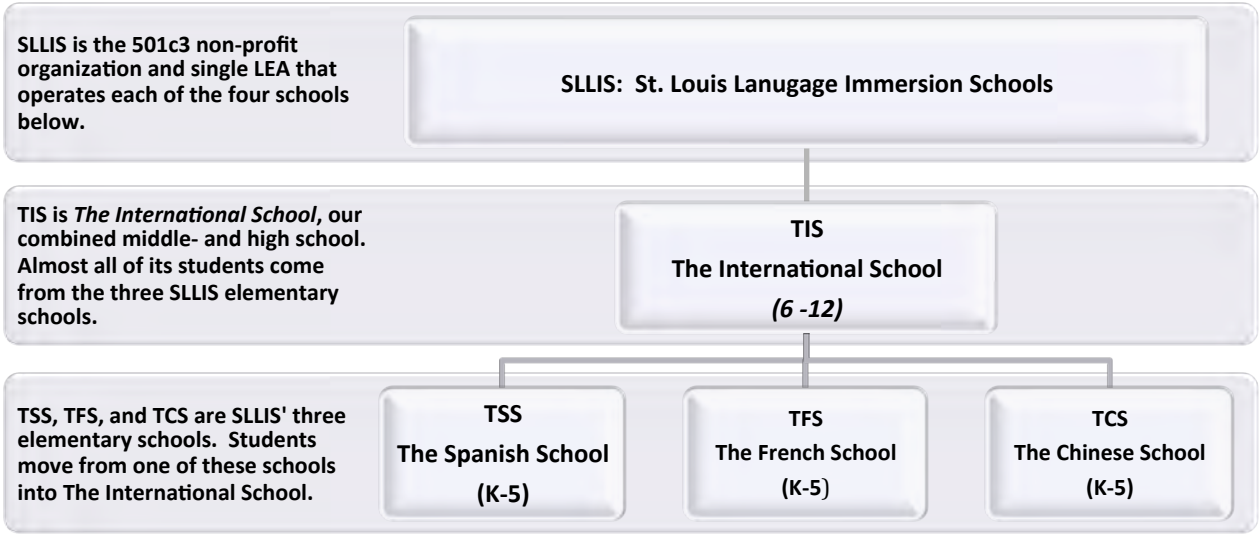
Key to Abbreviations

L1	Language 1: The native or maternal language (English)
L2	Language 2: The secondary or immersion language (French, Spanish, or Mandarin)
ELL	English Language Learner
IB	International Baccalaureate
PYP	IB's Primary Years Programme (for ages 3-12)
MYP	Middle Years Programme (for ages 11-16)
DP	Diploma Programme (for ages 16-19)
SLLIS	St. Louis Language Immersion Schools (the collective educational entity)
TCS	The Chinese School (one of three elementary schools)
TFS	The French School (one of three elementary schools)
TSS	The Spanish School (one of three elementary schools)
TIS	The International School (the middle and high school)



A. Education Plan

A.1 Mission, Vision and Goals

Mission
The mission of St. Louis Language Immersion Schools (SLLIS) is to position all children for success in local and global economies through holistic, intellectually inspiring language immersion programs.

Vision
By 2025, the SLLIS network will create change by:

1. strengthening the pipeline of creative, culturally astute leaders prepared for success in post-secondary educational institutions,
2. increasing St. Louis' visibility as a preferred community in which to live, work, and raise a family by preparing students to prevail in global economic competition,
3. promoting intercultural dialogue, altruism and civic pride.

A.1.1 School-Wide Success

St. Louis Language Immersion Schools has established audacious academic and social goals for our graduates. By design, our schools represent the first and only public schools in the nation to offer total language immersion and International Baccalaureate frameworks in a majority minority urban school. Our founders were inspired by the intellectual curiosity and superior academic achievement of IB graduates that lead them to be more entrepreneurial, inquisitive, and solution-oriented. Drawing from the example of many international schools worldwide, SLLIS decided to implement language immersion and IB and offer our students the same quality of education as the children of foreign diplomats.

In 2013, our inaugural campuses achieved international and national recognition for their academic strengths. The following recognitions are particularly important for SLLIS because they embody our success at implementing internationally renowned academic programs. For each of these recognitions, SLLIS was not evaluated as a new school, a charter school, an urban school, or a public school; rather, SLLIS was compared against each group's international standards of excellence.

In 2013, International Baccalaureate of the Americas confirmed both The French School and The Spanish School as IB World Schools. This confirmation followed four years of documentation, site visits from 4 teams of international educators and focus groups with all levels of stakeholders. The French School and The Spanish School are the first elementary schools in urban or metropolitan areas in Missouri to be awarded IB World School status. They are also the first public schools in the US to offer language immersion and IB to a majority minority student population. As a newer school, The Chinese School will be eligible for IB recognition in 2015. The International School will also apply for IBO World School status for the Middle Years Programme and Diploma Programme.

In 2013, The Embassy of Spain's Ministry of Education awarded The Spanish School Third Place in its School of the Year competition. This competition recognizes the schools with the strongest Spanish language support programs nationwide.

The SLLIS President has been named to the Aspen Global Leaders Network, Pahara-Aspen Institute for urban education reform. She was also selected to be a 2014 Eisenhower Fellow for her work in international education and urban education reform. As an Eisenhower Fellow she will travel to Finland and New Zealand to learn more about their whole system revolutions to deepen teaching and learning.

In addition to international accolades, in 2013 SLLIS was named to three selective cohorts of urban schools committed to education reform and improving outcomes for all students: Schools That Can, Partners for Developing Futures, and the Charter Network Accelerator.

SLLIS has incrementally grown central office capacity and maintained effective leadership from its founding teams. The founder and Interim Executive Director became the President of SLLIS in 2009, and directs school leadership, community relations, operations and academic performance for the Administrative Team. Each elementary school has leadership from the founding team in 2009. SLLIS is developing succession planning and leadership development for central office and school-level administrative positions.

A.1.2 First Term Challenges

Goals

Based on DESE's expectations for district performance in MSIP5, SLLIS' current APR of 75% already meets the state's expectation for accreditation. Our academic growth trajectory indicates that we will continue to exceed the state threshold for accreditation. We aim to receive APR scores warranting "accreditation with distinction" for each of our schools during the term of this charter. See Appendix A.9 for our full Accountability Plan, developed in concert with our sponsor, the University of Missouri-St. Louis (UMSL).

Academic

Communication Arts

The most consistent academic challenge for young language immersion programs is student academic achievement in English (the "first language" for most of our students, referred to herein as "L1"). Research studies demonstrate that, while they initially lag behind their English-only peers, by the end of elementary school, language immersion students are performing on the same academic level in English as their English-only peers1. As the below table illustrates, our two-year test data depicts that growth trend (23% average increase in numbers of 4th graders proficient or advanced in Communication Arts).

District-wide, SLLIS experienced double-digit growth in the percent of students who tested at "proficient" or "advanced" in Communication Arts (English Language Arts) between the 2012 and 2013 MAP exam administrations. This growth is a testament to the success of our language immersion programs and demonstrates the expected improvements over time in SLLIS schools. Note that the number of students who took the MAP exam in 2012 tripled in 2013. See section A.7.1 Demonstration of Achievement of Charter Academic Goals and Objectives for detailed charts of cohort growth.

1 Genesee, F. "What do we know about bilingual education for majority language students?" from Handbook of Bilingualism. Forthcoming.

	% Proficient or Advanced on 2013 Communication Arts MAP					
	TFS	**2012-2013 Growth**	**TSS**	**2012-2013 Growth**	**SLLIS-Wide**	**2012-2013 Growth**
3rd Grade	30.6%	N/A	20.30%	N/A	24.20%	N/A
4th Grade	56.30%	30%	42.90%	18.90%	48.60%	23.60%
Total	38.40%	12.10%	26.30%	2.30%	31.50%	6.10%

In 2015 SLLIS will have its first APR that includes three years of academic data in absolute, growth and status measures. For the next two years we will also have more significant numbers of students testing in grades 3 and 4, than in grades 5 and 6. When reviewing our data in the aggregate, by building or by LEA, the data demonstrates low or declining student performance. When reviewing our data by grade level, we see a significant increase in cohort growth over the first two years. In order to maintain an APR of 75% of higher, we will need to make considerable gains in the performance of our 3rd grade cohort in 2014 and 100% of students in grades 4 and 5 will need to maintain or improve their performance level. Each Head of School is working very closely with Reading Specialists and Grade Teams to identify three keys:

1. subskill practice that our individual students need to improve,
2. instructional pacing and depth for teacher inputs, and
3. increasingly stringent benchmarks for constructed response and expository writing at all grade levels.

Heads of School begin analyzing subskill performance on the MAP to adjust teaching pacing and desired outcomes for all students. They then shift their analysis to the use of the NWEA results throughout the school year. Lead teachers, Title I teams and afterschool tutors all tailor their small group instruction content and students to address individual growth subskills throughout the school year.

In the 2013-2014 school year, SLLIS has introduced more intensive English language supports in our afterschool programming. In our original charter, we proposed offering tuition-free afterschool programming and reading support in English (L1) for our students. This service was designed to increase students' English language vocabulary and reading fluency. We were able to offer that program our first year and quickly learned that we did not have adequate financial resources to offer a tuition-free aftercare program. In years 2-4 we distinguished between fee-based aftercare and Title I funded reading and math support. During that time, our regular school day staff primarily taught the Book/Math Clubs and their coordinators designed pre- and post- assessments to demonstrate student growth.

We are now contracting with external educational organizations for our afterschool reading and math support. For example, in 2013-2014 we are working with Sylvan for their Ace It! small group instruction model and SylvanSync. The Sylvan curriculum, baseline and progress assessments are already aligned with Missouri MAP and Common Core. We use Title I funding to make this program tuition-free for all eligible students. Our lowest-achieving 30% of students are participating in this tutoring program three days per week all school year long. Outsourcing this supplemental English language support provides the L1 support that many of our low-income students need to read on grade level. Additionally, it allows

our instructional staff to focus on core academics in L2 and know that students are receiving the L1 support that they need. We are confident that such a partnership will increase individual student performance in communication arts and contribute to increase our percentage of students who score proficient or advanced on the state assessments.

Mathematics

SLLIS-wide, we experienced a decline in the percent of students who tested at "proficient" or "advanced" in mathematics between the 2012 and 2013 MAP exam administrations. However, 11 percent more TFS 4th graders tested at "proficient" or "advanced" in 2012 versus 2013.

	% Proficient or Advanced on 2013 Mathematics MAP					
	TFS	**2012-2013 Growth**	**TSS**	**2012-2013 Growth**	**SLLIS-Wide**	**2012-2013 Growth**
3rd Grade	16.7%	N/A	27.10%	N/A	23.20%	N/A
4th Grade	37.50%	11.1%	28.60%	-11.40%	32.40%	-1.70%
Total	23.10%	-3.30%	27.50%	-12.50%	26.20%	-8.30%

The results on the 2013 Math section of the MAP demonstrated an 11% loss in proficiency levels in The Spanish School's 4th grade cohort. However, this loss in proficiency can be attributed to three students who had previously tested at the proficient/advanced level disenrolling from The Spanish School (n=25). The Head and Assistant Head of the Spanish School and the Title I coordinator performed a detailed study of math instruction in grades 3 and 4 to identify opportunities for instructional updates and individual student support. They identified the need to update the math pacing expectations so that all MAP content is covered by April, not just by the end of the school year.

Operational

In addition to academic challenges, SLLIS has experienced several operational challenges in our first five years as well. As a start-up school, staff growth was particularly challenging because we did not have the capacity to bring our specialist teachers on as full-time members of our staff. Each year our specialists have added an incremental time allocation to their program and we anticipate being able to offer full-time specialist positions by the time each elementary school reaches its enrollment capacity.

Prior to contracting with Sylvan, SLLIS staff and volunteers designed and ran our Book Club as an internal afterschool program. While having our staff directly involved helped student transitions, we didn't create standardized interim benchmark assessments for the program. We knew that students enjoyed Book Club and were engaged in their small group instruction, but for the first two years, we didn't have any standalone metric to demonstrate student growth. In year three we began creating pre- and post-assessments for Book Club students, but those were still only administered once per year, so our data was only minimally useful for course correction. For 2013-2014, however, SLLIS has partnered with a national tutoring program that brings to SLLIS nationally-normed assessments that greatly enhance our assessment efforts; the partnership has also increased our operating efficiency.

SLLIS currently operates in two leased facilities and is in search of a master campus and permanent home for our schools. The cost of leasing and making leasehold improvements is a significant portion of our per pupil budget. Fifteen percent of our fixed revenue per student is spent on the operation of plant services. Traditional public school districts are able to access additional public funding for their acquisition, build-out and upgrades to their school buildings. SLLIS has worked closely with our

landlords and IFF to finance improvements that convert warehouses to school buildings. Given our student population size, it has been difficult to consider a traditional school district building as well because they are typically smaller in size than we require for a master campus. We are seeking a master campus to eliminate duplication of services at multiple sites.

Self-Monitoring
SLLIS has established several mechanisms to determine and monitor our data-based decision-making. In addition to the oversight provided by DESE, UMSL, our Board of Directors, and Board-appointed committees, SLLIS has established three key central office teams who review and present critical data and strategic planning to our full community.

The Organizational Team includes the President, Director of Finance & Facilities, Director of Operations, Director of Development, and Data and Assessment Coordinator. This team is charged with shepherding the 5-year strategic plan, creating accountability trackers for all departments, assessing capacity for growth and performance, creating succession and new hire expectations for central office roles. The Organizational Team presents monthly finance and accountability meetings open to all SLLIS staff to create transparency and inquiry around our finance and accountability practices. The Organizational Effectiveness committee of the Board of Directors liaises with the Organizational Team to verify that they team is implementing organizational expansion and accountability in line with the Board's established expectations.

The Administrative Team includes The Organizational Team plus the Director of Student Support Services, PYP/IB Coordinators, and each Head of School. The Administrative Team is charged with establishing consistency of administrative responses and skills across all of our schools. This team provides critical feedback to the Organizational Team about new initiatives, user experience, and communications.

The Instructional Team includes each Head of School, Data and Assessment Coordinator, PYP/IB Coordinator, Director of Student Support Services, and President. The Instructional Team focuses on data analysis for all schools, and all grade levels on internal and external assessments. In Instructional Team, members are able to disaggregate academic and behavior data, assign growth targets for special student support programs, and identify teacher support needs for professional development. Once per month the Academic Excellence committee of the Board of Directors meets with the Instructional Team to delve deeper into academic growth data and teacher development.

A.1.3 Educational Foundation

Each SLLIS school is primarily grounded in two extensively-researched and internationally-respected educational models: The *International Baccalaureate Programmes* and instruction in *language immersion* environments, both of which are introduced below and then detailed in Section A.2.

The International Baccalaureate
Founded in 1968 to meet the transnational needs and rigorous educational expectations of international diplomats throughout Europe and the world, the International Baccalaureate is a Geneva, Switzerland-based international non-profit foundation that created a developmentally-linked series of three educational programs: The *Primary Years Programme (PYP)*, the *Middle-Years Programme (MYP),* and

the *Diploma Program (DP)*. All three programs share a commitment to constructivist pedagogy, embedded character development through their "Learner Profile and Attitudes," and tangible outcomes from an educational action cycle.

By IB's very intentional design, these three programs bring together the best of different education systems worldwide and ultimately comprise a diploma that is university recognized and even accepted as undergraduate-level credit at universities around the world – including the most prestigious American colleges and universities. According to an IB study[1], the U.S. institutions with the greatest numbers of IB Diploma Programme graduates included: Harvard University, the University of Pennsylvania, New York University, the University of Southern California, and Colby College.

The International Baccalaureate diploma has quickly gained a reputation as the global gold standard in secondary exams. The International Baccalaureate organization currently works with 3,521 schools in 144 countries to develop and offer challenging program to over 1,078,000 students aged 3 to 19 years. Multiple studies have been conducted on the performance of IB students, the standards of the IB program, the effect of the implementation of the program on a school. Research on U.S. schools employing IB programs2 evidences that, on average when compared to their peers, IB students:

1. outperform their peers on state assessments such as Missouri's MAP exams
2. have higher acceptance rates to colleges
3. perform better in post-secondary education than their peers

In order to reposition St. Louis' students for international access to post-secondary studies, employment and service, SLLIS implements the IB programs comprehensively, for grades K-12. The only other schools implementing IB programs in St. Louis area are the heralded Metro (SLPS District) and Lindbergh (Lindbergh District) High Schools; but in both of those schools, only the Diploma Programme (DP) is offered, and even then only to a small, select subset of their highest-achieving students.

Indeed, schools featuring IB programs have a history of being considered "elite" – in part because they have so successfully served the children of government and corporate executives who live and move among multiple international locations. Even in the U.S., IB programs were initially adopted almost exclusively by wealthy, private high schools. But SLLIS, like a growing number of American and international public schools, has long recognized that the benefits of an IB education are both available to and achievable by *all* students, and at *all* educational levels, K-12. And at SLLIS, because our students represent such a wide spectrum of national, cultural, economic, social, and educational backgrounds, the benefits of the IB program are accentuated.

Language Immersion Instruction

As our students grow into 21st century workforce, it is imperative that they have the global, linguistic competencies to communicate with a variety of peers. SLLIS selected language immersion instruction to provide all of our students the opportunity to become bilingual and biliterate during their K-12 education. Upon graduation from The International School in 12th grade students will have a skill level in the immersion language that parallels that of a native speaker/worker, and they will be able to successfully engage in employment, service or post-secondary studies in two languages.

2 Kolb, William. (1996). Study of the effectiveness of the IB Curriculum. University of Florida.

In North America, the first foreign language immersion program began in 1971; currently, about 1% of all American students are enrolled in language immersion programs3. Most research about the cognitive gains of students in language immersion programs has been conducted in schools with comparatively small populations of impoverished, at-risk, urban or rural students. This research frequently demonstrates the positive impact of language immersion instruction on academic achievement overall, even in performance in English communication arts4.

Louisiana and Hawai'i, the two states with the highest number of language immersion programs, also have the greatest frequency of low-income students enrolled in their language immersion programs. In Louisiana, research has demonstrated the comparative gains of low-income students, African American students and low-income African American students enrolled in elementary language immersion programs. Regardless of race, gender or academic level, 3rd and 5th grade students enrolled in elementary language programs outperformed their English-only peers on the English section of the Louisiana Basic Skills Test (LEAP)5. The students in this study were enrolled in a range of FLES (Foreign Language in the Elementary School) and partial immersion programs with anywhere from one hour of foreign language instruction weekly to fifty percent of all instruction in the foreign language. More recent data from Lafayette Parish Public Schools demonstrates that 3rd grade students in partial immersion programs consistently out-performed their English-only peers in the same elementary school and in all of the elementary schools in the Parish on the Reading Comparison of the Iowa Test of Basic Skills.

SLLIS selected French, Spanish and Mandarin as the immersion languages for its first three elementary schools to reflect the rich cultural heritage of St. Louis' founders, to reflect the most popular languages studied in the US, and to prepare students to work with Missouri's top three international trade partners: Canada, Mexico and China. Although parents and community members regularly inquire about SLLIS opening additional schools for immersion instruction in additional languages, SLLIS' Board of Directors has established rigorous academic and organizational performance criteria that must be met prior to formal consideration of opening any additional schools in any new languages.

SLLIS schools are the first in the United States to offer this distinctive combination of IB and full language immersion in a public, urban setting. We believe that this powerful combination will enable us to truly live our distinctive mission, achieve our vision, and ultimately graduate students who are: bilingual, bi-literate, proficient in a third language, earn a Missouri state diploma, earn an International Baccalaureate diploma, and who are uniquely positioned for success in higher education, employment, military service, and mission service.

A.2 Curriculum and Instruction

How are we implementing International Baccalaureate?

The IB frameworks provide strong support for this integrated model through the inclusion of character and citizenship attitudes in the program design. In every SLLIS school, service learning and character

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3 Center for Applied Linguistics. (2011). *Directory of foreign language immersion programs in US schools*. Retrieved 29 August 2013, from http://www.cal.org/resources/immersion/.

4 Husum, R., & Bryce, R. (1991). A survey of graduates from a Saskatchewan French immersion high school. The Canadian Modern Language Review/ La Revue canadienne des langues vivantes, 48(1), 135–143.

5 Ayoun, D. (2007)(Ed.). French Applied Linguistics. Amsterdam: John Benjamins.

education are integrated into theme-based units in each classroom. SLLIS believes that integrity and contributing to your community are life-lessons that students learn best when these values are constant expectations of participation in our school family.

In addition to how IB supports student growth, SLLIS also selected IB for the professional growth opportunities it provides for our educators. IB standards are aligned with best practice in education and support effective teaching practices. IB practices align with the 21 recommended practices for gifted and general education and, most recently, with Common Core standards7. All SLLIS instructional team members participate in IB trainings, site visits and online studies to deepen their understanding of inquiry-based instruction and international mindedness. Lead Teachers are the authors of their school's curriculum. At the elementary level grade teams research, write, reflect upon, and revise a Programme of Inquiry and their related Units of Inquiry. Teacher teams also contribute to the elementary scope and sequence, carefully integrating Missouri Show-Me Standards, IB standards and Common Core standards within the vertical articulation of student expectations. Teachers identify and employ unique resources for each unit and do not rely on individual textbooks to frame content knowledge.

All three curricular frameworks of the International Baccalaureate (Pre-K through High School Graduation) provide an element of explicit instruction on character development, teaching attitudes and attributes that develop a specific platform of values, including expectations for children to become inquirers, critical thinkers, communicators, risk-takers, principled, caring, open-minded and well-balanced citizens of their community. The *Primary Years Programme (PYP),* for students aged 3 to 12, focuses on the development of the whole child in the classroom as well as in the outside world through meaningful interaction in various environments. The *Middle Years Programme (MYP)* is designed for students aged 11 to 16. It provides a framework of learning, which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century. The *Diploma Programme (DP)* is an academically challenging and balanced program of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

Primary Years Programme

There are six overarching themes encompassing the entire PYP, serving as a collective guide to teachers and a continuous link for students between subjects and grade levels. The PYP is designed to expose students to both global- and local-community subjects while meeting state academic standards in an engaging learning environment—a context rare in many school systems. In addition, the constructivist and inquiry-based learning approaches to which the school subscribes are complemented by many of the activities and lessons inherent in the IB Primary Years Program curricular framework. Students and families are encouraged to share their personal stories, perspectives and experiences as they relate to various lessons and projects. Asking questions and reaching conclusions based on answers to those questions will be a key component of the learning program for children in all grade levels.

to Common Core" *Education Week* 21 December 2012: online

Each of the PYP themes in this diagram coincides with at least two primary subject areas that serve as the conduits for exploring those themes. The six primary themes and examples of related academic content areas are:

1. Who we are (language arts, social studies)
2. Where we are in place and time (social studies, mathematics)
3. How we express ourselves (mathematics, arts)
4. How the world works (arts, science & technology)
5. How we organize ourselves (science & technology,
6. personal/social/physical education)
7. Sharing the planet (personal/ social/physical education, language arts)

Each unit of inquiry is trans-disciplinary in nature. This means that the subject matter is not taught in discrete classes or even in combination, but instead is integrated into holistic units that address several disciplines or subject matters simultaneously while also going beyond to address the commonalities of our global family. Each unit of inquiry will include appropriate use of SLLIS-adopted curricula: Daily 5/CAFE, Everyday Math and FOSS (see "Supplemental Curricula" on p.13). Additionally, content-area specialists (visual arts, music, science, physical education) will integrate their lessons into each unit of inquiry and incorporate elements of other disciplines to provide a full-day trans-disciplinary experience.

One of the hallmarks of the Primary Years Programme is the Exhibition in 5th Grade. All students spend their final elementary year designing research and implementing real-life, problem-solving skills that are applicable to local and/or global communities. Students' Exhibitions will either directly benefit their communities or can be presented to the school community in a gallery, exhibit or performance context. How can the knowledge gained about a particular topic call even our youngest learners to action? This long-term, process-oriented study allows each student the opportunity

1. to reflect on the concepts they've learned,
2. to take action to address a particular need,
3. to use the skills that they've developed, and
4. to demonstrate their personal positive attitudes about the world in which they live.

The themes and concepts are broad and complex, but are engineered to engage the K-5 students attending the school regardless of their proficiency levels, gifts, or limitations. The Primary Years Programme is not a prescribed curriculum or set of materials, but rather a framework for instructional delivery. SLLIS educators use the guiding principles of the Primary Years Programme to author a reflective school-wide curriculum: the Programme of Inquiry. See Appendix A.1 for Sample PYP Unit Planners for grades 2 and 3.

Middle Years Programme

The IB Middle Years Programme consists of eight subject groups integrated through five interactive areas providing global contexts for learning.

Students are required to study at least two languages (as part of their multilingual profile), humanities, sciences, mathematics, arts, physical education and technology. In their final year, students will also undertake an independent Personal Project to demonstrate the development of their skills and understanding.

The MYP's core features five contexts for learning that provide powerful opportunities to engage in the study of issues that affect students today.

Using a common language, teachers organize the curriculum through the following *areas of interaction*:

1. *Approaches to learning* (ATL) represents learning skills that students will develop and apply during the programme and beyond.
2. *Community and service* considers how students can learn about their place within communities and be motivated to act in new contexts.
3. *Health and social education* is designed to help students identify and develop skills that will enable them to function as effective members of societies. They also learn about how they are changing and how to make informed decisions that relate to their welfare.
4. *Environments* explores how humans interact with the world at large and the parts we play in our virtual, natural and built environments.
5. *Human ingenuity* deals with the way in which human minds have influenced the world and considers the consequences of human thought and action.

In the final year of the MYP, each student completes a Personal Project, a significant piece of work that is the product of the student's own initiative and creativity. Each project must reflect a personal understanding of the areas of interaction. Students apply the skills acquired through one of these areas as well as approaches to learning. Students are expected to choose their project, which can take many forms, and take the process through to completion under the supervision of a teacher in the school. This involves: planning, research, and a high degree of personal reflection. SLLIS teachers assess each Personal Project using international assessment criteria defined by IB. In order to provide consistent assessments, each Personal Project is assessed by 2-3 teachers. SLLIS educators use the guiding principles of the MYP to author an interdisciplinary programme of studies. See Appendix A.2 for a Sample MYP Unit Planner from grades 8 and 9.

The Diploma Programme core

IB Diploma Programme (DP) students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Student may choose either an arts subject from group 6, or a second subject from groups 1 to 5. The Diploma Programme culminates in rigorous internationally-moderated exams in each of these six areas. Students may receive certificates for each of the exams that they pass. In order to earn the full IB diploma, students must also complete the following:

1. *The extended essay* asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance, which they examine through the lens of at least two DP subjects.

2. *Theory of knowledge* is a course that develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

3. *Creativity, action, service (CAS)* involves students in a range of activities alongside their academic studies throughout the Diploma Programme. *Creativity* encourages students to engage in the arts and creative thinking. *Action* seeks to develop a healthy lifestyle through physical activity.

Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

1. SLLIS educators use the guiding principles of the DP to deliver inspiring framework on disciplines from a global perspective.

How are we implementing language immersion?

Language immersion instruction means that English-native speaking students are learning their academic content via a new language (which is commonly referred to as *L2: the "second language",* as opposed to *L1: the native, or "first language"*). For example, each SLLIS elementary school employs total language immersion to deliver *all* academic content—math, science, communication arts, social studies, physical education, art, music, library, and yoga -- in an immersion language (either Spanish, French, or Chinese). In grades K-2, all communication arts are taught in the immersion language, as well. In the spring of 2nd grade all students begin daily study of communication arts in English in addition to study in their designated L2. By the end of their *elementary* program, SLLIS students – most of whom are only 12 years old – have the age-appropriate fluency of undergraduate international students at American universities: they are able to complete academic coursework in *all subjects in both languages*.

The distribution of instruction in L1 versus L2 will change over time. Refer to English+ exhibit on the following page. In the complete K-12 SLLIS framework, our students will learn 50% of their academic content in English (L1) and 50% in an immersion language (L2). In each of our classrooms, teachers deliver the academic and service framework of the International Baccalaureate in L2.

The International School (TIS) implements partial language immersion to increase academic instruction to 80% in English by 12th grade. In grades 6-8 we deliver 50% of all academic content in L1 and 50% in L2. Each year students have two communication arts courses, one in each language (L1 and L2). The balance of their academic and elective courses are taught in either language. By the end of their middle school program, our students have the preparation to take the AP language and literature exam in L2. In grades 9-12 we deliver 80% of academic content in L1 and 20% in L2. All students continue two courses in language and literature (Language A and Language B), one in L1 and one in L2. Each year they also have one elective course taught in L2. During the high school composition and literature program, our students study the literary content of an undergraduate language major and, upon graduation, have the language and literary analysis skills to begin graduate level literature courses.

English+ Diagram

K-2	3-5	6-8	9-12
100% instruction in French, Spanish, or Chinese during the school day	80% instruction in French, Spanish, or Chinese during the school day	50% instruction in French, Spanish, or Chinese	80% instruction in English
English used in Mosaic programs	English used in Mosaic programs	English used in Mosaic programs	English used in Mosaic programs
Second semester of 2nd grade, English Language Arts daily	Formal English Language Arts classes during school day	English Language Arts and Literature class	English Language Arts and Literature class
	Latin enrichment classes introduced in grades 4 & 5	Elective courses in a third language	French, Spanish, or Chinese elective courses offered
		French, Spanish, or Chinese Language Arts and Literature class	French, Spanish, or Chinese Language Arts and Literature class

Supplemental Curricula

Within the IB program frameworks, and in the context of SLLIS' language immersion instructional environment, the SLLIS Instructional Team also researches and selects supplemental curricula to support constructivist instruction at all grade levels. Constructivist instruction creates learning experiences through which student construct their own meaning and, ultimately, develop deeper understanding of the concepts than they would through rote memorization. At the elementary levels programs like the Daily 5/CAFE, Reader's/Writer's Workshop, Everyday Math and FOSS Science kits bolster the PYP super-structure and develop new tools students can use to enhance their overall learning experience. The SLLIS Instructional Team will research Next Generation Science Standards to inform science supports in our elementary schools and course sequencing in our secondary campus. All supplemental programs are implemented in the immersion language. Daily 5/CAFE and Reader's/Writer's Workshop may be implemented in the English Language Arts program as well. At the secondary level discipline teams will compare Everyday Math with other constructivist math curricula and continue to identify a range of primary source and/or inquiry-based texts to support each discipline.

The Daily 5/CAFE

The Daily 5™ is a structure that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence. CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary, and the system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs and fine tuning one on one conferring.

Reader's/Writer's Workshop
The Reader's/Writer's Workshop models will further enhance the already robust curriculum offered through the IB Primary Years Programme. The inquiry and reflection components of this workshop method support PYP expectations of student engagement and authorship. In the Reader's Workshop component, teachers talk to students as fellow readers and model the behavior they expect from their students by writing and talking in response to their own reading. Children are reading often, whether aloud, individually, in pairs or in small response groups with expert guidance. Students also read in many genres: poetry, fiction, non-fiction, mysteries, fairytales, biography and so on. Students choose their own titles, talk and write responses to the literature from their personal perspectives and based on their individual impressions (not as recited summarization). Students orally reflect on the literature they are reading in whole-class, small group and paired discussions. Students ask questions and raise issues from their reading – guided by teachers to relate what they have read to their own lives and experiences -- rather than answering teacher-directed questions that often require only rote recitation on the part of students. Teachers are learning from students what they should and can be teaching, while always trying to be reflective practitioners by asking themselves, "What is and isn't working here?"10

Teachers using the Writer's Workshop component help students find good reasons to write. In the Writer's Workshop curriculum, students are encouraged to reflect on times in their lives when they have been "writers" and the goals and direction they have as an "author." Teachers invite children to do all of the things a writer does: research, explore, collect, interview, talk, read, stare off into space, co-author, pre-write, draft, revise, edit and publish. Writing to communicate ideas to others takes more time than is often provided for in traditional language arts programs. The Writer's Workshop approach does not provide a narrow window in which students write each day, but instead allows teachers to "catch" students in the act of writing inside and outside the workshop setting. Through the Writer's Workshop, students learn the techniques and motivations of a writer, and learn to value those elements in all aspects of their learning through the encouragement of their teachers.

Everyday Math
Everyday Math is a program developed by the University of Chicago School Mathematics Project and is being implemented by thousands of schools across the country. While this program is popular for a variety of reasons, it is especially appealing to SLLIS because of the constructivist and inquiry-based elements entwined in its curricular fabric and how well they support the Primary Years Programme units of inquiry. An important component of Everyday Math is the application of math skills to real-world situations in which students may find themselves or their families. In addition, students develop applicable skills by asking questions about particular concepts before a teacher actually begins teaching the concept. This approach helps students build context and understanding of why their mathematical skills are valuable to/for them. Everyday Math has been translated into Spanish and French and will be used in conjunction with internationally-recognized elementary mathematics curricula from the home countries of the immersion languages.

Full Option Science System
In addition to internationally-recognized elementary science curricula from home countries of the instruction language, each SLLIS elementary school will also adopt modules of the Full Option Science System developed at the University of California-Berkley's Lawrence Hall of Science. The Full Option

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10 *L'Etoile du Nord*, the French immersion elementary school in St. Paul, MN school district adopted Readers'/Writers' Workshop and instructional leaders have noticed an increase in the use of level-appropriate texts and independent reading as a result.

Science System (FOSS) is an inquiry-based science curriculum designed specifically for K-8 students. FOSS provides 26 separate modules for grades K-6 with a wide array of support materials, classroom resources, and network contacts to help teachers get the most out of the curriculum and their students. FOSS has three programmatic goals:

1. Scientific Literacy – provide all students with science experiences that:
   a. are appropriate to their cognitive stages of development, and
   b. serve as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world.
2. Instructional Efficiency -- provide all teachers with a complete, flexible, easy-to-use science program that:
   a. reflects current research on learning, including collaborative learning, student discourse, and embedded assessment, and
   b. uses effective instructional methodologies, including hands-on active learning, inquiry, integration of disciplines and content areas, and multi-sensory methods.
3. Systemic Reform – meet the community science-achievement standards and societal expectations for the next generation of citizens, prepared with the knowledge and thinking capacities to manage the 21st century.

The inquiry-based approach FOSS employs is well-aligned with the other components of the learning program and can be integrated into different subjects when appropriate. FOSS also provides support in aligning its curricular model with specific state standards and learning objectives.

See Appendix A.8: K-5 Scope and Sequence for standards, benchmarks and performance objectives for academic progress.

A.3 Assessment

St. Louis Language Immersion Schools Assessment Policy

Philosophy
At St. Louis Language Immersion Schools (SLLIS), we use assessment to guide planning and instruction and to provide feedback on the learning process. We model what we expect from graduates of The International School. We embody the IB Learner Profile in our own work. Through diagnostic, formative, and summative measures, we ensure a curriculum driven by assessment.

1. *Diagnostic/Pre-assessment:* The teacher uses diagnostic assessment to understand students' prior knowledge and experience. Through various age-appropriate activities and discussions, teachers gain a basis for instruction.

2. *Formative Assessment:* Formative assessment provides an opportunity for the teacher and the student to know where they are in the learning process thus helping the teacher to plan lessons and activities based on student need and development. In addition, it promotes learning by providing frequent feedback.

3. *Summative Assessment:* Summative assessments provide students an opportunity to demonstrate what they learned by applying their knowledge in authentic contexts. Every unit of instruction includes a summative assessment in which the teacher assesses the students' understanding of the central idea. Additionally, each IB program has an independent summative project that reflects the essential elements and discipline continuum of IB. See section A.2 Curriculum and Instruction for descriptions of the PYP Exhibition, MYP Personal Project, and DP Extended Essay.

Students play an active role in this assessment process that develops their higher order thinking and reflection skills. This philosophy is meant to encourage all community stakeholders to become balanced world citizens.

We believe that assessment is integral to informing best practice in and outside the classroom and throughout the learning process. We use different types of assessment to learn more about our students, including their prior knowledge and learning that occurs in their years at SLLIS. Effective assessment should be directly related to learning objectives and differentiated to apply to all learners. It also should be both analytical and holistic in order to best evaluate student progress. Ideally, assessment:

1. Engages learners in reflection to determine strengths and weaknesses and to set goals
2. Provides feedback for students
3. Expands student learning opportunities
4. Guides teachers' planning and presentation
5. Builds a profile of children's understanding
6. Measures students' current knowledge and experience before embarking on new learning
7. Provides data about student performances relative to national and state standards

Strategies of assessment

SLLIS teachers use a variety of strategies to assess students. The strategy chosen depends on the activity, the student, and/or the expectations of the teacher. The following are descriptions of some of the assessment strategies used at SLLIS.

Observation:

Students are observed regularly in whole group, small group, and individual settings. Teachers take anecdotal notes of student growth and progress. Written observations and anecdotal notes are especially used in K-1 because students are just beginning to express their ideas in written form.

Process-Focused Assessment:

Teachers regularly observe and record students who are not meeting, are meeting, or are exceeding expectations. Student growth plans, rubrics and narrative descriptions can be used to collect information.

Performance Assessment:

Students are given the opportunity to apply their knowledge through authentic tasks with open-ended solutions to the problems. These assessments are designed to encourage an original response using the student's own knowledge and/or feelings.

Tests/Quizzes:
These assessments provide an explanation of the students' subject-specific knowledge.

Student Reflections:
Students reflect on their learning at the end of each unit of study. These reflections are used to understand student learning, overall progress, and feelings toward activities and units.

Portfolios:
Each elementary student maintains a PYP portfolio, in which there will be both student- and teacher-chosen work. It will include work from all subject areas, reflection pages, and assessment tools (rubrics, checklists, etc.). These portfolios will follow the student as they advance grade levels. Discipline-specific teachers at The International School may also implement student portfolios.

Standardized Tests
SLLIS administers a series of nationally norm-referenced standardized tests in communication arts and math. Given the language immersion targets of our schools, it is essential that our standardized testing articulation allow students to demonstrate academic growth in L1 and L2. Regardless of the language of delivery, each assessment provides stakeholders with objective information about student skills and helps teachers to customize growth goals for each student, class, grade and school.

Standardized tests are given to all students and are administered and scored in a consistent or "standard" manner. The reason for having students complete these tests is to evaluate certain benchmarks for the entire population of students, as well as to have normative data to compare and reflect upon student development.

SLLIS has researched and suggested the following standardized assessments to meet different needs of gauging student performance. The Instructional Team and Academic Excellence Committee may periodically research other standardized assessment tools.

NWEA : Northwest Evaluation Association
The NWEA is a standardized test that evaluates students in English in Math, Reading at all grade levels and Science (after 4th grade). All students are tested three times annually in skill subsets; the computer-based tests adapt to students in real-time as they progress through the test. This assessment is aligned with Missouri Show-Me Standards and the Common Core Standards.

MAP: Missouri Assessment Program
The MAP is the required statewide assessment for students in grades 3-12. The MAP assesses student performance and growth in Communication Arts and Math from grades 3-12, science from grade 5 and a series of End-of Course (EOC) exams in high school.

STAMP:
Standards-based Measurement of Proficiency. STAMP is administered annually in L2 for students in grades 3-9 and assesses reading, writing, listening and speaking.

World-Class Instructional Design and Assessment:
WIDA is used as an interim benchmark assessment once at the beginning of the year for new students identified as ELLs. The screener form of this program's test determines the eligibility of services of each ELL.

International language proficiency assessments:
In order to demonstrate internationally-recognized levels of language proficiency, students in 11th and 12th grade in The International School will sit for international language assessments like the DELE, DELF and HSK12 that determine if students have a language proficiency suitable for university studies in L2. IB Diploma Programme assessments. In 11th and 12th grade students will sit for 6 IB exams, 3-4 Higher Level and 2-3 Standard Level. In the course of applying to American universities, SLLIS students will also take the SAT and/or ACT, as well as SATII exams.

	Measures	Purpose	Frequency	Grade Level
NWEA-MAP	Student Performance	Formative	3 times/year	K-12
MAP/EOC	Student Performance	Summative	1 time/year	3-12
STAMP	Student Performance	Summative	1 time/year	3-9
WID-A/W-APT	Student Performance	Diagnostic/Summative	2 times/year	K-12
Advanced Placement Language Exam	Student Performance	Summative	1 time	9th
DELE, DELF, HSK	Student Performance	Summative	1 time	11th-12th
IB SL/HL	Student Performance	Summative	1 time, 6 exams	11th-12th
SAT/ACT/SATII	Student aptitude	Summative	1-3 times	9th-12th

Promotion and Retention: TFS, TSS, TCS
St. Louis Language Immersion Schools respects and reviews academic, participatory and social emotional student growth when determining eligibility for promotion in all grades. To be considered for promotion, a student must meet or exceed expectations in all three domains. To be recommended for retention, a student must demonstrate a deficit in all three domains. SLLIS invites parents to be active participants in the decision-making process regarding promotion and retention.

1. *Participatory growth*: Student participates fully in classroom and school learning activities.
2. *Academic growth:* Student makes satisfactory growth towards specific academic standards and expectations as defined by Missouri Show-Me Standards and Grade Level Expectations (GLEs). Student makes satisfactory growth towards L2 language acquisition and is able demonstrate understanding in L2 and L1.
3. *Social emotional growth:* Student demonstrates developmentally appropriate emotional behavior and maturation.

12 DELE (Diploma of Spanish as a Foreign Language), DELF (Diploma of French as a Foreigh Language), HSK (Diploma of Chinese as a Foreign Language), are internationally-scored assessments that determine if a student's language level is adequate for university placement in which all coursework is delivered in that language.

Retention:
When students do not meet expectations in one domain, they will be referred to the Care Team. The Care Team will craft a student-specific support plan to address and promote growth in this domain.

When a student does not meet expectations in two or more domains, the Head of School will:
1. request recommendations from the classroom teachers, Title I TA, Reading Specialist, student sponsor and, if the student has an IEP, the Special Education team
2. schedule a special family conference during the third quarter
3. recommend a student assessment of Light's Retention Scale13 to the family.

A Head of School must make a recommendation for retention by the April/May Family Conferences.

Super-Promotion (advancing one entire grade level):
When a student demonstrates exemplary academic progress, they will be referred to the Care Team. Care Team will craft a student-specific support plan to address and promote student growth. When considering a super-promotion, the Head of School will:
1. request recommendations from the classroom teachers, Title I TA, Reading Specialist, student sponsor designated by CARE team and, if the student has an IEP, the Special Education team
2. schedule a special family conference during the third quarter
3. recommend a student assessment of Iowa Acceleration Scale14 or a similarly recognized assessment for academically gifted determination.

A Head of School must make a recommendation for super-promotion by the April/May Family Conferences.

Promotion and Retention: The International School
SLLIS respects and reviews academic and participatory growth when determining eligibility for promotion in secondary grades. To be considered for promotion, a student must meet or exceed expectations in both domains. To be recommended for retention, a student must demonstrate a deficit in both domains.

1. *Participatory growth:* Student participates fully in classroom, advisory, and co-curricular IB activities.
2. *Academic growth:* Student makes satisfactory growth towards specific academic standards and expectations as defined by Missouri Show-Me Standards and Grade Level Expectations (GLEs). Student makes satisfactory growth towards L2 language acquisition and is able demonstrate understanding in L2 and L1. Student demonstrates grade-level proficiency on state-required grade-level assessments or required End Of Course (EOC) exams.

Retention:
When a student fails to meet minimum academic expectations in a single course (other than the immersion language), the student will be required to repeat that course during summer school remediation. When a student does not meet minimum academic expectations in the immersion

13 Light's Retention Scale, consisting of 19 evaluation categories, is designed for use by teachers and school psychologists to determine whether a student should be retained in grade or promoted.
14 Iowa Acceleration Scale is a measure designed to assess whole-grade acceleration decision-making in grades K-8.

language communication arts course and/or three (3) or more courses, that student will be recommended for a grade level retention.

When considering a grade level retention, the Head of School will

1. request recommendations from the classroom teachers, Reading Specialist, Advisory Teacher, CARE Team designated student sponsor, and, if the student has an IEP, the Special Education team
2. schedule a special family conference during the third quarter
3. recommend a student assessment of Light's Retention Scale to the family.

A Head of School must make a recommendation for retention by the April/May Family Conferences.

Appeal Process
When a student is recommended for retention or super-promotion, the family may request an appeal for that decision.

SLLIS may adopt a policy with regard to student promotion which may require remediation as a condition of promotion to the next grade level for any student identified as failing to master skills and competencies established for that particular grade level by the President of SLLIS or designee. SLLIS may also require parents or guardians of such students to commit to conduct home-based tutorial activities with their children or, in the case of a student with disabilities eligible for services pursuant to sections 162.670 to 162.1000, RSMo, the individual education plan shall determine the nature of parental involvement consistent with the requirements for a free, appropriate public education.

With regards to Limited English Proficient Students, the decision to promote or retain will be based on the students' academic skills, and not upon English language proficiency alone. Retention is considered when it is in the student's best interest, and is viewed not as a punitive measure, but as an enhanced opportunity to meet ultimate graduation requirements.

See Appendix A.3 for the Promotion and Retention Policy and Rubrics.

A.4 School Calendar and Daily Schedule

Each SLLIS school exceeds Missouri's required instructional time expectations by offering an extended school year of 190 instructional days and 1,115 instructional hours during the school year (for 2014-2015, the calendar begins on Monday, August 12, 2014 and ends Friday, June 12, 2015). Research demonstrates that students from lower socio-economic experiences benefit from extended learning time.15 Given SLLIS's commitment to serving an ethnically, linguistically, and socio-economically diverse student population, an extended school year supports closing the achievement gap for our students. Additionally, Mosaic, the onsite extended-day program, provides educational, interpersonal and nutritional services to students from 7:00am to 8:15am and from 3:30pm to 6:00pm. SLLIS may choose to stagger bell times across buildings in order to accommodate shared transportation services. In this case, each building will still operate the same number of minutes and same range of services, but on a

15 ECONorthwest. (2010). *A review of research on extended learning time in K–12 schools*. Retrieved from Chalkboard Project website

slightly different schedule. For example, one building may begin school at 8:40am and end at 3:10pm, and another building may begin at 9:00am and end at 3:30pm. Elective and remedial tutoring, athletics, enrichment classes and aftercare will be offered to students during our extended-day program.

SLLIS offers fee-based summer enrichment camps in each immersion language. Each school identifies students for camp scholarships. Overtime SLLIS may offer traditional summer school courses for enrichment and remediation as well. SLLIS may offer sliding-fee scale preschool with priority seats for siblings of currently enrolled SLLIS students and SLLIS employees per the Enrollment Policy.

See Appendix A.4: SLLIS 2014-15 School Calendar for the full school attendance calendar.
See Appendix A.5: SLLIS Elementary School Day Schedule
See Appendix A.6: 2014-15 A/B Block Schedule Calendar

A.5 Target Population

Grades or ages of students being served
SLLIS schools serve students in grades K-12. SLLIS does not maintain any geographic preference and all campuses are open to students from all of St. Louis City and eligible St. Louis County districts. SLLIS recruits and serves an integrated student population that reflects the diversity of the region. Currently our students hail from 47 zip codes in St. Louis City and eligible VICC districts in St. Louis County, 58% qualify for free or reduced lunch, they speak 20 home languages, 6% receive Special Education Services and 6% receive English Language Learner services. Ethnically, our students are just as diverse: 50% Black, 32% White, 10% Hispanic, 7% Multi-ethnic and 1% Asian.

Integrated racial and socio-economic school population
Each SLLIS school has citywide enrollment that mirrors St. Louis City ethnic demographics. Recent research published in *Early Childhood Research Quarterly* demonstrates the increased academic success of low-income students when they attend high-quality, nationally-recognized preschools and are heterogeneously grouped with middle and upper-income students. St. Louis is a mid-size urban city with a population of 319,000 and fewer than half of school-aged children are enrolled in the St. Louis Public School district. In 2010, the median household income for a family was $34,402 and 29.8% of families living below the poverty line had school-aged children. According to the 2010 Census 48.5% of city residents are Black, 45.9% White, 3% Asian, 3.6% Hispanic, 2.2% Multi-ethnic, and .3% Native American. Twenty-seven percent of all adults over the age of 25 hold a bachelor's degree or higher and 9.3% of families speak a language in addition to English in their homes. In contrast, 84% of St. Louis Public School students are Black and 12% are White. In 2012, 81.6% of St. Louis Public School Students qualified for free- or reduced- lunch, while the state average was 41.8%.

St. Louis experiences a middle-class flight when children approach school age, which contributes to the segregation of SLPS as noted in the above statistics. Recent research about the short-term effects of HeadStart programs notes that cognitive gains by made low-income Black HeadStart graduates fade by 3rd grade. One researcher posits that this decline in cognitive function is linked to the fact that low-income Black children are more likely to attend under-performing, segregated urban schools than their White counterparts[16].

16 Currie, J *Early Intervention Through the HeadStart Program.* Harvard College Economics Review. Volume 2, Issue 3: Education Fall 2007

The IB continuum attracts students and parents from a wide cross-section of incomes and backgrounds due to its prestigious reputation, ability to prepare students for nationally and internationally recognized secondary studies, and focus on fostering the cognitive thinking skills that will prepare students for whatever rigorous academic programs they choose to pursue upon graduation from The International School. The enrollment ideal is to have heterogeneous groups of children in the each class, combating the typical cognitive and academic decline of low-income Black children during elementary school.

The table below depicts typical student enrollment across all schools and grades through 2019. SLLIS intends to operate ideal class sizes of 18-25 students. This may vary by grade level by year. See Appendix A.7 for Enrollment Detail.

School		*2012*	*2013*	*2014*	2015	2016	2017	2018	2019
TSS	Students	*291*	*360*	*380*	454	465	459	459	459
	Classes	*13*	*16*	*17*	20	20	20	20	20
	Average Class Size	*23*	*23*	*23*	23	23	23	23	23
TFS	Students	*269*	*323*	*306*	396	413	408	408	408
	Classes	*12*	*14*	*13*	17	18	18	18	18
	Average Class Size	*23*	*23*	*23*	23	23	23	23	23
TCS	Students		*68*	*132*	167	199	228	240	240
	Classes		*3*	*6*	7	9	10	10	10
	Average Class Size		*23*	*23*	23	23	23	23	23
Total K-5	Students	*560*	*750*	*827*	1,017	1,077	1,095	1,107	1,107
	Classes	*24*	*33*	*36*	44	47	48	48	48
	Average Class Size	*23*	*23*	*23*	23	23	23	23	23
TIS	(Middle School)								
	Students				75	155	289	368	418

School		*2012*	*2013*	*2014*	2015	2016	2017	2018	2019
	Classes				3	7	13	16	19
	Average Class Size				25	22	22	23	22
TIS	(High School)							80	199
	Classes							4	8
	Average Class Size							20	25
SLLIS	Students				1,092	1,232	1,384	1,555	1,724
	Classes				47	54	61	68	75

A.6 Special Student Populations

Special Education Services

SLLIS complies with all state and federal laws for special education including: 1) Child Search/Find efforts such as the establishment of a Care Team process to exhaust all general education alternatives; 2) providing evaluative testing procedures for the identification of children with disabilities; and 3) annual in-service for faculty regarding identification of learning disabilities in their students. To date, SLLIS has received two Child Complaints for one building. We satisfied the related CAP requirements in June 2013 per DESE guidelines. SLLIS Instructional Team Administrators from all three elementary schools and central office completed supplemental training in special education identification and compliance following the CAP. SLLIS serves an average of 7% students with special education needs as depicted in the chart below:

	2009-10	2010-11	2011-12	2012-13	2013-14
TCS	-	-	-	2.70%	0.70%
TSS	4.80%	3.00%	2.80%	5.60%	6.20%
TFS	3.70%	2.80%	5.20%	10.50%	12%
SLLIS-Wide	4.30%	2.90%	3.90%	7.40%	7.40%

Special Education services are taught by Highly-Qualified Teachers in English. Our Special Education staff participates regularly in professional development programs with the CSD and RPDC SpEd team. As our students' needs grew, SLLIS transitioned from outsourcing special education direct services to hiring dedicated instructional, administrative and support staff to provide services. The Director of Student Support Services oversees all Special Education delivery and compliance for all SLLIS schools. In this role, the Director of Student Support Services provides on-going on-site professional development, teacher

support, and analysis of student performance. All general education instructional team members receive professional development in identifying and referring students for special education evaluation during the Back to School Institute. Throughout the school year the Director of Student Support Services also provides specific PD to schools and grade teams as needed.

Additionally, the Director of Student Support Services directs the IEP process for all students and maintains clear communication with families regarding the IEP process. The Director of Student Support Services supervises all special education and social work staff as well as manages the contracted services of related service providers like St. Louis Arc (speech therapy, art therapy, physical therapy, occupational therapy, psychological examinations, IQ testing). These services may include professional development for general education teachers, direct services to students in need, coordination of IEP placements, student evaluation and observations and data collection for State reporting. SLLIS Special Education Teachers and related service providers (speech pathologists, OT, PT, etc.) work with classroom instructors to best integrate each student's needs according to the parameters of their IEP with small group or individualized instruction. SLLIS also contracts with art therapists, psychologists and other specialists as needed to fulfill a student's IEP. Each SLLIS campus complies with the provisions of Missouri Revised Statutes 160.415 to implement special education services and make facilities available in a manner consistent with the district's need to provide services to all special education students.

Each SLLIS campus designates a Care Team that meets regularly to design and implement support strategies for students with academic or social needs. Care Team could include lead teachers, social workers, Head of School, Director of Student Support, and Title I Coordinator. Students who continue to have ongoing academic challenges are referred for special education evaluations. The Care Team protocol includes, but is not limited to the following steps:

1. Early identification of at-risk students through academic assessments, multiple measures and teacher judgment.
2. Early, consistent and effective parent communication concerning student's academic challenges.
3. Grade-level team meetings (Care Team) to strategize individualized interventions.
4. Consistent implementation of identified interventions.
5. Invitations to parents to meet with teachers, principal and resource support staff (Student Success Team) to review effectiveness of interventions, discuss academic achievement deficiencies and discuss further support strategies.
6. Continual monitoring of progress of interventions and monitoring of academic progress, if student continues to function substantially below grade level then:
7. Refer student for formal testing (Review of Existing Data (RED)) and with parent permission, develop an assessment plan.
8. Meet with parent to review assessment results and develop an IEP if needed.
9. Consistently provide services identified in IEP.

Teachers identify students who achieve substantially below grade level using multiple assessments and standardized testing in English and the immersion language. These at-risk students are referred to the Care Team process. SLLIS administers tri-annual standardized assessments in English using the Measure of Academic Progress (NWEA-MAP) diagnostic tests to help teachers identify specific skill deficiencies and outline intervention strategies for individual students. SLLIS also administers standardized assessments in L2 literacy skills such as the Standards Measured by Performance (STAMP) in grades 3-9. At-risk students also benefit from small class sizes and low teacher-to-student ratios individualized instructional plans, tutoring and skills instruction programs, extended-day homework support, remedial tutoring services and after school enrichment programs.

504 Compliance
Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, all students are entitled to equal access and an equal opportunity to participate in public school services, programs, and activities. Section 504 requires that schools document the modifications and allowances that enable students with disabilities to participate fully in regular and co-curricular activities that the school offers. The Director of Student Support Services oversees the writing and implementation of 504 plans for all eligible students. The Director of Student Support Services convenes 504 team meetings that include parents, lead teachers, social workers, and relevant specialist teachers to draft 504 plans and track the success of their implementation annually.

Homeless Students
Under Subtitle B of Act VII of the McKinney-Vento Homeless Assistance Act, homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. At SLLIS, the Board-appointed Homeless Coordinator serves as the official homeless liaison for all SLLIS campuses to assure that homeless students receive the same access and opportunities as their peers. This includes arranging individual home-school-home transportation needs, additional uniform stipends, and agency support for the family.

English Language Learners
In accordance with federal and state mandates, SLLIS assesses and provides English language instructional services for students identified as English Language Learners. Within the first 30 days of attending school with us, a student who has a home language influence other than, or in addition to, English is screened for English language proficiency. Students who meet the federal guidelines for English Language Learners are assigned to small group English Language Learner instruction during the school day. If students qualify as English Language Learners on this test, they are tested annually using W-APT. As a student's English language acquisition progresses, they gradually end ELL services. ELL services are pull-out, both small group and individual, depending on student need and scheduling. Students receive 60-90 minutes of ELL instruction per week with a HQT teacher. In accordance with MSIP guidelines, SLLIS employs at least one full-time ELL Specialist teacher for direct instruction with ELL students. SLLIS serves an average of 5% ELL students per year, as depicted in the chart below:

	09-10	10-11	11-12	12-13	13-14
TCS	-	-	-	4%	1.10%
TSS	6.50%	8.40%	10.30%	11.90%	9.50%
TFS	1.20%	0%	1.10%	1.70%	0.90%
SLLIS	4.40%	4.40%	6.10%	6.80%	4.70%

Gifted Education
SLLIS is currently researching the academic benefits, instructional costs and long-term implications of pull-out or push-in gifted and talented education services at the elementary level. SLLIS currently offers accelerated afterschool clubs for students meeting exceptional academic criteria, but has not implemented a full gifted and talented program at any grade level. During the term of this charter renewal, SLLIS may decide to implement a gifted and talented course or program for students meeting

specific criteria. In doing so, SLLIS would carefully review race and class bias in program criteria and strive to implement an instructionally-inspiring school day program for a range of students.

Title I Services

In accordance with Board-approved CSIP plans and federal Programs mandates, SLLIS offers academic services through Title I funding. Currently all three SLLIS campuses meet the eligibility requirements to operate school-wide Title I programs. SLLIS anticipates that, given our demographic trends, this will remain true for The International School as well. Title I services are designed in response to the needs assessment that each school performs in accordance with NCLB requirements. Typically these programs support academic performance in reading and math for students performing below SLLIS expectations. The Title I team reviews NWEA-MAP data, L2 communication arts data, and teacher observations to determine Title I placements.

Title I supports at the elementary school level are delivered in L2 during the school day and L1 afterschool. The Title I coordinator establishes curricular outcomes, instructional group schedules, staff training, and parent communication regarding Title I programming. During the school day, Title I Teacher Assistants push in to the classroom and deliver small group reading and math support to Tier II students with significant academic needs. The Title I educators may also deliver individual supports for our Tier II and III students. Each Title I TA is scheduled to maximize integrated instruction during the students' day. During afterschool tutoring Title I supports are provided to Tier II and III students in English in communication arts and math. These small groups set goals to bolster academic skills and quickly advance students into the next highest performance tier. SLLIS may contract out afterschool Title I services to an education assessment provider like Sylvan Learning Center for on-site instruction.

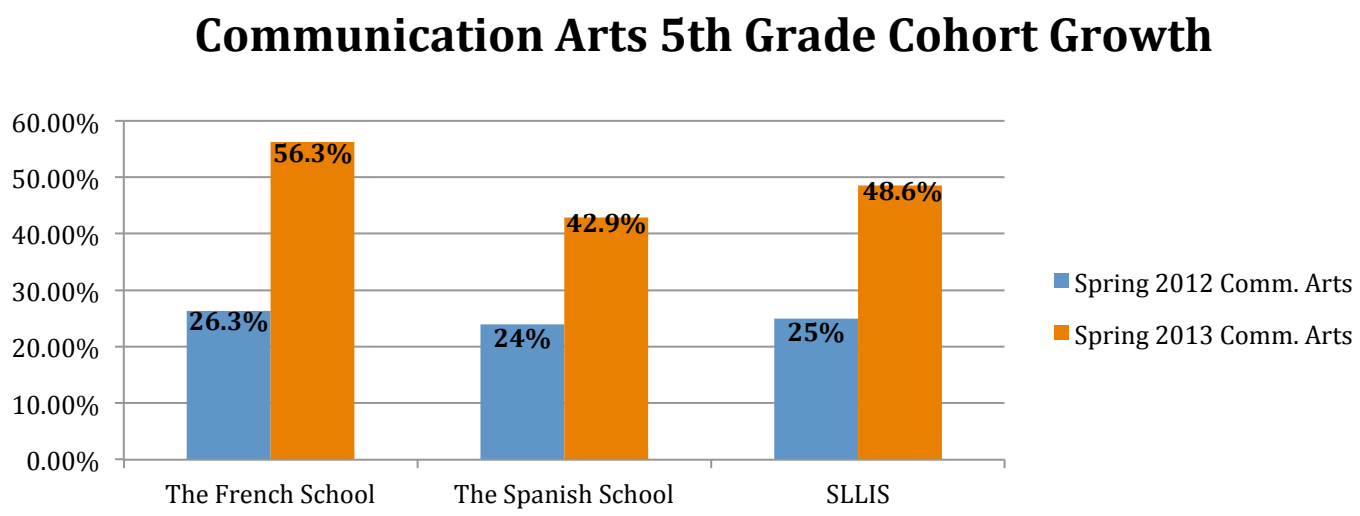
Title I supports in The International School are delivered during Advisory in L2 or L1 depending on the student's enrollment status. Title I supports may also be delivered as push-in services in English Language Arts and Math courses and/or during afterschool tutoring sessions.

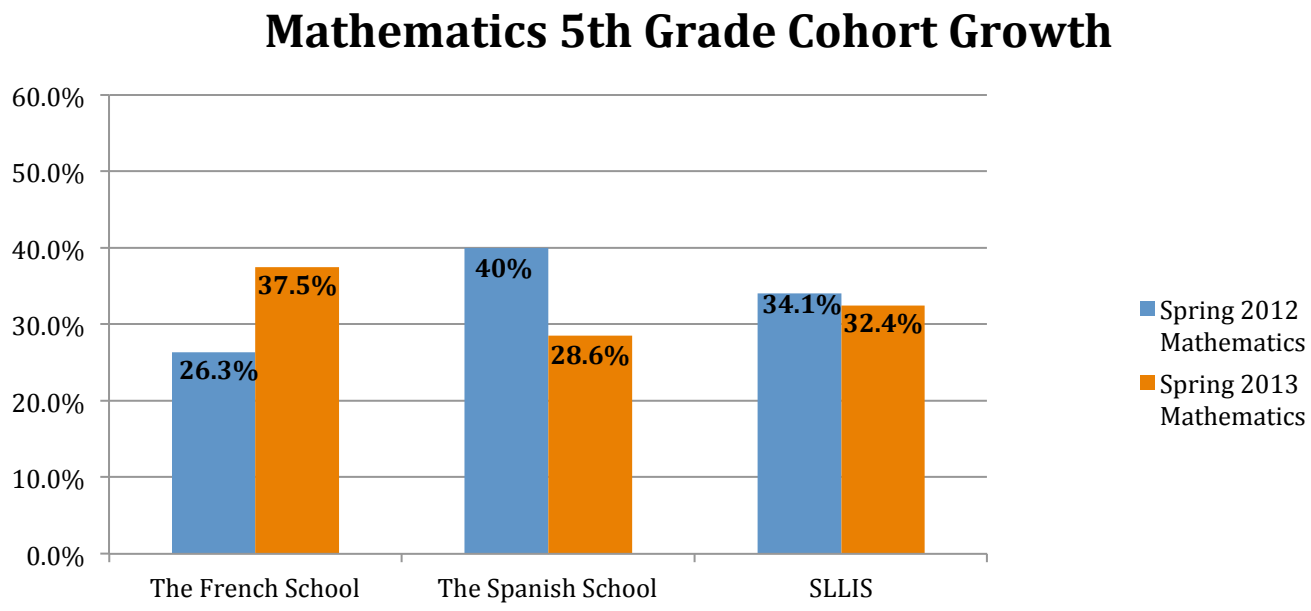
A.7 School-Specific Goals and Objectives

Based on DESE's expectations for district performance in MSIP5, SLLIS currently meets the state's expectation for accreditation. Although charter schools are not bound to MSIP5, SLLIS' current APR of 75% meets the equivalent expectations of an accredited school district. Our academic growth trajectory indicates that we will continue to exceed the state threshold for accreditation. We aim to receive APR scores of accreditation with distinction for each of our schools during the course of this charter. Please see section A.3 Assessment for a description of our Promotion and Retention policies.

A.7.1 Demonstration of Achievement of Charter Academic Goals and Objectives

Our original charter established year-end MAP performance metrics for 5th grade students. At the time of our submission of this renewal application, however, our 5th grade students have not yet taken the final assessments to match the metrics in our original charter. The chart below demonstrates the substantial annual growth that our students are making on the MAP in communication arts and math. After two years of MAP data, 4th grade students in SLLIS are performing near the state average in communication arts and but lags further behind the state average in math.





A.7.2 Additional Analyses of Student Achievement

SLLIS conducted an analysis of our MAP cohort growth in Communication Arts in comparison with other elementary schools' initial 3rd grade cohorts. In comparison to these peer schools, SLLIS demonstrates a positive upswing in proficiency performance that implies that our academic model is indeed advancing

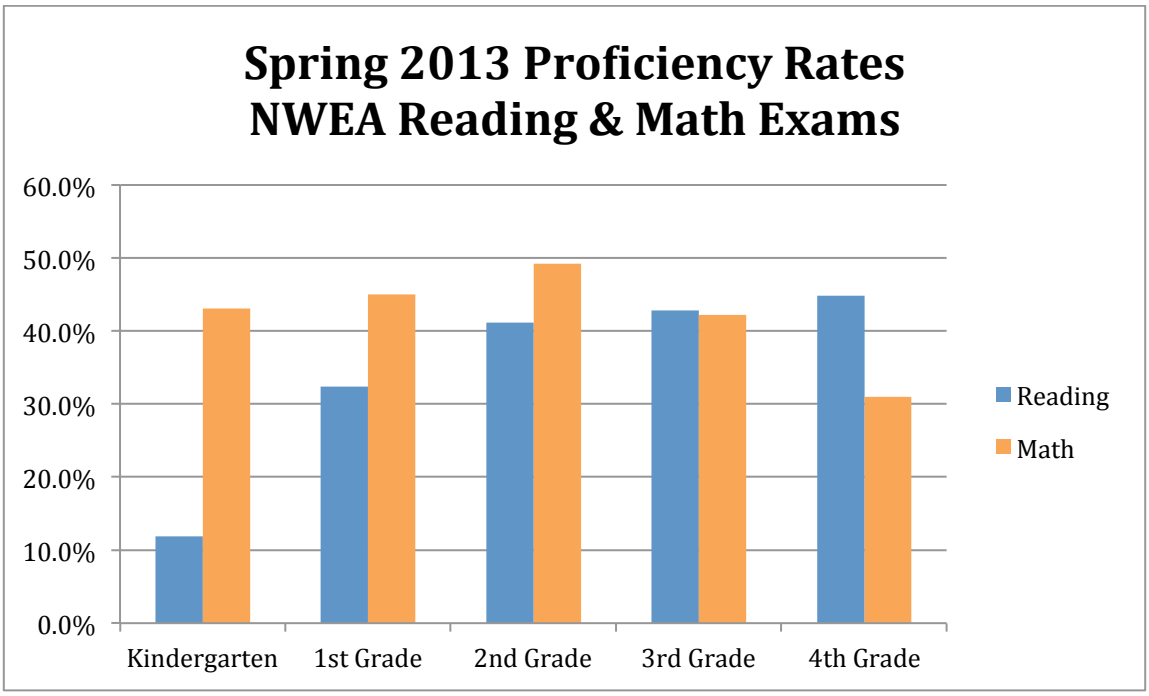
student proficiency over time. Of note is that Maplewood Elementary's demographic profile most closely resembles SLLIS' in the St. Louis region. The other four comparison schools have majority White student populations and vary in terms of students who qualify for free or reduced lunch.

