

Revised Application for Public School Charter

submitted to

The University of Missouri-Saint Louis

Judith Walker de Félix
Associate Provost and Dean of the Graduate School
One University Blvd
St. Louis, MO 63121

by

Saint Louis Language Immersion Schools, Inc.

A nonprofit, nonsectarian entity located at
634 North Grand Ave, Suite 10A
Saint Louis, MO 63103

**for the purpose of establishing a Public Charter School in
the independent City of Saint Louis, Missouri**

Rhonda J. Broussard, President
634 North Grand Ave, Suite 10A
Saint Louis, MO 63103
rhonda@sllis.org
(314) 289-1520

30 January 2009

PART I: THE PROPOSED CHARTER.....	4
1. Mission Statement.....	4
Mission.....	4
Vision.....	4
Core Values.....	4
2. Organizational Structure	5
Leadership.....	5
Governance Overview	5
History of the founding board.....	6
Board Development	6
Board Directors.....	6
Division of responsibilities between governing board and administrators.....	8
Organizational Chart.....	9
3. Five-year Financial Forecast.....	11
Projected Revenues	11
Expenses	11
Fiscal Feasibility	12
Financial Accountability.....	12
Development and Fundraising	13
Facility options and associated costs	14
Financing and completing renovations and upgrades.....	14
Financing a permanent home for our school.....	14
Facilities and Safety.....	14
4. Personnel Policies and Professional Development Plan	15
Recruitment.....	15
Staffing Plan.....	16
Job descriptions.....	17
Professional Development	31
Personnel Policies	35
Key functions to be outsourced.....	36
5. Grades or ages of students being served.....	37
6. School year calendar and typical day calendar.....	38
7. Educational program and curriculum	40
What is IB?	40
Why IB?.....	40
Primary Years Program Learning Themes	41
Literacy: Reader’s/Writer’s Workshop.....	43
Math: Everyday Math	44
Science: Full Option Science System	45
8. Educational goals and objectives.....	46
Student Goals.....	46
Student Objectives	48
Academic Progress.....	49
Socio-emotional Growth.....	50

St. Louis Language Immersion Schools, Inc.
 Revised Charter Proposal submitted to UM-Saint Louis January 30, 2009

Citizenship	51
Community Participation	51
9. Student Achievement Standards	52
Success for All Students	52
Language immersion in low-income communities	52
Ending Word Poverty	53
Increasing Social Capital through Informal Learning	54
Integrated racial and socio-economic school population	55
Student Success Team (SST)	56
English Language Learners	58
10. Community-supported School Governance and Operations	58
School Advisory Council (SAC)	58
School Enrichment Program (SEP)	59
Community Outreach	61
11. Enrollment, Admissions and Discipline Policies.	62
Enrollment Policies	62
Student Admission Policy	63
Admissions Lottery	63
Voluntary Withdrawal	64
Discipline Policies	65
12. Data Management Plan	65
Compliance	65
Operate key school functions efficiently	66
Improve instruction and achievement	66
Improve the operational and financial management of the school	67
13. Charter Specifics	67
Term of Charter	67
Amending the Charter	67
Probation and Revocation	68
PART II: ASSURANCES	69
Background Check Authorization Form	70
PART III: CONTACT INFORMATION	71

Part I: The Proposed Charter

1. Mission Statement

Mission

The mission of St. Louis Language Immersion Schools is 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 educational 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, and 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 endeavours, 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.

2. Organizational Structure

Leadership

Each SLLIS elementary school will be operated by the non-profit agency St. Louis Language Immersion Schools and the Head of School will report directly to the President of SLLIS. The PRESIDENT of SLLIS will establish the overall vision of instruction and operations for each school in the network and work closely with the Head of School to develop daily operations, instruction and evaluation processes to support this vision.

In the fall of 2008, a SLLIS Board-appointed Human Resources committee will begin recruitment efforts for the Head of School and instructional staff. We anticipate hiring the Head of School in January 2009 and having the Head of School direct the staff selection process for faculty in March and April, 2009. Our goal is to assemble a diverse faculty with proven experience and commitment to our school vision. We will conduct local, national and international recruitment efforts with the goal of hiring highly motivated educators with previous elementary experience, demonstrated success with our target population and native or near-native fluency in the language of instruction. We will show a strong preference for educators with positive experiences in language immersion schools in the United States.

Governance Overview

Each SLLIS elementary school will be a subsidiary of St. Louis Language Immersion Schools, Inc., (SLLIS) a non-profit corporation established for the sole purpose of creating and operating language immersion charter schools in St. Louis, MO. As such, each SLLIS elementary school will share its governing Board with all other language immersion schools created by the organization. As a Local Education Authority (LEA), St. Louis Language Immersion Schools is

exempt from all laws and rules that relate to schools, governing boards and school districts. SLLIS does not propose to work with any educational management organizations or charter management organizations to manage each SLLIS elementary school. SLLIS is considering the benefits of working with a back-office provider for school financial services, but has not made such a determination at this time.

History of the founding board

In the summer of 2007, the founding board developed from a series of community conversations about the interest and viability of the language immersion model in St. Louis. Community leaders, educators and parents were involved in these informal conversations and previously had considered opening individual schools. Participants in these conversations agreed that a non-profit organization that developed and maintained a model school would be the best support mechanism to the long-term sustainability of each school. The initial Board of Directors of St. Louis Language Schools, Inc., comprised Vincent C. Schoemehl, Jr., former Mayor of St. Louis and public education advocate, Joel N. Glassman, Director of the Center of International Studies at University of Missouri-St. Louis, Gert Wilhelm, Language Consultant for the Goethe Institute and Jane M. Robert, President of St. Louis-Lyon Sister Cities, Inc. and French education advocate. The founding Board hired Rhonda J. Broussard, an experienced language educator and public school advocate, as the Interim Executive Director of the organization to develop the critical timeline and start-up school framework. During the fall of 2007, the Interim Board of Directors was recruited according to standards established by NACSA¹. The Interim Board will grow to twelve (12) Directors by the fall of 2009. Directors will serve staggered one- (1), two- (2) and three- (3) year terms. No member of the SLLIS governing board will be employed by SLLIS while serving as a member of the board. No member of the SLLIS governing board will have a substantial interest in any entity employed by or contracting with the school. No member of the governing board may be an employee of a company that provides substantial services to the school. Members of the SLLIS governing board are decision-making public servants.

Board Development

The permanent Board of Directors will be nominated, interviewed and invited to serve during the 2009-2010 school year at which time no more than fifteen (15) directors will serve. At present, the Interim Board is still searching for a university faculty member to complement the current K-12 superintendent/ administrator. See Appendix I: Board Resumes for the full resume of each director on the Founding Board.

Board Directors

¹ Cornell-Feist, M. *Good to Govern: Evaluating the Capacity of Charter School Founding Boards*. Authorizing Matters Issues Briefs, September 2007 National Association of Charter School Authorizers.

St. Louis Language Immersion Schools, Inc.
 Revised Charter Proposal submitted to UM-Saint Louis January 30, 2009

Name	Role	Qualifications	Average hours worked	Duties
Vincent C. Schoemehl, Jr.	Chairperson of Board	President & CEO of large non-profit	10/week	Board outreach, University sponsor relations, fundraising, facilities
Jane M. Robert	Board Director	President of St. Louis-Lyon, France Sister Cities	10/month	Outreach to local, national and international Francophone organizations, marketing
Gert Wilhelm	Board Director	Language Consultant for Goethe Institute	10/month	Outreach to local, national and international German language and heritage organizations, charter application review
Ed O'Neal	Board Director	Vice President of Finance and Retirement Services	10/month	Finance facilities and capital projects
Steven Harris	Board Director	Accounting Manager	10/month	Accounting oversight, business plan review, facilities
K. Lee Marshall	Board Director	Attorney	10/month	Legal counsel, charter application review, facilities
Aliah Baker	Board Director	Marketing manager	10/month	Marketing oversight
Amber Simpson	Board Director	MBA with marketing experience in local, national and international corporations	20/month	Marketing oversight, Board outreach, community/PR outreach, business plan review
Manuel C. Silva	Board Director	President of a commercial glazing	10/month	Operations, facilities oversight

Name	Role	Qualifications	Average hours worked	Duties
		company, former COO of SLPS		
M. Patricia Nuernberger	Board Director	Assistant Head of Academics, independent elementary school	10 hours/ month	Academic excellence oversight, personnel oversight

Division of responsibilities between governing board and administrators

Each SLLIS elementary school will belong to a network of St. Louis Language Immersion Schools and will share school administration, management and leadership responsibilities with a larger governing body. Each school will report to the SLLIS Board of Directors, which will ultimately be responsible for the design and sustainability of the school model. The President of SLLIS will oversee the implementation of uniform policies, outcomes and budgets for each school that provide for balanced decision-making, empowered committee involvement and equitable resource-sharing.

The Chairperson of the Board of Directors and the President of SLLIS are protectors of the mission and vision. To that end, they work closely together to insure that all organizational decisions are mission-driven. The President is ultimately responsible for the execution of all mission-driven decisions and evaluation of all subordinates. The Chairperson enhances the standing of the organization to the outside world. Additionally the Chairperson runs the Board of Directors, supports and mentors the President, and is responsible for his/her evaluation. The Chairperson and President share the joint responsibilities of building positive community relations and executing the development plan.

Each SLLIS elementary school will create a School Advisory Council (SAC) instead of a separate fiduciary board. The SACs will comprise parents, educators and community leaders committed to the success of each particular school. The School Advisory Council will provide ongoing feedback to the administration on daily operations, school culture and community-building, but will not have decision-making authority.

See Section 9: Governance and Parental Involvement for a full description of the School Advisory Council. See Appendix II: Organizational Decision Chart for the clearly defined the decision-making process for the following areas:

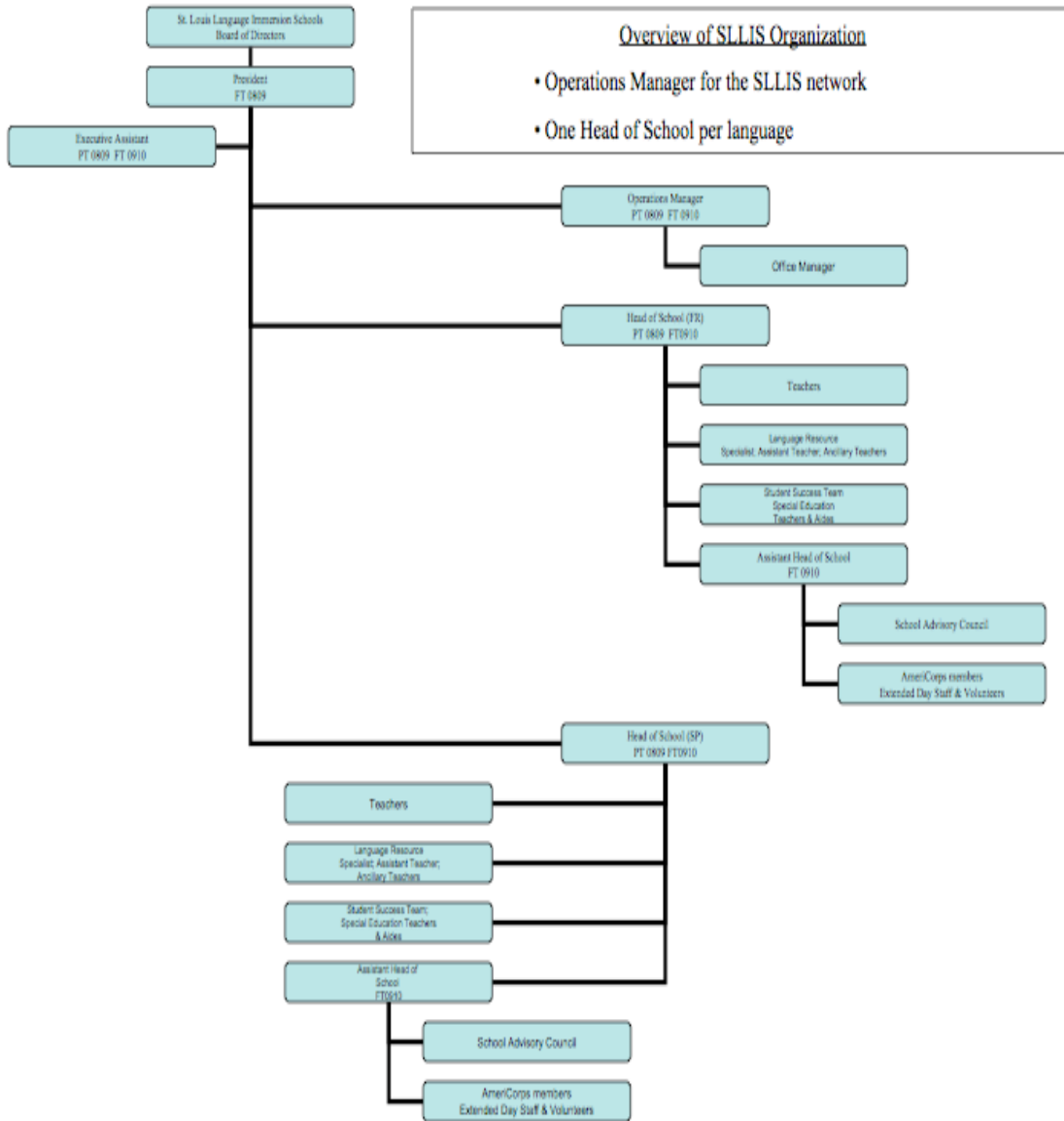
- Facilities
- Academic excellence
- Development and Community
- Personnel
- Finance and Audit
- Network Shared Services
- Compliance and Communication

St. Louis Language Immersion Schools, Inc.
Revised Charter Proposal submitted to UM-Saint Louis January 30, 2009

See Appendix III: SLLIS Bylaws for a full copy of the Bylaws of St. Louis Language Immersion Schools as submitted to the IRS for 501(c)(3) determination.

Organizational Chart

St. Louis Language Immersion Schools, Inc.
 Revised Charter Proposal submitted to UM-Saint Louis January 30, 2009



3. Five-year Financial Forecast

See Appendix IV: 5 Year Financial Forecast and Appendix V: Budget Narrative for a full description of revenues, expenditures and source data for the financial plan.

