



# St. Louis Language Immersion School

*The mission of the St. Louis Language Immersion School, an innovative, diverse, socially-conscious, public charter school, is to develop empathetic, high-achieving, bilingual, globally-minded students by providing a rigorous academic foundation that fosters critical thinking and problem solving.*

## **SLLIS Board of Directors Meeting**

**September 18, 2019**

**Location: 1881 Pine St., 63103**

**Board Room (417)**

**6:00 pm**

**Preliminary Agenda**

1. Call to order
2. Roll Call
3. Adoption of Agenda
4. Consent Agenda
  - a. August 2019 minutes
  - b. August 2019 check register
  - c. Personnel Report
  - d. Approve addendum to SLLIS 2019-2020 custodial contract
5. New business
  - a. Financial Report - Rich Carver, LDR
  - b. Board Resolution, Incumbency Certificate, and Secretary Certificate for IFF loan refinancing
  - c. SLLIS Student Success Plan Presentation - Centron Felder, Coordinator of Instructional Support
  - d. Approve SLLIS Student Success Plan
  - e. Network for Educator Effectiveness Evaluation System Presentation - Phil Kennedy, Director of Learning and Instruction
  - f. Approve Network for Educator Effectiveness Evaluation System
  - g. Recordkeeping Presentation - Judy Fisher and Lori Marusic, SLLIS Board
6. Reports
  - a. Board Chair
  - b. Executive Director
7. Public Comment
8. Motion to enter Closed Session
  - a. Purchase, lease or sale of real estate 610.021.2 RSMo.
  - b. Legal 610.021.1 RSMo.
  - c. Personnel 610.021.3 RSMo.
  - d. Motion to adjourn the Closed Session and return to Open Session
9. Motion to Adjourn

**Board of Directors Open Meeting, August 21, 2019**  
**1881 Pine St., STL Louis, MO 63103**  
**6:00 pm**  
**Minutes**

**Call to order:** The meeting was called to order at 6:10. Roll was called. Board members present are Vince Schoemehl, Judy Fisher, Christina Foster, Ed O’Neil, Shelita Grey, Arun Varadhachary and John Heskett.

Dr. Varadhachary introduced himself to the audience. His Vitae will be posted to the website.

**Adoption of Agenda:** Motion to adopt agenda. So moved by Ed seconded by John. Vince Schoemehl, Lori Marusic, Judy Fisher, Christina Foster, Ed O’Neil, Shelita Grey, Dr. Arun Varadhachary and John Heskett were in agreement. Motion carried.

**Consent Agenda:**

Motion to approve July 2019 minutes, July 2019 Check Register and Personnel Report. So moved by John , seconded by Ed. Vince Schoemehl, Arun Varadhachary, Judy Fisher, Christina Foster, Ed O’Neil, Shelita Grey and John Heskett were in agreement. Motion carried.

**New Business**

- Financial Report – Rich Carver, LDR: The first month of FY 20 reflects a surplus of \$118,058 compared to FY20 budget of \$30,201. Local revenue is above budget by \$2,409 reflecting gifts/grants for the playground. State revenue is above budget by \$41,012. Federal revenue will start to be collected in September. Total budget revenue is \$529,479. Total expenses are \$411,420. The first month of FY 20 reflects a surplus of \$118,058. Fund balance includes SLLIS assets which will be reported as a separate item for next month’s Board meeting.
- Strategic Plan Update—Meghan Hill: SLLIS underwent a 5-year strategic plan process in the spring of 2017. 29 items have been accomplished. 34 are either in the initial phase or are in progress. 16 items are behind schedule. 1 item is no longer relevant. We need to update the strategic plan before 2022 when the plan is scheduled for completion. (Strategic Plan Updates are included in the minutes.)

**Reports**

*Board Chair Vincent Schoemehl:* Congratulations to everyone who worked on the acquisition of the Pine building. We applied for \$175,00 in grants; however, we only received \$25,000. We now have a part time development director who will oversee an on-going fund raising campaign. We received some feedback as to why we did not receive the requested funding. We will identify additional funding for the playground. Before we do anything significant in the play area, the Executive Director get input from the parent body.

*Executive Director Meghan Hill:* There have been 144 applications, 22 were not eligible. 113 were enrolled, 99 are now attending. While we have developed a strong process to see how many student will return to SLLIS, we find families make late decisions when as they hear in the summer from schools to which they have applied. We budgeted for 500 students and are slightly below.

We are waiting for ATT to complete our internet connection. Arrival and dismissal process is improving. For security we have visitor IDs scanned. The building is fully keyed. We will have stairway and elevators locked down at the push of a button. We have security cameras and onsite security during the morning hours and for evening events.

We used the \$25,000 Dana Brown Foundation grant which covered cleaning the playground area and removing the fence. We need to identify other funding sources and engage the SLLIS community in creating an outdoor space vision.

Before school started, faculty and staff worked to learn about (new teachers) and implement the dual language model and lesson plan cycle. We also worked on establishing strong classroom and building systems in the first 4-6 weeks as well as how to promote social and emotional supports. New spaces were organized and rules and expectations reviewed. We also worked to develop a collaborative team, to understand the Student Success Plan and School Improvement Plan, and to begin Professional Learning Communities.

**Public Comment**

No public comment.

Presently Sebastian monitors the questions people write in during the board meeting. We had 4 individuals

**Motion to enter Closed Session**

7:20 Shelia moves to enter closed session seconded by Christiana. Voting yes are Vince Schoemehl, Lori Marusic, Judy Fisher, Ed O'Neal, Christina Foster, Shelita Grey, John Heskett, and Arun Varadhachary.

**Motion to Adjourn**

So moved by Shelita at 8:05. Seconded by Ed. Voting yes were Vince Schoemehl, Judy Fisher, Christina Foster, Ed O'Neil, Shelita Grey, John Heskett and Arun Varadhachary.

# Saint Louis Language Immersion Schools, Inc.

## Bank Account Register

St. Louis Bank

August 1, 2019 - August 31, 2019

Date	Reference	Payee ID	Description	Checks/ Payments	Deposits/ Additions	Balance
			Beginning Balance			1,018,691.53
08/02/19	262		Judy Fisher	89.58		1,018,601.95
08/05/19	263	IONWAVE	Ion Wave Technologies, Inc.	2,900.00		1,015,701.95
08/05/19	264	LDR	LDR ADMServices	2,730.00		1,012,971.95
08/05/19	265	MARCODAL	MARCO	1,074.15		1,011,897.80
08/05/19	266	OHARALAND	O'Hara Landscape/Lawn Care, Inc.	1,450.81		1,010,446.99
08/05/19	267	PAPPYS	Pappy's Smokehouse	690.00		1,009,756.99
08/05/19	268	PSRS	Public School Retirement System	21,721.02		988,035.97
08/07/19	CC payment	BUSEY	Busey Bank - credit card payment (online) - August	14,698.17		973,337.80
08/09/19	269	BRAKEM	Margy Brake	1,096.66		972,241.14
08/09/19	Remote Deposit		Remote deposit: DeLage Landen/COBRA		1,481.58	973,722.72
08/12/19	270	AMOURASAM	Samir Amoura	200.00		973,522.72
08/12/19	272	FABIANCR	Fabian Cruz	9,500.00		964,022.72
08/12/19	273	GOMEZ	G&G Dual Language Consultants, LLC	12,665.00		951,357.72
08/12/19	274	JBC	Jones Boys Construction	2,945.00		948,412.72
08/12/19	275	LDR	LDR ADMServices	11,953.58		936,459.14
08/12/19	276	MIKEMALONE	Mike Malone	1,000.00		935,459.14
08/12/19	277	MCPSA	Missouri Charter Public School Assoc	5,040.00		930,419.14
08/12/19	278	STANDPART	Standing Partnership	6,085.35		924,333.79
08/12/19	279	TUETHKEENE	Tueth, Keeney, Cooper, Mohan & Jackstadt	8,862.11		915,471.68
08/12/19	280	ENT	Essential Network Technologies	1,995.90		913,475.78
08/12/19	ACH	SPIRE	Spire Natural Gas - final payment - 3740 Marine bldg - 7/3-8/1	188.07		913,287.71
08/13/19	ACH	AMEREN	Ameren Missouri - Electric - Pine	10,137.30		903,150.41
08/15/19	281		Nakia Winston	1,127.67		902,022.74
08/15/19	ACH	IFF	IFF - interest on loan	2,795.33		899,227.41
08/16/19	282	MARCODAL	MARCO	2,251.25		896,976.16
08/16/19	283	BRAKEM	Margy Brake	581.91		896,394.25
08/16/19	Deposit		The CLM Group - MealTime online payments		475.00	896,869.25
08/19/19	284	AMEREN	Ameren Missouri	8,276.34		888,592.91
08/19/19	285	AMTRUST	AmTrust North America	2,467.60		886,125.31
08/19/19	286	BLUELINE	Blueline Security	1,600.00		884,525.31
08/19/19	288	LDR	LDR ADMServices	1,517.00		883,008.31
08/19/19	289	MAXIM	Maxim Healthcare Services, Inc.	1,154.64		881,853.67
08/19/19	290	MIKEMALONE	Mike Malone	1,209.24		880,644.43
08/19/19	291	PSRS	Public School Retirement System	24,708.24		855,936.19
08/19/19	ACH	WELLSF	Wells Fargo - Copier - Aug	2,282.77		853,653.42
08/20/19	Deposit		Refund Remote Fee		150.00	853,803.42
08/21/19	292	MARCODAL	MARCO	2,754.82		851,048.60
08/21/19	293	MARCODAL	MARCO	133.69		850,914.91
08/21/19	294	ATTphone	AT&T	304.08		850,610.83
08/21/19	295	CREDENCE	Credence Resource Management LLC	491.01		850,119.82
08/21/19	296	ATTphone	AT&T	331.95		849,787.87
08/21/19	DESE		DESE Deposit		505,194.24	1,354,982.11
08/22/19	ACH	MISSOURIEMP	Missouri Employers Mutual - Worker's Comp - Aug	1,380.64		1,353,601.47
08/23/19	297	WASTE	Waste Connections of Missouri	1,521.40		1,352,080.07
08/23/19	Deposit		The CLM Group - MealTime online payments		405.00	1,352,485.07
08/23/19	Deposit		Deposit - 2 Direct Deposit paychecks rejected		2,495.73	1,354,980.80
08/23/19	Deposit		Deposit - 2 Direct Deposit paychecks rejected	2,495.73		1,352,485.07
08/23/19	Payroll		Payroll Journal Entry - 8/15/19 payroll	71,374.82		1,281,110.25
08/23/19	Payroll		Payroll Journal Entry - 8/15/19 payroll	28,544.38		1,252,565.87
08/23/19	Payroll		Payroll Journal Entry - 8/15/19 payroll	132.85		1,252,433.02
08/23/19	Payroll		Payroll Journal Entry - 8/15/19 payroll	86.75		1,252,346.27
08/23/19	Payroll		Payroll Journal Entry - 8/15/19 payroll	293.39		1,252,052.88