Communication Arts/English Language Arts Cohort Performance (% Proficient/Advanced)					
School	3rd Grade Cohort	4th Grade	5th Grade	6th Grade	7th Grade
SLLIS	24.2%	48.6%			
City Garden Montessori	25.0%	50.0%	50.0%	66.7%	60.0%
Gateway Science Academy	38.2%	47.9%	55.2%		
Carondelet Leadership Academy	6.7%	30.6%	15.8%		
Académie Lafayette	52.8%	53.7%	67.9%	63.0%	70.2%
Maplewood Elementary	26.8%	36.1%	46.3%		

A.7.3 Demonstration of Other Meaningful, Measurable and Reliable Student Accomplishments

In 2010-11, SLLIS adopted a new internal academic assessment (NWEA) and is proud of the growth that our students have evidenced on the NWEA assessments in communication arts, math and science. All SLLIS students are assessed three times annually using the NWEA-MAP in communication arts, math, and, beginning in 4th grade, science. The chart below depicts how SLLIS students perform on the NWEA-MAP in comparison to peers nationwide in English-only schools. Based on this data, we can clearly see that SLLIS students demonstrate significant growth in English communication arts throughout their elementary program with us. There has been a slight decline in student performance in math in the upper grades and our Instructional Team is working closely to better understand this drop, and its correlation with teacher performance and student practice.

One of the benefits of the NWEA is that it can be administered to students in all elementary grades. That enables SLLIS to use NWEA results as a means for projecting student performance on the MAP in future years, and provides detailed achievement data that directs faculty design of individual plans for students in the earliest grades.



In conjunction with our sponsor, the University of Missouri-St. Louis, SLLIS has approved an Accountability Plan that aligns with MSIP5 performance expectations. In accordance with the 2013-14 Accountability Plan, SLLIS has defined SMART (specific, measurable, attainable, relevant and timely) student performance goals in four essential categories: Communication Arts (MAP), Math (MAP), Science (MAP), and L2 Communication Arts (French/Spanish/Mandarin). The specific measures for each of these goals may change annually to maintain alignment with the sponsor-approved Accountability Plan. SLLIS expects that students achieve progress towards academic performance and growth goals, attendance, and college readiness. Additionally SLLIS has established non-instructional goals for financial management and organizational compliance. As the Smarter Balance assessments are implemented statewide, SLLIS will adjust the Accountability Plan to reflect those new reporting standards. See Appendix A.9 for the full 2013-14 Accountability Plan. Below is a projection of two academic goals and one non-academic goal over the life of this charter (this assumes alignment of the Smarter Balance assessments with the current Missouri MAP assessment).

Communication Arts Absolute Performance Goal:

		Actual	% of Students Scoring Proficient/Advanced: Communication Arts (MAP)					
	2012	2013	2014	2015	2016	2017	2018	2019
3rd	26.3%	25%	30%	30%	40%	50%	52%	54%
4th		49%	40%	40%	50%	50%	52%	54%
5th			50%	50%	50%	52%	54%	56%
6th				55%	55%	57%	59%	60%
7th					60%	60%	70%	70%
8th						70%	70%	75%

Mathematics Absolute Performance Goal:

		Actual	% of Students Scoring Proficient/Advanced: Math (MAP)					
	2012	2013	2014	2015	2016	2017	2018	2019
3rd	34.1%	24%	30%	30%	40%	50%	52%	54%
4th		32%	40%	40%	50%	50%	52%	54%
5th			50%	50%	50%	52%	54%	56%
6th				55%	55%	57%	59%	60%
7th					60%	60%	70%	70%
8th						70%	70%	75%

Student Retention Goal:

% of Students Retained at any SLLIS campus							
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
90%	85%	85%	90%	90%	90%	90%	90%

The Academic Excellence committee of the Board of Directors reviews MAP performance data annually in August. Upon review of the MAP results, the committee determines new MAP growth and absolute performance goals for the following school year. The above MAP performance projection charts reflect the current trends and assumptions about how future cohorts will perform on average. The retention chart offers our internal projection of current students who continue their enrollment at SLLIS into the subsequent year.

The Academic Excellence committee has created an annual report card that depicts how each school is meeting APR, including absolute performance, cohort growth, and progress goals in instructional and non-instructional capacities. The Academic Excellence committee presents MAP performance data annually in the September Board meeting. This presentation also includes a proposal to update the accountability plan and reflect the revised performance goals. Throughout the course of the school year the Academic Excellence committee reviews student performance quarterly and focus on NWEA-MAP growth, STAMP achievement and Kindergarten Readiness Screening. Over the course of this charter, the Academic Excellence committee will also review student performance on the IB capstone projects in 5th, 10th, and 12th grades.

A.8 School Climate and Discipline

Discipline Philosophy

To carry out the mission of SLLIS, we believe it is essential to maintain a safe and healthy environment for everyone in our school community. First and foremost, the safety and security of our students is essential. The purpose of our discipline policy is to help foster such an environment. We also expect that students will always show respect for themselves, others, and school property.

Inherent in any discipline policy is the issue of balancing the needs of the individual with the needs and interests of the school at large. Our policy seeks to be child-centered and compassionate, while at the same time attempts to clearly communicate what we believe are acceptable and unacceptable conduct, as well as to delineate appropriate responses. SLLIS adopted Codes of Conduct that reflect age-appropriate consequences for the elementary schools and The International School. The Code of

Conduct complies with the Safe Schools Act and includes consideration for manifestation determinations as required by IDEA and parent appeals for expulsion hearings.

SLLIS' policies and rules apply to all students on the bus, in attendance in SLLIS instructional and support programs, as well as at school-sponsored activities and events. School officials are authorized to hold students accountable for misconduct away from school or in non-school activities that affect school discipline. Students with disabilities will be disciplined in accordance with applicable law.

The Board has the legal authority to make all needed policies, rules and regulations for organizing and governing SLLIS. This includes the power to suspend or expel a student for conduct that is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of the students. Therefore, the disciplinary infractions set forth below are intended to illustrate, but not serve as the exclusive listing of, acts of misconduct and consequences of such misconduct. Misconduct that is not specifically listed in this code may warrant discipline up to and including expulsion from school.

Moreover, depending on the severity of the incident and the particular circumstances involved, SLLIS reserves the right to move to a more severe level of the discipline code. The decision to do so rests within the professional judgment of the official(s) administering the disciplinary consequences. Students who have been charged, convicted or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law. In addition, SLLIS will make reports to the appropriate agencies regarding student behavior, in with accordance with applicable law, including, but not limited to, Mo. Rev. Stat. § 167.171. SLLIS is prohibited from releasing the names of students involved in discipline incidents to anyone other than their responsible family members.

Positive Behavior Support

We believe in teaching our students to behave well on their own and to take responsibility for their negative behaviors. During the early elementary years this involves significant direct teaching about desired behaviors, consistent modeling and reminders about desired behaviors, and acknowledgement and recognition of those behaviors in all students.

Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Our goal is to meet the needs of children experiencing academic and social difficulties in school.

Missouri School-Wide Positive Behavior Support (SW-PBS) is a process that offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. SW-PBS is grounded in differentiated instruction. At SLLIS we use this framework to guide selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

In general, SW-PBS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. For more information on SW-PBS, please consult Missouri's Center for SW-PBS in Columbia, MO. http://pbismissouri.org. SLLIS administrators consult with SW-PBS and Behavior Modification specialists regularly to support teachers and students to extinguish inappropriate behaviors and

encourage positive behaviors. As needed the Head of School will initiate written Behavior Modification plans with parent input and support.

Consequences
SLLIS recognizes that even within the SW-PBS construct, some behaviors require immediate and/or sustained negative consequences to keep our students safe. This Code of Conduct Handbook outlines the behaviors and related consequences that result in traditional disciplinary behavior.

Determining the Consequence
Heads of School keep the following goals in mind when determining the consequence for student behavior:
The consequence should focus on what is to be learned, not what is to be punished.
The consequence should focus the child on his/her behavior.
The consequence should be timely and appropriate to the level of seriousness of the action.
During orientation, a parent or guardian will be asked to sign a Discipline Policy Statement acknowledging the rights and responsibilities of the student, parent and school, and the receipt of the Family Handbook and Code of Conduct.

See Appendix A.10: Code of Conduct for the Board-approved description of discipline policies and consequences for minor and major infractions.

In addition to implementing PBIS and the Code of Conduct at all grade levels, SLLIS will also implement leadership academies for students in grades 5 and 8. The Leadership Academy will be designed and supervised by the Head of The International School. The Leadership Academy will establish positive participation criteria and a series of co-curricular experiences. The primary goal of the Leadership Academy is to support student leadership development during pivotal transition times in their academic and social career. As a result of participation in the Leadership Academy students will develop essential character skills for secondary studies.

A.9 Optional Programs

A.9.1 Career Education
A.9.2 Virtual Education
A.9.3 High – Risk Alternative School
A.9.4 Gifted Education
A.9.5 Higher Education Affiliation

SLLIS is not implementing any of the above Optional Programs as defined by DESE.

B. Organizational Plan

B.1 Governing Body

St. Louis Language Immersion Schools (SLLIS) was established in 2007 in the State of Missouri as a non-profit corporation for the sole purpose of creating and operating language immersion charter schools in St. Louis, MO (See Appendix B.1. for copies of SLLIS' Articles of Incorporation, Corporate Bylaws, and IRS

not-for-profit status documentation). SLLIS is governed by a single Board of Directors, which in turn governs all SLLIS schools. SLLIS holds Local Education Authority (LEA) status; we operate four schools as a single LEA. SLLIS does not engage with any education management organization, back-office provider or other national charter school entity to perform educational services on its behalf. In short, we directly operate our own schools.

The members of SLLIS' Board, as established in our corporate bylaws, serve staggered three-year terms. No member of the SLLIS Board will be employed by SLLIS while serving as a member of the board. No member of the SLLIS Board will have a substantial interest in any entity employed by or contracting with the school. No member of the Board may be an employee of a company that provides substantial services to the school. No member of the Board may be an UMSL employee. There are no requirements for parents of SLLIS students to serve on the Board, but also no restrictions thereupon. Members of the SLLIS governing board are decision-making public servants, and serve in their individual capacity.

SLLIS' Board operates in full compliance with Missouri "sunshine laws," and members annually file required documents with the Missouri Ethics Commission. Prior to being allowed to serve on the Board, all Board members are subjected to required criminal and family care safety background checks (as required by 160.400 RSMo 11).

The Board's only direct employee is the SLLIS President, whose performance is evaluated annually; all other SLLIS employees report to and are evaluated by either the SLLIS President or one of her subordinates, as described in Section B.3.

The Board's role in the institution's hierarchy is that of *governance*: to establish policies and performance expectations – educational, financial, and operational – but not to operate the schools themselves. The board is responsible for ensuring the institution's financial and organizational viability, and sets policies accordingly. The board currently meets monthly, and meetings are open to the public in full accordance with Missouri sunshine laws. Dedicated time for public comment is scheduled for each board meeting.

The Board operates as a whole; its work is, however, informed by several Board committees, which, as provided for in SLLIS' bylaws, evolve over time to best meet the changing needs of the organization. Currently, there are four board committees, each of which is briefly described below.

The *Academic Excellence Committee* is commissioned by and responsible to the full SLLIS Board of Directors to ensure that the goals for student learning – established in the charter and amended as appropriate by the Board and Sponsor – are consistently being met at all levels. In doing so, the Committee is charged to:

1. recommend to the full Board annual student learning goals (NWEA, MAP, STAMP)
2. recommend to the full Board annual school performance goals related to the academic experience (IB, Immersion, etc.)
3. review the schools' curricula, pedagogies, and academic policies to ensure fidelity to the charter and success in supporting student achievement of established learning goals
4. serve as liaison between the full Board and school leadership, regularly communicating successes, barriers to success, and strategies for overcoming such barriers
5. identify areas of training needed for both the committee and the full Board, and to work with the full Board to facilitate such training

6. orient new Board members to the mission, identity, academic goals and outcomes of the school
7. annually evaluate its own performance as a committee and develop plans for annual improvement
8. recruit new members as needed to enhance the committee's ability to fulfill its charge

The *Finance, Facilities and Audit Committee* is commissioned by and responsible to the full SLLIS Board of Directors (a) to establish, monitor and amend financial goals, policies, processes, and controls; and (b) to ensure that SLLIS procures and maintains facilities that advance the achievement of the institution's educational goals while ensuring operational and financial security and integrity. In doing so, the Committee is charged to:

1. identify, recommend and implement financial goals, policies, processes, and controls in full compliance with all applicable law and best practices for charter schools in Missouri
2. monitor SLLIS' financial performance against internal and external (DESE, UMSL, etc.) expectations and requirements; commission, review, and responded to the conduct of an annual independent financial audit
3. develop, monitor compliance with, and recommend amendments to annual and long-term institutional budgets
4. assess current and future propriety and capacity of SLLIS facilities
5. recommend and monitor organizational performance against short- and long-term plans/goals for facilities acquisition, construction and maintenance
6. work with lending sources, government agencies, and other parties related to facilities acquisition, modification, and maintenance

The *Organizational Effectiveness Committee* is commissioned by and responsible to the full SLLIS Board of Directors to ensure that SLLIS – as an organization, but with a particular emphasis on the Board of Directors itself -- is operating as effectively as possible in support of the institution's goals. In doing so, the Committee is charged to:

1. develop and implement a protocol for identifying and vetting the interest and professional qualifications of potential new board members
2. formally nominate candidates to the full board to become new board members
3. develop and implement orientation programming for new board members and committee members
4. develop and implement ongoing board development programming for all board and committee members (and in accordance with sponsor/DESE requirements)
5. assess the quality and capacity of individual board member performance and provide additional board development as needed
6. assess the quality and capacity of the full board's performance, collectively, and provide additional board development as needed
7. conduct the annual performance evaluation of the SLLIS president, and serve as the primary body overseeing the president's professional development
8. oversee the administration of the annual organizational operations audit, as well as the development and implementation of recommendations based on audit findings
9. lead the Board's strategic planning and related annual performance monitoring/reporting efforts, coordinating planning with charter renewal initiatives
10. recruit new members as needed to enhance the committee's ability to fulfill its charge

The *Development Committee* is commissioned by and responsible to the full SLLIS Board of Directors to support the mission of SLLIS through fundraising, resource development, and friend-raising (public awareness, greater participation in events, future leadership). In doing so, the Committee is charged to:

1. Raise the funds required in the annual budget for the proper operation of SLLIS schools.
2. Raise the capital funds identified by the board as needed to meet the capital and equipment needs of SLLIS on an annual and long-term basis, recognizing that capital campaigns are generally multi-year efforts.
3. provide contact names and information of people who might be interested in learning more about, and potentially supporting SLLIS' mission
4. personally open doors to potential individual, corporate & foundation donors
5. participate in donor identification, cultivation, solicitation, recognition and stewardship
6. participate in SLLIS development and promotional events, especially the Night of Celebration
7. respect privacy and confidentiality of all information about donors and prospects
8. provide a Development Committee update to Board of Directors at all monthly and annual meetings
9. recruit new members as needed to enhance the committee's ability to fulfill its charge

At the Board's regular meetings, committee chairs report out and make recommendations/motions for full board consideration regarding policies and performance expectations.

B.2 Governing Board Composition

SLLIS' Board of Directors was established well in advance of the first SLLIS schools opening in 2009, created by a cadre of St. Louis-area citizens driven to bring internationally-recognized educational excellence to public education in St. Louis. More than half of the SLLIS' founding Board members remain on the Board; they are complemented by newer members who were carefully identified and vetted.

Exhibit B.2.1 identifies all current Board members, their Board committee assignments, and their relevant educational and professional backgrounds (see also Appendix B.2 for Board Resumes).
The Board regularly reviews each member's experience, expertise and contributions to the Board's performance against Board needs identified via strategic planning efforts. Gaps are analyzed annually and inform efforts for new Board member recruitment and professional development.

Exhibit B.2.1: Board Composition

Name	Officer Titles & Committee Assignments	Qualifications & Experience
Dr. Steven J. Sanchez	• Board Chair • Chair, Academic Excellence Committee	• Assistant Vice President for Academic Affairs, Saint Louis University • Oversight of SLU Office of Charter School Sponsorship • Responsible for University Accreditation, Academic Assessment, and Institutional Research • Ph.D. in Higher Education, Loyola University Chicago • M.A. in English, Iowa State University • B.A. in English & Journalism, Creighton University
Vincent C. Schoemehl, Jr.	• Founding Board Chair • Chair, Development Committee	• President & CEO of Grand Center, Inc. • Former Member, St. Louis Public Schools (SLPS) Board of Directors • Former Two-Term Mayor, City of St. Louis • B.A. in History, UMSL • Graduate-Level Education: The Broad Institute for Urban Education; Wharton School of Business, University of Pennsylvania
Jane M. Robert	• Member, Organizational Excellence Committee	• Former President, Alliances Françaises • Board member, International Institute • Board of Trustees, Webster University • 30-years experience as K-12 teacher of French (in the Parkway Public School District and several STL-area private schools) • Lifetime Missouri Teacher Certification • M.A. in French, UMSL • B.A. in French, Webster University
Michelle Gleason	• Board Treasurer • Chair, Facilities, Finance & Audit Committee	• Manager of School Services and former Charter Schools Program Associate, IFF • Member, Charter School Advisory Board of the Office of the Mayor of St. Louis • Graduate of the *Leadership St. Louis* Program • M.S. in Urban Education Policy, Brown University • B.A. in Economics, University of Chicago
Manuel C. Silva	• Member, Facilities, Finance & Audit Committee	• COO and Owner, NGG Ltd. • Former CEO and Building Commissioner, Saint Louis Public Schools (SLPS) • Executive MBA, Duke University • B.S. in Engineering, U.S. Military Academy at West Point
Ed O'Neal	• Member, Organizational Excellence Committee	• Vice President of Finance and Retirement Services, Edward Jones • B.S. in Finance, Drake University • M.B.A., Webster University

Name	Officer Titles & Committee Assignments	Qualifications & Experience
		• Graduate Certification, Wharton School of Business, University of Pennsylvania
Heather Rucker	• Board Secretary • Member, Facilities, Finance & Audit Committee	• Attorney (real estate and banking), Bryan Cave LLP • J.D., Saint Louis University • B.A. in Finance, St. Ambrose University
Aliah Holman	• Member, Development Committee	• Senior Marketing Manager, ExpressScripts • Marketing Manager, The Roberts Companies • Graduate of the *Leadership St. Louis* Program • Commissioner, Metro Transit • MBA in Marketing, Washington University in St. Louis (2015) • B.A. in Marketing, New York University
Marti Cortez	• Chair, Organizational Excellence Committee	• Independent Management Consultant, St. Louis • Former Senior Vice President, St. Louis Science Center • Former Vice President, Bank of America • Graduate of the *Leadership St. Louis* Program • Member, STL Hispanic Chamber of Commerce • B.A. in Management, Webster University

B.3 Management and Operation

Overall Organizational Structure and Decision-Making Hierarchy

As noted throughout, SLLIS is a single 501c3 organization, and a single Local Education Agency (LEA) that operates multiple elementary campuses which feed a single middle/high school. SLLIS is governed by a Board of Directors (see Sections B.1 and B.2., above), to which the President reports. The academic and administrative leaders who directly operate the schools, and the services that support them, report to the President, as shown in Exhibit B.3.1 below. Each of these entities and the committees that they appoint follow the Organizational Decision Matrix (see Appendix B.3 Organizational Decision Matrix) to determine official decision-making protocol.

Exhibits B.3.2. through B.3.5., on the following pages, provide greater detail regarding the positions/areas identified in Exhibit B.3.1. Following the presentation of those exhibits are summary job descriptions and qualifications for key academic and administrative leadership positions.

Exhibit B.3.1: Governance and Leadership Organizational Chart

Note: Consistent with institutional growth, SLLIS adds needed positions in phases. Accordingly, the starting operational years of positions not currently existing are noted below; likewise, the fiscal years in which existing part-time positions will become full-time are also noted.

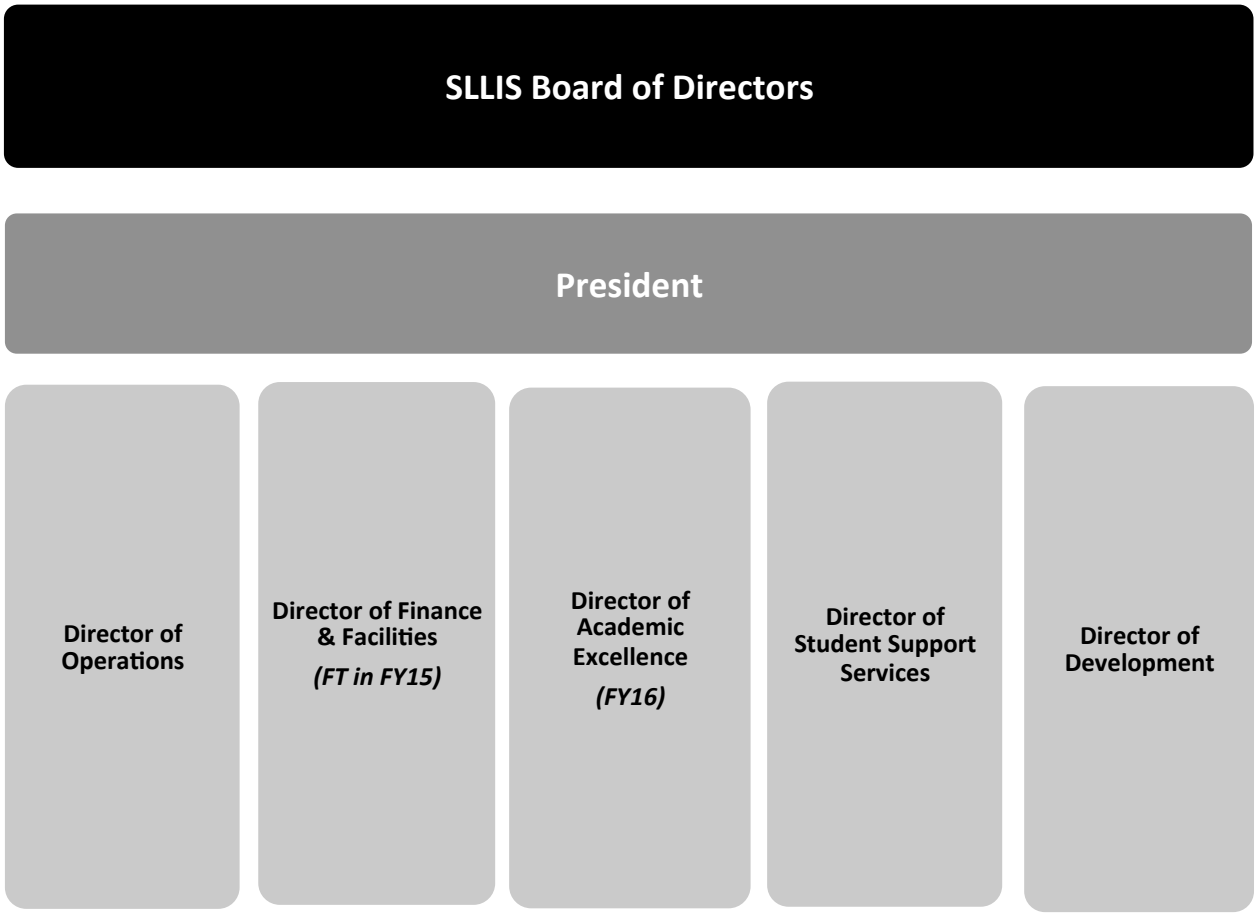


Exhibit B.3.2: Academic Leadership Organizational Chart

Note: All existing positions, including each of the Heads of School (TSS, TFS, TCS) report directly to the President, until the Director of Academic Excellence is hired in FY16.

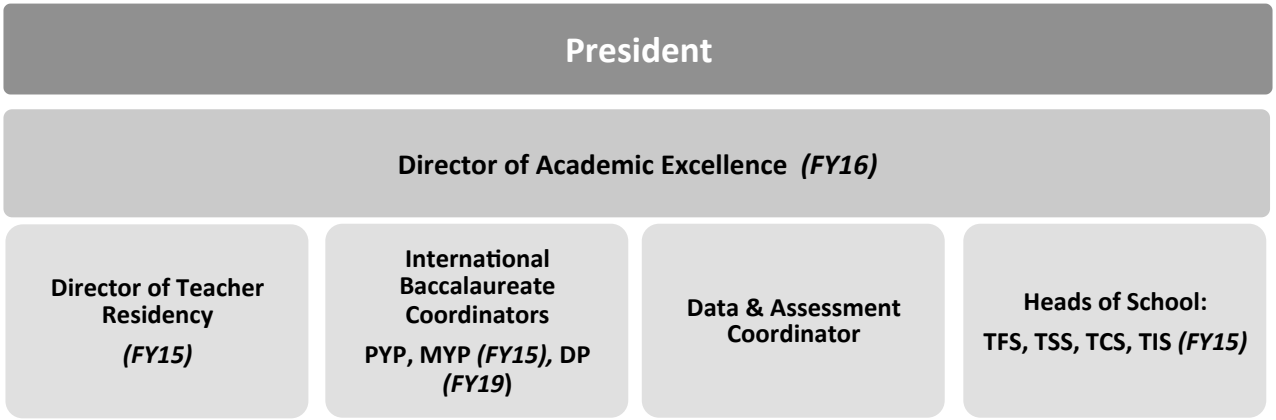


Exhibit B.3.3: Operations Organizational Chart

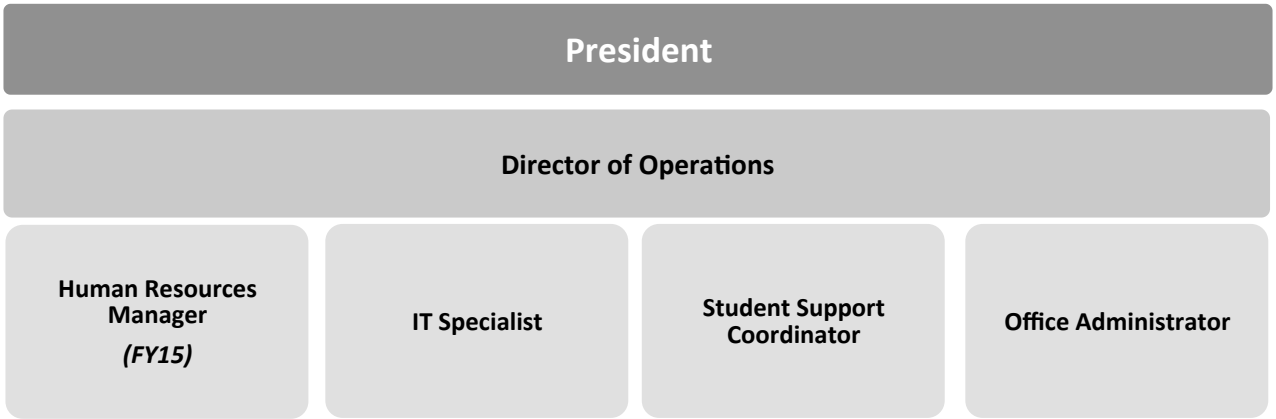


Exhibit B.3.4: Student Support Services Organizational Chart

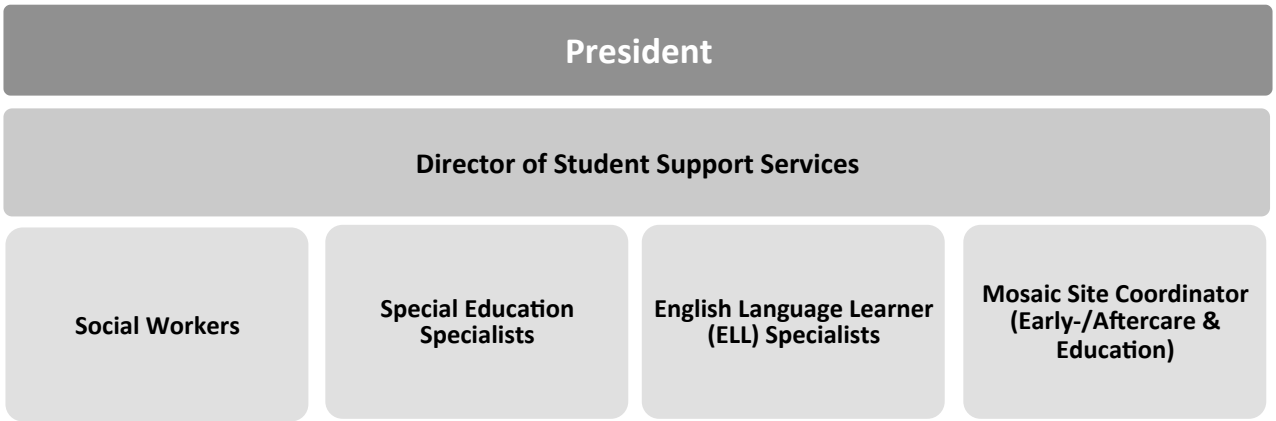
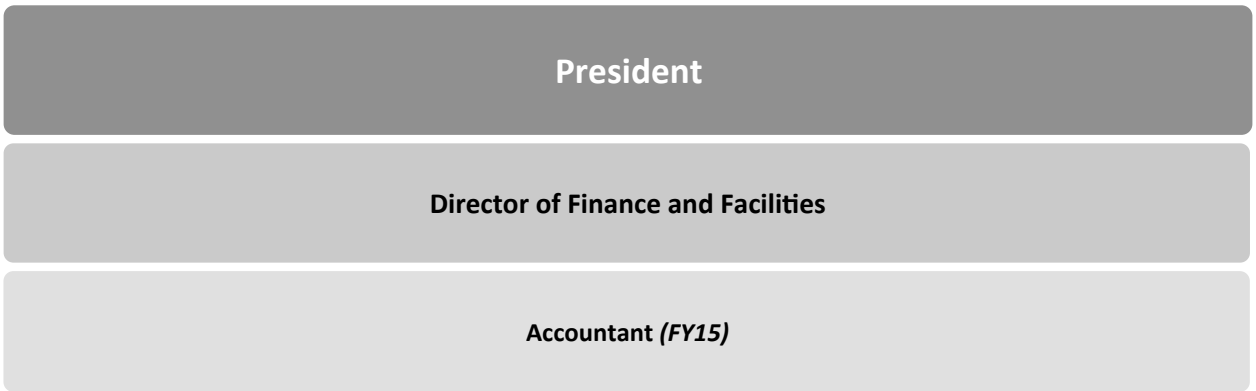


Exhibit B.3.5: Operations Leadership Organizational Chart



What follows are brief job descriptions/requirements for key academic and organizational leadership positions identified above. The descriptions explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, and legal compliance.

President

The President of SLLIS oversees the implementation of Board-approved policies, outcomes and budgets for each school that provide for balanced decision-making, empowered committee involvement and equitable resource-sharing. The President is responsible to the Board for hiring, inspiring, leading and managing SLLIS' academic and administrative leaders so that SLLIS may fulfill its mission and vision. The President works to maintain proactive, productive communication with the Board of Directors and related committees, assuring compliance with local, state and national governmental agencies, and leading organizational development.

The President serves as the Chief Academic and Operations Officer. As such, she hires, develops and supervises the Heads of Schools and Central Office Administrative Team *(note: When the Director of Academic Excellence is hired in FY16, that Director will oversee the heads of schools and related educational leadership positions)*.

Key Job Responsibilities

1. Develop high-performing academic and co-curricular programming for grades preK-12
2. Design network articulation, assessment and graduation requirements that incorporate language immersion and International Baccalaureate frameworks for all students.
3. Develop budgets and staffing requirements necessary to achieve the goals of SLLIS
1. Identify, recruit and manage effective Heads of Schools for each campus
2. Identify, recruit and manage effective Directors who will develop and maintain internal reporting and services for all schools in the SLLIS network.
3. Ensure that the Central Office team effectively manage operational and finance data and data analysis to drive increasingly efficient operations
4. Provide administrative support, research and performance data to the Board of Directors for their analysis and policy development.
5. Build a strong coalition of financial and in-kind support including funders, community leaders, government officials, business leaders and others
1. Protect and present the SLLIS brand through public speaking and published media pieces in, local, national and international venues
2. Cultivate language immersion and International Baccalaureate support groups for national networks of parents and professionals

Qualifications

1. Two years of progressively responsible relevant administrative experience in an academic setting
2. Two years of experience in a language immersion and/or International Baccalaureate school
1. MA/MS/MSW in Education or related field (Administration, Curriculum & Instruction, Linguistics, etc.)
2. Expert teacher or administrator with at least three years of demonstrated experience with under-served populations
3. Extensive knowledge of curriculum development
4. Experience in assessment and achievement data analysis

5. Doctoral degree, MBA, and/or Administrative Certification preferred

Language Skills
1. Fluent English (oral and written)
2. Fluency in one of the immersion languages

Director of Academic Excellence (FY16)
The Director of Academic Excellence is responsible for promoting and sustaining exceptional academic achievement and positive school cultures at all SLLIS schools and for ensuring that SLLIS standards of excellence are maintained. The DAE leads a diverse team of talented, dynamic Heads of School to succeed in their roles. The DAE supervises our Heads of School, and is responsible for developing their leadership skills to advance school and regional objectives, and to effectively lead students, parents, teachers, and the community towards a shared vision to prepare our students for success in college and in life.

The Director of Academic Excellence must excel at building relationships across a wide variety of constituencies, managing a talented team of educators, and driving results. In addition to Heads of School, s/he will work closely with the Central Office team and the Board of Directors, to maintain and strengthen school quality as we prepare for significant expansion. The DAE manages the Director of Teacher Residency, is part of the region's senior leadership team, and reports to the President.

Key Job Responsibilities
1. Provide leadership, coaching, feedback, and support to ensure that Heads of School are on track to meet school goals and fulfill SLLIS' mission; evaluate performance
2. Oversee high quality implementation of each school's educational design, including standards, assessments, instructional guidelines, and school culture
3. Ensure that schools are meeting student achievement goals through regular review of internal benchmarks (like NWEA and STAMP), MAP, SAT, IB, and DELF/DELE/HSK data
4. Ensure that schools build and cultivate a robust talent pipeline
5. Oversee major student discipline issues including expulsion hearings and student attendance violations
6. Supervise the Director of Student Support Services to ensure that our special education program is compliant and successful
7. Support the implementation of instructional technology pilots and initiatives. Work collaboratively with leaders to establish regional vision for instructional technology.
8. Ensure that each SLLIS school is an IB World Authorized School within three to five years of operations
9. Ensure preK-12 IB articulation and professional continuity
10. Ensure that the Director of Teacher Residency's work coaching and developing teacher talent is relevant and effective
11. Help chart short and long-term strategy for the organization
12. Represent SLLIS at national and international academic and teacher development forums

Skills and Qualifications
1. Unquestioned integrity and commitment to SLLIS' mission and values
2. Demonstrated success leading a high-performing school closing the achievement gap
3. Strong management skills, with the ability to motivate and develop a diverse group of leaders

4. Capability to effectively build, develop and maintain strong relationships with Heads of School, staff, teachers, parents, students, Board members, and community stakeholders
5. Thorough understanding of Missouri state standards, and Missouri charter school laws and regulations preferred
6. Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
7. Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment
8. Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
9. Excellent written, verbal communication, and presentation skills with keen attention to detail
10. Bachelor's degree required; master's degree preferred

Language Skills:
11. Fluent English (oral and written)
12. Fluency in one of the immersion languages

Head of School (Elementary: TSS, TFS, TCS, TIS- FY15)
The Head of School is a dynamic instructional leader who spearheads the development of the school's curriculum and culture and has an unswayable belief that ALL students can achieve at high levels. The Head of School leads teachers and staff in the development and on-going improvement of an internationally-recognized, immersion program, guides teachers in the implementation of school-wide best practices, discipline-specific curricula and assessments, and school culture; and trains, supervises, and evaluates all staff and teachers and has the final say in all hiring decisions. The Head of School is the public face of the school in the community, working to build a connection between school, families and other stakeholders that is strong, mutually respectful, and marked by continual communication about student performance and behavior. The Head of School leads the staff in reaching out to families and the community to recruit students and staff and build a network of collaboration that supports student success. The Head of School reports to the Director of Academic Excellence or President.

Key Responsibilities
1. Inspire a culture of mission-driven excellence
2. Implement and enhance a total immersion education program that promotes an international perspective for responsible citizenry at both a local and international level
3. Manage and supervise all full and part-time staff
4. In consultation with the Board and its established policies, exercise the power to hire and/or fire any employee
5. Ensure that all teachers are highly qualified, certified and have Individual Professional Development plans on file that are aligned with the school's accountability plan
6. Coordinate and oversee staff development and training that is aligned with Common Core State Standards, IB Primary Years Programme framework, and the SLLIS accountability plan
7. Conduct regular staff meetings
8. Design and implement Professional Development Series and facilitate bi-weekly professional development workshops
9. Oversee school data reporting systems and data analysis to inform instructional practice
10. Effectively recruit and retain a diverse staff and student population
11. Effectively implement data-driven decisions following the school's accountability plan

1. Maintains an open-door policy for parents
2. Participates in Family conferences when appropriate
3. Actively participates in School Enrichment Program opportunities
1. Oversee the implementation of the school's annual Board-approved budget

Minimum Qualifications

1. MA/ MS/ MSW in Education related field (Administration, Curriculum & Instruction, Linguistics, etc.)
2. Expert teacher and administrator with at least three years of demonstrated experience in under-served populations
3. Fluency in immersion language
4. Relevant teaching certificate: immersion language, elementary education, early childhood education, subject-specific
5. Excellent community-building skills
6. Extensive knowledge of curriculum development
7. Able to create and sustain positive, ambitious school culture among staff and students
8. Experience in assessment and achievement data analysis
9. A record of success in supporting teacher development
10. Communicate effectively with all stakeholders: students, parents, staff, President, DESE and greater community

Director of Student Support Services

The Director of Student Support Services will ensure that all students, across all schools, achieve positive academic results through co-curricular support services. The Director of Student Support Services inspires a culture of mission-driven excellence and articulates the alignment of co-curricular support services with the SLLIS mission to position all students for success in intellectually-inspiring, holistic language immersion programs. The Director of Student Support Services directly supervises Special Education services (including Gifted and Talented programs), Social Work services, Mosaic (Before and After Care) services, and Preschool programming. The Director of Student Support Services understands how each of these student services provides differentiated instructional experiences for all students and is able to analyze program performance data and student performance data to drive support services available district-wide. The Director of Student Support Services represents SLLIS' student support services to external agencies including DESE, UMSL and MCPSA. The Director of Student Support Services reports to the President until a Director of Academic Excellence is hired.

Key Responsibilities

1. Design, develop, and coordinate Special Education services PreK-12
2. Appropriately identify and place students with disabilities
3. Comply with state and federal requirements for the implementation of the Individuals with Disabilities Education Act, IDEA
4. Assure special education process complies with IDEA, state Compliance Manual, Standards Manual, and the District Special Education Compliance Plan
5. Track all compliance needs for state reporting in IMACS via an internal tracking program like SpEdTrak
6. Stay current with trends, requirements, and special educational legal and procedural developments

7. Liaise with city, state, and national entities involved in providing support and services to students with disabilities.
8. Hire, place, evaluate and terminate direct reports
9. Promote dialogue and peer learning among support educators, lead teachers and teacher assistants.
10. Provide on-going professional training and coaching to special education teachers, related service providers, staff and administrators.
11. Design and facilitate professional development to help instructional team understand and implement the key aspects of the special education.
12. Develop progress-monitoring systems for interventions, counseling, and special education programs.
13. Advocate for changes in practice that will support improved performance of students with disabilities
14. Ensure that parents/family receive timely, pertinent information about student support services, student referrals, IEPs and service options
15. Oversee the implementation of the support services annual Board-approved budget
16. Draft and annually revise policies and procedures regarding student support services in accordance with IDEA and any other federal and state mandates.

Minimum Qualifications

1. A passion for the mission of St. Louis Language Immersion Schools
2. Five plus years of experience in teaching, teacher coaching, and/or student support
3. Master's or Education Specialist degree in Special Education, School Psychology, Public Health or related field

Language Skills

Bilingual/fluent in one of the languages of instruction

Director of Teacher Residency (FY15)

The Director of Teacher Residency will ensure that all students, across all schools, achieve positive academic results through exceptional instructional practices. The Director of Teacher Residency inspires a culture of mission-driven excellence and articulates the alignment of pedagogical growth with the SLLIS mission to position all students for success in intellectually-inspiring, holistic language immersion programs. The Director of Teacher Residency directly supervises Teacher Residents and mentors across the SLLIS network. The Director of Teacher Residency is responsible for the design and implementation of the residency model, recruitment and evaluation of teacher residents, training of mentor teachers and residents. The Director of Teacher Residency represents SLLIS' Teacher Residency to external agencies including DESE, UMSL, MCPSA and the philanthropic community. The Director of Teacher Residency reports to the President until a Director of Academic Excellence is appointed.

Key Responsibilities

1. Hire, match and evaluate Teacher Residents with support of school-specific hiring committees
2. Select and train Mentor Teachers from each SLLIS campus to supervise Teacher Residents
3. Promote dialogue and peer learning between Mentor Teachers and Teacher Residents.

4. Work with IB Coordinators to align Teacher Resident instructional assignments with school-specific Programme of Inquiry
5. Work with Heads of School to define Teacher Resident schedule and school day expectations
5. Provide on-going professional training and coaching to Teacher Residents and Mentor Teachers
6. Design and teach summer session courses for Teacher Residents
7. Work with IB Coordinators and Heads of Schools to articulate site visit and specialized training priorities for Teacher Residents
8. Assist Teacher Residents with RTI and referral process for social services or special education assessments
9. Ensure that parents/families receive timely, pertinent information about Teacher Residency model and its impact on classroom instruction
10. Contribute articles to The Compass and social media platforms about Teacher Residency model and implementation
11. Oversee the implementation of the Teacher Residency annual Board-approved budget
12. Track philanthropic funds expenditure and support Director of Development with grant reports related to the Teacher Residency
13. Support Director of Development with grant-writing and philanthropic meetings related to the Teacher Residency
14. Draft and annually revise policies and procedures regarding Teacher Residency in accordance with SLLIS charter.

Minimum Qualifications

1. A passion for the mission of St. Louis Language Immersion Schools
2. Five plus years of experience in teaching, teacher coaching, and/or student support
3. Master's or Education Specialist degree in Curriculum and Instruction or a related field
4. A record of success in supporting teacher development

Language Skills

Bilingual/fluent in one of the languages of instruction

Data and Assessment Coordinator

The Data and Assessment Coordinator coordinates and facilitates the development and implementation of SLLIS comprehensive accountability system and the development of key performance management tools designed to align district resources and processes. This includes the facilitation and analysis of all district-wide student assessments, community climate surveys and external data reporting. The Data and Assessment Coordinator reports directly to the President.

Key Responsibilities

1. Coordinate and present analysis of student performance on external and internal standardized assessments
2. Serve as district testing coordinator with DESE for MAP, WIDA/W-APT, EOC.
3. Schedule and/or facilitate staff professional development for NWEA, NOELLA and STAMP assessments
4. Train and supervise test proctors and schedule internal test administrations in L1 and L2
5. Facilitate distribution and analysis of annual school climate surveys to parents, faculty and students
6. Present regular data reports to district and school administrative staff
7. Align internal data reports to mirror MSIP5 guidelines

8. Assist Development office with data reports for funding requirements
9. Research, compile, monitor, and train others on data/information storage and use (e.g. student transcripts and records, etc.) for the purpose of ensuring compliance with federal, state, and District reports.
10. Oversee enrollment, residency and attendance policy implementation
11. Schedule annual revisions of data and assessment procedures
12. Oversee all reporting to DESE through Core Data and MOSIS and sponsor reporting through AOIS
13. Attend in-service trainings, staff meetings, workshops, etc. as assigned for the purpose of conveying and/or gathering information

Qualifications

1. Two years of progressively responsible relevant administrative experience in an academic setting
2. Proficiency in word processing, spreadsheet, publishing/presentation software
1. Master's Degree in curriculum and instruction, public administration, statistical analysis or related field
2. An equivalent combination of skills, education and experience may be considered.

Language Skills

Fluent English (oral and written)

International Baccalaureate Coordinator (PYP, MYP, or DP)

This Coordinator will have responsibilities that span curriculum development and coordination, and professional development for instructional staff. The PYP Coordinator reports directly to the President of SLLIS and serves on the Instructional Leadership Team with the Heads of School.

Key Responsibilities

1. Work with the Heads of School, staff and outside consultants to ensure that the school has a high-quality data-driven professional development program
2. Work with the Heads of School to coordinate and co-facilitate staff training and planning, and leading weekly meetings
3. Observe classroom teachers and provide structured, non-evaluative feedback on literacy implementation.
4. Assist in the design and on-going implementation of the school's assessment program
1. Ensure that copies of IB publications are available to all staff members.
2. Establish and maintain a record of completed unit planners.
3. Publish the school's programme of inquiry, scope and sequence and capstone experiences.
4. Lead the process of developing or reviewing the school's curriculum documents, including the programme of inquiry and scope and sequence documents.
5. Ensure that agreements are formulated for assessment and for teaching and learning language.
6. Participate in the formation of the school's strategic development plan.
7. Ensure that the document entitled *General regulations: Primary/Middle/Diploma Years Programme* is supplied to parents (available on the IB public website, IBNET and IB HeadNet).
8. Ensure that the document entitled *Rules for IB World Schools: Primary Years Programme/Middle Years Programme/Diploma Programme* is shared with relevant staff (available on the IB public website, IBNET and IB HeadNet).
1. Keep a record of workshop attendance and school site visits to ensure equality of opportunity and to identify ongoing needs.
2. Assist teams or individuals in developing and documenting student inquiries.

3. Support the teachers responsible for, and the students involved in, the PYP exhibition in 5th grade, Personal Project in 10th grade, Creativity, Action and Services in 11th grade, Extended Essay in 12th grade.
1. Conduct information sessions about the IB for parents, Board, and future families.
2. Publish articles pertaining to the IB in the school newsletter.
3. Circulate all relevant information received from the IB and ensure that teachers and other staff are kept up to date with current developments in the programmes.
4. Prepare and submit any documentation required for authorization and evaluation.
5. Ensure that all requirements of the IB concerning the implementation of the programme are adhered to.
6. Respond to requests for information (for example, questionnaires) from the IB.
7. Provide a liaison between the school and the IB Americas office.

Minimum Qualifications:
1. BA/BS in Education, Language and Literacy, Linguistics or related field
2. A minimum of three years demonstrated, effective elementary classroom instruction

Director of Finance and Facilities
The Director of Finance and Facilities is responsible for the successful growth of the organization with respect to fiduciary performing and real estate portfolio. Responsible for the oversight of all finance and facilities projects that lead to scalability and sustainability for growth of the SLLIS network. Supervises any and all in-house accounting staff, external accounting consultants, audit teams, and state and federal tax requests. The Director of Finance and Facilities reports to the President.

Key Responsibilities
1. Responsible for overall financial operation of the school network.
2. Works with President to develop the annual budget for the school and participates in preparing grant proposals and identifying funding from a variety of sources.
3. Directs long-term strategic planning for capital expenditures that will be required due to changes in school population, aging of buildings, etc.
4. Establishes internal processes and audit procedures to ensure proper financial management. Oversees annual external audit process.
5. Monitors legislation and ensures that the school is compliant with all laws and regulations.
1. Responsible for facilities expansion, selection and contract negotiations for purchase and/or optioning commercial real estate of the school network.
2. Under direction of the President, articulates and implements master campus plan.
3. Directs architects, financial advisors and developers to secure facilities that align with master campus plan in the most time and cost-effective schedule.
4. Develops specific short-term and long-term strategic plans and programs, in accordance with supporting budget requests, financial estimates, and facilities projections.
5. Provides leadership, training, and daily supervision to Finance and Facilities staff; monitors employee productivity, workload and morale with the goal of promoting employee satisfaction while accomplishing the school's mission.

Qualifications and/or Experience

1. Minimum of (5) years' experience in financial management with increasing responsibilities for multi-faceted direction and planning. Excellent financial analysis ability; ability to communicate complex financial issues in clear, concise manner.
2. Experience in not-for-profit real estate development with working knowledge of all federal, state and local incentives for historic and new construction.
3. Active experience in managing design and construction projects and a working knowledge of construction processes, drawings, bid specifications and related matters
4. Experience in securing commercial financing with local and/or national banks

Education

1. Bachelor's Degree required.
2. Master's degree in business administration, accounting, finance or related field preferred.
1. An equivalent combination of skills, education and experience may be considered.

Language Skills

2. Fluent English (oral and written)

Director of Operations

The Director of Operations is responsible for managing all hands-on operational aspects in each building of the school network. Assists in the successful growth of the organization in performing tasks that include designing, implementing, and coordinating non-instructional operations. Responsible for the oversight of Information Technology, Safety, Security and Ancillary Services functions. Ensures implementation and maintenance of clear systems. Responsible for building systems that lead to scalability and sustainability for growth of the SLLIS network. The Director of Operations reports to the President

Key Responsibilities

1. Oversees and is responsible for all operational goals and objectives as outlined by the school's strategic plan's initiatives. Establishes and monitors priorities and evaluates the school's progress toward goals; reviews, evaluates and adjusts project outcomes; assesses and develops recommendations for changes in policies and procedures within the organization.
2. Develops specific short-term and long-term strategic plans and programs, in accordance with supporting budget requests and financial estimates.
3. Develops and manages contractual agreements for approved consulting work necessary for the completion of departmental projects and operational services. Allocates and adjusts resources as needed to meet scheduled work plans and projects.
4. Researches, develops proposals and oversees vendor services. In accordance with board-approved policies, initiates and reviews bids and RFPs for contractor services. Negotiates all rates, services, and administrative processes for food services, transportation, custodial, maintenance, and employee benefits.
5. Responsible for the compliance of the school's safety policies and work practices, federal, state, and local laws and regulations
6. Responsible for annual review of human resources practices at the school and central office level

7. Provides leadership, training, and daily supervision to Operations staff; monitors employee productivity, workload and morale with the goal of promoting employee satisfaction while accomplishing the school's mission.
8. Reviews and approves cost control reports, cost estimates, and workforce and facilities requirements forecasts.
9. Supervises in-house IT staff and external IT consultants to provide reliable technology infrastructure, support to all professional staff and improve learning experiences

Qualifications and/or Experience

10. Minimum (5-7+) years' relevant operations management experience, inclusive of developed strategies, executed business plans, staff supervision and managing a variety of business operations.
11. Bachelor's Degree required.
12. Master's degree in business administration, accounting, finance or related field preferred.
13. An equivalent combination of skills, education and experience may be considered.

Language Skills

14. Fluent English (oral and written)

Director of Development

The Director of Development directs and implements a fundraising program that includes all development areas: annual giving, major gifts, donor cultivation, corporate and foundation grants and sponsorships, grant reporting, special campaigns, communications and special events. The Director of Development reports directly to the President.

Key Responsibilities

15. Actively engages in work to establish long-term partnerships and strengthen existing relationships with the corporate and foundation sector as well as individuals and other key constituencies that will result in funding for the immediate and long-term goals of the organization
16. Manages a portfolio of prospects; developing innovative strategies for personally cultivating and soliciting new prospects, as well as existing donors.
17. Participates in identifying potential sources for major gifts and solicitation.
18. Recruits and trains volunteers to assist with major gift prospecting and solicitation
19. Maintains high quality stewardship for prospects and donors
20. Provides training and supervision of the Development staff and Interns
21. Articulates program outcomes and measurements with donors
22. Manages the grant request process for all major corporate and foundation donors
23. Manages development communications of website, email messaging, and external public relations.

Qualifications and experiences:

1. Bachelor degree; CFRE or MBA preferred
2. 5 years experience working with/supervising professional and clerical staff and volunteers
3. 3-5 years work experience in development with a nonprofit agency
4. Demonstrated experience and success in coordinating fund-raising and special events, grant writing, direct mail appeals and marketing

5. Experience in strategic planning and budget development and management
6. Knowledgeable about resources in the St. Louis community

Data Management, Reporting, and Data-Driven Decision-Making
Complementing the people who operate SLLIS, the organization recognizes the importance of well-planned and implemented data collection and management to support the short-term progress and long-term viability of our schools.

Compliance
SLLIS complies with all data collection required by DESE. SLLIS uses a web-based student information system (currently *PowerSchool*), to collect and track student data including student attendance hours, eligibility for free or reduced price lunch, special education and Limited English Proficient students statuses. The student information system also allows SLLIS staff to track educator data in a format that complies with MOSIS data collection expectations. The web-based student information system complies with our mandatory state reporting and with federal reporting mandated by No Child Left Behind. The SLLIS Data and Assessment Coordinator, President, and Heads of School use appropriate data to inform our institution-wide progress-oriented approach to achievement. At the school level, the Head of School works with the Data and Assessment Coordinator to collect, analyze and disseminate school-wide data for internal use. The Data and Assessment Coordinator is responsible for reporting Core Data, school statistics and achievement data to the Department of Elementary and Secondary Education, the U. S. Department of Education, federal funding agencies, and private supporters.

In addition to our student information system, SLLIS commissions custom-made data trackers for discipline incident reports, standardized test performance, financial reporting and operations. SLLIS accountants and internal finance staff use a tool (currently *Software Unlimited*) for all budget-tracking purposes.

Efficiency
All SLLIS schools collect traditional operating statistics such as student demographics, enrollment trends, diversity of family structures, attendance, teacher demographics, attrition, school day schedules, nursing/medical care, behavior, transportation routes, Mosaic (before and after care) participation, and summer school statistics. SLLIS also relies on data for revenue tracking of food service program participation, family billing and federal program billing. SLLIS may partner with a local university researcher to help track and analyze data for a longitudinal study of the social, linguistic and/or academic gains made by our students and their families.

Instructional Improvement & Student Achievement
SLLIS is committed to understanding student achievement at the network level, the building level and the classroom level. At the building level, each school compiles data to measure academic growth each trimester. The Head of School uses a class growth report to help each teacher set realistic instructional goals for the following trimester. The classroom teacher uses each student's growth report to

differentiate instruction during the school day. Title I coordinators use standardized test data to form skills-based groups for small group instruction.

Operational Improvement
At the organization level, SLLIS compares operations trends across the network of schools, tracks development data and gauges community engagement. SLLIS Central Office staff use disaggregated data to inform their policy proposals, budget projections, and contract service requirements. Through a single student information system, SLLIS tracks longitudinal student data that includes elementary school records as students matriculate to The International School. The ability to form a composite of a cohort's academic performance and progress longitudinally greatly informs the organization's growth model.

B.4 Staffing and Human Resources

Recruitment
The President of SLLIS establishes the overall vision of instruction and operations for the network and works closely with the Heads of Schools and Directors to develop daily operations, instruction and evaluation process to support this vision.

Our goal is to assemble a diverse faculty with proven experience and commitment to our school vision. SLLIS conducts local, national and international recruitment efforts with the goal of hiring highly motivated educators with relevant teaching experience, demonstrated success with our target population and native or near-native fluency in the language of instruction. We show a strong preference for educators with positive experiences in language immersion schools in the United States. Every effort will be made to hire a racially and ethnically diverse staff by marketing through professional organizations that serve linguists and educators of different ethnic backgrounds. Our recruitment efforts will include job postings in national networks of immersion and world language teachers, partnerships with international education placement services, and outreach to ex-patriot communities in Missouri as well as presentations at local universities.

The Board of Directors supervises and hires the President. The President directs hiring efforts for all Director and Head of School level positions. Central Office Directors oversee the hiring efforts for their direct reports. Each individual school forms a hiring committee for their annual new hires in instructional positions. The hiring committees include the supervisor for the position, peers in similar positions and, in the case of a Head of School search, parents and students. During the first 2-3 years of operation, individual schools in our network share an incubator facility with another school in the SLLIS network. In addition to sharing facilities, transportation and other overhead costs, the schools also share office support staff. During the years of shared building use, we expect that school leadership in both schools will collaborate with the Director of Operations in hiring building support staff.

At each level the recruitment and hiring process adheres to a collaborative and performance-based hiring process. Candidates for instructional and administrative positions participate in panel interviews, demonstration teaching lessons (where applicable) and sample written tasks. International candidates may submit recorded demonstration lessons and interview via internet interface. National candidates may submit recorded lessons or may be invited to St. Louis to interview in-person.

SLLIS begins accepting applications for instructional positions in October of each year. School hiring committees may conduct initial interviews and site visits as early as November. In February each school receives its enrollment and class count projections for the following school year and begins panel interviews and demonstration lessons for their new positions.

As defined by the No Child Left Behind Act and as required by Missouri statute, 80% of all classroom teachers will be Highly Qualified and certified for their instructional placement. As stated in Missouri Statute 160.420, schools with a language immersion curriculum may hire, as part of the 80% requirement, teachers who possess certification attained in other countries provided that they also have 2-3 years of successful classroom service in their home country. The limitations of Missouri's international teacher certification program have caused consistent concerns for our teacher certification needs. In 2012 SLLIS Board, Sponsor and Administrative team members convened a meeting with certification staff at DESE to address the particular needs of internationally-trained teachers in immersion schools. We invited our peers and partners from UCM and Académie Lafayette to join our task force as well, because they face the same issue. We continue to provide support, samples and introductions with other state education agencies that have created more direct paths to certification for international teachers. In April 2014 SLLIS will bring the world language certification directors from Utah and Louisiana to meet with DESE staff about how they used federal variance to create unique certification for internationally-trained teachers. We are hopeful that this will address our outstanding needs for higher rate of teacher certification in our immersion schools. SLLIS insures that all instructional staff has experience, training and skills appropriate to their duties. This is determined considering: international teacher training programs, teaching certificates issued in other states, National Board Certification, college degrees in the appropriate field, evidence of technical training and competence where appropriate; and the school's level of supervision and coordination with certificated staff.

Additionally, SLLIS makes every possible effort to hire support staff who also speak one of our immersion languages. St. Louis has a growing population of resettled immigrants from various countries whom we target in our recruitment process. Increasing the use of the instruction language outside of traditional classroom time will provide additional access to the linguistic bath in the immersion environment and contribute to our informal learning culture. Every attempt is made to hire office staff who are proficient or bilingual in the language of instruction of each school to facilitate the needs of the school community. Each SLLIS school resembles a true multilingual society in which individuals interact in the language(s) that are most comfortable for them.

See Appendix B.4: Employee Handbook for a full description of the most recent Board-approved personnel policies.

SLLIS Central Office staff support all schools with operations, finance, development, enrollment, data and assessment, special education, social support and co-curricular program needs. When schools are co-located, they will also share office support staff.

SLLIS requires that all instructional and support staff have a background check and family care registry check conducted no longer than 6 months prior to employment by SLLIS. SLLIS will not employ any teacher whose certificate or license to teach has been revoked or is currently suspended by the state Board of Education.

Professional Development

SLLIS values all members of the school community as learners. Professional growth and development in our schools offers support, instructional and administrative staff members differentiated opportunities to improve their practice. SLLIS holds two consistent priorities for professional growth for all instructional faculty: Highly Qualified Teacher status and International Baccalaureate training. In the event that a teacher is hired without meeting HQT status, SLLIS uses Title I funding to support that teacher's studies and assessments to achieve HQT. In their first year of employment with us all lead teachers, specialists and teacher assistants attend a Level I training for the IB (PYP, MYP, or DP). New international teaching staff also participate in an orientation to American education system throughout their first year of teaching. SLLIS makes Beginning Teacher Assistance Program (BTAP) courses available through their sponsor or other local resources. Upon satisfaction of these priorities, instructional team members become eligible for differentiated PD opportunities.

Our annual Professional Development Series for all instructional staff includes: a Back-to-School Institute in August; single-day workshops after every six weeks of instruction, weekly staff meetings, embedded weekly grade team/discipline meetings, a one-day spring symposium on immersion and inquiry, and concludes with a two-day progress-assessment and goal-setting session in June. The language of meeting for professional and leadership meetings will vary. Professional development focused on instructional methods and delivery will be conducted in the language of instruction. Professional development focused on culturally responsive teaching, family engagement and community outreach will be conducted in English to strengthen each teacher's ability to communicate with families.

Each June, the SLLIS-wide Instructional Team reviews staff surveys, student performance data, SLLIS academic program expectations, and implementation timeline. The team uses this data review to establish SLLIS-wide PD priorities and schedule school-specific or SLLIS-wide training experiences accordingly. Based on previous reflection days, SLLIS has designed professional development priorities to include: immersion, inquiry, using student performance data to differentiate instruction, school-home communications, and Building Inclusive Communities. The Head of School, Assistant Head of School, IB Coordinator (PYP, MYP or DP), Title I Coordinator and select staff and consultants will facilitate weekly curriculum and discussion sessions based on the established priorities. The Head of School, the IB coordinator, select staff and consultants will facilitate weekly curriculum and discussion sessions based on staff reading of shared texts. Over time the PYP, MYP and DP (IB) coordinators will become trained facilitators of IB authorized workshops. They will then be able to deliver on-site IB trainings for staff.

In addition to the continuous on-site Professional Development Series, school-based instructional and administrative team members participate in off-site trainings and site visits. These off-site experiences allow staff to have intensive, differentiated growth in our academic and social emotional models. Each year in October the school calendar includes two days of professional development that afford us the time to get all of our teachers out of the building for site visits. Depending on each educator's previous experience and individual performance plan, the annual off-site professional development will rotate between implementing the International Baccalaureate, language immersion strategies, Positive Behavior Intervention Support, Child Development Program at the St Louis Psychoanalytic Institute, NWEA data, STAMP assessment, or other discipline-specific curricula. In addition to structured workshops, conferences and trainings, teachers and administrators visit other schools with similar academic programs in IB and/or language immersion, PBIS, and integrated student populations. We encourage staff to be active in regional and national professional associations and their related conferences as well, such as Foreign Language Association of Missouri, National Teachers of Math, MELL

Specialists, Missouri Charter Public School Association, National Charter School Conference, IB Conference of the Americas, International Immersion Education Conference, and Schools That Can.

We are equally committed to the professional growth of our Central office administrators and support staff. They regularly participate in trainings and workshops sponsored by the Missouri Department of Elementary and Secondary Education and Cooperating School Districts/RPDC that enhance SLLIS' compliance with state and federal program implementation and reporting requirements. Additionally, staff participates in data and software training as it relates to their function. Whenever possible, they join local cohorts like St. Louis Assessment and Registrar Association or St. Louis Association of Black Administrators to learn more from peers in larger school districts.

Performance Evaluation and Feedback
The Board of Directors conducts an annual evaluation of the President that includes a self-evaluation and Board response. SLLIS identifies and/or creates three common tools for the evaluation of administrative staff, instructional staff, and support staff. Instructional and Operational staff receive constant feedback about their performance and growth, and at least one annual written evaluation that includes a self-evaluation/reflection component. SLLIS is committed to align the annual evaluation process for teachers with DESE's evaluation expectations.

Continually Improving Staff Performance
SLLIS continually improves staff performance through the implementation of the Professional Development Series outlined in Part VI: Curriculum, D. Professional Development, International Baccalaureate Accreditation Process. Each of these programs will encourage all staff, regardless of certification, educational level or years of service, to continually strive to increase and improve their performance in service to the achievement of the entire SLLIS community.

IB authorization as professional development
One of the qualities of the International Baccalaureate framework that is particularly appealing to the SLLIS development team is the level of respect that IB affords teaching practitioners. The International Baccalaureate recognizes classroom teachers as the authors of their work. How can we guide each educator to see the strengths in process-oriented, project-based holistic learning? We can do this by providing them with a process-oriented, project-based holistic orientation and professional assessment. The International Baccalaureate Organization is a beacon of reflective practice and experiential learning and nowhere is this more evident than in its teacher support and professional development outreach.

During the three-year IB candidate school phase, all teaching staff and administrators at each school participate in workshops and mentorship programs arranged by the school's IB Coordinator and the International Baccalaureate Organization (IBO). Teachers have access to resources from established IB programs in the US and abroad via the IBO resource network. The workshop and training schedules are aggressive, but both teachers and students benefit from the well-established methods of this prestigious program. The International Baccalaureate Organization requires an intense, three-year study for initial consideration as an IB World School. During the three-year candidate phase, each school submits its curricular mapping, samples of student work, evidence of shared leadership practices and parent and community involvement to the IB of the Americas office. In Year 3 or 4 of the candidacy process, a team of IB practitioners and specialists make an extended visit to the school to examine the full-school implementation of the IB ethos. After each school achieves IB World Status, the North America office dispatches review teams every five years to insure that the school continues to consistently uphold IB ideals and professional inquiry. See Appendix B.6: IB Program Standards for School Authorization for the

assessment rubric that the IB authorization team will use to make its recommendation for IBO world status.

Personnel Policies

Personnel policies, along with additional information, are included in the Employee Handbook. The Employee Handbook is distributed to new employees upon hire with a signed acknowledgement of its acceptance by the employee to be kept with his or her employee records. The Employee Handbook is reviewed annually with all staff members during the Back to School Institute. Any additions, deletions or other changes to the Employee Handbook are subject to approval by the Board of Directors. The Employee Handbook includes policies governing, but not limited to: Employment At-Will, Equal Employment, Compliance with the Immigration Reform and Control Act, Employment compensation and pay, Benefits, Paid and Unpaid Time Off, Exchange Visitor Program, Medical and Dental Insurance, Retirement, Tuition Assistance, Professional Development and Evaluations, Safety, Harassment, Alcohol and Drug-free workplace, Staff Conduct, Guidelines. See Appendix B.4: Employee Handbook for a full description of the most recent Board-approved personnel policies.

Outsourced Functions

SLLIS outsources accounting and payroll, student transportation, food services, custodial services, and some special education services. SLLIS also contracts with Amity Institute to recruit and sponsor J-1 visas for international teaching interns. The Amity teacher interns are foreign-nationals currently enrolled in post-baccalaureate teacher education programs in their home countries. Teacher training programs in other countries require three years of in-classroom study and, for students intending to teach their home language as a world language, one of the three years must be completed at an institution abroad. Amity selects individuals during their first, second or third year of internship for placement based on their successful completion of local university requirements and desire to work in American classrooms.

B.5 Student Recruitment and Enrollment

Non-Discrimination Policy

St. Louis Language Immersion Schools (SLLIS) shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability or for any other basis that would be unlawful for a public school. SLLIS shall be open to any child who is eligible under the laws of Missouri state for admission to a public school, and SLLIS shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Missouri Revised Statutes RsMO 160.405, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Enrollment Eligibility

All students who reside in the City of St. Louis are eligible to attend SLLIS. At this time, SLLIS does not restrict residency to any catchment areas. In accordance with Missouri Revised Statute 160.410.1 (2) non-resident pupils eligible to attend a district's school under an urban voluntary transfer program students are also eligible to attend SLLIS. The enrollment and application for all students, regardless of

residency, follows the same procedure. All students must meet the enrollment eligibility criteria before submitting their application to SLLIS. For a listing of eligible school districts in the voluntary transfer program, please consult Voluntary Interchoice Corporation.

Enrollment Period

SLLIS will conduct a Priority Enrollment Period from the first week of October to the first week of March each year. Due to the nature of language immersion education, SLLIS wants to ensure that every family fully understands and experiences language immersion as they consider our schools for their children. During the Priority Enrollment Period schools will host weekly Future Family tours and other enrollment activities in accordance with the Enrollment and Outreach calendar. SLLIS will distribute enrollment applications at events on the Enrollment and Outreach calendar. No enrollment applications will be available in an electronic format. Enrollment applications are available in English, Spanish, and Chinese. Applicants for siblings of current SLLIS students or children of SLLIS staff members may receive their application via backpack or mail. If the number of applicants to any grade level exceeds capacity, a random lottery will be held the first week of March on the Papin campus.

Application Process

In accordance with Missouri Revised Statute 160.410.3, SLLIS restricts enrollment of new students to specific grade levels. SLLIS elementary schools will only accept new student applications for kindergarten or first grade. The elementary school application will be distributed as noted above.

