



3033 N. Euclid Ave. St. Louis, MO 63115 | 314.385.9502 | [www.northsidecommunityschool.org](http://www.northsidecommunityschool.org)

**Board of Directors Meeting**  
**January 10, 2023**  
**4:30pm**

**Location:**  
**Third Baptist Church**  
**Library - 4th Floor**

<b>Call to Order</b>	Mike Carpenter
<b>Approval of November 8, 2022 Minutes</b>	Mike Carpenter
<b>Period for Public Comment*</b>	Mike Carpenter
<b>Executive Director's Report</b>	Doug Thaman
<b>Finance Report</b>	Carlton Brooks/Will Randall
<b>Committee Reports</b>	
● Development Committee	Tracee Holmes
● Governance Committee	Byron Francis
● Facilities Committee	Ross Woolsey
● Community Engagement Committee	Alison Nash

**Old Business**

- New Required Policies by the Missouri State Legislature

**New Business**

- Faculty Salary Increases and Pathways for Educational Growth (December 2022)

**Attachments:**

- Minutes for November 8, 2022
- Executive Director's Report
- Financials for October through December 2022



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- New Required Policies by the Missouri State Legislature
- Payroll Increases Detail

\*Those who wish to provide public comment to the Board must sign up in advance and are limited to 3 minutes.

# NORTH SIDE COMMUNITY SCHOOL

## Board Meeting Minutes

### November 8, 2022

Present: Board Members: Kathy Anderson, Carlton Brooks, Mike Carpenter, Fred Falker, Byron Francis, Tracee Holmes, Candace Johnson, Michael Quinlan, Pat Shipley, Ross Woolsey, Ken Rinderknecht.  
School Staff: Doug Thaman, Sara Paracha, William Randall, Ginger Lockett.  
Others: Susan Marino, UMSL; Josiah Longenecker, Young Friends member.

4:36 PM - Meeting was officially called to order by Kathy Anderson at the Middle School.

Approval of Minutes: The minutes of the October 13, 2022 Board Meeting were reviewed and approved by unanimous vote of the Board, with no corrections.

Public Comment Period: No one was present to offer public comment.

Executive Director/Administration Report: Doug Thaman reported enrollment figures by grade level for the 2022-23 school year, with the current total enrollment at 481 students. Weekly attendance figures for the year-to-date were also provided, noting there was a dip in attendance during the week of the Visual and Performing Arts (VPA) shooting but that the attendance rate for the most recent week was back to 91%.

Doug discussed NWEA tests, which are administered 3 times during each school year - in Fall, Winter and Spring. Scores are used to measure the academic growth of each individual student. Doug provided information regarding Normal Curve Equivalent (NCE) graphs which compare North Side students with all NWEA test takers in the U.S. by grade level. It was noted that North Side's NWEA scores for this Fall improved over last Fall's North Side scores at each grade level.

Doug reported on new staff hires and open positions. Professional Development matters for staff were also presented. Doug also offered information regarding school safety issues and procedures, some of which have been emphasized or instituted in view of the October 24 VPA shootings, including:

- coordinating with Third Baptist to ensure locking capability for all Middle School classrooms;
- contracting with Navigate 60 for intruder training;
- contracting with the National School Safety Advocacy Council to conduct comprehensive safety assessments of all 3 campuses in December.

Information was also provided concerning upcoming school activities scheduled and calendar events.

Finance Committee Report: Carlton Brooks and Will Randall reviewed elements of the September Financial Report, noting that total assets are over \$2.5 million and North Side's loan liability is now \$857,000. Some funds have been moved into Treasuries, as approved at the last Board meeting, for the purpose of achieving a higher return. Revenues have reportedly been slightly higher and expenses somewhat lower than were anticipated by this time of year.

The September 2022 check register and checks written for over \$10,000 during the month were reviewed. The September check register was approved by unanimous Board vote.

Development Committee Report: Sara Paracha reviewed elements of her written Development Report regarding grant requests submitted, pending or in progress. Sara provided a brief development update of various other matters, including year end fundraising, a new fundraising form just launched by Donor Perfect, and planning for student recruitment. Efforts are being made to encourage more volunteers for tutoring and donations for the December 20 gift and toy distribution.

Josiah Longenecker of North Side's Young Friends Group was present to briefly discuss their Top Golf Fundraising Event, which had a net gain of \$9,418 - a 15% increase over last year's event. The event also brought in some new Young Friends members and people interested in volunteering at North Side. The Board thanked Young Friends for their continuing efforts to benefit North Side.