# Saint Louis Language Immersion Schools, Inc.

## Bank Account Register

St. Louis Bank

August 1, 2019 - August 31, 2019

Date	Reference	Payee ID	Description	Checks/ Payments	Deposits/ Additions	Balance
08/26/19	298	GONZAANDRE	Andres Lemus Gonzalez	200.00		1,251,852.88
08/26/19	299	LUICHIN	Chin-Yu Lui	200.00		1,251,652.88
08/26/19	300	MEJIAGER	German Orellana Mejia	200.00		1,251,452.88
08/26/19	301	BRAKEM	Margy Brake	484.01		1,250,968.87
08/26/19	302	MAXIM	Maxim Healthcare Services, Inc.	1,209.32		1,249,759.55
08/26/19	303	CURRICU	Curriculum Associates LLC	34,769.60		1,214,989.95
08/26/19	Anthem		Anthem Health/Dental/Vision Benefits	20,713.26		1,194,276.69
08/26/19	Omaha		Mutual of Omaha - August 2019	863.87		1,193,412.82
08/26/19	Omaha		Mutual of Omaha - Sept. 2019	1,180.80		1,192,232.02
08/27/19	ACH	AMEREN	Ameren Missouri - Electric - Pine - overpayment on Marine; to be applied to Pine account	4,700.94		1,187,531.08
08/28/19	304	MARCOPHIL	Marco Technologies LLC	1,074.15		1,186,456.93
08/28/19	305	PSRS	Public School Retirement System	23,355.26		1,163,101.67
08/28/19	ACH	STLBANK	St. Louis Bank - LOC interest	629.38		1,162,472.29
08/28/19	ACH	STLBANK	St. Louis Bank - LT Loan	27,356.16		1,135,116.13
08/30/19	Payroll		Payroll Journal Entry - 8/31/19 payroll	70,050.05		1,065,066.08
08/30/19	Payroll		Payroll Journal Entry - 8/31/19 payroll	26,739.33		1,038,326.75
08/30/19	Payroll		Payroll Journal Entry - 8/31/19 payroll	132.85		1,038,193.90
08/30/19	Payroll		Payroll Journal Entry - 8/31/19 payroll	91.88		1,038,102.02
08/30/19	Payroll		Payroll Journal Entry - 8/31/19 payroll	1,106.03		1,036,995.99
08/30/19	Payroll		Payroll Journal Entry - 8/31/19 payroll	1,042.85		1,035,953.14
<b>Totals</b>				492,939.94	510,201.55	1,035,953.14

Transaction count = 72

Created for: **St. Louis Language Immersion School**  
Sherrell Hendrix  
Facility Manager  
SLLIS  
1881 Pine Street,  
St. Louis, MO, 63103

## Investment Recap

### City Wide Maintenance of St. Louis - Janitorial Service Package

Includes all janitorial services outlined in the Service Agreement

Based on **62,665** cleanable square feet

Service(s) to be Performed	Frequency	Price per Month
Day Porter Service	8 hours per day	Five (5) times per week
<b>Total Investment</b>		<b>\$4,334.00</b>

M&B Holdings, LLC d/b/a  
City Wide Maintenance of St. Louis

By: \_\_\_\_\_  
Authorized Representative Signature

Howard Berkowitz

President, Sales

\_\_\_\_\_  
Date

\_\_\_\_\_  
Responsible Company Legal Name

By: \_\_\_\_\_  
Authorized Representative Signature

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

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

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



## St. Louis Language Immersion School

- The first two months of FY 20 reflect a deficit of \$231,144 compared to the FY 20 budget deficit of \$379,551.
- The deficit is primarily attributable to the IFF principal repayment of \$409,000 combined with no Federal revenue in the first two months.
- The FY 20 budget will be revised to reflect lower State revenue partially offset by lower salaries and benefits.

## St. Louis Language Immersion School

- Revenue
- Local revenue is above budget by \$4,139. This is due to higher Gifts/Grants which reflects receipt of the \$25,000 playground grant.
- State revenue is above budget by about \$106,865, mainly due to the State Formula which will be adjusted downward in September.
- Federal revenue will start to be collected in September.

## St. Louis Language Immersion School

- Expense
- Salaries are \$7,831 above budget in year-to-date. Benefits are \$6,712 below budget for the same period.
- Purchased services are about \$92,616 below budget, mainly due to delayed transportation and food services billings.
- Supplies are well above budget due to up front spending for classroom materials and other supplies.
- Capital and Debt service are slightly above budget which reflects the timing of budget expense.



# St. Louis Language Immersion School

	First 2 Months	First 2 Months	
	Actual	Budget	
	<u>FY 20</u>	<u>FY 20</u>	<u>Difference</u>
<b>Revenue</b>			
Local Revenue	\$ 126,338	\$ 122,199	\$ 4,139
State Formula	891,849	796,514	95,335
Other State Revenue	17,546	6,016	11,530
Federal Revenue	-	-	-
<b>Total Revenue</b>	<b>\$ 1,035,733</b>	<b>\$ 924,729</b>	<b>\$ 111,004</b>

# St. Louis Language Immersion School

	First 2 Months	First 2 Months	
	Actual	Budget	
	<u>FY 20</u>	<u>FY 20</u>	<u>Difference</u>
<b>Expense</b>			
Salaries	390,754	382,923	\$ 7,831
Benefits	120,318	127,030	(6,712)
Purchased Services	219,190	311,806	(92,616)
Supplies	93,870	50,000	43,870
Debt Service	442,745	432,521	10,224
<b>Total Expense</b>	<b>1,266,877</b>	<b>1,304,280</b>	<b>(37,403)</b>
<b>Surplus/(Deficit)</b>	<b>\$ (231,144)</b>	<b>\$ (379,551)</b>	<b>\$ 148,407</b>

# St. Louis Language Immersion School

	<b>August 31, 2019</b>		
	<b>Fund Balance</b>		
	Actual	Budget	Actual
	FY 20	FY 20	FY 19
Beginning Fund Balance	\$ 1,272,751	\$ 1,272,751	\$ 807,374
Revenue	1,035,733	924,729	7,256,613
Expense	1,266,877	1,304,280	6,791,236
Surplus(deficit)	(231,144)	(379,551)	465,377
Ending Fund Balance	\$ 1,041,607	\$ 893,200	\$ 1,272,751
Fund Balance % (a)	13.70%	11.41%	18.74%
(a) Ending Fund Balance/Expense.			