The International School, SLLIS' secondary campus, opening in Fall 2014, will only enroll new students (those who are not continuing from a previous SLLIS campus) in 6th grade and in 9th grade. For each of those grades, The International School will accept 25 new students. The enrollment application for The International School will require that students and their parents participate in and provide their observations of a full preview day of immersion instruction.

Admissions Lottery

1. *First preference* will be given to returning students who complete a one-page Re-enrollment Application and Proof of Residency in February.
2. *Second preference* will be given to the children of SLLIS staff members.
3. *Third preference* will be given to the siblings of currently enrolled SLLIS students. For definition purposes, "siblings" are two or more children that are related either by birth or by means of the same father or mother or by legal adoption.

In the event that a lottery process is necessary to determine enrollment, names will continue to be drawn after all available spaces have been filled in order to form a waiting list for each preference category for open grade level. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to SLLIS pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. Each fall the Enrollment Coordinator will offer enrollment spots to waitlisted students as space becomes available in their school and grade. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Student Recruitment Activities

SLLIS will undertake the measures below, among others, to recruit a diverse applicant pool:

1. Preschool and HeadStart visits (kindergarten roundtable, parent meetings, community resource fairs)

2. Advertisement in a variety of publications, radio, internet and televised media
3. Information sessions (panels, tours, talks, interviews, etc.)
4. Community events (Festival of Nations, Back to School fairs, neighborhood fairs, on-campus performances etc.)

Kindergarten Readiness Screenings
Upon enrollment, all kindergarten students will participate in an on-campus screening for kindergarten readiness. The goal of kindergarten readiness screenings is to assess student preparedness in gross motor, fine motor, social emotional and pre-literacy skills. SLLIS staff will consult with parents following kindergarten readiness screening regarding appropriate placement.

See Appendix B.7: Enrollment and Admission Forms.

Voluntary Withdrawal
SLLIS is a public school of choice, both for application and withdrawal. There may arise circumstances in which a parent or guardian may wish to transfer their child to a different school. Parents or guardians may withdraw their students from SLLIS at any time. School personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from SLLIS, as well as to seek solutions to any problems that arise from these discussions. If the parents or guardians still wish to transfer their child to another school, the staff at SLLIS will make every reasonable effort to help the student find a school that better serves the family's desires. SLLIS will ensure the timely transfer of any necessary school records to the student's new school.

B.6 Parent, Community and Educator Involvement

At the heart of every vibrant school are involved parents, extended families and their communities, outstanding teachers and board members who are committed to excellence and the individual needs of each child. Through the IB curriculum all students are encouraged to take an active part in service projects that will benefit the communities in which they live. Additionally, each SLLIS school builds strong relationships with the neighboring community and parent community through the *School Advisory Councils (SAC)* and the *School Enrichment Program (SEP)*.

Each year SLLIS conducts school satisfaction surveys to elicit feedback from parents, staff and students (3rd grade and up). SLLIS President presents summary data about the school satisfaction survey during annual Town Hall Forums and includes strengths, challenges and next steps. Individual schools and programs like Mosaic and Title I also conduct annual participation surveys to improve their program performance.

School Advisory Councils (SAC)
The primary function of the School Advisory Council is to protect and nurture the mission and vision of the school in the implementation of every aspect of the charter. A school's SAC neither has authority to dictate policies of the school nor issue directives, but it is designed to give parents a voice in the operations of the school. Its function is to provide advice to the school leadership, surface concerns from parents and communicate with and mobilize the larger school community. The SAC may include representation of parents at each grade level. They meet to discuss topics such as the volunteer needs of the school, advice on supports for the educational program (e.g. enrichment, extended day, the use

of technology), or the school atmosphere and culture. The SAC naturally provides leadership and support school-specific fundraising efforts.

The SAC consists of equal numbers of parents elected by parents, teachers elected by teachers and community/business leaders appointed by the SAC. At The International School, the SAC also includes equal numbers of students elected by students. Elected and appointed members of the SAC serve one-, two- and three-year terms and the SAC will elect new members each winter. Each newly elected member has one semester to transition into their role with their predecessors. Each school's SAC may elect officers and create working committees to support their initiatives. The Assistant Head of School serves as a permanent member of the SAC. Ideally the SAC meetings are conducted in English and the language of instruction with informal translations by bilingual/multilingual SAC members. SLLIS will cultivate a partnership with the International Institute of St. Louis to provide translators for families who speak a third language in their home.

The SLLIS President holds quarterly meetings for all of the elected members of each school's SAC. These quarterly SLLIS-SAC meetings provide school leadership an opportunity to voice common concerns, learn about SLLIS-wide initiatives and share best practices and bright ideas across schools.

The SLLIS Board of Directors, Board-appointed committees, the President of SLLIS and each Head of School will exercise appropriate decision-making for their level of responsibility in each SLLIS school's academic and financial success. The SAC of each SLLIS school, composed of parents, faculty, community members and business leaders, will provide input to the school administration about general school community, climate and quality.

Significant Parent Partnerships and Engagement

Since our inception, SLLIS has engaged parents in meaningful partnerships and is impressed with the enthusiastic response of parents from all demographics to build the school community that we all envision for our children. Partnerships require that both members make vital contributions to the success of our project: providing a world-class education for our youth. From the school governance structure, to traditional volunteer opportunities, SLLIS helps families identify potential contributions that they can make to the overall school community. Below are examples of how families have partnered with SLLIS during our first five years.

Adult Education	Parent Education	School Volunteer	Celebrations	Central Office Volunteer
Community services fair English conversation classes Instruction language conversation classes Book Club facilitator Diversity and Inclusion discussion series Love and Logic training	Orientation Meet the Teacher Open House Parent-Teacher-Student Conferences Guest speakers on timely parenting issues Read From The Start workshops Special needs support	Chaperone field study Read to a class or small group Share a special skill with a class School beautification Clerical assistance Library/media room organization School Advisory Council Coach an after school	Back to School BBQ International Potluck Winter performance Spring performance School Carnival Festival of Nations Diversity Festival Cinco de Mayo Lantern Festival Chinese New Year Harvest Festival All Saints Day	SLLIS-SAC quarterly meetings Redesign IT infrastructure Teach technology skills to faculty Co-author systems grants Serve on grant focus groups

Bully prevention training Safe Touch training Our changing bodies training	What is inquiry and what does it mean about my child's work?	sport Lead a Scouts troop Host a field trip at your job Host an Amity Intern	Beaujolais Nouveau	Serve on HOS interview panels

See Appendix B.8 for a sample Parent Participation Report Card where parents track their partnership activities.

B.7 Joint Application*

B.7.1 Educational Service Providers*
B.7.2 Joint Application*

C. Business Plan

St. Louis Language Immersion Schools is committed to providing a robust education on public funding sources from local, state, and federal agencies. The chart below depicts the rate of per pupil funding by fixed and contingent sources, demonstrating that SLLIS will maintain between 3-5% of revenue from fundraising sources.

	FY15	FY16	FY17	FY18	FY19
Total enrollment	1,042	1,173	1,288	1,454	1,539
Subtotal Fixed Revenue	10,026,684	11,425,058	12,571,923	14,158,649	15,070,515
Fixed Revenue per Capita	9,181	9,273	9,083	9,105	8,741
Grants and Fundraising	738,700	738,700	738,700	738,700	738,700
Subtotal Contingent Revenue	738,700	738,700	738,700	738,700	738,700
Contingent Revenue per Capita	676	599	533	475	428
Total Revenues	$10,765,384	12,163,758	13,310,623	14,897,349	15,809,215
Total Revenue per Capita	9,857	9,872	9,616	9,580	9,169

C.1 Budget

Five-year Financial Forecast
See Appendix C.1: 5 Year Financial Forecast and Appendix B.5: Budget Narrative for a full description of revenues, expenditures and source data for the financial plan.

Projected Revenues

SLLIS values financial prudence and sustainability. To that end, we plan financial projections based primarily on the public funds from state and federal sources and a modest 3-6% in contributed funds. In FY15 SLLIS anticipates $9,181 in fixed revenue per capita and $676 in contingent revenue per capita. The sources of fixed revenue include funding from the state of Missouri and various federal Title award programs. Anticipated contingent revenue per capita diminishes over time from $676 to $428 over the life of the charter. Contingent revenue includes funds raised from local and national grant awards ($100,000), major gifts ($20,000), special events ($282,000), school-based fundraisers ($36,000) and our annual appeal ($62,000) contingent revenue is designated to support special programs, enrichment scholarships and new initiatives. The school-day academic program is fully funded by fixed revenue.

Expenses
SLLIS projects FY15 expenditures to reach $9,828 per capita. By FY19, the projected expenditures are $8,763 per capita. This trend indicates that by year five of the charter SLLIS can operate a robust academic program with an internal fundraising margin of $428 to $676 per capita.

C.2 Financial Management

Fiscal Feasibility
In order to operate as a financially viable, fiscally prudent and sustainable public institution, SLLIS will

1. maintain a balanced budget,
2. submit a financial audit to University of Missouri-St. Louis and to the state, of Missouri each year by December 31st,
3. remain current on all financial obligations,
4. implement Board-approved policies for bids, Requests for Proposals, and financial controls,
5. maintain a target 5-10% fund balance,
6. under the leadership of the Development Committee of the Board, implement an annual
7. fundraising plan for programs and events outside of general operating expenses, and
8. have a dedicated position on the Board of Directors for a CPA or other similarly-qualified financial expert.

The Board of Directors and our sponsoring institution will work with the President to ensure that these strategies are implemented. See Appendix C.2 Internal Controls.

Financial Accountability
SLLIS shall be financially accountable. SLLIS houses all financial management at the Central Office and uses practices consistent with the Missouri Financial Accounting Manual. The Director of Facilities and Finance oversees budget process and directs receivables and payables. SLLIS may contract a range of accounting services out with a third-party accountant. Overtime, the Director of Facilities and Finance will conduct a feasibility study about the benefit of self-performing primary accounting services. The Director of Facilities and Finance oversees an annual audit performed by a certified public accountant, publish audit reports and annual financial reports as provided in chapter 165, RSMo, provided that the annual financial report may be published on the Department of Elementary and Secondary Education's Internet web site in addition to other publishing requirements. The Director of Facilities and Finance also verifies that SLLIS files its Annual Secretary of the Board Report with Department of Elementary and Secondary Education.

As a charter school with local educational agency (LEA) status, SLLIS shall meet the requirements mandated by the Elementary and Secondary Education Act for audits of such agencies. For purposes of an audit by petition under section 29.230, RSMo, the charter school shall be treated as a political subdivision on the same terms and conditions as the school district in which it is located.

Development and Fundraising
The Board of Directors of SLLIS has appointed a Development Committee to draft and implement a multi-phase fundraising effort to increase supplemental programming for all schools in the SLLIS network. In addition to the large-scale community fundraising effort, the President and Director of Development will identify regional and national grant-funding opportunities that support the SLLIS mission.

C.3 Facility

Facility options and associated costs
SLLIS currently operates the three elementary schools in two leased facilities located in central St. Louis City. In order to meet financial and operational efficiencies, SLLIS co-locates schools until they reach 50% of their student capacity. The Facilities, Finance and Audit Committee of the Board of Directors works closely with the President and Director of Facilities and Finance to identify additional buildings that meet our campus needs. The committee and staff are guided by SLLIS' master campus program. In FY15, SLLIS projects total facilities costs to reach $2,153,077 based on projected facility expansion to accommodate The International School. Within five years, SLLIS would like to acquire and begin financing a permanent master campus for the elementary and secondary schools. A single master campus would allow SLLIS to maximize operating efficiencies while creating a lasting home for international education in St. Louis. Based on conservative space recommendations from MSIP, a master campus that would accommodate our three elementary schools and The International School would reach approximately 235,000 sq ft of interior space with 92 dedicated classrooms and another 235,000 sq ft in outdoor space for adjacent play and parking. The 235,000 square feet of interior space recommended by MSIP equates to over 150 square feet per child. This recommendation has proved to be challenging based on available physical plant and therefore, SLLIS has set an internal target of 110 square feet per child which is on par with the national average for charter schools. Based on the projected enrollment through FY 2019, the table below summarizes estimated square footage that will be required; SLLIS will also ensure sufficient outdoor space will be provided.

Enrollment	**FY 2015**	**FY 2016**	**FY2017**	**FY2018**	**FY2019**
Total # of Students	1042	1173	1288	1454	1539
Total SF Required	114,620	129,030	141,680	159,940	169,290

NOTE: The line item marked 'Supplies' assumes $5.00/SF for those expenses related to utilities, maintenance, etc. based on 130,000 SF beginning in FY 2015 and 169,290 SF in FY 2017 to allow for ample growth in between.

SLLIS has allocated 20% of its revenues for facility expenses including utilities, debt service, and/or lease payments. The percentage of revenues is projected to decrease as SLLIS reaches steady state at the elementary and middle school grades. Specifically, the line item marked 'Capital Outlay' will allow for SLLIS to secure financing upwards of $9,189,030 in FY 2015 and $14,648,491 in FY 2019 based on a present value calculation assuming an interest rate of 5.00% and an amortization of 20 years. Two of the facilities SLLIS has explored fit within that price range including acquisition and renovations:

- Facility Option 1 – A former school building last renovated in 2007 with 153,000 SF and move in ready; acquisition price estimated $9,500,000

- Facility Option 2 – A former school building with no recent renovations though well maintained with approximately 130,000 SF; acquisition and renovation estimated at $9,000,000

- Facility Option 3 – A former warehouse containing approximately 200,000 SF requiring complete renovation; acquisition and renovation estimated at $24,000,000. This will require significant subsidy in the form of tax credits to be a viable option for SLLIS. The building is deemed is eligible for Federal and State Historic as well as New Market Tax Credits. Combined, these credits can bring approximately 40% of equity to deal reducing the amount of debt required by $9,600,000.

To that end, SLLIS continues to research multiple options for acquiring and financing a permanent home for our students. Our annual analysis includes continual lease options, lease to purchase options, renovation of existing structures, new construction, access to former SLPS district buildings as well as tax credit analysis. We have begun relationships with CDFI finance partners like IFF, and developers like Canyon-Agassi and Equity Schools to secure financing for facilities renovation and acquisition. SLLIS has also conducted a pre-campaign assessment to determine our capacity to raise significant funds via a capital campaign. In the interim, both facilities currently leased by SLLIS provides approximately 161,000 square feet of space which can house a total of 1463 students – accommodating all three elementary schools and The International School through FY18 (through 9th grade). Planned expansion into high school will be dependent on SLLIS's ability to locate, secure, and finance adequate facility accommodations.

Facilities and Safety

Any facility in which any SLLIS school is housed will be compliant with all local, state and federal codes, regulations and statutes with regard to health, safety, security, and ADA requirements, and these codes, regulations and statutes will be adhered to in the renovation of the facility.

SLLIS has a Board-approved Crisis Manual that conforms to standards required by the Missouri Safe Schools Act HB 1301 and 1298, SB 944. The policies therein include but are not be limited to: building safety, emergency procedures and evacuations for fire, tornado, earthquake and intruder alerts. The SLLIS Crisis Manual outlines site-specific plans to maintain safety and to ensure the safety of students and staff in the event of an emergency. The manual describes how staff members will be trained in the proper use of emergency devices and proper emergency procedures. The Director of Operations is responsible for ensuring that emergency devices are in place and operational and that select staff members are trained in the proper use of all emergency devices. Safety training will be an ongoing component of staff professional development and said manual will be an integral part of that training.

Once each school is open, the Head of School is charged with ensuring that site-specific emergency procedures are in place and that appropriate emergency drills are conducted on a regular schedule. The Head of School, faculty and staff have the day-to-day responsibility of ensuring that the school is in compliance. The Board of Directors has the ultimate responsibility to ensure that the individuals hired fulfill this critical obligation. Once any building has been occupied, a regular schedule of inspections will be developed to ensure the safety of staff and students.

C.4 Transportation

SLLIS may provide home-school-home transportation services to students in its elementary campuses via a contracted vendor. SLLIS provides contracted transportation services for all school field trips including evening or weekend events. SLLIS requires that any transportation vendor meet DESE's reporting and safety requirements for all students. The Director of Operations works closely with the transportation vendor to provide the most efficient transportation service possible.

SLLIS has offered transportation services since our inception. Currently 50% of SLLIS elementary students subscribe to home-school-home transportation. SLLIS partners with another local charter school, KIPP, to tier bus routes and realize efficiencies in expenditures. We run the equivalent of 11 daily bus routes at a per rider cost of $1,111 annually. SLLIS budgets a minimum of $500,000 in home-school-home transportation expenses annually. Based on route mileage and efficiency, SLLIS receives a transportation reimbursement from DESE that covers approximately 10% of total transportation costs. We will study cost effectiveness of transportation services and alternative options to support families who rely on transportation services to access our schools.

C.5 Insurance

SLLIS, Inc. provides comprehensive liability insurance to indemnify the school, board, staff and teachers against tort claims. For the purposes of securing such insurance, SLLIS is eligible for the Missouri public entity risk management fund pursuant to section 537.700, RSMo. Currently, SLLIS liability coverage limits include the following:

- $3,000,000 for general aggregate
- $3,000,000 for products/operations
- $1,000,000 for personal/advertising
- $3,000,000 for employee benefits
- $3,000,000 for sexual, physical abuse or molestation

SLLIS obtains competitive quotes from other insurers and compare these to the risk management fund in determining its choice of liability insurer. Each year the Director of Operations reviews current liability limits, enrollment projections and facilities expansion needs to determine our increased needs for liability coverage.

D. Assurances

As the authorized representative of SLLIS, I hereby certify that the information submitted in this application for the schools designated by the charter to be located at a to be determined location is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, SLLIS:

1. Will locate the charter school within the boundaries of the St. Louis Public Schools.

2. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program, a latch key program or summer camp.
3. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applicants than there are spaces for students, in which case, students will be selected through a lottery or through other means consistent with state law.
4. Will provide the number of students enrolled in the charter school, the name of each student, free and reduced lunch count and the school district in which each student resides to the Missouri Department of Elementary and Secondary Education by the date established thereby.
5. Will submit an annual report to the DESE in the form required thereby.
6. Will make available and provide upon request the school's charter, financial statements, financial audits and the school's most recent report card. The school may charge reasonable fees for furnished copies in accordance with state law.
7. Will submit attendance records, student performance data (including baseline data for at least the first three years of operation), financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the sponsor.
8. Will acknowledge that the DESE shall retain 1.5% of the amount of state and local funding allocated to the charter school not to exceed $125,000 annually per school, for the purpose of sponsorship expenses.
9. Will participate in the St. Louis Public School Teacher's Retirement Fund.
10. Will maintain separate accountings of all funds received and disbursed by the school.
11. Will conduct criminal background and child abuse registry checks for the original charter school incorporators and/or governing board and will make them available upon request.
12. Will not employ or contract with members of the governing board.
13. Will permit certified employees at the charter school the opportunity to organize and bargain collectively if they so choose.
14. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
15. Will at all times maintain all necessary and appropriate insurance coverage.
16. Will comply with health and safety laws, regulations and standards established by the state of Missouri and the City of St. Louis and comply with the minimum education standards.
17. Will follow all federal, state and local laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion, sexual orientation and ancestry.
18. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
19. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
20. Will follow all state laws concerning operations and governance of non-profit corporations.
21. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
22. Will follow any and all other federal, state and local laws and regulations that pertain to SLLIS or the operation of each school campus.

UMSL Authorized Representative's Signature Date

SLLIS Authorized Representative's Signature Date

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St. Louis Language Immersion Schools

Application for Charter Renewal Appendices

Submitted January 31, 2014

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Appendix A.1: PYP Unit Planner

Class/grade: 3rd Grade
School: SLLIS - The Spanish School
Title: Sharing the Planet
Date: Began November 5 2011 Revised: August 2012 December 2012
Proposed duration: 6 weeks

Age group: 8-9
School code: 6710
Teacher(s): Laura, Fanny, Zona
Taught: end October 2012-mid

1. What is our purpose?

1a) To inquire into the following:

- transdisciplinary theme

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

- central idea

People share various services and limited resources.

1b) Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students will reflect on their daily use of resources or services at school (the use of paper, fork, paper napkins, bathroom and the water running, time spent at recess, etc.) or at home (use of gas to come to school, use of plastic container for food, etc.).

They will think of a way to reduce, reuse or recycle the use of that resource or service (so that other can have access to it also), which would be cost effective.

Students will then in groups create a persuasive presentation explaining the reasoning behind the necessity of changing habits (defining implementation and feasibility, costs if any).

ELA: Students will do a close reading of the "The Lorax": be able to reflect and discuss the social and environmental issues in the book, identify the antagonist and protagonist, identify the antagonist's internal flaws, and be able to determine what the antagonist could have done differently in essay form. ---This assessment will be used to teach students about graphic organizers and prepare them for MAP test.

Planning the Inquiry

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key Concepts: Causation, Responsibility
Related Concepts: resources, consequences

What lines of inquiry will define the scope of the inquiry into the central idea?
How often during the day we use items that can be recycled/not recycled
Where trash goes after it's collected
The consequences of the depletion of natural resources
What teacher questions/provocations will drive these inquiries?
How often during your day do you use paper, water, plastic, etc.?
Where does your trash go after it's collected?
What happens when we deplete our natural resources?
Provocations
The teacher will make a poster that contains a ream of paper with the number 161 written on with a picture of a tree. Ask the students what they think the poster might mean. The teacher will reveal that the average size tree produces about 161 reams of paper. Ask the students how many reams of paper they think that the school uses in a month. Have students go in teams to each grade level and interview the teachers to see how many reams they average in their class every month. One group should interview Rhonda and the administration too. As a class, average the number of trees that the school uses in a month and in the school year. Ask students if it is a problem to use _ number of trees a year. Why or why not?

3. How might we know what we have learned?
This column should be used in conjunction with "How best might we learn?"
What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?
KWL charts
Oral questioning: teacher throwing ball and students answering or passing the ball if they don't know, or
Written questions team work (of max. 4 students) to answer a short quiz
Using guests to talk about specific ways about sharing limited resources (Reuse, Recycle, Reduce) and how services are provided for all.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidences will we look for?
- Students will create a poster timeline of a day in their life and include resources used at each time of the day. Example: brush teeth (water), go to school (gasoline), play RAZ-Kids (electricity), do homework (paper).
- Students will write a choose your own ending book and the reader will have choices about what to do with trash in the book. When they choose to throw away a piece of trash, they turn to a landfill page, when they choose to recycle, they turn to a recycle page that says what the item might be recycled as to continue it's life.
- Students will identify one non-renewable resource and write an essay about what life would be like without that resource.

4. How best might we learn?
What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?
Brainstorm Public goods and services offered within our community.
Differentiate between natural, capital, and human resources
Watch a video on what happens to recycling and trash once it leaves your house:
http://www.youtube.com/watch?v=Prigs6dLLCQ
http://www.youtube.com/watch?v=XZA5r9xAPxs&feature=related
http://www.youtube.com/watch?v=L-SAy2FA6bw&feature=related
Take a field trip to the landfill in Illinois to tour what things are thrown away and what the projected timeline is for the landfill to be full. Student reflection on what can be done with the trash, how the volume of trash can be reduced.
Students can watch clips from the Wall-E and think about stewardship of the earth's resources and the future of the planet. Students will pretend that they can turn back time 100 years from the movie and make one change. What one change would they make?

Students will learn about St. Louis' recycling program and make detailed posters for their families about what can be recycled in the city and how.
Students will learn what different types of taxes are and will ask their parents what they think that their tax money goes to. Whole class, then, the class will look at the federal, state and local budget breakdown to learn what taxes actually pay for.
Students will brainstorm what renewable and non-renewable resources are on the planet and put a star by those that the students think that use.
Give students a toothbrush and a bucket. Have them pretend to brush thoroughly and time themselves brushing their teeth the way that they do at home. Then have the students turn on the faucet (collecting the water in a bucket) and measure the amount of water used while brushing their teeth if the water is left running. Allow the students to come up with a way to conserve water while brushing their teeth. What other activities use a lot of water at home? What can ideas do they have to minimize water usage in these activities?
Have a local EPA representative come to speak to the class about what they do to help the environment.
Ask the students how are human resources are like natural resources. Are human resources renewable or non-renewable? Do we need to conserve human resources? How can we better use them?
What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?
- The Teacher will do a skit with another teacher depicting various services provided at school. Students will guess what services are and then brainstorm others that are available to them in the school. What happens when a student or parent) doesn't get access to that service quickly or at all (example: help with scraped knee, help with assignment from teacher, teacher calling on student with hand raised, help in breaking up a fight between students, lunch being served on time) What are services outside of school that are important? Who's responsibility is it to provide them?
Transdisciplinary Skills
Thinking Skills
Application: Students will use acquired knowledge to create a cost effective plan to reduce, reuse, and recycle resources.
Social Skills:
Respecting others: Students will respect others within their group and community to understand how to implement a cost effective program to reduce, recycle, and reusing of resources.
Cooperating: Working cooperatively together to create a solution to a problem within a community.
Research skills
Planning: Developing a course of action; writing an outline; devising ways of finding out necessary information.

Learner Profile
Knowledgeable -Students will research about and learn about the depletion of natural resources around the world. They will learn new information about the services they use everyday such as water sanitation, roads and trash service. They will learn more about how taxes (taught in unit one) contribute toward these services.
reflective -Students will have the opportunity throughout the unit to reflect on their individual, family and community (school) usage of good and services.
Principled -Students will connect their choices (such as water usage while brushing teeth) to the good of the community.
Attitudes
Cooperation- Cooperation will be practiced during the group projects as students collaborate in centers.
Commitment- Students will be able to make hypothetical commitments (during their final projects) about usage of natural resources and services and care of the environment.

5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?
Books about natural resources, landfills and recycling, The movies The Lorax and Wall-E, Students will need to do on-line and reference research to determine the scarcity of resources and whether or not they are

renewable (encyclopedias, Internet access). Buckets, access to water at the school.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Have the students visit a landfill and/or recycling center, students will hear a talk from a local EPA representative, Students will interview school personal to gather paper usage data. Parents will be involved in the tax questionnaire

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Students created a community on the edge of a river. Each student drew and wrote about their contribution to the community, i.e. school, mall, house, park, etc. Through this final activity they were able to identify the public services and limited resources that are shared within our environment. They describe what impact their contribution to the community would have on our natural resources.

ELA: Students were able to connect their environment to "The Lorax" environment, understanding the effects of pollution, made connections to the protagonist and understood how the antagonist could have changed his decision-making process and how that would have affected the environment. Students also connected the story to their world and how similar decisions would affect it.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

Have the students reflect about businesses/establishments in our community and how they affect our own environment or how they directly affect us. Also to have the students reflect upon the end result of the final project when all class projects have been joined.

ELA: Allow more time for students to formulate their essays and expand on how the antagonist could have done things differently. Try to conceal the movie version of the book (the movie took many liberties that answered questions the book left open-ended), help students to understand the difference between the movie and book version-author, year created, etc.-

What was the <u>evidence</u> that connections were made between the central idea and the transdisciplinary theme?

Students began to inquire about the lack of recycling in our school. Students independently created a recycling program within their respective classes to recycle paper and aluminum cans.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- **develop an understanding of the concepts identified in "What do we want to learn?"**

Causation: During the research, videos and information about the Saint Louis waste disposal systems and size of landfills, students considered what has led to the problem of having too much waste that nobody wants in their backyards. In watching WALL-E students considered where we are now and the situation in the fictitious, futuristic film and thought about what would have to occur (or not occur) for that situation to become a reality on our planet.

Responsibility: Students learned about the difference in renewable and non-renewable resources. They then considered which non-renewable resource they consumed and what impact that has.

- **demonstrate the learning and application of particular transdisciplinary skills?**

Application: Applying new knowledge to identify plans within the school to reduce and reuse in a meaningful, realistic way.

Cooperating: Students worked together in small groups to create and agree upon their final projects.

Planning: students created a step-by-step plan to initiate classroom recycling, identifying roles, needed resources and support.

- **develop particular attributes of the learner profile and/or attitudes?**

Reflective -Students did a T-P-S and then wrote about how their usage of resources at home.

Knowledgeable -Through the discussion and subsequent writing assignment about what life would be like without certain public services, students showed themselves to be **knowledgeable** of the important of such services in their day to day lives and the value to themselves and to our society of the services.

Principled -Students recorded the number of trees used each year by the school and discussed if that was acceptable

-Students discussed the mining of natural resources in other countries and the impact on the environment in those locations.

Attitudes:

Cooperation -students reflected on how the government and nation works to provide public services and how communities have to compromise and cooperate to distribute resources

Commitment -Students made personal and a class commitment to identify and recycle. They also discussed how they want to make a difference in the school and the USA.

Reflecting on the Inquiry

8. What student-initiated inquiries arose from the learning?

Students wanted to know why our school doesn't have a recycling program.

Students inquired as to how as a grade we could use less paper.

Students contemplated whether or not public services such as trash collection and clean water were rights and, if so, why people in other countries don't have access to these services.

Students inquired as to why our government does not provide money to other countries so that they can have the same services that we do.

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students requested that we create reuse and recycle boxes for our classrooms.

Students created a new class job for sorting and maintaining the reuse and recycle boxes in our classrooms.

Students work to collect used pens and markers in the classroom along with recyclable materials in the cafeteria to support the Kindergarten recycling project of these materials.

9. Teacher notes

There are few recycling centers in the area that allow tours. All that do require advance arrangements so we need to plan early.

Mr. Bussmann can provide resources for the water treatment plant downtown.

Students need more time to work and reflect upon their final project and it's impact on the river when combined with the buildings of the other students. Also, we need to find a way to make the natural resources used more obvious in the final presentation.

Corresponding GLEs for this unit:

Social Studies

Identify and explain public goods and services

Distinguish among natural, capital and human resources

Conduct a cost-benefit analysis

Identify taxes that students experience, such as sales taxes

List how tax moneys are used, who benefits from tax-supported services and who pays for these services

Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision)

Science

Observe and identify that some objects or materials (e.g., Sun, fire, ice, snow) occur in nature (natural objects); others (e.g., stoves, refrigerators, bulbs, candles, lanterns) have been designed and made by people to solve human problems and enhance the quality of life (human-made objects)

Math

using all operations, represent a mathematical situation as an expression or number sentence

model problem situations, including multiplication with objects or drawings

describe quantitative change, such as students growing two inches in a year

describe location using common language and geometric vocabulary (forward, back, left, right, north, south,

east, west)
identify, justify and use the appropriate unit of measure (linear, time, weight)
design investigations to address a given question
read and interpret information from line plots and graphs (bar, line, pictorial)
discuss events related to students' experiences as likely or unlikely

Communication Arts
Apply pre-reading strategies to aid comprehension: access prior knowledge, preview, predict with evidence, set a purpose for reading
During reading, utilize strategies to determine meaning of unknown words, self-monitor comprehension, question the text, infer, visualize, paraphrase, summarize
Apply post-reading skills to demonstrate comprehension of text: answer basic comprehension questions, identify and explain the relationship between the main idea and supporting details, make predictions, question to clarify, reflect, draw conclusions, analyze, paraphrase, summarize
Identify and explain relevant connections between text to text (text ideas --- information and relationships in various fiction and non-fiction works--compare and contrast), text to self (text ideas and own experiences), text to world (text ideas and the world)
Health
Identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis)
Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco)
Analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service)
Evaluate the importance of effective listening skills in building and maintaining relationships
Summarize how preventive health care enhances one's health (e.g., immunizations, regular health and dental care)
Identify the five steps of the decision making process: 1. What is the problem? 2. What are my choices? 3. What are the pros and cons of each choice? 4. How important are the consequences of each choice? 5. Which is the best choice?
Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911?)

Class/Grade: Grade 2 | Age group: 7-8 years
School: The French School | School code: 6711
Title: Who We Are | Teacher(s): Liz, Virginia, Jehan
Date: 8/15/2013 | Proposed duration: 6 weeks

1. What is our purpose?

1a) To inquire into the following:

Transdisciplinary theme: *Who We Are*

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

Central idea: *All living things change within their life cycle.*

1b) Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?
Students will design and engineer a zoo enclosure for a non-native species that just arrived to the St. Louis zoo. Students will
1. research a specific animal, its needs, physical adaptations and how it can prosper
2. determine the needed size and habitat for that animal
3. design (by creating a model or poster image) an ecosystem in which the animal would prosper in the St. Louis zoo

Summative assessment prompt: *A shipment of animals from around the world arrives at the St. Louis zoo. Students work in teams to design a zoo enclosure to accommodate the animal (construction, square footage, engineering, food, habitat, zookeeping, etc.). Students design a model/diorama/poster detailing the enclosure and how the animal will survive in a different ecosystem.*

Rubric for summative assessment.
Students will receive one point for each of the following:
- participation
- description of what animal needs for survival
- physical adaptations of the animal
- identify the biomes in which the animal lives in the wild
- identify the animal's role in the ecosystem

2. What do we want to learn?
What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?
Key concepts: form, causation, change
Related concepts: patterns, growth, life cycles, adaptations, sequences, transformation

What lines of inquiry will define the scope of the inquiry into the central idea?
- *How ecosystems and biomes influence individual life cycles*
- -Major phases of life cycles of different living organisms
- Making balanced choices about daily routines enable us to have healthy lifestyles

What teacher questions/provocations will drive these inquiries?
How does the environment affect living organisms?

Why is it important for us to be balanced?
How do animals change over the course of their lives?
What role do living things play in their ecosystems?

Provocations:
-Show the first stage and the last stages of organisms' life cycles (egg and adult bird, larva and butterfly)
- Read together description of "Seven Habits of Happy Kids"
- Read description of "balanced" from learner profile and pick out the three aspects of being balanced; have class discussion and model how to be balanced in each aspect (ex. How to be balanced in the cafeteria, classroom, recess, etc.)

Planning the Inquiry

3. How might we know what we have learned? (*This column should be used in conjunction with "How best might we learn?")*

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?
- KWL chart about life cycles, living things, and how to adapt
- discussions and morning circle sharing

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?
FORMATIVE ASSESSMENT 1: Students will write and illustrate a plan (book) describing how to be successful in second grade. Students will discuss how they might adapt, change or improve a minimum of three good habits.
The plan will include 3 sections:
1. in the classroom
2. at home
3. in the school community
Students will take these final assessments home to review with their parents. These assessments will serve as a kind of contract for the year on student conduct and behavior. Students will receive 1 point for each of the following in their final books (12 points total): cover, title on the cover, author/illustrator identified on the cover , at least 1 example of how to be emotionally balanced at home, at least 1 example of how to be physically balanced at home, at least 1 example of how to be intellectually balanced at home, at least 1 example of how to be emotionally balanced in the classroom, at least 1 example of how to be physically balanced in the classroom, at least 1 example of how to be intellectually balanced in the classroom, at least 1 example of how to be emotionally balanced at school, at least 1 example of how to be physically balanced at school, at least 1 example of how to be intellectually balanced at school

FORMATIVE ASSESSMENT 2: working with a partner, students choose an animal, research its physical adaptations, then present how those adaptations would be modified if the animal lived in a different ecosystem (example: polar bear living in a coral reef)

FORMATIVE ASSESSMENT 3: generate a 3D collage (pyramid cut-out) of images that comprise an ecosystem of their choosing. Included in the 3D representation are:
1. images of animals within that ecosystem
2. images of the vegetation within that ecosystem
3. at least one representation of a life cycle of one animal in that ecosystem
4. a minimum of 4 sentences about the ecosystem and its inhabitants

CENTER ACTIVITIES:

- *Activity sheet about insect that students choose: students draw insect and label, write a description and definition of insect*
  - Cut and paste/stamps of stages of life cycle
- Students choose one living organism about which to journal their in-depth observations on life cycle and environment: (1.) mealworm's environment and the mealworm's metamorphosis, (2.) ants, (3.) butterfly transformation
- Contribute pages to a class book showing the different stages of the life cycle of a organism.

- Using the book "Seven Habits of Happy Kids," students create a page for each habit, which is put together as a class book; class created books are used as a review for the habits and summative assessment
- Make a sketch about listening with eyes and heart, not only ears

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions? (See Section 9 for further details on learning experiences for this unit)

- Dissect central idea as a class; draw pictures or use images from magazines to create collages to show what words mean
- Make connections (text to text, text to self, text to world) between 7 Habits book and other resource (throughout unit with use of the book)
- Book: make a tree, add different branches (habits) as you went through the book.
- Various inquiries about being balanced in different locations: cafeteria, home, etc.
- Collage of living things; second collage of how things adapt.
- Corner game: use words from different parts of life cycle (egg, larvae, chysallus, adult)
- Terrarium experiment with worms ; use with "Diary of a Worm"
- Show videos of insects, their habitats and their life cycles (What is an insect? What do they need to thrive?)
- Discuss how can a balanced lifestyle help us to be happy?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Learner Profile: Balanced, Caring

Self management skills *are critically developed throughout this unit. Students are required to manage their resources and time in order to complete tasks and ensure that they completed all components of the rubrics the class created for each of the assessments. Because students are encouraged to draw parallels between the book 7 Habits of Happy Kids and their own lives, their thinking and reflection skills were heightened. Students become more self aware, and by the end of the unit, students grow to be more honest in their self-reflection. Gross and fine motor skills are practiced in the hands-on formative assessments as well as spatial awareness for the formative assessment 3.*

Research skills *are also developed by students using technology to discover new animals and ecosystems. Students will formulate questions, observe, plan and collect, record, organize and interpret data.*

Thinking skills *are used as students acquire, apply, analyze, synthesize and evaluate new knowledge. Specifically, students use their comprehension skills to explore new animals, ecosystems and their life cycles.*

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Zoo, insects (worms, ants, butterflies, etc.), books related to life cycle and other topics of unit, videos from encyclopedias, nature magazines

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?
- zoo visitor discusses life cycles of different animals, possibly bringing animals to classrooms
- terrarium, copeaux de bois, oatmeal, mealworms, books, gloves and fat for polar bear experiment, stamps for life cycle, life cycle props
- students need basic art supplies to do their self reflection on what it means to be balanced. Students have their choice of format for the book (different kinds of paper, written or typed).
- outdoor classroom to observe tadpoles and plant growth as well as estimate frog population

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.
Student knowledge of living things and how they adapt was demonstrated by both individual and class collages made of magazine pictures. They furthered their understanding by inquiring about living things' life cycles and their physical adaptations that enhance survival. Also, students exhibited their understanding through their observations recorded in their journals on mealworm metamorphosis. Students extended their knowledge of what it means to thrive in their final project on what it means to be balanced. In particular, students were able to connect what it means to be balanced in the school environment to how to be balanced at home.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.
We could include in the final project of book making that students must include another living thing in their book. We could divide the book further into chapters to have one on themselves and the other on another living thing of their choosing.
What was the evidence that connections were made between the central idea and the transdisciplinary theme?
The final project is evidence that the connection was made. It demonstrates that students understand how they themselves can adapt to be balanced and that, as humans, we are in fact living things.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:
- ***develop an understanding of the concepts identified in "What do we want to learn?"***
- ***demonstrate the learning and application of particular transdisciplinary skills?***
- ***develop particular attributes of the learner profile and/or attitudes***

In each case, explain your selection.

1. Students completed a "KWL" chart at the beginning of the unit where the class went in depth on what students wish to gain from a unit on living things.

2. RESEARCH SKILL: Students spent time researching the life cycle of several different types of animals as well as insects. Each class wrote, illustrated, organizing and completed 2 book. One on insects and the other on life cycles.

3. SELF MANAGEMENT SKILL: Student completed their research mentioned in above in autonomous centers where they had to manage their own time and resources.

4. THINKING SKILL: As part of their final project, when students discussed and explored what it means for a living thing (and themselves) to be balanced in several environments, they employed this thinking skill.

5. COOPERATION: Students had to work both in small and large groups to complete the class books.

6. BALANCED: Students demonstrated balanced behavior by working equally well as a whole class and while performing independent reading and writing.

Reflecting on the Inquiry

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

"What will you do with the caterpillar when it dies?" … Students discussed if it really dies or how it transforms.
"How can polar bears live where it is so cold?" … Students examined physical adaptations of polar bears for their survival in the arctic and designed new adaptations that polar bears would need in a warmer environment
"What do the worms turn into?" … Students kept a detailed journal on their observations of the meal worms
At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students discussed global warming after watching several short video clips and making observations on pollution in our neighborhood. Students became aware that due to global climate change, penguin and polar bear environments are diminishing. Earlier in the unit, students examined what physical adaptations polar bears and penguins have developed in order to live in arctic environments. Students then designed new adaptations that polar bears would need to develop in order to thrive in a new, warmer environments (example: one group argued that the "new" polar bear would have webbed hands and feet to help them swim since there would be less ice).

9. Teacher notes

Chapter 1: Be Proactive*- First introduce the characters of the book. List possible activities for freetime, making a bar graph, - I am responsible for _____ (each student made a page about being responsible)*

Chapter 2: Begin with the end in mind *Video of beaver, Goal and plan to meet the goal, Goal/plan for PYP unit & portfolio; Insects: Use a variety books about insects to properly draw and label parts of an insect; write sentences in target language about their findings; look up definition of insect in dictionary*

-Have mealworms as class pets, changing environment; observe and analyze.

- Observe and analyze a particular insect over entire unit; make class chart about changes that are seen.

Chapter 3/7: Put first things first/Be balanced: *Focus on the word "Balanced" – Use scales to show balance; create web about each component of being balanced as a class (in the cafeteria, in the hallway); make a schedule with pictures. Make connections to physical balance (yoga, against a wall).*

Chapter 4: Think win-win: *Gardening/Sequencing (maybe make a mini garden center); Letter-writing (write a letter as a class or individually for something they want to improve their learning (i.e. Donors Choose, grant); Make a journal about observation and analyzing fruits and vegetables;*

Chapter 5: Seek first to understand, then to be understood: *Two apples (cut one in half, let it oxidize, then rubberband it) The students, say mean things to the cut apple, say nice things to the good apple (listen with heart); Charades (to listen with eyes).*

Chapter 6: Synergize *What did they do when they lost the game vs. what they did when they won the game (picture with sentence) ; Gym teacher focus on team sports and cooperative games; can reenact the soccer games from book; talk about sportsmanship; Everyday math team projects; videos of teams playing together.*

Social Studies
Demonstrate a peaceful resolution to a dispute
Describe how needs are met by families and friends

Science
Identify and sequence life cycles (birth, growth, and development, reproduction and death) of animals (i.e, butterfly, frog, chicken, snake, dog)
Record observations on the life cycle of different animals (e.g., butterfly, dog, frog, chicken, snake)
Identify and relate the similarities and differences among animal parents and their offspring or multiple offspring
Use observations as support for reasonable explanations
Use observations to describe relationships and patterns and to make predictions to be tested

Health
Recognize the influence peers have on people (shared interest, goals, and values)
Identify the cause and effect of one's actions on others
Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills)
Describe how people grow and change throughout life (physically, mentally, emotionally, and socially)
Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and "I" messages)
Identify healthy activities that can relieve uncomfortable feelings and emotions

Comm Arts

** In written text*
a. space correctly between letters and words
b. capitalize days of week, names of towns, cities, states
c. use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter
d. correctly use describing words (adjectives) and substitute pronouns for nouns
e. spell words with simple patterns and high-frequency words correctly
f. use transitional spelling, classroom resources, especially dictionary, and spelling strategies
g. write legibly

Appendix A.2: MYP Unit Planner

MYP unit planner

Unit title	**The Industrial Revolution 1750-1900**
Teacher(s)	Y8 Humanities Team
Subject and grade level	Humanities Y8 [MYP 2]
Time frame and duration	3 weeks (15 lessons)

Stage 1: Integrate significant concept, area of interaction and unit question

Area of interaction focus Which area of interaction will be our focus? Why have we chosen this?	**Significant concept(s)** What are the big ideas? What do we want our students to retain for years into the future?
Human ingenuity This AOI was chosen as a focus because the unit will investigate the rapid change wrought by industrial revolution (1750-1900), prior to culminating in an examination of Dartford's industrial past.	Change - New ideas and technology can transform a society Dartford was a microcosm of the change that occurred across the United Kingdom.

MYP unit question
How do new ideas influence a society?

Assessment

What task(s) will allow students the opportunity to respond to the unit question?

What will constitute acceptable evidence of understanding? How will students show what they have understood?

'One town that changed the world?' Research Project on invention and inventor including background information on inventor and impact of invention on society (Crit. A, B, C and D). The project will take the format of a written report where students will be required to research the industrial growth of Dartford by looking at papermaking, engineering, location, and one from (cement, pharmaceuticals, and power). The final project is to be word processed and should contain a bibliography of all resources. The report is to be approximately 1000-1200 words in length.

National Curriculum [NC] source based assessment: 'Children in the Mills' - An investigation into working conditions in factories in the early nineteenth century.

Which specific MYP objectives will be addressed during the unit?

A – Knowledge (adapted from the interim objectives)

- ✓ To know and use Humanities terminology in context. To demonstrate subject content, knowledge and understanding through the use of descriptions and explanations supported by relevant facts and/or sources.

B – Concepts

- *Change*
- ✓ Students will be able to identify basic short-term and long-term causes of industrial change during the 19th century and the links between them. They will be able to recognise and describe basic examples that illustrate continuity and change; recognise what change is and that rates of change vary. Students will also be able to recognise that as people interact with their environment, changes occur.

C – Skills

- *Technical skills*
- ✓ Students observe and record information from selected historical sources. They are required to use these sources to further their investigation into working conditions in factories in the early nineteenth century; using different media and technologies to research, select, interpret and communicate their findings.
- *Analytical skills*
- ✓ Students analyse information from selected sources and recognise their values and limitations. They identify basic questions, problems and issues for further study and compare and contrast basic issues and ideas associated with the 19th century.

D – Organisation and presentation

- ✓ Students are to produce a research project on invention and inventor including background information on inventor and impact of invention on society. They will communicate information that is relevant to the topic, present and express information and basic ideas in a clear and concise manner. Their project will require them to organise basic information in a logically sequenced manner in order to establish whether or not Dartford was 'One town that changed the world?'.

Which MYP assessment criteria will be used?

Crit. A, B, C and D

A – Knowledge

- ✓ demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples; may show other ways of knowing

B – Concepts

- Change
- ✓ understand that as people interact with their environment both change; establish and explain links between causes, processes and consequences

C – Skills

- *Analytical skills*
  - ✓ analyse and interpret information from a wide range of sources

D – Organisation and presentation

- ✓ present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

1. 1750-1800 ✓ Population change ✓ Employment ✓ Transportation ✓ Health ✓ Culture ✓ Politics **2. What made Richard Arkwright so successful?** ✓ How businesses grow ✓ Market production ✓ Investment ✓ Impact of spinning ✓ Preservation of the Cromford Mills ✓ Working conditions **3. Robert Owen** ✓ Cooperation ✓ Impact of environment ✓ Working conditions **4. NC source-based assessment:** 'Children in the Mills' - An investigation into working conditions in factories in the early nineteenth century. ✓ Historical evidence evaluation **5. Transport Revolution** ✓ Road improvement – turnpikes ✓ Railways **6. 'One town that changed the world?' Research Project on invention and inventor including background information on inventor and impact of invention on society.** ✓ The industrial growth of Dartford **7. Organising my information**	**National Curriculum – Key Stage 3:** **History** **1. Key concepts** 1.1. Chronological understanding (b), (c) 1.3. Change and Continuity (a) 1.4. Cause and Consequence (a) 1.5. Significance (a) 1.6. Interpretation (b), (c) **2. Key processes** 2.1. Historical enquiry (b) 2.2. Using evidence (a), (b) 2.3. Communicating about the past (b) **3. Range and content** (b), (c), (g), (h) **4. Curriculum opportunities** (a), (b), (d), (e) **Geography** **1. Key concepts** 1.2. Space (b) 1.4. Interdependence (a) **3. Range and content** (c), (h) **4. Curriculum opportunities** (c), (i) **Citizenship** **1. Key concepts** 1.2 Rights and Responsibilities (a) 1.3 Identities and diversity: living together in the UK (d) **2. Key processes** 2.1 Critical thinking and enquiry.(b), (c) 2.2 Advocacy and Representation (a)

✓ Concept mapping	**3. Range and content** (a), (i) **4. Curriculum opportunities** (a), (c), (i)

Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

- ✓ Knowledge-acquisition skills—developing memory strategies, reading and listening for information
- ✓ Research skills—students will select and summarise information from primary and secondary sources, including electronic sources as they work towards completing their research project
- ✓ Communication skills—speaking, listening, reading, writing, questioning, presenting, working in a team
- ✓ Collaborative skills—learning to work as a team, developing interpersonal skills
- ✓ Reflection skills—learning to reflect critically on their own work and that of their peers
- ✓ Thinking skills —classification, documentation, critical assessment of information, use of maps, graphs, diagrams

Learning experiences	**Teaching strategies**
How will students know what is expected of them? Will they see examples, rubrics, templates? How will students acquire the knowledge and practise the skills required? How will they practise applying these? Do the students have enough prior knowledge? How will we know?	How will we use formative assessment to give students feedback during the unit? What different teaching methodologies will we employ? How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

See detailed lesson plans

[*The lesson plans include the learning experiences and teaching strategies. The lesson overviews and lessons 1-2, 12 and 13-16 are included as examples.*]

Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

See detailed lesson plans

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the "Planning for teaching and learning" section of *MYP: From principles into practice*.

Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?

Students and teachers

- The unit has been very successful. Students quickly came to grasp the massive impact and changes wrought by industrialisation and had no problems with making the connection between what was going on in Dartford in comparison to the rest of the UK. [IG]
- The most successful lessons for me were those on the transport revolution. These were entirely kinaesthetic and involved a great deal of role play. I had deliberately not instructed the students about the objectives for the lesson at the start but by the end of this the students told me what the aims of the lesson were! It was a resounding success. Perhaps more scope for further lessons of this type? [IG]
- Knowledge skills that were tested were inevitable i.e. source analysis (origin, purpose, value, limitations, strengths, weaknesses, reliability). [IG]
- Knowledge/ opinions challenged when evaluation sources and finding out about children in the mills. [AK – Bilingual German]
- Reflection took place mainly though brainstorming as a group, but also whilst completing an essay to evaluate sources and bringing their ideas into a structure. [AK – Bilingual German]
- Thinker/ inquirer, being open-minded, being caring = learner profile (main characteristics used). [AK – Bilingual German]
- Students demonstrated their knowledge in written form (essay), as well as in contributions to class discussions. [AK – Bilingual German]
- Fairly easy communication among non-specialists, very good support from specialist faculty. [AK – Bilingual German]
- Some lesson plans, though helpful in their detail, are difficult to put into practice by non specialists as they assume all information is known, all answers are known (not the case for non-specialists); changing this would help the non-specialists. [AK – Bilingual German]
- So far I have enjoyed working from that unit planner. It is clear, even for a non-specialist. [NM – Bilingual French]
- I have enjoyed the 2 sections, NC first, then moving on to other aspects to cover, and overall MYP assessment at the end. It is demanding for the students and they have felt challenged in a good way- analysing sources, reflection, etc. I also extended the section on entrepreneurs. [NM – Bilingual French]
- While teaching it in French, I find that like in previous years, it takes longer to cover the topic – I am still working on transport and will only do the MYP assessment in 2 weeks time approx. I hope this is OK. [NM – Bilingual French]

- Most of the resources could be easily adapted too. Successful collaboration with other teachers within my subject group and humanities. [NM – Bilingual French]

- My personal action plan for next year might be to go straight into it, to tackle the first 2 lessons quicker, and not to walk as much on eggshells as this and the previous years. I am always a bit scared of their reaction to the MFL component to it, but after the first few weeks, I feel that the students would have dealt well with a quicker pace. [NM – Bilingual French]

- I would also like to maybe look at a few aspects a bit more from a French perspective (French entrepreneurs, transport, for example). This MYP unit planner lends itself well to that as it's about how technology affects societies, not necessarily the British one. I have done something similar last year when we were doing WWII. We looked at propaganda and the plight of the Jews from a French perspective, and it worked well. What would you think of that? [NM – Bilingual French]

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

- We enjoyed learning about the conditions of children in mills; it provoked a certain amount of empathy. [RH]
- We were compelled by the different effects that Arkwright and Owen had on history. [RH]
- They enjoyed the interactive nature of the experiential learning lessons. [RH]
- Students engaged well with empathising with children in the mills. A few students made very perceptive points focusing on both narrow focus and big picture analysis, for example, linking the process of industrial expansion with the development of capitalism, and considering whether Britain has now not abolished child labour but simply 'exported' it to places such as Indonesia and China. [FB]
- Disciplinary skills were tested in rigorous source analysis as well as drawing conclusions from historical particulars (i.e. Arkwright's 7 steps to create a spinning machine). Students were all able to draw out face value conclusions from sources, but a number of preconceptions were challenged. For example, most students believed a parliamentary report was likely to be reliable, without being able to say why when questioned about this. [FB]
- Before the assessment we worked on comparing and cross referencing sources aiming at a deeper understanding of how we can produce stronger historical analysis, and decide which claims are more reliable and useful than others. [FB]

What inquiries arose during the learning? What, if any, extension activities arose?

- Who was more important to history, Arkwright or Owen? [RH]
- Was it necessary for children to work in the mills? [RH]
- Was Dartford just an average town or did industry and ideas in Dartford change the world? [RH]
- I found tasks were generally good without extensions as the open-ended nature of a lot of the questions provoked more detail in more able students' work. [RH]
- The lesson objectives were stuck to very closely. This is partially because there have been a few behaviour-for-learning issues in FB's class – for example, a few students not settling and repeating off-task behaviour. Planning lessons in order to maximise inclusion in the task and ensure that the disruptive behaviour of the few was clamped down on and did not affect the learning of the majority was imperative. We did embark on a small sub-enquiry which came out of the 'fact envelope' study of electoral reform, discussing why it took so long for Britain to grant women the vote (though consistent with other industrial nations) and whether Britain is a 'sexist' country nowadays. [FB]

How did we reflect—both on the unit and on our own learning?

- Verbal plenaries. Reflection on history in the conclusion of assessments. [RH]
- Written reflection at the end of the turnpike lesson. [RH]

Possible connections

- Working with other Humanities teachers during the planning stage of his unit was incredibly beneficial (Head of History + Head of RS). Not just because they have experience of the UK National Curriculum and the MYP but as a foil to bounce ideas against. [IG]

- As we operate a bilingual programme within Humanities this unit will be reflected upon to take greater consideration of the specific language requirements so as to both making the delivery of the lessons smoother but to also build in specific language orientated opportunities for assessment also. [IG]

- Without running the risk of becoming too convoluted there is a possibility of working in liaison, not just with the languages faculty, but also with Technology (planning and design regarding construction of roads/railways); from next year food technology will also come to the fore and there is an opportunity to collaborate with regards to what constitutes a healthy diet if a workforce is to perform at its optimum, and this can be linked to the children in the mills and activities relating to Richard Arkwright/Robert Owen; Maths with regards to economy (budgeting/profit making – in the construction of roads/railways/running an effective mill). [IG]

- I thought this was covered by the research for the MYP assessment and also in lessons where students were encouraged to draw their own conclusions from the turnpike lessons and the conclusion of the NC assessment. [RH]

- Citizenship and human rights in the conditions of the mills. [RH]

- The geography of Teeside. [RH]

- RS links with the religious views of many of the business men of the time (Methodists, etc). [RH]

Assessment

- The big positive for me was how the NC assessment was used to inform the MYP assessment. In between the 2 assessments a lesson was taught on planning using the resource www.bubbl.us, which allowed the students to brainstorm everything they had learned and to work on structure in advance of the report they were required to write on "Was Dartford one town that changed the world?" [IG]

- The use of www.bubbl.us was a change that was made to the lessons prior to delivery as it was found to be a more engaging and beneficial tool than that previously designed. Students actively used this to teach each other and so shared their knowledge of the unit for the benefit of all. [IG]

- The range of outcomes from the NC assessment varied from the top end (high level 6/7 borderline)—from students who combined rigorous source analysis, including comparing sources with bigger picture analysis, setting the mill changes and reforms in the context of wider changes in 18th-19th century Britain, such as urbanisation and the developments in public health—to the lower end. Some students at the lower end (including 3 students below level 5) only engaged in fairly descriptive analysis of the sources and did not always justify their opinions with historical details from the source.

- The results show some outstanding historical potential that can be developed with imaginative, intellectually expansive and creative schemes of work that engage their understanding of close scale historical analysis and bigger picture narratives (in preparation for Am West and Med through Time GCSE). Most students do need to work on their concepts of using sources as evidence to answer historical questions and comparing sources and other knowledge rather than viewing them in isolation. Clear modelling and explanation of examples could help, as well as carefully structured lesson planning perhaps involving students working in groups to analyse sources to share and develop their understanding.

Data collection

- I have found when delivering the MYP in conjunction with the NC that the best results stem from teaching the NC through the MYP framework. The NC assessment on the Children of the Mills was used to inform/prepare the students of/for the culminating MYP assessment task. By the end of the unit the students were more than able to address the unit question. [IG]

- By the end of the unit the data collected included a National Curriculum level plus sub level for each student, plus an MYP level for each student. In retrospect the unit was perhaps ambitious in attempting to address each of the 4 Humanities criteria and next time this may be paired down to concentrate on perhaps 2 so that the focus can be tightened. This will need to be discussed. [IG]

- Independent research was useful to the MYP assessment. This was online and using books. Research could have been more independent if we had had copies of Geoff Prout's book. [RH]

Possible improvements

- Students engaged very well with the empathy aspects of children in mills, and as mentioned some students displayed high level analysis in setting mill reforms in wider historical context. [FB]
- Some students' concept of change over time was rudimentary – they tended to view the mill conditions as a static 'snapshot' of history rather than an evolving development. Perhaps I could have set up the Robert Owen exercise as focusing on change more explicitly. [FB]
- Also – is it possible to do something on moral values as being not static but also evolving over time, and also shaped by our own mores (linking with ideas such as Jorn Rusen historical consciousness)? (For example, nowadays the focus is all on extending education rather than forcing children to work.) We didn't go into deep analysis on what the fact that child labour was common says about 18th and 19th Century attitudes to children, and education, and the political classes, as well as which classes of people this was most likely to affect. Perhaps there is scope for extending this? Certainly some of the students in my class would, I believe, engage with this, though others might find it overwhelming unless it was presented in a way they could access. [FB]

Scheme of learning

Key Stage 3 Humanities – Industrial Revolution

Lesson number	Topic	Overview of the lesson	Length of lesson	
1-2	How did Britain change between 1750 and 1900?	This unit provides the opportunity for pupils to explore the main changes of the eighteenth and nineteenth centuries through a study of agriculture, industry and transport (linking to local circumstances) where they will be enabled to set local patterns in the context of national changes. Pupils will then examine the reactions to some of the changes. The unit demonstrates one way in which the requirement to include the local area in the study of Britain 1750–1900 can be met.	100	mins
3-4	What made Richard Arkwright so successful?	Richard Arkwright made a fortune out of the cotton industry and his factories helped change the way people worked forever. This lesson will seek to establish what makes a successful entrepreneur and to explain how the Industrial Revolution aided that success.	100	mins
5	Was Robert Owen any more successful with the methods he employed?	Rapid industrialisation and urbanisation with no planning was resulting in appalling living and working conditions for many people, particularly women and children, who were working long hours in factories, with no attention paid to their health, welfare or education. The social fabric was threatening to break down. Was Robert Owen successful at the New Lanark Mills in his attempts to demonstrate that with a system of reform society could be free of crime, free of poverty, with happiness, health and improved intelligence?	50	mins
6-9	Children in the Mills: National Curriculum Assessment	As the Industrial Revolution gathered pace thousands of factories sprang up all over the country. There were no laws relating to the running of factories as there had been no need for them before. As a result, dangerous machinery was used that could, and frequently did, cause serious injuries to workers. To add to these dangers, people were required to work incredibly long hours - often through the night. Perhaps one of the worst features of this new industrial age was the use of child labour. Very young children worked extremely long hours and could be severely punished for any mistakes. Arriving late for work could lead to a large fine and possibly a beating. Dozing at a machine could result in the accidental loss of a limb.	200	mins
10	Turnpikes – mobilising the transport revolution	Roads, for longer than people could remember, were nothing more than dirt tracks that turned to mud in the winter and baked rock hard in the summer. Either way, movement along these 'roads' was difficult and at certain times of the year, practically impossible. The growth of the Industrial Revolution needed a good transport system and in 1663, Parliament passed what was known as the Turnpike Act. Before turnpike trusts, people had been used to using what passed for roads for free. Did the new roads benefit the country? After all, the roads may have been better but many people objected to paying a toll.	50	mins
11	Did the train arrive on time?	This lesson introduces the problems associated with building the Stockton to Darlington railway. It is an example of the advantages of using a physical activity for	50	mins

		a local history topic. The use of space (with the room becoming a map of the locality) seems even more relevant to the geography of the locality. The physical activity also introduces more detail than might otherwise be possible with many students through books and sources.		
12	Organising my information	Organising information using colour and shapes	50	mins
13-15	'One town that changed the world?'	Research Project on invention and inventor including background information on inventor and impact of invention on society (Crit. A, B, C and D). The project will take the format of a written report where students will be required to research the industrial growth of Dartford by looking at papermaking, engineering, location, and one from (cement, pharmaceuticals, and power). The final project is to be word processed and should contain a bibliography of all resources. The report is to be approximately 1000-1200 words in length.	150	mins

Key Stage 3 Humanities – Industrial Revolution

Lesson 1-2 – How did Britain change between 1750 and 1900?

Overview:

This unit provides the opportunity for pupils to explore the main changes of the eighteenth and nineteenth centuries through a study of agriculture, industry and transport (linking to local circumstances) where they will be enabled to set local patterns in the context of national changes. Pupils will then examine the reactions to some of the changes. The unit demonstrates one way in which the requirement to include the local area in the study of Britain 1750–1900 can be met.

Learning outcomes:

By the end of this lesson we will

1	have investigated the nature of industrial change in Britain between 1750 and 1900
2	have extracted information from maps of different dates and described changes in local industry, agriculture or transport 1750–1850
3	have compared these local changes with the national pattern.

We are learning this because

by analysing relationships between local changes in industry, agriculture and transport within the national scene and identifying the similarities and differences in the pace of change, we can evaluate how far Britain was industrialised by 1850.

We will know we are successful

when we can explain the main changes in agriculture, transport and industry nationally between 1750 and 1900 and set this in context on a local level by comparing these events with what happened in Dartford.

Delivery of lesson: Length of lesson: 100 minutes

Phase	@	Process	Resources
Connection	10	Draw a three-column table in your books with headings of 1750s, 1830s and 1890s. Look at the Britain 1750-1900 ppt. In pairs discuss the changes that have taken place in the three pictures. Feedback your ideas to whole class	Britain 1750-1900 ppt.

		to help the teacher fill in text boxes on the ppt before completing your table.	
Activation/Demonstration	35	Jigsaw groups activity. Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialise in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect and, after mastering the material, return to the "home" group and teach the material to their group members. Just as in a jigsaw puzzle, each piece—each student's part—is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential. That is what makes the jigsaw instructional strategy so effective. Students will already be in their usual groups of 5/6. Each student of a group is given a focus area to investigate re: changes e.g. work, transport, population, education, health and medicine, the vote, etc. This creates new "expert" groups. Each expert group will be given relevant facts to aid them with their investigation of changes in their factor between 1750 and 1900. Students write their main findings down either as bullet points under the headings of 1750, 1825 and 1900 or in a concept map. Students then take ideas back to their original groups. Groups can then complete their table/concept map, summarizing the main changes.	Fact envelopes
Consolidation	5	Which was the most significant area of change and why? Students write a brief response.	
Connection	5	Introduce to the whole class a nineteenth-century map of the Dartford region. Pupils locate, as appropriate, places they recognise. Hold a class discussion of what has changed, then and now, and what has stayed the same. This builds upon prior learning.	Dartford maps ppt. Slide 1
Activation/Demonstration		Extend the activity to include a series of local maps, from the eighteenth to the early twentieth century. Focus on transport, agriculture and industry. Identify, as appropriate to the locality, when and how the field pattern changed; when the canal and the railway line first appeared; when	Dartford maps ppt. All slides http:www.visionofbritain.org.uk

		and where factories were built, etc. This can be done as a discussion. Students will then utilize information from the vision of Britain website (if a computer room is available they can do this independently; if not then the teacher can either initiate proceedings or have students come up and operate the EWB) to help produce a brief report that will focus on changes in agriculture, transport and industry within the Dartford region. A writing frame will be available for less able students.	
Consolidation	5	Students reflect on 3 ways that the changes reflect the changes nationally and suggest ways in which changes in Dartford differ from the national picture.	

Guidance notes:

Differentiation:

Homework:

Key Stage 3 Humanities – Industrial Revolution

Lesson 12 – Organising my information

Overview:

Organising information using colour and shapes

Learning outcomes:

By the end of this lesson we will

1	be able to use Inspiration concept mapping software to organise and structure information.

We are learning this in order to

know how to organise information. We are often presented with lots of information and thinking about which bits go where will help us to make sense of it quickly and easily.

We will know we are successful

If we have created an inspiration map with a key showing how we have organised information.

Delivery of lesson: Length of lesson: 50 minutes

Phase	@	Process	Resources
Connection	5	What does your school know about you? - individual/pair/whole class sweep	
Activation	10	Students view Screenflash movie "organising information with inspiration" Teacher makes sure students know what to do.	Screenflash movie
Demonstration	25	Students will use inspiration software to begin to organise information. A screenshot showing the starting point for this inspiration map has already been set up which the teacher can show students on interactive whiteboard. Students must recreate this template using inspiration and add to this using the same key.	Inspiration template
Consolidation	10	Pair Share - students take the opportunity to work in pairs and talk their partner through the inspiration map they have created.	

Guidance notes:

Differentiation:

Homework:

Key Stage 3 Humanities – Industrial Revolution

Lesson 13-15 – 'One town that changed the world?'

Overview:

'One town that changed the world?' Research Project on invention and inventor including background information on inventor and impact of invention on society (Crit. A, B, C and D). The project will take the format of a written report where students will be required to research the industrial growth of Dartford by looking at papermaking, engineering and location, and one from cement, pharmaceuticals and power. The final project is to be word-processed and should contain a bibliography of all resources. The report is to be approximately 1000-1200 words in length.

Learning outcomes:

By the end of this sequence of lessons we will

1	have set the local pattern of Dartford in the context of national industrial changes; Dartford was a microcosm of the change that occurred across the United Kingdom.
2	be able to determine whether or not Dartford was one town that changed the world.

We are learning this in order to

address exactly how new ideas influence a society.

We will know we are successful

when we can state whether or not Dartford was one town that changed the world.

Delivery of lesson: Length of lesson: 150 minutes

Phase	⏱	Process	Resources
Connection	10	Dartford's industrial past. Using prior learning from Year 7 settlements topic, why would industry grow in Dartford? (e.g. proximity to river and water supply, good transport links with London and the port at Dover, etc.) What industries are there and where would they be?	
Activation	15	Explain to students that they will be required to write a report of 1000-1200 words to decide whether or not Dartford was one town that changed the world. In order to do this they will need to cover the following topics: • Papermaking • Engineering • The industrial location of Dartford • One from Cement, Pharmaceuticals and Power. The report should be structured so as to contain, for each topic, the key individuals, their achievements, dates and relevant importance. For the purpose of aiding research students should complete the findings table. Go through markscheme with students to ensure that they are completely comfortable with the nature of the task.	Findings table Burger planner
Demonstration	20	Students have access to several resources. Give them some guidance. When using the book called: Prout, G.T. *(ed)* (2000) *Inventive Minds* (Millennium Gateway Festival: Dartford) They can refer to: • Early Papermaking: Spilman – p.48 • Papermaking: Applegarth – p.6 • Papermaking: Donkin – p.18 • Papermaking: Marshall – p.36 • Engineering: John Hall – p.25 • Engineering: Marine Engineering • Engineering: Halls and gunpowder – p.25 • Engineering: Trevithick – p.50 • Engineering: Hesketh – p.26 • Engineering: Maxim – p.38 • Engineering: Vickers – p.52 • Cement: Aspdin – p.8 • Pharmaceuticals: Wellcome – p.28	Prout, G.T. *(ed)* (2000) *Inventive Minds* (Millennium Gateway Festival: Dartford) www.dartfordarchive.org.uk www.dartford.gov.uk Burger planner

		• Power: Gas Industry – p.22 • Industrial location: Why was there so much industry in Dartford? – p.32 Students begin their research.	
Consolidation	5	Recap lesson	
2 lessons	100	Was Dartford 'One town that changed the world?' Research Project on invention and inventor including background information on inventor and impact of invention on society (Crit. A, B, C and D). The project will take the format of a written report where students will be required to research the industrial growth of Dartford by looking at papermaking, engineering and location, and one from cement, pharmaceuticals and power. The final project is to be word-processed and should contain a bibliography of all resources. The report is to be approximately 1000-1200 words in length.	