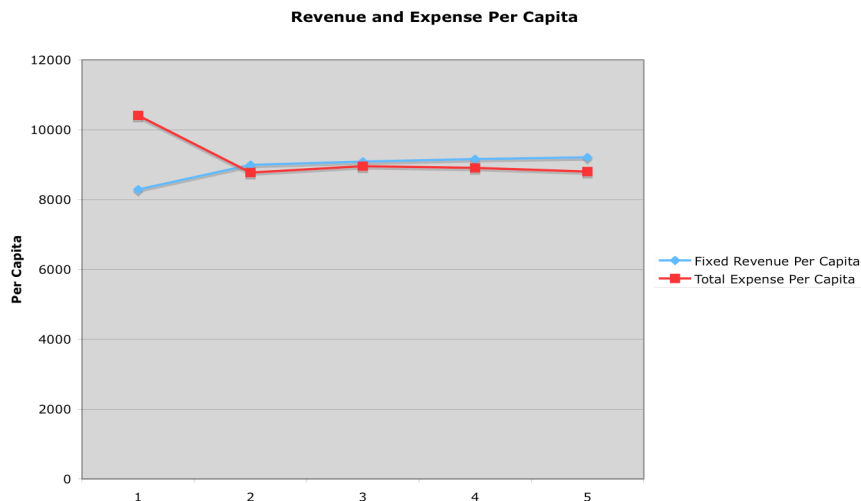
Projected Revenues

	Year 1	Year 2	Year 3	Year 4	Year 5
Subtotal Fixed Revenue	\$1,107,192	\$2,004,081	\$2,764,806	\$3,466,732	\$4,104,996
Fixed Revenue per Capita	\$9,227	\$10,225	\$10,457	\$10,635	\$10,764
Grants and Fundraising	513,000	370,500	213,000	213,000	198,000
Subtotal Contingent Revenue	513,000	370,500	213,000	213,000	198,000
Contingent Revenue per Capita	4,275	1,890	806	653	519
Total Revenues	\$1,620,192	\$2,374,581	\$2,977,806	\$3,679,732	\$4,302,996
Total Revenue per Capita	\$13,502	\$12,115	\$11,263	\$11,289	\$11,283

Each SLLIS elementary school projects to receive \$9,227 in Fixed Revenue per capita in Year 1 of operation and \$10,764 in Fixed Revenue per capita by Year 5 of operation. The sources of Fixed Revenue include funding from the State of Missouri and various Federal Title award programs. Anticipated Contingent Revenue per capita is estimated at \$4,275 in Year 1 and \$519 in Year 5. In Years 1 and 2 each SLLIS elementary school anticipates higher amounts of contingent funding from a variety of sources: Federal Charter School Program implementation grant, Federal Foreign Language Acquisition Program grant, Walton Family Foundation and AmeriCorps*State grants. SLLIS has received \$60,000 in funding from the Walton Family Foundation for Phase I and II feasibility research for each school, and will apply for additional grants from the foundation in its planning and implementation years. SLLIS has been awarded a \$781,000 three-year grant from the USDE’s Federal Charter School Program Planning and Implementation grant.

Expenses

Each SLLIS elementary school’s projected expenditures in Year 1 are \$13,125 per capita. By



Year 5, the projected expenditures are \$10,138 per capita. As noted in the above chart, the Fixed Revenue and Total Expense per capita are almost equal after the first year of operations. This trend indicates that by year five of operations each SLLIS elementary school can operate a robust academic program with an internal fundraising margin of \$600 to \$2,500 per capita.

Fiscal Feasibility

St. Louis Language Immersion Schools will be a financially viable and fiscally-prudent public institution.

In order to operate as a financially viable, fiscally prudent and sustainable public institution, St. Louis Language Immersion Schools will

- maintain a balanced budget,
 - submit a financial audit to University of Missouri-St. Louis and to the State, of Missouri each year by December 31st,
- remain current on all financial obligations,
- establish guidelines for Board approval for non-budgeted expenditures over \$2,000,
- maintain a target 5-10% fund balance,
- under the leadership of the Development Committee of the Board, implement an annual
 - fundraising plan for programs and events outside of general operating expenses, and
- 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.

Financial Accountability

St. Louis Language Immersion Schools shall be financially accountable. Every SLLIS school shall use practices consistent with the Missouri Financial Accounting Manual, provide for an annual audit 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.

As a charter school with local educational agency (LEA) status, St. Louis Language Immersion Schools 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.

St. Louis Language Immersion Schools, Inc. shall provide liability insurance to indemnify the school, board, staff and teachers against tort claims. For the purposes of securing such insurance, the charter school shall be eligible for the Missouri public entity risk management fund pursuant to section 537.700, RSMo. St. Louis Language Immersion Schools will obtain

competitive quotes from other insurers and compare these to the risk management fund in determining its choice of liability insurer.

The chief financial officer of St. Louis Language Immersion Schools shall maintain a surety bond in an amount determined by the Board and to be adequate based on the cash flow of the school.

Development and Fundraising

The Board of Directors of St. Louis Language Immersion Schools 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 subsequent Director of Development will identify regional and national grant-funding opportunities that support the SLLIS mission.

Preliminary research of funding priorities of regional and national foundations reveals that few non-governmental organizations include language learning, immersion instruction or international curricula at the K-12 level in their funding priorities. Armed with this knowledge, the Development Committee understands that a large part of its task is to educate the local and regional philanthropic community about the unique benefits of our proposed schools not only to enhance the lives of the families directly implicated, but also to subsequently change the future of St. Louis' business and economic sectors.

The Development Committee has identified twenty-nine regional corporate foundations and philanthropic organizations that have a history of supporting education initiatives in greater St. Louis. Members of the Development Committee and the SLLIS staff have begun meeting with potential corporate sponsors and foundation directors to share the development phase of the upcoming school network. In each year of operations the Development Committee has set an aggressive fundraising goal of \$50,000-\$80,000 in local contributions. These funds would be ear-marked to provide on-going supplemental programs to all of our students such as Suzuki group and private music lessons, field study enrichment on environmental sustainability and local harvesting, summer school programming, development of a state-of-the-art library/media center with dedicated staff and access to video conferencing equipment, and a preschool program.

In September 2008, The USDE awarded St. Louis Language Immersion Schools a three-year grant for charter school planning and implementation in the amount of \$781,000 to supplement the costs of school development and initial materials and training. In March 2009, SLLIS will apply for the Federal Language Acquisition Project Implementation and Expansion Grant to further the professional development series and special materials collections required by language immersion schools. The funds from these two competitive Federal grants are being earmarked for professional development for Board Directors, administrators and instructional staff, audio/visual and media equipment that will enhance instruction in the immersion language, curriculum development, and the school enrichment program.

Facility options and associated costs

Currently, facility options for start-up charter schools in St. Louis are scarce. There are few former schools that meet our space requirements and budget considerations. We are currently considering repurposing vacant commercial spaces and ancillary parochial properties for use as our start-up facility. We are budgeting \$1,000 per student for facilities rent/lease/acquisition costs. This cost is comparable to facilities costs currently experienced by other charter schools in St. Louis.

Financing and completing renovations and upgrades

St. Louis Language Immersion Schools has made preliminary contact with Illinois Facilities Fund about financing options for acquiring and developing a start-up facility and subsequent permanent facilities for each school. To that end, the Missouri-based Program officer has provided essential input on budgeting for the acquisition and maintenance of various building types. Illinois Facilities Fund has a specially designed lending program to assist charter schools and non-profit organizations with no assets or lending history to procure and renovate facilities for less than \$1 million dollars. Our ideal site will allow us to access Historic Tax or New Market Tax Credits or both to offset acquisition and renovation costs. It is evident that, regardless of the facilities financing that SLLIS acquires, the organization will need to request a type of graduated payment plan to make lease or mortgage payments that are aligned with the budget allocation for facilities costs.

Financing a permanent home for our school

Although no agreement has yet been reached, St. Louis Language Immersion Schools will consider financing the acquisition costs of the start-up and permanent facilities for each school through an agency like the Illinois Facilities Fund. The organization's reputation and expertise in the non-profit sector, access to Federal commercial development funding and technical assistance in planning and managing real estate projects would allow SLLIS to benefit from industry-standard best-practices that provide oversight for long-term facilities acquisition and development. It is evident that regardless of the facilities financing that SLLIS acquires, the organization will need to request a type of graduated payment plan to make lease or mortgage payments that are aligned with the budget allocation for facilities costs.

Facilities and Safety

In selecting a site for the early years of any SLLIS school, the objectives are to provide a safe, comfortable learning environment for children located in an economically appropriate facility. 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 will draft and implement a Health, Safety and Crisis Manual that conforms to standards required by the Missouri Safe Schools Act HB 1301 and 1298, SB 944. The policies therein will include but will not be limited to: discipline, safety, residence, uniforms, enrollment and

withdrawal. The SLLIS Health, Safety and Crisis Manual will outline site-specific plans to maintain safety and to ensure the safety of students and staff in the event of an emergency. The manual will describe how staff members will be trained in the proper use of emergency devices and proper emergency procedures. It will be the President's responsibility to ensure 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 will be 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 will 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 the school has been occupied, a regular schedule of inspections will be developed to ensure the safety of staff and students.

4. Personnel Policies and Professional Development Plan

Recruitment

Each SLLIS elementary school will begin a local, national and international search for administrative and instructional staff in the Fall of 2008. The three essential qualities for all employees are commitment to our student population, demonstrated success teaching elementary students in the immersion language, and native or near-native fluency in the immersion language. 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. SLLIS will insure that all instructional staff has experience, training and skills appropriate to their duties. This shall be determined considering: 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.

In the event that fewer than 120 students enroll per school, the staffing plan will be reduced proportionally. If there are less than 65 students enrolled in kindergarten, we will hire 3 kindergarten teachers instead of 4. Likewise, if there are fewer than 25 students enrolled in first grade, we will hire 1 first grade teacher instead of 2.

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 to share our school development timeline and encourage interested students to pursue the relevant course of study.

We anticipate that native and near-native speakers of each instruction language with secondary and university teaching experience will demonstrate a high interest in teaching in our school. During the recruitment process we will encourage such teachers to add another level of Missouri teaching certification to their professional portfolio. A small number of secondary teachers, not to exceed 20%, may be hired with provisional certification or as Teacher Assistants until they are able to obtain elementary certification.

Additionally, each SLLIS elementary school will make every possible effort to hire support staff who are also native speakers of the immersion language. St. Louis has a growing population of resettled immigrants from various countries who we will 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. Students and families enrolled in each SLLIS elementary school will have opportunities to learn about the diverse cultures of the instruction language and build cultural bridges in their own communities. Every attempt will be 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 will resemble a true multilingual society in which individuals interact in the language(s) that are most comfortable for them.

During the first two years of operation, each SLLIS elementary school will share an incubator facility with another elementary school in the St. Louis Language Immersion Schools network. In addition to sharing facilities, transportation and other overhead costs, the two schools will also share office support staff who are proficient in at least one of the languages of instruction. In the third year, each school will move into a permanent facility and hire additional office support staff.

See Appendix XV: Personnel Policies (Draft) for a full description of proposed personnel policies.

Staffing Plan

Each SLLIS elementary school will share start-up facilities with another elementary school of the SLLIS network. For the first two years of operation, sister schools will share several administrative and support personnel. During the start-up years, the posts of Language Resource Specialist, Special Education Consultant, Office Manager, Custodian and Food Service providers will be shared between the two schools. Each SLLIS elementary school will hire a variety of instructional staff and interns:

- Head of School

- Assistant Head of School
- Six full-time Teachers to staff four Kindergarten and two First Grade classrooms.
- Four full-time Teacher Assistants (High School diploma or equivalent and 60 hours of undergraduate study)
- Four part-time Teacher Specialists with concentrations in Elementary Science, Visual Art, Music and Physical Education

St. Louis Language Immersion Schools will require that all instructional and support staff has 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.

See Appendix V: Budget Narrative for a full justification of each employee's position.

Job descriptions

President

The President will be responsible for the design and implementation of a series of language immersion charter schools in the St. Louis community. Duties will include but are not limited to:

Organizational Structure

Create and present to the Board of Directors for adoption an organizational structure for SLLIS that will include:

- A description of the skill sets required to be represented on the SLLIS Board of Directors
- A description of the relationship of the Board of Directors of SLLIS with the various language immersion schools which will be part of the cluster of schools associated with SLLIS. This will require a legal description of this relationship addressing issues such as
 - responsibilities to be retained at the SLLIS Board level;
 - services to be provided by SLLIS central office to individual associated/affiliated schools;
 - responsibilities which of individual associated/affiliated schools' Boards of Directors of Boards of Advisors (depending on legal structure adopted);
 - Develop staffing and budgeting requirements of SLLIS and a timeline for this budget and staffing implementation
 - Develop a recommended grade structure for consideration by the Board of Directors, e.g., K-5/middle school(s); K-8/High School(s); nature of High School(s), e.g., IB model, United Nations model, etc.

Operational Responsibilities

The President is ultimately responsible for the start-up and sustainability of a cluster of language immersion schools in St. Louis. This includes but is not limited to:

- Identify and cultivate successful language immersion support groups, e.g., parents, teachers, community leaders, etc.
- Identify and recruit successful Heads of Schools for each of the language immersion schools
- Build a strong coalition of support for the cluster including funders, community leaders, government officials, business leaders and others
- Identify and recruit successful finance and operations administrators who will develop and maintain internal reporting and services for all schools in the SLLIS network.
- Secure and manage the coordination of services to be shared across the cluster such as food service, transportation, special education, etc.
- Develop budgets and staffing requirements necessary to achieve the goals of SLLIS
- Raise sufficient money to fund the operation of SLLIS

Organize French & Spanish Immersion Schools for 2009 Openings

Develop the community capacity to organize and launch at least two K-5 language immersion schools starting with Kindergarten in the fall of 2009. This assignment involves all aspects of school start up including the following:

- Organize community support groups/advisory groups for each school and create the support program necessary to successfully launch each school by fall 2009
- Working with each advisory group recruit a Head of School for each school
- Working with the identified Head of School Coordinate the recruitment of students and staff
- Working with the identified Head of School and advisory groups develop charter applications for submission to state for timely approval
- Coordinate with Head of Schools the curriculum development and teaching materials
- Secure school facilities for each school for a fall 2009 opening
- Oversee parallel development of each language school and insure that each school has clearly-defined positive culture and is able to operate independently by the start of Year Three
- Ensures that each SLLIS school effectively manages student assessment and uses data analysis to inform organizational success plan
- Design and conduct bi-annual performance evaluation of Heads of School

Develop a Plan for the Implementation of Other Schools on an Approved Schedule

Develop a plan for the implementation of other language immersion schools over the course of the next five to seven years for presentation and approval by the Board of Directors of SLLIS. These additional languages might include Japanese, Chinese, Arabic, Russian and German.