## St. Louis Language Immersion School

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### **RESOLUTIONS OF THE BOARD OF DIRECTORS OF ST. LOUIS LANGUAGE IMMERSION SCHOOL, INC.**

The undersigned, being the Secretary of the Board of Directors of St. Louis Language Immersion School, Inc., a Missouri not for profit corporation (the "Corporation"), by this instrument hereby certifies that the following resolutions were adopted by the Board of Directors at the Corporation's meeting.

#### BE IT RESOLVED AS FOLLOWS:

1. That the Corporation refinance certain real estate located in the City of St. Louis, Missouri and more particularly described as 1814 – 1830 Olive Street and 1906 – 1919 Pine Street, St. Louis Missouri (the "Property"), in the amount of \$463,741.00.  
192458048. That the Corporation approve a loan, to be secured by a Second Mortgage in the amount of \$463,741.00 to be made by the IFF to the Corporation.  
192461248. That the Chairperson of the Board of Directors of the Corporation, Vincent C. Schoemehl, Jr., shall be, and is, authorized and directed to execute and deliver, for and on behalf of the Corporation, all contracts, agreements, instruments, and documents, including, without limitation, promissory notes and mortgages as such Chairman may deem to be necessary or appropriate to carry out the intent and purpose of these resolutions. All of the foregoing documents shall contain the terms and conditions and be in such form as the Chairman shall determine, his execution thereof being conclusive evidence of the suitability and propriety thereof.  
192454592. That all acts and deeds heretofore done by the Chairman of the Board or any officer or officers of the Corporation for and on behalf of the Corporation in entering into, executing or delivering any documents, instruments or agreements accruing out the terms and intent of the foregoing resolutions are hereby ratified, approved and confirmed in all respects.  
192455424. That this Consent may be executed in counterparts, each of which shall be deemed an original and all of which, taken together, shall be deemed one and the same document.

Date Signed:  
Judith Gaston Fisher

Secretary



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### SECRETARY'S CERTIFICATE

The undersigned, Judith Gaston Fisher, being the duly elected, qualified and acting secretary of St. Louis Language Immersion School, Inc., a Missouri Not for Profit Corporation, HEREBY CERTIFIES THAT (i) attached hereto are true, correct, and complete copies of the Corporate Resolutions of the Board of Directors, By-Laws of the Corporation and Articles of Incorporation of the Corporation, executed as of the date set forth on such attached Corporate Resolutions, By-Laws, and Articles of Incorporation, and (ii) such Corporate Resolutions, By-Laws, and Articles of Incorporation, have not been amended, modified, revoked or rescinded and remain in full force and effect on the date hereof.

IN WITNESS WHEREOF, the undersigned has hereunto set his/her hand this \_\_\_\_\_ day of August 2019.

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Judith Gaston Fisher  
Secretary



## St. Louis Language Immersion School

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### Incumbency statement

I, Judith Gaston Fisher, Secretary of the Board of St. Louis Language Immersion School, Inc., certify that Vincent C. Schoemehl, Jr. is the Chairman of the Board of St. Louis Language Immersion School, Inc. and is authorized to execute the promissory note, the mortgage and any other documents required in connection with the loan from IFF. The purpose of such loan is to refinance property at 1814 – 1830 Olive Street and 1906 – 1919 Pine Street, St. Louis Missouri.

St. Louis, Missouri \_\_\_\_\_  
Date

On behalf of the Board of Directors,

\_\_\_\_\_  
Judith Gaston Fisher  
Secretary

# St Louis Language Immersion School

## Our Student Success Plan

Centron Felder, EdS

## Why a plan

The 2019 -2020 school year is a monumental year for SLLIS. We knew that merging our languages and cultures would bring some unique challenges. We needed to be proactive. So we took Our school philosophy and developed a plan.

“By failing to prepare, you are preparing to fail.” —  
Benjamin Franklin, Founding Father of the United States

## The SLLIS Philosophy

Our philosophy is built on the idea that are students should have opportunities to:

Develop Empathy

Learn and Practice Self-regulation

Learn and Practice Appropriate Social Behaviors

## We developed a plan!

Commitments:

1. Positive relationships
2. Proactive Responsive and Restoration Techniques
3. Consistent teaching, practice and reinforcement
4. All staff involved using a positive and holistic approach
5. Ongoing targeted Professional development
6. Reducing time spent out of class room
7. Time out of the classroom used to provide students times to reflect, restore and repair relationships damaged by behaviors
8. Limit Out of School Suspension to incidents that pose serious safety concerns (K - 1 require Executive Director consultation)

## Several strategies

Social-emotional-behavioral learning via classroom teaching (Second Step)

Culturally responsive instruction

Positive Behavior and intervention Support

Restorative Practices to teach empathy and repair damaged relationships

Trauma-informed care

De-escalation and learning via the Student Support Centers (SSC)

Multi-disciplinary team problem solving for chronic SEB issues

## Social emotional teaching

To help address the SEB needs school wide, we adopted the Second Steps program—an evidence-based Social Emotional Learning Program.

Second Step Social-Emotional Learning (SEL) gives students the tools to excel in and out of the classroom. The program touts success with the most challenging students in the areas of emotion management, situational awareness, and academic achievement.



## We include students

A simple approach for students to get on board:

Our School-wide Expectations are explicitly taught to our students:

1. Be Responsible
2. Be Respectful
3. Be Safe

## Student Success Centers

SSC provides a safe place for students with behavioral or mental health challenges to recover from acute behavioral incidents or on-going social-emotional-behavioral difficulties that prevent them from participating appropriately in the classroom.

The SSC is staffed by full time Social Emotional Behavior (SEB) staff who have the heart-mindset and relationship building skills to support students with these special needs

SSC staff are supported by:

- Educational Support Counselor
- Occupational Therapist
- School Social Worker
- School Psychologist
- Student Support Services Coordinator

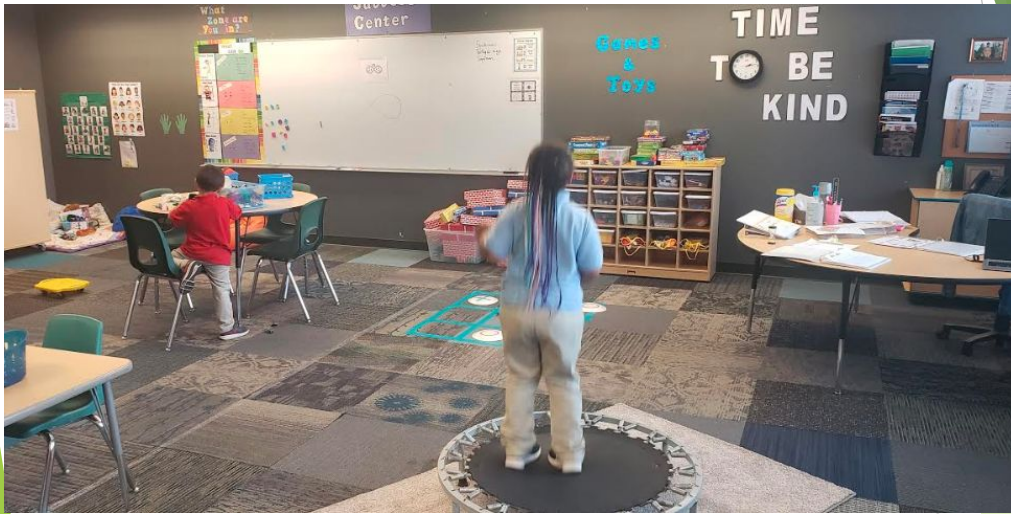
## Sensory Room 1



## Sensory Room 2



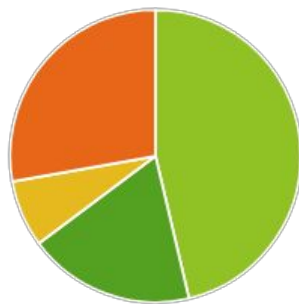
## Sensory room in action



Legos  
Trampoline

## Student Data: September 1 - 9

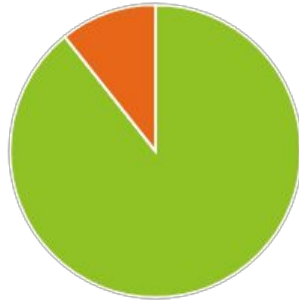
Zones of Regulation



Happy Frustrated Sad Mad

## Student Data: September 1 - 9

Zones of Regulation



■ Happy ■ Frustrated ■ Sad ■ Mad

## We didn't recreate the wheel

Kirkwood School District

Baltimore City School District (Maryland)

Denver School District (Colorado)

Minneapolis School District (Minnesota)

## Implementation

- A copy of the plan
- Monthly PD
- Daily support

## Conclusion

We are excited to implement our revised Student Success Plan and expect to see improved student behavior and social-emotional growth as we move forward with this work.

Comments from our recent PD conducted on 9/13/2019:

"This must be the master plan at our school. The success of our students is indeed the success of all."