Regarding the annual Magic of Childhood Gala, the event is set for May 5, 2023, again at Third Degree Glass. The Gala committee has met and begun planning, with Tracee Holmes volunteering to be a Co-Chair. Board members are encouraged to consider table sponsorships for the Gala. Save the date mailings and Gala Sponsorship packets are being developed.

General Matters: Ross Woolsey initiated some dialogue regarding various matters concerning North Side. Discussion included: reviewing basic tenets of developing North Side; emphasis on keeping the small classroom sizes approach for better learning; recruitment, enrollment and involvement of more families and students in North Side's demographic area, etc.

New Business: Elements of an updated Employee Discipline were presented and reviewed by Doug Thaman. The Employee Discipline Policy was adopted and approved

by a unanimous vote of Board members.

Doug related there has been a payroll date modification, the policy having been changed to meet what the actual practice has been.

The regular Board Meeting was adjourned at 6:00 PM, and it was moved to go into Executive Session.

Executive Session of Board members and Doug Thaman began at 6:02 - to discuss an administrative issues that has been settled by mediation.

Executive Session was adjourned at 6:10 PM.

Respectfully submitted,

Ken Rinderknecht, Secretary



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**Executive Director Report  
January 2023**

**Recruitment and Enrollment**

Grade	# of Classrooms	Full Enrollment - Prior to Start of Year (10/Class)	Full Enrollment - Throughout the Year (Based on 15 per room)	Enrolled (in Tyler)	Available Seats 22-23 (15/Class)	Waiting List
PreK	3	30	30	36	0	6
Kindergarten	3	54	45	52	0	0
First Grade	4	72	60	62	0	0
Second Grade	3	54	45	53	0	0
Third Grade	4	72	60	60	0	0
Fourth Grade	4	72	60	48	12	0
Fifth Grade	3	54	45	53	0	0
Sixth Grade	3	54	45	43	2	0
Seventh Grade	3	54	45	37	8	0
Eighth Grade	2	36	30	31	0	0
TOTAL	32	552	465	475	22	6



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## Student Attendance

### Attendance

SCHOOL	ATTENDANCE % WEEK 1 8/17-8/19	ATTENDANCE % WEEK 2 8/22-8/26	ATTENDANCE % WEEK 3 8/29-9/2	ATTENDANCE % WEEK 4 9/6-9/9
NSCS	92%	93%	92%	91%
NSGC	85%	91%	90%	94%

SCHOOL	ATTENDANCE % Week 5 9/12-9/16	ATTENDANCE % Week 6 9/19-9/23	ATTENDANCE % Week 7 9/26-9/30	ATTENDANCE % Week 8 10/3-10/7
NSCS	94%	93%	92%	92%
NSGC	94%	93%	94%	93%

SCHOOL	ATTENDANCE % Week 9 10/10-10/14	ATTENDANCE % Week 10 10/17-10/21	ATTENDANCE % Week 11 10/24-10/28	ATTENDANCE % Week 12 11/3-11/7
NSCS	90%	92%	82%	91%
NSGC	89%	90%	79%	91%

SCHOOL	ATTENDANCE % Week 13 11/8-11/11	ATTENDANCE % Week 14 11/14-11/18	ATTENDANCE % Week 15 11/21-11/23	ATTENDANCE % Week 16 11/28-12/2
NSCS	89%	90%	75%	85%
NSGC	86%	88%	73%	85%

SCHOOL	ATTENDANCE % Week 17 12/6-12/9	ATTENDANCE % Week 18 12/12-12/16		
NSCS	87%	91%		
NSGC	80%	86%		



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## **Personnel**

Hiring for the 2022-23 school continues with a process in place to aid in recruiting and bringing the very best candidates to North Side.

### **New Hires:**

#### **Early Childhood Center:**

Preschool – Emma Maher

Aide – Joellyn Courtois

#### **Elementary:**

3<sup>rd</sup> Grade Long Term Substitute Teacher – Miranda Fisher

4<sup>th</sup> Grade Long Term Substitute Teacher – Ciera Fisher

#### **Middle:**

Art Teacher – Shannon Edwards

Music Teacher – Orelando Carodine Jr.