Minimum Qualifications:

- MA/MS/MSW in Education- related field (Administration, Curriculum & Instruction, Linguistics, etc.)
- Expert teacher or administrator with at least three years of demonstrated experience with under-served populations
- Excellent community-building skills
- Extensive knowledge of curriculum development
- Ability to create and sustain positive, ambitious school culture among staff and students
- Experience in assessment and achievement data analysis
- A record of success in supporting teacher development
- Ability to communicate effectively with all stakeholders: students, parents, staff, PRESIDENT, DESE and greater community

Preferred Qualifications:

- Conversationally fluent in languages of instruction
- Two years of experience in a language immersion or Primary Years Programme elementary school
- Advanced Studies and/or Administrative Certification
- Demonstrated teaching or administrative experience in a start-up school

Salary Range:

- Highly competitive salary
- Professional Development Stipend
- Performance Pay Stipend
- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation

The President is directly responsible to the Board of Directors, which will conduct annual performance evaluations. Like all SLLIS employees the President is an At-Will employee who will be evaluated on the tasks essential to their duties, by multiple evaluators for retention and performance pay.

Head of School

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” The Head of School guides teachers in the implementation of school-wide best practices, discipline-specific curricula and assessments, and school culture. Additionally, the Head of School 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 persistent 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.

Requirements:

Personnel and Programs

- Inspire a culture of excellence that is grounded in the school's mission
- Implement and enhance a total-immersion education program that promotes an international perspective for responsible citizenry at both a local and international level
- Manage and supervise all full- and part-time staff
- In consultation with the Board and its established policies, exercise the power to hire or fire any employee
- 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
- Coordinate and oversee staff development and training that is aligned with Missouri State Standards, IB Primary Years Programme framework and the school's accountability plan
- Conduct regular staff meetings
- Design and implement Professional Development Series and facilitate bi-weekly professional development workshops
- Oversee school data reporting systems and data analysis to inform instructional practice
- Effectively recruit and retain a diverse staff and student population
- Effectively implement data-driven decisions following the school's accountability plan
- Oversee parallel development of each language school and ensure that each school has clearly-defined positive culture and is able to operate independently by the start of Year 3

Financial

- Oversee the implementation of the school's annual Board-approved budget
- Track and assign all purchases
- Responsible for Annual Report of building finances

Parents/Community

- Maintain an open-door policy for parents
- Participate in family conferences when appropriate
- Articulate the school's mission and vision to parents and the community
- Actively participate in School Enrichment Program opportunities

Minimum Qualifications:

- MA/MS/MSW in Education- related field (Administration, Curriculum & Instruction, Linguistics, etc.)
- Expert teacher or administrator with at least three years of demonstrated experience with under-served populations

- Excellent community-building skills
- Extensive knowledge of curriculum development
- Ability to create and sustain positive, ambitious school culture among staff and students
- Experience in assessment and achievement data analysis
- A record of success in supporting teacher development
- Able to communicate effectively with all stakeholders: students, parents, staff, PRESIDENT, DESE and greater community

Preferred Qualifications:

- Conversationally fluent in language of instruction
- Two years of experience in a language immersion or Primary Years Programme elementary school
- Advanced Studies and/or Administrative Certification
- Demonstrated teaching or administrative experience in a start-up school

Salary Range:

- Highly competitive salary
- Professional Development Stipend
- Performance Pay Stipend
- Health, sick and retirement benefits

Job type:

- Full-time 12-month position, one year At-Will Agreement, renewable upon performance evaluation

Assistant Head of School

The Assistant Head of School oversees all family, afterschool, and community relations at each SLLIS elementary school. He/she will build and manage relationships with students and families, local colleges and universities, preschools, community-based organizations and volunteers across the greater St. Louis area. The Assistant Head of School will also design, manage and facilitate the afterschool enrichment program, regularly recruiting and integrating external speakers, volunteers and staff into the curriculum, and manage the volunteer program. Additionally, the Assistant Head of School will be responsible for working with the school's leadership team to maintain any files and submit any reports required by DESE and various funding agencies.

RESPONSIBILITIES:

Family:

Student Enrollment

- Oversee collection and maintenance of all student enrollment records
- Distribute appropriate student record information to teachers

- Oversee student transfers
- Oversee attendance records and contact families regarding attendance problems

Family Communication

- Send periodic email updates to families
- Write school family newsletter
- Oversee various family mailings

School Enrichment Program

- Coordinate parent in-school volunteers
- Facilitate School Enrichment Program activities
- Coordinate whole-school and family events, including the Back-to-School BBQ, Open House, International Potluck, Literacy Night, etc.
- Conduct annual parent surveys and recommend changes to the Head of School when appropriate

Recruitment

- Maintain waiting list and mailing list
- Train parent volunteers to conduct school tours

Orientation (as necessary and in conjunction with other school administrators)

- Organize and facilitate orientations for new students
- Organize and facilitate orientations for new families
- Oversee new student assessment
- Organize returning family orientations

Afterschool:

Volunteer Tutors

- Supervise AmeriCorps members to recruit, train, manage and retain qualified volunteers to serve as tutors, mentors, after school coordinators and guest speakers in support of the school and its students
- Work closely with the full SLLIS administrative team to identify current and future needs for volunteers and lead strategy development for their recruitment

Afterschool Programs

- Oversee afterschool programming with outside service providers
- Assist in the development of new afterschool academic and arts programs
- Oversee other aspects of afterschool programming

Community Relations:

Local Community

- Build and maintain relationships with local preschools, community-based organizations and other groups that work with urban youth from a full range of communities and identify productive avenues to support recruitment of future students
- Build awareness of SLLIS and our program in the community, including cultivating relationships with organizations able to provide afterschool programming and internship/apprenticeship opportunities
- Serve as the school's liaison to the immediate surrounding community and neighboring residents
- Design and produce regular reports on community outreach results and recommend future initiatives based on school needs

Grant Writing (as necessary and in conjunction with other school administrators)

- Assist with government grant writing and AmeriCorps reporting
- Assist with other grants as needed

Minimum Qualifications:

- BA/BS
- A commitment to SLLIS and its values; an understanding of SLLIS's mission and unwavering commitment to fulfill it, particularly the understanding that parents have the greatest impact on student achievement, and the role of the parent as a partner must be valued and cherished
- A high level of personal integrity and professionalism
- 2+ years experience and demonstrated success in community outreach and/or adult education
- Proficiency with Microsoft Office suite and comfort with newsletter templates/ software.
- Effective communication skills, with a gregarious nature and the ability to connect with people from a variety of different backgrounds. Fluency in the language of instruction is highly preferred.
- A creative, resourceful, responsive style with a strong attention to detail and follow-through and the ability to work independently and as a team player

Preferred Qualifications:

- Demonstrated success building, managing, and growing meaningful relationships with a diverse range of constituents in the greater St. Louis community
- Sensitivity to and knowledge of under-served urban communities in the US and/or immigrant communities in the US
- Experience managing volunteers serving in a variety of roles including as mentors, tutors and public speakers

Salary Range:

- Highly competitive salary
- Professional Development Stipend
- Performance Pay Stipend
- Health and retirement benefits

Language Resource Specialist

The Language Resource Specialist will have responsibilities that span curriculum development, program design, coordination, and evaluation, and professional development. In the early stages of school development, this will involve both “big-picture” elements such as summative assessment, choice of texts, etc. as well as the day-to-day design of units of inquiry and lesson plans.

Responsibilities:

Instructional

- Deliver model lessons on literacy implementation

Administrative

- Work with the Heads of School, staff and outside coaches to ensure that the school has a high-quality data-driven professional development program
- Coordinate and facilitate staff training and planning, and leading weekly meetings
- Observe classroom teachers and provide structured, non-evaluative feedback on literacy implementation.
- Assist in the design and on-going implementation of the school’s assessment program
- Assist data collection and analysis of student achievement data in the area of literacy
- Review and select texts, readers and assessments in the instruction language
- Coordinate analysis of student performance on external and internal formative and summative assessments in order to adjust curriculum and instruction to meet student needs
- Coordinate and administer assessments, including state-mandated and internal summative and formative assessments

Minimum Qualifications:

- BA/BS in Education, Language and Literacy or related field
- Elementary or Early Childhood Teaching Credential (Missouri or International)
- A minimum of three years demonstrated, effective elementary classroom instruction
- A high level of knowledge regarding research-based instructional practice in literacy
- Record of success in leading professional development activities, including training, coaching, and providing observation, feedback, and demonstration lessons
- Native/near- native fluency in French and Spanish
- Strong facilitation and presentation skills
- Strong data collection and analysis skills

Preferred Qualifications:

- Special Education and/or Reading Specialist credential preferred
- Advanced degree or certification (National Board of Professional Teaching Standards)
- Understanding of the link between literacy and the achievement gap and how to explain it to staff
- Excellent program design and management skills

Salary Range:

- Highly competitive salary
- Professional Development Stipend
- Performance Pay Stipend
- Health and retirement benefits

Job type:

- One year At-Will Agreement, renewable upon performance evaluation

Teacher

St. Louis Language School will open two new total immersion elementary schools in 2009 founded on best practices, innovative initiative and the search for excellence. SLLIS seeks fluently bilingual, French/English and Spanish/English teacher candidates who demonstrate a strong desire to teach an academically rigorous curriculum and have an unswayable belief that all students can achieve at high levels. All employees are expected to support the mission of the school and must actively participate in a professional and team learning community. Join the founding team and help create a school environment that will forever change St. Louis.

Responsibilities:

Instructional

Planning and Delivery

- Plan instruction appropriate to subject(s), grade level(s), abilities and cultural background of his/her students
- Create an atmosphere through personal example and efficacious relationships with students, which inspire intellectual growth and an enthusiasm for learning
- Create and organize classroom rules, procedures and routines
- Manage student behavior to ensure student learning
- Establish a culture of high expectations, diversity, cultural sensitivity and understanding
- Establish clear content and language objectives for all lessons, units and projects
- Provide instruction to special needs students and work in conjunction with the Special Education Consultant to ensure that IEP student goals are being met
- Provide differentiated instruction as needed

Assessment

- Maintain an ongoing communication with students and parents about the students' level of instruction, academic progress and/or deficiencies
- Monitor and evaluate student progress regularly in relation to learning objectives.
- Track information and maintain accurate student records

- Analyze qualitative and quantitative student data; use this data to drive instruction and to differentiate instruction
- Administer standardized assessment, school-selected assessments in accordance with the school
- Plan, implement, monitor and assess a classroom instructional program consistent with the Missouri State Standards, Primary Years Programme framework and the Mission of the school

Professional

School

- Actively participate and contribute to the School's professional learning community including the Back To School Institute and bi-weekly professional development workshops
- Demonstrate knowledge of and support the school's mission, standards, policies, procedures, philosophy and code of ethical behavior
- Implement best practices
- Maintain consistent, punctual and regular attendance
- Mentor and co-plan with grade level partner teacher and teacher intern, keeping him/her informed of weekly plans and goals and evaluating partner teacher/teacher intern performance
- Complete all assignments in a timely fashion
- Work collaboratively with all SLLIS teachers and staff
- Reflect, improve and collaborate with colleagues, parents and community
- Actively participate and contribute to the weekly grade-level meetings and professional development
- Commitment to work in an innovative and entrepreneurial environment
- Excited about teaching in a socio-economically and ethnically diverse inner-city environment
- Tolerate and manage high levels of stress in a productive manner
- Excellent interpersonal skills, including the ability to listen and be responsive to student, parents, colleagues, community members, administrators and Board members
- Ability to work in a team environment as well as independently
- Ability to make sound decisions based on information acquired
- Willing to actively participate in charter related tasks, projects and/or events
- Commitment to teaching and practicing social justice, efficacy and equity in our classrooms

Family

- Collaborate with and motivate parent involvement
- Provide students and parents with regular and timely information on classroom activities, school events, parent conferences, progress reports, report cards, etc.
- Attend evening and weekend school programs and parent meetings as needed

Student

- Identify student needs and collaborate with other team members and outside services to support you and your students' needs

Community

- Represent the School and program to district, county, state and/or federal community groups
- Interact with outside agencies as necessary
- Utilize community resources in support of academic program

Complete all other duties as assigned.

Minimum Requirements

- BA/BS in Education, Language and Literacy or related field
- Knowledge of Language Immersion Education and language acquisition
- Successful classroom experience in an elementary or early childhood setting
- Excellent speaking, reading, writing and math skills in English and language of instruction
- Leadership skills with the ability to facilitate parent meetings and enhance cooperative working relationships.
- Strong communication and problem-solving skills in both language of instruction and English
- Clear Criminal Background/Fingerprint Clearance
- Valid TB Clearance by first day of employment
- Computer skills proficiency in Word, Excel, Power Point and others as necessary

Preferred Qualifications

- Immersion school experience or familiarity with International Baccalaureate Primary Years Programme units of inquiry
- Valid Teaching Credential: Early Childhood Education or Elementary Education issued in Missouri or by an international university
- At least 2 years of teaching experience
- Native/near -native fluency in the language of instruction
- Demonstrate knowledge of curriculum development
- Graduate Studies or advanced teaching certification (National Board of Professional Teaching Standards)

Salary Range:

- Highly competitive salary
- Professional Development Stipend
- Performance Pay Stipend
- Health and retirement benefits

Job type:

- Full-time position, one year At-Will Agreement, renewable upon performance evaluation

Teacher Assistant (4 positions per school/language)

St. Louis Language Immersion Schools (SLLIS) will open The French School and The Spanish School, two new total immersion elementary schools, in 2009. SLLIS seeks fluently bilingual, French or Spanish teacher assistant candidates who demonstrate a strong desire to work in an academically rigorous curriculum and have an unswayable belief that ALL students can achieve at high levels. All employees are expected to support the mission of the school and must actively participate in a professional and team learning community. Join the founding team and help create a school environment that will forever change St. Louis.

Responsibilities:

Teacher Assistant works closely with the Kindergarten Lead Teacher to:

Planning and Delivery

- Plan instruction appropriate to kindergarten abilities and cultural background of his/her students.
- Create an atmosphere through personal example and efficacious relationships with students, which inspire intellectual growth and an enthusiasm for learning
- Create and organize classroom rules, procedures and routines.
- Manage student behavior to ensure student learning.
- Establish a culture of high expectations, diversity, cultural sensitivity and understanding.
- Provide instruction to special needs students and work in conjunction with the Special Education Consultant to ensure that IEP student goals are being met.
- Provide differentiated instruction as needed.

Assessment

- Maintain an ongoing communication with students and parents about the students' level of instruction, academic progress and/or deficiencies.
- Track information, and maintain accurate student records.
- Administer standardized assessments and school-selected assessments.