Guidance notes:

Differentiation:

Homework:

Complete research project on invention and inventor including background information on inventor and impact of invention on society.

MYP unit planner

Unit title	Authority and Power
Teacher(s)	
Subject and grade level	English A – MYP 4
Time frame and duration	Approximately 28 lessons

Stage 1: Integrate significant concept, area of interaction and unit question

Area of interaction focus Which area of interaction will be our focus? Why have we chosen this?	**Significant concept(s)** What are the big ideas? What do we want our students to retain for years into the future?
Community and Service The unit focuses on how people live in relation to each other. We examine the changing nature of power and how this affects equality. We also consider how we might help others understand the importance of using power wisely and how our actions and reactions affect the harmony of a community.	Power can be both social and personal. Inequality and the abuses of power lead to conflict.

MYP unit question
How do we respond to injustice and inequality?

Assessment What task(s) will allow students the opportunity to respond to the unit question? What will constitute acceptable evidence of understanding? How will students show what they have understood?
Summative: Director's Portfolio Students work on a variety of tasks to explore the possibilities of dramatising "Master Harold" ... and the boys by Athol Fugard. Students will create a director's portfolio including: - Researching character types and casting - Designing and annotating a set design - Graphically blocking a scene from the play - Creating and annotating a freeze-frame - Recording a dramatic reading - Creating a theatrical poster Which specific MYP objectives will be addressed during the unit?

A – Content

- Understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- Understand and apply language A terminology in context
- Compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention
- Compare and contrast works, and connect themes across and within genres
- Express an informed and independent response to literary and non-literary texts

B – Organisation

- Create work that employs organizational structures and language-specific conventions throughout a variety of text types
- Organize ideas and arguments in a sustained, coherent and logical manner
- Employ appropriate critical apparatus

Which MYP assessment criteria will be used?

☐ Criterion A: Content

The student demonstrates a perceptive understanding of the relevant aspects of the topic or theme. The work consistently displays illustrative detail, development and support. Creative pieces reflect a high degree of imagination and sensitivity. The student's response to literature demonstrates a sophisticated analysis of the author's intention and techniques.

☐ Criterion B: Organisation

The student's work is consistently well organized, clear and coherent, and arguments are presented in a perceptive and persuasive manner. Paragraph structure and transitions effectively develop and substantiate the ideas being expressed. When such devices are required, critical conventions and apparatus are used in a sophisticated manner.

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

Students will learn how to use genre-specific conventions and vocabulary to deconstruct a variety of different texts.

Students will consider how dramatic conventions can be used to express themes and how a personal response to literature can be expressed on stage. They will consider the use of symbols, blocking, costume design, casting, set design and acting skills.

Students will make links between texts of different genres and relate the themes to their own experiences.

Students will be able to compare how different genres portray the same theme and consider the importance of the audience and its expectations.

Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

Communication: Debating skills are developed through the use of provocative statements to defend or deny

Communication: Presentational skills are required in the creation of posters, collages and diagrams through the course of the unit

Organisation: Mind mapping helps students to organise their knowledge of the extended metaphor in the text

Organisation: Students are encouraged to set personal deadlines and interim goals for the independent completion of their director's portfolio

Collaboration: Students work in groups throughout the unit to create collages, freeze-frames, presentations

Collaboration: Dramatic performance and readings help students to develop their teamwork skills and confidence

Learning experiences	Teaching strategies
How will students know what is expected of them? Will they see examples, rubrics, templates? How will students acquire the knowledge and practise the skills required? How will they practise applying these? Do the students have enough prior knowledge? How will we know?	How will we use formative assessment to give students feedback during the unit? What different teaching methodologies will we employ? How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?
Poetry is used to introduce the themes of social/personal power, injustice and inequality which will set the context and lead into the drama. Historical context is introduced through handouts, online museum visits, film clips and research tasks. Students connect the themes introduced to their own prior knowledge of favourite films or novels. Students demonstrate an understanding of key factors of historical setting by creating a group collage. Students draw upon prior knowledge of dramatic conventions studied in Secondary 2 with Romeo and Juliet. The drama is deconstructed focusing on character and symbolism/extended metaphors. Students demonstrate their learning through mind maps, class debates and textual annotations. Students practice formal writing and paragraph construction in response to essay questions. Commentary writing is introduced and practice extracts are given for advanced learners. Models are provided for all creative dramatization tasks in the director's portfolio. Teacher led discussion should guide the students through the text during class reading. Students are given a task specific rubric which	Teachers will see students progress throughout the unit with careful monitoring of tasks and presentations. Feedback is provided on written tasks and students are guided in peer evaluation of written tasks. Teachers encourage students to engage with a visual portrayal of the text, bringing the script to the stage with, for example, action, costume, gesture, colour and voice. Students are directed to rubrics and encouraged to evaluate their own work at each stage of the assessment task. Class discussions and student debates will inform teachers of student progress and give an opportunity to address areas of uncertainty or confusion. Gifted students are given the opportunity to extend their learning via independent research and classroom debates in potentially challenging areas of study (ie, the 'Man of Magnitude' debate, the historical research of South African apartheid). Students with language difficulties are given the opportunity to discuss the texts in small groups with students of different language levels. They are also directed to express their understanding in a visual way through stage direction. Exemplars are given for each stage of the assessment.

outlines exact requirements and expectations. Themes are explored in a different context through a number of short stories and non-fiction articles. Students watch a CARE charity video promoting the power and potential of women in poverty and reassess the unit question.	

Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

- **Drama:** "Master Harold" ... and the boys by Athol Fugard
- **Poem:** In a Brixtan Markit by James Berry
- **Poem:** Telephone Conversation by Wole Soyinka
- **Poem:** Mort aux Chats by Peter Porter
- **Poem:** An Event by Edward Field
- **Short Stories:** Poinsettias by Beverley Naidoo
- **Short Stories:** The Gold Cadillac by Mildred D. Taylor
- **Video:** CARE 'I am powerful' charity video
- **Video:** Trailer and film clip for 'Amandla!'

Appendix A.3: Promotion and Retention

St. Louis Language Immersion Schools respects and reviews academic, participatory and socio-emotional student growth when determining eligibility for promotion in early elementary school (K-2). To be considered for promotion, a student must meet or exceed expectations in all three domains. To be recommended for retention, a student must demonstrate a deficit in all three domains. SLLIS invites parents to be active participants in the decision-making process regarding promotion and retention.

Participatory growth: Student participates fully in classroom and school learning activities.

***Academic growth*:** Student makes satisfactory growth towards specific academic standards and expectations as defined by Missouri Show-Me Standards and Grade Level Expectations (GLEs).

***Socio-Emotional growth*:** Student demonstrates developmentally appropriate emotional behavior and maturation.

Retention:
When a student does not meet expectations in one domain, they will be referred to Student Success Team. SST will craft a student-specific support plan to address and promote growth in this domain.

When a student does not meet expectations in two or more domains, the Head of School will
1. request recommendations from the classroom teachers, Title I TA, Reading Specialist, student sponsor and, if the student has an IEP, The Belle Center
2. schedule a special family conference during the third quarter
3. recommend a student assessment of Light's Retention Scale[1] to the family.

A Head of School must make a recommendation for retention by the April/May Family Conferences.

Super-Promotion:
When a student demonstrates exemplary academic progress, they will be referred to the Student Success Team. SST will craft a student-specific support plan to address and promote student growth. When considering a super-promotion (advancing one entire grade level) the Head of School will:
1. request recommendations from the classroom teachers, Title I TA, Reading Specialist, student sponsor and, if the student has an IEP, The Belle Center

[1] Light's Retention Scale, consisting of 19 evaluation categories, is designed for use by teachers and school psychologists to determine whether a student should be retained in grade or promoted. Another suggested use is for nonprofessionals to determine what educational and psychological research discloses about a specific retention candidate in grades Kindergarten through 12. A manual accompanying the recording form discusses the justification for including evaluation scale items such as school attendance, intelligence, present level of academic achievement, physical size, student's age, sex of student, previous retention, history of learning disabilities, motivation to complete school tasks, history of delinquency, emotional problems, etc. Numbers representing the scale-item statement most closely describing the retention candidate are assigned to each statement. The circled numbers are totaled; the subjectively assigned results indicate that a low total sum (zero through nine) suggests retention of a student, whereas a high total sum (72 through 92) suggests

2. schedule a special family conference during the third quarter
3. recommend a student assessment of Iowa Accelaration Scale[2].

A Head of School must make a recommendation for super-promotion by the April/May Family Conferences.

Appeal Process
When a student is recommended for retention or super-promotion, the family may request an appeal for that decision.

Criteria;

	Participatory		Academic			Socio-emotional
	Attendance	Behavior Modification	L1 Progress	L2 Progress	Academic Progress	Socio-emotional
Evidence	PowerSchool attendance record	Behavior contract, Incident Report	NWEA-MAP data from Spring administration of Reading and Language Usage	PALS en Español, TFS internal assessment	Teacher assessments towards Missouri standards; NWEA-MAP data from Spring administration of Math, General Science and Science Usage	Light's Retention Scale

[2] Iowa Acceleration Scale is a measure designed to assess whole-grade acceleration decision-making in

Rubric:

	Attendance	Behavior Modification	L1 Progress	L2 Progress	Academic Progress	Socio-emotional
Exceeds	Above 95% attendance	No behavior contract or Incident Report	Spring RIT score greater than 4 points above the mean; meets or exceeds RIT target growth	Scores at/above 85th percentile Improves at 15% per trimester	Demonstrates understanding of 85% of grade level expectation; Spring RIT score greater than 4 points above the mean; Meets or exceeds RIT target growth	Composite score of 48-49, student should no be retained
Meets	95% attendance 10 or fewer unexcused absences	No behavior contract, 3 or fewer Incident Reports	Spring RIT score within 3 points of the grade-level mean or above Meets or exceeds RIT target growth	Improves 5-10% per trimester	Demonstrates understanding of 60% of grade level expectations; Spring RIT score within 3 points of the grade-level mean or above; meets of exceeds RIT target growth	Composite score of 32-47, student might benefit from retention
Does Not Meet	90% attendance 11 or more unexcused absences	Behavior contract, 4 or more Incident Reports	Spring RIT score within 2 levels below grade-level; Does not meets or exceeds RIT target growth	Improves less than 5% per trimester	Demonstrates understanding of fewer than 60% of grade level expectations; Spring RIT score 2 levels below grade-level mean or above; Does not meet RIT target growth	Composite score of <31, student would be a good candidate for retention

Appendix A.4: 2014-2015 School Calendar

SLLIS DISTRICT 2014-2015 SCHOOL-YEAR CALENDAR

JULY 2014

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Ø Instructional Days

1-4	Schools & Offices Closed
7-11	Summer Camp
14-18	Summer Camp
21-25	Summer Camp
28-31	Summer Camp

AUGUST 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 Instructional Days

1	Admin & New Staff Return
4-8	All Staff Back-To-School Institute
7	Intake Conferences
11	Kindergarten Only - First Day
12	All Classes Resume
16	Back-To-School Block Party

SEPTEMBER 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

20 Instructional Days

1	Labor Day – No School
2-30	NEWA Fall Testing
19	PD Day – No School
22-26	SLLIS Open House

OCTOBER 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20 Instructional Days

1	Enrollment Begins (2015)
14	Quarter 1 Ends (44 Days)
16	PD Day – No School
17	PD Day – No School
27	Conferences – No School

NOVEMBER 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

16 Instructional Days

11	Veteran's Day – No School
26-28	Fall Break – No School

DECEMBER 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

14 Instructional Days

5	PD Day – No School
22-31	Winter Break – No School

JANUARY 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

18 Instructional Days

1-2	Winter Break – No School
8	Quarter 2 Ends (44 Days)
12-30	NWEA Winter Testing
19	MLK Day – No School ❄
30	PD Day – No School ❄

FEBRUARY 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

18 Instructional Days

2-6	NWEA Winter Testing
13	Conferences – No School ❄
16	President's Day – No School ❄

MARCH 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 Instructional Days

2-20	
3	Enrollment Ends (2015)
13	PD Day – No School ❄
18	Quarter 3 Ends (44 Days)
23-27	Spring Break – No School

APRIL 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 Instructional Days

6-30	MAP Testing
24	Conferences – No School ❄
27	PD Day – No School ❄

MAY 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 Instructional Days

1-29	NWEA Spring Testing
11-19	EOC Testing
29	Quarter 4 Ends (44 Days)
25	Memorial Day – No School ❄

JUNE 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

9 Instructional Days

1	Session Break – No School
12	Last Day of 2013-2014 Classes
15-16	All Staff Reflection & Goal Setting
18-30	Administration Work Days
22-26	Summer Camp Week 1
29-30	Summer Camp Week 2

❄ Indicates an Inclement Weather Make-Up Day(s)

5 Holidays ~ 7 Professional Development (PD) Days ~ 4 Conference Days ~ 8 Inclement Weather Days ~ 3 Fall Break Days
10 Winter Break Days ~ 5 Spring Break Days ~ 5 Back-To-School Institute Days ~ 2 Goal Setting & Reflection Days
11 Admin Work Days ~ 185 Instructional Days (186 Kindergarten Only) ~ Quarter 1 – 4: 176 Days ~ Summer Session 9 Days

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Appendix A.5: SLLIS Elementary School Day Schedule

A predictable schedule and clearly understood routines help children feel safe and become independent, confident workers in the classroom. A posted daily schedule will allow for predictable transitions and a sense of order for everyone. Each classroom teacher will set the specific times for their classroom to include the major components listed below.

School Day
8:30-3:30 with extended day options 3:30-6:00pm

8:30-9:00 Breakfast and Bathroom visit

9:00-9:20 Arrival and Free Choice

9:20-9:40 Circle Time/ Morning meeting

9:40-10:00 Calendar and Weather Report (Math/Science)

10:00-11:00 Readers workshop
- 10:00- 10:30 Whole Group Literacy
- 10:30-11:00 Small Group Literacy and Share out

11:00- 11:45 Lunch and outside play

11:45-12:15 Rest time/Quiet reading

12:15-1:00 Writers' workshop
- 12:15-12:25 Word Study
- 12:25-12:35 Mini-lesson
- 12:35-12:50 Independent writing/ One-on-one conferencing
- 12:50-1:00 Share out with the whole class

1:00—1:40 Specials—Science, Art, Music, PE.

1:40-2:10 Centers

2:10- 2:20 Clean up and Snack time

2:20-2:40 Theme-based Songs and Story Time

2:40-3:05 Math

3:05-3:20 Planners

3:20-3:30 packing up to go home/extended day

3:30-3:40 Outside for dismissal

Extended day

3:40- 4:00 Outside play

4:00-4:30 Small group reading and snack

4:30-5:30 Free choice

5:30-5:45 Clean up

5:45-6:00 Good-bye time

Breakfast and Bathroom visit
Feeding the mind of every student who enters school begins with feeding their bellies. Research has shown that among students with similar socio-economic backgrounds and academic achievement levels the greatest variance in performance is breakfast[1].

Arrival and Free Choice
Greeting the teacher and deciding how to spend your time are the anchors of arrival. Students may choose to book browse, greet and care for classroom pets, visit the science discovery table or write in their journals. Teachers may also introduce a Question of the Day activity during Free Choice.

Circle Time/ Morning meeting
During this time a morning message may be read, word letter or rhyming games may be played, Show & Tell may occur and opportunities and upcoming events of the day are covered, attendance and daily helpers are reviewed.

Calendar and Weather Report
Calendar time integrates Math (days of the week and number of days we have been in school), Language Arts (reading question of the day), Socials skills (each child takes a turn to be the leader and also practices audience skills) and Science (weather, temperature). We also do all of our counting, skip counting, patterns, season, weather and temperature lessons.

Readers workshop
Readers' workshop is where much of our language arts instruction, practice and review takes place. Guided instruction, as well as group instruction and independent learning centers are a big part of the morning activities. During Whole Group Literacy the teacher may introduce a new big book, poem or song, or may re-visit a familiar one. During Small Group Literacy the lead teacher, co-teacher and teacher intern will support small groups of students in themed Book Club reading.

Lunch and outside play
Discussing nutrition and food choices are the cornerstones of healthy living. During lunch students have meaningful interactions with the dining staff and classroom teachers about their food choices. Students will demonstrate personal responsibility and pride in their community by clearing their tables and treating everyone respectfully. Outside play may involve free play or teacher directed group games to develop gross motor skills.

Rest time/Quiet reading This is a quiet period during the day where students can rest. Soft music is played, the lights are dimmed and the children are encouraged to relax.

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[1] Site study.

Writers' workshop

12:15-12:25 Word Study
12:25-12:35 Mini-lesson
12:35-12:50 Independent writing/ One-on-one conferencing
12:50-1:00 Share out with the whole class

Specials—Science, Art, Music, PE.
At some point during the day, usually the afternoon, the students receive specialized instruction in one of the above areas. Each day students will participate in a class with a teaching specialist to further their concepts. These classes will continue the Primary Years Program guiding themes.

Centers
This is free time for the students to make choices and visit different areas of the room. Their choices include: writing center, drama, art, blocks, reading, science discoveries, puzzles, math games, file folder games, abc's and computers. In addition to these regular centers, teachers may occasionally add in extra theme-based centers.

Clean up and Snack time
When we complete our center activities students store all of their supplies, wash their hands and have a healthy snack.

Theme-based Songs and Story Time
The songs and stories explored during this time reinforce the unit's theme and elicit musical, fine and gross motor skill, and call and response participation from students.

Math
Throughout the year we practice number formation, adding, subtracting, graphing, surveying, and time as our main components.

Planners
Everyday students glue a message in our planner to keep track of how many days they have been in school and to connect school life with home life. It is a brief description of the day and reminders for students and families of upcoming events.

Home Time
The last 15 minutes of the day are taken up by packing bags and having a meeting on the carpet to sum up the events of the day. We discussed what was learned and what will happen the following day. We sing a good-bye song and end our day with a group hug.

Each student is dismissed with a smile and a handshake or a high five.

Outside for dismissal

<u>Extended day 3:30-6:00pm</u>

Outside play
Students engage in free outdoor play, practicing their social skills like inclusion, politeness and self-advocacy.

Small group reading and snack
With their appointed Extended Day volunteer students prepare a healthy snack and choose a book for story time.

Guided choice
Students may choose from a number of activities organized by the after school coordinators. These activities may include organized sport, art project, science discovery, dramatic play or group music all in the immersion language.

Clean up
Before dismissal from Extended Day students will return all materials and identify personal belongings.

Good-bye time
Each student is dismissed with a smile and a handshake or a high five.

Appendix A.6: 2014-2015 A-B Block Schedule

2014-2015 A-B Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
August					1
	4	5	6	7	8
	11	12 A	13 B	14 A	15 B
	18 A	19 B	20 A	21 B	22 A
	25 B	26 A	27 B	28 A	29 B
September	1	2 A	3 B	4 A	5 B
	8 A	9 B	10 A	11 B	12 A
	15 B	16 A	17 B	18 A	19
	22 B	23 A	24 B	25 A	26 A
	29 B	30 A	1 B	2 A	3 B
October	6 A	7 B	8 A	9 B	10 A
	13 B	14 A	15 B	16	17
	20 A	21 A	22 B	23 A	24 B
	27	28 A	29 B	30 A	31 B
November	3 A	4 B	5 A	6 B	7 A
	10 B	11	12 A	13 B	14 A
	17 B	18 A	19 B	20 A	21 B
	24 A	25 B	26	27	28
December	1 A	2 B	3 A	4 B	5
	8 A	9 B	10 A	11 B	12 A
	15 B	16 A	17 B	18 A	19 B
	22	23	24	25	26
	29	30	31	1	2
January	5 A	6 B	7 A	8 B	9 A
	12 B	13 A	14 B	15 A	16 B
	19	20 A	21 B	22 A	23 B
	26 A	27 B	28 A	29 B	30
February	2 A	3 B	4 A	5 B	6 A
	9 B	10 A	11 A	12 B	13
	16	17 A	18 B	19 A	20 B
	23 A	24 B	25 A	26 B	27 A
March	2 B	3 A	4 B	5 A	6 B
	9 A	10 B	11 A	12 B	13
	16 A	17 B	18 A	19 B	20 A
	23	24	25	26	27
	30 B	31 A	1 B	2 A	3 B
April	6 A	7 B	8 A	9 B	10 A
	13 B	14 A	15 B	16 A	17 B
	20 A	21 B	22 A	23 B	24
	27	28 A	29 B	30 A	1 B
May	4 A	5 B	6 A	7 B	8 A
	11 B	12 A	13 B	14 A	15 B
	18 A	19 B	20 A	21 B	22 A
	25	26 B	27 A	28 B	29 A
June	1	2 B	3 A	4 B	5 A
	8 B	9 A	10 B	11 A	12 B
	15	16	17	18	19
	22	23	24	25	26
	29	30			

Appendix A.7: Enrollment Details

School		2012	2013	2014	2015	2016	2017	2018	2019
TSS	Total Students	291	360	380	454	465	459	459	459
46%	Total Classes	13	16	17	20	20	20	20	20
	Average Class Size	23	23	23	23	23	23	23	23
TFS	Total Students	269	323	306	396	413	408	408	408
37%	Total Classes	12	14	13	17	18	18	18	18
	Average Class Size	23	23	23	23	23	23	23	23
TCS	Total Students		68	132	167	199	228	240	240
16%	Total Classes		3	6	7	9	10	10	10
	Average Class Size		23	23	23	23	23	23	23
Total K-5	Total Students	560	750	827	1,017	1,077	1,095	1,107	1,107
	Total Classes	24	33	36	44	47	48	48	48
	Average Class Size	23	23	23	23	23	23	23	23
TIS (Middle School)									
	Total Students				75	155	289	368	418
	Total Classes				3	7	13	16	19
	Average Class Size				25	22	22	23	22
TIS (High School)	Total Students							80	199
	Total Classes							4	8
	Average Class Size							20	25
Total SLLIS Enrollment	Total Students				1,092	1,232	1,384	1,555	1,724
	Total Classes				47	54	61	68	75

Appendix A.8: K-5 Scope and Sequence

SLLIS Scope and Sequence

Math

Data Handling **Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.** **• Data can be collected, organized, represented and summarized in a variety of ways to highlight similarities differences and trends; the chosen format should illustrate the information without bias or distortion. • Probability can be expressed qualitatively by using terms such as "unlikely", "certain" or "impossible". It can be expressed quantitatively on a numerical scale.**	**Measurement** **To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.**	**Shape and Space** **The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.**	**Pattern and Function** **To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called "functions". This builds a foundation for the later study of algebra.**
A. Sort items according to their attributes B. Create graphs using physical objects	A. Compare and order objects according to their size or weight B. Describe passage of time using terms such as today, yesterday, tomorrow C. Identify and know the value of a penny, nickel, dime, and quarter D. Measure objects by comparison of lengths (shorter, same, longer)	A. Recognize ½ of a shape B. Recognize or repeat sequences of sounds or shapes C. Identify and describe 2- and 3-dimensional shapes using physical models (circle, rhombus, rectangle, triangle, sphere, rectangular prism, cylinder, pyramid) that represent shapes in their environment D. Describe, name and interpret relative positions in space (above, below, front, behind)	A. Create and continue patterns
A. Pose questions and gather data about themselves and their surroundings B. Sort and classify items according to their attributes C. Represent one-to-one correspondence data using pictures and bar graphs	A. Select the appropriate tool for the attribute being measured (size, temperature, time, weight) B. Tell time to the nearest half hour C. Count money to a dollar, including half dollars D. Use repetition of a single unit to measure something larger than the unit, (e.g. length of book with paper clips)	A. Identify, name and describe 2- and 3-dimensional shapes using physical models (circle, triangle, trapezoid, rectangle, rhombus, sphere, rectangular prism, cylinder, pyramid) B. Use models to compose and decompose 2-dimensional shapes C. Describe, name and interpret relative positions in space (left, right) D. Use manipulatives to model flips E. Recognize shapes that have symmetry	A. Extend patterns of sound, shape, motion or a simple numeric pattern B. Describe how simple repeating patterns are generated C. Using addition or subtraction, represent a mathematical situation as an expression or number sentence
A. Pose questions and gather data about themselves and their surroundings B. Sort and classify items according to their	A. Select an appropriate unit and tool for the attribute being measured (size, temperature, time, weight) and to the nearest inch,	A. Describe attributes and parts of 2- and 3-dimensional shapes (circle, triangle, trapezoid, rectangle, rhombus, sphere,	A. Describe and extend simple numeric patterns and change from one representation to another

data using pictures and bar graphs	(quarter) hour C. Make change from a dollar D. Use standard units of measure (cm, inch) and the inverse relationships between the size and number of units	relationships on a map (coordinate system) C. Use manipulatives to model slides and turns D. Create shapes that have symmetry	
A. Read and interpret information from line plots and graphs (bar, line, pictorial) B. Describe the shape of data and analyze it for patterns C. Discuss events related to students' experiences as likely or unlikely	A. Describe quantitative change, such as students growing two inches in a year B. Identify, justify and use the appropriate unit of measure (linear, time, weight) C. Tell time to the nearest five minutes D. Determine change from $5.00 and add and subtract money values to $5.00 E. Use a referent for measures to make comparisons and estimates F. Determine the perimeter of polygons	A. Compare and analyze 2- dimensional shapes by describing their attributes (circle, rectangle, rhombus, trapezoid, triangle) B. Predict the results of putting together or taking apart 2- and 3- dimensional shapes C. Describe location using common language and geometric vocabulary (forward, back, left, right, north, south, east, west) D. Determine if two objects are congruent through a slide, flip or turn E. Identify lines of symmetry in polygons	A. Extend geometric (shapes) and numeric patterns to find the next term B. Represent patterns using words, tables or graphs
A. Model problem situations, using representations such as graphs, tables or number sentences B. Collect data using observations, surveys and experiments C. Create tables or graphs to represent categorical and numerical data (including line plots) D. Describe important features of the data set E. Given a set of data, propose and justify conclusions that are based on the data	A. Identify and justify the unit of linear measure including perimeter and (customary metric) B. Identify equivalent linear measures within a system of measurement C. Tell time to the nearest minute D. Determine change from $10.00 and add and subtract money values to $10.00 E. Select and use benchmarks to estimate measurements (linear, capacity, weight) F. Select and use benchmarks to estimate measurements of 0-, 45- (acute), 90- (right) greater than 90 (obtuse) degree angles G. Determine and justify areas of polygons and non-polygonal regions imposed on a rectangular grid	A. Name and identify properties of 1-, 2- and 3-dimensional shapes and describe the attributes of 2- and 3-dimensional shapes using appropriate geometric vocabulary (rectangular prism, cylinder, pyramid, sphere, cone, parallelism, perpendicularity) B. Describe the results of subdividing, combining and transforming shapes C. Describe movement using common language and geometric vocabulary (forward, back, left, right, north, south, east, west) D. Predict the results of sliding/ translating, flipping/ reflecting or turning/ rotating around the center point of a polygon E. Create a figure with multiple lines of symmetry and identify the lines of symmetry F. Given the picture of a prism, identify the shapes of the faces	A. Extend geometric (shapes) and numeric patterns to find the next term B. Represent patterns using words, tables or graphs
A. Evaluate data-collection methods B. Describe methods to collect, organize and represent categorical and numerical data C. Compare related data sets D. Given a set of data make and justify predictions E. Describe the degree of likelihood of events using such words as certain, equally likely and impossible	A. Identify and justify the unit of measure for area (customary and metric) B. Identify the equivalent weights and equivalent capacities within a system of measurement C. Determine volume by finding the total number of the same size units needed to fill a space without gaps or overlaps D. Convert from one unit to another within a system of linear measurement (customary and metric)	A. Analyze and classify 2- and 3-dimensional shapes by describing the attributes B. Predict and justify the results of subdividing, combining and transforming shapes C. Use coordinate systems to specify locations, describe paths and find the distance between points along horizontal and vertical lines D. Predict, draw and describe the results of sliding/ translating, flipping/ reflecting and turning/ rotating around a center point of a polygon E. Identify polygons and designs with rotational symmetry F. Given a net of a prism or cylinder, identify the 3-dimensional shape	A. Make and describe generalizations about geometric and numeric patterns B. Represent and analyze patterns using words, tables and graphs C. Using all operations, represent a mathematical situation as an expression or number sentence using a letter or symbol D. Use the commutative, distributive and associative properties for fractions and decimals E. Model problem situations and draw conclusions, using representations such as graphs, tables or number sentence F. Identify, model and describe situations with constant or varying rates of change G. Estimate and justify products, and quotients of whole numbers and sums differences of decimals and fractions

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Oral Language: Listening	**Oral Language: Speaking**	**Visual Language: Viewing**	**Visual Language: Presenting**	**Writing Language: Reading**	**Writing Language: Writing**
A. Listen a. for enjoyment b. for information c. for simple directions, with teacher assistance B. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance	A. When sharing ideas or experiences a. speak audibly b. use age-appropriate vocabulary B. Give simple oral directions with teacher assistance	In Progress	In Progress	A. Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom b. understanding that the story is in the print c. word by word matching d. distinction between letter and word B. Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words b. isolate consonant sounds c. hear and say onset and rime d. hear and say spoken phonemes C. Develop alphabet and phonics knowledge: a. identify letters b. say sounds associated with letters c. write letter that goes with consonant sound D. Read simple text a. containing a small bank of high-frequency words b. consisting of environmental print E. Develop vocabulary by listening to and discussing unknown words in stories F. Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview text and picture c. make general prediction G. During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to a. self-question and correct b. infer c. predict and check using cueing systems: meaning, structure, and visual information H. Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify c. retell d. illustrate e. re-enact stories I. Identify connections, with assistance, between a. text to text (text ideas ---similarities and differences in fiction and non-fiction works) b. text to self (text ideas	A. Follow a writing process with assistance to a. generate a writing plan through pictures, oral language, or written letters and/or words b. compose text through letters, words, and pictures c. reread writing with assistance B. Recognize different audiences for writing C. Compose text using pictures and words with ideas that relate to a topic, with assistance D. Compose text with assistance E. Compose text using words that are related to the topic F. In written text a. form letters using correct pathway of movement (letter formation) b. capitalize first letters of own first and last name c. use ending punctuation in written text, with assistance d. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies e. write legibly G. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features H. Recognize different kinds of writing (e.g., thank-you

				J. Use details from text, with assistance, to a. locate names of author and illustrator b. and apply information in title and pictures K. Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase L. Use details from text to identify story elements in shared reading and read-alouds with assistance: a. main characters b. problem(s)/events c. setting M. Develop an awareness that text and pictures provide information N. Respond to examples of sensory details within the context of nonfiction text with assistance O. In response to text and with assistance, a. ask questions to clarify meaning b. answer questions c. recognize important information and identify supporting details P. Follow simple pictorial/written direction, with assistance	
A. Listen a. for enjoyment b. for information c. for simple directions to follow B. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance	A. Speak clearly when sharing ideas and asking questions in small and large groups B. Give simple oral directions	In Progress	In Progress	A. Demonstrate concepts of print: a. upper- and lower-case letters b. first and last letters in words c. directionality in letter and word order d. punctuation has meaning B. Demonstrate ability to use phonemes to construct words: a. produce rhyming words b. separate and say sounds in words c. blend sounds to form words d. replace beginning and ending sounds to form new words C. Develop and apply decoding strategies to "problem-solve" unknown words when reading grade level instructional text D. Read grade-level instructional text a. by developing automaticity of an increasing core of high-frequency words b. with appropriate phrasing and expression E. Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. word chunks c. context clues F. Develop and apply,	A. Follow a writing process to a. brainstorm and record ideas in written form b. generate a draft in written form on student-selected topic c. reread writing d. revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details) e. edit for conventions (refer to W2E) with assistance f. publish writing with assistance B. Recognize audience and purpose with assistance C. Compose text using pictures and words with ideas that relate to a topic, with assistance D. Compose text a. with a simple opening and simple closing b. with complete sentences or thoughts E. Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate F. In written text a. print all letters legibly, using correct pathway of movement, and appropriate spacing between letters and words b. capitalize names of

				comprehension: a. access prior knowledge b. preview c. predict with evidence d. state a purpose for reading, with assistance G. During reading and read-alouds, develop and utilize, with assistance, strategies to a. self-question and correct b. infer c. predict and check using cueing systems: meaning, structure, and visual information H. Develop and apply post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify c. retell d. reflect e. draw conclusions f. analyze I. Identify connections between a. text to text (text ideas ---similarities and differences in various fiction and non-fiction works, with assistance) b. text to self (text ideas and own experiences) J. Use details from text to a. locate names of author and illustrator b. apply information in title and pictures K. Recognize rhythm, rhyme and alliteration in read-aloud experiences and independent reading L. Use details from text in independent reading and read-alouds to identify a. characters b. problem c. events in logical sequence d. solutions e. setting M. Identify and explain information in text, pictures, title and charts N. Recognize examples of sensory details in nonfiction text with assistance O. Use details from text to a. demonstrate comprehension skills previously introduced b. clarify meaning c. answer questions d. identify main ideas e. identify supporting details P. Read and follow a simple direction to perform a task	c. use a period at end of sentence and a comma in the greeting and closing of a letter with assistance d. use naming words (nouns) and action words (verbs) correctly e. spell words with simple patterns and high frequency words correctly f. use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies g. write legibly G. Use narrative, descriptive, expository, and/or persuasive features H. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)
A. Listen a. for enjoyment b. for information c. to solve problems	A. Speak at an appropriate volume and maintain a clear focus when sharing ideas B. Give clear oral	In Progress	In Progress	A. Develop and apply decoding strategies to "problem-solve" unknown words when	A. Follow a writing process to a. use a simple strategy in prewriting when

Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact				B. Read grade-level instructional text with fluency, accuracy and expression C. Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. classroom resources c. context clues D. Develop and apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading E. During reading, develop and utilize strategies to a. self-question and correct b. determine meaning of unknown words c. self-monitor comprehension d. question the text e. infer f. visualize F. Apply post-reading skills to respond to text: a. answer basic comprehension questions b. identify the main idea and supporting details c. question to clarify d. retell e. reflect f. draw conclusions g. analyze G. Identify relevant connections between a. text to text (text ideas -- similarities and differences in information and relationships in various fiction and non-fiction works) b. text to self (text ideas and own experiences) c. text to world (text ideas and the world, with assistance H. Use details from text to locate and apply information in title, pictures and table of contents I. Identify examples of rhythm, rhyme and alliteration J. Use details from text to a. make basic inferences b. predict solution(s) c. identify events in logical sequence d. identify settings, characters, and problems K. Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs L. Explain examples of sensory details in nonfiction text	written form on student-selected topic c. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice, with assistance (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) with assistance e. share writing* Compose text showing awareness of audience B. Compose text with a. a clear controlling idea b. relevant details/examples, with assistance C. Compose text with a. evidence of beginning, middle and end b. complete sentences or thoughts (declarative and interrogative) D. Compose text using words that are related to the topic, and some words that are specific and accurate E. In written text a. space correctly between letters and words b. capitalize days of week, names of towns, cities, states c. use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter d. correctly use describing words (adjectives) and substitute pronouns for nouns e. spell words with simple patterns and high-frequency words correctly f. use transitional spelling, classroom resources, especially dictionary, and spelling strategies g. write legibly F. Compose a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. thank-you notes, friendly letters, lists, invitations

				a. demonstrate comprehension skills previously introduced b. ask questions to clarify meaning c. answer questions d. identify main ideas and provide support e. retell sequence of events f. make basic inferences g. identify problems and solutions N. Read and follow simple directions to perform a task	
A. Listen a. for enjoyment b. for information c. to distinguish fact from opinion d. for directions to complete a two- or three-step task B. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye	A. Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas B. Give clear two- and three-step oral directions to complete a simple task	In Progress	In Progress	A. Apply decoding strategies to independently "problem-solve" unknown words when reading when needed B. Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text C. Develop vocabulary through text, using a. root words b. synonyms and antonyms c. context clues d. glossary e. dictionary, with assistance D. Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading E. During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize F. Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions d. question to clarify e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize G. Identify and explain relevant connections between a. text to text (text ideas -- information and relationships in various	A. Follow a writing process to a. independently use a simple pre-writing strategy b. generate a draft c. reread and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice d. edit for conventions e. share writing B. Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose C. Compose text with a. a clear controlling idea b. relevant details /examples c. a beginning, middle and end d. sentence variety (including imperative and exclamatory) D. Compose text using words that are related to the topic, and some words that are specific and accurate E. In written text a. space correctly between words in a sentence and in margins b. capitalize months of year, titles of individuals, greeting and closing of letter c. use correct ending punctuation in imperative and exclamatory sentences d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives e. correctly spell simple compounds, homophones, contractions and words with affixes f. use standard spelling and classroom resources, including dictionary, to edit for correct spelling g. write legibly F. Compose a. narrative, descriptive, expository, and/or persuasive texts, using

				contrast) b. text to self (text ideas and own experiences) c. text to world (text ideas and the world) H. Use grade level text to a. locate and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama I. Identify and/or explain examples of sensory details , sound devices, and figurative language in text along with basic literary techniques J. Use details from text to a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify cause and effect e. identify the narrator f. identify events from the beginning, middle and end g. identify author's purpose h. identify settings, character traits, and problems and solutions K. Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps L. Identify and/or explain examples of sensory details , sound devices, and figurative language in text along with basic literary techniques M. Use details from text to a. demonstrate comprehension skills previously introduced b. answer questions c. explain main idea and supporting details d. sequence events e. identify simple cause and effect f. draw conclusions g. compare and contrast h. make inferences i. identify author's purpose for writing text j. identify problems and solutions N. Read and follow two- and three-step directions to complete a simple task	format of diary/journal entries and friendly letters
A. Listen a. for enjoyment b. for information c. for directions d. to identify tone, mood and emotion of verbal and nonverbal communication B. Demonstrate listening behaviors (e.g., prepares to listen, listens without	A. In discussions and presentations, a. present ideas in a logical sequence b. identify and apply appropriate speaking techniques such as volume control, pace and eye contact B. Give clear and concise three- and four-step oral	In Progress	In Progress	A. Apply decoding strategies to “problem-solve” unknown words when reading when needed B. Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of	A. Apply decoding strategies to “problem-solve” unknown words when reading when needed B. Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of

				through text, using a. root words and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary D. Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading E. During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize F. Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions d. question to clarify e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize G. Identify and explain relevant connections between a. text to text (text ideas ---information and relationships in various fiction and non-fiction works--compare and contrast) b. text to self (text ideas and own experiences) c. text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame) H. Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama I. Identify and/or explain examples of sensory details , sound devices, and figurative language in text along with basic literary techniques J. Use details from text to a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify cause and	through text, using a. roots and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary D. Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading E. During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize F. Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions d. question to clarify e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize G. Compare, contrast and analyze connections between a. text to text (information and relationships in various fiction and non-fiction works) b. text to self (text ideas and own experiences) c. text to world (text ideas and the world by responding to literature that reflects a culture and historic time frame) H. Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama I. Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced J. Use details from text to a. demonstrate comprehension skills

				purpose f. identify setting, character traits, problems and solutions, and story events K. Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text L. Identify and/or explain examples of sensory details , sound devices, and figurative language in text along with basic literary techniques M. Use details from text to a. demonstrate comprehension skills previously introduced b. explain main idea and supporting details c. sequence events d. identify cause and effect e. draw conclusions f. compare and contrast g. make predictions h. make inferences i. distinguish between fact and opinion j. identify and explain author's purpose k. identify problems and solutions N. Read and follow three- and four-step directions to complete a simple task	c. compare and contrast d. identify and explain cause and effect e. explain author's purpose f. identify setting, character traits, problems and solutions, and story events K. Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas L. Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced M. Use details from text to a. demonstrate comprehension skills previously introduced b. explain main idea and supporting details c. sequence events d. identify and explain cause and effect e. compare and contrast f. make predictions g. make inferences h. evaluate the accuracy of the information i. identify and interpret author's ideas and purpose j. identify problems and solutions N. Read and follow multi-step directions to complete a task
A. Listen a. for enjoyment b. for information c. for directions d. to identify and interpret tone, mood and emotion of verbal and nonverbal communication B. Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers)	A. In discussions and presentations, a. give organized presentations that demonstrate a clear viewpoint b. select and use appropriate public speaking techniques such as rate, pace and enunciation B. Give clear and concise multi-step oral directions to complete a task	In Progress	In Progress	A. Apply decoding strategies to "problem-solve" unknown words when reading when needed B. Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text C. Develop vocabulary through text, using a. roots and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary D. Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	A. Follow a writing process to a. use a prewriting strategy b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice d. edit for conventions e. share writing B. Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose C. Compose text with a. strong, controlling idea b. relevant, specific details c. a clear beginning, middle, and end d. a logical sequence of events e. evidence of paragraphing

				a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize F. Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions d. question to clarify e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize G. Compare, contrast and analyze connections between a. text to text (information and relationships in various fiction and non-fiction works) b. text to self (text ideas and own experiences) c. text to world (text ideas and the world by responding to literature that reflects a culture and historic time frame) H. Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama I. Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced J. Use details from text to a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify and explain cause and effect e. explain author's purpose f. identify setting, character traits, problems and solutions, and story events K. Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas	a. words that are specific, accurate, and suited to the topic b. writing techniques, such as sensory detail and purposeful dialogue E. In written text a. capitalize titles and proper nouns b. use comma in compound sentences c. use apostrophe in singular possessives, and proper punctuation in titles with assistance d. use correct verb tense and subject/verb agreement e. use correct spelling of simple compounds, homophones, contractions and words with affixes f. use standard spelling, classroom resources, including dictionary, to edit for correct spelling g. write legibly F. Compose a variety of texts, a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. selecting and using an appropriate format c. including a summary (narrative or informational)

				details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced M. Use details from text to a. demonstrate comprehension skills previously introduced b. explain main idea and supporting details c. sequence events d. identify and explain cause and effect e. compare and contrast f. make predictions g. make inferences h. evaluate the accuracy of the information i. identify and interpret author's ideas and purpose j. identify problems and solutions N. Read and follow multi-step directions to complete a task	

Science

Living Things **The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.**	**Earth and Space** **The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.**	**Materials and Matter** **The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.**	**Forces and Energy** **The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.**	**Other**
A. Observe and compare the structures and behaviors of different kinds of plants and animals B. Identify that living things have offspring based on the organisms' physical similarities and differences	A. Describe how the seasons affect the behavior of plants and animals. B. Describe how the seasons affect the everyday life of humans (e.g., clothing, activities C. Observe wind as moving air that is felt D. Observe and describe daily weather: precipitation (e.g., snow, rain, sleet, fog), wind (i.e., light breezes to strong wind), cloud cover, temperature E. Observe and describe the general weather conditions that occur during each season F. Observe and describe the presence of the Sun, Moon, and stars in the sky G. Observe there are more stars in the sky than anyone can count and that they are scattered unevenly and vary in brightness H. Describe the Sun as only being seen in the daytime and appears to move across the sky from morning to night	A. Identify materials (e.g., cloth, paper, wood, rock, metal) that make up an object and some of the physical properties of the materials (e.g., color, texture, shiny/dull, odor, sound, taste, flexibility) , B. Describe physical properties of objects (i.e., size, shape, color, mass) by using the senses, simple tools (e.g., magnifiers, equal arm balances), and/or nonstandard measures (e.g., bigger/smaller; more/less), C. Sort objects based on observable physical properties (e.g., size, material, color, shape, mass) D. Observe and identify that some objects occur in nature (natural objects); others have been designed and made by people E. Describe how tools have helped scientists make better observations (i.e., magnifiers) F. Observe and identify that some objects occur in nature (natural objects); others have been designed and made by	A. Identify the sounds and their source of vibrations in everyday life (e.g., alarms, car horns, animals, machines, musical instruments), a. Identify ways (push, pull) to cause some objects to move by touching them B. Compare different sounds (i.e., loudness, pitch, rhythm), C. Identify the ear as a receiver of vibrations that produce sound D. Identify ways (push, pull) to cause some objects to move by touching them E. Identify magnets cause some objects to move without touching them	A. Describe an object's position relative to another object (e.g., above, below, in front of, behind) B. Pose questions about objects, materials, organisms and events in the environment C. Conduct a simple investigation (fair test) to answer a question D. Make qualitative observations using the five senses E. Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers) F. Measure length and mass using non-standard units G. Compare amounts/measurements H. Use observations as support for reasonable explanations I. Use observations to describe relationships and patterns and to make predictions to be tested

	seen sometimes at night and sometimes during the daytime J. Observe that the Moon appears to change shape over the course of a month K. Observe and describe daily weather: precipitation (e.g., snow, rain, sleet, fog), wind (i.e., light breezes to strong wind), cloud cover, temperature L. Observe and describe the general weather conditions that occur during each season M. Observe and describe the characteristics of the four seasons as they cycle through the year (summer, fall, winter, spring) N. Observe and describe the presence of the Sun, Moon, and stars in the sky O. Observe there are more stars in the sky than anyone can count and that they are scattered unevenly and vary in brightness P. Describe the Sun as only being seen in the daytime and appears to move across the sky from morning to night Q. Observe the Moon can be seen sometimes at night and sometimes during the daytime R. Observe that the Moon appears to change shape over the course of a month S. Observe and describe the characteristics of the four seasons as they cycle through the year (summer, fall, winter, spring)	have helped scientists make better observations		prior knowledge K. Communicate observations using words, pictures, and numbers L. Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery) M. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (Assess Locally) N. Pose questions about objects, materials, organisms and events in the environment O. Conduct a simple investigation (fair test) to answer a question P. Make qualitative observations using the five senses Q. Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers) R. Measure length and mass using non-standard units S. Compare amounts/measurements T. Use observations as support for reasonable explanations U. Use observations to describe relationships and patterns and to make predictions to be tested V. Compare explanations with prior knowledge W. Communicate observations using words, pictures, and numbers X. Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery) Y. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (Assess Locally)
A. Identify light from the Sun as a basic need of most plants B. Identify the basic needs of most animals (i.e., air, water, food, shelter) C. Identify the basic needs of most plants (i.e., air, water, light) D. Predict and investigate the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water) E. Identify and compare the physical structures of a variety of plants (e.g., stem, leaves, flowers, seeds, roots) F. Identify and compare the physical structures of a variety of animals (e.g., sensory	A. Identify ways man depends on plants and animals for food, clothing, and shelter B. Observe, measure, record weather data throughout the year (i.e., cloud cover, temperature, precipitation, wind speed) by using thermometers, rain gauges, wind socks C. Compare temperatures in different locations (e.g., inside, outside, in the sun, in the shade) D. Compare weather data observed at different times throughout the year (e.g., hot vs. cold, cloudy vs. clear, types of precipitation, windy vs. calm)	A Given an equal-arm balance and various objects, illustrate arrangements in which the beam is balanced B. Order objects according to mass C. Observe and identify that some objects occur in nature (natural objects); others have been designed and made by people D. Describe how tools have helped scientists make better observations (e.g., magnifiers, balances, thermometers)	A. Identify the source of energy that causes an increase in the temperature of an object (e.g., Sun, stove, flame, light bulb) B. Compare the temperature of hot and cold objects using a simple thermometer C. Describe the change in temperature of an object as warmer or cooler D. Describe an object's motion as straight, circular, vibrating (back and forth), zigzag, stopping, starting, or falling E. Compare the speeds (faster vs. slower) of two moving objects F. Identify the force (i.e., push or pull) required to do work (move an object)	A. Compare the position of an object relative to another object (e.g., left of or right of) B. Pose questions about objects, materials, organisms, and events in the environment C. Plan and conduct a simple investigation (fair test) to answer a question D. Make qualitative observations using the five senses E. Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers) F. Measure length, mass, and temperature using standard

terms: sensory organs, appendages) G. Identify the relationships between the physical structures of plants and the function of those structures (e.g., absorption of water, absorption of light energy, support, reproduction) H. Identify the relationships between the physical structures of animals and the function of those structures (e.g., taking in water, support, movement, obtaining food, reproduction) I. Distinguish between plants and animals based on observable structures and behaviors	observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation) F. Observe and describe ways water, both as a solid and liquid, is used in everyday activities at different times of the year (e.g., bathe, drink, make ice cubes, build snowman, cook, swim)		cause an object to go slower, go faster, go farther, change direction, stop)	amounts/measurements H. Use observations as support for reasonable explanations I. Use observations to describe relationships and patterns and to make predictions to be tested J. Compare explanations with prior knowledge K. Communicate simple procedures and results of investigations and explanations through: ⇒ oral presentations ⇒ drawings and maps ⇒ data tables ⇒ graphs (bar, pictograph) ⇒ writings L. Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery) M. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (Assess Locally)
A. Identify and sequence life cycles (birth, growth, and development, reproduction and death) of animals (i.e, butterfly, frog, chicken, snake, dog) B. Record observations on the life cycle of different animals (e.g., butterfly, dog, frog, chicken, snake) C. Identify and relate the similarities and differences among animal parents and their offspring or multiple offspring	A. Observe and describe the physical properties (e.g., odor, color, appearance, relative grain size, texture, absorption of water) and different components (i.e., sand, clay, humus) of soils B. Observe and describe the physical properties of rocks (e.g., size, shape, color, presence of fossils) C. Observe and identify examples of slow changes in the Earth's surface and surface materials (e.g., rock, soil layers) due to processes such as decay (rotting), freezing, thawing, breaking, or wearing away by running water or wind D. Observe and describe ways humans use Earth's materials (e.g., soil, rocks) in a daily life	A. Describe and compare the physical properties of objects by using simple tools (i.e., thermometer, magnifier, centimeter ruler, balance, magnet) B. Classify objects/substances as "one kind of material" or a mixture (e.g. m & m's® vs. trail mix, water vs. kool aid®) C. Describe and compare the masses (the amount of matter in an object) of objects to the nearest gram using balances D. Describe and compare the volumes (the amount of space an object occupies) of objects using a graduated cylinder E. Identify situations where no two objects can occupy the same space at the same time (e.g. water level rises when an object or substance such as a rock is placed in a quantity of water) F. Classify types of materials (e.g., water, salt, sugar, iron filings, salt water) into "like" substances (materials that have specific physical properties) or mixtures of substances by using their characteristic properties G. Identify air, water, and solids as mediums that sound travels through H. Describe different ways to change the pitch of a sound (i.e., changes in size, such as length or thickness, and in tightness/tension of the source) I. Describe how tools have helped scientists make better observations, measurements, or equipment for investigations (e.g., magnifiers, balances, stethoscopes, thermometers)	A. Describe how the ear serves as a receiver of sound (i.e., sound vibrates eardrum) B. Describe how to change the loudness of a sound (i.e., increase or decrease the force causing vibrations) C. Describe Earth's gravity as a force that pulls objects on or near the Earth toward the Earth without touching the object D. Identify magnets attract and repel each other and certain materials E. Describe magnetism as a force that can push or pull other objects without touching them F. Measure (using non-standard units) and compare the force (i.e., push or pull) required to overcome friction and move an object over different surfaces (i.e., rough, smooth) G. Describe Earth's gravity as a force that pulls objects on or near the Earth toward the Earth without touching the object H. Describe the direction and amount of force (i.e., direction of push or pull, strong/weak push or pull) needed to change an object's motion (i.e., faster/slower, change in direction) I. Describe and compare the distances traveled by heavier/lighter objects after applying the same amount of force (i.e., push or pull) in the same direction J. Describe and compare the distances traveled by objects with the same mass after applying different amounts of force (i.e., push or pull) in the	A. Pose questions about objects, materials, organisms and events in the environment B. Plan and conduct a simple investigation (fair test) to answer a question C. Make qualitative observations using the five senses D. Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers) E. Measure length, mass, and temperature using standard and non-standard units F. Compare amounts/measurements G. Use observations as support for reasonable explanations H. Use observations to describe relationships and patterns and to make predictions to be tested I. Compare explanations with prior knowledge J. Communicate simple procedures and results of investigations and explanations through: ⇒ oral presentations ⇒ drawings and maps ⇒ data tables ⇒ graphs (bar, pictograph) ⇒ writings K. Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery) L. Work with a group to solve a problem, giving due credit to the ideas and contributions

			amount of force (i.e., more, less, or same push or pull) needed to raise an object to a given height, with or without using inclined planes (ramps) of different slopes L. Compare and describe the amount of force (i.e., more, less, or same push or pull) needed to raise an object to a given height, with or without using levers M. Apply the use of an inclined plane (ramp) and/or lever to different real life situations in which objects are raised N. Design and construct a musical instrument using materials (e.g., cardboard, wood, plastic, metal) and/or existing objects (e.g., toy wheels, gears, boxes, sticks) that can be used to perform a task (Assess Locally)	
A. Describe the basic needs of most plants (i.e., air, water, light, nutrients, temperature B. Describe and sequence the stages in the life cycle (for a plant) of seed germination, growth and development, reproduction, and death (i.e., a flowering plant) C. Identify the major organs (roots, stems, flowers, leaves) and their functions in vascular plants (e.g., absorption, transport, reproduction) (Do NOT assess the term vascular D. Illustrate and trace the path of water and nutrients as they move through the transport system of a plant E. Identify and relate the similarities and differences between plants and their offspring (i.e., seedlings) F. Identify sunlight as the primary source of energy plants use to produce their own food G. Classify populations of organisms as producers or consumers by the role they serve in the ecosystem H. Sequence the flow of energy through a food chain beginning with the Sun I. Predict the possible effects of removing an organism from a food chain	A. Identify the Sun as the primary source of light and food energy on Earth B. Describe clouds and precipitation as forms of water C. Describe our Sun as a star because it provides light energy to the solar system D. Observe and identify the Moon as a reflection of light E. Illustrate and describe how the Sun appears to move slowly across the sky from east to west during the day F. Illustrate and describe how the Moon appears to move slowly across the sky from east to west during the day and/or night G. Describe the pattern of change that can be observed in the Moon's appearance relative to time of day and month as it occurs over several months (Do NOT assess moon phases) H. Observe and identify there is a day/night cycle every 24 hours I. Describe the changes in length and position (direction) of shadows from morning to midday to afternoon J. Describe how the Sun's position in the sky changes the length and position of shadows	A. Compare the observable physical properties of solids, liquids, or gases (air) (i.e., visible vs. invisible, changes in shape, changes in the amount of space occupied) B. Identify everyday objects/substances as solid, liquid, or gas (e.g., air, water) C. Observe and identify that water evaporates (liquid water changes into a gas as it moves into the air) D. Measure and compare the temperature of water when it exists as a solid to its temperature when it exists as a liquid E. Investigate and observe that water can change from a liquid to a solid (freeze), and back again to a liquid (melt), as the result of temperature changes F. Describe the changes in the physical properties of water (i.e., shape, volume) when frozen or melted G. Predict and investigate the effect of heat (thermal energy) (i.e., change in temperature, melting, evaporation) on objects and materials H. Identify that liquid water can be changed into a gas (vapor) in the air. I. Identify that clouds are composed of tiny droplets of water J. Identify air as a substance that surrounds us, taking up space and moves around us as wind K. Observe and identify that some objects or materials (e.g., Sun, fire, ice, snow) occur in nature (natural objects); others (e.g., stoves, refrigerators, bulbs, candles, lanterns) have been designed and made by people to solve human problems and enhance the quality of life (human-made objects) L. Describe how new technologies have helped scientists make better observations and measurements for	A. Identify sources of thermal energy (e.g., Sun, stove, fire, body) that can cause solids to change to liquids, and liquids to change to gas B. Identify sources of light energy (e.g., Sun, bulbs, flames) C. Observe light being transferred from the source to the receiver (eye) through space D. Identify the three things (light source, object, and surface) necessary to produce a shadow E. Sequence the flow of energy through a food chain beginning with the sun	A. Pose questions about objects, materials, organisms, and events in the environment B. Plan and conduct a fair test to answer a question C. Make qualitative observations using the five senses D. Make observations using simple tools and equipment (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders) E. Measure length to the nearest centimeter, mass using grams, temperature using degrees Celsius, volume using liters F. Compare amounts/measurements G. Judge whether measurements and computation of quantities are reasonable H. Use quantitative and qualitative data as support for reasonable explanations I. Use data as support for observed patterns and relationships, and to make predictions to be tested J. Evaluate the reasonableness of an explanation K. Analyze whether evidence supports proposed explanations L. Communicate simple procedures and results of investigations and explanations through: ⇛ oral presentations ⇛ drawings and maps ⇛ data tables ⇛ graphs (bar, single line, pictograph) ⇛ writings M. Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology (Assess Locally) N. Identify a

		microscopes, computers, stethoscopes,		that needed to be solved when given a brief scenario (fiction or nonfiction of people working alone or in groups solving everyday problems or learning through discovery) O. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (Assess Locally)
A. Identify the ways a specific organism may interact with other organisms or with the environment (e.g., pollination, shelter, seed dispersal, camouflage, migration, hibernation, defensive mechanism) B. Identify and describe different environments (i.e. pond, forest, prairie) support the life of different types of plants and animals C. Identify examples in Missouri where human activity has had a beneficial or harmful effect on other organisms D. Classify populations of organisms as producers and consumers by the role they serve in the ecosystem E. Differentiate between the types of consumers (herbivore, carnivore, omnivore, and detrivore/decomposer) F. Categorize organisms as predator or prey in a given ecosystem G. Identify specialized structures and describe how they help plants survive in their environment (e.g., root, cactus needles, thorns, winged seed, waxy leaves) H. Identify specialized structures and senses and describe how they help animals survive in their environment (e.g., antennae, body covering, teeth, beaks, whiskers, appendages) I. Identify internal cues (e.g., hunger) and external cues (e.g., changes in the environment) that cause organisms to behave in certain ways (e.g., hunting, migration, hibernation) J. Predict which plant or animal will be able to survive in a specific environment based on its special structures or behaviors	A. Compare and contrast common fossils found in Missouri (i.e., trilobites, ferns, crinoids, gastropods, bivalves, fish, mastodons) to organisms present on Earth today B. Identify and describe the components of soil (e.g., plant roots and debris, bacteria, fungi, worms, types of rock) and its properties (e.g., odor, color, resistance to erosion, texture, fertility, relative grain size, absorption rate) C. Compare the physical properties (i.e., size, shape, color, texture, layering, presence of fossils) of rocks (mixtures of different Earth materials, each with observable physical properties D. Observe and describe the breakdown of plant and animal material into soil through decomposition processes (i.e., decay/rotting, composting, digestion) E. Identify the major landforms/bodies of water on Earth (i.e., mountains, plains, river valleys, coastlines, canyons) F. Describe how weathering agents (e.g., water, chemicals, temperature, wind, plants) cause surface changes that create and/or change Earth's surface materials and/or landforms/ bodies of water G. Describe how erosion processes (i.e., action of gravity, waves, wind, rivers, glaciers) cause surface changes that create and/or change Earth's surface materials and/or landforms/ bodies of water H. Relate the type of landform/water body to the process by which it was formed I. Identify the ways humans affect the erosion and deposition of Earth's materials (e.g., clearing of land, planting vegetation, paving land construction of new buildings) J. Propose ways to solve simple environmental problems (e.g., recycling, composting, ways to decrease soil erosion) that result from human activity	A. Describe and compare the masses (the amount of matter in an object) of objects to the nearest gram using balances B. Describe and compare the volumes (the amount of space an object occupies) of objects using a graduated cylinder C. Identify situations where no two objects can occupy the same space at the same time (e.g. water level rises when an object or substance such as a rock is placed in a quantity of water) D. Classify types of materials (e.g., water, salt, sugar, iron filings, salt water) into "like" substances (materials that have specific physical properties) or mixtures of substances by using their characteristic properties E. Identify water as a solvent that dissolves materials (Do NOT assess the term solvent) F. Observe and describe how mixtures are made by combining solids or liquids, or a combination of these G. Distinguish between the components in a mixture/solution (e.g., trail mix, conglomerate rock, salad, soil, salt water) H. Describe ways to separate the components of a mixture/solution by their properties (i.e., sorting, filtration, magnets, screening) I. Observe that the total mass of a material remains constant whether it is together, in parts, or in a different state J. Classify materials as conductors or insulators of electricity when placed within a circuit (e.g., wood, pencil lead, plastic, glass, aluminum foil, lemon juice, air, water) K. Describe how new technologies have helped scientists make better observations and measurements for investigations (e.g., telescopes, magnifiers, balances, microscopes, computers, stethoscopes,	A. Construct and diagram a complete electric circuit by using a source (e.g., battery), means of transfer (e.g., wires), and receiver (e.g., resistance bulbs, motors, fans) B. Observe and describe the evidence of energy transfer in a closed series circuit (e.g., lit bulb, moving motor, fan) C. Identify the evidence of energy transformations (temperature change, light, sound, motion, and magnetic effects) that occur in electrical circuits D. Classify different types of motion [straight line, curved, vibrating (back and forth)] E. Describe an object's motion in terms of distance and time F. Identify the forces acting on the motion of objects traveling in a straight line (specify that forces should be acting in the same line as the motion, provide examples) G. Describe and compare forces (measured by a spring scale in Newton's) applied to objects in a single line. H. Observe and identify friction as a force that slows down or stops a moving object that is touching another object or surface I. Compare the forces (measured by a spring scale in Newton's) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth) J. Determine the gravitational pull of the Earth on an object (weight) using a spring scale K. Observe that balanced forces do not affect an object's motion (need to clarify that balanced forces means no change in forces acting on an object) L. Describe how unbalanced forces acting on an object changes its speed (faster/slower), direction of motion, or both (need to clarify that unbalanced forces means any change in forces acting on an object). Predict how the change in speed of an object (i.e., faster/slower/remains the same) is affected by the amount of force applied to an object and the mass of the object M. Predict the effects of an electrostatic force (static electricity) on the motion of objects (attract or repel)	A. Formulate testable questions and explanations (hypotheses) B. Recognize the characteristics of a fair and unbiased test C. Conduct a fair test to answer a question D. Make qualitative observations using the five senses E. Make observations using simple tools and equipment (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders, spring scale) F. Measure length to the nearest centimeter, mass using grams, temperature using degrees Celsius, volume to the nearest milliliter, force/weight to the nearest Newton G. Compare amounts/measurements H. Judge whether measurements and computation of quantities are reasonable I. Use quantitative and qualitative data as support for reasonable explanations J. Use data as support for observed patterns and relationships, and to make predictions to be tested K. Evaluate the reasonableness of an explanation L. Analyze whether evidence supports proposed explanations M. Communicate the procedures and results of investigations and explanations through: ⇒ oral presentations ⇒ drawings and maps ⇒ data tables ⇒ graphs (bar, single line, pictograph) ⇒ writings N. Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology (Assess Locally) O. Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of people working alone or in groups solving everyday problems or learning through

			materials and/or existing objects, that can be used to perform a task (Assess Locally) O. Identify how the effects of inventions or technological advances (e.g., different types of light bulbs, semiconductors/integrated circuits and electronics, satellite imagery, robotics, communication, transportation, generation of energy, renewable materials) may be helpful, harmful, or both	a problem, giving due credit to the ideas and contributions of each group member (Assess Locally)
A. Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes B. Explain how similarities are the basis for classification C. Distinguish between plants (which use sunlight to make their own food) and animals (which must consume energy-rich food) D. Classify animals as vertebrates or invertebrates E. Classify vertebrate animals into classes (amphibians, birds, reptiles, mammals, fish) based on their characteristics F. Identify plants or animals using simple dichotomous keys G. Compare the major organs/organ systems (e.g. support, reproductive, digestive, transport/circulatory, excretory, response) that perform similar functions for animals belonging to different vertebrate classes	A. Classify major bodies of surface water (e.g., rivers, lakes, oceans, glaciers) as fresh or salt water, flowing or stationary, large or small, solid or liquid, surface or groundwater B. Recognize the atmosphere is composed of a mixture of gases, water, and minute particles C. Describe and trace the path of water as it cycles through the hydrosphere, geosphere, and atmosphere (i.e., the water cycle: evaporation, condensation, precipitation, surface run-off/ groundwater flow) D. Identify the different forms water can take (e.g., snow, rain, sleet, fog, clouds, dew) as it moves through the water cycle E. Identify and use appropriate tools (i.e., thermometer, anemometer, wind vane, rain gauge, satellite images, weather maps) to collect weather data(i.e., temperature, wind speed and direction, precipitation, cloud type and cover.) F. Identify and summarize relationships between weather data (e.g., temperature and time of day, cloud cover and temperature, wind direction and temperature) collected over a period of time. G. Explain how major bodies of water are important natural resources for human activity(e.g., food recreation, habitat, irrigation, solvent, transportation) H. Describe how human needs and activities (e.g., irrigation damming of rivers, waste management, sources of drinking water) have affected the quantity and quality of major bodies of fresh water I. Propose solutions to problems related to water quality and availability that result from human activity J. Observe and identify the Earth is one of several planets within a solar system that orbits the Sun K. Observe and identify the Moon orbits the Earth in about a month L. Identify that planets look like stars and appear to move across the sky among the stars	A. Describe how changes in state (i.e., freezing/melting, condensation/evaporation/boiling) provide evidence that matter is made of particles too small to be seen B. Classify matter as a solid, a liquid, or a gas, as it exists at room temperature, using physical properties (i.e., volume, shape, ability to flow) C. Observe the mass of water remains constant as it changes state (as evidenced in a closed container) D. Observe and explain how an object (e.g., moon, mirror, objects in a room) can only be seen when light is reflected from that object to the receiver (eye) E. Describe how new technologies have helped scientists make better observations and measurements for investigations (e.g., telescopes, electronic balances, electronic microscopes, x-ray technology, computers, ultrasounds, computer probes such as thermometers)	A. Predict the effect of heat (thermal energy) on the physical properties of water as it changes to and from a solid, liquid, or gas (i.e., freezes/melts, evaporates/condenses/boils) B. Observe and explain light being transferred from the source to the receiver (eye) through space in straight lines C. Identify the Sun as the primary source of energy for temperature change on Earth D. Identify the forces acting on a load and use a spring scale to measure the weight (resistance force) of the load E. Describe how friction affects the amount of force needed to do work over different surfaces or through different media F. Explain how work can be done on an object (force applied and distance moved) (No formula calculations at this level) G. Identify the simple machines in common tools and household items H. Compare the measures of effort force (measured using a spring scale to the nearest Newton) needed to lift a load with and without the use of simple machines I. Observe and explain that simple machines change the amount of effort force and/or direction of force J. Design and construct a machine, using materials and/or existing objects, that can be used to perform a task (Assess Locally) K. Identify how the effects of inventions or technological advances (e.g., complex machinery, technologies used in space exploration, satellite imagery, weather observation and prediction, communication, transportation, robotics, tracking devices) may be helpful, harmful, or both (Assess Locally)	A. Formulate testable questions and explanations (hypotheses) B. Recognize the characteristics of a fair and unbiased test C. Conduct a fair test to answer a question D. Make suggestions for reasonable improvements or extensions of a fair test E. Make qualitative observations using the five senses F. Determine the appropriate tools and techniques to collect data G. Use a variety of tools and equipment to gather data (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders, spring scales) H. Measure length to the nearest centimeter, mass to the nearest gram, volume to the nearest milliliter, temperature to the nearest degree Celsius, force/weight to the nearest Newton I. Compare amounts/measurements J. Judge whether measurements and computation of quantities are reasonable K. Use quantitative and qualitative data as support for reasonable explanations L. Use data as support for observed patterns and relationships, and to make predictions to be tested M. Evaluate the reasonableness of an explanation N. Analyze whether evidence supports proposed explanations O. Communicate the procedures and results of investigations and explanations through: ⇒ oral presentations ⇒ drawings and maps ⇒ data tables ⇒ graphs (bar, single line, pictograph) ⇒ writings P. Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology

	life to exist (e.g., air, water, temperature) and compare these to the physical features of the Sun, the Moon, and other planets N. Sequence images of the lit portion of the Moon seen from Earth as it cycles day-to-day in about a month in order of occurrence O. Identify that the Earth rotates once every 24 hours P. Relate changes in the length and position of a shadow to the time of day and apparent position of the Sun in the sky, as determined by Earth's rotation Q. Relate the apparent motion of the Sun, Moon, and stars in the sky to the rotation of the Earth (Do not assess apparent motion of polar constellations)			could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of people working alone or in groups solving everyday problems or learning through discovery) R. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (Assess Locally)