"Consequences and follow-up are important and don't have to be negative all the time."

Additional feedback includes the staff's desire/hope to see this plan really put into action and not just spelled out on paper.

## Student Success Plan

### **Philosophy**

The role of the St. Louis Language Immersion Schools (SLLIS) staff is to ensure all students learn in a safe, respectful, effective, nurturing environment. The purpose of our Student Success Plan is to provide opportunities for students to develop empathy, learn and practice self-regulation skills, and apply pro-social behaviors.

### **Commitments**

1. We believe positive relationships with students and families are essential in establishing an environment of trust.
2. Practices that support students' behavioral success must include proactive and preventative practices, as well as reflective, responsive and restorative techniques.
3. Expected behaviors must be taught, reinforced, and addressed consistently, while remaining respectful of each child's needs and developmental level.
4. Because student behavioral success is directly related to learning, we believe all staff must be equipped to address student behavior in a positive, holistic manner.
5. Ongoing professional development is essential for SLLIS staff to be responsive to the individual needs of our learners and helps to provide behavioral learning in ways that teach and instill desired behaviors and life skills.
6. In order to maximize learning opportunities, we are committed to reducing the time any student is not included in the classroom.
7. Practices that remove students from the classroom, such as Office Referrals, Student Success Center and Buddy Rooms, will be used to provide opportunities for students to reflect, restore relationships and/or make reparations for behaviors.
8. Out-of-school suspension (OSS) is limited to incidents posing a serious and credible threat to the safety of students and/or staff, including incidents where suspension is required by the Safe Schools Act.

### **Strategies**

SLLIS will invest in our staff so they may utilize best practices to teach and address student behaviors. Student success planning begins with a schoolwide approach to identify expected behaviors. Individual behaviors must be addressed as patterns of behavior emerge.

Because of our belief in each child as a learner, we will use strategies such as:

1. Social-emotional learning in the classroom to teach and recognize positive behaviors.
2. Culturally Responsive instruction strategies so each child is included, accepted and respected.
3. Positive Behavior Interventions and Supports (PBIS) to teach, communicate, reinforce and re- teach expected behavior.
4. Restorative Practices to teach empathy and help students make amends to those they have harmed.

5. Trauma Informed Care to ensure we understand the function and motivation behind behavior.
6. De-escalation Intervention techniques to help students calm down as soon as behaviors begin to escalate
7. Regular review of Discipline Data to track, analyze and problem solve around student behaviors, incidents and interventions.
8. Multi-disciplinary team problem solving to determine function of behaviors, establish individual plans, and match students with social/emotional supports necessary for success.

SLLIS administration will facilitate awareness training and discussions to ensure all staff are committed to this philosophy and behave in ways that ensure students are provided consistent expectations and positive supportive relationships with adults regardless of the environment.

### **Positive Behavior Intervention and Support**

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

Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective instructional and behavioral practices and interventions implemented consistently and with fidelity. Our responsibility as educators is to create a learning environment in which children experiencing academic and social difficulties receive the supports they need to learn and thrive.

SLLIS uses a Positive Behavior Interventions and Support (PBIS) framework for school-wide social-emotional-behavior learning and tiered supports for students who require intervention. PBIS is a research-based three-tiered model recognized as an evidence-based practice and supported by the state of Missouri and the federal Department of Education. Our PBIS systems help create a school-wide structured learning environment, efficient problem solving, and safer classrooms. PBIS is proven to significantly reduce the occurrence of problem behaviors in schools.

SLLIS Student Success Plan is supported by our PBIS systems. When problem behavior occurs, our grade level teams and building-level Student Success Team use social-emotional-behavior data to identify appropriate supports for the individual student. If students do not respond to lower level supports, the intensity of the support increases. Most problem student behaviors either have an academic or social-emotional base. Properly addressing the root cause of behavior can prevent student failure later in life.

School-wide PBIS focuses on **Prevention**. The majority of students will behave appropriately at school when expectations are explicitly taught and recognized. All

SLLIS teachers and staff members will teach, practice, review and frequently acknowledge our SLLIS school-wide behavior expectations:

SLLIS students are:

1. Respectful
2. Responsible
3. Safe

Explicit descriptions of what these expectations look like in various settings (e.g. hallways, restrooms, cafeteria, playground) in our school are taught, practiced and recognized with students regularly.

When students do not respond to teaching of the behavioral expectations, we will view it as an opportunity for re-teaching, not punishment. SLLIS administrators will consult with PBIS and other student support specialists regularly to support teachers and students to extinguish inappropriate behaviors and encourage positive behaviors.

For more information on PBIS, please consults Missouri’s Center for Schoolwide Positive Behavior Support at <http://pbissmissouri.org>.

### **Tier 1 Classroom Universals**

The following classroom universals help teachers provide predictable, consistent, and safe classroom environments.

<b>Universal Strategy</b>	<b>Description</b>
<p><b>Increase ratio of positive to negative teacher/student interactions; positively interact with most students during the lesson</b></p>	<ul style="list-style-type: none"> <li>● <b>4 positives to every 1 negative</b></li> <li>● <b>Positive interaction every 5 minutes</b></li> <li>● <b>Physical, verbal, and visual contact with students</b></li> <li>● <b>Group v. Individual interactions</b></li> <li>● <b>Instructional and Social interactions</b></li> <li>● <b>One positive communication home per month/student.</b></li> </ul>
<p><b>Actively supervise students at all times; manage minor problem behaviors positively and quickly</b></p>	<ul style="list-style-type: none"> <li>● <b>Move continuously</b></li> <li>● <b>Scan continuously and overtly</b></li> <li>● <b>Interact frequently and positively</b></li> <li>● <b>Positively reinforce or verbally recognize behaviors that meet expectations</b></li> <li>● <b>Signal occurrence and state the correct response</b></li> <li>● <b>Ask the student to restate and show</b></li> <li>● <b>Disengage quickly and early</b></li> </ul>



<p><b>Follow school procedures for more chronic behavior problems</b></p>	<ul style="list-style-type: none"> <li>● <b>Be consistent and business-like</b></li> <li>● <b>Pre-correct for next occurrence</b></li> </ul>
<p><b>Conduct smooth and efficient transitions between activities; end activities with specific feedback; provide specific information about what happens next</b></p>	<ul style="list-style-type: none"> <li>● <b>Teach routines and engage students immediately</b></li> <li>● <b>Academic v. Social transitions</b></li> <li>● <b>Group v. Individual transitions</b></li> <li>● <b>Homework, new activity, next meeting</b></li> </ul>
<p><b>Be prepared for activities; begin with clear explanations of outcomes/objectives</b></p>	<ul style="list-style-type: none"> <li>● <b>Use attention signals to ensure students are ready to attend</b></li> <li>● <b>Prepare filler activities</b></li> <li>● <b>Know the desired outcome</b></li> <li>● <b>Have materials ready</b></li> <li>● <b>Practice presentation fluency</b></li> <li>● <b>Provide advance organizers</b></li> <li>● <b>Have a point of reference</b></li> </ul>
<p><b>Engage students in active responding; give students multiple ways to actively respond; regularly check for understanding</b></p>	<ul style="list-style-type: none"> <li>● <b>Write, verbalize, and participate</b></li> <li>● <b>Individual v. Choral Responses</b></li> <li>● <b>Written v. Gestures</b></li> <li>● <b>Peer-based</b></li> <li>● <b>Questions, affirmative gestures, and written action</b></li> </ul>
<p><b>Provide extra time/assistance for unsuccessful students</b></p>	<ul style="list-style-type: none"> <li>● <b>More practice</b></li> <li>● <b>More instruction</b></li> </ul>

## **Tier 1 Sensory Supports**

Some students benefit from simple sensory supports to appropriate channel excess motor energy before it becomes a problem in the classroom.

The following sensory supports are suggested for general classroom use:

1. Flexible/alternative seating such as
  - a. Kore Wobble Stools
  - b. Move 'n Sit Cushions
  - c. Bungee Chairs
  - d. Bean Bag Chairs
  - e. Ball Chairs
  - f. Thera-bands around chair legs
  - g. Standing desks

- h. Cube Chairs
  - i. Pea Pods
2. Fidgets such as
    - a. Paper clips
    - b. Stress Balls
    - c. Thera-putty
    - d. Stuffed animals
    - e. Velcro on the chair or under desk
    - f. Rice/bean/tactile bins
    - g. Sand Timer
  3. Noise-reducing Headphones
  4. Weighted objects such as
    - a. Weighted lap pad/blanket
    - b. Weighted pencil
    - c. Weighted backpacks
    - d. Weighted neck wrap
  5. Quiet or Calming Corner
    - a. A space in the classroom that provides students a safe, quiet, and calm place to go when becoming elevated or upset

### **Trauma-Sensitive Response to Student Behaviors**

Childhood trauma is the result of an external event or series of events which threaten the safety of the child and render a child “temporarily helpless”. These events surpass the child’s ordinary coping skills and can trigger basic survival responses of “fight, flee, or freeze”. Childhood trauma can result from a wide range of experiences, and a child’s response to these potentially traumatizing events will vary depending on the characteristics of the child, (i.e., age, developmental level, personality, intelligence, or prior trauma history), environment (i.e., school and family supports), and experience (i.e., relationship to perpetrator). Brain research demonstrates that early childhood trauma can cause neurological changes to the brain which delay children’s social-emotional development and self-regulation capabilities.