Professional

School

- Actively participate and contribute to the School's professional learning community including the Back To School Institute and bi-weekly professional development workshops.
- Demonstrate knowledge of and support the School's Mission, standards, policies, procedures, philosophy, and code of ethical behavior.
- Maintain consistent, punctual and regular attendance.
- Complete all assignments in a timely fashion.

- Work collaboratively with all SLLIS teachers and staff.
- Reflect, improve and collaborate with colleagues, parents and community.
- Actively participate and contribute to the weekly grade-level meetings and professional development.
- Commitment to work in an innovative and entrepreneurial environment.
- Excited about teaching in a socio-economically and ethnically diverse inner city environment.
- Tolerate and manage high levels of stress in a productive manner.
- Excellent interpersonal skills, including the ability to listen and be responsive to student, parents, colleagues, community members, administrators and Board members.
- Ability to work in a team environment as well as independently.
- Ability to make sound decisions based on information acquired.
- Willing to actively participate in charter related tasks, projects and/or event.
- Commitment to teaching and practicing social justice, efficacy and equity in our classrooms.

Family

- Collaborate with parents and motivate parent involvement.
- Provide students and parents with regular and timely information on classroom activities, school events, parent conferences, progress reports, report cards etc.
- Attend evening and weekend school programs and parent meetings as needed.

Student

- Identify student needs and collaborate with other team members and outside services to support you and your students' needs.

Community

- Represent the School and program to district, county, state and/or federal community groups. Interact with outside agencies as necessary.
- Utilize community resources in support of academic program.

Complete all other duties as assigned.

Minimum Requirements

- High school diploma or equivalent and 60 hours of post-secondary coursework
- Native/Near Native Fluency in the language of instruction
- Excellent speaking, reading, writing and math skills in language of instruction
- Strong communication and problem solving skills in both language of instruction and English
- Clear Criminal Background/Fingerprint Clearance
- Valid TB Clearance by first day of employment.

Preferred Qualifications

- Associate Degree/CDA certificate
- 2 years of experience with pre-school, daycare or elementary classes.
- Knowledge of curriculum development

- Knowledge of Language Immersion Education and language acquisition

Salary Range:

- Competitive salary
- Professional Development allocation
- Professional Development Stipend
- Performance Pay Stipend
- Health and retirement benefits

Job type:

- Full-time position, one year At-Will Agreement, renewable upon performance evaluation

Job Description: Office Manager

Overview of the position

The Office Manager assists in ongoing efforts to increase the efficiency of data collection and operations. This includes maintaining file systems, data entry, contact management, operational details and special projects.

The ideal candidate will be experienced in handling a wide range of administrative and executive support related tasks and will be able to work independently with little or no supervision. This person must be exceedingly well organized, flexible and enjoy the administrative challenges of supporting a small office of diverse people and programs.

Expert level written and verbal communication skills, strong decision making ability and attention to detail are equally important. The Office Manager reports to the Operations Manager of the SLLIS network.

Duties & Responsibilities

A more detailed outline of responsibilities will be provided upon joining the team.

Data Handling

- Manage information systems, such as covering phones, coordinating faxes, responding to emails, vendor calls, research, etc.
- Organize and maintain records & files – paper, electronic and database
- Assist Operations Manager with state and federal compliance records including Special Education and Core Data

Administration

- Manage school contact database.
- Manage incoming/outgoing mail and packages.
- Act as back up for answering phones.
- Welcome all office visitors.
- Provide support to other executive level team members as necessary.
- Special projects, as needed
- Develop and document all processes related to the Office Manager role.

Salary Range:

- Competitive salary
- Performance Pay Stipend
- Health and retirement benefits

Job type:

- Full-time position, one year At-Will Agreement, renewable upon performance evaluation

Qualifications:

- Two years experience in a similar environment.
- Excellent organizational skills, tact, diplomacy, effective communication skills, initiative, maintain confidentiality in sensitive matters, and display excellent judgment.
- Ability to change gears from moment to moment, in order to keep up with the growth of the organization.
- Excellent multitasking skills, stamina and be a self-starter
- Excellent communication and reasoning skills
- Comfort with technology and strong knowledge of Microsoft Office specifically (Outlook, Word, PowerPoint, Excel and Access) and Internet applications
- Proficiency in French or Spanish preferred.

Professional Development

While the learning program at each SLLIS elementary school will be extensive and challenging for students, it will also require that the instructional staff become active members of a professional learning community to explore the most innovative and effective research-based school models in the world. The Professional Development Series will include a nine-day Back-to-School Institute; single-day workshops in November, January, February, April and May, twice-weekly curriculum planning and discussion sessions, and conclude 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. Research demonstrates that on-going, collaborative classroom and practical professional development and support are the key to improving teacher practices and, as a result, student achievement². An integral component of the Professional Development Series will be documenting reflective practice in an instructional portfolio.

The portfolio requirements will be closely aligned with the National Board of Professional Teaching Standards (NBPTS). A recent report demonstrates “that students taught by [National

² Resnick, L. Editor *Teaching Teachers: Professional Development to Improve Student Achievement*. American Educational Research Association. Research Points, Summer 2005: Vol 3, Issue 1.

Board Certified Teachers] make higher gains on achievement tests than those taught by teachers who have not applied and those who did not achieve certification.”³

The Five Core Propositions of NBPTS clearly reflect the beliefs that characterize the work expected and encouraged in all instructional staff of each SLLIS school.

- Proposition 1:** Teachers are Committed to Students and Their Learning.
- Proposition 2:** Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
- Proposition 3:** Teachers are Responsible for Managing and Monitoring Student Learning.
- Proposition 4:** Teachers Think Systematically about Their Practice and Learn from Experience.
- Proposition 5:** Teachers are Members of Learning Communities.

Each SLLIS school will encourage all teachers to apply for National Board Certification as is appropriate in their teaching careers and will, with a future funding source, eventually subsidize the application costs for achieving the nation’s most prestigious teaching credential. By reinforcing the language and core values of NBPTS throughout the Professional Development Series, each SLLIS school will position all of its teachers for success on this rigorous measure.

The Head of School, Language Resource Specialist, Assistant Head of School and select staff and consultants will facilitate weekly curriculum and discussion sessions based on staff reading of shared texts. The single-day workshops will focus on long-term implementation goals. Each of these workshops will be reinforced during the weekly professional development sessions as well. 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. The chart below illustrates how long-term implementation goals will be explored throughout the Professional Development Series. The Professional Development Series will include considerable work on the intersection of the School Enrichment Program and student achievement. Each SLLIS school will engage all instructional staff in a reflective study of culturally responsive teaching as it relates to structuring our school community and values and the positive impact of such teaching on student achievement⁴. The chart below illustrates how long-term implementation goals will be explored throughout the Professional Development Series.

Single Day Workshops	Bi-weekly Curriculum and Discussion Session Topics	Shared Texts
----------------------	--	--------------

³ Hakel, M., Koenig, J. A., Elliott, S. W., Eds. *Assessing Accomplished Teaching: Advanced-Level Certification Programs* National Research Council, 2008.

⁴ Gay, G. *Culturally Responsive Teaching*. New York: Teachers College Press, 2000.

<ul style="list-style-type: none"> • Culturally Responsive Teaching <ul style="list-style-type: none"> ○ cross-cultural communication ○ family support and communication ○ standardized vocabulary in the immersion language ○ local home cultures ○ English language variances • Readers' and Writers' Workshop development • Data Management and Assessment • Reflective Practice • Inquiry 	<ul style="list-style-type: none"> • Formal and informal learning • Diversified instruction • Formative, summative and observational assessments of student growth • Building strong school community • Demonstrating professional growth • Data management for effective reporting of student growth • Special education inclusion strategies • Everyday Math • Readers Workshop • Writers Workshop 	<ul style="list-style-type: none"> • <u>Deculturalization in American Schools</u> • <u>Languages and Children: Making the Match</u> • <u>The First Days of School</u> • <u>The Morning Meeting Book</u> • <u>The First Six Weeks of School</u> • <u>In the Middle</u> • <u>The Art of Teaching Reading</u> • <u>Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas With Guiding Questions (Theory and Practice)</u> • "Two languages for all children: Expanding to low achievers and the handicapped" • Dual Language Development and Disorders
--	--	---

In addition to the continuous on-site Professional Development Series, every other year all administrators and full-time instructional staff will attend 3-4 day intensive trainings in implementing the Primary Years Program. Each level of training corresponds with the teachers' levels of experience with the IB framework and builds on their past implementation while adding new information and frameworks for their current classroom. Depending on each teacher's previous experience and individual performance plan, the annual off-site professional development will rotate between implementing the Primary Years Program, total language immersion at the elementary level, and specific curricula that the school adopts. For example, in Year 1, half of the teaching staff may attend an IB PYP level 1 training while the other half attends a total language immersion summer institute. In year 2 of operations those cohorts would attend the complementary institute or training. The Professional Development Series will include reinforcement of the off-site workshops, horizontal and vertical team planning, and collaborative unit and lesson writing so that all instructional staff may continue to augment their experiences throughout the school year. All full-time instructional staff will be compensated with a modest stipend for their participation in The Professional Development Series summer and after-school sessions.

The Professional Learning Community at each SLLIS school will extend beyond the curricular implications of our school model and community. Each year, administrators and key instructional staff will attend the Missouri State Charter School Association Conference, the National Charter School Conference and the Charter School Program training to learn about best practices within the charter school movement. Additionally, staff members will participate in trainings and workshops sponsored by the Missouri Department of Elementary and Secondary Education that will enhance SLLIS' compliance with state and federal program implementation and reporting requirements.

As the budget allows, key administrators and instructors may also receive sponsorships to attend national and international conferences on immersion and international education. Ideally, these activities will be funded by Federal grants (Charter School Implementation, Federal Language Acquisition) or funding from private foundations like the Walton Family Foundation.

Performance Feedback

Each SLLIS elementary school will implement an annual 360° performance evaluation of key staff that will include self-evaluation, peer evaluation, supervisor evaluation, professional portfolio and student growth results. Similarly the Board of Directors will conduct an annual evaluation of the President that will include a self-evaluation, school community evaluation, supervisor evaluation, professional portfolio and student growth results.

Continually Improving Staff Performance

St. Louis Language Immersion Schools will continually improve staff performance through the implementation of the Professional Development Series outlined in Part VI: Curriculum, D. Professional Development, the International Baccalaureate Accreditation Process and Performance Pay. 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 accreditation

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. Instead of providing standardized curricula, units or external assessments, the Primary Years Program curriculum team focuses on building capacity within each school's faculty. 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 Primary Years Program certification cycle, all teaching staff and administrators at each SLLIS elementary school will participate in workshops and mentorship programs arranged by the school's IB Coordinator and the International Baccalaureate Organization (IBO). Teachers will have access to resources from established IB programs in the US and abroad via the IBO resource network. The workshop and training schedules will be aggressive, but both teachers and students will 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 North America office. In Year 3 of the candidacy process, a team of Primary Years Program 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 VI: 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.

Performance Pay

St. Louis Language Immersion Schools will institute a Performance Pay-based annual compensation system for all administrative and professional staff. The Performance Pay schedule will be based on the Lexington Institute's research findings on merit pay⁵. Using explicit performance goals in at least four essential areas: student growth on internal and external assessments, parent participation, professional growth and engagement, and effective data reporting, the 360° performance evaluation will serve as the basis for determining the percentage of bonus or annual raise that each employee will receive. This composite evaluation will encourage all teachers and administrators to be mindful about the holistic development of their practice as it relates to student achievement. Because this model is based on measurable growth rather than scores at one point in time (measurable growth is how much students develop over their year with a particular teacher), teachers will have continued incentives to improve their work annually. Additionally, all full-time teachers and Teacher Assistants will receive a modest stipend for their participation in weekly after-school professional development and summer goal-setting sessions.

Personnel Policies

Personnel policies, along with additional information, will be included in the Employee Handbook. The Employee Handbook will be 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. Any additions, deletions or other changes to the Employee Handbook are subject to approval by the Board of Directors. Personnel Policies to be drafted for inclusion in the Employee Handbook cover but are not limited to:

⁵ Holland, R. *Charter School Models for Merit Pay for Teachers*. Lexington Institute 2007

- Employment and Assignment
- Personnel Records
- Attendance
- Substitute Teachers, Assistant Teachers, Interns and Student Teachers
- Personal and Professional Behavior
- Solicitations and Gifts
- Professional Growth
- Community Activities
- Performance Evaluation
- Compensation
- Payroll Procedures
- Benefits
- Compensable Leave
- Leaves of Absence
- Termination of Employment

See Appendix – Employee Policies and Handbook for a full description of personnel policies.

Key functions to be outsourced

Each SLLIS elementary school and St. Louis Language Immersion Schools recognize the delicate financial balance of outsourcing key functions and building capacity and community within each school. Each SLLIS elementary school will make every attempt to identify which key functions would best be provided through contracts with independent agencies. At present, each SLLIS elementary school anticipates outsourcing payroll, transportation and special education services. Ideally, the school would like to retain its food service program in-house to allow for co-curricular alignment of food services, nutrition and healthy living programs to occur in the immersion language. The development team does recognize that the cooking facilities in the start-up and permanent locations may pre-determine the school's food service restrictions (i.e. if there is only a warming kitchen in the building the school will have to outsource food services or raise the capital to install a full cooking kitchen).

Each SLLIS elementary school will engage in two contracts that supply highly-motivated and skilled service and intern staff to the campus: AmeriCorps and Amity. Through an AmeriCorps Grant administered by the Missouri Commission Service Commission, St. Louis Language Immersion Schools, Inc. will select ten (10) AmeriCorps members to be divided evenly between the two school campuses. Primary criteria for each Member are language experience in the language of instruction, desire to serve an elementary population and leadership skills. AmeriCorps members serve a twelve (12) month position and work approximately 35 hours per week as the primary staff for the After care program and School Enrichment Program events.

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. Each SLLIS elementary school will request eight (8) Amity teacher interns, one for each dedicated classroom.

5. Grades or ages of students being served

St. Louis Language Immersion Schools will open a network of public charter schools that will eventually serve 4,800 students in grades K-12 by the year 2024. The ultimate goal of the SLLIS school network is to prepare a diverse group of St. Louisans for life in a fully integrated world economy. To that end, each SLLIS elementary school will deliver its instructional program via total language immersion--one of the most effective, documented ways to fully develop bilingualism and biculturalism--and the SLLIS secondary school will provide continued instruction in the immersion languages.

In 2009, SLLIS will open its first two campuses with French and Spanish instruction. These languages were chosen to reflect the rich cultural heritage of St. Louis' founders. In subsequent years, SLLIS will open elementary campuses with less commonly taught languages like German, Mandarin Chinese, Arabic, Japanese, Russian, and Farsi. The SLLIS Board of Directors is particularly interested in supporting the study of languages to prepare future generations for US national defense, international study and employment.