Social Studies

Human Systems and Economic Activities **The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.**	**Social Organization and Culture** **The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.**	**Continuity and Change Through Time** **The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.**	**Human and Natural Environments** **The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and**	**Resources and the Environment** **The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the**	**Other**
A. Use primary sources (such as parents and grandparents) to identify reasons for documenting personal history B. Talk about the different ways in which family history can be documented C. Place events from his or her life in chronological order (for example, using personal photos).	A. Identify why laws and rules are made B. Identify the flag as a symbol of our nation C. Recite the Pledge of Allegiance D. Participate in a democratic decision-making processes E. Explain how to resolve disputes peacefully in the classroom and on the playground F. Describe how groups need to make decisions and how those decisions are made in families and classrooms G. Explain what it means to make rules and how it is necessary to carry out or enforce rules H. Name common physical, social and emotional needs I. Identify roles, rights and responsibilities in society J. Identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of) K. Talk about the reasons	A. Formulate and ask questions about the past, future, places and society B. Use and analyze evidence from a variety of historical, geographical and societal sources C. Orientate in relation to place and time D. Identify changes he or she has undergone from birth to present (for example, discuss with classmates what changes their families have undergone in their lifetimes) E. Use primary sources (such as parents and grandparents) to identify reasons for documenting personal history F. Talk about the different ways in which family history can be documented G. Place events from his or her life in chronological order (for example, using personal photos).		A. Identify examples of scarcity B. Identify examples of opportunity cost C. Identify maps and globes as geographic tools	A. Identify visual, graphic and auditory aids (posters and recordings) B. Identify primary and secondary sources (diaries, letters, people, interviews, journals and photos) media resources (videos, electronic resources, periodicals and books) C. Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments) D. Assess the accuracy, validity and possible bias of sources

	in the various communities to which he or she belongs L. Suggest some suitable rules and routines for the class M. Demonstrate ability to apply existing rules and routines to work and play with others.				
A. Examine how individual rights are protected B. Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases) C. Identify examples of private goods and services D. Describe the relationships among consumers, consumption, producers and production	A. Explain how laws and rules are made and changed to promote the common good B. List the rights and responsibilities of citizens the significance of the following national symbols: a. Statue of Liberty b. Nation's capitol C. Propose peaceful resolutions of disputes in the classroom and on the playground D. Describe how authoritative decisions are made, enforced and interpreted within schools E. Explain how people have common physical, social and emotional needs F. Describe how transportation and communication systems have facilitated the movement of people, products and ideas	A. Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln	A. Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)		A. Read maps B. Use a compass rose to identify cardinal directions C. Locate a place by pointing it out on a map and by describing its relative location (description of a location by explaining where the place is in relation to one or more other places) D. Identify visual, graphic and auditory aids (globes, maps) E. Identify and use primary and secondary sources (diaries, letters, people, interviews, journals and photos) F. Identify library and media resources (videos electronic resources, books and periodicals)
A. Explain the importance of promoting the common good B. Demonstrate a peaceful resolution to a dispute C. Explain how disputes can threaten the peace in a community and how they may be resolved peacefully D. Describe how authoritative decisions are made, enforced and interpreted within local communities E. Explain or demonstrate how people trade using money and bartering F. Explain how to make decisions using cost-benefit analysis	A. Describe different types of communication and transportation and identify their advantages and disadvantages B. Define regions (i.e., as places that have some unifying characteristic— political, climatic, language, physical, etc.) C Describe how needs are met by families and friends	A. Compare and contrast the habitats, resources, art and daily lives of native American peoples, Woodland and Plains Indians		A. Describe why people of different groups settle more in one place than another B. Use geography to explain the present (e.g., why today's supermarkets are able to sell apples throughout the year)	A. Construct maps with title and key B. Identify and locate the world's seven continents and four oceans C. Identify and describe physical characteristics in the world (landforms, water bodies, etc.) D. Identify and select visual, graphic and auditory aids (graphs and charts) E. Identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos) F. Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books) G. Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
A. Identify and explain why cities make laws and ordinances B. State the main	A. Discuss and apply responsibilities of citizens including respect for the rights of others and treating	A. Summarize the viability and diversity of Native American cultures before Europeans came		A. Describe various ecosystems in Missouri and the world and what physical factors cause them	A. Read and construct maps B. Identify and locate the Mississippi and

Declaration of Independence C. Identify the purpose of the Constitution D. Explain how the National Anthem symbolizes our nation E. Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc F. Describe how authoritative decisions are made, enforced and interpreted within the federal government G. Identify and explain the functions of the three branches of government in the federal government H. Conduct a cost-benefit analysis I. Identify taxes that students experience, such as sales taxes J. List how tax moneys are used, who benefits from tax-supported services and who pays for these services	B. Identify and explain public goods and services C. Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other D. Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision)	exploration and early settlement of America C. Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful D. Investigate the causes and consequences of Westward Expansion, including: a. Texas and the Mexican War b. Oregon Territory c. California Gold Rush E. Examine cultural interactions among these groups from colonial times to Civil War: a. Native Americans b. Immigrants from Europe c. Africans brought to America F. Identify political, economical and social causes and consequences of the Civil War and Reconstruction G. Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth) H. Identify how ideas, concepts and traditions have changed over time in the United States			C. Locate and identify the states bordering Missouri on a map D. Describe and use absolute location using a grid system E. Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district) F. Identify, select and use visual, graphic and auditory aids (timelines and diagrams) G. Identify, use and create primary and secondary sources (diaries, letters, people, interviews, journals and photos) H. Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, and books) I. Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
A. Identify and explain why Missouri has a constitution and why the state makes and enforces laws B. Identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government C. Explain the major purpose of the Constitution and the Bill of Rights D. Describe how authoritative decisions are made, enforced and interpreted within the state government E. Identify and explain the functions of the three branches of government in the state government F. Compare saving and financial investment G. Explain supply and demand H. Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by	A. Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.) B. Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer	A. Describe the contributions of Martin Luther King, Jr. B. Describe how changes in communication and transportation technologies affect people's lives C. Compare how people's needs have been met in different ways in different cultures at various times	A. Distinguish among natural, capital and human resources	A. Compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions)	A. Construct and interpret maps B. Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph C. Describe human characteristics of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.) D. Identify, select and use visual, graphic and auditory aids E. Use and evaluate primary and secondary sources (diaries, letters, people, interviews, journals and photos) F. Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons)

environment) I. Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes J. Explain how decisions of households, businesses and governments affect one another					structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
A. Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed B. Identify important principles in the Constitution including a. limited government b. rule of law c. majority rule d. minority rights e. separation of powers f. checks and balances C. Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9) D. Distinguish between powers and functions of local, state and national government E. Apply the following economic concepts: a. scarcity b. supply and demand c. trade-offs (opportunity cost) F. Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy G. Interpret the past, explain the present and predict future consequences of economic decisions	A. Identify major patterns of population distribution, demographics and migrations in the United States B. Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group	A. Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, Geroge Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton B. Locate and describe settlements in Missouri of people of European and African heritage C. Outline issues of Missouri statehood, such as the Missouri Compromise D. Summarize the events in westward expansion, including people's motivation, their hardships, and Missouri as a jumping-off point to the West E. Describe the contributions of Thomas Jefferson F. Sequence and describe the importance of a. Louisiana Purchase b. Lewis and Clark Expedition G. Explain Missouri's role in the Civil War, i.e., Missouri as a border state H. Evaluate the impact of westward expansion on the Native American in Missouri I. Describe the changes in Missouri since the Civil War in education, transportation and communication	A. Describe how people are affected by, depend on, adapt to and change their environments B. Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably)		A. Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters B. Use geographic research sources to acquire information and answer questions C. Locate cities of Missouri and the United States D. Locate states and major topographic features of the United States E. Locate and describe real places, using absolute and relative location F. Identify physical characteristics, such as climate, topography, relationship to water and ecosystems G. Identify human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system H. Identify different kinds of regions in the United States

Appendix A.9 Accountability Plan

Charter Schools Office

St. Louis Language Immersion Schools
Five-Year Accountability Plan

Final: 01 27 2014

Substantive Academic Achievement

Indicator #1: Annual Performance Report (APR)

Measures	Metric	2019
1.1 APR Determination	State Accreditation Standards for K-8 schools	81%

Indicator #2: Student Achievement Levels: Status - MPI: Schoolwide Total

Measures	Metric	2019
2.1 Communication Arts	MPI	359.59
2.2 Math	MPI	360.27
2.3 Science	MPI	343.87

Indicator #3: Student Achievement Levels: Status - MAP Scores: Schoolwide Total

Measures	Metric	2019
3.1 Communication Arts	Percent of students scoring proficient or advanced	58.8%

3.2 Math	Percent of students scoring proficient or advanced	55.6%
3.3 Science	Percent of students scoring proficient or advanced	48.4%

Substantive Academic Achievement

Indicator #4: Student Achievement Levels: Progress – MAP Scores*

Measures	Metric	2018-19 Yr. 2-3 Avg. Progress Target
4.1 Communication Arts	MPI	355.56
4.2 Math	MPI	359.65

***Assumes 5% annual decrease in MPI gap**

Indicator #5: Student Engagement: Attendance

Measures	Metric	2019		
		% > 90%	# > 90%	Num. Att.
5.1 Student Attendance	Average Daily Attendance rate	94.6	1455.89	1539

Indicator #6: Student Engagement: Retention

Measures	Metric	2019
6.1 Student Retention	Percent of students retained from previous year	90%

Strong School Leaders

Indicator #6 Administration and Operations of the School

Measures /Criteria	Metric	Met/Not Met Each Year
6.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices. Enrollment and attendance documents. Core Data.	
6.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Student enrollment data. Student attendance data. Student retention data. Core Data reports. Charter agreement.	
6.3. Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data. School Improvement Plan. Professional Development Plan. Academic accountability indicators	
6.4 Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.	Personnel files, including background checks, contracts, and employee evaluations. Employment and payroll records. Certification reports.	
6.5 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation. Health and safely permits. Fiscal records. On-site observations and reports.	
6.6 School engages in annual self-evaluation aligned with sponsor's evaluation standards	Self-Evaluation report	

Responsible Governance

Indicator #7: School Governance

Measures / Criteria	Metric	Met/ Not Met Each Year
7.1 The school Board operates legitimately and in the best interest of its students and mission.	Governance records. Criminal background and FCSR checks as outlined in section 160.400.14; RSMo	
7.2 The Board continuously maintains among its Directors a balance of skills and professional expertise (i.e. K-12 education, business, marketing, legal, accounting, fundraising, etc.) necessary to fulfill all Board obligations.	Director profiles	
7.3 Appropriate Board Policies are developed, revised as needed, and followed.	Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc.	
7.4 Meetings are regularly scheduled and appropriately conducted.	Governance records.	
7.5 Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation.	
7.6 School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, open meetings law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records. Fiscal Audits and ASBR. Core Data Reports.	
7.7 The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals.	School leader evaluation document	
7.8 The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.	Board-sponsor communications	
7.9 The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication.	Board self-evaluation document	
7.10 A written response from the Board that addresses the concerns and recommendations of the annual sponsor evaluation no later than one week following the board's regularly-scheduled October meeting.	Written response	

Sound Financial Operations

Indicator #8: Fiscal Operations

Measures /Criteria	Metric	Met/ Not Met Each Year
8.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).	
8.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).	
8.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR).	
8.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports. Governance records. Core Data Reports.	

Appendix A.10: Code of Conduct

found [2]
verb [trans.]
1 establish or originate (an institution or organization), esp. by providing an endowment *: SLLIS was founded in 2007* | [as adj.] (founding) *the founding families.*
2 (usu. be founded on/upon) construct or base (a principle or other abstract thing) according to a particular principle or grounds *: a school founded on the principles of abundant exposure for all children.*

visionary | ˈvi zh əˌnerē |
adjective
1 (esp. of a person) thinking about or planning the future with imagination or wisdom *: a visionary family.*

¡Bienvenido! Bienvenue! Welcome to St. Louis Language Immersion Schools! It is our honor to begin this journey to a true learning community with you and your family. We look forward to creating successful partnerships with each of you in order to provide your children with the education and respect that they deserve.

Rhonda J. Broussard
Founder, President

SLLIS is sponsored by University of Missouri-St. Louis. To learn more about the role of our sponsor, you may contact the Charter Liaison office at UMSL at:
University of Missouri - St. Louis
One University Blvd
421 Woods Hall
St Louis, MO 63121
(314) 516-4872

St. Louis Language Immersion Schools

Student Code of Conduct

Revised April 29, 2013

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Mission
To position all children for success in local and global economies through holistic, intellectually inspiring language immersion programs.

Vision
In fifteen years the St. Louis Language Immersion Schools network will create change by:

- Strengthening the pipeline of creative, culturally astute leaders prepared for success in post-secondary education institutions

- Increasing St. Louis' visibility as a preferred community in which to live, work and raise a family -- by preparing students to prevail in global economic competition

- Promoting intercultural dialogue, altruism and civic pride.

Core Values
Leadership starts with you

All members of our community are leaders and the diversity of leadership styles is respected throughout the network. Each person is encouraged to communicate their vision, engage in honest discourse and listen to others with the goal of understanding new points of view. How will you lead our community today?

Citizens of the world

We recruit and retain students, educators and advocates who represent the diversity of the region. We are diverse and we are committed to exploring our differences. Despite our differences, we are similar in our desire to create a world in which we are all equally respected.

High expectations for all members of the learning community

We believe that high expectations are reserved not only for student performance, but also for every interaction. Administrators, educators, support staff, families and community partners are held to high standards for their contributions to each school. Students are held to high expectations for their academic performance and personal integrity in both the school and broader global communities.

International awareness

We are mindful in examining and incorporating international best practices into our school design. Similarly, we encourage instructors and students to contextualize local, national and world perspectives when exploring curricular themes.

Think critically

Independent thought and personal exploration inspires our learning. In all of our endeavors, we must question what we learn and why. We foster the curious mind and look for ways to strengthen our questioning techniques. We encourage students to imagine and propose innovative solutions for societal needs.

Personalization

We strive to develop relationships with individual learners in diverse settings, which enable leaders and educators to recognize the unique qualities that each person brings to the community.

Read for knowledge, for pleasure, for life

We cultivate a love of reading throughout our schools. Reading for information and instruction is key in all of our units, but reading for pleasure and personal enrichment is a cornerstone of our community.

Discipline Policy

Philosophy
To carry out the mission of SLLIS, we believe it is essential to maintain a safe and healthy environment for everyone in our school community. First and foremost, the safety and security of our students is essential. The purpose of our discipline policy is to help foster such an environment. We also expect that students will always show respect for themselves, others, and school property.

Inherent in any discipline policy is the issue of balancing the needs of the individual with the needs and interests of the school at large. Our policy seeks to be child-centered and compassionate, while at the same time attempts to clearly

communicate what we believe are acceptable and unacceptable conduct, as well as to delineate appropriate responses. This Code of Conduct is only applicable to elementary school campuses and as such the consequences take into account the age, maturity, and past experiences of the student/s involved.

SLLIS's policies and rules will apply to all students on the bus, in attendance in SLLIS instructional and support programs, as well as at school-sponsored activities and events. School officials are authorized to hold students accountable for misconduct away from school or in non-school activities that affect school discipline. Students with disabilities will be disciplined in accordance with applicable law.

The Board has the legal authority to make all needed policies, rules and regulations for organizing and governing SLLIS. This includes the power to suspend or expel a student for conduct that is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of the students. Therefore, the disciplinary infractions set forth below are intended to illustrate, but not serve as the exclusive listing of, acts of misconduct and consequences of such misconduct. Misconduct that is not specifically listed in this code may warrant discipline up to and including expulsion from school.

Moreover, depending on the severity of the incident and the particular circumstances involved, SLLIS reserve the right to move to a more severe level of the discipline code. The decision to do so rests within the professional judgment of the official(s) administering the disciplinary consequences. Students who have been charged, convicted or pled guilty in a court of general jurisdiction for commission of a felony may be suspended in accordance with law. In addition, SLLIS will make reports to the appropriate agencies regarding student behavior, in with accordance with applicable law, including, but not limited to, Mo. Rev. Stat. § 167.171. SLLIS is prohibited from releasing the names of students involved in discipline incidents to anyone other than their responsible family members.

Positive Behavior Support

We believe in teaching our students to behave well on their own and to take responsibility for their negative behaviors. During the early elementary years this involves significant direct teaching about desired behaviors, consistent modeling and reminders about desired behaviors, and acknowledgement and recognition of those behaviors in all students.

Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Our goal is to meet the needs of children experiencing academic and social difficulties in school.

At SLLIS we use a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The framework is called Positive Behavior Support (PBS) also known as (PBIS) Positive Behavior Interventions and Support.

In general, PBS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

Positive Behavior Intervention Support (PBIS) is a process that offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. PBIS is grounded in differentiated instruction.

For more information on PBS, please consult Missouri's Center for PBS in Columbia, MO. http://pbismissouri.org.

SLLIS administrators consult with PBS and Behavior Modification specialists regularly to support teachers and students to extinguish inappropriate behaviors and encourage positive behaviors.

As needed the Head of School will initiate written Behavior Modification plans with parent input and support.

Consequences
SLLIS recognizes that even within the PBS construct, some behaviors require immediate and/or sustained negative consequences to keep our students safe. This Code of Conduct Handbook outlines the behaviors and related consequences that result in traditional disciplinary behavior.

Determining the Consequence
Heads of School keep the following goals in mind when determining the consequence for student behavior:

- The consequence should focus on what is to be learned, not what is to be punished.
- The consequence should focus the child on his/her behavior.
- The consequence should be timely and appropriate to the level of seriousness of the action.

Consequences for Minor Infractions
Consequences for minor infractions may include, but are not limited to, the following:

- Writing about the incident
- Writing letter of apology to victim
- Calling home to repeat language or incident to parent
- Losing privileges
- Paying restitution
- Receiving Out of Class form for the Recovery Room or a Buddy Room.

Incident Report

1. The purpose of the Incident Report is to communicate significant issues to parent, advisory, administration, and teachers (with signatures required).
2. Issued generally after a warning, well-known infraction or any physical altercation.
3. May be given without warning, if infraction is significant or involves violence or blatant disrespect.
4. Always at the discretion of the Head of School.
5. Must be returned with signatures the next day.
6. Copy will be filed with teacher.

Repeated Minor Infractions will result in an added layer of intervention support including but not limited to:

- Full team conference with parent(s)
- Behavior Modification Plan (all teachers/specialists to be advised as appropriate)
- Meeting with to Head of School/Assistant Head of School

Major Infractions
The following are examples of behavior SLLIS considers more significant infractions, which result in the student being sent to the Head of School/Assistant Head of School. This is not an exhaustive list:

- Causing physical harm
- Physical altercation, on playground or in classroom

- Leaving room or premises without permission, running, or hiding from teachers or staff
- Disrespect for teachers, staff, or peers
- Bullying (emotional and/or physical)
- Harassment and/or threatening behavior
- Sexual misconduct
- Pattern of repeated offenses, where consequences have not changed behavior
- Theft, vandalism, or unauthorized use of school property and/or equipment
- Possession of alcohol, illegal drugs, and/or other controlled substances or any related paraphernalia may result in immediate expulsion.
- The Head of School, at his/her sole discretion, may elect to require drug/alcohol counseling. A second offense will constitute immediate expulsion. (Head of School will determine if law enforcement officers should be notified.)
- Possession of tobacco products results in OSS
- Possession, threats of use, and/or use of a weapon (other than designated small pocket knives and/or tools on school trips) or explosive devices (including fire crackers) may result in either suspension or expulsion. A second offense will constitute immediate expulsion. (Head of School will determine if law enforcement officers should be notified.)

Other measures for intervention when frequency or seriousness of the incident merits (requires involvement of Head of School/Assistant Head of School):

- Require counseling/evaluation
- Sent home for the day
- Out of School Suspension (OSS)
- Conditional enrollment contract
- Expulsion from school

Per the Safe School Act – 160.261, during an OSS a student is not allowed within 1,000 feet of any school property or off-campus activity unless under the direct supervision of a parent.

Consequence Ranges
All Possible ranges of consequences for specific behaviors found below are in accordance with the Missouri Safe Schools Act. A Head of School may suspend a student for a period not to exceed 10 school days. The President may suspend students for a period not to exceed 180 days. Parents may appeal a President's suspension to the Board of Directors.

Consult the Department of Elementary and Secondary Education for a section-by-section analysis of the Missouri Safe Schools Act.

A. VIOLATIONS AGAINST PERSONS

A1. Assault

I. *Using force with the intention to cause injury or harm to another; or attempting to cause injury or harm to another; or placing another in apprehension of harm or injury. Assault may occur directly or indirectly and by conduct and/or words.*

1st offense: 1-10 days OSS.

2nd offense: 1-45 days OSS.

3rd & subsequent offenses: 11-180 days OSS and possible recommendation to the Board for expulsion.

II. *Attempting to kill or cause serious physical injury to another (e.g., an injury that necessitates attention in the emergency room or hospital); killing or causing serious physical injury to another.*

1st offense: 11-180-day OSS and possible recommendation to the Board for expulsion.

2nd & subsequent offenses: 180-day OSS and possible recommendation to the Board for expulsion.

A2. <u>Bullying</u>

Repeated intimidation, harassment and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes, but is not limited to, physical violence, verbal taunts, name-calling, put-downs, threats, extortion or theft, and damaging property. Bullying may occur in writing, verbally, through physical actions, through telephone or other communication devices, or on-line (cyber bullying).

1st offense: 1-3 days OSS or up to 10 days OSS.

2nd offense: 1-5days OSS or up to 45 days OSS.

3rd & subsequent offenses: 180 days OSS and possible

recommendation to the Board for expulsion.

A3. <u>Fighting</u>

Mutual physical combat in which both parties have contributed to conflict either verbally or by physical action.

(Grades K through 2)

1st offense: Warning from the Head of School.

2nd offense: 1-5 days OSS.

3rd & subsequent offenses: 1-180 days OSS.

(Grades 3 through 5)

1st offense: 1-5 days OSS.

2nd & subsequent offenses: 11-180 days OSS.

A4. Hazing

Any activity that singles-out or places a student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a class, grade level, student organization or school-sponsored activity. Hazing may occur even when all involved are willing participants.

1st & subsequent offenses: 1-45 days OSS.

A5. Threats of Harm

Any statement, written, verbal or otherwise, perceived by an individual as threatening with bodily harm, personal injury, or death. Examples include, but are not limited to, comments about shooting, stabbing, punching, killing and/or maiming.

1st offense: 1-45 days OSS

2nd & subsequent offenses: 1-180 days OSS, and possible recommendation to the Board for expulsion.

A6. Threatening Witnesses

Threatening or intimidating any student for the purpose of, or with the intent of, causing him or her to withdraw a complaint, change a statement, or in general prohibit a witness from providing authorities with information. Applies to students both on and off school grounds if the student is connected to a school-related incident.

1st & subsequent offenses: 1-10 days OSS

A7. Verbal or Written Abuse, Disrespectful Language or Conduct,

Obscene Gesture, or Insubordination to a Staff Member

(Grades K through 2)

1st offense: Warning, 1-3 days OSS.

2nd offense: 1-5 days OSS.

3rd & subsequent offenses: 5-10 days OSS.

(Grades 3 through 5)

1st offense: 1-3 days OSS.

2nd offense: 1-10 days OSS.

3rd & subsequent offenses: 11-180 days OSS.

A8. Extortion

Threatening or intimidating any person for the purpose of, or with the intent of, obtaining money or anything of value from that person.

(Grades K through 2)

1st offense: 1-3 days OSS.

2nd & subsequent: 1-5 days OSS.

(Grades 3 through 5)

1st offense: 1-10 days OSS.

2nd & Subsequent: 11-180 days OSS.

A9. <u>Weapons</u>

A2 *Possession or use of a firearm as defined in 18 U.S.C. § 921 or any instrument or device defined in § 571.010 RSMo., or any instrument or device defined as a dangerous weapon in 18 U.S.C. § 930(g)(2).*

1st and subsequent offenses: One (1) calendar year suspension, and possible recommendation to the Board for expulsion.

A2 *Possession or use of any instrument or device, other than those defined in 18 U.S.C. § 921, 18 U.S.C. § 930(g)(2) or § 571.010, RSMo., which is customarily used for attack or defense against another person; any instrument or device actually used to inflict physical injury to another person.*

1st and subsequent offenses: One (1) calendar year suspension, and possible recommendation to the Board for expulsion.

B. SEXUAL OFFENSES

B1. <u>Use of verbal, written or symbolic language/actions or possession of material that is sexually demeaning, inappropriate, or harassing.</u>

1st offense: Warning, or 1-10 day OSS

2nd & subsequent offenses: 1-180 days OSS, and possible recommendation to the Board for expulsion.

B2. <u>Indecent Exposure</u>

Inappropriate exposure of the undergarments or private body parts.

(Grades K through 2)

1st offense: Warning and/or 1-3 days OSS

2nd offense: Warning and 3-5 days of OSS

3rd & subsequent offenses: 5-10 days OSS.

(Grades 3 through 5)

1st offense: Warning and/or 1-5 days OSS

2nd offense: Warning and/or up to 1-10 days OSS.

3rd & subsequent offenses: 11-45 days OSS.

B3. <u>Inappropriate Sexual Touching</u>

Inappropriate touching of private body parts, whether over or under clothing.

1st offense: 1-10 days OSS.

2nd offenses: 11-90 days OSS.

3rd & subsequent offenses: 11-180 days OSS, and possible recommendation to the Board for expulsion.

B4. <u>Consensual Sexual Touching</u>

Engaging in consensual sexual touching of private parts while on school property or at a school-sponsored activity on or off campus.

1st offense: 1-45 days OSS.

2nd & subsequent offenses: 180 day OSS, and possible recommendation to the Board for expulsion.

B5. <u>Sexual Assault</u>

Touching a student in any way to seek sexual advantage and/or sexually placing a student in reasonable apprehension of, and/or attempting to cause, physical injury.

1st & subsequent offenses: 180 days OSS, and possible recommendation to the Board for expulsion.

B6. <u>Forced Sexual Touching</u>

Sexually touching another's private parts while on school property or at a school-sponsored activity on or off campus while using either physical force or threats of harm. This category also includes compelling a person to perform such sexual touching.

1st and subsequent offenses: 180 days OSS, and possible recommendation to the Board for expulsion.

C. VIOLATIONS AGAINST GOOD ORDER AND PUBLIC DECENCY

C1. Fire-Starting

Starting or attempting to start a fire or smoke, or causing or attempting to cause an explosion.

1st offense: 11-180 days OSS, and possible recommendation to the Board for expulsion.

2nd & subsequent offenses: 180 days OSS, and recommendation to the Board for expulsion.

C2. Tampering with or Damaging Property

Tampering with and/or willfully causing (meaning intentionally causes or acts with a substantial certainty of causing) damage to any property, real or personal property belonging to the school, staff or students.

1st offense: Restitution and 1-45 days OSS.

2nd offense: Restitution and 11-90 days OSS.

3rd & subsequent offenses: Restitution, and 90-180 days OSS, and possible recommendation to the Board for expulsion.

C3. Cheating/Forgery

To attempt to obtain a better grade by misappropriating someone else's work, or to pass off another person's work or authorization as one's own. Regardless of grade level, this offense will result in the student's failing the assignment in question.

(Grades K through 2)

1st offense: Warning

2nd & subsequent offenses: 1-10 days of OSS

(Grades 3 through 6)

1st offense: 1-10 days of OSS.

2nd offense: 1-10 days of OSS

C4. Disruptive Speech, Conduct or Classroom Disturbance

Conduct or speech, whether verbal, written, pictorial or symbolic, which actually disrupts – or which is reasonably likely to disrupt – classroom work, school activities, student learning, and/or the operation of the school.

1st offense: Warning, and possible 1-5 days OSS.

2nd offense: 1-5 days of OSS.

3rd & subsequent offenses: 1-45 days OSS.

C5. Failing to Follow Teacher's Instructions in Class or to Participate in Learning

1st offense: Warning from Head of School.

2nd offenses: 1-3 days OSS.

3rd -6th offense: 1-5 days OSS.

7th & subsequent offenses:1-180 school days OSS.

C6. Cellular Devices

1. *Cell phones, beepers, pagers, CD's, DVD's, memory cards, flash drives, video games, and other communication devices, including wireless network cards, are to be turned off and not displayed during classroom periods. CD or DVD players, MP3 players, video games and other electronic devices not necessary to school business will not be displayed during school hours and must be kept in a locker or backpack.*

1st offense: Confiscation and warning.

2nd & subsequent offenses: Confiscation and 1-5 days OSS.

2. *Students are also prohibited from using cellular devices to take photographs or record videos in a facility or location at which students or others have a reasonable expectation of privacy, such as restrooms, locker rooms, and changing areas. This prohibition also includes the taking of a photograph or video of any person, regardless of location, when such photograph either invades or could be perceived as invading the bodily privacy of that person.*

1st offense: 11-180 days OSS, and possible referral to the Board for expulsion.

2nd offenses: 180 days OSS, and automatic referral to the Board for expulsion.

C7. Technology Misconduct

Attempting, regardless of success, to gain unauthorized access to a SLLIS technology system or information; to use SLLIS technology to connect to other systems in evasion of the physical limitations of the remote system; to copy SLLIS files without authorization; to interfere with the ability of others to utilize SLLIS technology; to secure a higher level of privilege without authorization; to introduce computer "viruses," "hacking" tools, or other disruptive/destructive programs onto or through SLLIS technology; or to evade or disable a filtering/blocking device, and/or *violation of SLLIS's technology use rules.*

1st offense: Restitution, and 1-180 days OSS, and suspension/loss of user privileges.

2nd & subsequent offenses: Restitution, and 1-180 days OSS, and suspension/loss of user privileges, and possible recommendation to the Board for expulsion.

C8. Fireworks, Stink Bombs, Laser Pointers, Spray Paint and/or Nuisance Items

Students are forbidden to bring into school, onto school grounds, to school functions, or on school vehicles any items that are of this nature without permission.

1st offense: 1-5 days OSS.

2nd offense: 1-10 days OSS.

3rd & subsequent offenses: 11-180 days OSS.

C9. <u>Disparaging or Demeaning Conduct</u>

Use of words or actions, whether verbal, written, pictorial or symbolic, that are meant to harass, upset or injure another person, or that actually harass, upset or injure another person. This category includes, but is not limited to, threats of violence or defamation of a person's character, race, religion, gender, or national origin.

1st offense: 1-5 days OSS (when conduct does not implicate protected categories of race, color, national origin, religion, age, gender, or disability).

1-180 days OSS (when conduct does implicate protected categories of race, color, national origin, religion, age, gender, or disability).

2nd & subsequent offenses: 11-180 days OSS, and possible recommendation to the Board for expulsion.

C10. <u>Lying</u>

Lying or failing to tell the truth in order to excuse or minimize misconduct or to cause another person harm or injury.

1st offense: 1-5 days OSS

2nd & subsequent offenses:1-20 days OSS.

C11. <u>Obscene Language, Actions and/or Materials</u>

Use of words or actions that describe sexual conduct and which, considered as a whole, appeal to a prurient interest in sex, portray sex in a manner offensive to school and/or community standards, and that do not have a serious literary, artistic, political or scientific value.

1st offense: Warning from Head of School.

2nd offense: 1-5 days OSS.

3rd offense: 1-10 days OSS.

4th & subsequent offenses: 11-180 days OSS.

C12. <u>Profanity or Obscene/Inappropriate Gestures or Language</u>

1st offense: Warning from Head of School.

2nd offense: 1-5 days OSS.

3rd offense: 1-10 days OSS.

4th & subsequent offenses: 11-90 days OSS.

C13. Possession and/or Distribution of Flammable or Combustible Materials or Devices

Students are prohibited from possessing and/or distributing flammable or combustible materials or devices. Examples include, but are not limited to, chemicals (other than school supplies used in a classroom, such as art), matches, fireworks, and lighters.

1st offense: 1-10 days OSS.

2nd & subsequent offenses: 1-180 days OSS, and possible recommendation to the Board for expulsion.

C14. Skateboards and/or Rollerblades

Students are forbidden to bring to school items that are of this nature. In addition, the item will be confiscated and returned only to a parent.

1st offense: Confiscation and warning.

2nd offense & subsequent: Confiscation and 1-5 days OSS

C15. False Alarm or Report

Communicating a false threat or report of present or future danger or harm. Examples include, but are not limited to, pulling a fire alarm when no emergency or fire exists, false 911 calls, bomb threats, shooting threats, threats of harming the occupants of the school, and threats of burning the school. Communication may occur verbally (such as on the telephone or in person), electronically (such as by email, messaging or phone), or in writing (such as comments written on a wall or on paper or book). In addition to the consequences below, the student and/or the student's parent/legal guardian will reimburse SLLIS and emergency personnel for expenses and costs incurred as a result of the false alarm.

1st offense: 1-10 days OSS (pulling fire alarm in building when no emergency or fire exists)

180 days OSS and automatic recommendation to the Board for expulsion (all other false alarms or reports)

2nd & subsequent offenses: 180 days OSS, and automatic recommendation to the Board for expulsion.

C16. Trespassing

Being physically present on property of any kind that is owned, overseen, operated or controlled by SLLIS (including, but not limited to, off-campus school-sponsored events) where such presence is not authorized by an appropriate school official. Examples of this conduct include, but are not limited to, such conduct as the following: (1) being present on school grounds or on a school bus outside of school hours, authorized public-use hours, or school-authorized activity hours; (2) being present at a school-sponsored activity while under suspension or expulsion; (3) operating a school vehicle; (4) exceeding the permissible scope and/or authorization of a previously approved purpose for being on school property; and/or (5) being present in an unauthorized area of a school building in which student access is prohibited.

1st & subsequent offenses: 1-10 days OSS, or, if student is already suspended, a new 45-day OSS.

D. DRUG VIOLATION

D1. <u>Drug Violation</u>

The possession, distribution, sale, trade, transfer or use of drugs is prohibited while on school premises or at any school-related activity on or off campus.

Under this policy, the term "drugs" is defined broadly to include any form of alcohol, unauthorized inhalants, illegal drugs defined as substances identified under Schedules I, II, III, IV or V in Section 202 of the Controlled Substances Act (including, but not limited to, narcotics, depressants, stimulants, hallucinogens, cocaine, methamphetamine, marijuana and heroin), anabolic steroids, look-alike drugs, any item represented to be a drug, any item which by indicia and markings appears to be a drug, and any other substance which impairs the student's ability to perform at school

SLLIS reserves the right to institute a search of a student's possessions when there is a reasonable suspicion that the student is in possession of drugs. A student who comes to school or a school function having the smell or under the influence of alcohol or drugs on his/her person will have his/her parents/guardians and legal authorities notified.

In addition, students are expected to report to school in a drug-free condition. Therefore, students who are under the influence of drugs at school are in violation of this provision.

Students who must take prescription drugs while at school are required to follow the provisions of SLLIS's policy on the administration of medication. Possessing otherwise legal prescription drugs in violation of that policy shall constitute a Drug Violation.

1st offense: 11-180 days OSS and possible recommendation to the Board for expulsion.

2nd & subsequent offenses:180 days OSS and automatic recommendation to the Board for expulsion.

e. Seclusion and Restraint Policy

At SLLIS our goal is to teach our students to take responsibility for their actions and to learn self-discipline that will serve them in settings outside of our school community. Classroom management strategies, the Buddy Room, the Recovery Room and meetings with the Head of School are all designed to engender clear, positive and proactive approaches to behavior management. Students demonstrating inappropriate verbal behavior, threats or profanity do not represent physical danger and shall never be considered for seclusion or restraint. Seclusion and restraint are reactive strategies and will be avoided if possible. Pursuant to H.R. 4247 seclusion and restraint are only to be used as a last resort when the student's behavior is an immediate danger to the student and/or others AND when other interventions have been unsuccessful.

Restraint

There are three types of restraint authorized under H.R. 4247 to address imminent physical danger.

Physical/Manual Restraint: the use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student's hand to transport them for safety purposes, physical escort or intervening in a fight.

Mechanical Restraint: the use of a device or physical object that the student cannot easily remove that restricts a student's freedom of movement or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

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

SLLIS prohibits the use of Mechanical Restraint and Chemical Restraint. Physical/Manual Restraint may only be used in an emergency when there is immediate danger to the student and/or others. In the event that Physical/Manual Restraint must be used, trained personnel will respect the following procedures.

Physical restraint shall only be used:

- In an emergency situation.
- When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations.
- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed- upon plan to address a student's behavior.

Physical restraint shall:

- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury.
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student, which restricts breathing.
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

- Use methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of school personnel.

SLLIS will document all incidents requiring the use of physical/manual restraint.

Seclusion/Isolation

Seclusion: the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

Isolation: the confinement of a student alone in an enclosed space without locking hardware.

Time out: brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation.

SLLIS prohibits the use of Seclusion and Isolation techniques unless a student is awaiting a law enforcement officer AND all other interventions have been unsuccessful. In that event:

- The student's family will be contacted immediately to alert them of the situation and school administration's intent to seclude or isolate the student.

- A student may be monitored by an adult in close proximity who is able to see and hear the student at all times.
- Monitoring shall be face-to-face unless personal safety is significantly compromised in which chase technology supported monitoring may be utilized.
- If at any time while waiting for law enforcement the student is able to de-escalate the dangerous behavior, the monitor will remove them from the seclusion/isolation environment.
- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in our school setting.
- The space is comparable in lighting, ventilation, heating, cooling and ceiling height to those systems that are in use throughout the building.
- The space is free of objects that could cause harm.

SLLIS will document all incidents requiring the use of seclusion or isolation.

School Personnel Training

SLLIS shall ensure that all school personnel are trained annually and know the policy and procedures involving the use of seclusion, isolation and restraint. Training shall include all of the following:

- A continuum of prevention techniques.
- Environmental management techniques.
- A continuum of de-escalation techniques.
- Information about the policy.

A minimum of two key staff members per school will be trained in physical restraint, seclusion and isolation.

Only staff members who have been trained in the use of seclusion and/or isolation and/or restraint techniques and its safe application may restrain a student. Their annual training will include:

- De-escalation practices.
- Appropriate use of physical restraint. · Professionally-accepted practices in physical management and use of restraints.
- Methods to explain the use of restraint to the student who is to be restrained and to the individual's family.
- Appropriate use of isolation.
- Appropriate use of seclusion.
- Information on the policy and appropriate documentation and notification procedures.

Corporal Punishment

It is the policy of SLLIS that no person employed by or volunteering for SLLIS shall administer or cause to be administered corporal punishment upon a student attending SLLIS. SLLIS defines corporal punishment as the intentional infliction of physical pain as a method of changing behavior. It may include, but is not limited to, methods such as hitting, slapping, punching, kicking, pinching, shaking, use of various objects (paddles, belts, sticks, or others), or painful body postures.

A staff member may, however, use reasonable restraint against a student without advance notice to the Head of School, if it is essential for self-defense, the preservation of order, or for the protection of other persons or the property of SLLIS.

Discipline Hearings

SLLIS may originate student discipline hearings upon recommendation of the Head of School/designee. In such cases, the Board will review the Head of School /designee's report and determine whether to conduct a discipline hearing. In addition, student discipline hearings will be held upon written request of the student or the student's parents to consider appeals from student suspensions in excess of ten (10) school days. A discipline hearing will always be held in

cases of suspensions in excess of 180 school days or expulsions, unless after meeting with the Head of School /designee, the parent/guardian waives, in writing, the right to an expulsion hearing. Students who have been identified as protected under IDEA will receive all of the extensions in consideration and deliberation of expulsion as required by law.

Readmission Conference

Prior to the readmission or enrollment of any student who has been suspended out of school or expelled in accordance with school policy, a conference must be held to review the student's conduct that resulted in the suspension or expulsion and any remedial actions needed to prevent future occurrences of such conduct or related conduct. The conference shall include the appropriate school officials including any teacher directly involved with the conduct that resulted in the suspension or expulsion, the student, and the parent or guardian of the student or any agency having legal jurisdiction, care, custody or control of the student. The Board shall notify, in writing, the parents or guardians and all other parties of the time, place and agenda of any such conference. Failure of any party to attend this conference shall not preclude holding the conference.

ST. LOUIS LANGUAGE IMMERSION SCHOOLS

Code of Conduct Handbook -Acknowledgement of Receipt 2011

I acknowledge that I have received a copy of the St. Louis Language Immersion Schools' Code of Conduct handbook and understand that I am responsible for reading the discipline policies and practices described within. I understand that I am responsible to share the Code of Conduct with my child(ren) enrolled at SLLIS as developmentally appropriate. I agree to adhere to and observe all policies and procedures set forth in it, which are intended as a guide and not to be all-encompassing policies and procedures. I understand that I am to contact my Head of School if I have any questions. I understand that SLLIS has the exclusive right to change its handbook without notice, and that it is my responsibility to read and comply with any policy or procedural revisions. It is understood that future changes in policies and procedures will supersede or eliminate those found in this handbook, and that families may be notified of such changes through standard communication channels. Likewise, I understand that nothing in this handbook is intended to limit SLLIS'S discretion in operating its business.

I understand that this Code of Conduct Handbook supersedes any and all prior handbooks, policies and practices of SLLIS regarding the terms and conditions of discipline policies and procedures at St. Louis Language Immersion Schools. By distributing this Code of Conduct Handbook, SLLIS expressly revokes any and all previous policies and procedures, which are inconsistent with those contained herein.

STUDENT'S NAME (print)

_____

PARENT/GUARDIAN'S

_____

DATE

_____

Appendix B.1: Articles of Incorporation, Corporate Bylaws, and Not-For-Profit Status

File Number:
N00839579
Date Filed: 07/18/2008
Robin Carnahan
Secretary of State

AMENDED AND RESTATED ARTICLES OF INCORPORATI
OF
ST. LOUIS LANGUAGE IMMERSION SCHOOLS, INC.

St. Louis Language Immersion Schools, Inc., a Missouri nonprofit corporation organized on August 31, 2007, does hereby amend and restate its Articles of Incorporation and certifies that the Amended and Restated Articles of Incorporation correctly sets forth, and further amends, the corresponding provisions of the Articles of Incorporation as heretofore amended and that the Amended and Restated Articles of Incorporation supersede the original Articles of Incorporation and all amendments thereto.

The Amended and Restated Articles of Incorporation were adopted April 21, 2008 by unanimous consent of the board of directors of the corporation and are attached hereto as Exhibit A.

In affirmation thereof, the facts stated above are true and correct:
(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Signature	Printed Name	Title	Date
Lee Marshall	K. Lee Marshall	Secretary	06/18/08

State of Missouri
AmendRestate - NonProfit 4 Page(s)
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Exhibit A

AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
ST. LOUIS LANGUAGE IMMERSION SCHOOLS, INC.

A Missouri Nonprofit Corporation

1. The name of the corporation is St. Louis Language Immersion Schools, Inc.

2. This corporation is a public benefit corporation.

3. The period of duration of the corporation is perpetual.

4. The street address of the corporation's initial registered office in Missouri is 4326 Wyoming Street, St. Louis, MO 63116, and the name of its initial registered agent at such address is Rhonda Broussard.

5. The name and address of the incorporator is William T. Zorn, 634 N. Grand, Suite 10A, St. Louis, MO 63103.

6. The corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law) (the "Code"), including to develop and operate language immersion charter schools in St. Louis. The corporation seeks to increase the availability of high-performing alternative schools for St. Louis area families; promote bilingualism and international curricula; and provide opportunities for economically and ethnically diverse groups of families to learn together.

7. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its Trustees, Directors, Officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article. The corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. Notwithstanding any other provision of this document, the organization shall not carry on any other purpose not permitted to be carried on (a) by an organization exempt from Federal income tax under section 501(c)(3) of Code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Code.

8. The corporation shall have no Members. The affairs of the corporation shall be managed by its Board of Directors. The number of Directors and their terms shall be as provided in the Bylaws, provided that there shall not be less than three Directors. The Directors of the corporation shall be elected in the manner described in the Bylaws.

9. The corporation shall have all the powers permitted a corporation that is both a nonprofit corporation under the Missouri Nonprofit Corporation Act and an exempt organization described in section 501(c)(3) of the Code, including, but not limited to, the power to

paid in settlement actually and reasonably incurred by such Director or Officer in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (including an action by or in the right of the corporation) to which such Director or Officer is, was or at any time became a party, or is threatened to be made a party, by reason of the fact that such Director or Officer is, was or at any time becomes a Director, Officer, employee or agent of the corporation, or is or was serving or at any time serves at the request of the corporation as a Director, Officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise; and (ii) otherwise to the fullest extent as may be provided to such Director or Officer by the corporation under the non-exclusivity provisions of the State Statute.

(e) No indemnity pursuant to section (d) of this Article shall be paid by the corporation: (i) except to the extent the aggregate of losses to be indemnified thereunder exceeds the amount of such losses for which the Director or Officer is indemnified either pursuant to section (b) of this Article or pursuant to any insurance of the type referred to in section (c) of this Article purchased and maintained by the corporation; (ii) in respect of remuneration paid to such Director or Officer if it shall be determined by a final decision of a court having jurisdiction in the matter that such remuneration was in violation of law; (iii) on account of such Director's or Officer's conduct which is finally adjudged by a court having jurisdiction in the matter to have been knowingly fraudulent, deliberately dishonest or willful misconduct; or (iv) if a final decision by a court having jurisdiction in the matter shall determine that such indemnification is not lawful.

(f) All agreements and obligations of the corporation contained in this Article shall continue during the period the Director or Officer is a Director or Officer of the corporation (or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise) and shall continue thereafter so long as the Director or Officer shall be subject to any possible claim or threatened, pending or completed action, suit or proceeding, whether civil, criminal or investigative, by reason of the fact that he or she was a Director or Officer of the corporation or was serving in any other capacity referred to in this Article.

(g) The corporation will pay, in advance of the final disposition of the action, suit or proceeding, all reasonable expenses of the Director or Officer incurred in defending any civil or criminal action, suit or proceeding against him or her, provided he or she shall have agreed to reimburse the corporation if and to the extent that it shall be ultimately determined that he or she is not entitled to be indemnified by the corporation for such expenses.

receive and administer funds for scientific, religious, educational, and charitable purposes, within the meaning of section 501(c)(3) of the Code and to that end, the corporation is empowered to hold any property, or any undivided interest therein, without limitation as to amount or value, to dispose of any such property and to invest, reinvest, or deal with the principal or income in such manner as, in the judgment of the directors, will best promote the purposes of the corporation.

10. Bylaws of the corporation, consistent with these Articles, shall be adopted by the Board of Directors, and may be amended in the manner provided in the Bylaws.

11. These Articles may be amended by the Board of Directors in the manner provided by law.

12 Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, distribute all the assets of the corporation to an organization, then qualified under section 501(c)(3) of the Code. Any of such assets not so disposed of shall be disposed of by the Circuit Court of the city or county in which the principal office of the corporation is then located to such organization or organizations as said court shall determine and as are then qualified as exempt under section 501(c)(3) of the Code.

13.

(a) The provisions of this Article shall be in the nature of a contract between the corporation and each of its Directors and Officers made in consideration of such person's continued service to the corporation. The protection afforded to each Director or Officer by the provisions of this Article shall survive such person's term of office or employment. This Article may not be repealed, nor may the benefits to the Directors and Officers afforded hereby be diminished, except as to liability accruing in respect of acts or omissions occurring after the date of such repeal or modification.

(b) The corporation shall hold harmless and indemnify each Director and Officer to the fullest extent authorized or permitted by the provisions of Subsections 1 through 6 and 9 through 11 of Section 355.476, Missouri Revised Statutes, as amended (which Section, in its entirety, is hereinafter referred to as the "State Statute") or any other or additional statutory provisions which are hereafter adopted authorizing or permitting such indemnification.

(c) The corporation may purchase and maintain for the benefit of each Director or Officer, as named insured or additional insured, a policy or policies of general comprehensive liability insurance (covering claims arising out of death, illness or injury or arising out of property loss or damage) and directors' and officers' liability insurance (covering claims arising out of wrongful acts or omissions) in respect of liabilities asserted against and/or incurred by its Directors and Officers in either such capacity or otherwise in the performance of their services for the corporation.

(d) In addition to the foregoing, and subject only to the exclusions set forth in section (e) of this Article, the corporation shall, to the fullest extent authorized or permitted by the provisions of Subsection 7 of the State Statute, hold harmless and indemnify each Director and Officer: (i) against any and all expenses (including attorneys' fees), judgments, fines and amounts

State of Missouri

Robin Carnahan
Secretary of State

CERTIFICATE OF AMENDMENT AND RESTATEMENT
OF A Non-Profit Corporation

WHEREAS,

St. Louis Language Immersion Schools, Inc.
N00839579

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment and Restatement of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment and Restatement of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended and restated in accordance therewith.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 18th day of July, 2008.

Robin Carnahan

Secretary of State

By Laws of St. Louis Language Immersion Schools, Inc.

Adopted December 1, 2010

ARTICLE I PURPOSE

Section 1. Not For Profit. The Corporation is organized under and shall operate as a Public Benefit

Corporation, and shall have such powers as are now or as may hereafter be granted by the Missouri Nonprofit Corporation Act.

Section 2. Purposes. The purposes of the Corporation are educational and charitable within the

meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment and operation of charter schools and other educational institutions and services in the greater St. Louis metropolitan area pursuant to the laws of the State of Missouri. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Missouri Law, to do all and every thing necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing not inconsistent with the law.

Section 3. Rules.

The following rules shall conclusively bind the Corporation and all persons acting for or on behalf of it:

a. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein provided that no compensation shall be paid to any member of the Board of Directors unless for specific services contracted for in writing and in conformance with all provisions of these bylaws. Nothing in this section shall prevent the Corporation from reimbursing Board Members for reasonable out-of-pocket expenses associated with the exercise of their duties in furtherance of the goals of Corporation. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these bylaws, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

b. Upon the dissolution of the Corporation the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine.

c. The Corporation shall not adopt any practice, policy or procedure or take any action which would result in discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, sexual orientation, or need for special educational services.

d. Directors may participate in board meetings in person or via telephonic or other electronic communications of any sort which is allowable by laws of the State of Missouri and which allows the directors to comprehend the nature of the issues being discussed and make informed decisions. **All meetings of the Board of Directors will comply with the notification requirements on the Open Meetings Act.** Meetings of the board may be conducted via conference call or any other form electronic communications allowable by the laws of the State of Missouri. Actions requiring written consent of directors may be transmitted via facsimile, e-mail, United States mail or by personal delivery to the Chairperson or the Secretary of the Board. Voting by proxy shall not be permitted.

e. The meetings of the Corporation and each of its committees shall be conducted according to Roberts Rules of Order.

ARTICLE II OFFICES

The principal office of the corporation shall be at 4011 Papin Street, St. Louis, Missouri 63110 or at such other place as the board of directors may from time to time determine by written resolution approved by a vote of the board while in session or in writing by a majority of all directors.

ARTICLE III BOARD OF DIRECTORS

Section 1. General Powers.

The affairs of the Corporation shall be managed by the Board of Directors.

Section 2. Number, Tenure and Qualifications.

The number of directors shall be no less than three (3) and no more than fifteen (15), as established by resolution of the Board of Directors. Directors may hold office for a term of one (1), two (2) or three (3) years from and after his or her selection, but each Director, nevertheless, shall continue to hold office until his or her successor shall have been selected and qualified. For the duration of the first ten years of the Corporation's existence, no Director who has served **three** consecutive terms shall be elected to an additional consecutive term regardless if one of the two consecutive terms is for a partial three-year term as a result of filling a vacancy on the Board. Beginning in year 2017 no Director who has served **two** consecutive terms shall be elected to an additional consecutive term regardless if one of the two consecutive terms is for a partial three- year term as a result of filling a vacancy on the Board.

Each director shall hold office for a term of one (1), two (2) or three (3) years from and after his or her selection, but each Director, nevertheless, shall continue to hold office until his or her successor shall have been selected and qualified. No director who has served two consecutive terms, except those directors who serve an initial term of one (1) year, shall be elected to an additional consecutive term regardless if one of the two

consecutive terms is for a partial two or three year term as a result of filling a vacancy on the Board. Those directors who serve an initial term of one year shall be eligible to serve two consecutive terms of three years each. Any director may be elected to subsequent terms after an absence of at least one year from the Board after the maximum terms allowed herein. Directors need not be US citizens or residents of the State of Missouri. Directors shall be selected on the basis of their expertise, experience and willingness and ability to contribute to the success of the Corporation.

Directors selected prior to December 31, 2009 shall serve the term of one (1), two (2) or three (3) years for which they were selected. All directors selected after December 31, 2009 shall be selected for a three-year (3) term. All terms shall commence on the first day of the same fiscal year as selected.

Section 3. Vacancies.

Vacancies on the Governing Board shall exist (1) on the death, resignation or removal of any director; (2) when term of a current director expires and that director gives written notice that he or she is not willing to continue serving until his or her successor is elected; or (3) whenever the authorized number of directors is increased. Upon such a vacancy, the Board of Directors shall nominate and elect new member(s). Vacancies on the board will be filled by a majority vote of the members of the Board of Directors, regardless of whether the number of directors remaining constitutes a quorum.

ARTICLE IV MEETINGS OF THE BOARD OF DIRECTORS

Section 1. Meetings and Notices.

All meetings of the governing Board of Directors will comply with the Open Meetings Act (Sunshine Law)- Chapter 610, RSMo. The first meeting of each newly elected board shall be held at such time and place as shall be convenient to a majority of the directors.

Thereafter scheduled meeting dates shall be fixed by the vote of the majority of directors. Special meetings may be called with standard notice procedures subject to the provisions of Section 4 of this Article. Emergency meetings may be called subject to the provisions of Section 5 of this Article. **Both Special and Emergency meeting notification will comply with the requirements of the Open Meetings Act.** Notice of any annual, scheduled or special meetings shall be provided to directors and newly elected directors at least fifteen (15) days in advance of such meetings such time and place as shall from time to time be determined by the majority of directors. Such notice may be by U.S. Mail, e-mail, facsimile or other written electronic communication addressed to an approved address, e-mail account or facsimile number. Each director shall provide to the chairperson and the secretary an approved mailing address, e-mail account or accounts, facsimile number or other electronic address for such notice purposes. It will be the responsibility of each director to update such notice destinations if changes occur. If mailed via United States mail, such notices shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed with postage thereon prepaid. Electronic notice via facsimile, e-mail or otherwise shall be considered received if sent in a timely way consistent with these Bylaws.

In the event the dates, times and locations of directors meetings, other than the annual meeting, cannot be agreed upon by a majority of the directors the chairperson shall select a location for said meetings. Alternatively, the board may meet at such places, dates and times as shall be fixed by a majority vote of the board or directors in session or by a majority of all directors in writing.

Section 2. Annual Meeting.

The Annual Meeting of the directors shall be held on the first Saturday of each November at 9 a.m. at the principal office of the Corporation as established by the Board at the time of notice of the annual meeting, unless otherwise scheduled by a majority of the directors in writing.

Section 3. Scheduled Meetings

The directors may agree to an advance schedule of meetings as required and necessary for the orderly conduct of the business of the Corporation by a majority vote of the board of directors while in session or by a majority of all directors in writing.

Section 4. Special Meetings

Special meetings may be called by the chairperson, any other two officers or a majority of all the directors in writing. A special meeting is any meeting of the Board not previously scheduled by the directors. **Such special meetings will require compliance with the standard notice provisions of these Bylaws or of the Open Meetings Act, whichever is more restrictive.** At such special meetings only those matters requiring the timely attention of the Board shall be considered and no items as delineated in Article V Section I below may be considered at a special meeting unless agreed to in writing by a majority of all directors prior to the scheduling of such meeting.

Section 5. Emergency Meetings

In accordance with the Open Meetings Act (Sunshine Law)- Chapter 610.020, RSMo, an emergency meeting of the Board of Directors may be called provided that at least 24 hours' public notice has been given before holding the meeting.

Notwithstanding any other notice provisions of these Bylaws the chairperson or any other two officers of the board may call an emergency meeting of the board providing only that notice which is practicable given the emergent circumstances requiring the meeting. **Such emergency meetings will require compliance with the standard notice provisions as outlined in these Bylaws or in the Open Meetings Act, whichever is more restrictive.** At such meeting the chairperson or the most

senior vice chairperson available shall chair such meeting. In the event that neither the chairperson nor any vice chairpersons are available the treasurer shall chair the meeting or in the absence the treasurer the secretary shall chair the meeting. If no officer is available the chairperson or a vice chairperson in the order of seniority shall designate a chair for the emergency meeting. At such emergency meetings only those matters requiring the immediate attention of the Board shall be considered and no items as delineated in Article V Section I below may be considered at an emergency meeting

Section 4. Quorum.

A majority of the incumbent directors shall constitute a quorum for the transacting of business at any meeting of the Board of Directors.

ARTICLE V COMMITTEES OF THE BOARD OF DIRECTORS

Section 1. Executive Committee. The Board of Directors may establish an Executive Committee consisting of two

or more persons serving on the board of directors of the corporation. It shall include the chairperson and all officers of the Corporation; The executive committee, subject to those limitations as may be required by law or imposed by resolution of the Board of Directors, may exercise all powers and authority of the Board of Directors in the management of the business and affairs of the Corporation between scheduled meetings of the Board of Directors, except that such Executive Committee will not have power or authority to:

(a) Amend the Articles of Incorporation;

(b) Adopt an agreement of merger or consolidation;

(c) Approve the sale, lease or exchange of all or substantially all of the Corporation's property and assets;

(d) Approve the dissolution of the Corporation or a revocation of a dissolution;

(e) Amend the Bylaws of the Corporation;

(f) Fill vacancies on the Board;

(g) Remove a director or officer from their office or from the Board of Directors.

Section 2. Standing Committees. The Board of Directors shall establish a Finance and Audit Committee, Facilities

Committee and an Academic Excellence Committee and may establish through resolution other standing committees of the board as deemed appropriate. The standing committees will have the authority as delegated to them by the Board of Directors. The standing committees may have non-directors as members but at least two of the members of each standing committee shall be directors. Committee members shall be appointed by the chairperson and among those directors appointed the chairperson shall designate a committee chairperson. All such resolutions establishing such standing committees and all appointments thereto including the appointment of the committee chairperson will require the approval of the board by a majority vote in session or by a majority of all directors in writing.

Section 3. Special Committees

The board may from time to time establish special committees of the board to undertake such actions as empowered by the board through resolution. Each special committee may have non-directors as members but at least a two of the members of each special committee of the board shall be directors and shall be appointed by the chairperson and among those appointed the chairperson shall designate a director as committee chairperson. All such resolutions establishing such special committees and all appointments thereto including the appointment of the committee chairperson will require the approval of the board by a majority vote in session or by a majority of all directors in writing.

Section 4. Procedure.

All committees, and each member thereof, will serve at the pleasure of the Board of Directors. The Board of Directors will have the power at any time to increase or decrease the number of members of any committee, to fill vacancies thereon, to change any member thereof, and to change the functions or terminate the existence of any committee. Scheduled, special or emergency meetings of any standing or special committees of the Corporation may be held in the same manner provided in these Bylaws for scheduled, special or emergency meetings of the Board of Directors, and a majority of any standing or special committee will constitute a quorum at the meeting. In the case of any advisory committees one-third of the membership will constitute a quorum provided that at least two people are required to constitute a quorum. Notice of any meetings of any committees shall be given in the same manner provided in these Bylaws for meetings of the Board of Directors

Section 5. Term of Office.

Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until his successor is appointed, unless the Committee shall be sooner terminated, or unless such member shall resign or cease to qualify as a member thereof.

Section 6. Vacancies.

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7. Quorum.

Unless otherwise provided in the resolution of the Board of Directors designating a committee or these bylaws, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 8. Rules.

Each committee shall operate in compliance with Roberts Rules of Order an in compliance with these Bylaws.

ARTICLE VI OFFICERS

Section 1. Officers.

The officers of the corporation shall be a chairperson of the board, one or more vice chairperson(s) and, if more than one vice chairperson, the board shall designate their seniority by designating a “first vice chairperson”, “second vice chairperson”, etc. with seniority beginning with the first vice-chairperson, a secretary and a treasurer who shall be chosen by the board of directors from among its members. The board of directors may also choose one or more assistant secretaries and assistant treasurers which, if more than one of whom is chosen will be designated in seniority in the same manner as described above for vice chairpersons.

Section 2. Appointments.

The board may annually appoint such other officers and agents as it shall deem necessary, who shall exercise such powers and perform such duties as shall be determined from time to time by the board.

Section 3. Terms of Office

The officers of the corporation shall hold office until successors are chosen and qualify in their stead. Any officer elected or appointed by the board of directors may be removed at any meeting of the Board of Directors by the affirmative vote of a

majority of the directors provided specific notice of such pending action is given as an agenda item for the meeting as provided in these Bylaws. If the office of any officer becomes vacant for any reason, the vacancy may be filled by the Board of Directors.

Officers shall be elected at the annual meeting of the Board of Directors in November. Terms of newly elected officers will commence July 1 of the subsequent year, with the exception of officers elected at the annual meeting of the Board of Directors on November 21, 2009. Such officers' elections shall be retroactive to July 1, 2009. The Chairperson will serve a term of three (3) years and is limited to serving a single term. All other officers will serve two-year (2) terms and are limited to two successive terms. Nothing in this section shall prohibit any officer from seeking re- election to an office after a break in service of one year (12 months), notwithstanding completion of his or her term limit prior to the break in service. Upon resignation of an officer, his or her term shall be construed as complete and any member of the Board may be elected to fill that vacancy in the stead of the resignee for the balance of the original term for which he or she was elected to serve. Notwithstanding election to an officer position, no person shall serve on the Board or as an officer beyond the tenure provided in Article VI, Section 3 of the Bylaws.

Section 4. Chairperson of the Board of Directors.

The Board of Directors shall elect a Chairperson of the Board of Directors who shall be a director of the Corporation. The director so elected shall serve a three-year term as the Chairperson of the Board of Directors. The chairperson shall preside at all meetings of the board and, in his or her absence, a vice chairperson in the order of seniority, if more than one, shall so preside. The chairperson shall serve as an ex- officio member of all committees and perform such other duties as may be prescribed by the Board of Directors from time to time.

Section 5. Secretary and Assistant Secretary.

(a) The Secretary of the Board shall keep or cause to be kept a record of all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the board. He or she shall keep in safe custody the seal of the corporation and shall affix the same to any instrument requiring it.

(b) The assistant secretaries, if any, in order of their seniority shall, in the absence or disability of the secretary, perform the duties and exercise the powers of the secretary and shall perform such other duties as the board of directors may prescribe.

Section 6. Treasurer and Assistant Treasurer.

At each regular meeting and at the annual meeting of the Board of Directors, the Treasurer of the Board of Director shall provide a financial report for the preceding period. In addition to the foregoing, the treasurer shall perform all duties normally incident to the office of treasurer and as required by law, as well as such other duties as from time to time may be assigned by the Board of Directors. The treasurer shall serve as chairperson of the Finance and Audit. The assistant treasurers, if any, in order of their seniority shall, in the absence or disability of the treasurer, perform the duties and exercise the powers of the treasurer and shall perform such other duties as the Board of Directors may prescribe.

ARTICLE VII EMPLOYEES, CONSULTANTS, CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Employees and Consultants

The Board of Directors may engage such employees and consultants as it deems necessary to fulfil the purposes of the Corporation. The Board may by resolution determine procedures and standards for the approval of all employees and consultants.

Section 2. Contracts. By resolution, the Board of Directors may authorize any officer or officers, agent or

agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 3. Checks, Drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as from time to time be determined by resolution of the Board of Directors.

Section 4. Deposits.

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select by written resolution approved in session or in writing a by a majority of all directors.

.**Section 5. Gifts and Grants.**

The Board of Directors may accept on behalf of the Corporation any contribution, gift, grant, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VIII FISCAL YEAR

The fiscal year of the corporation shall begin the first day of July of each year.

ARTICLE IX SEAL

The corporate seal shall have inscribed thereon the name of the corporation, the state of incorporation, the words, "Corporate Seal", and such other inscriptions as the board of directors may deem appropriate. Said seal may be used by causing it or a facsimile thereof to be impressed or affixed or otherwise reproduced.

ARTICLE X INDEMNIFICATION OF OFFICERS AND DIRECTORS

Section 1. Indemnification

The Corporation will, to the fullest extent now or hereafter permitted by law, indemnify any Director or officer of the Corporation (and, to the extent provided in a resolution of the Board of Directors or by contract, may indemnify any volunteer, employee or agent of the Corporation) who was or is a party to or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding by reason of the fact that the person is or was a Director, officer, volunteer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, trustee, officer, partner, volunteer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses including attorneys' fees (which expenses may be paid by the Corporation in advance of a final disposition of the action, suit or proceeding as provided by law), judgments, penalties, fines and amounts paid in settlement actually and reasonably incurred by the person in connection with the action, suit or proceeding if the person acted (or refrained from acting) in good faith and in a manner the person reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, if the person had no reasonable cause to believe his or her conduct was unlawful.

Section 2. Rights to Continue

This indemnification will continue as to a person who has ceased to be a Director or officer of the Corporation. Indemnification may continue as to a person who has ceased to be a volunteer, employee or agent of the Corporation to the extent provided in a resolution of the Board of Directors or in any contract between the Corporation and the person. Any indemnification of a person who was entitled to indemnification after such person ceased to be a Director, officer, volunteer, employee or agent of the Corporation will inure to the benefit of the heirs and personal representatives of that person.

ARTICLE XI CONFLICT OF INTEREST

Section 1. Definition.

For purposes of this Article XII, the following terms shall have the following meanings: A "conflict of interest" is defined as any instance where an individual's actions or activities on behalf of the Corporation or any subsidiary of the Corporation involve the obtaining of an improper gain or advantage to the individual, or have an adverse impact on the Corporation's interests or its subsidiary's interests. "Immediate family", for the purpose of this Article, is defined as a spouse, children, mother, father, siblings, or any other relative living in the individual's household. A conflict of interest transaction is "authorized, approved or ratified" if it receives the affirmative vote of a majority of the directors on the board or on the committee, who have no direct or indirect interest in the transaction, but a transaction may not be authorized, approved, or ratified by a single director. If a majority of the directors on the board who have no direct or indirect interest in the transaction are present and vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking action under this Article.

Section 2. Approval.

A transaction in which a director or a director's immediate family has a conflict of interest may be approved if the material facts of the transaction and the director's interest are disclosed or known to the board of directors or a committee of the board and the board or committee of the board and such the board or committee authorizes, approves, or ratifies the transaction.