Schools that understand the educational impact of trauma can become safe, supportive environments where students make the positive connections with adults and peers they might otherwise push away, calm their emotions so they can focus, behave appropriately, and feel confident enough to advance their learning—in other words, schools can make trauma sensitivity a regular part of how caring adults interact with students. A shared definition of what it means to be a trauma-sensitive school can bring all stakeholders together around a common vision.

Core attributes of a trauma-sensitive school include shared understanding that:

1. Adverse experiences in the lives of children are more common than many of us ever imagined.
2. Trauma can impact learning, behavior, and relationships at school.
3. A “whole school” approach to trauma-sensitivity is needed.

SLLIS staff understand that children flourish when they feel:

1. Safe—physically, socially, emotionally, and academically
2. Significant—others know they are there and value them as individuals
3. Respected—others treat them in ways that align with what “*respected*” means to them
4. Related—others in the school community are connected to them in trusting and supportive relationships (every student has at least one adult at school who is their unconditional “fan”)

SLLIS staff members actively:

1. Build relationships with students (i.e. *safe, significant, respected, related*).
2. Strive to address students’ needs in holistic ways.
3. Support students’ relationships, self-regulation, academic competence, physical and emotional well-being.
4. Intentionally connect students to the school community.
5. Provide multiple opportunities to practice newly developing skills.
6. Share responsibility for all students.
7. Anticipate and adapt to the ever-changing needs of students.

For more information on Trauma-sensitive Schools, visit <http://traumasensitiveschools.org/>.

***Student Success Team description goes here (—a general description—a complete handbook of practices has to be created but will not be included in this document)***

### **Student Success Centers (SSC)**

SSC provides a safe place for students with behavioral or mental health challenges to recover from acute behavioral incidents or on-going social-emotional-behavioral difficulties that prevent them from participating appropriately in the classroom. Developmentally appropriate SSCs are located on each of the 3 floors of the SLLIS campus: KG Center on the 2<sup>nd</sup> floor; 1<sup>st</sup> to 3<sup>rd</sup> grade Center on the 3<sup>rd</sup> floor, 4<sup>th</sup> to 8<sup>th</sup> grade Center on the 4<sup>th</sup> floor.

Students served through the SSC are identified by the building administration, Student Success Team, or IEP teams as needing facilitated intervention to regain self-control prior to returning to the regular classroom.

The SSC is staffed by full time SEB staff working under the supervision of the Coordinator of Instructional Support and building administration. SEB staff are supported by the Educational Support Counselor, School Social Worker, School Psychologist, and Student Support Services Coordinator.

### **Administration of School Discipline: Conditions of Suspension, Expulsion and Other Disciplinary Consequences**

Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. SLLIS will minimize the use of out-of-school suspension, recommendations for expulsion, and referral to law enforcement to the extent practicable while remaining consistent with state statute, local ordinances, and mandatory reporting laws.

### **Disciplinary Practices**

Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They have logical, fair, consistent, and age-appropriate consequences.
3. They include a variety of prevention and intervention measures.
4. They provide the opportunity for significant parent/guardian and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They ensure the opportunity for students to obtain an education.
7. They address the needs of the student who engaged in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

### **Reasonable Consequences**

Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior, as well as consider the impact on the victim and school community. Consequences that are paired with meaningful and developmentally appropriate instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community. Such consequences are more likely to result in helping the student to re-engage in learning.

Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should never occur again.

### **Relevant Factors in Making a Discipline Decision**

When choosing consequences for students' misbehavior, teachers, administrators, and other staff must balance SLLIS's goals of minimizing school disruptions and maximizing student

instruction time. Prior to determining a disciplinary consequence, the following factors shall be considered:

1. Age, developmental level, health, and disability/special education status of the child
2. The consequence should focus on what is to be learned and not punishment
3. The consequence should help the child reflect on his/her behavior
4. Appropriateness of student's academic placement
5. Student's prior conduct and behavior record—when relevant
6. Student's willingness to repair the harm
7. Seriousness of the offense and the degree of harm caused
8. Impact of the incident on the overall school community

The availability and applicability of prevention and intervention programs designed to address student behavior will also be considered prior to determining appropriate consequences.

### **Range of Consequences**

Possible ranges of consequences for specific behaviors listed below are in accordance with the Missouri Safe Schools Act. A SLLIS administrator may suspend students for a period not to exceed 10 school days. The Executive Director may suspend students for a period not to exceed 180 days. Parents may appeal the Executive Director's suspension to the SLLIS Board of Directors.

As a general practice, students in grades Kg through grade 1 shall not be suspended from school for non-violent behaviors.

### **Restorative Approaches to Problem Behaviors**

Restorative approaches to problem behaviors start with recognition that the behavior violated another person/people and damaged the relationship.

Restorative practices will be facilitated in conjunction with any consequence or may be utilized in lieu of additional consequences when deemed appropriate by the administrator.

### ***Restorative Reflection (discussion solely with the student)***

The student has an opportunity to explain what happened and how his or her behavior affected others. The student then has the opportunity to state how he or she would repair the harm. (could these questions be put on the incident report form?)

Questions to respond to challenging behaviors:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think needs to happen to make things right?

Questions to help those harmed by others' actions:

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

***Restorative Discussion (administrator facilitated in conjunction with those who were harmed)***

The student has the opportunity to repair the relationship with the person(s) who were affected.

***Restorative Action (administrator facilitated plan for what the student will do to repair the harm)***

The student has the opportunity to repair the situation through actions that are appropriate considering the extent and impact of the harm.

**Discipline of Students' with Disabilities**

1. Discipline of students' with disabilities shall be in accordance with the student's individualized education program (IEP) Section 504 plan, or individualized behavior intervention plan and in accordance with all applicable procedural safeguards and laws that protect the rights of students with disabilities.
2. Procedures will be implemented to ensure that IEP and Section 504 case managers are notified immediately when a student's behavior results in a recommendation for out of school suspension or referral to the Student Success Center. All procedural safeguards related to the removal of students with disabilities from school or access to their special education services will be followed.

**Non-discrimination**

1. Student discipline will be administered without discrimination based on race, color, gender, sexual orientation, gender identity, or expression, transgender status, religion, national origin, immigration/citizenship status, ancestry, age, disability.
2. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring their own actions with students from racial groups or other protected classes that have historically been over-represented among those students suspended, expelled, or referred to law enforcement.

**Discipline of Students in Kindergarten and Grade 1**

No student in kindergarten through grade 1 shall be recommended for expulsion from school except for the possession of a firearm. Suspensions for students in grades KG and 1 shall be reserved for the most severe offenses impacting student and staff safety. Escalation of

consequences for recurring Levels 1, 2, and 3 offenses shall not apply to students in grades KG and 1.

### **Documentation of Student Behaviors**

For Level 1 offenses, teachers will document student behavior in writing using the *Survey of Observable Behavior form* prior to moving to Level 2.

For level 3 office referrals, the principal or designee will maintain all discipline records as deemed necessary for the orderly operation of the schools and in accordance with law and policy JGF.

Administrative action on office referrals will be posted on **Athena** for teacher review pending outcome of the office referral. Any expectation for teacher follow up with the student will be recorded in the disciplinary notes.

### **Reporting to Law Enforcement**

It is the policy of SLLIS to report all crimes occurring on school property to law enforcement including, but not limited to, the crimes the district is required to report in accordance with law.

The principal shall also notify the appropriate law enforcement agency and Executive Director if a student is discovered to possess a controlled substance or weapon in violation of SLLIS policy.

In addition, the Executive Director or designee shall notify the appropriate division of the juvenile or family court upon suspension for more than ten days or expulsion of any student who the district is aware is under the jurisdiction of the court.

### **Standards of Conduct**

No code of conduct is expected to list each and every offense that may result in disciplinary action. Any conduct not included here in, an aggravated circumstance of the offense, or an action involving a combination of offenses may result in disciplinary consequences and/or restorative action as determined by the principal, Executive Director, and/or Board of Directors. Repeated infractions (grade 2-8) could warrant increased disciplinary consequences. All offenses worthy of an office referral will include a student conference and parental contact.

Any student who is suspended or expelled, regardless of the reason, is prohibited from participating in or attending any school-sponsored activity or being on or near school property unless permission is granted by the Executive Director or designee.