The language of instruction for all subject matters will be the immersion language of each school. First, students will learn literacy skills in the immersion language and then apply these skills to English Language Arts classes which will formally begin in the spring semester of Second Grade. Students will perform at grade-level in both languages by 5th grade. In its first year, each SLLIS elementary school will enroll eighty(80) kindergarten students in four (4) kindergarten classrooms and forty (40) first grade students in two first grade classrooms. Each year the school will add four (4) new classes of twenty (20) kindergarten students each and grow one grade level for a maximum of 408 students in grades K-5. We recognize that the student population may face a 10% attrition rate annually. Due to the nature of language immersion, it will be difficult to fill student spots in the upper grades, thus we anticipate a total enrollment of 408 students instead of 480 students (80 students x 6 grade levels).

The per-grade enrollment of each SLLIS elementary school is best reflected in the chart below. We anticipate the student population will face a 10% attrition rate and that, due to the nature of language immersion in which all instruction is delivered in the student's non-native language, it may be difficult to recruit students for participation in the upper elementary grades. Existing language immersion schools in other regions confirm this level of attrition and caution against establishing a new program with fewer than seventy-five (75) Kindergarten students. This projected attrition explains the diminishing number of students in the count by grade level.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	6 classes	10 classes	12 classes	14 classes	16 classes	17 classes

K	80	80	80	80	80	80
1st	40	80	80	80	80	80
2nd		36	72	72	72	72
3rd			32	65	65	65
4th				29	58	58
5th					26	52
Total Enrollment	120	196	264	326	381	408

6. School year calendar and typical day calendar

Each SLLIS elementary school will have an extended school year of 186 instructional days during the school year beginning Monday, August 17, 2009 and ending Tuesday, June 22, 2010. The Extended-Day program will provide educational, interpersonal and nutritional services to students from 7:00am to 8:30am and from 3:30pm to 6:00pm. Elective and remedial tutoring, athletics, enrichment classes and aftercare will be offered to students during this Extended-Day program. An option for preschool may be offered in conjunction with another entity. There will be four (4) Family-Teacher Conferences in August, September, January and May during which families will meet with their child’s Lead Teacher and support staff to set goals, assess progress and celebrate growth. Individual translators will be present as necessary for each individual Family-Teacher Conference. Instructional staff will have fifteen (15) full professional development days, which are non-attendance days for students. The Professional Development Series will include a nine-day Back-to-School Institute, single-day workshops, curriculum planning and discussion sessions in November, January, February, April, and May. These conclude with a two-day progress-assessment and goal-setting session June 23-24, 2010. See Appendix VII: SLLIS Elementary School Calendar for the full school attendance calendar for each SLLIS elementary school.

A predictable schedule and clearly understood routines help children feel safe and become independent, confident workers in the classroom. The extended school day will begin with a Before School Program from 7:30am to 8:30am, School Day Program from 8:30am to 3:30 pm, and conclude with the After School Program from 3:30pm to 6:00pm. During Circle Time/ Morning Meeting, classroom teachers will engage students in an overview of the current unit of inquiry and the day’s explorations of the select unit. During the mandatory school day, 8:30am-3:40pm, all instruction occurs in the immersion language for kindergarten, first and second grade classes. In third through fifth grade the English specialist will teach a 40-minute English Language Arts class. For all students K-5 the Alphabet Yoga/Creative Movement before school class and Book Club in After school will be conducted in English.

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: Readers’/Writers’ Workshop, Everyday Math and FOSS.

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.

See Appendix VIII: Programmes of Inquiry for a sample overview of Units of Inquiry at American International School of Guangzhou, an IB World School in southern China. See Appendix IX: Grade 1 Programme of Inquiry for a sample overview of the integration of traditional subjects into a unit of inquiry

Extended School Day (7:30am-6:00pm)

Before School

7:30-8:15 Alphabet Yoga/ Creative Movement

8:15-8:30 Packing-up, Bathroom Break, and Classroom Welcome

Mandatory School Day

8:30-9:00 Breakfast

9:00-9:20 Arrival and Free Choice

9:20-11:00 Unit of Inquiry

Circle Time/ Morning Meeting
Calendar and Weather Report
Readers Workshop

11:00- 11:45 Lunch and Outside play

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

12:15-3:00 Unit of Inquiry

Writers' workshop
Science, Art, Music, P.E. integration
Centers
Clean-up and Snack time
Theme-based Songs and Story Time
Math

3:05-3:20 Planners

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

3:30-3:40 Outside for dismissal

After School Program

3:40- 4:00 Outside play

4:00-4:30 Book Club (English) and snack

4:30-5:30 Guided choice: Enrichment

5:30-5:45 Clean-up

5:45-6:00 Good-bye time

See Appendix X: Typical School Day for a justification of each component of the school day.

7. Educational program and curriculum

What is IB?

The International Baccalaureate was established in 1968 as a means to bring together the best of different education systems worldwide and create a diploma that is universally accepted as an entrance level to universities around the world. The International Baccalaureate provides an excellent framework that allows for the incorporation of existing Missouri Standards and Federal No Child Left Behind requirements. The Primary Years Program (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. 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.

Why IB?

Each SLLIS elementary school's curriculum will accommodate a wide array of students with varying abilities and academic goals. The primary goal of the development team was to find a model compatible with the school's mission and vision to lay the foundation for active and reflective community leaders, as well as allowing the most seamless framework to complement broad diversity and inquiry-based learning. In a constructivist, inquiry-based model, educators encourage students to create meaning in every phase of their learning and pose multi-layered questions of their world; both of these elements are critical in the IB Primary Years Program. Reaching a wide range of students at their respective academic levels while still maintaining high expectations for school-wide achievement would be possible with several programs, but the engagement of students in their local and global communities while providing emotional, interpersonal and social service elements align strongly with the IB Primary Years Program.

The International Baccalaureate Primary Years Program was explored in-depth and became the primary focus of the development team's learning program design. Community needs and an opportunity to advance a proven model into a new public school setting were also factors in selecting the IB Program as the academic foundation for each SLLIS elementary school. There

are no schools (public, parochial or private) in Missouri that offer an IB Primary Years Program. However, Metro Classical and Academic High School in St. Louis, the highest performing public high school in Missouri offers the IB Diploma Program, as does Lindbergh High School in South St. Louis County. By creating an elementary school that teaches a diverse group of students the ways of thinking required in highly rigorous secondary schools like Metro and Lindbergh, each SLLIS elementary school will increase the number of students in all secondary programs who are prepared to continue demanding college preparatory studies.

Each SLLIS elementary school's curriculum is designed to expose students to both global and local community subjects while meeting state academic standards in an engaging learning environment. Students and their families will work together with each SLLIS elementary school to share how their personal experiences relate to broader contexts of time, place, identity, impact and relationships. This kind of curriculum works in harmony with constructivist learning (where students build knowledge by finding context in their own experiences and perspectives) and inquiry-based learning (where students question and explore a subject to make meaning and to gain deep understanding of it).

The Primary Years framework also recognizes the importance of social development at the elementary age and appropriately aligns academic, socio-emotional and interpersonal growth in each part of the learning program. Each child is appreciated for his or her own individual learning progress and success as he or she progresses towards challenging but developmentally appropriate benchmarks. At each SLLIS elementary school, students are held to high intellectual and moral standards in a caring learning environment that encourages involvement, inquiry and the quest for life-long learning. The teaching methods employed are designed to instill a joy of learning and nurture curiosity paired with self-discipline. All students should be assisted to develop healthy self-esteem and gain a set of core values that make them valuable, valued and well-mannered members of their communities. Parents, supported by school staff, faculty and community partners, participate in their children's academic commitment and foster their developing sense of appreciation and service to the community.

Primary Years Program Learning Themes

There are six overarching themes encompassing the entire IB Primary Years Program (PYP), serving as a collective guide to teachers and a continuous link for students between subjects and grade levels. The curriculum 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 curriculum. 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.



Each of the PYP themes in the above diagram⁶ 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:

- Who we are (language arts, social studies)
- Where we are in place and time (social studies, mathematics)
- How we express ourselves (mathematics, arts)
- How the world works (arts, science & technology)
- How we organize ourselves (science & technology, personal/social/physical education)
- Sharing the planet (personal/ social/physical education, language arts)

In every SLLIS school, service, learning and character education are integrated into theme-based units in each classroom. St. Louis Language Immersion Schools 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. The IB PYP framework provides strong support for this integrated model through the inclusion of character and citizenship attitudes⁷ in the program design. These attitudes can be easily aligned with programs like

⁶ from *IB Primary Years Programme Curriculum Framework* available at <http://www.ibo.org/pyp/slideb.cfm>

⁷ The Primary Years Programme anticipates that teachers include materials to support the following attitudes in their theme-based units: tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation.

Character Plus in Missouri, allowing our faculty to learn and share best practices with local colleagues thereby increasing their participation in the greater elementary professional learning community.

One of the hallmarks of the Primary Years Programme is the culminating project in Fifth Grade. All students will spend their final elementary year designing research and implementing real-life, problem-solving skills that are applicable to local and/or global communities. Students' service learning projects 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

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

The SLLIS elementary school development team is extremely confident that the IB Primary Years Programme will open doors to learning and understanding that many of the students would not otherwise experience. 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. The educators in our school community will use the guiding principles of the Primary Years Programme to author a reflective school curriculum.

The SLLIS elementary school development team is extremely confident that the IB Primary Years Program will open doors to learning and understanding which many of the students enrolling would not otherwise experience. The themes and concepts are broad and complex, but engineered to engage elementary students attending the school regardless of their proficiency levels, gifts, or limitations. Supplemental curricula such as the Reader's/Writer's Workshop, Everyday Math and FOSS Science kits will bolster the IB Program's curricular super-structure and develop new tools students can use to enhance their overall learning experience.

Literacy: 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 Program. 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

from *The Schools' Guide to the Primary Years Programme*. (2002)

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?”⁸

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.

The Reader’s/Writer’s Workshop will last an intensive two-hours each day. An hour will be devoted to Writer’s Workshop and an hour to Reader’s Workshop. One half -hour will be designated as specific skill-building time to address areas that require a more direct-instruction approach. Students may be instructed as a class or in small groups depending on the skill being taught and the possible need for differentiated instruction. As each SLLIS elementary school grows, the curriculum will incorporate a reading “buddy” program like Early Intervention in Reading, through which older readers--typically 4th grade and above--read to small groups of readers in kindergarten and first grade.

Math: 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 St. Louis Language Immersion Schools 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 will be used in conjunction with

⁸ *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.

internationally-recognized elementary mathematics curricula from the home countries of the instruction language.

Science: 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 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.⁹ 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 twenty first 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.

⁹ Normandale French Immersion School in the Edina, MN, public school distribute has adopted and translated several FOSS kits with great success in supplementing their dedicated science curriculum.

8. Educational goals and objectives

Student Goals

St. Louis Language Immersion Schools has defined school-wide goals in four essential categories:

Academic Progress

All continuously enrolled students will make measurable academic progress as a direct result of the instruction, intervention and support of SLLIS staff.

Socio-emotional Growth

All continuously enrolled students will demonstrate socio-emotional growth through their student portfolios, culminating projects and group study dynamics.

Citizenship

All continuously enrolled students will demonstrate sincere understandings of the positive attitudes embedded in the elementary curriculum.

Community Participation

The community of stakeholders in each school will demonstrate their support and commitment through progressive and positive participation in school and community activities.

See Appendix XVI: Sample Scope and Sequence (Kindergarten) for standards, benchmarks and performance objectives for academic progress.

Each of these goals is supported by the five essential elements of the International Baccalaureate Primary Years Programme curriculum framework: concepts, knowledge, skills, attitude and action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six discrete subject areas.

When considering constructivist and inquiry-based curricula, the SLLIS development team could not identify any single curriculum that so thoroughly integrated academic, socio-emotional, citizenship and community components. The IB Primary Years Programme is broad enough in scope to easily incorporate the Missouri Grade Level Expectations and address all four domains of Project Construct¹⁰. Additionally the IB Primary Years Programme requires the use of varied assessment tools which are, ideally, designed by the instructional staff. Although PYP trainers provide sample documents, it is the SLLIS staff that will draft rubrics most appropriate to each

¹⁰ Grade Level Expectations are drafted by committees of Missouri educators to demonstrate longitudinal progress in key academic areas in grades K-12. Project Construct is a nationally-recognized curriculum for ages 3-7 based on developing socio-moral, cognitive, representational and physical development in young learners.

assessment. The continuum of constructivist, inquiry-based work for both students and faculty will move each SLLIS elementary school closer to reaching each of its goals.

The Primary Years Programme curriculum framework is further structured around three interrelated questions.

- What do we want to learn? *The written curriculum*
- How best will we learn? *The taught curriculum*
- How will we know what we have learned? *The learned curriculum*

Inquiry is the foundation of the approach to teaching and learning. The PYP is committed to structured, purposeful inquiry which engages students actively in their own learning. Students will be invited to investigate important subject matter by formulating their own questions, looking at various means available to answer the questions and proceeding with research, experimentation, observation and other means that will lead them to their conclusions on each respective issue. The starting point has to be students' current understanding and the goal is the active construction of meaning by building connections between the students' experience and the inquiry into new content.

Separate disciplines are integrated into a coherent whole. At the heart of the PYP program are essential elements: knowledge of concepts, skills, attitudes and actions. These elements transcend curricular disciplinary barriers. Furthermore, the PYP emphasizes meaning and understanding, and great importance is attached in all areas of the curriculum – the written, the taught and the assessed components – to the explorations of a core set of concepts:

- Form: What is it like?
- Function: How does it work?
- Causation: Why is it like this?
- Change: How is it changing?
- Connection: How is it connected to other things?
- Perspective: What are the points of view?
- Responsibility: What is our responsibility?
- Reflection: How do we know?

When considering constructivist and inquiry-based curricula, the SLLIS development team could not identify any single curriculum that so thoroughly integrated academic, socio-emotional, character and community components. The IB Primary Years Programme is broad enough in scope to easily incorporate the Missouri Grade Level Expectations and address all four domains of Project Construct¹¹. Additionally, the IB Primary Years Programme requires the use of varied assessment tools which are, ideally designed by the instructional staff. Although PYP trainers provide sample documents, it is the SLLIS staff that will draft rubrics most appropriate to each

¹¹ Grade Level Expectations are drafted by committees of Missouri educators to demonstrate longitudinal progress in key academic areas in grades K-12. Project Construct is a nationally-recognized curriculum for ages 3-7 based on developing socio-moral, cognitive, representational and physical development in young learners.

assessment. The continuum of constructivist, inquiry-based work for both students and faculty will move each SLLIS elementary school closer to reaching each of its goals.