Section 3. Disclosure Statement.

On an annual basis, all members and officers of the board of directors will receive a disclosure statement showing two categories or potential areas of conflict of interest and an attestation statement regarding gifts, gratuities or entertainment that exceed One Hundred Dollars ($100.00) in value. Each member and officer will be required to complete and sign the disclosure statement, identifying any potential or existing conflicts of interest or attesting to the fact that there were no areas of potential or existing conflicts of interest, and attesting to the fact that no gifts, gratuities or entertainment that exceed One Hundred Dollars ($100.00) in value were received. The completed and signed statements will be provided to the Secretary of the board who will tabulate the responses and comments and provide a detailed report to the Chairperson of the Board of Directors. All members and officers of the board of directors will be responsible for providing notification to the chairperson of any instances of conflict of interest which may occur in the interim period between the dates of the regular annual reporting.

Section 4. Validity.

The presence of, or a vote cast by, a director with a material interest in the transaction does not affect the validity of any action taken under this Article if the transaction is otherwise approved as provided in this Article.

ARTICLE XII ALTERATION, AMENDMENT OR REPEAL OF BY-LAWS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the directors present

at any annual or scheduled meeting provided that at least fifteen (15) days' notice is given of the intention to alter, amend or repeal or to adopt new Bylaws. If these Bylaws are to be altered, amended or repealed or new Bylaws adopted at any special meeting the written consent of a majority of all directors is required prior to the scheduling of said special meeting. It is expressly recognized that in the pursuit of its purpose the Corporation may, in the course of time, become subject to provisions of state and federal law commonly referred to as Open Meetings laws, Freedom of Information laws and Sunshine laws. At such time as the Corporation shall be subject to the compliance with such laws these Bylaws shall be superseded in any respect that is required to comply with such legal obligations provided that the Corporation will comply with the more restrictive provisions of these Bylaws or state or federal legal requirements.

State of Missouri

LIMITED EXEMPTION
FROM MISSOURI SALES AND USE TAX ON PURCHASES AND SALES
(Public School)

Issued to:

Missouri Tax I.D. 20493037

ST LOUIS LANGUAGE IMMERSION SCHOOLS INC
4011 PAPIN STREET
ST LOUIS MO 63110

Effective Date: 05/12/2009

Your application for sales/use tax exempt status has been approved pursuant to Section 144.030.2(19), RSMo. This letter is issued as documentation of the exempt status of your organization. The organization above must adhere to the requirements of this exempt status.

This is a continuing exemption subject to legislative changes and review by the Director of Revenue. Outlined below are specific requirements regarding this exemption. This summary is not intended as a complete restatement of the law. You should review the law to ensure your understanding and compliance.

- This exemption is not assignable or transferable. It is an exemption from sales and use taxes only and is not an exemption from real or personal property tax.
- Purchases by your organization are not subject to sales or use tax if conducted within your organization's exempt functions and activities. When purchasing with this exemption, furnish all sellers or vendors a copy of this letter.
- Individuals making personal purchases may not use this exemption.
- A contractor may purchase and pay for construction materials exempt from sales tax when fulfilling a contract with your organization only if your organization issues a project exemption certificate and the contractor makes purchases in compliance with the provisions of Section 144.062 RSMo.
- Sales by your organization are not subject to sales or use tax if conducted within your organization's exempt charitable and educational functions and activities.
- Any alteration to this exemption letter renders it invalid.

If you have any questions regarding the use of this letter, please contact the Taxation Division, P.O. Box 358, Jefferson City, Missouri 65105-0358, Email salestaxexemptions@dor.mo.gov, or call 573-751-2836.

INTERNAL REVENUE SERVICE
TE/GE DIVISION: GRP 7887
ATTN: RUDY DIZON
9350 FLAIR DR., 2ND FLR
EL MONTE, CA 91731-2885

DEPARTMENT OF THE TREASURY

Date: JUN 1 5 2009

ST LOUIS LANGUAGE IMMERSION SCHOOLS
INC
C/O KEITH J KEHRER
211 N BROADWAY STE 3600
ST LOUIS, MO 63102

Employer Identification Number:
33-1183274
DLN:
17053206310048
Contact Person:
RODOLFO P. DIZON ID# 95004
Contact Telephone Number:
(626) 312-3610
Response Due Date:
July 06, 2009

Dear Applicant:

Before we can recognize your organization as being exempt from Federal income tax, we must have enough information to show that you have met all legal requirements. You did not include the information needed to make that determination on your Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code.

To help us determine whether your organization is exempt from Federal income tax, please send us the requested information by the above date. We can then complete our review of your application.

If we do not hear from you within that time, we will assume you do not want us to consider the matter further and will close your case. In that event, as required by Code section 6104(c), we will notify the appropriate state officials that, based on the information we have, we cannot recognize you as an organization of the kind described in Code section 501(c)(3). As a result, the Internal Revenue Service will treat your organization as a taxable entity. If we receive the information after the response due date, we may ask you to send us a new Form 1023.

In addition, if you do not provide the requested information in a timely manner, we will consider that you have not taken all reasonable steps to secure the determination you requested. Under Code section 7428(b)(2), your not taking all reasonable steps in a timely manner to secure the determination may be considered as failure to exhaust administrative remedies available to you within the Service. Therefore, you may lose your rights to a declaratory judgment under Code section 7428.

ST LOUIS LANGUAGE IMMERSION SCHOOLS

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Thank you for your cooperation.

Sincerely yours,

Exempt Organization Specialist

Enclosure:

List of Missing Items

ST. LOUIS LANGUAGE IMMERSION SCHOOLS, INC.
33-1183274

Note: Your response to this letter must be submitted over the signature of an authorized person or of an officer whose name is listed on the application. Also, the information you submit should be accompanied by the following declaration:

"Under penalties of perjury, I declare that I have examined this information, including accompanying documents, and, to the best of my knowledge and belief, the information contains all the relevant facts relating to the request for the information, and such facts are true, correct, and complete."

_____
Signature of Authorized Officer or Representative

_____
Title or Authority of Signer

_____
Date

PLEASE ATTACH A COPY OF THIS LETTER TO ALL CORRESPONDENCE AND DIRECT YOUR RESPONSE TO THE ADDRESS SHOWN ON THE FIRST PAGE OF THIS LETTER.

ST. LOUIS LANGUAGE IMMERSION SCHOOLS, INC.

1) We accessed and reviewed your website which discloses that on February 20, 2009 you were approved and authorized to operate as a **charter school** under the sponsorship of the University of Missouri, St. Louis. Please provide a copy of your full charter document as approved by the DESE Board of Commissioners.

2) Please provide a detailed description of your school curriculum for every grade level as offered by your school. Provide printed brochures detailing your school's educational curriculum, course description, class schedules, fees (if applicable), instructors, pre-requisite studies/training required (if applicable), length or duration of courses, and any other pertinent information regarding your **regularly scheduled** school curriculum. Provide a full-year calendar schedule that is now in effect for all classes offered.

3) For the year(s) that you are claiming to be a "charter school", please provide sample copies of brochures, application forms, admission catalogues, student handbooks, and/or other printed materials used to solicit students, enrollees, or participants to your educational programs. (Please see your response to question #2, Section II of Schedule B, of the application.)

4) Please state whether you are **now** fully operational. If yes, please provide updated information (if different from what was originally provided in the application) as requested in question #5, Section II, of Schedule B of the application. A blank copy of the page is enclosed for your convenience. If the information as provided remains unchanged, please so state.

5) Please provide sample copies of school brochures, pamphlets, informational flyers, newsletters, advertisements, or any other printed literature or materials about your organization. In particular, provide printed literature **that you would normally use to inform the general public of your existence and program services, i.e. charter school.** **DO NOT PROVIDE RE-PRINT INFORMATION FROM YOUR WEBSITE**. (Please refer to your narrative description of your proposed activities.) You may wish to provide representative copies of any solicitation letters or direct-mail brochures that you have used (or plan to use) to solicit support and donations for your organization.

6) The lease agreement that was submitted with the application appears to describe and applies only to a "leased office space" considering the size of the leased space (120 square feet) and the amount of rent being paid ($65.00/month). (Note: The 'drawing' that was supposedly attached to the lease agreement as 'Exhibit A' to describe the "Building" appears to have been inadvertently not included with the filing submission.) Please provide a physical description of this leased "Building" facility. Provide photographs of the facility both inside and outside to supplement your description.

ST. LOUIS LANGUAGE IMMERSION SCHOOLS, INC.

7) Please provide the street address(es) and physical description of the two-campus "charter school facility" where you conduct your exempt program activities. Provide photographs of the facilities both inside and outside to supplement your description. State whether these campus facilities are rented. If yes, please provide copy of the lease/rent agreement.

8) It was noted that the landlord for the leased space mentioned in item #4 above is ***Grand Properties, Inc.***, the president of which is **Mr. Vincent C. Schoemehl, Jr.**, who happens to be the chairperson of your organization. On the assumption that your 2-campus school facilities are also leased from the same landlord, i.e. *Grand Properties, Inc.*, please describe the circumstances that led to the selection of ***Grand Properties, Inc.*** as the landlord. Were there any other bidders and/or providers considered for the service, i.e. rental facility? If yes, please provide the names of the other bidders. If there were none, please explain.

9) The application discloses that your landlord, the *Grand Properties, Inc.*, is the "real estate subsidiary" of *Grand Center, Inc.*, a nonprofit corporation also headed by your chairperson Mr. Vincent C. Schoemehl, Jr. It was also disclosed that there are "small arts groups" that also lease office space in the building located at 634 N. Grand Blvd. Considering that you and the other renter/tenants at the building appear to have a common landlord, please state the nonprofit nature of *Grand Center, Inc.* If this nonprofit has been held exempt by the IRS, please provide details of its federal exemption.

10) You have also indicated the possibility that **SLLIS** will contract with an outside firm to develop, market, build or finance (your) facilities. Therefore, please state whether any of these proposed plans were already started or have materialized. If yes, please provide details, e.g. whether your school facilities were built (to own), or whether they are presently leased.

PLEASE PROVIDE YOUR RESPONSE OVER THE SIGNATURE OF AN AUTHORIZED OFFICER OR REPRESENTATIVE.

Enclosure: As stated

Letter 1312 DC/PL

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ Yes ☐ No

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☐ Yes ☐ No

Appendix B.2: Board Resumes

CV – Jane Marie Robert

Jane Marie Robert
202 Greenbriar Estates Drive
St. Louis MO 63122-3347
USA
TEL: (314) 821-6868
FAX: (314) 821-7633
E-mail: jmrobert@jmrobert.com

English Version

7 rue Jean Bologne
75016 Paris
FRANCE
TEL: 01 42 15 19 74
FAX: 01 45 24 64 98
E-mail: jmrobert@jmrobert.com

President of Renaissance Française
Former President, Saint Louis-Lyon Sister Cities, Inc.
Immediate Past-President, Federation of Alliances Françaises, USA, Inc., 2001 – 2006
Mission: Support AF schools, cultural programs and activities in the
United States and Puerto Rico

BOARDS, TITLES AND HONORS

- *Legion of Honor, Knighthood bestowed by French government (Dec 4, 2007 - Paris)*

- *Charbonnier Award, National Recognition by the Federation of Alliances Françaises, USA (Oct 26, 2007 - Milwaukee)*

- *Global Ambassador, Award given by World Trade Center of St. Louis for bringing international attention to St. Louis (Sept 26, 2007 – St. Louis)*

Current:

- Webster University, Advisory Board, College of Arts and Sciences, 2007- present

- International Institute, Board of Directors, 2007 - present

- *Société des Professeurs français et francophones d'Amérique* (NY), Board of Directors, 2007 - present

- *France Etats-Unis* (Paris) Board of Directors (2006 – present)

- *Institut Maison Bourbon – USA* (Washington DC), Board of Directors (2004 – present)

- *Chevalier dans l'Ordre des Palmes Académiques* (1998), Knighthood bestowed by French Government for contributions in French language and cultural education

- Federtation of Alliances Françaises, USA, Inc.; National Board, 1990-1999; 2000 - 2006

- President, *Alliance Française de St. Louis*, 1999 – 2003

- Member of 16 person National Commission on the Promotion of French – American Association of Teachers of French (AATF) 1998 -2000

EDUCATION

- *Diplôme d'Etudes de Civilisation française, degré supérieur* – (1967-1968)
La Sorbonne, May, 1968 (*Alliance Française de St. Louis* Scholarship)

- B.A. French Language and Literature - Webster University, 1969

- Life Teacher's Certificate from the State of Missouri, 1969

- M.A. French Language and Civilization - University of Missouri, 1973

- Course certification on computers, University of Missouri – St. Louis

TEACHING EXPERIENCE

- 30 years experience as teacher of French as a Foreign Language:

- pre-school; elementary (private); high school: (Parkway – named among top 50 FL depts. in U.S.); university: (Missouri University in Columbia, T.A. and Saint Louis University: Instructor); night school adults (Parkway and small groups); business (Monsanto and private tutoring), etc.

- escorted many youth groups to France

- completed nine year program as volunteer French teacher at St. Gerard Majella Catholic grade school, which included escorting 10 students to France for a two-week family stay. This trip included a private invitation to the dedication of the *Cathédrale d'Evry* by Pope Jean-Paul II and participation in World Youth Day in Paris, August 24, 1997

- Continued professional growth through

- increasing contact with AF's worldwide, in particular Mexico, Canada, Belgium, France and the Netherlands
- regular consultation with AF School Directors in the U.S.
- regular attendance at workshops and seminars for FL teachers
- observation of AF classes in London and Paris
- served on School Committee of *Alliance Française de St. Louis*
- subscriptions to professional journals

INVOLVEMENT IN FRENCH COMMUNITY

St. Louis, Missouri

- Presided over 6-day visit of H.R.H. Prince Louis de Bourbon, including fundraising gala for AF; international media w. Stephane Bern

- TV5MONDE, French Language Television - Chair for *AF de St. Louis*; responsible for installation in Alliance Française de St. Louis, May, 1998

- Membership in French pedagogical associations (AATF, MLA, ACTFL, FLTA, FLAM, etc.)

- Membership in French organizations (*Alliance Française:* Board;
St. Louis-Lyon Sister Cities: President; Center for French Colonial Studies: Board; *La Société Française*; *Les Amis;* Foundation for Restoration of Ste. Genevieve; French Heritage Society)

- Regular media promotion of French: (see Webster-Kirkwood Times,
West County Journal, St. Louis Review, St. Louis Post-Dispatch, France-Amérique, Journal-Français, St. Louis Commerce Magazine –Sept, 2007

- Presentations to schools or their Boards on benefits of French classes

- Chair of steering committee for major local activities such as French Festival, attracting
nearly 3000 people; gala dinners including Ambassadors Andréani, Bujon de l'Estang and J-D Levitte; Senators Maman, Habert; immersion days, etc.)

- Wrote translations of 19th century letters of Ferdinand Rozier:
Between the Gabouri by M. Rozier Sharp & Louis J. Sharp III

United States

- Created brochure "French by the Numbers – A language you can count on"
distributed since 1998 by the AATF – USA

- Presided Annual National Meetings of Federation of AF's – USA

- Initiated and led Federation of AF's-USA Centennial week in Paris - 2002

- Responded to TWA call: volunteer in New York after crash of Flight #800

- Travel frequently in USA for AF or other francophile meetings/discussions

- Created annual Index of Ideas enumerating activities of many AF's
across the U.S. intended to share ideas

- Philanthropist for various French-related projects, scholarships, & events
JMR CV 8/07

International

- Co-founded international *Magazine* for Federation of AF's – USA

- Participated in creation of *Education Handbook* as manual for AF schools
in the USA/Puerto Rico

- Hosted lunch with Mme Gretchen Leach, wife of Ambassador Howard
Leach, at the Residence in Paris for "Les Amies de la
Fédération" (including Mme Simone Rozès, Premier Président Honoraire de la Cour de Cassation et Mme Hélène Carrère d'Encausse, Secrétaire Perpétuel de l'Académie Française, Mme Hélène de Margerie and others …)

- Travel frequently to Paris to meet with FAF French partners; organize or
participate in discussions with Ministry of Foreign Affairs; *Organization Internationale de la Francophonie*; French Senators; American Embassy in Paris; Alliance Française de Paris; Sister City/Cités Unies groups, and others

- Encourage/support partnerships with international sponsors (Le Cordon Bleu; *Bien Dire*; TV5 Monde; *Champs-Elysées;* Air France etc.)

- Initiated creation and marketing of AF Centennial scarf, created in Lyon, France

- Established agreement with Express Mag for AF's to sell French language magazines and earn small benefit for local chapter

- Interviewed by Le Monde and Radio France - *France Culture*: 1997; *France Culture*: 2000; and RFI: 2001 (Washington DC)

- Quoted in "International Herald Tribune" (Paris edition) and "New York Times" regarding visas for French citizens to visit US (Jan., 2006)

- Interviewed in Lyon (France) publication: *Go! English* (Jan-Feb 2004)

- Published in ALLIANCES, magazine circulating in 138 countries introducing Répertoire d'Idées sharing AF ideas worldwide

- Presentation to *détachés* from around the world at annual international *Colloque des Alliances Françaises*, Paris, 1998

- Presentations on AF's - USA at AATF Conventions in Lyon (France), Denver, Montréal, and St. Louis; AATF annual conventions

- Presentation of "French in the U. S." at international Colloquium: *Fondation Singer-Polignac* (Paris, France, 1998-invitation of Ambassador Jacques Viot, Président de l'AF de Paris)

- Presentation of AF's -USA to *Assemblée Générale* of AF's de Mexico City, May, 2000

JMR CV 8/07

- Initiate dialogues and travel to participate in meetings with Services Culturels, Délégué Général and other Federation of AF partners

- International Sister Cities Convention in St. Louis in July, 2003; workshop on "Communicating with your Sister City in French" through the AF worldwide network (137 countries)

- Paris Memberships: France-Amériques (Cercle des Nations Américaines); American Women's Group - Paris; Association France Etats-Unis, Board of Directors; Union Internationale de la Presse Francophone

"WORKS IN PROGRESS": 2007 - 2008

- Participation in exploratory committee on Language Immersion Charter School

- US State Department, Sister Cities International, Saint Louis-Lyon Sister Cities and Cités Unies de France program: "Waging Peace in Our Communities" initiated to "share problems and successes and develop practical solutions to enhance efforts to integrate immigrant and minority groups within participating communities." (2007 – 2008)

- Katrina Relief: successful international fundraising for Alliance Française de la Nouvelle Orléans

Personal: Married - Bruce P. Robert, Attorney, retired
Son - Patrick: born 9/24/83, Financial Planner
Professional - French Community Volunteer
Hobbies - French activities; golf; reading; swimming

Revised: August, 2007

Michelle A. Gleason

83 Jost Villa Drive, Florissant, MO 63034
mgleason01@gmail.com • (314) 249-6325

Education

Master's in Urban Policy Education, May 2008
Brown University, Providence, RI

Bachelor of Arts in Economics, June 2001
University of Chicago, Chicago, IL

Nonprofit Sector Experience

IFF

Senior Loan Officer – November 2013 – Present

- Responsible for obtaining, underwriting, getting approval, facilitating closing, and monitoring loans for more complex loan requests
- Assesses agency's financial condition and financial projections, site analysis and building plans, operating plans, potential risks and other relevant data to support loan recommendation presented to both internal and external credit committees
- Establish closing requirements and work with Closing and Escrow Unit, borrowing agency, and others as necessary to complete required documentation and close loans.
- Work to implement business development, sales, and networking activities for targeted communities and agencies

Real Estate and School Services Project Manager– Missouri, September 2009 – October 2013

- Conducted feasibility analysis of proposed real estate developments for clients including the production and evaluation of real estate development budgets and occupancy cost projections for project
- Assisted real estate clients in determination of client's ability to take on debt for a project, as well as assess various financing options including New Market Tax Credits and Historic Tax Credits.
- Assisted School Services Division with financial analysis and modeling for proposed projects including preparation of detailed multi-year operating budgets and cash flow projections
- Support business development efforts through presentations to and facilitation of meetings with potential and existing clients
- Responsible for day-to-day interface with local and state charter stakeholders including school district officials, charter authorizers, school leaders, and other civic leaders
- Support VP of Public Policy in developing and implementing a public policy agenda to influence the landscape and foster higher performing charter schools

Program Associate – Charter Schools, July 2008 – August 2009

- Supported Director in managing IFF services with Chicago Public Schools, which included new school evaluation, consulting activities, workshop training and applicant technical assistance
- Responsible for obtaining, underwriting, getting approval, and assisting with closing and monitoring loans to IFF charter school clients
- Evaluated agency loan submissions, including the agency's financial condition and financial projections, operating plans, potential risks and other relevant data to support a recommendation of whether or not to make the loan
- Represented IFF at meetings, presentations and events as requested.
- Responsible for data entry and all aspects of loan reporting, impact, and performance as it relates to charter school activity
- Provided assistance to the Director of Resource Development on funding proposals and reporting related to school development

Private Sector Experience

KeyBank Real Estate Capital

Lead Account Manager, July 2003 – June 2007

- Monitored and administered outstanding escrow/reserve agreements to ensure compliance with loan documents
- Performed intensive loan monitoring for loans designated by investor or servicer as not meeting their standards
- Reviewed, analyzed, and underwrote mortgage loan requests involving secondary financing, assumptions, leases and modifications; offered recommendations to senior management/investors/regulators on all transactions
- Reviewed all disbursement requests, lease presentations, etc. submitted by the account managers in the warehouse group prior to final submission to management

Community Involvement

Mayor's Charter Advisory Board, St. Louis MO
September 2009 – present
Member

Leadership St. Louis, St. Louis, MO
August 2010 – May 2011
Member, 35th Class

Saint Louis Language Immersion Schools, Inc., St. Louis, MO
Board Member

September 2010 – present
Board Treasurer
September 2012 – present

Walton Family Foundation Grant Review Committee, St. Louis, MO
Member
December 2010 to December 2012

United Way Allocations Panel, St. Louis, MO
Volunteer, Basic Needs & Economic Opportunity
May 2011 - December 2011

Missouri Charter Public School Association, St. Louis, MO
Interim Board Treasurer
November 2013 - present

STEVEN J. SANCHEZ

929 WINTER PARK DRIVE
FENTON, MO 63026

636-345-3223 (CELL) | SSANCHE6@SLU.EDU | 314-977-2611 (WORK)

EDUCATION

Ph.D. in Higher Education
LOYOLA UNIVERSITY, CHICAGO, IL
Dissertation: *Conceptions and Semantic Representations of "Liberal (Arts) Education" and Their Influence on Core Curriculum Design*

M.A. in English
IOWA STATE UNIVERSITY, AMES, IA
Recipient of the 1991 Minority Student Academic Excellence Award and 1991 Excellence in Teaching Award

B.A. in English & Journalism
CREIGHTON UNIVERSITY, OMAHA, NE

ADMINISTRATIVE EXPERIENCE

2007 – Present
SAINT LOUIS UNIVERSITY
Assistant Provost/Assistant Vice President, Academic Affairs

- **University Accreditation & Strategic Planning.** As SLU's liaison to the Higher Learning Commission of the North Central Association of Colleges and Schools, I am leading the University-wide 10-year re-accreditation effort (a three-year process culminating in 2012); additionally, I work with deans and program directors to facilitate HLC approval of new academic programs in St. Louis and at external locations. As we embark on a new, University-wide strategic planning effort in 2010, I will be working to dovetail planning and accreditation processes across all academic units.
- **Institutional Research & Assessment.** I oversee the Office of Institutional Research and coordinate University-wide academic assessment and related continuous quality improvement efforts. We conduct research and report institutional data for a variety of constituents and purposes, including: federal (IPEDS) and state (MDHE) compliance/enrollment reports, college guide surveys (U.S. News, Barron's, Peterson's, etc.), the National Survey of Student Engagement, and other. Our numerous internal research initiatives are aimed at advancing our understanding of academic and other data illuminating factors impacting student success, retention, etc. and informing change in policy and practice.
- **Charter School Sponsorship**. SLU sponsors three charter schools in St. Louis – City Garden Montessori, Shearwater High School, and Grand Center Arts Academy. I am charged with leading our sponsorship efforts, including: charter proposal evaluation; drafting of contracts with charter boards; development of accountability plans; participation in charter board meetings; annual compliance and performance evaluation; liaison with DESE charter school officials and other state/local charter and K-12 constituencies; provision of University services for sponsored schools; communication with other sponsors, etc.
- **Academic Affairs Administration.** I have served the Office of the Provost/Vice President in a number of ways in support of academic affairs, including the following:

  - I conducted a major audit of the staff and programming in SLU's Student Educational Services Division, including the federally-funded Student Support Services (SSS) grant program and tutoring programs. As a result of my findings, the Provost asked that I assist in the development of the recently-submitted SSS grant application, as well as the creation of the new, integrated and centralized Student Success Center for academic support services.
  - I assumed leadership responsibility for the final 1½ years of SLU's multi-million VOICES/Lilly Endowment Grant. I re-focused grant activities and successfully developed new programming to assure greater University-wide impact and long-term, post-award sustainability of the grant-theme initiatives.
  - I assisted the Provost with the planning and re-/development of academic space on campus, working with deans, department chairs, and Design and Construction staff to best place and design space for faculty, academic support staff, classrooms, and related instructional technology.
  - I conducted an audit of credit and non-credit summer academic programming, consulting with units throughout the University and at peer/benchmark institutions, a well. The resulting series of policy and programmatic recommendations comprise a vision for a significantly invigorated portfolio of revenue and non-revenue producing programs. Several new programs – including two college-prep programs for disadvantaged urban St. Louis youth – have

development and approval of all new and revised undergraduate academic programs. I have led the team responsible for drafting new committee bylaws and policies to ensure greater faculty and staff involvement and input.

- I serve as the Office of the Vice President's enterprise-wide technology liaison, advancing the design and implementation of major databases (i.e., Banner, Digital Measures) and related technology initiatives supporting academic programs (i.e., Blackboard, SurveyDig, Dataliant).

2002 – 2007
CENTRAL COLLEGE, PELLA, IA
Assistant/Associate Dean, Academic Affairs

- Reported to and worked directly with the Provost to lead the design, implementation, management and assessment of the curriculum, with an emphasis on our Liberal Arts Core curriculum.
- Evaluated faculty load and worked with the Provost to determine curriculum needs and budgets for overloads, adjuncts, sabbaticals, course releases for collateral duties, etc. Developed, in conjunction with academic department chairs and the provost, the annual schedule of courses.
- Served as the primary interpreter and administrator of academic policies for both students and faculty; initiated and cultivated academic policy reviews/revisions and the creation of new policies as a leading member of the Curriculum Committee, Academic Standards Committee, and Persistence/Retention Committee; wrote and edited all academic-related college catalog copy on behalf of the Curriculum Committee and the Provost.
- Served as the primary institutional liaison among students, faculty, and administrators on academic matters; evaluated and processed student appeals of institutional academic policies; served as a key resource for students, faculty, and advisors in the academic intervention processes designed to identify and aid, as early as possible, students who are struggling academically.
- Coordinated and conducted academic probation and dismissal proceedings, including the production of all related academic records and the review/revision of existing "standard progress"/probation and dismissal policies; assisted in addressing with individual students (and, quite often, their parents) the state of their academic standing and its impact on their future at Central and beyond.
- As a member of the Senior Leadership Team, I regularly worked with the President and Vice-Presidents on accreditation and institutional and academic strategic planning initiatives. I worked directly on accreditation and related assessment efforts with the Vice-President for Planning, and served as a liaison with the Higher Learning Commission as the campus leader of an AQIP project (Central was an early adopter of the AQIP accreditation model). I participated in Higher Learning Commission assessment and accreditation workshops and was charged with training other campus constituencies regarding continuous improvement efforts, academic assessment and planning.
- Lead all institutional research efforts and had responsibility for all academic-related data in the enterprise data system (Datatel). Conducted reporting for a variety of constituents and purposes, including: federal (IPEDS) and state enrollment reports, internal enrollment reports, college guide surveys (U.S. News, Barron's, Peterson's, etc.), and other institutional research designed to advance our internal awareness and understanding of academic and other data illuminating factors impacting student success, retention, etc. Evaluated NSSE, YFCY, Noel-Levitz SSI and related survey data to inform policy and programmatic changes, particularly those impacting the first-year experience.

1998 – 2002
CENTRAL COLLEGE, PELLA, IA
Registrar

- Designed and implemented student registration policies and processes; monitored and reviewed students' progress toward degree requirements; administered all degree audits, and provided to students and advisors all academic records and curriculum information necessary for optimal advising and course registration; certified student eligibility to compete in NCAA athletic competitions based on academic standing.
- Directed the certification of enrollment and degree completion; conducted graduation reviews and supervised administrative procedures supporting the official graduation process; assisted in the planning and conduct of the annual commencement ceremony.
- Supervised the collection, maintenance, security, production, and reproduction of all student academic records, including official and unofficial transcripts, grades, academic honors, degree audits, academic status records, enrollment/registration records, etc.
- Conducted all evaluations of transfer credit, and established (in consultation with appropriate faculty and administrators) all transfer equivalencies and articulation policies; worked with academic department chairs to determine transfer student status toward degree completion based on transfer credit earned and other previous academic experiences.

NORTH CENTRAL COLLEGE, NAPERVILLE, IL
Academic Advisor/Assistant to the Dean, Office of Graduate Programs

- Provided comprehensive academic advising services to new and continuing students; evaluated and processed various student appeals, course transfers and waivers; coordinated and participated in academic dismissal proceedings; served as the primary liaison between students, faculty and administration.
- Monitored students' academic progress and performed degree/certification audits; assisted in the development of master's thesis and clinical experience guidelines; monitored thesis progress and coordinated thesis submission; assisted in the selection of students receiving academic honors.
- Directed all facets of graduate admissions, including the development of admission policies/procedures and application materials; interviewed prospective students and assisted faculty with admission decisions; created and maintained hard-copy and computer-based files on all prospective and enrolled graduate students.
- Directed all facets of graduate student registration, including the development of registration policies/procedures, annual class schedules, and registration materials.
- Served as the college's graduate-level representative to the North Central Association of Colleges and Schools the Illinois Board of Higher Education regarding program approvals and accreditation issues. Also represented North Central to state-wide higher education organizations, including the Illinois Graduate Minority Incentive Program and the Illinois Association of Graduate Schools.

1994 – 1997
NATIONAL-LOUIS UNIVERSITY, EVANSTON, IL
Senior Counselor

- Recruited and provided comprehensive pre- and post-matriculation academic advising for non-traditional students; evaluated transfer institution transcripts; coordinated student application and registration; counseled prospective and current students about all non-academic facets of NLU's undergraduate and graduate degree programs; facilitated the delivery of all student services.
- Worked with academic deans, program directors and faculty to develop and revise curricula and related academic programming; assisted in the development of articulation agreements between NLU and other area institutions at both the undergraduate and graduate levels. Worked with area corporations (Motorola, General Motors, AT&T) and community colleges to develop on-site NLU programming.

1992 – 1994
MORAINE VALLEY COMMUNITY COLLEGE, PALOS HILLS, IL
Communications Specialist/Writer

- Wrote speeches, reports, memos, letters, and other internal and external communications for the college's president, vice-presidents, trustees, and others to solicit various forms of support from government, business, civic, education and other community leaders/organizations.
- Developed, wrote, and helped design curriculum and promotional brochures, college catalogs and other internal and external publications for individual academic departments, programs, and the entire college; developed, wrote, and helped design print, radio and television advertisements and campaigns. Supervised the development and execution of various departmental projects -- including all media buys and most print projects -- in Director's absence, which included the six month period between October 1993 and April 1994.

TEACHING EXPERIENCE

2003 – 2007
CENTRAL COLLEGE, PELLA, IA
Instructor

- Taught *COLL 110: Intersections*, a three semester hour, interdisciplinary first-year academic seminar designed to introduce all new, first-year students to academic inquiry and expectations in a liberal arts context. The institution-wide Intersections course theme for 2003-2005 was *The Human Place in the Global Environment*; for 2006-2008, the theme was *Perspectives on Human Nature*.
- As part of my responsibilities for coordinating first-year academic programs, I served as a key member of the Intersections Council, a group of faculty charged with designing, assessing, and annually revising the *COLL 110: Intersections* course. I assisted in the development of overall course goals, syllabus creation, selection of primary texts and supporting materials, selection of convocation speakers and coordinated assignments, and the design and implementation of student learning assessment efforts.

2001, 2005
DES MOINES AREA COMMUNITY COLLEGE, DES MOINES, IA
Visiting Instructor of English

- Taught freshman-level composition to traditional and non-traditional-age first-year students enrolled in both college transfer and vocational academic programs.
- Designed courses in accordance with department policies and goals; chose course materials and books; developed course syllabi, schedules, content, lectures, and conducted all student evaluation.
- Customized my curriculum throughout the semester to include significantly more individually-tailored instruction, enabling me to better meet the needs of students with truly distinct and divergent knowledge bases and levels of rhetorical and writing expertise.

1997
NORTH CENTRAL COLLEGE, NAPERVILLE, IL
Visiting Lecturer of English

- Taught composition, primarily to traditional-age first-year students, as part of a two-course composition requirement for all undergraduate students. Designed course in accordance with department policies and goals; chose course materials and books; developed course syllabi, schedules, content, lectures, and conducted all student evaluation.
- Designed a curriculum that engaged students in learning activities throughout campus -- including various campus events and convocation series presentations -- and required the synthesis of critical thought, action and experience.

1990-1991
IOWA STATE UNIVERSITY, AMES, IA
Instructor of English

- Taught persuasive writing and introductory composition to traditional and non-traditional students as part of a two-course composition requirement for all undergraduate students. Designed courses in accordance with department goals; chose all course materials and books; was solely responsible for course syllabi, schedules, content, lectures, and student evaluation.
- One of only four peer faculty chosen to utilize new (at that time) computer-aided instruction techniques to teach special computer lab-based composition course; taught the composition component of an intensive summer bridge program for socio-economically disadvantaged minority students.
- Recipient of the *1991 Excellence in Teaching Award.*

Vincent C. Schoemehl, Jr.

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St. Louis, Missouri 63112
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e-mail: vince@grandcenter.org

PROFESSIONAL EXPERIENCE

Grand Center, Inc., St. Louis, Missouri
President & CEO (2001 – Present)

Grand Center, Inc. (GCI) is a not-for-profit organization charged with restoring the Grand Avenue District of St. Louis as the premiere arts and entertainment district in St. Louis. GCI has four for-profit subsidiaries designed to carry on land acquisition, real estate operations and development activities including exercise of the power on eminent domain on behalf of the City of St. Louis. Accomplishments include:

- Increased earned income and charitable funding by approximately 30% over past two years.
- Restructured staff to effectively implement a dual mission of physical redevelopment and artistic programming for Grand Center District
- Designed and implemented city approval of an $80 million TIF District; the largest such redevelopment district in Missouri. This program will support approximately $450 million in new development in the Grand Center District over next 12 years.
- Coordinated the creation of a special tax district approved by local businesses and property owners to provide an addition $400,000 per year for security and cleanliness programs.
- Supervised Grand Center, Inc.'s involvement in the recent completion of five major projects that added $130 million in investment in the District in the past 18 months.

Quadrex Corporation, Gainesville, Florida
Chairman & CEO (1993 – 1997)

Recruited in November, 1993 to serve as Chairman and CEO of Quadrex, a NASDAQ National Markets company specializing in waste-to-resource technologies. In late 1993 the Company's stock had plummeted to less than one-quarter of its previous 12 month high and the company was faced with a severe liquidity crisis. Led the company through a liquidating Chapter 11 while resolving all outstanding legal and environmental issues.

- **BioEnergy, LLC**, Gainesville, FL
  President (1993 – 1997)

  Recruited in June, 1993 to serve as President of this wholly owned subsidiary of Quadrex Corporation approximately three months after signing as licensee.

SSC Energy, Inc., St. Louis, Missouri
Chairman (1993 – 2000)

SSC provided energy conservation consulting to large industrial companies on a performance incentive compensation basis. SSC was one of the original companies invested in by NME in 1993. Raised capital for specific projects funding and conducted marketing and field operations oversight. Maintained consulting relationship with SSC until sale to ABB in 2000.

New Millennium Energies, LLC, St. Louis, Missouri
Founder (1993)

Founded firm to provide capital and management resources to emerging alternative energy technologies. Co-founders included business, scientific and public sector leaders. Among NME's first ventures was licensing of an alternative ethanol technology from BioEnergy, LLC a wholly owned subsidiary of Quadrex Corporation in April, 1993. Partners disbanded firm upon my departure for BioEnergy.

KMOX Radio, St. Louis, Missouri
On-Air Host (1993 – 1996)

Hosted a Sunday talk show on KMOX Radio, the dominant St. Louis SMSA station then owned by CBS.

KSDK Television, St. Louis, Missouri
Political Commentator/Host (1993 – 1997)

Served as on-air political commentator and hosted a public affairs program on this market dominant NBC affiliate station.

City of St. Louis, Missouri
Mayor (1981 – 1993)

Details below under Political/Civic Experience.

Schoemehl & Associates, St. Louis, Missouri
Owner (1975 – 1981)

Owned and operated a sports marketing firm that operated the Budweiser Apartment Softball League for Anheuser-Busch in nine major markets and the Jack Daniels Touch Football League for Jack Daniels Distilleries in three major markets.

Apartment Living Magazine, St. Louis, Missouri
Owner/Publisher (1973 – 1975)

Published 33,000 controlled circulation magazine format publication directed at suburban life-style apartment dwellers. The publications focused on travel, décor, dining and sponsored special events.

Olivetti – Underwood, St. Louis, Missouri
Sales Representative (1971 – 1973)
Local territory sales representative for office equipment manufacturer.

CONSULTING & INVESTING ACTIVITIES (1993 – Present)
1996 – Negotiated acquisition of Kansas City based specialty printing company from Pillsbury on behalf of St. Louis based printing firm.

1996 – Led investor group in acquisition of Strada Corporation, an 11 location franchisee of PIP Printing in St. Louis.

1998 – Established Palmerston & Read, a local-issues focused on-demand publishing company.

POLITICAL/CIVIC EXPERIENCE
St. Louis Public School District, St. Louis, Missouri
Member (2003 – 2005)

Member of slate of four candidates elected on platform of "dramatic and rapid improvement in the St. Louis Public Schools." Led effort on Board to bring in outside management firm. Recently elected by Board to serve as member of pension system Board of Directors.

State of Missouri
Candidate for Missouri Governor (1992)

Ran for governor of Missouri in Democrat Primary in August, 1992. Received the endorsement of every newspaper in state except Kansas City Star. Lost election to Lt. Governor, Mel Carnahan who went on to be elected twice as Governor.

City of St. Louis, Missouri
Mayor (1981 – 1993)
Led major institutional changes in the operations of city government during 12-year tenure.

- Moved several stalled high-profile Downtown development initiatives to successful conclusion
- Mobilized citizen involvement in quality-of-life initiatives called Operation Brightside and Operation SafeStreet centered on neighborhood cleanliness and community safety; both programs became national models including award from National Institute of Justice for best neighborhood crime prevention program.
- Reduced city workforce from 10,257 to 5,044 in five years.
- Formed new public/private health organization, purchased private hospital, closed city-owned hospital, outsourced hospital care to new entity.
- Led program to expand convention industry including tripling size of city's convention center, creating independent tax-funded organizations to support convention marketing and arts programming and led initiative to legalize gaming in State of Missouri.
- Assisted Carl Ichan in acquisition of TWA and negotiated relocation of Corporate Headquarters to St. Louis
- Led effort of retain NHL team in community and build new arena
- Led effort to rid community of one NFL football team and attract new team including financing of domed stadium as part of convention center and negotiation of option on alternative NFL team.
- Organized and implemented light rail transit program for St. Louis Region including structuring of financing for planning and 20% matching requirement; first mass transit initiative in several decades.

- Initiated and organized program for expansion of Lambert International Airport including addition of second terminal and determination of "hub-status" as preferred operating model.
- Awarded Missouri-National Education Association (NEA) Horace Mann Award – 1986 for "Individual Contribution to Public Education"
- St. Louis named "Turn Around City of the Decade" by Architecture Magazine - 1990.
- St. Louis awarded first place "City Livability Award" by United States Conference of Mayors - 1990.
- Elected an Honorary Member of the American Institute of Architects by the National Board of AIA for urban planning and historic preservation programs instituted in St. Louis. Recently nominated to AIA National Board of Directors.
- Headed delegation of U.S. Mayors to Bologna, Italy to analyze alternative structures for proposed local taxation initiatives in that country.
- Delegate of U.S. contingent to Liverpool, England designed to negotiate and mediate urban design and development policies between business and arts community and radical Labour Party city council members.
- Member of U.S. Delegation to British American Conference 1985, 1986, 1987 sponsored by Pew Charitable Foundation to enhance relationships between British and U.S. leaders; St. Louis was sponsoring city for program in 1987.

City of St. Louis, Missouri
Member, Board of Aldermen (1975 – 1981)

Served as member of St. Louis Board of Aldermen from 28th Ward.

EDUCATION
Honorary Doctorate – St. Louis University, University of Missouri – St. Louis, Fontbonne University, Aquinas Institute of Theology

Graduate – *The Broad Institute for Urban Education*

Executive Seminar – *Finance for the Non-Financial Officer* – The Wharton School

University of Missouri–St. Louis
B.A., History (1971)

ADDITIONAL INFORMATION
Married, two adult children, open to travel as necessary.
Professional references available upon request.

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St. Louis, Missouri 63104
Work: 314-259-2027
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e-mail: boelenshj@gmail.com

CAREER EXPERIENCE

Bryan Cave LLP, St. Louis, Missouri
Associate (September 2007 – Present)
Summer Associate (Summer 2006)

Member of the Real Estate and Banking, and Bankruptcy, Restructuring and Creditors' Rights practice groups in 1,100-lawyer international law firm with 24 offices. Responsible for representing clients in complex commercial and residential real estate transactions, including development, land use, utilities, zoning, acquisition, sale, leasing, and management issues. Experience with syndicated credit facilities and other secured and unsecured financing transactions. Also responsible for assisting debtors and secured and unsecured creditors in various bankruptcy proceedings, workouts, liquidations, and other restructuring matters.

Real Estate Transactions

- Currently representing large company in potential sale of business; drafting and negotiation of purchase agreement and real property transfer documents; drafting easements; performing due diligence.

- Currently representing Monsanto Company with various real estate matters; drafting and negotiation of leases, easements, subdivision documentation, purchase and sale agreements and other land use documents; performing due diligence; communications with client.

- Currently representing world's largest provider of workplace business centers; drafting and negotiation of leases, lease amendments, subordination agreements, guaranties and letters of credit; analyzing leasing, utility and land use issues; communications with client.

- Represented Sara Lee Corporation in divestiture of baking business line; primary responsibility for drafting and negotiating all real estate conveyance documents; communicated regularly with client; performed due diligence; analyzed divestiture issues.

- Represented Emerson Electric Co. in acquisition of electronic controls business; drafted and negotiated real property transfer documents; negotiated title policies; drafted portions of asset purchase agreement; performed due diligence.

- Represented Missouri Technology Corporation in acquisition and development of Missouri Plant Science Center in Mexico, Missouri; assisted with drafting and negotiating of construction contracts, lease, lease amendments, easement agreements and equipment purchase agreements; participated in weekly telephone conferences with client.

Banking Transactions

- Represented Monsanto Company in $2 billion syndicated revolving credit agreement; assisted with drafting and negotiation of credit agreement; drafted ancillary documents; communicated with client.

- Represented MEMC Electronic Materials in amended and restated $400,000 syndicated revolving credit agreement; assisted with drafting and negotiation of ancillary documents; drafted opinion.

Bankruptcy, Restructuring and Creditors' Rights

- Represented International Garden Products and its affiliates in a Chapter 11 bankruptcy case filed in the District of Delaware; drafted multiple "first-day" motions and orders; assisting with 363 sale of assets of debtors; drafted multiple fee applications; communicated with client.

- Represented Evercore Partners Inc. as the financial advisor to General Motors in General Motors bankruptcy proceedings; assisted with drafting and negotiation of debtor-in-possession financing affidavit, 363 sale affidavit, and Evercore's employment application; performed due diligence review in clients' New York office; responsibility for electronic document review.

EDUCATION

Saint Louis University Law School, St. Louis, Missouri
Juris Doctorate (May 2007)
• *Saint Louis University Public Law Review*
• *Student Bar Association*
• *Women Law Student Association*
• Center for International & Comparative Law, Madrid, Spain (*May 2005 – June 2005)*

Saint Ambrose University, Davenport, Iowa
Bachelor of Arts, Finance, *summa cum laude* (May 2004)
• *Full tuition scholarship*
• *Minors in Accounting and Economics*
• *Member of Volleyball Team (August 2000 – December 2002)*

BAR ADMISSIONS

State of Missouri and State of Illinois
United States Courts of Appeals for the Seventh Circuit
United States District Court for the Eastern District of Missouri

INTERESTS / ADDITIONAL INFORMATION

St. Louis City Courts Guardian Ad Litem Program
Board of Directors, St. Louis Language Immersion Schools
Associates Board, Missouri Athletic Club
Sports, travel, boating, theatre, volunteer work and music
Professional references available upon request

Manuel Silva

Chief Executive Officer

Greater St. Louis Area | Design

Current: **Chief Executive Officer at NGG LTD INC**
Member at ArchAngels
Sr. Vice President Consulting at Impact Management Services

Past: Sr Vice President Commercialization at Sequoia Sciences
Chief Operating Officer at St. Louis Public Schools
VP & Director Global Manufacturing & Supply at GlaxoSmithKline, UK
see all

Education: Duke University - The Fuqua School of Business
London Business School
United States Military Academy at West Point

Recommendations: 4 people have recommended Manuel

Connections: 500+ connections

Websites: Company Website

Manuel Silva's Experience

Chief Executive Officer

NGG LTD INC

Privately Held; 11-50 employees; Design Industry
2005 – Present (8 years) | Greater St. Louis Area

Purchased and transformed a local subcontracting company into a national, full-service design & manufacturing company specializing in custom aluminum products. Developed and executed a growth strategy that focused on expanding markets by developing a new customer base, establishing business controls and improving services to deliver customized products with superior quality and performance criteria. Accomplishments include:

- Annual revenue growth of 24% during a 4 year period.
- Gross margin improvement of 58% during same period.
- Redesigned manufacturing processes to improve quality and reduce costs.
- Established policies, project control systems, training and sales incentive plans to drive profitability.

Member

ArchAngels

2011 – Present (2 years) | St. Louis

Angel investment group in St. Louis.

Sr. Vice President Consulting

Impact Management Services

2002 – Present (11 years)

Senior Level Consultant working with C Suite Pharmaceutical executives to develop restructuring programs to better align business units, enter new markets, rationalize product portfolios, improve productivity through process improvement, prioritize investments to maximize return and outsource non-core functions. Various assignments include:

- Developed business entry strategies for service firms to enter new markets.
- Created a business spinoff strategy for an internal product development/research business.
- Increased asset utilization to 85% by improving productivity, quality, targeted investment and process improvement.
- Reduced manufacturing complexity by eliminating 60% of a product portfolio while impacting margins less than 2%.
- Improved cash flow by reducing product overhead and labor costs.
- Conducted systems reviews and developed recommendations to improve compliance with FDA regulations.

Sr Vice President Commercialization

Sequoia Sciences

2004 – 2005 (1 year) | Greater St. Louis Area

Provided leadership and strategy for the commercial success of new products in development for a biotechnology and pharmaceutical research company. Led all aspects of commercial activities, marketing, portfolio planning, strategy, manufacturing and proof of concept clinical trials. Accomplishments included:

- Established a strategic model for prioritizing compounds in development.
- Standardized product development and commercialization planning.
- Established a clinical research and support function in the company.

Chief Operating Officer

St. Louis Public Schools

Educational Institution; 1001-5000 employees; Education Management Industry

September 2003 – December 2004 (1 year 4 months)

As a member of the Superintendent's Cabinet led administrative services, real estate, procurement, logistics, information technology, engineering, construction, and transportation services for a low income urban school district with 38,000 students. I executed restructuring programs including school closures that resulted in $55 million savings.

Accomplishments include:

- Developed a strategy to improve performance driven by standardized performance metrics in schools.
- Outsourcing multiple services: food, maintenance, and reprographics resulting in $3 million savings.
- Restructured projects funded by $95 million in tax financed bond initiative to achieve over $5 million savings.
- Consolidated transportation contracts and optimized routes resulting in an estimated $6 million savings.

VP & Director Global Manufacturing & Supply

GlaxoSmithKline, UK

Public Company; 10,001+ employees; GSK; Pharmaceuticals Industry

1999 – 2002 (3 years) | London, United Kingdom

I established and led a multinational team of 400 business professionals to implement a Global Redesign of corporate business processes for implementation at 30 international manufacturing sites. The program involved analyzing over 160 core business processes, determining the most efficien process for each and building agreement throughout the organization for change and implementation. Accomplishments include:

- Delivered a $140 million, 24-month program within budget and on schedule.
- Redesigned the business models for Finance, Procurement, Logistics, Quality Assurance, Manufacturing Planning and Sales Order Processing.
- Developed the global manufacturing strategy for enterprise resource planning and systems solutions for major manufacturing sites worldwide to increase the level of regulatory compliance, operational efficiency, and business controls.
- Resulted in global operations under common processes and systems, better communication and improvements in operating efficiencies.

VP Corporate Engineering Services

GlaxoSmithKline

Public Company; 10,001+ employees; GSK; Pharmaceuticals Industry

1990 – 1999 (9 years) | Raleigh-Durham, North Carolina Area

I Led the Technical Services and Corporate Engineering organizations that provided engineering, design, real estate, and site support services for North American Manufacturing Supply with direct responsibility for a workforce of 1000 employees and $200 million budget. Accomplishments include:

- Planned and implemented supply chain management across manufacturing and commercial operations that reduced inventory, product backlog, and improved production capacity.
- Established and led outsourcing and performance-based contracting initiatives.
- Led $400 million, 3-year capital expansion of North American business sites to accommodate increased product volume, distribution, and administrative facilities.
- Initiated and planned a fast-track project to build $105 million multi-dose powder inhaler plant for asthma treatment products. Project was planned, approved, and built within 18 months.

Manager Planning & Operations

Bristol-Myers Squibb

Public Company; 10,001+ employees; BMY; Pharmaceuticals Industry

1987 – 1990 (3 years) | Hartford, Connecticut Area

Captain, Corp of Engineers

US Army

Government Agency; 10,001+ employees; Military Industry

1982 – 1987 (5 years)

Various assignments including engineering, construction and weapon systems development. Airborne and US Army Ranger.

Manuel Silva's Volunteer Experience & Causes

Board Member

St. Louis Language Immersion Schools

Education

2009 – present (4 years)

Mission: To position all children for success in local and global economies through holistic, intellectually inspiring language immersion programs.

St. Louis Language Immersion Schools Inc. is a federal non-profit organization that operates a network of independent charter public schools with immersion programs in French, Spanish and Mandarin.

Manuel Silva's Languages

- Portuguese

Manuel Silva's Skills & Expertise

Manufacturing Operations | Engineering Management | Supply Chain Management | Pharmaceuticals | Outsourcing Management | Rationalization | P&L responsibility | Pharmaceutical Industry | P&L Responsibility | Product Rationalization | Program Management | Outsourcing | Change Management | Project Planning | Strategic Planning | Engineering | Procurement | Contract Management

Manuel Silva's Education

Duke University - The Fuqua School of Business
MBA
1991 – 1993

London Business School
Fellow, Corporate Entrepreneurship
1998 – 1998
Entrepreneurship progam sponsored by GlaxoWellcome, taught jointly by Duke University and London Business School

United States Military Academy at West Point
BS, Engineering
1978 – 1982

EDWARD V. O'NEAL

4 Wolverton Court • St. Charles, Missouri 63301
onealgroupinc7@hotmail.com

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Work (314) 515-6134
Cell (314) 409-8767

FINANCIAL SERVICES EXECUTIVE

MARKETING DIRECTOR • PARTNER • INVESTMENT CONSULTANT

A creative, enthusiastic, and highly competent manager with comprehensive background of diversified and outstanding performance in financial services management, investment planning, and client relations. Demonstrated expertise and proven leadership directing technical and non-technical staff, facilitating results-oriented workforce, and coaching and motivating staff to achieve and exceed productivity goals and service. Customer focused, accomplished presentation skills, expert negotiator, and mature businessperson. Able to build exceptionally strong team relationships and forge solid alliances with strategic partners while establishing consensus across multiple divisions.

CORE COMPETENCIES

- Visionary Leadership
- Process Reengineering
- Change Management
- Strategic Business Planning
- Market Identification
- Product Management
- Development& Training
- Acquisitions & Mergers
- Mentoring & Coaching
- Media Spokesperson (MSN Financial News)

PROFESSIONAL EXPERIENCE

EDWARD JONES – St. Louis, MO 2008 to Present

General Partner

Responsible for Retirement Products Team within the Client Services Group of Edward Jones.

Lead several Teams that provide subject matter expertise and product support to more than 12,000 financial advisors. Teams are also responsible for setting strategic direction for Firm with Qualified Retirement Plans and defining the overall business opportunities and potential areas of risk.

Key Responsibilities include:

- Growth of overall Retirement Plan Business
- Maximizing and Leveraging our strategic Product Partner/Vendor Relationships to provide full menu of products to our financial advisors
- Coordination of training & education for Retirement Plans to our financial advisors

A.G. EDWARDS & SONS, INC – St. Louis, MO 1991 to 2008

Vice President

Serve as Vice President and Manager of the Retirement Plan Group for continued growth of more than $4 billion in investor assets.

Manages and directs cross-functional team responsible for providing daily technical and marketing support to 7,000 brokers. Full responsibility for long-term strategic planning and forecasting and managing staff personnel. Designs and delivers sales presentations to individual investors and large boards of directors. Heavily involved with training brokers in "best practice" implementation of sales initiatives. Ensures compliance with evolving legislation and proposed guidelines as well as highly complex IRS and ERISA rules. Coordinates with division managers to provide continuity of financial services.

Key Achievements:

- Successfully managed financial services team to invigorate sales after economic downturn; firm now controls over 14,000 retirement plans and over $4 billion in managed assets.
- Spearheaded design, development, and implementation of new products and services leading to launch of several highly successful 401(k) turnkey programs.
- Conceived out-of-the-box approach to develop extensive marketing campaign focused on Nonprofit/Tax-exempt organizations.
- Influential in winning and closing large retirement plans (i.e. accounts of $25 million or more) to include the largest retirement plan account at A.G. Edwards at $100+ million.
- Influential in completing purchase of pension administrative firm to create wholly owned subsidiary, as well as continued oversight of its Regional Sales Force.
- Significantly improved workflow process by developing a model for providing technical reviews of retirement planning and by coordinating the design of proposal and presentation processes.
- Developed and coordinated dynamic regional sales conferences to create broker continuity across corporate offices.
- Implemented new management strategies to restructure Retirement Plan Group, creating two specific focus areas.
- Outstanding career of advancement beginning as a Retirement Plan Consultant in 1991, advancing to Associate Vice President in 1995, and achieving full Vice President in 1999.

ADDITIONAL EXPERIENCE

BENEFITS DESIGN & CONSULTANTS – St. Louis, MO 1988 to 1991

Retirement Plan Consultant

Created a network of strategic business alliances with banks, CPAs, attorneys, and insurance agents while managing as many as 75 clients for an employee benefits consulting firm.

COMMUNITY BENEFITS SERVICES – St. Louis, MO 1986 to 1988

Retirement Plan Specialist

Coordinated with management to launch comprehensive benefits campaign targeting business clients of Community Federal Savings and Loan.

EDUCATION

Securities Institute of America Certification • Wharton School of Business- Philadelphia,

Master of Business Administration in Finance • Webster University – St. Louis, MO

Bachelor of Science in Actuarial Science & Corporate Finance • Drake University – Des Moines, IA

PROFESSIONAL DEVELOPMENT

Series 7 Certification • Series 66 Certification • Securities Institute of America Certification from Wharton School of Business • National Association of Securities Professionals • Board Member of Downtown Children's Center (St. Louis, MO) • Inroads St. Louis Alumnus/ mentor

ALIAH HOLMAN

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Saint Louis, MO, 63139
314-651-1661
AHolman@wustl.edu

EDUCATION

WASHINGTON UNIVERSITY
OLIN BUSINESS SCHOOL, Saint Louis, MO
Candidate for Master of Business Administration **May 2015**

- Concentrations in Marketing and Entrepreneurship
- Consortium for Graduate Study in Management (CGSM) Fellow

NEW YORK UNIVERSITY
STEINHART SCHOOL OF EDUCATION
Bachelor of Science **1998 - 2005**

- Major in Mass Communications; Minor in Journalism

EXPERIENCE

Express Scripts, St. Louis, MO 2009 - 2013
Senior Marketing Manager

- Introduced active Pharmacy Benefit Management and launched the new Express Scripts Pharmacy home delivery business model in Canadian market by using an integrated communications strategy anchored in public affairs, business-to-business and direct-to-consumer messaging for benefits covering over 200,000 members
- Collaborated with nine cross-functional teams in USA, Canada, Singapore and China to develop system infrastructures and produce bilingual communications that facilitated call center training, sales, client implementation and rollout of home delivery and clinical programs
- Produced the new digital *Drug Trend Report* resulting in 63 print and broadcast stories with a reach of 27.5 million readers

Marketing Manager

- Differentiated product offerings by infusing Consumerology (behavioral sciences) into member communications which while increased member utilization of generics by 5% and home delivery by 10%

The Roberts Companies, **Saint Louis, MO 2007 - 2009**
Marketing Manager

- Identified and executed converging brand identities and awareness campaigns for the Roberts Companies brand, its business units (Roberts Hotels Group, Roberts Real Estate, Roberts Broadcasting) and their supporting sub-brands
- Led the marketing efforts required to open the Roberts Hotel Indigo, CWE through the application of InterContinental Hotels Group brand guidelines for interior design, signage, website, public affairs and promotions

Moosylvania, **Saint Louis, MO 2006 - 2007**
Senior Account Executive – Dewar's; Roberts Properties

- Adapted a world-wide Dewar's White Label brand campaign to meet the advertising and promotional needs of market specialists catering to "cocktail communities" in Brooklyn, Austin, Seattle & Portland which increased in-market sales 10%
- Produced brand identity, website, sales center, 3D renderings, advertising and sales collateral for the $72 Million Roberts Tower development project

The Media Kitchen, **New York, NY 2005 - 2006**
Associate Media Strategist – Song/Delta Airlines; USA Network

- Developed and implemented the account-winning media campaign that promoted new routes to destinations in Latin America through non-traditional Experiential, Out of Home, digital and print media buys in communities with high target populations
- Negotiated preferred pricing and placement on multiplatform media plans for USA Network original and syndicated shows

Deutsch, **New York, NY 2002 - 2004**
Assistant Account Executive – Starwood Hotels & Resorts: Sheraton & Westin

- Coordinated Westin Heavenly Bed and Heavenly Bath product launches from concept through production and into media fulfillment

Account Coordinator – Tommy Hilfiger: Jeans Home Golf Kids & International Products

- Revitalized Tommy Hilfiger Jeans advertising for three consecutive international advertising and promotional campaigns through trend spotting, talent casting, photo shoot ideation, execution, and post-production
- Constructed the agency's first digital historical competitive database using new scanning and design tools

Aliah Holman

OTHER DATA

- Language: Conversant in Spanish

ACHIEVEMENTS & ACTIVITIES

• Commissioner:	Metro/Bi-State Development Agency	**2012 - Present**
• Founding Board Member:	St. Louis Language Immersion Schools	**2007 - Present**
• Participant:	FOCUS St. Louis – Leadership St. Louis	**2011 - 2012**
• Recipient:	St. Louis Business Journal 30 Under 30 Award	**2010**

B.3: Organizational Decision Making Matrix

Decision Process Matrix

Make: Responsible for making recommendations and execution
Ratify: Approves recommendations once they have been made
Recommend: Makes recommendations but does not execute
Input/Ratify: Right to give input before recommendation is made and approve recommendation once made
Input: Right to give input before recommendation is made and be informed of decision
Informed: Right to be informed of decision

School Level Decisions:

The Head of School is working within the SLLIS (President and Board of Directors) approved guidelines or with a clear target. The exception to School Level Decisions is those items that MO law requires Board of Directors approval (i.e. ? Ask Lee). Decisions involving the community may require input from an associated committee.

School Level	
Head of School	Input
President	Make
Associated Committee	Input or Informed
Board of Directors	Informed

Network Level Decisions

Committees are working within a Board approved set of guidelines including board intent, budget, timeline and have the authority to ratify on behalf of the full Board of Directors on a specific issue.

Network Level	
Head of School	Input
President	Make
Associated Committee	Input/Ratify
Board of Directors	Informed

Network Executive Decisions

President and Heads of School are implementing a Board approved plan or strategy and have the right to make decisions within the framework necessary to successfully execute project.

Network Executive Execution	
Head of School	Input
President	Make
Associated Committee	Informed
Board of Directors	Informed

Board of Directors Committee Guided Decisions

Committees make and are responsible for executing decision. Committee is responsible for collecting input from organization and factoring that input into process and recommendation (Example: President Search Committee)

Board of Directors Committee	
Head of School	Input/Informed
President	Input/Informed
Associated Committee	Make
Board of Directors	Ratify

Organization Level

Major decisions that affect the sustainability and viability of the entire organization go to the full Board of Directors. Board Committees may participate in recommendation.

Board of Directors	
Head of School	Input/Informed
President	Input/Informed
Associated Committee	Input/Informed
Board of Directors	Make/Ratify

Facilities	**Board of Directors**	**Facilities Committee**	**President**	**Heads of School**
Define process for securing facilities	Ratify	Input	Make	Input
Define search criteria	Ratify	Input	Make	Input
Construction design	Ratify	Input	Make	Input
Safety code compliance	Ratify	Input	Make	Input
On-going facility management	Ratify	Input	Make	Input
Execute facilities search process	Ratify	Input	Make	Input

Academic Excellence	**Board of Directors**	**Academic Excellence Committee**	**President**	**Heads of School**
Develop curriculum	Informed	Informed	Input/Ratify	Make
Teacher effectiveness measurement	Informed	Informed	Input/Ratify	Make
Teacher professional development	Informed	Informed	Input/Ratify	Make
Develop annual results	Ratify	Input	Make	Input

target				
Measure results	Informed	Informed	Make	Input
Compliance with State/Federal laws	Informed	Informed	Input/Ratify	Make
Testing: determining national tests	Ratify	Input	Make	Input
Testing: administering	Informed	Informed	Input/Ratify	Make
Testing: determining state tests	Ratify	Input	Make	Input
Testing: reporting	Informed	Informed	Make	Input
Oversight of results	Ratify	*Make	Input	Informed

Development & Community	**Board of Directors**	**Development Committee**	**President**	**Heads of School**
Media campus interviews	Informed	Informed	Input	Make
Donor relationship management	Informed	Informed	Make	Input
Coordination of site visits	Informed	Informed	Make	Input
Grant writing	Informed	Informed	Make	Input
Media coordination	Informed	Informed	Make	Input
Network interviews	Informed	Informed	Make	Input
Identify potential donors	Informed	Input/Ratify	Make	Input
Develop and execute fundraising events	Informed	Input/Ratify	Make	Input
Develop communications outreach strategy	Informed	Input/Ratify	Make	Input
Media strategy	Informed	Input/Ratify	Make	Input
Create fundraising strategy	Ratify	Input	Make	Input
Develop network process for funds distribution (grants, gifts)	Ratify	Input	Make	Input

Personnel	Board of Directors	HR Committee	President	Heads of School
Execute Teacher Recruitment Process	Informed	Informed	Input/Ratify	Make
Establish teacher compensation policies/ pay scale	Ratify	Make	Input	Informed
Determine individual Teacher salaries	Informed	Informed	Input/Ratify	Make
Teacher hiring	Informed	Informed	Input/Ratify	Make
Teacher development and oversight	Informed	Informed	Ratify	Make
School leader recruiting	Input/Informed	Informed	Make	Input
Network staff recruiting and hiring	Input/Informed	Informed	Make	Input
School leader evaluation	Input/Informed	Informed	Make	Input
Determine School Leader positions required	Input/Informed	Informed	Make	Input
Teacher recruitment process and policies	Input/Informed	Informed	Make	Input
Network staff selection	Input/Informed	Informed	Make	Input

Finance & Audit	Board of Directors	Finance Committee	President	Heads of School
Develop annual organizational budgets	Ratify	Informed/Input	Make	Informed
Develop annual individual campus budgets	Ratify	Informed	Input	Make
Meet annual campus budget objectives	Informed	Informed	Input/Ratify	Make
Network Accounting and	Informed	Informed	Make	Input

Bookkeeping				
Develop policies and procedures for funding of central office staff and functions	Ratify	Input/ Recommend	Make	Input
Develop policies and procedure for funding distribution	Ratify	Recommend	Make	Input
Secure external annual audit	Make	Recommend	Input	Informed
Monthly financial reports to Board	Ratify	Make	Input	Informed

Network Shared Services	**Board of Directors**	**Appointed Committee**	**President**	**Heads of School**
Recruit students	Informed	Input	Input	Make
Parent relations	Informed	Input	Input	Make
Student relations	Informed	Informed	Input	Make
Define bussing policy	Ratify	Input	Make	Informed
Define campus technology requirements	Informed	Informed	Input	Make
Determine bussing requirements	Informed	Informed	Input	Make
Determine food service requirements	Informed	Informed	Input	Make
Execute technology requirements	Informed	Informed	Make	Input
Define network-wide technology requirements	Informed	Informed	Make	Input
Oversee web development and maintenance	Informed	Input/ Ratify	Make	Input
Evaluate bussing services	Informed	Informed	Make	Input
Evaluate food services/vendor	Informed	Informed	Make	Input
Develop marketing	Informed	Input/Ratify	Make	Input

strategy				
Generate annual report	Ratify	Input	Make	Input

Compliance and Communication	**Board of Directors**	**Accountability Committee**	**President**	**Heads of School**
Develop Parent Handbook	Informed	Informed	Make	Input
Develop Student Handbook	Informed	Informed	Make	Input
Development of Network Discipline Policy	Ratify	Input	Make	Input
Manage relationship with Sponsor	Informed	Informed	Make	Input
Provide all information required to Sponsor	Informed	Informed	Make	Input
Provide all data required to DESE	Informed	Informed	Make	Input
Develop Employee Handbook	Ratify	Recommend	Make	Input
Compliance with Safety Codes	Informed	Informed	Make	Input
Compliance with MO state law	Informed	Informed	Make	Input
Compliance with Federal Law	Informed	Informed	Make	Input
Board Relations and Communications	Informed	Input	Make	Input
Compliance with Public Accessibility Law (Sunshine Law?)	Informed	Input/Ratify	Make	Input
Board Election Process	Informed	Ratify	Make	Input
Board Development	Input	Recommend	Input	Input
Develop Board Policy Handbook	Make	Recommend	Input	Informed

Appendix B.4: Employee Handbook

St. Louis Language Immersion Schools

Employee Handbook

Revised Friday, January 31, 2014

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I. INTRODUCTION

A. Welcome

Welcome to St. Louis Language Immersion School (SLLIS). We are pleased that you have decided to join our learning community. This handbook contains SLLIS's employment policies. Unless otherwise noted in an employment contract, employees of SLLIS are at-will employees. Nothing contained in this handbook shall be construed to constitute a contract of employment. Employees with questions regarding specific employment policies should consult the President.

B. About St. Louis Language Immersion Schools

In 2009, the Missouri Department of Elementary and Secondary Education (DESE) Board of Commissioners authorized St. Louis Language Immersion Schools to operate as a Local Education Authority (LEA) under a 5-year charter sponsored by the University of Missouri-St. Louis. Although these agencies are officially charged with overseeing our academic progress and fiduciary viability, we believe that the members of our learning community are the people to whom we are most responsible. We encourage each employee to read through our charter to understand exactly what we intend for each of our schools.