When appropriate, the school may prohibit students from participating in activities, awards or honors, or restrict a student's access to school property as a disciplinary consequence even if a student is not suspended or expelled from school. Likewise, a student may become ineligible for or be required to forfeit any honors and awards as a disciplinary consequence.

## Levels of Intervention and Disciplinary Response

St. Louis Language Immersion School recognizes the effectiveness of restorative practice methods and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community.

**The categories shown are designed to guide teachers and administrators in using progressive interventions and responses at all grade levels to teach and motivate students to exhibit positive behaviors.**

### LEVEL 1 Classroom interventions and responses



These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. Teachers are encouraged to implement a variety of teaching and classroom management strategies.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Contact parent via telephone, email, or (if permission to do so has been secured) text message</li><li>• Verbal correction</li><li>• Reminders and redirection (e.g., role-play)</li><li>• Written reflection or apology</li><li>• Seat change</li><li>• Parent or guardian conference</li></ul> | <ul style="list-style-type: none"><li>• Daily progress sheet on behavior</li><li>• Establish buddy teacher system</li><li>• Classroom system of positive reinforcement</li><li>• Teacher or student conference</li><li>• De-escalation strategies (i.e., mindfulness, reflection break)</li><li>• Restorative practice methods and/or mindfulness</li></ul> |
|--|---|

### LEVEL 2 Intensive support staff



These interventions can involve the school administrators who aim to correct behavior by stressing the negative impact of the behavior, while keeping the student in school.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Parent or guardian notification</li><li>• Change in schedule</li><li>• Restorative practice methods and/or mindfulness</li><li>• Loss of privileges</li><li>• Restitution (monetary or service-based)</li><li>• Detention</li><li>• Conflict resolution</li></ul> | <ul style="list-style-type: none"><li>• Peer mediation</li><li>• Discussion with appropriate administrator</li><li>• Assignment of work projects</li><li>• Mentoring</li><li>• Referral to substance abuse counseling</li><li>• Referral to student support team (see below)</li></ul> |
|---|--|

### Student support team



These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Parent or guardian conference</li></ul> | <ul style="list-style-type: none"><li>• Restorative practice methods including community conferencing or mediation</li></ul> |
|---|--|



- Mindfulness exercises
- Mentoring
- Peer mediation
- Referral to IEP or 504 team for evaluation
- IEP or 504 team meeting
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to school-based health or mental health clinic

- Referral to an appropriate after-school program
- Restitution (monetary or service-based)
- Conflict resolution
- Short-term behavioral progress reports linked to positive reinforcement (CICO)
- Referral to an appropriate community organization
- Develop student support team plan
- Referral to Student Success Center (SSC)

### LEVEL 3 Administrative Referral

These interventions may involve the removal of a student from the school environment for up to three days or for a period ranging between 4 and 10 school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

- Parent or guardian notification
- Short-term suspension (1 to 3 days)
- Long-term suspension (4 to 10 days)
- Restorative practice methods including formal conferencing
- Development of or revision to student support team plan
- Referral to IEP team or 504 team for manifestation determination for students with disabilities

- Revision to IEP or 504 plan as needed for students with disabilities
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to substance abuse counseling
- Referral to an appropriate community organization (e.g., mentoring programs)

### LEVEL 4 Extended suspension, expulsion, and referral responses

These interventions involve the removal of a student from the school environment because of the severity of the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an extended suspension, expulsion, or alternative placement will be limited to the least amount of time necessary to adequately address the behavior.

- Parent or guardian notification
- Extended suspension (11 to 180 days)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative practice methods including formal conferencing

- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Referral to substance abuse counseling
- Permanent expulsion for certain offenses, as specified in Board policy



## Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES
<b>Attack on Student</b>						
No visible, physical injuries (includes incidents of domestic violence or relationship disputes)	x	x	x		x †	<p>Includes hitting, kicking, or punching another student without warning or provocation; school police should be notified for incidents of relationship violence involving domestic partners, and all parties should be referred to appropriate counseling services.</p> <p><b>Level Considerations</b> In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.</p> <p><b>First Offenses</b> If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they <b>must</b> contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p><b>K-2 Suspensions</b> For students in kindergarten, 1st, or 2nd grade, administrators <b>must</b> contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p><b>Informing Police</b> Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students</p>
Bodily injury for grades K to 2	x	x	x			
Bodily injury for grades 3 to 5		x	x			
Bodily injury for grades 6 to 8			x	x	x	
<b>Bomb and/or Mass Violence Threat</b>						
Grades K to 2	x	x	x			<p>Includes the conveyance of information to detonate explosive or incendiary devices/ substances, and/ or subject others to substantial risk of death or serious physical injury (e.g., school shooting); school staff should conduct a threat assessment and refer students to appropriate counseling services.</p>
Grades 3 to 5		x	x			
Grades 6 to 8			x	x	x	
† For incidents of domestic violence or relationship disputes						



## Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES
<b>Skipping class/elope</b>						
Failure to attend a scheduled class or leaving school premises without permission during the school day	x	x				
<b>Classroom Disruption</b>						
Talking out in class or talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning	x	x				Restorative practice methods should be used as appropriate.
Serious classroom disruption that directly affects the safety of others (e.g., throwing harmful items, turning over tables, or disrupting a fire or safety drill)	x	x	x			
<b>Defiance of Authority and/or Insubordination</b>						
Failure to follow directions	x	x				Restorative practice methods should be used as appropriate.
Failure to respond to school staff questions or requests	x	x				
<b>Disrespectful Behavior</b>						
Making inappropriate gestures, symbols, or comments, or using profane or offensive language	x	x				Restorative practice methods should be used as appropriate.
Using verbal insults or put-downs or lying to, misleading, or giving false information to school staff	x	x	x			

**Level Considerations**  
In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.

**First Offenses**  
If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they **must** contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.

**K-2 Suspensions**  
For students in kindergarten, 1st, or 2nd grade, administrators **must** contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.

**Informing Police**  
Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students



## Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES	
<b>False Activation of a Fire Alarm</b>							
Grades K to 2	x	x					
Grades 3 to 5		x	x				
Grades 6 to 8			x				
<b>Fighting</b>							
Physical aggression with another student (e.g., shoving or pushing)	x	x					
Fighting (may include incidents resulting in minor injuries)		x	x				
<b>Fire Setting/Arson</b>							
Attempting to set, aiding in setting, or setting a fire		x	x	x	x		

**Level Considerations**  
 In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.

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 Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students

## Inappropriate or Disruptive Behavior and Levels of Response

<p><b>Guidance</b>  <b>LEVEL 1</b>  <b>Classroom interventions and responses</b>                      May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place</p> <p><b>LEVEL 2</b>  <b>Intensive support staff</b>                      May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others</p> <p><b>LEVEL 3</b>  <b>Administrative Referral</b>                      May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process</p> <p><b>LEVEL 4</b>  <b>Extended suspension, expulsion, and referral responses</b>                      May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day</p>	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES	
	<b>Hallway Misbehavior</b>							
	Running, making excessive noise, loitering, or persistent hall-walking	x	x					
	<b>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyberharassment, against Members of the School Community</b>							
	Minor harassment (e.g., verbal discriminatory actions) includes actual or perceived conduct to offend, ridicule, or demean others	x	x	x				Incidents should be reported by submitting the form (included in this booklet) to the school principal; schools are required to report and investigate all incidents and parents/students can expect a response within two days of submitting a report; students should also be referred to appropriate counseling services.
	Serious harassment includes intentional, persistent actions that threaten or seriously intimidate another student, or adversely affect another student's ability to participate in or benefit from a school's educational or extracurricular program. Often regards race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability.		x	x	x	x		
	<b>Inciting or Participating in Disturbance</b>							
	Causing a large disruption to the atmosphere of order and discipline in the school that is		x	x			x	Students maintain the right to peacefully invoke their right of free expression
	Using an electronic device to send incendiary texts or social media messages, or to bring others to initiate or engage in a disturbance		x	x			x	



## Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES
Physical Contact with School Personnel or Other Adult						
Unintentional physical contact with school personnel or other adult	x	x				<p><b>Level Considerations</b> In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.</p> <p><b>First Offenses</b> If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they <b>must</b> contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p><b>K-2 Suspensions</b> For students in kindergarten, 1st, or 2nd grade, administrators <b>must</b> contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p><b>Informing Police</b> Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students</p>
Unintentionally striking a staff member who is intervening in a fight or other disruptive activity			x		x †	
Attack against school personnel or other adult: physically attacking an employee of SLLIS or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (grades K to 2)			x			
Attack against school personnel or other adult: physically attacking an employee of SLLIS or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (grades 3 to 8)			x	x	x †	
† If the staff member is injured						



## Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES
<b>Stealing</b>						
Taking money or property from another by force or intimidation (Grades K to 2)	x	x	x			
Taking money or property from another by force or intimidation (Grades 3 to 8)		x	x		x	
<b>School Equipment Use without Permission</b>						
Use of computers, fax machines, phones, etc	x	x				
<b>Serious Bodily Injury</b>						
Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body				x	x	
<b>Sexual Assault or Offense</b>						
Forced sexual act				x	x	School staff is required to refer students to appropriate counseling and contact DFS as appropriate.