See Appendix XI: IB Learner Profile for description of each desired attribute of all students in the International Baccalaureate World Schools.

Student Objectives

“Peters (1987) is almost right when he says that ‘what gets measured gets done’ (p. 480). Things get done only if the data we gather can inform and inspire those in a position to make a difference. Information must promote purpose, and the right information must be available to practitioners when they need it.”^{12,}

Schmoker’s assertion about the purpose and use of data guides our assessment strategy. Continuous assessment is integral to teaching and learning. Assessment allows the school community to judge the effectiveness of both teaching and learning processes and allows teachers and students to identify their strengths and weaknesses and evaluate the effectiveness of the program. Increasing achievement is the focus of all instruction at each SLLIS elementary school. Teachers will utilize a results-based assessment approach to align the Missouri Show-Me Standards with the IB Primary Years Program in the scope and sequence for each curricular area. Teachers will use multiple measurement tools (formative and summative, individual and group, aural and oral, standardized and project-based) to assess each student’s progress. Under the direction of the Head of School, teachers will refine and redefine outcome goals for each student based on their continuous performance in the defined metrics.

An initial assessment of the student population and their needs, measured by a combination of standardized tests and teacher evaluations of the students, will allow the faculty to provide maximum input into the instructional environment of the school and will provide them the opportunity to work collaboratively with University of Missouri-St. Louis to determine specific achievement goals and benchmarks for each SLLIS elementary school. The Board of Directors will charge the Head of School and members of the faculty with the responsibility of determining specific, clearly-defined learning objectives for each class and grade. Standards, approved by the Board and agreed upon with University of Missouri-St. Louis will be aligned with the school’s curriculum and assessment tools to ensure the highest level of consistency and performance in the instructional environment.

An assessment plan will be developed that is mutually agreeable between SLLIS and University of Missouri-St. Louis. We will utilize the following means to gauge academic performance and success:

- performance-based assessments, and
- student work sample assessments

¹² Schmoker, M., (1996). Results: The key to continuous school improvement, Alexandria, VA: ASCD.

Teachers will use a variety of evaluation tools to gauge student growth on these tasks including but not limited to:

- criterion-referenced assessments like rubrics and benchmarks,
- norm-referenced assessments like diagnostic and standardized tests,
- comparative longitudinal assessments like portfolios, and
- internal assessments like anecdotal records and checklists.

Academic Progress

Goal: All students enrolled for more than three consecutive years will demonstrate at least 1.1 years of growth on nationally norm-referenced external measures in French and English.

Measures:

- By Fifth Grade, at least 80% of students, consecutively enrolled for three years, will exceed state averages on all components of Missouri Assessment Program (MAP) testing,^{13 14}
- All students will make one trimester of measurable academic growth for each trimester of instruction as measured by multiple internal assessments and standardized tests administered in the language of instruction in grades K-2 and in English¹⁵ in grades 3-5.

Goal: All students enrolled for more than three consecutive years will be fluent and literate in the instruction language and English by the end of 5th grade.

Measures:

- All Kindergarten and First Grade students will make one trimester of measurable growth for each trimester of instruction on a nationally-normed Early Language and Literacy assessment, like ELLCO, ELA, PALS Pre-K, or TROLL¹⁶, administered in English, the community language.
- In year one (1) of enrollment all students will make one trimester of measurable growth for each trimester of instruction on the ELLOPA or a similar a nationally-normed language

¹³ Academy School District 20, Colorado Springs, CO, offers the K-12 IB program and 6th graders in the IB program consistently outperform the district and state on state reading and math assessments. See Appendix X: Research on the IB for specific scores.

¹⁴ In 2007 81% of Fifth Grade students at Milwaukee German Immersion School scored Proficient or Advanced on the Math section of WKCE and 89% scored Proficient or Advanced on the English Language Arts section. Milwaukee German Immersion School Report Card 2004-2007. <http://milwaukee.k12.wi.us>.

¹⁵ SLLIS is considering the use of nationally norm-referenced English-language assessment like the NWEA Measure of Academic Progress (MAP).

¹⁶ Each of these tools is designed to assess pre-literacy gains in early childhood populations, from pre-school through Grade 3. Most of them are observational assessments completed by full-time instructors.

immersion assessment tool. In each subsequent year of enrollment students will average 1.1 years of growth on the same or similar tool.

At least 50% of 2nd graders, consecutively enrolled for three years, will achieve an ACTFL¹⁷ proficiency in the instruction language of Novice High on the ELLOPA¹⁸ or similar assessment.

- At least 80% of 3rd graders, consecutively enrolled for three years, will achieve a proficiency level of Intermediate Low on the Bilingual Verbal Ability Test (Normative Update)¹⁹, which scores their overall knowledge in the instruction language and English.
- At least 80% of 5th graders, consecutively enrolled for three years, will achieve an ACTFL proficiency in the instruction language of Intermediate Low/Mid on the SOPA²⁰ or similar assessment.
- At least 80% of 5th graders, consecutively enrolled for three years, will achieve a score of Proficient or Advanced on the MAP tests.

Socio-emotional Growth

Goal: All students in Fifth Grade will satisfactorily complete an exhibition or an extended, collaborative inquiry project. This project demonstrates synthesis of all of the attributes of the IB learner profile.

Measures:

- At least 80% of all students in Fourth Grade will begin a summer process journal to reflect on ideas and sources of inspiration for the Fifth Grade exhibition.
- All Fifth Grade students will be paired with a community mentor to obtain feedback and support about the design of their exhibition.
- All Fifth Grade students will meet regularly in cohorts to discuss the challenges faced during each step of the project.
- All Fifth Grade students will submit a rough draft of their exhibition summary to their mentor.
- Students in all grades will attend the Fifth Grade exhibition and draft thoughtful questions and comments for their peers.

¹⁷ American Council on the Teaching of Foreign Languages established a normative rating of proficiency in world languages ranging from Novice, Intermediate, Advanced.

¹⁸ Early Language Learner Oral Proficiency Assessment is designed by the Center of Applied Linguistics to assess progress in immersion language instruction in grades PreK-2

¹⁹ BVAT (NU) is designed by Woodson-Stock/Johnson to measure student verbal content knowledge in two different languages. This assessment allows schools to demonstrate that students are able to perform on grade level academically, even when their English language skills are still developing. Each SLLIS elementary school will also use this measure to assess language skills of older transfer students.

²⁰ Student Oral Proficiency Assessment is designed by the Center of Applied Linguistics to assess progress in immersion language instruction in grades 3-8.

Goal: Students at all grade levels will make satisfactory annual progress towards compiling their student portfolios. Through student portfolios, a reflective tool, students demonstrate their progressive thinking and questioning skills as they evaluate their own work.

Measures:

- At the conclusion of each unit of inquiry every student will display their unit work during an evening exhibition night for the community.
- For each year of enrollment every student will select and comment on 3-5 pieces of original work (group or independent).
- During each Family Conference, every student will select and share one piece of original work from their portfolio.

Citizenship

Goal: On average students at all grade levels will demonstrate an age-appropriate understanding of the International Baccalaureate attitudes: tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation.

Measures:

- Each SLLIS school will report no more than two discipline incidents per 100 students annually²¹.
- During each year of enrollment all students will demonstrate a clear understanding of at least two of the incorporated attitudes.
- During the self-evaluation of the Fifth Grade exhibition all students will identify applicable positive attitudes that contributed to the successful completion of the project.

Community Participation

Goal: Each SLLIS elementary school will maintain full, continuous enrollment.

Measures:

- Waiting lists to enter each SLLIS elementary school will exceed available slots by 10% in year one and grow by 10% per year.
- Each SLLIS elementary school will achieve 95% Average Daily Attendance or better in each year of operation.
- Each SLLIS elementary school will report a maximum of 10% student mobility rates annually.

²¹ Missouri's state-wide Discipline Incident average in 2007 was 1.8 incidents per 100 students. as reported by DESE. St. Louis Public Schools reported 2.8 incidents per 100 students. Missouri elementary charter schools reported between 0 and 2.10 incidents per 100 students in 2007.

Goal: The families of each SLLIS elementary school will be integral participants in the overall school community.

Measures:

- In the first year, at least 70% of families will participate in one facet of the School Enrichment Program (SEP). In the second year, at least 70% of families will participate in one facet of the SEP and 15% of families will participate in two or more facets of the SEP.
- In the second year, at least 80% percent of parents will participate in tri-annual teacher conferences at the school. In the third year, at least 85% percent of parents will participate in tri-annual conferences at the school.
- In the third year, at least 85% percent of parents will participate in tri-annual conferences at the school.
- In the fourth year, Fifth Grade exhibitions will be attended by a variety of stakeholders: parents, community advocates, Board members, university sponsors and younger students.
- At least 85% of parents responding to an annual survey will report that SLLIS “met” or “exceeded” their expectations for each of the following features of the school: curriculum, quality of teaching, academic standards for students, individual attention by teachers, accessibility and openness, information provided to parents, administration, Board of Directors, opportunities for parents to participate, extra-curricular activities, class size, school size, and school facilities.

9. Student Achievement Standards

Success for All Students

Each SLLIS school is designed to enable each pupil to achieve the standards because of three key research-based program design components:

- ending word poverty among low-income and African-American populations through language immersion instruction,
- increasing social capital through informal learning, and
- maintaining integrated racial and socio-economic school populations in heterogeneously grouped classes.

Language immersion in low-income communities

One of the unique benefits of language immersion elementary programs is that they provide a level playing field for all kindergarten students. Although only 8% of St. Louis City families speak another language in their homes, we anticipate that as many as 10% or more of families who enroll in each SLLIS school will have some multilingual heritage. Immersion instruction will allow all of the students to have common learning experiences and progress towards a new goal regardless of their home language or parents’ level of education.

Most research about the cognitive gains of students in language immersion programs has been conducted in schools with low representation of impoverished, at-risk, urban or rural populations. Louisiana and Hawai'i, the two states with the highest number of language immersion programs, have the highest frequency of low-income students enrolled in their language immersion programs²². In Louisiana, research has demonstrated the gains of low-income students enrolled in elementary language immersion programs. Regardless of race, gender or academic level, Third and Fifth Grade students enrolled in elementary language programs outperformed their English-only peers on the English section of the Louisiana Basic Skills Test²³. 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 Third 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 Skills²⁴.

Ending Word Poverty

Hart and Risley's ground-breaking research on receptive language has taught us about the overwhelming discrepancy in word recognition among preschool peers of different socioeconomic backgrounds²⁵. The average child in a welfare-eligible family has experienced 13 million fewer words than the average child in a working class family and 33 million fewer words than the average child of professional parents **by the age of four**. Educators nationwide are developing programs to end this cycle of *word poverty* and stymie its effects on student achievement as early as third grade. One of the reasons that SLLIS founders are so adamant about language immersion is the proven success of language study to increase receptive vocabulary among young learners. Foreign language learners consistently score higher than their non language-learning peers in measures of English vocabulary, particularly when the language studied has Latin roots²⁶.

In order to be even more pro-active about addressing the widening literacy gap between lower and middle-income students, Each SLLIS school will have designed a learning program that will create additional opportunities for all students to increase their English vocabulary by at least seven (7) words per day. We have specifically designed three program elements to address the

²² Lenker, A. and Rhodes, N. *Foreign Language Immersion Programs Features and Trends Over 35 Years* Center for Applied Linguistics, February 2007 available online <http://www.cal.org>.

²³ Dumas, L. S. (1999) Learning a Second Language: Exposing Your Child to a New World of Words Boosts Her BrainPower, Vocabulary and Self-Esteem. *Child*, February 72, 74. 76-77.

²⁴ Anderson, M. PhD. *Meeting the Challenge of NCLB in U.S. Immersion Education*. The Bridge from Research to Practice (ACIE) Volume 8, Number 3 May 2005.

²⁵ Hart, B. and Risley, T. T. *Meaningful Differences in the Everyday Experience of Young American Children*. P.H. Brookes; 1995.

²⁶ Masciantonio, R. Tangible Benefits of the Study of Latin: A Review of Research. *Foreign Language Annals*, 10, 375-382 (1977)

need for explicit vocabulary building in English for all students: Parent Partnerships, Curricular support linked to class units, and Before and After School integrated classes.

As noted in the description of the School Enrichment Program, parents will be vital partners in the Adult and Parent Education strands of our community development. Through these strands, parents will be encouraged to participate in adult literacy courses and Read From The Start pre-literacy trainings. Read From The Start is a parent education series designed by the Missouri Humanities Council in which parents from at-risk communities learn specific skills for incorporating early reading and vocabulary exploration into their family's routines. This parent education series features picture books--with and without words--that are given to each of the participants along with craft/follow-up materials that they can complete at home with their children.

When teachers design their units of inquiry, they will identify high-interest English-language texts and send them home with every student for weekly family reading time. The goal of this whole family literacy exercise is to provide all of our families with English-language materials that reinforce the classroom activities in the language of instruction. Students will better grasp the new immersion vocabulary when they can attach the new terms to other words that are already familiar to them. Each week every class will provide all of its students with the same thematic book for at-home reading reinforcement. This routine curricular tie-in will help all families, particularly those who are not able to purchase books or make regular public library visits, support their child's learning.

Two of the Before and After School classes are specially designed to introduce and reinforce new vocabulary in English for all students: Alphabet Yoga/Creative Movement and Book Club. During Alphabet Yoga all students will use their bodies to explore letter/sound recognition, add explicit vocabulary about physical movement and energy and listen to a variety of stories. This class will not only allow students to deepen their mind-body connection in preparation for a challenging day of language immersion instruction, but it will help them to learn calming and focusing techniques that they can employ both at home and at school. During Book Club all students will rejoin their Lunch Bunch peers for small group reading exploration. In Book Club the group of students will choose a series of genres or themes that interest them and go book shopping with their Book Club leader for appropriate titles. Book Club will primarily include Read-Alouds, where the Book Club leader reads an entire book to the club members. Book Club book choices will not be linked to daily instruction, but focused on each small group's interest. The Read-Aloud format will allow the Book Club leader to introduce chapter books with more challenging vocabulary to further assist students in enriching their English language comprehension skills.

Increasing Social Capital through Informal Learning

In addition to facing a vocabulary deficit, the majority of our lower-income students will demonstrate a lack of social capital in comparison with their middle-class counterparts. Three special programs, conducted in the immersion language, will allow all of our students to build strong relationships with a variety of adult mentors, develop questioning and conversation skills, and practice making independent choices outside of the classroom setting.