C. Mission

To position all children for success in local and global economies through holistic, intellectually inspiring language immersion programs.

D. Vision

In fifteen years the St. Louis Language Immersion Schools network will create change by:

- Strengthening the pipeline of creative, culturally astute leaders prepared for success in post-secondary education institutions
- Increasing St. Louis' visibility as a preferred community in which to live, work and raise a family by preparing students to prevail in global economic competition
- Promoting intercultural dialogue, altruism and civic pride.

E. Core Values

Leadership starts with you
All members of our community are leaders and the diversity of leadership styles is respected throughout the network. Each person is encouraged to communicate their vision, engage in honest discourse and listen to

others with the goal of understanding new points of view. How will you lead our community today?

Citizens of the world
We recruit and retain students, educators and advocates who represent the diversity of the region. We are diverse, and we are committed to exploring our differences. Despite our differences, we are similar in our desire to create a world in which we are all equally respected.

High expectations for all members of the learning community
We believe that high expectations are reserved not only for student performance, but also for every interaction. Administrators, educators, support staff, families and community partners are held to high standards for their contributions to each school. Students are held to high expectations for their academic performance and personal integrity in both the school and broader global communities.

International awareness
We are mindful in examining and incorporating international best practices into our school design. Similarly, we encourage instructors and students to contextualize local, national and world perspectives when exploring curricular themes.

Think critically
Independent thought and personal exploration inspires our learning. In all of our endeavors, we must question what we learn and why. We foster the curious mind and look for ways to strengthen our questioning techniques. We encourage students to imagine and propose innovative solutions for societal needs.

Personalization
We strive to develop relationships with individual learners in diverse settings, which enable leaders and educators to recognize the unique qualities that each person brings to the community.

Read for knowledge, for pleasure, for life
We cultivate a love of reading throughout our schools. Reading for information and instruction is key in all of our units, but reading for pleasure and personal enrichment is a cornerstone of our community.

F. Employment At-Will

Employment with St. Louis Language Immersion School is not for a specified period and can be terminated either by the employee and/or SLLIS at any time, for any reason, with or without cause or advance notice. While we reserve the right to periodically change the terms, conditions, and benefits of employment (including but not limited to job position, responsibilities, and compensation), the “at-will” employment relationship will not change.

Additionally, no verbal or written statement in this handbook or any other SLLIS document provided to employees in connection with employment is intended to create, nor should they be interpreted to create, any contractual rights, limit SLLIS’s discretion, or alter the “at-will” employment relationship. Furthermore, this handbook does not provide a guarantee that employment will continue for any specified period of time.

In the event that an employee’s terms of employment are determined for a specific period of time or include agreements that are different than outlined in this handbook, such terms must

be in writing and signed by the employee, Head of School, and SLLIS's President to be enforceable.

G. Equal Employment

SLLIS is an equal opportunity employer. It is the policy of SLLIS to afford equal employment opportunities to qualified individuals regardless of their race, color, national origin, citizenship, religion, gender, , ages, sexual orientation, gender identity and/or expression, disability, marital status, veteran status, or any other basis prohibited by law.. This policy applies to all aspects of the employment relationship, including recruitment, selection, placement, training, assignment, promotion, transfer, compensation, benefits and termination. It is the responsibility of every employee to ensure that discrimination on any of these protected bases does not occur in the workplace.

SLLIS fully cooperates with federal, state, or local government agencies that have the responsibility to ensure our compliance with various laws relating to employment. In addition, SLLIS believes that a diverse workforce best serves the interests of SLLIS, our employees, students, and community.

SLLIS's equal opportunity policy also extends to prohibitions against harassment of students or employees because of (should read identical to first paragraph in section regarding EEOC: race, color, national origin, citizenship, religion, gender, , ages, sexual orientation, gender identity and/or expression, disability, marital status, veteran status, or any other basis prohibited by law.) the individual's race, color, religion, disability, age, sexual orientation, gender, or national origin. This prohibition against harassment includes, but is not limited to, disparaging comments, written material, physical assaults, verbal threats, and offensive pranks. Persons who believe that they have been harassed in violation of this policy, should report the alleged harassment to their Head of School or immediate supervisor unless this person is the alleged harasser. In this case, the report should be made directly to the President/designee. All complaints regarding the violation of this policy will be promptly investigated and appropriate action will be taken.

SLLIS prohibits any form of retaliation against an employee for lodging a complaint under this policy or participating in the investigation of discrimination or harassment.

H. Compliance with the Immigration Reform and Control Act

The Immigration Reform and Control Act requires all employers to hire only American citizens and aliens who are authorized to work in the United States. The law seeks to preserve jobs for those who are legally entitled to them. SLLIS will implement the following procedures to assure compliance with the law:

1. Any employee hired will complete an Eligibility Verification Form, (Form I-9), and will produce documents that will establish his/her identity and eligibility to work. (Form I-9 contains a list of documents that will fulfill this requirement.)
2. SLLIS will retain an individual's Form I-9 for three (3) years after the date of hire or (1) year after the individual is terminated, whichever is later.
3. The forms may be reviewed by the Immigration and Naturalization Service and potentially by other federal agencies. In order to minimize potential intrusion, Eligibility Verification Forms will be maintained separate from the employee's personnel files.

I. Pre-Employment Background Investigation

SLLIS is committed to providing a safe environment for students to learn. As part of this effort, we require criminal background checks of all employees as well as certain volunteers and others in accordance with this

policy.

Criminal Background Check is defined as a search of the Federal Bureau of Investigation's criminal history files, the Missouri Highway Patrol's criminal database and sexual offender registry, the central registry of child abuse and neglect of the Children's Division (CD) of the Department of Social Services or other databases designated by law or otherwise by SLLIS.

Employee Background Checks
All new employees must be fingerprinted through L-1 Enrollment Services Division.

Volunteer Background Checks
SLLIS will conduct thorough background checks, included but not limited to criminal and child abuse and neglect, on all persons volunteering in positions where they will be working with or participating in education activity with a student. The President/designee is authorized to identify the volunteer positions in the school that require background checks. The President/designee must receive the results of the background check and officially approve the volunteer before he or she may begin service in the identified volunteer position. Criminal background checks will be updated every three (3) years, at minimum.

Independent Contractor Background Checks
SLLIS will not conduct business with entities distributing or providing products or services to the school in student-occupied facilities unless the contract includes a provision that prohibits the business from utilizing an employee on school property who is a registered sex offender or who is otherwise prohibited from being on school property by law. SLLIS will stipulate that contractors must require subcontractors to agree to the same conditions, and make available all pertinent records at SLLIS's request. It is the responsibility of the independent contractor to conduct a criminal background check in accordance with the law on its employee and/or subcontractors before performance under the contract. Any independent contractor that is in direct contact with students and not a public or charter school must provide to SLLIS the results of their L-1 Enrollment Services Division background check(s).

Reporting Requirements
As a condition of continuing to work within the organization, all employees and other persons required to submit to background checks, including but not limited to criminal or child abuse and neglect, pursuant to the policy must notify the President/designee if they are charged, convicted, plead guilty to or are otherwise found guilty of any misdemeanor or felony. Regardless of the imposition of sentence, all employees and other persons must report the crime immediately after the event. The school will report to the Department of Elementary and Secondary Education (DESE) when information is obtained regardless of whether the certificated person has pled guilty or no contest to the crime or offense, been found guilty or whether a sentence has been imposed in- or out-of-state so long as it may put the person's certificate in jeopardy pursuant to Missouri law.

Consequences
The President or designee is directed to exclude any person from employment or to take action to terminate employment if his or her criminal background check reveals that they have exhibited behavior that is violent or harmful to children or adults. Contracts with independent contractors will likewise address the suitability of workers on school grounds.

II. EMPLOYMENT COMPENSATION AND PAY PRACTICE

Employees are classified as full-time or part-time. Employment classifications determine if an employee is eligible for SLLIS benefits and certain policy provisions. These classifications do not guarantee

employment for any specified period of time. The right to terminate the employment relationship "at will" at any time is retained by both the employee and SLLIS in all of these classifications. These classifications are described below:

A. Employment Classifications

Full-Time (benefits): Full-time employees are regularly scheduled to work a minimum of 30 hours or more per week. Full-time employees are entitled to participate in all SLLIS benefits, subject to the terms, conditions, and limitations of each benefit program.

Part-Time (partial benefits): Employees who are regularly scheduled to work less than 30 hours per week are entitled to limited benefits. Employees who work a minimum of 25 hours per week or more are entitled to participate in the retirement plan, but ineligible to participate in all other SLLIS health and welfare benefit programs.

Each employee is designated as either Exempt or Non-exempt from federal and state wage-and-hour laws.

Exempt: Employees with exempt status are exempt from the protections of the wage and hour laws of their state, or of the Federal government (Fair Labor Standards Act). Examples of exempt employees under Federal law are "executives" and "professionals", as defined under the Fair Labor Standards Act. Exempt employees are paid on a salary basis, not eligible for overtime pay, and not subject to reduction based on the quality or quantity of work performed.

Non-Exempt**:** Employees with non-exempt status are eligible to be paid for overtime work in accordance with the provisions of applicable wage-and–hour laws of State or Federal government (Fair Labor Standards Act). Wage and hour laws require employers to pay at least a certain minimum hourly wage rate and a premium rate for overtime work. All non-exempt employees are required to record time worked on a daily basis and to complete an individual timesheet.

B. Payroll

Employees are paid once a month. Exempt employees are paid their annual salary divided by 12 pay periods. Non-Exempt employees must submit a timesheet for hours actually worked. The timesheet must have the approval of the employee's immediate supervisor prior to processing.

Employees are paid for all work performed, less Social Security, applicable federal, state, and local withholding taxes, authorized deductions, and mandated deductions or garnishments. Each employee is responsible for retaining his or her paycheck stubs, and reviewing his or her paycheck to ensure accuracy.

Paychecks are directly deposited into each employee's bank account once a month. This occurs on the 23rd day of the month, or the Friday before if it falls on a weekend or the day before a break in which the 23rd is during. SLLIS does not issue pay advances or loans.

C. Overtime

Overtime pay is dependent on an employee's job being classified as "non-exempt." Non-exempt employees may be required to work overtime when needed. When possible, the immediate supervisor will try to provide reasonable notice of overtime needs.

Overtime pay is based on actual hours worked. Time off for sick leave, vacation, holiday, or any leave of absence will not be considered hours worked for purposes of calculating overtime. Unless otherwise notified, overtime calculations are based on a work week, which begins each Monday at 12:01 a.m.

SLLIS will pay one and one-half (1.5) times the employee's regular hourly rate of pay for time worked in excess of 40 hours in one work week, except where different overtime rates are otherwise required by law. Although overtime payments do not commence until the employee exceeds 40 hours in a work week, advance approval will be required to work any hours that exceed an employee's regularly scheduled work week.

Employees who anticipate the need for overtime to complete the week's work must notify their immediate supervisor in advance and obtain approval prior to working hours that extend beyond their normal schedule. Employees who fail to obtain approval prior to working hours that extend beyond their regularly scheduled work week may be subject to disciplinary action.

D. Recording Work Hours

Each non-exempt employee is responsible for accurately recording his or her own time worked. Non-exempt employees should accurately record the time they begin and end their work day, as well as the beginning and ending time of each meal period. All employees are responsible for accurately recording leave taken (e.g., sick, vacation, holiday, leave of absence, jury duty, etc.), as well. Overtime work must always be approved by the direct supervisor before it is performed. The supervisor will provide instructions for completing a timesheet. It is the responsibility of both the employee and the immediate supervisor to certify that the information recorded on the timesheet is accurate and complete, and to ensure that the Office Administrator receives the information by the due date indicated. It is an employee's responsibility to accurately complete and sign his or her timesheet to certify the accuracy of all time recorded, and it is the responsibility of that employee's supervisor to review and sign the record. If corrections or modifications are made to the timesheet, both the employee and the supervisor must verify the accuracy of the changes by initialing the timesheet. Employees who submit incomplete, inaccurate, or late timesheets risk delaying payment of overtime adjustments. Altering, falsifying, providing inaccurate information, or tampering with timesheets is considered a violation of SLLIS's policy and will result in disciplinary action, up to and including termination of employment.

E. Exchange Visitor Program

SLLIS is eligible to hire foreign nationals through the federal Exchange Visitor Program. In conjunction with partner agencies Amity Institute or Cordell Hull, SLLIS may identify lead teachers, teacher assistants or teacher interns for specialty placement in our schools. Lead Teachers or Teacher Assistants are only eligible for J-1 renewable visas (up to 5 years), for which SLLIS pays the full cost. The employee may still be required to pay local fees in their country of origin. SLLIS does not subsidize the cost for visas for any dependents; these expenses are the sole responsibility of the employee.

Teacher interns are only eligible for 1-year non-renewable J-1 visas through Amity Institute, for which SLLIS pays the full cost. The intern may still be required to pay local fees in their country of origin. Through the Amity Intern program interns are not eligible to bring dependents to their placement.

The Head of School initiates the J-1 application process for instructional employees.

Key instructional administrators (Head of School, or central office educator) may be eligible for a renewable H1-B visa sponsorship (up to 6 years) for which SLLIS pays the full cost. The employee may still be required to pay local fees in their country of origin. SLLIS does not subsidize the cost for visas for any dependents; these expenses are the sole responsibility of the employee. All H1-B visas are processed through SLLIS immigration counsel. The President initiates the H1-B application process for key instructional administrators.

III. BENEFITS

SLLIS considers fringe benefits to be an integral part of the total compensation plan and is committed to providing attractive benefits to its employees. Fringe benefits include health insurance, dental insurance, contribution to the Public School Retirement System of the City of St. Louis, and subsidized coursework or tuition remission for approved courses. The details concerning eligibility, plan terms and definitions, coverage, and benefits are determined by legal plan documents. Some of these plans require employees to elect to participate and make a contribution toward the cost of the plan. Any changes to these programs will apply to the employee whether or not they are noted in this handbook. For further information, employees may contact the Office Administrator.

A. Medical and Dental Insurance

SLLIS pays 80% of the premium for medical and dental insurance for full-time employees and their dependents. An employee must be employed .75FTE to be eligible for medical and dental benefits. Employees with a spouse may elect direct coverage for their spouse. Employees with a domestic partner are also eligible for medical and dental insurance through a payroll assistance program. Please consult with the Office Administrator to add a domestic partner to the medical and/or dental insurance plan. Insurance coverage begins the first day of the month following the first day of work for new employees. In the event of separation from service, medical and dental insurance will terminate on the final date of the employee's at-will agreement unless otherwise agreed to in writing by the employee's direct supervisor and/or Head of School in the separation agreement.

Changes in Benefits Coverage

Employees may change their benefit elections during the annual enrollment period for the following year or as the result of a qualified life-status change (e.g. birth of a child, marriage, divorce, etc). To change coverage as a result of a life-status change, employees should contact the Office Administrator.

At any time during the year all eligible employees may be required to complete an online medical form used only for plan negotiations. Medical information provided will be used solely in an effort to maintain the best rates and coverage possible. This may be done through a service such as FormFire so that the information provided is securely managed and under the control of the employee. Services used will always be Health Insurance Portability and Accountability (HIPPA) compliant.

B. Retirement System

All SLLIS employees, who work a minimum of 25 hours or more per week, must participate in the Public School Retirement System of the City of St. Louis as required by the Missouri Revised Statues. SLLIS will contribute as required by law. All eligible employees contribute 5% of their gross compensation to the Public School Retirement System of the City of St. Louis (PSSRSTL) at each pay period for the duration of their employment at SLLIS. All contributions to PSSRSTL are assigned to the individual employee, not the employer. A SLLIS employee who has worked or may in the future work for St. Louis Public Schools or any public charter school in the City of St. Louis will continue to contribute to the retirement fund.

C. Tuition assistance

SLLIS is committed to employing 100% Highly Qualified Teachers as defined by federal regulations. Every lead teacher or specialist who holds a valid Missouri teaching certificate, but is not yet considered Highly Qualified by federal standards is eligible for the following professional education reimbursements:

- Praxis test fees
- Praxis preparation coursework
- Texts and study materials for Praxis tests
- University coursework directly related to the required certification
- Texts and study materials for university coursework directly related to the required certification

University coursework may be completed at any accredited university with in person or on-line offerings. The Head of School must approve all requests for tuition assistance. Employees must meet with their Head of School before committing to coursework to verify eligibility.

All SLLIS instructional employees who are enrolled in a Master's program in Education at the University of Missouri- St. Louis are eligible for a $1000 tuition credit EACH semester (fall, spring and summer). This credit is offered through the Charter Liaison Office at UMSL. The Head of School must approve all requests for tuition credit. Employees must meet with their Head of School before committing to coursework to verify eligibility.

IV. PAID AND UNPAID TIME OFF

A. Paid Time Off (PTO)

Full-time (11-month) employees receive 8 days of PTO per school year; 12-month employees receive an additional 4 days of PTO per school year. Part-time employees regularly scheduled for 16 or more hours weekly will accumulate a fraction of PTO time directly proportional to their FTE status. PTO time is earned on a monthly basis and is awarded at the completion of a month. In order to qualify for earned time in a month, an employee must have worked, used PTO time, or been on an authorized leave of absence totaling 75% or more of their scheduled time

PTO can be accrued up to a total of 35 days. PTO may be used for the employee's illness, in addition to an illness in the employee's immediate family.

Upon separation of service, no pay or other consideration will be made for accrued PTO. An employee who separates from service with unused PTO days may not assign them to a colleague or request additional pay for the unused PTO days. Employees returning to SLLIS after a separation may be eligible to retain previously accumulated hours.

In the event of illness, please call the Head of School no later than 8:00 a.m. The Head of School requests substitutes for lead teacher absences. Upon return to work after an illness, the employee is still required to complete a request for PTO indicating the days absent due to illness.

B. Unpaid Time Off

PTO time cannot be used before it is earned. Any authorized or unauthorized time taken when PTO is either not approved or is not available will be unpaid time off.

C. School Holidays and Vacation Schedules

The holiday and school vacation schedules will be distributed to staff by the first day of back-to school institute. The Board of Directors may adjust the school calendar in its sole discretion as required for weather and other applicable reasons.

D. LEAVES OF ABSENCE

SLLIS recognizes the importance of providing leave for employees who must be absent due to medical, family, or personal circumstances. SLLIS has several leave of absence policies to help meet these needs. Leaves governed by state or federal law will be granted in accordance with and under the terms required by those laws. Other types of leaves may be granted at SLLIS's discretion.

To request a leave of absence, an employee should notify his or her immediate supervisor as soon as possible so that the appropriate information can be obtained to accompany the employee's request for time off.

E. FAMILY AND MEDICAL LEAVE (FMLA)

Basic FMLA Leave and Active Duty Leave
Provided certain requirements are met, those employees who have been employed for at least 12 months and for at least 1,250 hours during the previous 12-month period may be entitled to up to 12 weeks of leave (unpaid) during a rolling 12-month period measured backward from the date leave first begins, under the following circumstances:

1. the birth of a child and to care for such child or placement for adoption or foster care of a child;
2. to care for an immediate family member (spouse, child under 18 years old or 18 and over who is incapable of self-care, or parent) with a serious health condition;
3. because of a serious health condition which renders the employee unable to work; or
4. because of any qualifying exigency (e.g. emergency) arising out of the fact that a spouse, son (of any age), daughter (of any age), or parent, defined as a covered military member, is on active duty (or has been notified of an impending call or order to active duty) in the National Guard or Reserves or is a retired member of the Armed Forces or Reserves and has been notified of an impending call or order to active duty in support of a contingency operation.

Military Caregiver Leave

An employee also may take Military Caregiver Leave to care for a spouse, son (of any age), daughter (of any age), parent, or next of kin who is a current member of the Armed Forces, including the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. Additionally, covered service members include veterans undergoing medical treatment, recuperation, or therapy, or a serious injury or illness and who were members of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy. A covered service member incurs a serious illness or injury for purposes of this paragraph when he or she is medically unfit to perform the duties of his or her office, grade, rank, or rating.

Eligible employees are entitled to a total of 26 weeks of unpaid Military Caregiver Leave during a single 12-month period. This single 12-month period begins on the first day an eligible employee takes Military Caregiver Leave and ends 12 months after that date.

The leave entitlement described in this section applies on a per-covered servicemember, per-injury basis. However, no more than 26 weeks of leave may be taken within a single 12-month period by any covered employee. Even in circumstances where an employee takes other leave covered by the federal FMLA under numbers 1–4 in the Basic FMLA Leave and Active Duty Leave section above, the combined leave shall not exceed 26 weeks during that 12-month period.

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1 "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin and may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin. (Shouldn't this fall under definitions just following this?)

DEFINITIONS

A "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. in-patient care (i.e., an overnight stay) in a hospital or other medical care facility (including any period of incapacity or any subsequent treatment in connection with such in-patient care);
2. period of incapacity of more than 3 consecutive full calendar days, and any subsequent treatment or period of incapacity relating to the same condition that also involves (i) treatment 2 or more times by a health care provider or under the supervision of a health care provider within 30 days of the start of the incapacity, or (ii) treatment by a health care provider on at least one occasion within seven days of the start of the incapacity which results in a regimen of continuing treatment under the supervision of a health care provider;
3. any period of incapacity due to pregnancy, or for prenatal care;
4. any period of incapacity due to a chronic serious health condition requiring periodic visits of at least twice a year for treatment by a health care provider;
5. a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, during which the employee (or family member) must be under the continuing supervision of, but need not be receiving active treatment by a health care provider; or

6. any period of absence to receive multiple treatments by a health care provider or under the supervision of a health care provider, either for restorative surgery after an accident or other injury, or for a condition that will likely result in a period of incapacity of more than 3 consecutive calendar days in the absence of medical intervention or treatment.

A "qualifying exigency" refers to the following circumstances:

1. Short-notice deployment: to address issues arising when the notification of a call or order to active duty is seven days or less;
2. Military events and related activities: to attend official military events or family assistance programs or briefings;
3. Childcare and school activities: for qualifying childcare and school related reasons for a child, legal ward, or stepchild of a covered military member;
4. Financial and legal arrangements: to make or update financial or legal affairs to address the absence of a covered military member;
5. Counseling: to attend counseling provided by someone other than a health care provider for oneself, for the covered military member, or child, legal ward, or stepchild of the covered military member;
6. Rest and recuperation: to spend up to five days for each period in which a covered military member is on a short-term rest leave during a period of deployment;
7. Post-deployment activities: to attend official ceremonies or programs sponsored by the military for up to 90 days after a covered military member's active duty terminates or to address issues arising from the death of a covered military member while on active duty;
8. Additional activities: for other events where SLLIS and the employee agree on the time and duration of the leave.

Spouses Who Work Together

Eligible employees who are married or domestic partners are limited to only a combined total of 12 weeks of leave during any 12-month period, if the leave is taken (1) for birth and care of a child; (2) for placement and care of a child; or (3) to care for a parent (but not a "parent-in-law") with a serious health condition. Where the SLLIS employees both have used a portion of the 12-week entitlement for one of the above purposes, each are entitled to the difference between the amount he or she has taken individually and 12 weeks to care for a child with a serious health condition or to care for their own serious health condition.

Request for FMLA Leave

If the leave is foreseeable (e.g., birth or placement, planned medical care, leave due to active duty of immediate family member), the employee must provide at least 30 days advance notice. If circumstances prevent providing the 30 days advance notice, then the employee should provide as much notice as possible (ordinarily the same or next business day). If an employee fails to give the required notice for foreseeable leave with no reasonable excuse, the employee may be denied the taking of the leave until the employee provides adequate notice of need for the leave. This notice requirement may be waived in SLLIS's discretion, in circumstances including that an employee's failure to give notice was a result of an emergency or other unforeseeable circumstances. An employee must, upon giving notice of an intention to take leave, inform SLLIS of an expected return to work date. An employee who fails to return to work at the end of his or her leave or at the end of the 12-week leave period may be considered to have voluntarily resigned from his or her employment. Falsification of information regarding an employee's request for FMLA leave will be treated as grounds for discipline, up to and including termination.

Employees should make every reasonable effort to schedule medical treatments so as not to disrupt the ongoing operations of the department.

Intermittent and Reduced-Schedule Leave

Intermittent leave and reduced-schedule leave also may be available depending upon an employee's serious health condition or an employee's immediate family member's serious health condition. Intermittent or reduced-schedule leave for the birth or placement of a child for adoption or foster care may be taken only with approval from the employee's direct supervisor or Head of School. Military Caregiver Leave may be taken intermittently or on a reduced-leave schedule when medically necessary.

Employees taking intermittent leave must follow SLLIS's standard call-in procedures absent unusual circumstances. The employee must, however, make a reasonable effort to schedule medical treatment so as not to unduly disrupt SLLIS's operations.

Medical Certification Requirements

An employee is not required to provide medical records for leave due to a "serious health condition"; however, SLLIS requires medical certification, completed by an licensed physician, to support such a request for leave due to an employee's own serious health condition or for that of an employee's family member for whom the employee needs to provide care.

Generally, employees should provide such medical certification before the leave starts. If this is not possible, employees must provide such medical certification within fifteen (15) calendar days after the employer's request for certification, unless it is not practical under the particular circumstances (e.g., in case of a medical emergency). Failure to comply with the certification requirements of this policy may delay an employee's FMLA leave or render the employee ineligible for FMLA leave.

SLLIS may require second or third opinions (at the employer's expense) of an employee's medical certification.

After an employee provides SLLIS with the required documentation, SLLIS will designate the employee's requested leave as FMLA-protected or as ineligible for FMLA protection, and SLLIS will notify the employee of its designation.

SLLIS's standard practice is to require employees to submit fitness-for-duty certification prior to returning to work from an FMLA-protected leave.

Recertification

Under certain circumstances as provided by law, including (but not limited to) situations in which the need or nature of the approved leave changes, SLLIS may, in its sole discretion, require recertification of the serious health condition. SLLIS will request recertification in less than 30 days if the employee requests an extension of leave, the circumstances described in the previous certification have changed significantly, or if SLLIS receives information that casts doubt upon the employee's stated reason for the absence or the continuing validity of the original certification.

SLLIS may also request recertification every six months in connection with an absence by the employee. SLLIS may also request recertification every year in which FMLA leave is taken for any serious health condition that lasts longer than one year. In these situations, the employee will have 15 calendar days in which to provide, at his or her expense, a completed Recertification form.

Qualifying Exigency Certification Requirements

The first time an employee requests leave because of a qualifying exigency arising out of the active

duty or call to active duty status of a covered military member, the employee must provide SLLIS with a copy of the covered military member's active duty orders or other documentation issued by the military indicating that (1) the covered military member is on active duty or has been called to active duty status in support of a contingency operation, and (2) the dates of the covered military member's active duty service. An employee must provide SLLIS with a copy of new active duty orders or other documentation issued by the military if the need for leave because of a qualifying exigency arises out of a different active duty or call to active duty status of the same or a different covered military member.

Any time an employee requests FMLA leave to handle a qualifying exigency, the employee must submit in a timely fashion a completed Qualifying Exigency Certification Form to the Office Administrator. Falsification of information on such a form or any leave-related form submitted to SLLIS will be treated as grounds for discipline, up to and including termination.

Covered-Servicemember Caregiver Certification Requirements

When an employee seeks FMLA leave to care for a covered servicemember with a serious injury or illness, the employee must submit in a timely fashion a completed Certification for Serious Injury or Illness of Covered Servicemember form, as well as any necessary supporting documentation, to the Office Administrator. This form must be completed, in part, by an authorized healthcare provider. Falsification of information on such a form or any leave-related form submitted to SLLIS will be treated as grounds for discipline, up to and including termination.

Job Protection

Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. A returning employee does not, however, have a greater right to restoration or other benefits than if the employee had been continuously employed during the leave period.

So that an employee's return can be properly scheduled, an employee on FMLA leave should notify SLLIS of his or her intent to return to work at least five days before the planned return date.

SLLIS is not required to continue FMLA benefits or reinstate employees who would have been laid off or otherwise had their employment terminated had they continued to work during the FMLA leave period. Furthermore, SLLIS will consider an employee's failure to return to work at the end of an FMLA leave to be a voluntary termination of the employee's employment with SLLIS. In such cases, the employee no longer has FMLA protections of job restoration.

Employees who give unequivocal notice that they do not intend to return to work lose their entitlement to FMLA leave and job protection.

Interaction with State Military Leave Laws

Certain states require employers to provide greater or different job-protected leave to family members of persons in the military. When applicable, SLLIS complies with all such military family leave laws. When leave provided under one of these laws is covered under the federal FMLA, it also shall count toward the employee's federal FMLA entitlement and as FMLA leave under this policy. These military family leave laws vary by state, and the employee should contact the Office Administrator if he or she has questions about them.

Fitness-for-Duty Certification

SLLIS's standard practice is to require employees to provide fitness-for-duty certification prior to returning to work from a period of FMLA leave. If pursuant to its standard practice, SLLIS chooses to require submission of a fitness-for-duty certification, SLLIS will inform the employee of that requirement in the employee's Designation Notice (i.e., the form by which the SLLIS will notify the employee whether requested leave has been approved for FMLA protection.) Under most circumstances, SLLIS will not seek fitness-for-duty certification from an employee returning from intermittent or reduced-schedule FMLA leave; however, SLLIS may seek fitness-for-duty certification for each such absence (up to once every 30 days) if reasonable safety concerns exist regarding the employee's ability to perform his or her duties, based on the serious health condition for which the employee took such leave. If SLLIS chooses to require a fitness-for-duty certification under such circumstances, SLLIS will inform the employee at the time a Designation Notice is provided that for each subsequent instance of intermittent or reduced schedule leave, the employee will be required to submit a fitness-for-duty certification unless one has already been submitted within the past 30 days.

If an employee fails to provide timely and complete fitness-for-duty certification at SLLIS's request, such failure may result in a delay of the employee's return to work and/or a loss of the employee's reinstatement rights under the FMLA. Complete fitness-for-duty certification includes certification from a health care provider that an employee is able to return to work and that the employee is able to perform the functions identified on a list of the essential functions of the employee's job, which SLLIS will provide with the employee's Designation Notice if fitness-for-duty certification will be required. The employee will be responsible for covering the cost of obtaining fitness-for-duty certifications under this policy.

No Interference or Retaliation

Pursuant to federal law, SLLIS will not interfere with an employee's exercise of rights under the FMLA, nor will SLLIS discriminate or retaliate against an employee for exercising such rights. FMLA makes it unlawful for any employer to take the following actions: interfere with, restrain, or deny the exercise of any right provided under FMLA; and/or discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

F. Maternity/Paternity Leave

During the period of any school year, SLLIS will provide any full-time employee, who has been with SLLIS for at least one full school year prior to the need for such leave, with a maximum of six consecutive weeks of unpaid maternity/paternity leave. This time can be used for the care of a newborn or adopted or foster child and is intended to be used immediately after the arrival of the child; this leave may be used before the birth/arrival with certification from the employee's health care provider. Employees may use their accumulated PTO during this time to receive payment. PTO runs concurrently with the maternity/paternity leave, and does not extend the length of such leave. Should the employee's leave overlap or coincide with known school vacation days (i.e. spring, winter or summer break), then those vacation days are included in the employee's allotted leave.

The employee shall provide notice of the need for use of maternity/paternity leave as soon as reasonably possible, but at least thirty days prior to the commencement of the anticipated leave. In circumstances where employees are requesting leave prior to the birth of a child, SLLIS may require that a request for leave be supported by certification issued by the appropriate health care provider.

SLLIS will attempt to restore an employee returning from maternity/paternity leave to the position of

employment held by the employee when the leave commenced or to be restored to an equivalent position with equivalent employee benefits, pay, and other terms and conditions of employment. However, this may not be possible/practicable in every circumstance.

G. Jury Duty

If an employee is summoned to perform jury duty or act as a court witness, that employee must notify their Supervisor or Head of School immediately and provide a copy of the jury summons or subpoena. When an employee is absent for jury duty, he or she will be paid regular pay, provided the jury duty fee is submitted to the Office Administrator, up to two (2) weeks per calendar year. If the staff member elects to retain the jury duty fee, the amount of the jury fee will be deducted from regular pay. In order to receive jury duty pay the employee must present a statement of jury service and pay. This document is issued by the court.

H. Compassionate Leave

In the event of the death of a member of an employee's immediate family, he or she may be granted up to three (3) consecutive workdays with pay. Members of the immediate family include: parents (including stepparents), spouse or domestic partner, child (including stepchildren), sisters, brothers (including stepsiblings), grandparents, grandchildren, mother-in-law, father-in-law, or a relative who was a member of the employee's household at the time of death. Consideration will be given for family members not falling into the listed category. Employees taking such funeral leave should notify their Supervisor or Head of School as soon as possible so that arrangements can be made to cover the employee's responsibilities.

I. Military Leave

Employees who are members of the U.S. Armed Forces or reserve members of the U.S. Armed Forces or state militia groups will be granted leaves of absence for military service, training or other obligations in compliance with state and federal laws.

The amount of leave to which the employee may be entitled varies depending on what type of service he or she is called to perform. An employee who is a member of the Missouri National Guard or any reserve component, shall be entitled to a leave of absence, with no loss of pay, accrued leave time, impairment of efficiency rating or any other rights or benefits to which the employee is entitled, for all periods of military service which the employee is engaged at the call of the governor or Adjutant General, for a total of (30) days. Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible.

To request a leave of absence, the employee will provide his or her Head of School with notice that the employee will be engaging in military service, including, where feasible, a copy of the orders directing the military duty, unless the employee is prevented from doing so by military necessity. Employees are requested to provide such notice within 30 days of active military service. Eligible employees requesting a leave of absence to serve in the active or reserve military service of the United States will be in accordance with applicable law. No employee or prospective employee will be subjected to any form of discrimination on the basis of that person's membership in or obligation to perform service for any of the Uniformed Services of the United States, as it is SLLIS's policy to comply with the Uniform Services Employment and Re-employment Rights Act (USERRA).

V. PROFESSIONAL DEVELOPMENT & PERFORMANCE EVALUATIONS

A. Professional Development

SLLIS provides several professional development opportunities to all full-time instructional staff members. These include both in-house opportunities, as well as funding for out-of-school development. Full-time instructional staff should speak with their Head of School regarding these opportunities.

Administrative staff are offered professional development opportunities. Employees should see their immediate supervisor for details.

B. Annual Reviews

Evaluation of an employee's job performance is a continual process. Performance evaluations are based on an employee's assigned job duties and other job-related criteria. An annual performance evaluation will be completed for each employee.

As part of our school wide commitment to practicing excellence, the Head of School will frequently observe classroom instruction and speak with teachers and teacher assistants about their practice. As much as possible, the Head of School will encourage peer observations as well to share instructional practice. Each year the Head of School will conduct an official observation of teaching practice. The official observation includes a formal pre-meeting and post-meeting with the teacher to discuss outcomes, implementation and next steps. This official observation is part of the portfolio of teacher performance that also includes self-assessments, peer evaluations, student/family evaluations, and student growth measures.

Evaluation of non-instructional, administrative and support staff will be conducted by the direct supervisor, Director of Operations or President.

VI. Insurance Protections

A. Workers Compensation

To provide for payment of medical expenses and partial salary continuation in the event of a work-related accident or illness, employees are covered by workers' compensation insurance, as required by law.

If an employee is injured on the job, s/he must immediately report such injury or illness to the Head of School or Office Administrator. All injuries, no matter how minor, must be reported on the day that they happen or by the next business day. Use a Worker's Compensation Claim Form to submit each injury to the immediate supervisor or Head of School.

If an employee is injured on the job, the Head of School or direct supervisor will ensure his or her prompt treatment. If employees seek medical advice and/or treatment for an occupational injury or illness without SLLIS's authorization, they are doing so at their own expense. Please contact the Office Administrator for more information on Workers' Compensation.

B. Unemployment Insurance Benefits

SLLIS employees are covered by unemployment insurance. The Missouri Employment Security Law provides unemployment insurance benefits for workers who become totally or partially unemployed if they meet the eligibility requirements of the law. No deductions are made from employees' pay checks for this insurance. SLLIS pays the tax in Missouri. For additional information see the Administrative Coordinator.

VII. SAFETY

Employees are expected to exercise good judgment at all times and to inform the President of potentially dangerous or unsafe situations. Those who violate safety standards, cause hazardous or dangerous situations, fail to report or, where appropriate, remedy such situations, may be subject to corrective action, up to and including termination of employment.

A. First Aid

SLLIS maintains a large first-aid kit in the school office as well as smaller first-aid kits in every classroom, inside the playground door and in each Head of School office. In the event of an accident resulting in injury, or in the case of a serious illness, call the Head of School or direct supervisor immediately.

If the condition appears to be critical and life-threatening, call 911 immediately.

VIII. PROHIBITION AGAINST ILLEGAL DISCRIMINATION AND HARRASSMENT

General Rule

SLLIS is committed to maintaining a workplace that is free from illegal discrimination or harassment. This applies to student admission or access , employment, all programs and activities, and facilities use. Discrimination or harassment against employees or others on the basis of race, color, religion, gender, national origin, sexual orientation, ancestry, disability, age or any other characteristic protected by law is strictly prohibited in accordance with law. SLLIS is an equal opportunity employer. Employees and others will not be disciplined for speech in circumstances where it is protected by law. SLLIS also prohibits:

> Retaliatory actions based on making complaints of prohibited discrimination or harassment or based on participation in an investigation, formal proceeding or informal resolution concerning prohibited discrimination or harassment.
>
> Aiding, abetting, inciting, compelling or coercing discrimination or harassment. Discrimination or harassment against any person because of such person's association with a person protected from discrimination or harassment due to one or more of the above-stated characteristics.

If an employee becomes aware of, or experience, behavior prohibited under this policy he or she should immediately report it to the President.

Consequences

Employees who violate this policy will be disciplined, up to and including employment termination.

Definitions

Discrimination: Conferring, refusing or denying benefits or providing differential treatment to a person or class of person in violation of law based on race, color, religion, gender, national origin, ancestry, disability, age or any other characteristic protected by law, or based on a belief that such a characteristic exists.

Harassment: Harassment of a coworker or student motivated by race, color, religion, national origin, disability, or age is a form of discrimination and is prohibited by law. The term harassment includes repeated unwelcome and offensive slurs, jokes, or other oral, written, graphic, or physical conduct relating to an individual's race, color, religion, national origin, disability, or age that creates an intimidating, hostile, or offensive educational or work environment.

Sexual Harassment: A form of discrimination,. Sexual harassment is unwelcome conduct that occurs when: (1) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature, or (2) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on gender or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the school's programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite gender. SLLIS presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstances or the students' age. Behaviors that could constitute sexual harassment include, but are not limited to:

1. Sexually provocative or explicit speech.
2. Publicly expressed sexual fantasies.
3. Jokes of a sexual or crude nature.
4. Derogatory comments directed to males or females as a class.
5. Demeaning comments.
6. Threats for not agreeing to submit to sexual advances.
7. Writing sexually explicit memos.
8. Grabbing or twisting an individual's arm. (?!?)
9. Any unwarranted touching.
10. Sexually offensive pranks
11. Drawing sexually explicit cartoons, other drawings, or graffiti.
12. Gestures indicating sexual behaviors.
13. Suggestive winks.
14. Kissing.

Title IX forbids discrimination on the basis of gender in any educational program or activity that receives federal funds. This includes a prohibition on sexual harassment. The Office for Civil Rights of the U.S. Department of Education defines sexual harassment under Title IX as follows: "Verbal or physical conduct of a sexual nature, imposed on the basis of gender, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provisions of aid, benefits, services or treatment protected under Title IX."

Sexual harassment under Title IX includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's academic status or progress, or employment.
2. Submission to or rejection of such conduct by an individual is the basis for educational or employment decisions affecting that individual.
3. Such conduct creates an intimidating, hostile, or offensive educational or work environment.
4. Qualified students or employees are denied educational or employment opportunities or benefits are given to another student or employee who submitted to sexual advances or requests for sexual favors.

Racial or National Origin Harassment: Racial harassment is defined as any behavior that demeans another person because of his or her race or national origin. People of all cultures will be free from racial harassment in carrying out their work.

Religious, Personal Attribute, Age and Disability Harassment: Attempts to demean because of religious beliefs, disability, age or personal appearance.

Investigation

1. If an employee believes that he/she is being sexually harassed, the employee is encouraged to bring the concern to the attention of the employee's supervisor.

2. If the employee feels that such contact with the supervisor would be inappropriate, if the situation is not satisfactorily resolved by the supervisor, or if the employee simply feels more comfortable speaking with someone other than the supervisor, the employee should contact the Title IX compliance coordinator for SLLIS.

3. If the employee would prefer to report the employee's concern to another supervisor/administrator within SLLIS, the employee may do so. However, it is essential that the report be made to someone with the authority and obligation to act upon the concern.

4. Any supervisor/administrator who receives a report, orally or in writing, from any employee regarding sexual harassment of that employee by another employee, non-employee doing business with SLLIS, or student must notify the Title IX compliance officer within twenty-four (24) hours or within a reasonable time thereafter.

5. Verbal complaints of sexual harassment will be put in writing by the complainant or by the person who receives the complaint, and should be signed by the complainant. However, the complainant's refusal to sign a complaint does not relieve SLLIS of the obligation to investigate the complaint.

6. An employee who believes that he or she has been subjected to sexual harassment shall not be required to confront the alleged harasser prior to making the report.

7. Upon receipt of the report, the Title IX compliance officer will appoint an investigator to investigate the complaint. The investigation shall commence within forty-eight (48) hours after such appointment.

8. The Title IX compliance officer will notify the employee and the alleged harasser of the results of the investigation.

9. SLLIS will maintain the confidentiality of the complaint and the details of the investigation to the extent possible.

10. The investigator will put his or her findings in writing and will forward a copy to the Title IX compliance officer within (1) week after concluding the investigation, or within a reasonable extension of time thereafter, for good cause shown.

11. If the investigates the complaint, SLLIS will take appropriate disciplinary action against the offender(s), commensurate to the severity of the harassment (up to and including termination of employment). If the offender is a student, disciplinary action will be taken in accordance with applicable school policies. If the offender is not an employee of SLLIS, SLLIS will take appropriate action within the scope of its authority to eliminate and redress the harassment.

12. If the investigation is indeterminate, the matter will be designated as unresolved, and the investigation file will be maintained by the Title IX compliance officer in a file separate and apart from any student or personnel file.

13. There will be no retaliation against or adverse treatment of any employee who uses this procedure to resolve a concern when such complaint has been brought in the good faith belief that the complainant has been subjected to sexual harassment.

14. The responsible administrator shall follow up regularly with the complaining employee to ensure that the harassment has stopped and that no retaliation has occurred.

IX. ALCOHOL AND DRUG-FREE WORKPLACE

SLLIS is committed to protecting the safety, health, and well-being of all employees, students, and other individuals in our workplace. Possessing or consuming alcoholic beverages while working, while on work premises, or while operating vehicles for business use is absolutely prohibited. SLLIS also prohibits possessing, manufacturing, using, buying, selling or distributing illegal drugs while working, while on work premises or while operating vehicles for business use.

Working, or reporting to work, while under the influence of alcohol or drugs is also prohibited. As a condition of employment, SLLIS requires that employees adhere to a strict policy regarding the use and possession of drugs and alcohol. SLLIS encourages employees to voluntarily seek help with drug and alcohol problems.

SLLIS reserves the right to test for substance use on a random basis and in the following situations:

> For cause – where there is reasonable suspicion that an employee may be under the influence of illegal drugs, alcohol, or prescription medication(s) which effect job safety.
>
> Accidents – whenever an accident occurs on site or in vehicles on work time, resulting in serious injuries or significant property damage.

Employees required to undergo testing for alcohol or drugs under this policy may be required to disclose any prescription or over-the-counter medication they have used within 30 days of the tests.

A positive test for drugs or alcohol is grounds for further evaluation and, depending on the circumstances, may result in termination of employment.

All test results are considered confidential medical information. Refusal to submit to reasonable requests for substance testing is treated as a positive test result.

This policy applies to all employees whether on or off SLLIS property, including parking areas, while representing or conducting business for SLLIS during all working hours, during SLLIS-sponsored events and in meetings. This policy does not apply to SLLIS or school-specific staff celebrations outside of traditional working hours.

Notification of Criminal Convictions

Any employee who is convicted of a criminal drug violation must notify SLLIS in writing after conviction and before reporting for his or her next regularly scheduled work shift. SLLIS may take appropriate action, up to and including termination, against any employee convicted of such a violation.

Searches

Entering SLLIS's property constitutes consent to searches and inspections. If an individual is suspected of violating the Drug or Alcohol-Free Workplace Policy or for other legitimate business reasons, the employee may be asked to submit to a search or inspection at any time as permitted by controlling law. Searches can be conducted of any personal belongings brought onto SLLIS property, including but not limited to pockets and clothing, lockers, wallets, purses, briefcases, lunchboxes, toolboxes, desks, work stations, vehicles (SLLIS-owned and personal), and equipment.

X. STAFF CONDUCT

i. Open Door Procedure

SLLIS is committed to provide an open and pleasant work environment. We encourage employees to share their opinions and concerns. Open door communication is a confidential process that enables employees to freely go to any level of management about issues and concerns that they are experiencing at work. Employees should first bring the issue to their direct supervisor as soon as possible. If the issue/concern is not resolved to an employee's satisfaction, he or she should go to the Head of School.

A. Basic Standards of Conduct

Violations of basic standards of conduct will result in disciplinary action ranging from oral warning to discharge, depending on the seriousness, nature and context of the violation. Obviously it is not possible to list all types of impermissible conduct. Where situations arise that are not covered by these rules, employees are expected to use common sense and follow acceptable standards of behavior. Additional rules include, but are not limited to the following:

1. Report to work promptly.

2. Adhere to all SLLIS policies and procedures.
3. Submit any required reports at the time specified.
4. Maintain concern for and attention to SLLIS's legal responsibility for the safety and welfare of students.
5. Comply with all professional and support staff duties.
6. Conduct oneself in a professional manner so as not to engage in conduct that is likely to bring discredit to SLLIS.
7. Take care of school-owned property, keep it properly secured, report necessary repairs, and inventory as requested.
8. Do not engage in any criminal or fraudulent activity.
9. Perform one's duties in an honest and truthful manner.
10. Report instances of vandalism immediately.
11. School employees shall not make a contribution or expenditure of public funds (including, but not limited to, use of work time or other school resources) to advocate, support, or oppose any ballot measure or candidate for public office.
12. Do not engage in or assist fighting or threatening violence in the workplace; this includes using obscene, abusive language or gestures;
    exhibiting threatening behavior of any kind, including acts of terror, such as bomb threats or bio-terror acts or threats of violence in the workplace, while on SLLIS business, or at SLLIS-sponsored events;
13. Do not be in possession of dangerous or unauthorized materials, such as explosives or firearms in the workplace, while on SLLIS business, or at SLLIS-sponsored events;
14. Do not be convicted of a crime while employed at SLLIS;
15. Do not engage in any improper conduct of any kind including conduct that is unlawful or unethical;
16. Do not engage in insubordination or other disrespectful conduct which may include, but is not limited to: refusal to do an assigned job, work required overtime, render assistance, work assigned schedule, issuing an insolent response to a work directive, willfully delaying performing or completing an assignment;
17. Cooperate with any SLLIS investigation;
18. Do not disclose confidential or proprietary information without authorization;
19. Do not falsify or alter time records, employment applications, expense report forms or other SLLIS records and business forms;
20. Do not engage in dishonesty (including but not limited to deception, fraud, lying, cheating or theft);
21. Do not access confidential computer files and data, without authorization;
22. Do not violate safety and sanitation guidelines, or failing to report on-the-job injuries, damage to or accident involving SLLIS equipment;
23. Comply with licensure and certification requirements;
24. Comply with compliance procedures and regulations;
25. Do not engage in negligence, horseplay, or other improper conduct leading to damage of the SLLIS's or another person's property and/or that results in personal injury, while on SLLIS premises, SLLIS business, or at SLLIS sponsored events;
26. Do not sleep while on duty or have excessive, unauthorized absences from the expected work area throughout the workday.

Employees who exhibit any of the above behaviors, as well as engage in any other conduct deemed unacceptable, including retaliatory acts of any kind, are subject to disciplinary action up to and including termination of employment with or without an opportunity for corrective action.

B. Conflict of Interest

SLLIS employees will not engage in any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as members of the SLLIS staff. They may be disciplined or terminated for doing so.

The following activities are explicitly prohibited:

- In accordance with law, employees or businesses with which they are associated are prohibited from selling or providing to SLLIS, including goods and supplies.
- Employees will not attempt to influence any organizational decisions, directly or indirectly, when the employee knows the result of the decision may be the acceptance of a good, service, sale, rental or lease of any property by/to SLLIS that will ultimately benefit the employee, his or her spouse, dependent children in his or her custody or any business with which the employee is associated with financially.
- An employee will not trademark, patent, copyright or claim ownership interest in any inventions, publications, ideas, processes, compositions, programs, images or other intellectual property created while in their capacity as an employee of SLLIS, unless authorized by the Board of Directors. SLLIS will not pay royalties, licensing fees or other fees for use of intellectual property an employee creates in his or her capacity while employed by SLLIS to the employee or businesses with which the employee is associated, unless authorized by the Board of Directors.
- Employees will not accept gifts of substantial value from vendors unless authorized by the Board of Directors. For the purposes of this policy, a gift has a "substantial value" if it is worth more than $50.
- Employees will not use SLLIS's property, including intellectual property, or confidential information obtained in their capacity as employees to financially benefit them or any other person or business.

XI. GUIDELINES

A. Personnel Records

SLLIS maintains complete and current personnel files for all employees. The file of an individual employee will be considered confidential information and will only be available to authorized personnel and to the employee. In the event of missing, expired, or newly required records, any failure to supply said documents to the Office Administrator upon request and within the timeframe allotted can result in unpaid administrative leave. Standard requests for documents will allow a seventy-two hour timeframe for compliance unless otherwise authorized by the Office Administrator.

Files containing immigration records and files containing medical information regarding an employee will be kept separate from other personnel files.

Upon request to and in the presence of the appropriate staff or board member, any employee may inspect his or her own personnel file during regular work hours.

B. Technology & Electronic Resources

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Computers, computer files, the e-mail system, and software furnished to employees are property of SLLIS, intended for business use. Employees should not use a password, access a file, or retrieve any stored communication without prior authorization. Employees do not have an expectation of privacy with regard to school computers, e-mail usage, equipment or furnishings.

Without prior notice, SLLIS reserves the right to conduct a search of any SLLIS equipment or personal equipment used in the scope of employment, including but not limited to computer equipment or files, personal computers, and e-mail. There may also be occasions when authorized employees may have a need to review or search for information in an employee's section or work area.

SLLIS strives to maintain a workplace free of harassment and is sensitive to the diversity of its employees. Therefore, SLLIS prohibits the use of computers and the e-mail system in any ways that are disruptive, offensive to others, or harmful to morale. For example, the display or transmission of sexually explicit images, messages, and/or cartoons is not allowed. Other such misuses include, but are not limited to ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others. Employees should notify their immediate supervisor or the Office Administrator upon learning of violations of this policy.

Internet Access

Internet access to global electronic information resources is provided by SLLIS to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive internet usage:

1. All internet data that is composed, transmitted, or received via our computer communications system is considered to be part of the office records of SLLIS and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in internet e-mail messages and other transmissions is accurate, appropriate, ethical and lawful.
2. The equipment, services, and technology provided to access the internet remain at all times the property of SLLIS. As such, SLLIS reserves the right to monitor internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer system.
3. Data that is composed, transmitted, accessed, or received via the internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonable offend someone on the basis of race, age, gender, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.
4. The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the internet is expressly prohibited. As a general rule, if an employee did not create material, does not own the rights to it, or has not received authorization for its use, it should not be put on the internet. Employees are also responsible for ensuring that the person sending any material over the internet has the appropriate distribution rights.

Employee abuse of the internet access provided by SLLIS in violation of law or SLLIS's policies will result in disciplinary action up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action.

1. Downloading or installing any software without the consent of the Administrative Coordinator or Technology Consultant.
2. Use of the computer during working hours that detracts from supervision of students and/or

performance of other job-related tasks.

3. Sending or posting discriminatory, harassing, or threatening messages or images.
4. Stealing, using, or disclosing someone else's code or password without authorization.
5. Copying, pirating, or downloading software and electronic files without permission.
6. Sending or posting confidential materials, trade secrets, or proprietary information outside of the school without prior approval from the President.
7. Violating copyright laws.
8. Sending or posting messages or material that could damage SLLIS's image or its reputation.
9. Participating in the viewing or exchange of pornography or obscene materials.
10. Sending or posting messages that defame or slander other individuals.
11. Attempting to break into another organization's or person's computer system.
12. Refusing to cooperate with security investigations.
13. Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities.
14. Using the internet for political causes or activities, religious activities, or any sort of gambling during work hours.
15. Jeopardizing the security of SLLIS's electronic communications systems.
16. Sending or posting messages that disparage another organization's products or services.
17. Sending anonymous email messages.
18. Engaging in any other illegal activity.
19. Any software loaded on SLLIS computers must have appropriate licenses.

C. Sex Offenders Near or On SLLIS Property

Pursuant to Missouri Statute, no person who has pleaded guilty or nolo contendere to or been convicted of, or been found guilty of a sexual offense, incest, endangering the welfare of a child, use of a child in a sexual performance, promoting a sexual performance by a child, sexual exploitation of a minor, or child pornography as defined by the Missouri Statutes, shall be present in or loiter within five hundred feed of any school building, on real property of any school, or in any conveyance owned, leased or contracted by SLLIS to transport students to or from school or school-related activity when persons under the age of eighteen are present.

D. Anti-Bullying Policy

The SLLIS Board of Directors prohibits acts of harassment or bullying. The board of Directors has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

"Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (pda), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

"Harassment" is conduct that meets all of the following criteria:

• is directed at one or more pupils;

• substantially interferes with educational opportunities, benefits, or programs of one or more pupils;

• adversely affects the ability of a pupil to participate in or benefit from SLLIS's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,

• is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Bullying" is conduct that meets all of the following criteria:

• is directed at one or more pupils;

• substantially interferes with educational opportunities, benefits, or programs of one or more pupils;

• adversely affects the ability of a pupil to participate in or benefit from SLLIS's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,

• is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The SLLIS Board of Directors expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The SLLIS Board of Directors believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of SLLIS, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

The SLLIS Board of Directors believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self- discipline.

Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The SLLIS Board of Directors requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate

consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

• Age, development, and maturity levels of the parties involved
• Degree of harm
• Surrounding circumstances
• Nature and severity of the behavior(s)
• Incidences of past or continuing pattern(s) of behavior
• Relationship between the parties involved
• Context in which the alleged incident(s) occurred

Factors for Determining Remedial Measures

Personal
• Life skill competencies
• Experiential deficiencies
• Social relationships
• Strengths
• Talents
• Traits
• Interests
• Hobbies
• Extra-curricular activities
• Classroom participation
• Academic performance

Environmental
• School culture
• School climate
• Student-staff relationships and staff behavior toward the student
• General staff management of classrooms or other educational environments
• Staff ability to prevent and de-escalate difficult or inflammatory situations
• Social-emotional and behavioral supports
• Social relationships
• Community activities
• Neighborhood culture
• Family situation

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the
case of an employee, as set forth in the Board of Directors' approved Code of Conduct or Employee Handbook.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of Directors' approved Code of Conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school- wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

• Admonishment
• Temporary removal from the classroom
• Loss of privileges
• Classroom or administrative detention
• Referral to disciplinarian
• In-school suspension during the school week or the weekend, for students
• Out-of-school suspension
• Legal action
• Expulsion or termination

Examples of Remedial Measures

Personal
• Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
• Restitution and restoration
• Transformative conferencing/restorative justice
• Peer support group
• Corrective instruction or other relevant learning or service experience
• Supportive discipline to increase accountability for the bullying offense
• Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
• Behavioral assessment or evaluation, including, but not limited to, a referral to a Student Success Team, as appropriate
• Behavioral management plan, with benchmarks that are closely monitored
• Involvement of school disciplinarian
• Student counseling
• Parent conferences
• Student treatment
• Student therapy

Environmental (Classroom, School Building, or SLLIS)
• Set a time, place, and person to help the bully reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
• School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
• School culture change
• School climate improvement
• Adoption of research-based, systemic bullying prevention programs
• Modifications of schedules
• Adjustments in hallway traffic
• Modifications in student routes or patterns traveling to and from school
• Targeted use of monitors (e.g., hallway, cafeteria, bus)
• General professional development programs for certificated and non-certificated staff
• Professional development plans for involved staff
• Disciplinary action for school staff who contributed to the problem
• Parent conferences

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• Referral to Family counseling
• Involvement of parent-teacher organizations
• Involvement of community-based organizations
• Development of a general bullying response plan
• Peer support groups
• Law enforcement involvement (e.g., school resource officer, juvenile officer)

The SLLIS Board of Directors requires the Head of School and/or the Head of School's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Head of School or the Head of School's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The SLLIS Board of Directors requires the Head of School and/or the Head of School's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Head of School and/or the Head of School's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

The SLLIS Board of Directors prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The SLLIS Board of Directors prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with district policies, procedures, and agreements.

The SLLIS Board of Directors requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The President shall develop an annual process for discussing SLLIS policy on harassment and bullying with students and staff.

SLLIS shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

E. Seclusion and Restraint Policy

At SLLIS our goal is to teach our students to take responsibility for their actions and to learn self-discipline that will serve them in settings outside of our school community. Classroom management strategies, the Buddy Room, the Recovery Room and meetings with the Head of School are all designed to engender clear, positive and proactive approaches to behavior management. Students demonstrating inappropriate verbal behavior, threats or profanity do not represent physical danger and shall never be considered for seclusion or restraint.

Seclusion and restraint are reactive strategies and will be avoided if possible. Pursuant to H.R. 4247 seclusion and restraint are only to be used as a last resort when the student's behavior is an immediate danger to the student and/or others AND when other interventions have been unsuccessful.

Restraint

There are three types of restraint authorized under H.R. 4247 to address imminent physical danger.

Physical/Manual Restraint: the use of person-to-person physical contact to restrict the free movement of all or a portion of a student's body. It does not include briefly holding a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student's hand to transport them for safety purposes, physical escort or intervening in a fight.

Mechanical Restraint: the use of a device or physical object that the student cannot easily remove that restricts a student's freedom of movement or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

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

SLLIS prohibits the use of Mechanical Restraint and Chemical Restraint. Physical/Manual Restraint may only be used in an emergency when there is immediate danger to the student and/or others. In the event that Physical/Manual Restraint must be used, trained personnel will respect the following procedures.

Physical restraint shall only be used:

- In an emergency situation.
- When less restrictive measures have not effectively de-escalated the situation and the school has a plan for how to respond in such situations.
- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed- upon plan to address a student's behavior.

Physical restraint shall:

- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint.
- Use no more than the degree of force necessary to protect the student or other persons from imminent bodily injury.
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student, which restricts breathing.
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

- Use methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight unless other school personnel are not immediately available due to the unforeseeable nature of the emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of school personnel.

SLLIS will document all incidents requiring the use of physical/manual restraint.

Seclusion/Isolation

Seclusion: the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

Isolation: the confinement of a student alone in an enclosed space without locking hardware.

Time out: brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation.

SLLIS prohibits the use of Seclusion and Isolation techniques unless a student is awaiting a law enforcement officer AND all other interventions have been unsuccessful. In that event:

- The student's family will be contacted immediately to alert them of the situation and school administration's intent to seclude or isolate the student.
- A student may be monitored by an adult in close proximity who is able to see and hear the student at all times.
- Monitoring shall be face-to-face unless personal safety is significantly compromised in which chase technology supported monitoring may be utilized.
- If at any time while waiting for law enforcement the student is able to de-escalate the dangerous behavior, the monitor will remove them from the seclusion/isolation environment.
- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in our school setting.
- The space is comparable in lighting, ventilation, heating, cooling and ceiling height to those systems that are in use throughout the building.
- The space is free of objects that could cause harm.

SLLIS will document all incidents requiring the use of seclusion or isolation.

School Personnel Training

SLLIS shall ensure that all school personnel are trained annually and know the policy and procedures involving the use of seclusion, isolation and restraint. Training shall include all of the following:

- A continuum of prevention techniques.
- Environmental management techniques.
- A continuum of de-escalation techniques.
- Information about the policy.

A minimum of two key staff members per school will be trained in physical restraint, seclusion and isolation.

Only staff members who have been trained in the use of seclusion and/or isolation and/or restraint techniques and its safe application may restrain a student. Their annual training will include:

- De-escalation practices.
- Appropriate use of physical restraint.
- Professionally-accepted practices in physical management and use of restraints.
- Methods to explain the use of restraint to the student who is to be restrained and to the individual's family.
- Appropriate use of isolation.
- Appropriate use of seclusion.

- Information on the policy and appropriate documentation and notification procedures.

F. Weapons and Firearms

Except for licensed police officers, no person shall possess or carry any firearm or weapon, visible or concealed, on school property (including school buildings and grounds, athletic fields, and parking lots), or on school buses, or at school-sponsored events. Firearms, visible or concealed, are likewise prohibited in vehicles which are on school property or on the property of a school activity. No school official shall consent under R.S.Mo. 571.09420(10) for any person, other than a licensed police officer, to carry a concealed firearm into any school facility, property, or activity. School employees who hold concealed firearms carry endorsements as described in R.S.Mo. 571.094 may NOT carry any firearm, visible or concealed, on school property or at school activities.

Any person who violates the foregoing provision may be banned from the premises and not be permitted to enter the premises without the express written permission of the Head of School. Any employee who violates the foregoing provision may be subject to disciplinary action, up to and including termination.

G. Reporting Student Abuse

SLLIS believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect. In addition, school employees are required by law to make an oral report to the Missouri Children's Division when the employee has reasonable cause to suspect that the child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances that would reasonably result in abuse or neglect.

Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means.

Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well being.

SLLIS employees who know or have reason to believe that another SLLIS employee has sexually or physically abused a student have an additional duty to notify their immediate supervisor immediately.

Procedure for Reporting Abuse and Neglect

1. When a school employee has reason to believe that a student has been or may be subjected to abuse or neglect, or observes a child being subjected to conditions or circumstances that would reasonably result in abuse or neglect the employee shall immediately notify the Head of School, the school counselor or the Assistant Head of School. As all school personnel are mandated reporters, in no event will a case of child abuse, either evident or suspect, go unreported. (Note: If the Head of School does not make the report, the individual suspecting abuse nor neglect is legally obliged to do so. The Head of School should be notified of such reports.)

2. Upon notice of abuse or neglect, the Head of School or designee, will make an immediate oral report to the Missouri Children's Division by telephoning the Student Abuse Hotline at 1-800-392-3738. This number is available 24 hours a day. A written log of the call shall me made and filed in the Head of School's office or the Head of School's designee. The written record shall include the following (from the person making the report):

a. name and address of the child;
b. the child's age and gender;
c. person(s) with whom the child lives;
d. the nature and extent of abuse or neglect, a description of the problem and any explanation given for it;
e. the names and/or relationships of any persons living in the home
f. actions taken by the school;
g. if possible, where the abuse took place;
h. an additional information;
i. the name of the person making the report and the name of the person making the Hotline call.

3. At the end of each school year, such files shall be maintained by SLLIS at the main office and will remain accessible until the student reaches 26 years of age. A notice shall be placed in the student's record indicating that a separate Missouri Children's Division Hotline Report exists and is located on file at SLLIS's main office.

4. School personnel will not notify the student's parents that a Hotline report has been made if the alleged abuser is a parent or if in the judgment of school officials, notifying the parent would jeopardize the health or safety of the student.

5. If the abuse is alleged to have occurred in a school, the Division may not interview that child in any school building where the abuse of such student is alleged to have occurred. When Division representatives interview students on SLLIS property, a school staff member will ask to be present.

6. When the Division receives a report of suspected abuse involving a school employee, the Division is required to notify the President. If the alleged perpetrator is the President, the Division will notify the Chairperson of the Board of Directors.

7. The President will conduct an investigation to determine if the report was made for the purpose of harassing a school employee. If it appears that the report was not made for harassment purposes, the matter will be reported back to the Division and to the county juvenile officer immediately. The report will then be jointly investigated by the President and the juvenile officer.

8. Within seven (7) days of receiving notice from the Division, the President and juvenile officer will submit separate reports to the Board of Trustees. Each report will state a conclusion concerning the validity of complaint of abuse.

9. Within seven (7) days of receiving the reports, the Board will consider the reports and issue findings of fact and conclusions of law. The Board's report will be forwarded to the Division.

H. COMMUNICABLE/INFECTIOUS DISEASES

Any employee who knows or suspects that he or she has a chronic contagious or infectious disease shall inform the immediate supervisor and provide details of the situation. If there is any likelihood of the employee transmitting the disease to other employees or students, the supervisor shall promptly inform the Head of School/designee.

Any employee with a chronic infectious disease who is permitted to work in a school setting must do so under specified conditions. Failure to adhere to the conditions will result in action to dismiss the employee.

Employees with a contagious or infectious disease have a right to privacy and a need for confidentiality. Only staff members who need to know the identity and condition of such employees will be informed.

Each case of an SLLIS employee who has a chronic contagious or infectious disease shall be evaluated on an individual basis. An employee may be excluded from work if it is determined that there is a likelihood of the employee transmitting the disease to others. Pertinent federal, state and local laws should also be taken into account in connection with a decision on the status of an employee.

The President may require the employee to undergo a medical examination by a physician mutually agreed upon by the employee and SLLIS to determine the nature of the employee's medical condition and the extent of the health risk to others.

L. Personal Telephone Calls/Cell Phone Usage

Personal calls are to be kept to a minimum. Personal phone calls should be made during break time, unless there are extenuating circumstances. Placing personal long distance phone calls that will result in charges to our organization is strictly prohibited and could result in disciplinary action up to and including termination.

During an employee's scheduled work time, use of cellular phones for personal reasons is prohibited. The making and receiving of personal phone calls on office phones, while on scheduled work time, should be kept to a minimum. If keeping a cell phone on is necessary due to family emergencies, the cell phone should be on a non-ring setting.

I. Nepotism

The employment of relatives or individuals who have a close, personal relationship is contrary to SLLIS's policy in the following situations:

When one individual reports directly to the other; and/or

When the relationship creates an adverse impact on work performance or conflict of interest.

For this policy, "relatives" are defined as spouses, children, parents, sisters, brothers, aunts, uncles, nieces, nephews, cousins, in-laws, step relatives, or those whose relationship with the employee is similar to that of persons who are related by blood or marriage. This includes dating and cohabitating relationships.

J. Personal Items

SLLIS is not responsible for any loss, damage, or theft of any personal item belonging to employees.

N. Dress Code

SLLIS promotes a professional dress code that allows our employees to be comfortable while projecting a professional image. During the school year when students are in the building, business casual dress code is appropriate. Attendance at certain functions, such as Board of Director meetings and formal student dress days, requires business attire. During summer hours, professional development days or other non-attendance days

for students, employees are welcome to wear casual attire. When accompanying students on active field trips, employees are welcome to wear casual attire.

Because not all clothing is suitable for a school community, these guidelines are intended to help determine what is appropriate to wear when school is insession. Clothing that is meant for the beach, yard work, dance clubs, exercise sessions and sports is not appropriate for the school day.

Any clothing that has words, terms, or pictures that may be offensive to other employees is unacceptable.