**Level Considerations**  
 In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.

**First Offenses**  
 If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they **must** contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.

**K-2 Suspensions**  
 For students in kindergarten, 1st, or 2nd grade, administrators **must** contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.

**Informing Police**  
 Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students

## Inappropriate or Disruptive Behavior and Levels of Response

<p><b>Guidance</b>  <b>LEVEL 1</b>  <b>Classroom interventions and responses</b>                      May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place</p> <p><b>LEVEL 2</b>  <b>Intensive support staff</b>                      May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others</p> <p><b>LEVEL 3</b>  <b>Administrative Referral</b>                      May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process</p> <p><b>LEVEL 4</b>  <b>Extended suspension, expulsion, and referral responses</b>                      May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day</p>	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES	
	<b>Sexually-Based Infraction</b>							
	Sexual harassment (e.g., unwelcome sexual advances; inappropriate touching, request for sexual favors; other inappropriate verbal, electronic, written, or physical conduct of a sexual nature)		x	x				School staff is required to refer students to appropriate counseling and contact DFS and/or School Police as appropriate
	Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, etc.) (Grades K to 2)	x	x					
	Sexual activity or sexual misconduct (grades 3 to 8)	x	x	x				
	<b>Tardiness</b>							
	Persistent or excessive tardiness to class or school	x	x					Refer to Social Worker
	<b>Theft (School Property)</b>							
	The action of stealing school property		x	x				Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to school

## Inappropriate or Disruptive Behavior and Levels of Response

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES		
<b>Tobacco Possession or Use</b>								
Possession, use, sale, or distribution of tobacco products or e-cigarettes	x	x	x			School staff is required to refer students to appropriate substance abuse counseling services.	<p><b>Level Considerations</b> In cases where a range of possible levels of response is indicated, administrators should use the lowest level of response that is appropriate for the behavior, and limit the duration of suspensions, expulsions. The circumstances of the incident, the student's age, grade, developmental level, disability status, intentionality, and prior infractions should be taken into consideration.</p> <p><b>First Offenses</b> If, on a first offense, administrators believe a Level 3 or 4 response is warranted, they <b>must</b> prior contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p><b>K-2 Suspensions</b> For students in kindergarten, 1st, or 2nd grade, administrators <b>must</b> contact appropriate school personnel for guidance and support before proposing Level 3 or 4 disciplinary responses.</p> <p><b>Informing Police</b> Police should be informed immediately regarding incidents that pose an imminent threat of serious harm to the safety of staff and/or students</p>	
<b>Verbal, Physical, or Written Threat to Adult</b>								
Threatening or aggressive language or gestures directed toward staff or another adult	x	x	x					
Persistent threatening or aggressive language or gestures directed toward staff or another adult (grades 3 to 8 only)			x	x	x			
<b>Verbal, Physical, or Written Threat to Student</b>								
Threatening or aggressive language or gestures directed toward another student	x	x	x					
Persistent threatening or aggressive language or gestures directed toward another student (grades 3 to 8)			x					

## Inappropriate or Disruptive Behavior and Levels of Response

<p><b>Guidance</b>  <b>LEVEL 1</b>  <b>Classroom interventions and responses</b>                      May be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place</p> <p><b>LEVEL 2</b>  <b>Intensive support staff</b>                      May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others</p> <p><b>LEVEL 3</b>  <b>Administrative Referral</b>                      May be appropriate given the seriousness of the offense and impact on the school community and/or when documented interventions and supports have been put in place but the behavior is escalating or continues to escalate and disrupt the educational process</p> <p><b>LEVEL 4</b>  <b>Extended suspension, expulsion, and referral responses</b>                      May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day</p>	INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	POLICE INFORMED	NOTES	
	<b>Weapons, Firearms, and Explosives</b>							
	Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substances or articles, other than a firearm)		x	x	x	x		
	Firearms (possession of a firearm — e.g., handguns, rifles, shotguns, and bombs)					x	x	
	Other guns (possession of any gun, of any kind, loaded or unloaded, operable or inoperable — e.g., BB guns, pellet guns, etc.)			x		x	x	
	Other weapons (possession of any implement that could compromise wellness/ safety or cause bodily harm other than a firearm or other gun including, but not limited to, biochemical substances such as bodily fluids or poisons; chemical or electrical devices such as electroshock devices, chemical sprays, or laser pointers; metallic knuckles; knives)		x		x	x	x	Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community
	Use of any other weapon of any kind in the commission of an aggressive act toward another person				x	x	x	
	Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person	x	x	x				
	Use of a toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person			x		x	x	

# Network for Educator Effectiveness (NEE)

## Mission

- Provide simple yet powerful, comprehensive, research-based evaluation tools and processes designed to grow educators, students and schools across the country.

## University of Missouri College of Education

- Started in 2011 with 9 school district pilot.
- Now over 250 school districts in MO use NEE.
- Comprehensive Evaluation system that focuses on teacher growth.
- Developed using the MO Leader Standards.
- Every standard has a rubric with a rating scale of 0-7.
- Links teachers to professional development resources (EdHub).
- Why use it? Organizes important data online though secured servers at MU, provides immediate feedback to teachers, data collected is presented in useful reports to both teachers and administration.



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# Board Management Systems

— September 18, 2019 —

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## Why?

- Streamline processes
  - Quick access to important information 24/7
  - Ensure best practices
  - Improve transparency and effectiveness
  - Reduce paper
  - Establish record of historical actions
-



<https://boarddocs.com/>



<https://eboardsolutions.com/>

## Components

**MEETINGS:** create and deliver agendas and minutes while recording votes enhancing transparency

**PLANNING:** integrate strategic plan with meetings, policies, and evaluations establishing roles and responsibilities while delegating governance team work

**POLICIES:** house all policies in one, easy to locate location

**EVALUATIONS:** board self-assessments, leader evaluations, and organizational reviews creating a strong governance culture

**DOCUMENTS:** a central location for board documents which establishes effective communication

## Next Steps:

- Request demos
- Determine cost

**St. Louis Language Immersion School**  
**Executive Director Report**  
**September 18, 2019**



**Curriculum and Instruction**

***SLLIS Strategic Plan Strategies A.1-A.8***

**SLLIS Strategic Plan Goals:**

- All students will be proficient or advanced by the end of grade 3, 5, and 8 in English Language Arts, mathematics, and science, as measured by the Missouri Assessment Program.
- All students will meet established bilingual and biliterate grade level benchmarks in speaking, writing, reading, and listening as measured by the AAPPL assessment.

**SLLIS 2019-2020 School Improvement Plan Goals**

- By the end of the 2019-2020 school year, the number of students scoring proficient or advanced in English Language Arts will increase from 36.4% to 45.0% as measured by the Missouri Assessment Program.
- By the end of the 2019-2020 school year, the number of students scoring proficient or advanced in mathematics will increase from 37.2% to 45.0% as measured by the Missouri Assessment Program.

Current Strategies	Current Performance	Next Steps
<p><b>Monitor Academic Achievement</b> <i>Objectives for Strategies A.1-A.8</i></p>	<p>Preliminary MAP data indicate that performance is comparable to 2018-2019.</p>	<ul style="list-style-type: none"> <li>● Review and analyze official MAP data released later this month.</li> <li>● Review and analyze NWEA data when students complete this assessment (October 2019).</li> </ul>
<p><b>Student Success Plan Implementation</b> <i>Strategy A.4</i></p> <ul style="list-style-type: none"> <li>● Staff and administrators reviewed the plan and its philosophy during the Professional Learning Day on September 13.</li> <li>● Leadership is reviewing the implementation of this plan to make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey from Back to School Kickoff demonstrates: <ul style="list-style-type: none"> <li>○ 100% of staff believe that practices that support students' behavioral success must include proactive and preventative practices as well as reflective, responsive, and restorative techniques.</li> <li>○ 73% of staff are committed to reducing the amount of time any student is not in the classroom.</li> </ul> </li> <li>● Survey from 9/13 training show staff believes the training was: <ul style="list-style-type: none"> <li>○ Somewhat helpful:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Continue to improve implementation on administration's end.</li> <li>● Clarify for staff: <ul style="list-style-type: none"> <li>○ How to use the Student Success Team</li> <li>○ How to use the Student Success Centers</li> </ul> </li> </ul>