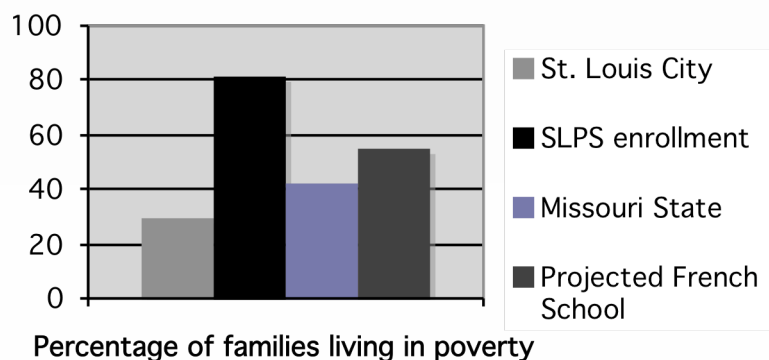
Each day during The Lunch Bunch, all students will take their meals in small groups with one adult (7:1) to enjoy relaxed time and learn about nutrition choices, table etiquette and each other. In addition to providing health and social education, the Lunch Bunch increases vocabulary in the immersion language and provides students with an additional adult advocate in their school. The beginning of the school year will focus on table and mealtime routines and vocabulary, and eventually become a place to engage in informal group conversation about topics that are interesting to the Lunch Bunch. The Lunch Bunch will always be facilitated in the immersion language to provide additional informal vocabulary input. Teachers, Assistant Teachers and Teacher Interns will all be responsible for a Lunch Bunch group and, as such, will get an opportunity to develop a stronger relationship and understanding of a small group of students from their class.

The after-school offering will feature opportunities for all students to practice independent decision-making outside of the classroom. After daily Book Club, students will have the choice to participate in an array of supplemental activities in visual arts, music, science and group sports--all facilitated in the language of instruction. Initially, students will rotate through stations to learn how each activity functions. Eventually, students will be allowed to choose the activity that most interests them. These activities will build on a number of socio-emotional developmental skills, gross and fine motor skills, and creative expression.

Integrated racial and socio-economic school population

Each SLLIS school will have 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.²⁷

St. Louis is a mid-size urban city with a population of 350,000 and fewer than half of school-aged children are enrolled in the St. Louis Public Schools district²⁸. In 2000, the median



²⁷ Schechter, C. Bye, B. (2007). Preliminary evidence for the impact of mixed-income preschool on low-income children's language growth. Early Childhood Research Quarterly, 22(1), 137-146.

household income for a family was \$32,580 and 29.8% of families living below the poverty line had school-aged children. According to the 2000 Census 51.2% of city residents are African-American, 43.8% Caucasian, 2% Asian, 2% Hispanic, 1.9% Multi-ethnic, .8% Other and .3% Native American. Single mothers head 12% of families in St. Louis and approximately 4,600 grandparents are raising their school-aged grandchildren. Twenty-three percent of all adults over the age of 25 hold a college degree (Associates, Bachelors or Graduate) and 8.6% of families speak a language in addition to English in their homes. The average family in St. Louis is a two-parent household earning \$32,580 with non-college educated parents of all ethnic backgrounds who primarily speak English in their homes. In contrast, 82% of St. Louis Public School students are African-American and only 14% are Caucasian. In 2006, 81.6% of St. Louis Public School Students qualified for free- or reduced- lunch, while the state average was 41.8%.

Each SLLIS school intends to serve a socio-economically and ethnically diverse student population that more closely mirrors the city's demographics. St. Louis is currently experiencing a lack of viable public school options for all families, many of whom choose to relocate to suburban neighborhoods when their children enter kindergarten. This middle-class flight 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 African-American HeadStart graduates fade by Third Grade. One researcher posits that this decline in cognitive function is linked to the fact that low-income African-American children are more likely to attend under-performing, segregated urban schools than their White counterparts²⁹.

The IB Primary Years Program will attract 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 each SLLIS school. Given the specialized nature of the language immersion school model, it can be expected that larger numbers of these college-educated parents will be interested in enrolling their children in each SLLIS school as well. The enrollment ideal is to have heterogeneous groups of children in the each class, combating the typical cognitive and academic decline of low-income African-American children during elementary school.

Student Success Team (SST)

Each SLLIS elementary school will comply with all State and Federal laws for special education including: 1) Child Search/Find efforts such as the establishment of a Student Success 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. Special education students will be served by highly-qualified teachers. Each SLLIS elementary school expects to have an on-site Special Education Consultant who will work with classroom instructors to best integrate each student's

²⁸ United States Census 2000, City of St. Louis available online at <http://stlouis.missouri.org/census/>

²⁹ Currie, J *Early Intervention Through the HeadStart Program*. Harvard College Economics Review. Volume 2, Issue 3: Education Fall 2007

needs according to the parameters of their Individual Education Plan with small group or individualized instruction. Each SLLIS elementary school will comply 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. St. Louis Language Immersion Schools may contract with local providers to ensure that the instructional and support staff is available to meet all of the identified students' needs. In the event of such a contract, a Special Education consultant will oversee the Student Success Team for both schools during the start-up years and maintain all required records for Special Education reporting. The consultant will provide on-going on-site professional development, teacher support, push-in student support, and conduct and analyze assessments. Special service providers (speech pathologists, OT, PT, etc.) will be contracted as required by each student's IEP.

Each SLLIS elementary school will provide a rigorous academic program, which challenges all students including students who are achieving substantially above grade level. The very nature of our educational model, with content being taught exclusively in a world language, provides a continual academic challenge. In the International Baccalaureate model, project-based, research-driven assessment tools are often used. They are self-leveling, permitting a student to develop deeper and more extensive projects according to their individual capacity.

The Student Success Team (SST) will meet regularly to design and implement support strategies for students with academic or social needs. Students who continue to have ongoing academic challenges will be referred for special education evaluations. The SST protocol will include, 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 (SST 1) to strategize individualized interventions.
4. Consistent implementation of identified interventions.
5. Invitations to parents to meet with teachers, principal and resource support staff (SST 2) 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 (SST 3) 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 will identify students who achieve substantially below grade level using multiple measures and standardized testing in English and the immersion language. These at-risk students will be referred to the Student Success Team process. St. Louis Language Immersion Schools is considering the use of Measure of Academic Progress (MAP) diagnostic tests developed by the Northwest Evaluation Association to help teachers identify specific skill deficiencies and outline intervention strategies for individual students. St. Louis Language Immersion Schools is also

considering several immersion language assessments such as the Early Language Learner Oral Proficiency Assessment (ELLOPA), National Online Early Language Learning Assessment (NOELLA) and Student Oral Proficiency Assessment (SOPA) that will assess student performance in the language of instruction during grades K-2. At-risk students will 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.

English Language Learners

As required by State law, each SLLIS elementary school will identify English Language Learners (ELL) based on the Home Language Survey given to all students and will subsequently complete an ELL questionnaire for all identified students. Those students whose primary language at home is other than English will be given the Missouri ELL test within 30 days of enrollment. If students qualify as English Language Learners on this test, they will be tested annually until they are re-classified. Both classroom teachers and English/Reading Specialists have the responsibility for the English language development of ELLs. ELLs will be identified upon enrollment and strongly encouraged to participate in the before and after school English-specific programs. English Language Learners will particularly benefit from the Extended Day Book Club and Creative Movement/Yoga in English during the early elementary years. In second grade, when all students begin English Language Arts instruction, qualified ELLs will receive additional individual or small group English language support as deemed necessary.

The instructional program is designed to meet the needs of all students. English Language Learners (ELL) will benefit from the use of specially designed academic instruction in English instructional methods in grades 2 and above. Total Physical Response methods along with manipulatives, visuals, graphic organizers and interactive communication are just a few of the ways teachers may create an educational environment that fosters language acquisition through content-based lessons. Small group intervention, tutoring and the modification of homework assignments will further support ELL students. English Language Learners who are native speakers of the immersion language will be held to the same literacy standards as their peers in both languages.

10. Community-supported School Governance and Operations

School Advisory Council (SAC)

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 will be encouraged to take an active part in service projects that will benefit the communities in which they live. Additionally, each SLLIS elementary school will build strong relationships with the neighboring community and parent community through the School Advisory Council (SAC) and the School Enrichment Program (SEP).

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. The School Advisory Council will neither have authority to dictate policies of the school nor issue directives. 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 School Advisory Council may include representation of parents at each grade level. They will meet to discuss topics such as the volunteer needs of the school, advice on issues regarding the educational program (e.g. enrichment, extended day, the use of technology), or the school atmosphere and culture. The School Advisory Council may also provide leadership and fundraising for the school, but this will not be its primary function.

The School Advisory Council will consist of equal numbers of parents elected by parents, teachers elected by teachers and community/business leaders appointed by the Council. Elected and appointed members of the School Advisory Council will serve one-, two- and three-year terms and the Council will not take nominations until the Spring semester of the founding school year of each SLLIS elementary school. At that time, the School Advisory Council may elect officers and create working committees. The Assistant Head of School will serve as a permanent member of the School Advisory Council and will collaborate with the Chair of the Council to draft meeting agendas. Ideally the School Advisory Council meetings will be conducted in English and the language of instruction with informal translations by bilingual/multilingual Council members. St. Louis Language Immersion Schools will cultivate a partnership with the International Institute of St. Louis to provide translators for families who speak a third language in their home.

It is the intention of the SLLIS Board of Directors to provide an effective avenue of communication directly between parents and the Board of Directors in order to maintain adequate information exchange. The Governing Board of Directors will ensure in-service training for School Advisory Council members in areas of duties, responsibilities and the Sunshine Law regulating open meetings.

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

School Enrichment Program (SEP)

Each SLLIS elementary school invites all families and community members and organizations to enter into a partnership with our school. 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 our volunteer opportunities, each SLLIS elementary school encourages all families to identify a positive contribution that they can make to the school partnership. During the marketing and application periods, school leaders will explain the School Enrichment Program (SEP) and help families identify potential contributions that they can make to the overall school community. Participation in the School Enrichment Program will

enable each family to grow within the school community and better support their child’s learning. Research shows positive relationships between family involvement in children’s education and their academic achievement.

The School Enrichment Program (SEP) is designed to provide families multiple ways to build our school community. Administered by the Assistant Head of School, the School Enrichment Program combines volunteer service, continuing education, parenting education and social outings to engage parents in the learning community. Each school year the SLLIS elementary schools will ask parents to pledge a twenty (20) hour commitment to SEP and discuss ways in which each family may participate. The Assistant Head of School will work to recognize the different skills, needs and socio-economic challenges of our families and will promote programs that provide a variety of ways for family members to stay connected to the entire school. Activities will be scheduled for school days, after school, evenings and weekends to accommodate the various shifts of working caregivers, and each SLLIS elementary school will provide childcare as necessary for evening and weekend programs designed to address parent and adult education. One of the cornerstones of the SEP is building active leadership, voice and pride for all parents in the community. Native-speaking parents may be encouraged to teach conversation classes to English-speaking parents who are interested in learning the language alongside their children. Similarly, native English-speaking parents may be encouraged to facilitate English conversation groups for other parents. Typical SEP activities are featured in the chart below.

Typical School Enrichment Program Activities

Adult Education	Parent Education	Volunteer	Celebrations
Community services fair English conversation classes Instruction language conversation classes GED classes Book Club	Orientation Meet the Teacher Open House Parent-Teacher-Student Conferences Guest speakers on timely parenting issues Read From The Start workshops Dental/Vision clinics PowerSchool training Special needs support What is inquiry and what does it mean about my child’s work?	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 PTO School Advisory Council Coach an after school sport Lead a Scouts troop Host a field trip at your job	Back to School BBQ International Potluck Winter performance Spring performance School fair/Carnival Festival of Nations SLLIS school festival African Art Festival Mardi Gras Bastille Day Cinco de Mayo Lantern Festival Harvest Festival All Saints Day Aid el-Fitre

Community Outreach

St. Louis Language Immersion Schools is committed to building schools with a strong fiduciary management team and a diverse base of stakeholders at the grassroots level. The outreach campaigns for interested families will include participation in traditional school and community fairs, hosting open houses and town meetings, a mass media campaign to diverse media outlets and lesson demonstrations. There has never been a language immersion program or elementary International Baccalaureate program in St. Louis City or County, so the marketing campaign for the SLLIS school network will include a broad education component about the benefits of our proposed curriculum.

During the summer of 2007, The French School formed The French School Project Group (FSPG): a diverse group of stakeholders who are true-believers in the education and social justice mission of the proposed school. The French School Project Group includes potential founding families, educators, young professionals, retirees, parents of adult children, business leaders and community advocates who represent the ethnic and geographic diversity of the greater St. Louis region. The FSPG has a distribution list of 75 supporters and a working committee of 12. The working committee coordinates volunteer opportunities for the community outreach and education campaign. In the summer of 2007, the FSPG distributed several hundred surveys and worked information tables at community events to engage others in the school model and create interest in the model. In the winter of 2007, the FSPG circulated petitions and collected 300 signatures of local adults in favor of a French immersion school option. Several of the active FSPG members have been appointed to working committees of the fiduciary board (Business Plan Review, Charter Application Review) and one has been nominated to serve on the Board of Directors. After The French School opens its doors in 2009, members of the FSPG may consider election to the School Advisory Council or other school leadership positions to continue their involvement in the planning, design and implementation of our school. The Spanish School Project Group started recruiting in June 2008 and has already created a small, committed group of community advocates.

Because SLLIS will be the first in St. Louis to offer a language immersion program and the first elementary school in the State of Missouri to offer the International Baccalaureate Primary Years Programme, community education is vital to our success. In July 2008, SLLIS launched a blog, <http://sllis.wordpress.com>, as part of our community outreach and education marketing strategy. This blog features weekly updates from our Executive Director, individual Board Directors, FSPG members, interns and other community advocates. The goal of this blog is two-fold: to keep the greater St. Louis community informed about our progress towards opening the school, and to create a forum through which parents and service providers can learn and ask questions about our school model. In the first week of the blog launch, the site received over 1,000 views, an endorsement from the Mayor of St. Louis' blog and an endorsement from a statewide political blogger. As a result of this blog publicity, the Suburban Journals published the article "Group plans for foreign language immersion charter school." *See Appendix XII: Press coverage for the entire article.*

In 2008, St. Louis Language Immersion Schools will begin its first marketing campaign in community media outlets—newspapers, talk radio programs and blogs—particularly those that cater to our target population. The goal of this pre-campaign is to identify community advocates

and potential founding families who may eventually join the School Advisory Council of the French and Spanish campuses opening in 2009. The marketing campaign will introduce the idea of language immersion education and the benefits that multilingualism has for diverse populations. Over the next eight months, SLLIS will continue to engage the public through these well-respected outlets to maintain a presence and create conversation about the potential of a language immersion school.