Unacceptable School Day Attire:
Jeans and denim pants of any kind
Tank tops
Mini-skirts (including skorts)
Shorts
See-through attire
Cutoffs
Athletic Wear (unless delivering physical education or field day activities)
Flip flops
Spandex
Tennis shoes
Underwear as outerwear
Beach wear
Midriff length tops
Provocative attire
Off-the-shoulder tops
Workout clothes or shoes

O. Parking

Staff members are allowed to park in the areas designated at their building. Please do not block the bus drop-off lanes.

P. Smoking

All SLLIS schools are a smoke-free environment and adhere to no smoking in the building, directly outside the doors or in the areas where children are present. Please help us model healthy behaviors; we ask that employees and all guests refrain from smoking on campus.

M. Travel Procedures and Covered Expenses

Travel Policy

SLLIS understands that travel is essential to the teaching, research, and public service missions of the School. SLLIS is committed to meeting the needs of the traveler by paying for the reasonable business expenses actually

incurred by the traveler that are not paid by another party. All SLLIS-related travel must be approved by a direct supervisor or Head of School before registration or authorization of any travel expenses.

Toward that end, the traveler is responsible for understanding this policy before planning and commencing travel for SLLIS. The traveler must complete and submit appropriate forms in a timely and accurate fashion, accompanied by sufficient documentary evidence to demonstrate that the expense was incurred, reasonable and business-related. Documentation should include information about who, what, when, where, why, and how much. The traveler should select a mode of transportation that is cost-effective and efficient. If, for other than a SLLIS business purpose, the traveler takes an indirect route, or interrupts a direct route, reimbursement for travel costs will be either the actual cost or the costs that would have been incurred by traveling the direct route by the most economical means, whichever is less.

Air Travel

When a traveler makes school-related travel reservations, he or she should purchase the lowest possible coach airfare that meets his or her needs by considering Saturday night stays or other alternatives.

Note: If travel plans change and an employee cannot use his or her airline ticket, he or she should immediately contact the agent/company (e.g. Orbitz, Expedia) that issued the ticket or the airline itself. If the ticket has value, it must be used for SLLIS business.

If the unused ticket has no value, the expenses cannot be reimbursed.

The most practical and economical mode of ground transportation to and from airports (e.g., hotel and airport shuttle services, shared ground transportation, etc.) should be used.

If there is a compelling business reason to purchase premium airfare, the traveler's Head of School or the President must approve the premium airfare in advance, and the traveler should include the approval in the request for reimbursement. Otherwise, the traveler will be reimbursed for coach airfare.

Car Rentals

If driving to one's destination is most efficient and cost-efficient and cost-effective, the traveler should rent an appropriately sized car.

Personal Vehicles

If a traveler uses his or her own vehicle, it is his or her responsibility to carry adequate personal insurance coverage for him or herself, his or her vehicle, and any passengers. A traveler should review his or her personal insurance coverage before using his or her vehicle for business.

Lodging

Travelers should choose lodging that has reasonable single room rates. SLLIS travelers should ascertain whether the hotel grants an educational discount. Some hotels provide a discount based on presentation of school ID. Travelers are responsible for canceling hotel room reservations if necessary. Travelers should request and record the cancellation number in case of billing disputes. The School requires receipts for all lodging, whether domestic or foreign. If staying in a private residence, SLLIS will reimburse reasonable expenses for a token gift of appreciation.

Meals

SLLIS reimburses traveler's meals that are not otherwise paid for or provided. Please consult the section below for instructions on proper documentation to support all reimbursement claims. Personal consumption of

alcohol is not a reimbursable expense. When possible, please request separate checks for food items and alcoholic beverages.

Proper Documentation

Travelers are responsible for providing sufficient documentary evidence to support business purpose and to substantiate all expenses. Documentation should be in the form of original bills or receipts, and must include the name of the vendor, location, date, dollar amount of the expense that was paid or incurred by the traveler, and a description of goods or services received. Travelers should describe the business purpose in terms that can be easily understood by an internal or external reviewer.

Receipts (credit card slips, invoices, etc.) are generally the best documentation to support a request for reimbursement for travel expenses. If the receipt does not include a dollar amount, description of the good or service purchased, or other key information, please provide the required information.

Below is a list of acceptable receipts for travel expenses:

Original air or rail passenger coupon or other proof of costs

Receipt for ticketless travel, or a boarding pass, and a copy of travel itinerary

Receipts for all meals

Itemized hotel bill adjusted for personal expenses (room costs for additional occupancy if not business-related, movies, etc.)

Rental car receipt and credit card slip (some rental car receipts do not provide dollar amounts charged)

Web receipts, confirming e-mails, and other documentary evidence that the trip took place.

Shared Travel Expenses

We understand that shared meals and taxi rides are common reasons to share business expenses. The payment request for all shared business expenses must include the name(s) of the other traveler(s) and the amount paid on behalf of the other traveler(s). When members from the same school travel together, the supervisor or most senior staff member should pay the expenses.

Foreign Travel

Caution: If foreign travel exceeds one week, the Internal Revenue Service (IRS) requires evidence that business activities constituted at least 75 percent of the total time away from home. The traveler should document the daily business activities.

Currency Conversion

When paying for expenses in foreign currencies, travelers are reimbursed in U.S. dollars at the actual exchange rate for the travel period. A foreign currency exchange receipt or a credit card billing statement can support the exchange rate. All expenses should be recorded on the expense form in U.S. dollars, with the currency conversion rate clearly noted on the form. Travelers should show the actual cost of the expense in the currency it was purchased in and the exchange rate they used.

Translating Receipts

Receipts in foreign languages should be translated if the type of expense is not clear otherwise.

Non-employee Travel

SLLIS will pay the travel costs of non-employees (job applicants, lectures, volunteers, and other visitors) when approved by the President. Non-employees traveling for SLLIS are required to comply with this policy.

Caution: If a traveler has engaged the services of an independent contractor, travel expenses should be part of the overall fee reflected on the vendor's invoice. Travelers should not process a travel reimbursement request for an independent contractor unless this treatment is necessary to meet the requirements of an external sponsor. If that is the case, travelers should note the information on the form.

Personal Travel Combined with Business Travel

SLLIS will only reimburse for the business portion of a trip. Travelers must provide evidence to support the business portion of the trip and the allocation between the business and personal expenses. Travelers must obtain a quote at the time of ticketing to document the incremental costs that will be treated as personal expenses and include it with his or her travel/expense reimbursement request.

Telephone Calls

SLLIS will provide reimbursement for the incremental cost of business calls, but not for the basic coverage for personal cell or landlines. Travelers must document the business purpose for the long-distance phone calls. SLLIS will reimburse personal calls that are reasonable (generally not more than an average of 10 minutes per day).

Travel/Expense Reimbursement Form

The travel expense reimbursement form is the method by which travelerswill seek reimbursement for approved and allowable travel on behalf of the school. Travelers should present their travel reimbursement request and all original receipts to their direct supervisor or Head of School for approval of expenses. Once approved by their supervisor/Head of School, their request will be submitted to the Office Administrator for payment.

Timely Submission

Travel expense forms should be submitted within 30 days of the completion of each trip. Expenses older than 60 days require additional approval from the President.

Traveler's Signature

The traveler must sign and date the form. The traveler must attest to the accuracy of the charges and that the expenses claimed are not being reimbursed from another source. This signature is mandatory for SLLIS faculty, staff and students. Falsely claiming expenses may subject the traveler to disciplinary action, or civil or criminal penalties.

Tax

Travel expenses are often subject to sales taxes, occupancy taxes, gross receipts taxes, excise taxes, or value-added taxes. The tax laws vary by country, state, and locality.

Missouri Sales Tax

Travelers on SLLIS business should request an exemption from Missouri sales taxes. They should provide vendors in Missouri with SLLIS's exemption certificate. Contact the Office Administrator for a copy of this certificate.

Caution: Exemption certificates must never be used for personal expenses, including personal travel expenses. This is important to remember when combining a business and personal trip.

Exemptions in Other States and Countries

Generally, other states and countries will not grant a tax exemption to an individual business traveler from the state of Missouri.

Reimbursement for Sales Taxes and Other Travel-related Taxes

SLLIS expects all travelers to seek exemption from taxes whenever applicable. We understand that vendors are not always willing to grant an exemption. SLLIS will not reimburse taxes on travel-related expenses.

ST. LOUIS LANGUAGE IMMERSION SCHOOLS

Employee Handbook -Acknowledgement of Receipt 2011

I acknowledge that I have received a copy of the St. Louis Language Immersion Schools' employee handbook and understand that I am responsible for reading the personnel policies and practices described within. I agree to adhere to and observe all policies and procedures set forth in it, which are intended as a guide and not to be all-encompassing policies and procedures. I understand that I am to contact my supervisor, Head of School, and/or the President, if I have any questions.

I understand that SLLIS has the exclusive right to change its handbook without notice, and that it is my responsibility to read and comply with any policy or procedural revisions. It is understood that future changes in policies and procedures will supersede or eliminate those found in this handbook, and that employees may be notified of such changes through standard communication channels. Likewise, I understand that nothing in this handbook is intended to limit SLLIS'S discretion in operating its business.

I understand that neither this manual nor any other written or verbal communication by a management representative is intended to, in any way, create a contract of employment. I also understand that SLLIS abides by employment-at-will, which permits the company or the employee to terminate the employment relationship at any time, for any reason. SLLIS will not modify its policy of employment-at-will in any case.

I understand that this Employee Handbook supersedes any and all prior handbooks, policies and practices of SLLIS regarding the terms and conditions of my employment with St. Louis Language Immersion Schools.

By distributing this Employee Handbook, SLLIS expressly revokes any and all previous policies and procedures which are inconsistent with those contained herein.

EMPLOYEE'S NAME (print) _____

EMPLOYEE'S SIGNATURE _____

DATE _____

Appendix B.5: Budget Narrative

The anticipated revenue for SLLIS is detailed below:

		FY2015	FY2016	FY2017	FY2018	FY2019
Enrollment Count		**1042**	**1173**	**1288**	**1454**	**1539**
WADA Count		**1476**	**1851**	**2320**	**2320**	**2320**
Classrooms		**48**	**56**	**64**	**71**	**77**
Sources of Funds		**Amount**	**Amount**	**Amount**	**Amount**	**Amount**
	Prop C Local Sales Tax	776,603	966,811	1,088,358	1,195,060	1,349,081
	Food Sales	64,189	72,258	79,343	89,568	94,805
	Local Donations, Events, Fees	738,700	738,700	738,700	738,700	738,700
	Other Local - Loan Proceeds					
	State Basic Formula	8,053,234	9,037,761	9,923,816	11,202,817	11,857,727
	State Transportation	77,517	87,263	95,818	108,167	114,491
	Special Education	114,462	128,852	141,485	159,719	169,056
	Federal Nutrition Program	276,279	311,013	341,504	385,518	408,055
	Federal Consolidated Programs	664,400	821,100	901,600	1,017,800	1,077,300
	Total Sources of Funds	**10,765,384**	**12,163,758**	**13,310,623**	**14,897,349**	**15,809,215**

State Basic Formula SLLIS anticipates achieving Average Daily Attendance rate of 95% and budgets revenue at 93% ADA. Annual Revenue assumes a conservative estimate of $7400 per city resident and $6600 per eligible county resident based on DESE funding of charter schools with similar ADA and demographics. The State Basic Formula assumption also includes a blended rate for Classroom Trust Fund.

State Transportation The assumption of state reimbursements for transportation is based on our current utilization rates and reimbursement of roughly 10% of total expenses.

Special Education (Part B) The assumption of Part B Special Education revenue is based on our current rate of revenue for Part B Special Education and reflects growth trends in student enrolment.

Federal Consolidated Programs Revenue includes funding from Federal Titles I and II.A The assumption of Federal Consolidated Programs revenue is based on our current rate of revenue for NCLB and reflects growth trends in student enrollment.

Prop C Local Sales Tax In Missouri all public schools operating within specific school districts are eligible for a percentage of the Proposition C taxes collected by that school district. Proposition C funds are based on the prior year's Weighted Average Daily Attendance and the assumption reflects such.

Food Sales

SLLIS anticipates maintaining an average of 50% students who qualify for Free and Reduced Lunch.

Local Donations, Events and Fees SLLIS has identified essential funding needs to support our robust academic offerings. The annual revenue gap from state and federal sources determines a need to raise $745 per student in 2015 and decline to $480 per student in 2019. These funds draw from a variety of sources based on SLLIS' current performance.

a. Annual Giving: $82,000 SLLIS manages an annual giving campaign that includes major gifts and monthly giving.
b. Corporate and Foundation Giving: $100,000 SLLIS writes grants to corporations and foundations to support specific programmatic needs annually including social equity, literacy, STEM, and professional development.
c. Special Events: $280,000 SLLIS holds three special events annually: Soirée, Trivia Night, and Night of Celebration. Through sponsorships, ticket sales, and auction (live and silent), SLLIS raises these funds to support social equity campaign, professional development, and expansion.
d. School-level Fundraisers: $36,000 Each school hosts fellowship, friendship and fundraising opportunities for their community. These events may include Go! St. Louis Marathon, Salsa Party, Beaujolais Nouveau, Chinese Art Auction, Lunar New Year, Box Tops, Family Dinner Nights, Pizza sales, etc.
e. Fee-based programming: $250,000 SLLIS offers several fee-based enrichment programs for SLLIS families and general community. Mosaic is the before and aftercare program for SLLIS students that generates most of this revenue. Club SLLIS, a daycare program for small holidays and professional development days, is also limited to current SLLIS students. Camp SLLIS, a summer day camp, is open to any participants from our region.

EXPENDITURES

The anticipated expenditures for SLLIS are categorized by Instructional and Non-Instructional Services per MFAM guidelines.

Uses of Funds	2015	2016	2017	2018	2019
Instructional Services					
Total Classroom	4,015,352	4,524,225	5,026,618	5,492,690	5,868,978
Total Special Education	722,593	763,965	801,613	851,916	882,620
Total Instruction Services	**4,737,945**	**5,288,190**	**5,828,232**	**6,344,606**	**6,751,598**
Pupil Services					
Total Building Principals	456,956	466,095	475,417	484,925	494,624
Total Student Support Services	399,845	415,979	431,719	448,505	460,599
Total Professional Development	213,191	251,465	298,995	358,235	432,144
Total Student Camp & Care	655,482	737,889	810,231	914,656	968,126
Total Student Transportation	666,000	777,000	888,000	1,014,857	1,159,837
Total Food Service	435,611	490,376	538,452	607,848	643,383
Total Pupil Services	**2,827,085**	**3,138,804**	**3,442,814**	**3,829,026**	**4,158,712**
Non-Instructional Services					
Total General Administration	330,587	375,554	431,009	499,559	584,462
Total Business Services	388,000	426,813	475,328	535,973	611,778
Total Operation of Plant	2,295,698	2,422,065	2,519,282	2,586,862	2,779,872
Total Technology Services	153,167	165,045	179,892	198,497	221,813
Total Non-Instructional Services	**3,167,453**	**3,389,476**	**3,605,510**	**3,820,891**	**4,197,926**
Total Use of Funds	**10,732,482**	**11,816,470**	**12,876,556**	**13,994,523**	**15,108,236**
Sources of Funds Over/(Under) Uses	**32,902**	**347,287**	**434,067**	**902,827**	**700,979**
Opening Fund Balance	**328,381**	**361,283**	**708,570**	**1,142,637**	**2,045,464**
Closing Fund Balance	**361,283**	**708,570**	**1,142,637**	**2,045,464**	**2,746,443**
% Ending Fund Balance	**3.37%**	**6.00%**	**8.87%**	**14.62%**	**18.18%**

I. Instructional Services (Classroom, Special Education)

- These expenditures include salaries, benefits, materials and purchased services that support direct classrooms, students and teachers including specialist teachers (art, music, pe, library, technology, yoga) and special education. All expense projections are based on current year unit costs (per student, per classroom, per teacher, etc.)

II. Pupil Services (Building Principals, Student Support, Professional Development, Student Camp, Transportation, Food Service)

These expenditures include salaries, benefits, materials and purchased services that support students and teachers outside of the dedicated classroom. All expense projections are based on current year unit costs (per student, per classroom, per teacher, etc.)

III. Non-instructional Services

These expenditures include salaries, benefits, materials and purchased services that support central office (human resources, legal, technology, and facilities. All expense projections are based on current year unit costs (per student, per classroom, per teacher, etc.)

Appendix B.6: IB Programme Standards for School Authorization

IB Programme Standards and Practices

Programme standards and practices International Baccalaureate Organization, Geneva, CH-1218, Switzerland

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This Programme standards and practices document provides a set of criteria against which both the authorized school and the International Baccalaureate Organization (IBO) can measure success in the implementation of the three programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the Diploma Programme. The school must make a commitment to work towards meeting all the standards and practices. These form the basis of a self-study, which schools undertake as part of the programme evaluation process. The evaluation report will contain commendations, recommendations and matters to be addressed based on the school's progress towards achieving these standards and practices.

For each standard there is a list of practices that are common to all programmes, followed by a list of programme-specific practices.

The IBO is aware that for each school, the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. Nevertheless, there is a need for the IBO to ensure quality in the implementation of its programmes.

Section A: philosophy

Standard A1:

There is close alignment between the educational beliefs and values of the school and those of the programme.

Practices Common:

1.The school is committed to the principles defined in the IBO mission statement.
2.The school is committed to developing in students the qualities, attitudes and characteristics described in the IB learner profile.
3.There are clear and close connections between the school's published statements of mission and philosophy, and the
4.The beliefs and values that drive the programme are shared by all sections of the school community (including students, teachers, administrators, members of the governing body and others, as appropriate).
5.The school is committed to continuous improvement.
6.The school promotes student inquiry and the development of critical-thinking skills.
7.The school provides a climate that encourages positive innovation in implementing the philosophy of the programme.

MYP:

8.The school works to strengthen holistic learning, communication and intercultural awareness within the programme.
9.The school ensures that teachers coordinate the curriculum to develop the areas of interaction, within and across subject groups, so that students acquire an understanding of each.
10. The school ensures concurrency of learning for each student across all subject groups.
Diploma Programme:
11. The school promotes concurrency of learning for each student.

Section A: philosophy

Standard A2:

The school promotes international-mindedness on the part of the adults and the students in the school community.

Practices Common:

1.The school values and makes productive use of the diversity of cultures and perspectives that exist in the school and in the local, national and global communities to enhance learning.
2.The school expects and promotes a commitment to international understanding and responsible citizenship on the part of the adults in the school community.
3.The school encourages learning that fosters responsible citizenship and international- mindedness.
4.The school encourages student learning that strengthens the student's own cultural identity, and celebrates and fosters understanding of different cultures.
5.The school provides students with opportunities for learning about issues that have local, national and global significance, leading to an understanding of human commonalities.
6.The school develops a climate of open communication and careful expression of ideas, attitudes and feelings.
7.The school provides resources that offer access to different cultures, perspectives and languages.
8.The school provides a safe, secure and stimulating environment based on understanding and respect.
9.The school attaches importance to language learning through the development of each student's mother tongue and the acquisition of other languages, including the host country language.
10.The school supports members of its community for whom the school's language of instruction is not their mother tongue.
11.Where possible, the school ensures access to global information and recognizes the potential for wider communication through the availability and use of appropriate information and communication technologies (ICT).
12.The school takes advantage of the international network of IB schools teaching the same programme through e-mail or personal exchanges and attendance at conferences and workshops.

Section B: organization

Standard B1:

The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources.

Practices Common:

1.The governing body is explicitly supportive of the programme, and has allocated sufficient funding for the effective implementation and ongoing development of the programme.
2.Senior management regularly informs the governing body about the ongoing implementation and development of the programme.
4.The school has systems for implementing and monitoring the programme with input from all constituencies, including students.
5.The school's goals, strategies, time lines and accountabilities are available in written form to all members of the school community.
5.The school builds an understanding of, and support for, the programme throughout the school community.
6.The head of school/the school principal, programme coordinator, teaching staff and non- teaching professionals demonstrate an understanding of, and commitment to, the programme.
7.The school has appointed a programme coordinator with sufficient support and resources to carry out the responsibilities of the position.
8.The head of school/the school principal and programme coordinator have a good understanding of the principles of the programme and demonstrate pedagogical leadership.
9.There is a process for monitoring the work of the programme coordinator in accordance with the programme coordinator's job description.
10.The programme coordinator ensures that questionnaires and other requests for information sought by IB working groups and committees are completed by the appropriate members of staff.
11.The school provides staff who are appropriately qualified and trained to teach the programme.
12.The school contributes to the ongoing development of the programme by encouraging teachers to participate in

appropriate IB activities (for example, applying to be members of IB working groups/committees, responding to requests for samples of student work).
13.Time for collaborative planning and reflection is built into all teachers' schedules.

Section B: organization

15.The school has systems in place to ensure the continuity of the programme; this includes an induction system for new staff and ongoing staff professional development.
16.The school provides professional development opportunities for the head/principal, programme coordinator and teaching staff, including attendance at appropriate IB conferences, meetings and/or workshops, and access to the online curriculum centre (OCC).
17.The school provides learning environments and opportunities for learning that support the pedagogy of the programme.
18.The school allocates appropriate print and electronic resources to support the teaching of the programme.
19.The school recognizes and promotes the role of the library/media centre in the implementation of the programme.
20.The school provides specialist equipment (for example, scientific, technological) where needed to implement the programme safely and effectively.
21.The school has a written language policy (including its provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the programme.
22.The school provides effective support for students with learning and/or physical disabilities, as well as support for the professional development of their teachers.
23.The school has systems in place to guide and counsel students whenever the need arises.

PYP:

23.The school offers a language, in addition to the language of instruction, to students from the age of seven. (Bilingual/dual language schools are not required to offer a third language to their students.)

MYP:

24.The school provides the necessary structures to ensure the effective implementation of the areas of interaction and the personal project.
25.The school allocates adequate time for each subject group according to MYP requirements and the needs of the students.
26.The school puts in place an organizational structure allowing coordination of the curriculum within MYP subject groups.
27.Where there are partner schools, the MYP coordinator ensures that communication and common planning between individual members of the partnership are regularly maintained.
28.The MYP coordinator facilitates meaningful interdisciplinary initiatives.

Section B: organization

Diploma Programme:

29.The school provides an appropriate number of hours for all higher level (HL) courses,
standard level (SL) courses and the theory of knowledge (TOK) course.
30.The school provides appropriate resources and staff to support the delivery of creativity, action, service (CAS).
31.The school provides appropriate and adequate space, supervision and security arrangements for examinations.

Section C: curriculum

Standard C1:

A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community.

Practices Common:

1.A comprehensive, coherent curriculum is available in written form to all sections of the school community (including students, teachers, parents, administrators and members of the governing body).
2.The curriculum is developed with consideration for students' previous learning experiences and future educational needs.
3.The curriculum clearly identifies the skills, concepts, knowledge and attitudes to be taught over time.
4.The curriculum places appropriate demands on students according to their age and stage of development, and incorporates issues that are relevant to them.
5.The curriculum encourages students to become aware of individual, local, national and global issues.
6.The curriculum promotes all the attributes of the IB learner profile.
7.The curriculum encourages students to develop strategies for their own learning and assessment, and to assume increasing levels of responsibility in this respect.
8.The curriculum provides ample opportunity for student inquiry and the presentation of ideas.
9.The curriculum provides opportunities for students to work both independently and collaboratively.
10.The curriculum is sensitive to cultural, gender, linguistic, ethnic and religious differences.
11.The curriculum is regularly reviewed in the light of programme developments.
12.The school takes advantage of local community organizations and the expertise of other adults to foster learning within the scope of the curriculum.
13.Where appropriate, the curriculum provides for learning experiences to be made visible to others through displays, posters, public performances etc.
14.The school actively supports the development of the mother-tongue language of all students.

Section C: curriculum

15.The school provides opportunities for students to learn at least one language in addition to their mother tongue.

PYP:

16.There is a coherent, articulated programme of inquiry.
17.The programme of inquiry and corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.
18 The programme of inquiry allows for a balanced inclusion of the subject areas.
19.There is a system for regular review and refinement of individual units of inquiry and the programme of inquiry.
20.Adequate time is allocated for each unit of inquiry to allow for extensive in-depth inquiry, according to the requirements of the programme.
21.The curriculum includes the required number of units per year.
22.For each subject area the school has adopted or developed a scope and sequence document that indicates the planned development of skills, knowledge and conceptual understanding.
23.If the school adapts, or develops, its own scope and sequence documents for each PYP subject area, the level of overall expectation regarding student achievement expressed in these documents at least matches that expressed in the PYP scope and sequence documents.
24.There is a systematic approach to integrating the subject-specific scope and sequences with the programme of inquiry, where such integration clearly enhances student learning.
25.There is a carefully considered balance between disciplinary and transdisciplinary planning and teaching.
26.There is adequate provision for the study of the host/home country, the culture of individual students, and the culture of others, including their belief systems.

MYP:

27.The school fosters holistic education by ensuring that teachers consider the curriculum as a coherent experience, through the areas of interaction, in every year of the programme.
28.The areas of interaction are developed within and across the academic disciplines, so that students acquire an understanding of each.
29.Each area of interaction involves all subject teachers in raising awareness and providing appropriate learning experiences.
30.Clear objectives and learning strategies have been developed for each area of interaction.
31.The curriculum fulfills the aims and objectives of each subject group.

Section C: curriculum

Diploma Programme:

32.The school provides appropriate information about the programme to potential students and advises them in their choice of courses.
33.There is a balance of subjects on offer in the school as well as an appropriate student schedule that provides for student access to the full diploma.
34.The school supports the central role of TOK by assigning adequate staffing and time for student learning and assessment, and establishing links to other subjects.
35.There is an appropriate and varied CAS programme.
36.The school provides guidance to students on progression to higher education and other career opportunities.

Section C: curriculum

Standard C2:

The school has implemented a system through which all teachers plan and reflect in collaborative teams.

Practices Common:

1.All teachers are provided with the appropriate documentation, including relevant IBO publications, in preparation for all planning activities.
2.Planning at the school takes place collaboratively.
3.Planning at the school enables all teachers to gain an overview of the students' whole learning experience.
4.Planning at the school is based on agreed expectations for student learning and in the context of a coherent programme.
5.Planning at the school accommodates a range of learning needs and styles, as well as varying levels of competencies.
6.Planning at the school addresses assessment issues throughout the planning process.
7.Planning at the school recognizes that, in practice, all teachers are language teachers and consequently appropriate consideration is given to their responsibility in facilitating communication.

PYP:

8.Planning at the school focuses on strengthening the transdisciplinary nature of the curriculum and on ensuring that the pedagogy of the PYP is pervasive throughout the entire programme.
9.Planning at the school addresses all the essential elements (concepts, skills, knowledge, attitudes and action).
10.Planning at the school makes effective use of the PYP planning process across the curriculum and by all teachers.
11.Planning at the school includes provision for easy access to completed PYP planners.
12.Planning at the school provides opportunities for students to be involved in planning for their own learning and

assessment.
13.Planning at the school is documented on PYP planners that are coherent records of the learning experiences of students in developing their understanding of central ideas.

Section C: curriculum

MYP:

14.Planning at the school facilitates interdisciplinary learning to strengthen cross-curricular skills and deepen the understanding of wider concepts.
15.Planning at the school includes the coordination of the five areas of interaction from years 1 to 5 to ensure progression of learning.
16.Planning at the school includes the coordination of the curriculum within each subject group that is taught to all MYP students.

Diploma Programme:

17.Planning at the school includes the discussion and use of teaching and learning strategies appropriate to the objectives of the separate components of the Diploma Programme.

Section C: curriculum

Standard C3:

Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.

Practices Common:

1.Teaching and learning at the school builds on what students know and can do.
2.Teaching at the school allows students to become actively responsible for their own learning.
3.Teaching at the school uses a range and balance of teaching strategies to meet the objectives of the programme.
4.Teaching and learning at the school recognizes and reflects multiple perspectives.
5.Teaching and learning at the school addresses the needs of students who have reached different stages in their development and those who have different learning styles.
6.Teaching and learning at the school is supported by a range of appropriate resources, including ICT.
7.Teaching at the school engages students as critical thinkers with developing views of their own.
8.Teaching and learning at the school encourages students to take appropriate action in response to their own needs and the needs of others.
9.Teaching at the school meets the needs of students who are not proficient in the language(s) of instruction.
10.Teaching and learning at the school promotes the understanding and practice of academic honesty.

PYP:

11.Teaching at the school uses inquiry across the curriculum, and by all the teachers.
12.Teaching at the school provides for grouping and regrouping students for a variety of learning situations.
13.Evidence is collected of each student's engagement with inquiry in its various forms.
14.Students are shown how to reflect on their development and understanding through careful consideration of their work over time, and are able to articulate this development to others.

Section C: curriculum

Standard C4:

There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme.

Practices Common:

1.There is a written assessment policy in place that is available to all sections of the school community.
2.Assessment at the school is viewed as being integral with planning, teaching and learning.
3.Learning expectations and integral assessment strategies are made clear to students and parents.
4.The school uses a balanced range of strategies for formative and summative assessment, which are reviewed regularly.
5.Learning at the school involves students in both peer- and self-assessment.
6.The levels of students' current knowledge and experience are assessed before embarking on new learning.
7.Students are provided with regular and prompt feedback to inform and improve their learning.
8.Assessment at the school provides students with regular opportunities for reflection on their own learning.
9.There are efficient systems for recording data about student learning, which are in keeping with the requirements of the programme.
10.The assessment process allows for meaningful reporting to parents about students' progress.
11.Assessment data is analysed to provide information about the individual needs of students.
12.Assessment data is analysed to inform the evaluation and subsequent modification of teaching and learning strategies.

PYP:

13.Assessment addresses all the essential elements of the programme.
14.Data, including evidence of development in terms of the IB learner profile, is reported to all participants in the learning process: students, parents, teachers and school administrators, and other schools at the time of transfer.
15.Assessment at the school requires the storage of and easy access to student work showing evidence of the process of learning and progress over time.

Section C: curriculum

MYP:

16.Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups and the personal project, according to a criterion-referenced approach.
17.The assessment focuses on process as well as product.
18.Teachers/supervisors participate in the standardization of assessment, where appropriate.

Diploma Programme:

20.Student learning is regularly assessed against the objectives and assessment criteria specific to each subject.

Section D: the student

Standard D1:

Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.

Practices Common:

1.The school provides a climate in which students learn to respect and value self-initiated action.
2.Opportunities are provided for students to develop the skills and attitudes that lead to taking action.
3.The school supports students in learning how to reflect on their experiences and make more informed, independent choices.
4.The school provides opportunities for student action to be an integral part of the curriculum and/or an extension of the curriculum.

MYP:

5.Community and service is part of all students' MYP experience in every year of the programme.
6.Community and service is coordinated through every year of the programme to ensure progression of learning.
7.Community and service involves all subject teachers in raising awareness of community issues.
8.Community and service is monitored for each student and is reflected in the portfolio of achievement.

Diploma Programme:

9.The school provides opportunities for students to choose their own CAS activities and to undertake activities in a local or international environment as appropriate.

Section D: the student

Standard D2:

In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP and MYP, and to demonstrate the extension and development of their learning in the Diploma Programme.

Practices Common:

1.Teachers/supervisors understand the requirements of the exhibition/personal project/ extended essay and how to assess it.
2.Teachers/supervisors guide students through each phase of the process.
3.Students are provided with formative feedback throughout the process.
4.Parents are informed about the nature of the exhibition/personal project/extended essay, its role in the programme and the work expected from the students.

PYP:

5.The exhibition is thoroughly planned well in advance and records are kept of the process.
6.All students are actively and productively involved in the exhibition from planning stages to the final presentation.
7.The exhibition reflects all major features of the programme including evidence of the five essential elements.
8.The exhibition incorporates a range of media and forms of expression (for example, written work, oral presentations, performances).
9.The exhibition is shared with members of the wider school community (for example, governing body, parents, secondary school colleagues and students).
10.There is adequate assessment of and reflection on the exhibition, with opportunity provided for input from students, parents and teachers.
11.There is appropriate monitoring of the exhibition, and adequate records are kept of teacher collaboration and reflection.

MYP:

12.Students are fully briefed on the nature, objectives and assessment criteria of the personal project.
13.Students have been adequately prepared for the process of the personal project through approaches to learning.

Section D: the student

14.Students are allowed to choose from a variety of projects according to the guidelines provided in the Personal Project guide.
15.Students are provided with adequate individual supervision in the school.
16.Students keep a process journal, and are aware that the process is as important as the product itself.
17.Students have access to adequate resources in the school and community.
18.Students are given the chance to present their project and its significance to an audience (for example, through an interview, class presentation or special event).
19.All supervisors are fully briefed about the nature of their responsibilities and the work expected from the students.
20.All supervisors participate in the standardization of assessment, where appropriate.

Diploma Programme:

21.The school promotes the value of the extended essay as a research exercise.
22.Appropriate provision is made for the supervision of the extended essay.
23.Students are fully briefed on the nature, objectives and assessment criteria of the extended essay.
24.Students have access to adequate resources in the school and community.
25.All supervisors are fully briefed about the nature of their responsibilities and the work expected from the students.

Appendix B.7: Enrollment and Admission Forms

Greetings Prospective Parents and Guardians:

St. Louis Language Immersion Schools is proud to welcome your child to our vibrant community of learners.

Our mission is to position our students for success in local and global economies through holistic, intellectually inspiring language immersion programs. We are privileged to be your partner in your child's emotional, social, and academic development, and our promise to you that we will nurture your child as a unique and valuable member of our family.

You will be entered into the pool of applicants after you have returned this completed application and copies of the necessary supporting documents (see list below). Please note that the enrollment process is not complete nor admittance granted until you have provided us with all of the requested documents. First drawing for spaces will happen the second week of March.

Copies of the following documents must accompany the attached completed application:

- ❒ Birth Certificate
- ❒ Proof of Guardianship, if necessary
- ❒ Immunization Records
- ❒ **Two** Forms of Proof of Residency (Lease Agreement, Utility Bill, etc.)
- ❒ Notarized Affidavit (attached)
- ❒ IEP, 504 Plan and/or Allergy Action Plan if applicable

How did you hear about St. Louis Language Immersion Schools?

❒Radio ❒Newspaper ❒TV ❒Mailing ❒Flyer ❒Web Site ❒Poster/Yard Sign ❒Meeting

❒Drove By ❒Head Start ❒Child's Preschool ❒Table at Community Event ❒Walk-In

❒Another Sibling is Enrolled ❒Phone Call

❒Referred by: _____

❒Other: _____

Please return this application and copies of supporting documents to:
Enrollment Desk
St. Louis Language Immersion Schools
4011 Papin Street, St. Louis, MO 63110

St. Louis Language Immersion Schools does not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. No person shall be excluded from participation in, or be denied the benefits of, any service; or be subjected to discrimination because of race, color, national origin,
religion, sex age, or disability.

2014-2015 Student Enrollment Application

I intend to enroll the following student in the: ❒**The French School** ❒**The Spanish School** ❒**The Chinese School** ❒**The International School**

Student Information

Last Name First Name Middle Name Date of Birth

Residence Address City State Zip

This residence is: ❒ Permanent ❒Temporary ❒Child is homeless

This residence is within: ❒the City of St. Louis Public School District (SLPS) ***OR***

❒ the St. Louis County School District of (circle one):
(Children must be non-African American from these 15 school districts to be eligible for enrollment)
Affton, Bayless, Brentwood, Clayton, Hancock Place, Kirkwood, Ladue, Lindbergh,
Mehlville, Parkway, Pattonville, Ritenour, Rockwood, Valley Park, Webster Groves

Child's grade for the 2014-2015 school year: ❒Kindergarten ❒1st ❒6th

Child's Gender: ❒Male ❒Female

❒African American ❒Caucasian ❒Hispanic ❒Asian ❒Island Pacific
❒American Indian ❒ Multi-racial/Multi-ethnic (please check all that apply)

Parent/Guardian Information *Please Print*

Parent/Guardian #1: Last Name First Name

Residence Address City State Zip

Home Phone Cell Phone Work Phone

@
Email Address Employer's Name & Address

Parent/Guardian #2: Last Name First Name

Residence Address City State Zip

Home Phone Cell Phone Work Phone

@
Email Address Employer's Name & Address

❒Please check this box if mailers should be sent to both addresses.

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2014-2015 Student Enrollment Application

Sibling Information (only for siblings that are enrolled/enrolling in SLLIS)

Sibling #1: Last Name First Name Middle Name

❒ Applying ❒Attending

St. Louis Language Immersion Schools for the 2014-2015 school year in grade:_____

Sibling #2: Last Name First Name Middle Name

❒ Applying ❒Attending

St. Louis Language Immersion Schools for the 2014-2015 school year in grade:_____

Sibling #3: Last Name First Name Middle Name

❒ Applying ❒Attending

St. Louis Language Immersion Schools for the 2014-2015 school year in grade:_____

Emergency Contact Information
In the case of an Emergency, we will contact the listed Parents/Guardians FIRST. If they cannot be reached, we will proceed to this list. I authorize St. Louis Language Immersion Schools to release my child, and information regarding my child, to the following adults:

Last Name First Name Phone Number (Home/Cell/Work) Relationship

Last Name First Name Phone Number (Home/Cell/Work) Relationship

Last Name First Name Phone Number (Home/Cell/Work) Relationship

I DO NOT authorize St. Louis Language Immersion Schools to release my child to the following individual:

Last Name First Name Phone Number Relationship

_____ _____
Parent or Guardian Signature Date

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2014-2015 Student Enrollment Application

Emergency Information and Medical Treatment Release

Last Name First Name Middle Name Date of Birth

Health Insurance Carrier Policy Number

Physician's Name Physician's Telephone Number

I give St. Louis Language Immersion Schools permission to seek medical treatment for my child in the event of a medical emergency. I will be responsible for the cost of any emergency medical care provided to my child.

My preferred hospital is:_____

_____ _____

Parent/Guardian Signature Date

2014-2015 Student Enrollment Application

Homeless and Migratory Status

Homeless Status

Are you sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason?

❒Yes ❒No

Please provide explanation of similar reason:

_____

_____

_____

Are you currently living in a temporary housing arrangement due to economic hardship? ❒Yes ❒No

Are you currently residing at a motel, hotel, in a car, or at a campsite because your home has been damaged because of economic reasons? ❒Yes ❒No

Are you currently residing in a shelter? ❒Yes ❒No

Migratory Status

If you have moved from one school district to another in the past six years, please answer the following questions to help us determine whether your child is eligible for a special program of supplemental services:

Before the move, was either parent (or guardian) employed in some form of temporary or seasonal agricultural or agriculture-related work such as: planting or harvesting crops (vegetables, fruits, cotton, etc.); landscaping; transporting farm products to market; feeding poultry; gathering eggs, working in hatcheries, processing poultry, beef, hogs, fruit, vegetables, etc.; working on a dairy farm or a catfish farm; cutting firewood or logs to sell? ❒Yes ❒No

Was the move from one school district to another made for the purpose of looking for or obtaining any of the above jobs? ❒Yes ❒No

Is either parent (or guardian) now employed in any of the above kinds of work? ❒Yes ❒No

Have you moved away with your child during only the summer months to engage in crop harvesting or other seasonal agricultural work? ❒Yes ❒No

_____ _____

Parent/Guardian Signature Date

2014-2015 Student Enrollment Application

Home Language Survey

Student's Last Name Student's First Name Student's Middle Name

Gender: ❒Female ❒Male

Child's grade for the 2014-2015 school year:_____

Parent's Last Name Parent's First Name Parent's Middle Name

How many years has your child attended school in the United States?

❒ Preschool/Head Start Amount of years: _____

❒ Elementary School (K-5) Amount of years: _____

Is any language other than English spoken in the home? ❒Yes ❒No

If yes, which other language(s) is (are) spoken in your home?_____

Native Speaker? ❒Yes ❒No

Who speaks these other languages? _____

Which of the following best describes your child?
❒Understands only English
❒Understands only the home language listed above
❒Understands both English and the home language

Which language does your child understand the best?
❒English
❒Home language
❒Understanding equal

Which language does your child speak most of the time?
❒English
❒Home language listed above

Which language did your child learn to speak first?
❒English
❒Home language listed above

In which language do you (parent) speak most of the time?
❒English
❒Home language listed above

Has your child ever been in a bilingual or English as a Second Language (ESL) program? ❒Yes ❒No

_____ _____
Parent/Guardian Signature Date

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2014-2015 Student Enrollment Application

Student Health Information

Last Name First Name Middle Name Date of Birth

Gender: ❒Male ❒Female Child's grade for the 2013-2014 school year:_____

Does your child have any allergies to foods, medications, or environments? ❒Yes ❒No
Please attach a copy of your child's current allergy action plan.

If yes, please list allergy, note level of intensity, and any medication used.

Allergy	Mild	Moderate	Severe	Delayed	Life Threatening	Under Physician's Care/Medication Used

St. Louis Language Immersion Schools provides a NUT-FREE and PORK-FREE environment.

Medications and written doctor's orders must be given to the Head of School.

Does your child have any other illnesses? ❒Yes ❒No If yes, please explain:_____

Does your child take any other medications? ❒Yes ❒No If yes, please explain:_____

Has your child had any surgeries? ❒Yes ❒No If yes, please explain:_____

Please check any of the following that your child has suffered in the past or present:

❒ Hepatitis ❒Rheumatic Fever ❒ Neck Injury ❒Bone/joint injury ❒ Digestive/bowel problems
❒Diphtheria ❒Measles (regular) ❒Measles (3 day) ❒Ulcer ❒High Blood Pressure
❒Meningitis ❒Mumps ❒Whooping Cough ❒Asthma ❒Cerebral Palsy
❒Cleft Palate ❒Convulsions ❒Diabetes (sugar) ❒Eczema ❒Epilepsy or seizures
❒Hay Fever ❒Heart Problem ❒Hernia ❒Tuberculosis ❒Orthopedic Defect (handicap)
❒Head Injury ❒Sickle Cell Anemia ❒Bleeding Tendencies ❒Trouble with Kidneys ❒Ear, nose and throat problems
❒OCD/ODD ❒Bipolar disorder ❒Migraines/headaches ❒Neurological disorder ❒Emotional /Psychological Disturbance ❒Other_____

_____ _____
Parent/Guardian Signature Date

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2014-2015 Student Enrollment Application

I, _____, do hereby affirm that I am the parent or legal guardian of

_____, a student enrolled in the St. Louis Language Immersion Schools

and that I am a legal resident of the (check one):

❒ Independent City of St. Louis, Missouri eligible to attend St. Louis Public Schools **OR**

❒ St. Louis County School District of (circle one):
(Children must be non-African American from these 15 school districts to be eligible for enrollment)

Affton	Clayton	Ladue	Parkway	Rockwood
Bayless	Hancock Place	Lindbergh	Pattonville	Valley Park
Brentwood	Kirkwood	Mehlville	Ritenour	Webster Groves

I give permission to officials of the St. Louis Language Immersion Schools to visit my home address and/or contact my real estate company or rental office to verify my residency. I also acknowledge that by signing this affidavit I have been made aware that it is a **Class A misdemeanor** in the State of Missouri to submit false residency information and that in addition to possible persecution, the St. Louis Language Immersion Schools, by law, may file a civil action to recover from me, _____, the costs, as determined annually by the Board of Education, of school attendance resulting from such a fraudulent act.

Further, **I acknowledge that by signing this affidavit** that I have been made aware that it is a **Class B misdemeanor** to make a false statement indicating whether the student, _____, has been expelled from school attendance in this state or another state for weapons, alcohol, drugs or willful infliction of injury to another person. My child is not currently under suspension or expulsion from any school district he/she has previously attended. I understand that it is a criminal offense (class B misdemeanor-Section 167.023 RSMO) to give false information concerning prior disciplinary actions taken against my child.

As the parent or legal guardian of _____, **I am providing this affidavit in support of the enrollment of my in the St. Louis Language Immersion Schools in the St. Louis City, Missouri School District**. **I understand that if this school admits my child based on false information that I provided, I may be required to pay the school for its costs in educating my child** (Section 167.020 RSMO).

_____

Parent/Legal Guardian Signature (sign in presence of Notary) Date

Subscribed and sworn to before me, a notary public on this_____day of,_____20_____

Notary Signature:_____ Seal:

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Affidavit by Parent or Legal Guardian
Please note: This document must be notarized.

2014-2015 Student Enrollment Application

Student Services Intake Information

St. Louis Language Immersion Schools is fully committed to providing quality education to all of our students, including those with special needs. In order to do this, we need your help. Please complete this page in its entirety.

Previous School Information (including Elementary, Day Care, Pre-school, HeadStart, etc.)

School's Name School's City & State School's District

Type of School: ❒Public ❒Charter ❒Private ❒Parochial
❒Homeschool ❒Other:_____

Has your child ever been suspended or expelled from any school in this state or any other state? ❒Yes ❒No

If the answer is yes, please state whether any such suspension or expulsion was for an offense relating to weapons, alcohol or drugs, or for the willful infliction of injury to another student. ❒Yes ❒No

Special Education and Disability Accommodation

Has your child been involved with early intervention services (birth to age 3)? ❒Yes ❒No

Has your child been screened for special education by the public schools? ❒Yes ❒No

Does your child have a current Individual Educational Plan (IEP)? ❒Yes ❒No
(***Please provide a copy).***

Has your child ever received special education services? ❒Yes ❒No

Does your child receive services under section 504 of the Rehabilitation Act of 1973? ❒Yes ❒No
(Please provide a copy of 504 plan.)

Please check any of the following services your child has and/or still receives.

❒Speech and Language ❒Physical Therapy ❒Self-Contained Classroom ❒Inclusion Services
❒Orientation and Mobility ❒Adapted Physical Education ❒Occupational Therapy ❒ Counseling
❒Deaf and Hard of Hearing ❒Visually Impaired ❒Medical Services ❒ Resource Room

Does your child wear glasses? ❒Yes ❒ No

Does your child wear a hearing aid? ❒Yes ❒No

Are you concerned that your child may have a special need that has not been evaluated yet? ❒Yes ❒No

If yes, please explain:_____

_____ _____
Parent/Guardian Signature Date

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2014-2015 Student Enrollment Application

Request for Records
(This is only for children entering 1st grade or above or children with an IEP or 504 plan)

Your signature grants the sending school permission to forward your child's school records to St. Louis Language Immersion Schools. Please fill this out completely.

_____
School's Name

_____
School's Address City State Zip

_____
School's Telephone Number School's Fax Number

To: School Records Clerk

Student's Name: _____

Date of Birth: _____

ID# (if available):_____

Current Grade: _____

_____ _____
Parent/Guardian Signature Date

This student has submitted enrollment papers to St. Louis Language Immersion Schools for the 2014-2015 school year. **Please provide copies of the student's cumulative record:**

- Health records • Report cards • Attendance records • Discipline records
- Special education reports: IEPs, 504 plans, Evaluations, Re-evaluations
- Primary language • Standardized test scores

The State of Missouri requires that any school district that receives a request for such records from another school district enrolling a pupil that had previously attended a school in such district all respond to such request within five business days of receiving the request.

Please forward the above documentation to:

Enrollment Office
St. Louis Language Immersion Schools
4011 Papin Street
St. Louis, MO 63110
TEL: (314) 533-2001
FAX: (314) 533-0974

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Appendix B.8: Parent Participation Report Card

March

Spanish Classes for Parents		6	
Friday Assembly		.30	
Festival of Diversity Intern/Host Program		2	
Town Hall Meeting		2	
SAC Meeting		2	
SLLIS Board Meeting		2	
Night of celebration		12	

April

Friday Assembly		.30	
Dia del Español		1	
SAC Meeting		2	
Parent-Teacher Conferences		.30	
Book Fair		2	
New Family Bowlng		2	
SLLIS Board Meeting		2	
Salsa Party Night		4	

May

Friday Assembly		.30	
Cinco de Mayo Parade		2	
5th Grade Transition to TIS		3	
New Family Orientation		2	
5th Grade trip organization		12	
Title 1 End of the Year Party		1	
Staff Appreciation Day		1	
SLLIS Board Meeting		2	
Sac Meeting		2	
5th Grade Exhibition and Graduation Day		4	

June

Learning Celelbration		2	
Field Day		4	
End of the Year Celebration		2	

More...

Complete 30 hours!!

Parents' name:_____ Student's name:_____

Name of Activity/Event	Date	Credit Hours	Check in

August –Total Hours_____

Intake conferences		.30	
Festival of Nations		2	
SLLIS Board meeting		2	
SAC Meeting		2	
Back to School		2	

September

Open House		1	
SLLIS Board meeting		2	
Staff Appreciation Day		1	
SAC meeting		2	
Friday Assembly		.30	

October

Curriculum night I/ndividual Class meetings		4	
Friday Assembly		.30	
Soiree (organization 12, attendance 2)		12-2	
Meet the interns		2	
SAC meeting		2	
Spanish Class for Parents		6	
Parent-Teacher Conferences		.30	
Book Fair		2	
Grandparents day celebration		2	
SLLIS Board Meeting		2	
Halloween Celebration		1	

November

Friday Assembly		.30	
Spanish Class for Parents		6	
Immersion Panel		2	
Math night & Title 1 Meeting		1	
Staff Appreciation Day		1	
SAC Meeting		2	
SLLIS Board meeting		2	
TJ's Pizza Fundraiser		2	

December

Posada		2	

January

Friday Assembly		.30	
Internaional Baccalaureate Panel		2	
SAC Meeting		2	
SLLIS Board meeting		2	
Map expectations Meeting		1	

February

Friday Assembly		.30	
Parent -Teacher Conferences		.30	
Literacy Night & Title 1 meeting		1	
Trivia Night		2	
Spanish Class for Parents		6	
SLLIS Board meeting		2	
Sac Meeting		2	
Immersion Celebration		2	

Parents participating in the following activities have an OUTSTANDING MySEP recognition:
SAC members=33hrs, Task Forces members=33 hrs, Room parents=33hrs, Afterschool sport leaders=88hrs, Afterschool club leaders=66hrs, Host Families= Invaluable

Appendix C.1: Five-Year Financial Forecast

Five-Year Financial Forecast

Proposed Five Year Operational Budget

			2014-15		2015-16		2016-17		2017-18		2018-19	
			1042	(a)	1173		1288		1454		1539	
Enrollment Count		#	**1042**		**1173**		**1288**		**1454**		**1539**	
VICC Enrollment		#	*109*	*(b)*	*123*		*135*		*153*		*162*	
City Enrollment		#	*933*		*1050*		*1153*		*1301*		*1377*	
VICC Enrollment (95% ADA)		#	*104*		*117*		*128*		*145*		*154*	
City Enrollment (95% ADA)		#	*886*		*997*		*1095*		*1236*		*1309*	
Total ADA		#	*990*		*1114*		*1224*		*1381*		*1462*	
Average funding per Enrollment		#	**7551**	**(c)**	**7505**		**7469**		**7491**		**7333**	
Amount per VICC ADA		#	*6700*	*(d)*	*6700*		*6700*		*6700*		*6700*	
Amount per City WADA		#	*7425*	*(e)*	*7400*		*7400*		*7400*		*7400*	
Prop C per Previous Year WADA		#	*838*	*(f)*	*838*		*838*		*838*		*838*	
Demographics												
F&R %		#	*57%*		*57%*		*57%*		*57%*		*57%*	
IEP %		#	*8%*		*8%*		*8%*		*8%*		*8%*	
LEP%		#	*7%*		*7%*		*7%*		*7%*		*7%*	
WADA Count		#	**1097**	**(g)**	**1234**		**1345**		**1517**		**1574**	
Classrooms		#	**48**		**56**		**64**		**71**		**77**	
Revenues												
5100	Local		$ 1,865,799	16%	$ 1,829,911	14%	$ 1,958,593	14%	$ 2,069,014	13%	$ 2,225,362	13%
5200	County		-		-		-		-		-	
5300	State		8,897,741	76%	10,009,093	77%	10,913,369	77%	12,313,314	77%	12,802,196	77%
5400	Federal		1,019,052	9%	1,220,338	9%	1,339,979	9%	1,512,679	10%	1,601,109	10%
5899	**GRAND TOTAL REVENUES**		**11,782,592**		**13,059,343**		**14,211,942**		**15,895,007**		**16,628,667**	
Expenditures												
1111	Regular Programs		4,229,360		4,736,553		5,126,327		5,776,383		6,074,445	
1251	Culturally Different		442,910		476,993		488,918		501,141		513,669	
1261	Special Programs		456,143		478,384		499,191		525,487		543,648	
1999	**TOTAL INSTRUCTION**		5,128,413	45%	5,691,930	44%	6,114,435	44%	6,803,011	44%	7,131,762	44%
2114	Support Services-Pupils		340,640		414,700		427,315		496,312		509,996	
2119	Enrollment		83,770		553,398		576,730		638,479		659,833	
2213	Professional Development		390,450		386,230		410,367		443,242		462,546	
2321	Support Services-General Administration		359,504		314,978		326,587		340,586		351,222	
2411	Head of Schools		674,149		688,769		775,210		792,267		881,203	
2511	Support Services-Business		302,831		712,600		814,400		930,743		1,063,706	
2541	Operation of Plant Services		1,529,515		1,123,559		1,297,139		1,333,700		1,371,298	
2546	Security Services		1,276		1,436		1,577		1,781		1,885	
2551	Pupil Transportation		610,800		712,600		814,400		930,743		1,063,706	
2562	Food Services		438,878		486,305		544,963		615,198		651,163	
2642	Recruitment & Placement Services		15,000		27,000		29,000		29,000		31,000	
2661	Technology Services		97,824		166,821		180,152		199,946		233,712	
2998	**TOTAL SUPPORT SERVICES**		4,844,636	42%	5,588,395	43%	6,197,840	44%	6,751,996	43%	7,281,270	45%
3305	Community Development		236,200		320,420		339,300		364,758		380,050	
3812	Mosaic		202,750		210,236		217,465		225,984		232,754	
3815	Camp SLLIS		39,930		41,128		42,319		43,631		44,814	
3912	Parental Involvement		19,147		21,237		23,084		25,716		27,106	
3999	**TOTAL COMMUNITY SERVICES**		498,027	4%	593,021	5%	622,168	4%	660,088	4%	684,723	4%
4050	**Building Improvement**		974,018	9%	1,181,759	9%	1,075,207	8%	1,313,298	8%	1,223,952	7%
9999	**GRAND TOTAL EXPENDITURES**		**11,445,094**		**13,055,105**		**14,009,650**		**15,528,393**		**16,321,707**	
Total Revenue Over/(Under) Total Expenses			**337,497**		**4,237**		**202,292**		**366,614**		**306,961**	
Beginning Balance, July 1			**617,776**		**955,273**		**959,511**		**1,161,803**		**1,528,417**	
Ending Balance, June 30			**$ 955,273**		**$ 959,511**		**$ 1,161,803**		**$ 1,528,417**		**$ 1,835,377**	
3% fund balance requirement (a)			343,353		391,653		420,290		465,852		489,651	
Projected Fund Balance			9%		8%		9%		11%		12%	

(a) Represents Year end enrollment assuming attrition of 10%
(b) 12% of total population are DI students from eligible VICC districts
(c) Adjusted for 1.5% Sponsor fee
(d) Adjusted for 1.5% Sponsor fee - Amount per ADA equals $6,599.50
(e) Adjusted for 1.5% Sponsor fee - Amount perW WADA equals $7,313 and $7,289 respectively
(f) Based on DESE estimated FY 2014 calculation; no annual escalation
(g) Based on calcuation using DESE WADA Calculation worksheet
(h) closing fund balance/total expenditures-capital outlay

Appendix C.2: Internal Controls

ST. LOUIS LANGUAGE IMMERSION SCHOOLS
Guide to Internal Controls and Risk Management

EXPENDITURE/ACCOUNTS PAYABLE:

Per SLLIS policy, the annual budget governs the expenditures and obligation of all funds for the SLLIS. No funds may be spent which are not authorized by the annual budget. If an unanticipated need arises, then either an appropriate amount sufficient to cover the needed expenditure from unencumbered budget surplus or revise the budget in order that sufficient funds may be available for the expenditures(s). Per SLLIS Policy, the Business Services Department which includes office staff in administrator's department, along with Finance Director/Consultant, and an independent accounting firm will prepare monthly financial expenditure reports including purchases paid by check which are presented to the Board Finance Committee for review and approval. Per SLLIS Policy, the Finance Director/Consultant along with an Independent Accounting Firm prepares the monthly financial reports to account for each expenditure and the total spent to date for the fiscal year. These statements show all receipts and remaining balances for each account which is presented to the Board Finance and Committee and Board of Directors for review and approval. The Finance Director/Consultant and independent accounting firm prepares the financial statements and does the bank reconciliation.

Per SLLIS Policy, invoices for materials or services will be authorized for payment only upon the approval of the President. Per policy, payment of bills shall be authorized by the President, only after verification of delivery and satisfaction by the staff receiving the item(s). No payment for goods or services shall be made unless an itemized invoice showing the name of the person or firm to whom payment is due is presented. The President shall review all claims, invoices and sign each check. All checks of $2,000 or greater require two signatures per Board Policy. The identity and amounts of such payments will be provided to the Board Finance Committee at the next regular meeting following the payment. The Board Finance Committee will consider such payments and ratify the action taken... All checks must have proper request form, attached invoice/receipts or contract.

Furthermore, a log is kept of all check ranges, documenting all beginning and ending check numbers as to avoid discrepancies. The Finance Director/Consultant codes and submits all bills to the Independent Accounting Firm for entry into the software accounting system. The Independent Accounting Firm processes all checks and then mails to SLLIS. The checks and invoices are reviewed and signed by the President, Board President and/or Board Designee. In addition, SLLIS Policies and SLLIS Procedure address the areas of responsibility pertaining to purchasing, purchasing guidelines, purchasing authority, state statutes, and bids to be accepted.

PAYROLL:

Most payrolls are paid via direct deposit unless employees start and it is too late to verify the bank account in time for payroll to be processed and for a few employees that decline direct deposit. Payroll by the Independent Accounting Firm will be processed when a W4 and signed employment agreement is completed. Finance Director/Consultant prepares the payroll to be processed on the 23rd of each month. If the 23rd falls on a weekend, then it is done on the Friday before if a Saturday and Monday after if a Sunday. Payroll is submitted to the Independent Account Firm. Payroll summary report is then checked by Finance Director/Consultant to verify employees match. Salary schedules are set by the Principal and Board Finance Committee and approved by the Board of Directors and have established documentation to follow. Such documentation includes: Employee agreements. Employment profiles, etc. All employees have to be approved by the Board of Directors. All employees and volunteers must pass a background check with finger printing. The Office Administrator will enter all employee information into the computer system. All contract information and employment profile information is completed by President and School Principals and all employees must sign an agreement and acceptance prior to this being forwarded to the Operations Administrator for payroll. In addition, the school's sponsor periodically make unannounced visits to review the employee roster, match payroll to roster, review retirement reports and employee files.

CONTROL ENVIRONMENT:

Management sets the tone at the top.

RISK ASSESSMENT:

Risk of a false vendor.

CONTROL ACTIVITY:

The Principal, Finance Director/Consultant and Board Finance Committee review all payments.

INFORMATION AND COMMUNICATION:

Checks are made, and reconciled to the bank statements and receipting reports

MONITORING:

The Board Finance Committee reviews the independent auditing firm bank reconciliations and check registers monthly. Monthly summaries are presented to the Board of Directors

PURCHASING PROCESS:

Each employee submits their request to the Principal or Office Administrator. The requests are approved and signed by such... All purchases have approval, invoices, receipts, meeting agendas, reimbursement request forms and all documentation prior to payment. Upon approval, forms are submitted to the Director Finance/Consultant for coding and processing with the Independent Accounting Firm. The Independent accounting enters into the accounting software and processes checks for payment. This firm also completes the bank reconciliation. The accounting software does have necessary controls in place to ensure that purchases by account code (at the object level) are identified if the purchase does not fall within the budgeted amount.

All goods received at the building are noted as received in partial or full by the Office Administrator. All invoices are received at by the Finance Director/Consultant. All invoices are reviewed by the President and Board Finance Committee. Any discrepancies are investigated by the Finance Director/Consultant and Office Administrator. Once approved, Finance Director/Consultant/designee enters invoices to be paid. These invoices are coded and sent to the Independent Accounting firm to be entered into the accounting system and process checks. After review, coding and approval of all payables are submitted from the Finance Director/Consultant, the Independent Auditing Firm reconciles bank statements and produces accounts payable list for board approval.

All accounts payable reports are reviewed and approved by the President and Board Finance Committee. In addition, per the travel guidelines, all travel and reimbursement expenditures are documented including meals, lodging, registration, etc.

Risk: SLLIS resources lost or stolen through unauthorized/improper expenditures. Adequate controls over the expenditure process are essential in preventing and detecting fraud and other improprieties involving SLLIS resources.

Key Controls:

1. Policies and procedures adequate to accurately determine payee eligibility.
2. Payables reviewed and approved prior to payment for the following:
a. Payment within budgetary parameters.
b. Goods/services/benefits allowable and authorized per the appropriation.
c. Expenditure is necessary and reasonable.
d. Vendor is legitimate and accurately reflected on the invoice.
e. Payment amount is supported – quantities, unit prices, extensions and totals are correct.
f. Voucher material includes an original invoice as required.
g. Agreement with contract terms.
h. Acknowledgement of receipt of goods or services.

3. Procedures applied consistently to prevent duplicate payments.
a. Finance Director/Consultant and Board Finance Chair review to assure not duplicate payments.

4. Controls over vendor file include:
a. Limited access to vendor file and restricted ability to alter the file.
b. Approval process for new vendors and vendor record changes.
c. Periodic identification of inactive vendors to ensure these are made inactive in the system.

5. In cases where original invoices are not used, other policies and procedures to ensure legitimacy of all components of the payment.

Risk: The SLLIS does not receive the best possible service, quality of goods, price, contract terms and/or protection from liability. The SLLIS is not in compliance with laws and regulations.

Key Controls:

1. Policies and procedures ensure legality of purchasing procedures.

2. Where building exercises significant control over the procurement process, SLLIS purchasing requirements are followed. These include:

a. Competitive bidding/quotes.
b. No conflict of interest (real or the appearance of conflict).
c. Sole source justification documented.
d. Standard riders included in contract.
e. Grant restrictions accommodated.
f. Statewide contracts/purchase agreements taken into consideration.
g. Process involves all approval levels as appropriate.
h. Fairness to all potential bidders ensured.
i. Prior contractors solicited for bids.

Risk: Accounting for expenditures, payables, encumbrances and disbursements inadequate for the purposes of accountability, financial reporting, compliance with laws and regulations and prevention of loss of assets.

Key Controls:

1. Account codes are reviewed and approved for the following attributes:

a. Funding source (fund and program).
b. Accounting period (year-end cutoff).
c. Relief of encumbrance (contract identification).
d. Grant identification for Federal and State reporting purposes and allowability determination (program).
e. Object Coding for description of expenditure items, procurement treatment, and tax and other reporting purposes, application of travel policies, capital asset recognition and other policy requirements.

2. Purchase orders periodically reviewed for unresolved open items.

3. Payables are systematically managed and controlled for the purposes of efficiency, ensuring payment and credit for payment, receipt of discounts for early payment and management of budgetary resources.

4. Expenditure Request forms are supported by adequate documentation with meaningful review and approval.

5. Account structure sufficiently designed and maintained to accomplish all reporting and operational objectives.

6. Financial software accurately calculates encumbrances.

Risk: Resources lost or stolen through improper or fraudulent cash disbursements.

Key Controls:

1. Staff handling disbursements are separate from those handling receivables, bank reconciliation and other incompatible duties.

2. Physical security over check writing/printing facilities, material and capabilities (including check stock) ensured.

3. Bank statements reconciled periodically in a timely manner.

4. Reconciliation variances rigorously pursued in a timely manner.

5. Documentation of the expenditure of petty cash advances is required (receipts returned by employees to show how advances were spent).

6. Outstanding advances are tracked, aged and pursued for expenditure documentation.

7. Changes to authorized petty cash balance are approved by the Finance Chair

8. Petty cash fund is kept physically secure at all times.

INVENTORY:

The SLLIS maintains a computerized inventory system with codes. Items are removed from the inventory when designated as surplus property. Inventory of all physical, capital items takes place annually.

The SLLIS is on a cash-basis of accounting which is an Other Comprehensive Basis of Accounting and therefore does not record inventory in the financial statements.

Risk: Inventory items may be lost, damaged or stolen as a result of poor physical security. Strong physical security will help reduce the state's exposure to lost, stolen or damaged inventory.

Key Controls:

1. Physical access to inventory restricted to operational need.

2. Environmental controls adequate to protect from physical damage.

3. Alarm/electronic access logging system in use.

4. Adequate insurance coverage exists and is periodically reviewed.

5. Video monitoring/recording of restricted areas.

6. Employees are covered by a theft policy that exceeds the school sponsors requirements.

7. Periodic physical inventory conducted.

8. Inventory of capital items are inventoried and recorded on excel spreadsheets.

Risk: Inaccurate recording of physical receipt and shipment/delivery of goods causes errors in perpetual inventory. The receiving and shipping functions are subject to human error in the counting and recording of activity. These controls help ensure that the accounting records accurately reflect the actual physical movement of the inventory.

Key Controls:

1. Purchase order and/or order requisition information is compared with receipt document.

2. Physical quantities received are matched with the receipt document.

3. Standard procedures exist for processing overage, shortage and damaged goods.

Risk: Improper inventory levels (excessive and/or deficient) cause inefficiencies in inventory management. These controls help the SLLIS maintain an optimum level of inventory that balances the

cost of maintaining and managing inventory with the risk of not meeting the customer's needs due to lack of stock availability. Too much inventory increases costs related to storage, insurance and handling. Too little inventory can result in a failure to have requested stock on hand.

Key Controls:

1. Methodology exists for determining appropriate inventory level, reorder point and amount to order.

2. Periodic review of inventory turnover rate to evaluate inventory obsolescence.

3. Standard procedures exist for ongoing adjustment of perpetual inventory. Staff make required adjustments as soon as inventory discrepancies are identified and do not wait until completing an annual inventory.

4. Management investigates and resolves the causes of inventory discrepancies.

CASH COLLECTION:

All state, county, and federal money is direct deposited into the account. It is matched up to the bank account from remittance advices. The remittance advices and DESE charter school payment spreadsheets are printed out and kept on file for backup. The only time cash or check is handled is when they receive money from school lunches, student activity money, and donations. The classroom teacher collects the money, submits the funds to the front office, listing all collections by child on the daily collection form. The front office verifies amount, and enters lunch money into database and records student activity money on a daily log. Donations are received by the front office, placed in the school safe and then recorded by the Director of Development on a log. Then the building secretary/designee will recount all of the items, sign off on the dollar amounts, and complete the deposit forms for the bank. The deposits are then placed in a bank deposit bag and locked by the office manager. Then the deposit summary sheet and deposit slip copies are sent to Finance Director/Consultant to code. The deposits are coded, verified on bank statements and then the Independent Accounting firm records in the software system. Few bad checks are encountered, but when they are front office will notify the Finance Director/Consultant and the Office Administrator will contact the people to collect the money. Finance Director/Consultant adjusts out the bad checks by coding and sending to the independent accounting firm. The new payment is then coded and deposited. When a child leaves the SLLIS a copy of the balance remaining in the student information system is printed and submitted to the Finance Director/Consultant and a check is cut to the parents for the left over lunch money that is in the account. No fraud or theft has been detected.

Control environment:

Management sets the tone at the top.

Risk assessment:

Risk of theft.

Control Activity:

The front office assistant and clerk signs off and reviews deposits with Finance Director/Consultant.

Information and communication:

Deposits are made by a board designee after the office assistant has counted the money and recorded the deposits on the daily collection sheet which for each teacher. The money and deposit slips are then placed in a bank bag and locked by the Office Manager. The Finance Director/Consultant then codes the deposits, verifies deposits from the bank statements and an Independent Accounting Firm reconciles the bank statements.

Monitoring:

The President and Board Finance Committee review the deposit summaries on a monthly basis.