	<p>53.8%</p> <ul style="list-style-type: none"> <li>○ Very helpful: 42.3%</li> <li>○ Not helpful: 3.8%</li> </ul> <ul style="list-style-type: none"> <li>● Online incident reporting tool shared with staff to support plan monitoring.</li> </ul>	
<p><b>Dual Language Model Implementation</b>  <i>Strategies A.1, A.2, A.5</i>  SIP Goal: 100% of classrooms implement the Gomez and Gomez Dual Language Enrichment Model with fidelity.</p> <ul style="list-style-type: none"> <li>● Staff reviewed best practices for using interactive Word Walls on September 13.</li> <li>● Ongoing observations and feedback underway.</li> </ul>	<ul style="list-style-type: none"> <li>● Nearly 60% of classrooms are implementing all aspects of the model per the implementation plan.</li> <li>● 100% of classrooms are using the Lesson Plan cycle to complete weekly lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>● 1-1 meetings with all staff members to review expectations.</li> <li>● Increase support for staff members who are struggling with implementation.</li> </ul>
<p><b>Curriculum Implementation</b>  <i>Strategy A3</i>  SIP Goal: 100% of classrooms implement Second Step, Benchmark Advance, and ReadyMath with fidelity.</p>	<p>Implementation is being monitored via the Professional Learning Community structure (weekly grade level team meetings).</p>	<ul style="list-style-type: none"> <li>● Ensure curriculum programs are being monitored.</li> <li>● Develop plans and allocate resources for math and science curriculum writing.</li> </ul>
<p><b>Collaborative Cultures</b>  <i>Not currently a Strategic Plan strategy but requires attention.</i>  SIP Goals: Improve staff cultural responsiveness and collaboration across programs.</p>	<ul style="list-style-type: none"> <li>● 92% of staff report that they have at least three people they can approach on staff when they have a problem.</li> <li>● 75% of staff report they frequently interact with staff across programs.</li> </ul>	<ul style="list-style-type: none"> <li>● Collect baseline data about cultural responsiveness using staff surveys.</li> <li>● Begin staff training with Educational Equity Consultants October 11.</li> </ul>

## Staffing and Professional Development

### *SLLIS Strategic Plan Strategies B.1-B.4*

#### **SLLIS Strategic Plan Objectives:**

- 100% of teachers will report that they are trained and prepared to deliver program expectations.

Current Strategies	Current Performance	Next Steps
<p><b>SLLIS 2019-2020 Professional Learning Plan</b> <i>Strategy B.2</i> This plan is being implemented and is aligned with School Improvement Plan goals.</p>	<p>After dual language training during Back to School Kickoff over 90% of staff reported they felt confident in their ability to implement the model using the Lesson Plan Cycle and plan for a week of instruction.</p>	<ul style="list-style-type: none"> <li>● Present SIP and Professional Learning Plan with board at the October meeting.</li> <li>● Continue to use feedback to inform further Professional Learning.</li> </ul>
<p><b>SLLIS 2019-2020 Induction Plan</b> <i>Strategy B.3</i> SLLIS Induction Plan for new staff is being implemented with fidelity.</p>	<ul style="list-style-type: none"> <li>● 100% of new teachers met with mentors on September 13. Meetings will continue each month this school year.</li> <li>● New staff members meet monthly with executive leadership to provide feedback and communicate needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue plan implementation and collection of feedback from new staff.</li> <li>● Ensure new staff have time to observe mentors and other expert teachers.</li> </ul>
<p><b>Recruitment and Retention of Staff</b> <i>Strategy B.3</i></p>	<p>Staff appreciation:</p> <ul style="list-style-type: none"> <li>● SLLIS t-shirts</li> <li>● Breakfast / lunch during Back to School Kick-off</li> </ul>	<ul style="list-style-type: none"> <li>● Staff recruitment and retention strategies must be revisited this fiscal year so that improvements can be made.</li> </ul>

	<ul style="list-style-type: none"> <li>• Birthday celebrations</li> <li>• Service to SLLIS Award</li> <li>• Executive Director Staff Awards</li> </ul>	<ul style="list-style-type: none"> <li>• SLLIS leadership team is examining more ways to recognize and celebrate staff members.</li> </ul>
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## Student Recruitment and Retention

### *SLLIS Strategic Plan Strategies C.1-C.2*

#### **SLLIS Strategic Plan Goal:**

- We will meet the kindergarten minimum enrollment targets of 75 students in Spanish, 40 in students in Chinese, and 40 students in French.

#### **Current Enrollment Data**

Total Enrollment		
Section	August 2019 Enrollment	September 2019 Enrollment
FK	11	12
CK	22	22
SKA	19	19
SKB	19	20
F1	15	15
C1	19	20
S1A	20	20
S1B	21	22



<b>F2/3</b>	23	20
<b>C2</b>	20	20
<b>S2A</b>	18	18
<b>S2B</b>	16	16
<b>F3/4</b>	26	29
<b>C3</b>	25	23
<b>S3A</b>	16	17
<b>S3B</b>	21	21
<b>C4/5</b>	23	19
<b>S4</b>	19	19
<b>F5/6</b>	20	19
<b>C5/6</b>	20	23
<b>S5</b>	19	19
<b>S5/6</b>	17	17
<b>MSP 1</b>	21	17
<b>MSP 2</b>	19	21
<b>MSP 3</b>	18	20
<b>Total</b>	<b>487</b>	<b>488</b>

*(Strategic Plan Strategy C.1)*

<b>Enrollment by Grade Level</b>	
	<b>September 2019</b>
<b>K</b>	72
<b>1st</b>	76
<b>2nd</b>	71

<b>3th</b>	72
<b>4th</b>	54
<b>5th</b>	58
<b>6th</b>	25
<b>7th</b>	37
<b>8th</b>	20

<b>K-8 Enrollment by Program</b>	
	<b>September 2019</b>
TCP	143
TFP	110
TSP	232

**2020-2021 Recruitment Strategy** *(Strategic Plan Strategy C.2)*

- Tours are underway for 2020-2021 enrollment season.
- 2020-2021 Enrollment opens on October 1, 2019.
- Enrollment Specialist and Executive Director are identifying daycare centers and preschools in St. Louis City where SLLIS can actively recruit new families.
- Marketing automation for the SLLIS enrollment pipeline launches next week.
  - In the past SLLIS paid a staff member to spend time contacting prospective leads.
  - Marketing automation will make our enrollment pipeline much smoother by automating many of the communication steps that take place in the enrollment process.

- New system collects data on prospective leads so Enrollment Specialist can follow up with leads that are demonstrating greater interest in order to save time.
- Workflows for each part of the enrollment pipeline feature some automated and some personal touchpoints so that prospective families have a personalized experience.

## Finance and Fundraising

### *SLLIS Strategic Plan Strategies D.1-D.2*

Current Strategies	Current Performance	Next Steps
<p><b>Improve Attendance</b>  <i>Objective D</i>  <u>SLLIS Strategic Plan Goal:</u> Maintain 95% Average Daily Attendance rate.  <u>SLLIS 2019-2020 School Improvement Goal:</u> Meet Missouri's 90/90 attendance standard.</p>	<ul style="list-style-type: none"> <li>● Current ADA: 94.27%</li> <li>● Current 90/90 score: 0.85  <i>(85% of students are attending school 90% of the time)</i></li> </ul>	<ul style="list-style-type: none"> <li>● Identify 5% of students who are not meeting 90/90 goal and provide intervention.</li> <li>● Implement attendance incentives school-wide.</li> </ul>
<p><b>Fundraising</b>  <i>(Strategic Plan Strategy D.2)</i>  <u>SLLIS 2019-2020 Fundraising Goal:</u> Raise \$200,000</p> <ul style="list-style-type: none"> <li>● SLLIS hired 2019-2020 Fundraising Consultant.</li> </ul>	<ul style="list-style-type: none"> <li>● Meetings on calendar with several key partners</li> <li>● 1-1 meetings scheduled with Director of Development</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule future meetings with key partners</li> <li>● Meet with key partners for SLLIS garden</li> </ul>

## Facilities and Operations

### *Not currently mentioned in Strategic Plan but requires ongoing attention.*

- Wireless is installed and fully functioning!
- Bus Transportation

- Reduced from seven to six routes effective in September.
- First Student mistakenly updated routes incorrectly in early September. SLLIS supported families through the transition and routes are functioning.
- Moving forward bus route changes will only be made once per month.
- SLLIS was approved for tax exemption on the surface parking lot at 20th and Pine effective January 1, 2019.
- SLLIS Garden
  - SLLIS has assembled a Garden Committee that met last week.
  - The process for developing a SLLIS Garden will occur in parallel to the process for developing the outdoor play area.
- SLLIS Playground
  - SLLIS applied for a Community Build grant through KaBOOM on September 15.
  - Community engagement process to develop plans for outdoor play area should begin in early 2020 once additional funding information is available.