Each SLLIS elementary school will conduct a large-scale community education outreach campaign for the calendar year preceding the opening of the school. In collaboration with well-established and respected community service agencies, each SLLIS elementary school will conduct town hall meetings, open houses and school fairs in the high-needs communities that the school intends to serve.

In 2008, SLLIS will form numerous alliances with local community service providers who currently serve our target audience. Parents As Teachers (a locally founded program for infant and early-childhood family education) HeadStart, United Way, YMCA, YWCA, Girls, Inc., The International Institute in St. Louis, Read From the Start, First Book, teen parenting programs and various religious ministries are among the organizations with a local presence whose longstanding support for improving the lives of children living in poverty will also contribute to our campaign. Our marketing campaign will include building relationships with these programs and organizations as a way to better reach and inform their clients of the SLLIS school mission.

11. Enrollment, Admissions and Discipline Policies.

Enrollment Policies

Every SLLIS elementary school admits families of any race, color, national origin, sexual orientation and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students. Both caregivers and prospective students will meet with the Recruitment Committee in a group setting to learn more about the school's philosophy and policies and to ask questions of the administrators. Following the information session, families will complete a brief application and receive a lottery number. In the event that a greater number of students apply for admission than can be accommodated in the program, all students will enter into an admissions lottery. This lottery will not unfairly privilege students based on home language, intellectual capacity or athletic ability. In the event of an admissions lottery, student names will be drawn by an impartial party and remaining names will be placed on a waiting list. Enrollment in each SLLIS school is limited to residents of St. Louis City and eligible residents of participating Inter-district Choice districts. SLLIS will verify the residence of each student invited to enroll in a SLLIS elementary school. In the event that a student is invited to enroll but lacks sufficient proof of residency, that student's place will be re-opened and offered to the next student on the waiting list.

Student Admission Policy

St. Louis Language Immersion Schools (SLLIS) shall not discriminate against any student based on race, ethnicity, national origin, gender, or 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.

Admissions Lottery

Formal recruitment of incoming students will begin after the charter school is authorized. During or before January 2009, each SLLIS school will advertise open registration and families, if they choose, will meet with staff and review the expectations of the school. Interested families will submit applications beginning January 2 through February 15. If the number of applicants to each SLLIS school exceeds capacity, a random selection process conducted by an individual unaffiliated with the school will be used to assign spaces as described below. This lottery will be held on or about February 20 annually. For the 2009-2010 school year, each SLLIS school will accept applications for admission to Grades K-1, for which approximately 80 students will be accepted in Grade K and 80 students will be accepted in Grade 1. In subsequent years, each SLLIS school will add an additional class year of approximately 80 students, until capacity is reached with approximately 400 students in grades K-5. In the event of the need for a lottery, admission preference shall be granted to applicants in the following manner:

- **First** preference will be given to returning students, who will automatically be assigned a space within the school.
- **Second** preference, as permitted by RsMO 160.405, will be assigned to the children of staff, faculty and board directors who meet the residency requirements, provided that said number does not unfairly exclude other students.
- **Third** preference will be given to siblings of students already enrolled at each SLLIS school. 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.

SLLIS has not yet established a specific geographic preference for the schools scheduled to open in 2009. In the event that such a geographic presence is determined, the fourth preference for admission is for students who reside within the neighborhood boundaries of each SLLIS school location.

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 each grade level. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to each SLLIS school 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. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

See Appendix XIII: Proposed Enrollment and Admission Forms.

Voluntary Withdrawal

Each SLLIS elementary school 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. Students with their parent or guardian permission may withdraw from a SLLIS school at any time. School personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from school, 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 the school 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 pursuant to 167.020, RSMo.

Promotion and Retention Policy

Students in St. Louis Language Immersion Schools will be promoted on the recommendation of the classroom teacher. Elementary teachers shall base this recommendation upon the following criteria:

1. Promotion from year to year will be based upon growth measures for each basic subject area as established by the President of SLLIS or designee.
2. SLLIS standards, aligned with Missouri Grade Level Expectations (GLE's) that students must achieve in reading, written communication, and mathematics for promotion to the next grade are identified in the course of study.
3. Attendance of at least 85% of the days a student is enrolled is required for promotion unless waived by the Head of School in conference with the student's teacher, parents or guardians.

In addition to these standards, test scores, grades, teacher/principal recommendations, and other pertinent data will be used to determine promotion. Pursuant to Missouri Revised Statutes 167.645, no student shall be promoted to a higher grade level unless that student has a reading level at or above one level below that student's current grade level.

Retention of students is a process that is followed when the professional staff, in consultation with the parent, determines it to be in the best interest of the student. Though primary grades are suggested as the most appropriate time, retention may be considered at any grade level. When circumstances indicate that retention is in the best interest of the student, the child will have individual consideration, and decision will be made only after a careful study of facts relating to phases of the child's growth and development. The child's academic achievement level and mental ability are important, but physical and social characteristics are also important factors. A decision should be based on sufficient data, collected over a period of time and motivated by a

desire to place the child in the school program where he or she will be the most successful. In addition to the above, such decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education plan. 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.

Discipline Policies

All SLLIS discipline policies will be aligned with the Missouri Safe Schools Act, HB 1301 and 1298, SB 944. A culture of acceptance and respect will be nurtured at every SLLIS school. The school will not tolerate any violent behavior towards others in the form of physical or verbal abuse. This school will be designated as a fight-free school and any fight disturbance will result in immediate disciplinary action. Disrespect for others will not be tolerated.

The Primary Years Program promotes reflective discipline, in particular taking responsibility for one's own behavior. Teachers are encouraged to introduce and reinforce the think-reflect-act cycle to provide students with a mechanism to monitor their own behavior.

A student code of conduct will be included in the Family Handbook and available for University of Missouri-St. Louis' review before the school opens. Copies will be distributed to both parents and students during recruiting sessions, open houses and one-on-one consultations.

Prior to enrollment, 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.

See Appendix XIV: Student Policies and Code of Conduct (Draft) for a full description of all proposed discipline policies.

12. Data Management Plan

Compliance

Each SLLIS elementary school will adopt PowerSchool, a comprehensive, centralized data management program, to efficiently manage data collection for multiple purposes and reporting for multiple audiences. We have chosen this particular web-based system because it complies with our mandatory state reporting and with federal reporting mandated by No Child Left Behind. Each SLLIS elementary school recognizes the importance of thoughtful data collection and management in the short-term progress and long-term viability of our school. Organization and Building-level Administrators and Classroom educators will use appropriate data collection to inform our network-wide progress-oriented approach to achievement. At the school level, the Head of School will collect, analyze and disseminate school-wide data for internal use. At the organizational level, the President of SLLIS will be ultimately 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.

Operate key school functions efficiently

All of the schools in the SLLIS network will 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, Extended Care attendance, and summer school statistics. SLLIS will use PowerSchool to track student attendance hours, eligibility of free or reduced price lunch, special education and Limited English Proficient students. SLLIS will consider implementing some of the PowerSchool support tools like PowerLunch that would allow us to track our food services with greater accuracy than is typically available. 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.

Improve instruction and achievement

As part of the SLLIS network, Each SLLIS elementary school is committed to understanding student achievement at the network level, the building level and the classroom level. At the building level, Each SLLIS elementary school will compile data to measure academic growth each trimester. The Head of School will use a class growth report to help each teacher set realistic instructional goals for the following trimester. The classroom teacher will then use each student's growth report to identify trends in overall student progress. Teachers will input a variety of data to demonstrate the breadth of student accomplishments: anecdotal and quantitative reporting, results from internal and external assessments. Additionally the PowerTeacher interface will allow teachers to share assignments, project reminders, curricular tips, parent support documents and individual student grades with parents immediately. Families will have access to constant, regular reports about student attendance and classroom performance via the web-based interface, daily student planner entries, and weekly classroom letters. Other school districts that have adopted this system, have noted that 70% of families access their child's information regularly through PowerSchool and 20% of families elect to receive automatically generated e-mail progress reports. This student information system will allow our

teachers to spend more of their one-on-one communication with parents exploring strategies to further challenge each child and increase his academic and interpersonal skills.

Improve the operational and financial management of the school

At the organization level, SLLIS will compare operations trends across the network of schools, track development data and gauge community engagement. With varying levels of security access SLLIS administrators will be able to cull disaggregated data at will to inform their policy decisions, budget projections, and contract service requirements. In addition to tracking student progress throughout the school year, each SLLIS elementary school will track annual student development and, as students matriculate to the secondary SLLIS campus, the network will retain access to their elementary school records. The ability to form a composite of a student's performance and progress longitudinally will greatly inform the organization's growth model.

This network-wide system will allow increased communication between stakeholders of the school community.

13. Charter Specifics

Term of Charter

The term of the St. Louis Language Immersion Schools' charter shall be five (5) years with the understanding that the charter may be renewed at the end of that period with approval of University of Missouri-St. Louis. Should the SLLIS Board of Directors wish to continue its sponsor relationship with University of Missouri-St. Louis, the chairperson will apply for a renewed five-year contract no later than May 1, 2013. In the final year of the initial term, SLLIS will approach University of Missouri-St. Louis or another eligible sponsor, to authorize renewal. University of Missouri-St. Louis must advise the school of its decision whether or not to renew the charter no later than November 1, 2013 of the final school year of the initial term. Renewal will not be considered valid unless mutually agreed upon and signed by representatives from both University of Missouri-St. Louis and St. Louis Language Immersion Schools.

Amending the Charter

The charter may be amended by mutual agreement between the Board of Directors and University of Missouri-St. Louis. All amendments shall be submitted in writing thirty days in advance and shall be posted at SLLIS for viewing and comment during that same time period. At the end of the thirty days, signatures from a designated representative of the Board and a representative of University of Missouri-St. Louis shall authorize the amendment, which will then be included with the original charter and noted as an amendment by date and title.

If University of Missouri-St. Louis rejects a proposed amendment, University of Missouri-St. Louis shall supply St. Louis Language Immersion Schools with a written statement outlining the reasons for rejecting the proposal. It will then be incumbent upon St. Louis Language Immersion Schools to determine if it will resubmit the original amendment with further

explanation, submit a new amendment reflecting the joint concerns of the Sponsor and the school, or choose not to pursue the amendment any further. Any resubmission by the school recognizes the necessity for a new thirty-day review period.

Probation and Revocation

University of Missouri-St. Louis may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both, after which, if such plan is unsuccessful, the charter may be revoked.

The charter may be revoked by University of Missouri-St. Louis at any time if the charter school commits a serious breach of one or more provisions of the charter or on any of the following grounds: failure to meet academic performance standards as set forth in the charter, failure to meet generally accepted standards of fiscal management, failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.420 and 167.349, RSMo, within forty-five days following receipt of written notice requesting such information, or violation of law.

At least sixty days before acting to revoke the charter University of Missouri-St. Louis shall notify the governing board of the charter school of the proposed action in writing. The notice shall specifically state the grounds for the proposed action. Within two weeks of receiving the notice, the Board may send written request for a hearing before University of Missouri-St. Louis is then required to hold a public hearing within thirty days of the receipt of the request. Finally, University of Missouri-St. Louis must submit its final decision to St. Louis Language Immersion Schools in writing within thirty days of the hearing. All revocation notices and correspondence between St. Louis Language Immersion Schools and University of Missouri-St. Louis shall be by certified mail.

University of Missouri-St. Louis shall establish procedures to conduct the administrative hearing that afford St. Louis Language Immersion Schools a full, fair and impartial hearing. These include the right to present evidence and witnesses to rebut the allegations in the notice of revocation, and the right to confront and cross examine any witness University of Missouri-St. Louis believes has knowledge relevant to the issues raised. At the end of the hearing, University of Missouri-St. Louis shall issue written findings of fact and conclusions and may order the proposed revocation be denied, or that St. Louis Language Immersion Schools be placed on probationary status, or that the proposed revocation be granted. The order of probationary status shall contain a detailed remedial plan by which St. Louis Language Immersion Schools may successfully emerge from the probationary period, as set forth in statute.

Pursuant to the Missouri Charter School Act, any final decision of University of Missouri-St. Louis may be appealed by St. Louis Language Immersion Schools as set forth in Chapter 536, RSMo. and any other applicable state law. Termination of this charter shall be effective only at the end of the school year unless University of Missouri-St. Louis determines that the continued operation of the charter presents a clear and immediate threat to the health and safety of the children enrolled at the school, or unless the Board of Directors and University of Missouri-St. Louis mutually agree to terminate the operations of the school on a different date.

Part II: Assurances

As the authorized representative of St. Louis Language Immersion Schools, 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, St. Louis Language Immersion Schools:

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 or a latch key program.
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 St. Louis Language Immersion Schools or the operation of each school campus.

Authorized Representative's Signature

Date

Signature of Notary

Date

Background Check Authorization Form

I, _____, submit this background check authorization as part of the proposal from St. Louis Language Immersion Schools for sponsorship from University of Missouri-St. Louis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by (indicate maiden name): _____

Have you ever been convicted of a criminal offense other than a traffic violation or other misdemeanor?

If yes, please indicate date, charge and city where convicted: _____

Please list all of your residences (by city, county and state) other than St. Louis in the past ten (10) years:

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the St. Louis Police Department and the Missouri State Police, Family Care Registry, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating or concerning me, to furnish such information to Charter Liaison at

University of Missouri-St. Louis or her representatives, and understand and agree that any such information may be disclosed to representatives of University of Missouri-St. Louis as is necessary to evaluate the proposal submitted by St. Louis Language Immersion Schools. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Missouri Law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations as well as University of Missouri-St. Louis, the Charter Liaison and the Academic Affairs Committee and all of their officers, employees and agents, St. Louis Language Immersion Schools and all of their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with University of Missouri-St. Louis.

Signature	Printed Name	Social Security Number
<hr/>		
Date of Birth		

Part III: Contact Information

Vincent C. Schoemehl, Jr.
SLLIS Chairperson
CEO & President
Grand Center, Inc.
634 N. Grand Blvd, Suite 10A
St. Louis, MO 63103
O+ 314 289 1502
C+ 314 369 6630
vince@sllis.org

K. Lee Marshall
SLLIS Secretary
Partner
Bryan Cave LLP
221 N. Broadway, Ste. 3600
St. Louis, MO 63102
O+ 314 259 2135
C+ 314 302 7561
lee@sllis.org

Rhonda J. Broussard
Founder, Executive Director
St. Louis Language Immersion Schools, Inc.
634 N. Grand Blvd, Suite 10A
St. Louis, MO 63103
O+ 314 289 1520
C+ 314 766 4410
rhonda@sllis.org