Special Education Teacher – Darla Krause

Special Education Teacher – William Norris

Teacher Assistant – Dejah Mason

### **Open Positions:**

#### **Administrative Services:**

Development and Communications Director

#### **Elementary:**

3<sup>rd</sup> Grade Teacher (2)

4<sup>th</sup> Grade Teacher

Supervision Aides





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## **Behavior Management**

A new NSCS Student Behavior Management Plan aligning student behavior expectations, management, consequences, and reinforcements across all three campuses has been implemented. This includes:

- Student behavior expectations reflecting our North Side Knights Core Values
- Student behavior expectation posters to clearly post in every room and space in each building
- A behavior flow chart detailing what are classroom managed behaviors and office managed behaviors

## **School Safety:**

As you know, time has been spent since early summer reviewing safety procedures, preparing board policies having to do with safety procedures, and determining what are necessary steps to ensure safety procedures and protocols are firmly established, facilities are safe, and staff have the necessary training. In addition,

1. We completed coordination with Third Baptist Church ensuring all classroom doors have internal locking capability.
2. Training with Navigate 360 the national leader in ALICE School Intruder Training for Intruder Training occurred including:
  - a. A virtual course for all staff on safety procedures geared toward each individual position type (teacher, custodian, administration, bus driver, etc.)
  - b. Onsite training for all staff (December 5, 2022)
3. The National School Safety Advocacy Council conducted a comprehensive school safety assessment of the three campuses (December 5, 6, 7), and is in the process of designing a comprehensive school safety assessment report.

## **Toys for Tots:**

Through our partnership with Toys for Tots, prior to the Winter Break, NSCS was able to provide each child (PreK through 8<sup>th</sup> Grade) with a toy of their choice.

## **Calendar:**

January 9

Extended Day Session 2 Begins



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January 10

Happy Birthday Alexis Brandt!

Happy Birthday James McLarren!

January 13

Fire Drill

Progress Reports Sent Home

January 16

No School - Martin Luther King Jr.

Day

January 20

100th Day of School!

January 21

Happy Birthday Nora Richey!

January 23 - 27

National School Choice Week

January 24

Happy Birthday Michael Spraggins!

February

African American History Month

Children's Dental Health Month

School Board Appreciation Month

February 3

Happy Birthday Lindsay Hawsey!

**NEW PUBLIC-SCHOOL LEA POLICIES  
FROM THE MISSOURI LEGISLATURE  
NOVEMBER 2022**

## **Family and Medical Leave Act Model Policy[required][revised]<sup>1</sup>**

The Board of North Side Community School adopts the following policy, effective on the date of adoption by the Board.

This policy is limited to any rights or benefits contained in the Family and Medical Leave Act (FMLA).

### **SECTION 1. Eligible Employees**

**SECTION 1.1.** Employees of the school/Board/management organization employed by the Board who have been employed for at least twelve (12) months and who have worked at least 1250 hours during the 12 month period immediately prior to requesting leave and are employed at a worksite where 50 or more employees are located within 75 miles of the worksite are eligible to take twelve (12) weeks of unpaid leave under FMLA.

**SECTION 1.2.** An employee may request leave for one or more of the following reasons:

1. Birth of a child and to care for the newborn child;
2. Adoption or foster placement of a child with the employee;
3. To care for the employee's spouse, son, daughter or parent, if that person has a serious health condition;
4. Serious health condition of employee that prevents the employee from performing the job functions;
5. Because of a qualifying exigency (hereinafter defined) arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on active duty or has been notified of an impending call or order to active duty status in the National Guard or Reserves in support of a contingency operation;
6. To care for a covered service member (hereinafter defined) with a serious injury or illness when the employee is the spouse, son, daughter, parent or next of kin.

### **SECTION 2. Definitions**

*"Covered Servicemember"* means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is on the temporary retired list, for a serious injury or illness. A member of the Armed Forces would have a serious injury or illness if he or she has incurred an injury or illness in the line of duty while on active duty in the Armed Forces provided that the injury or illness may render the servicemember medically unfit to perform duties of the member's office, grade rank or rating.

*"Instructional employee or other key position"* means an employee whose school leader function is to instruct or directly support instruction of students in a class, a small group or an individual setting or provide an essential function such as administration which would provide a disruption in the normal operations of the school.

*"Parent"* means a biological parent or one who acted in place of a parent when the employee was a child. The term "parent" does not include parent "in-law."

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<sup>1</sup> HR, App. A.

“Qualifying exigency” may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

*“Serious health condition”* means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider and has been duly documented by a health care provider.

*“Son or daughter”* means a biological, adopted or foster child, a step-child, a legal ward or a child for whom the employee acts as a parent. The son or daughter must be under age 18 or, if the son or daughter is age 18 or older, he/she must be incapable of self-care on a daily basis due to a documented mental or physical disability.

*“Spouse”* means a husband or wife.

### **SECTION 3. Amount and Type of Leave Taken**

**SECTION 3.1.** Except as provided below, an employee may take a total of twelve (12) weeks during any twelve-month period. The twelve-month period shall be measured backward from the date the employee begins using any FMLA leave. In the event of the birth, adoption or foster placement of a son or daughter, all leave must be completed within twelve (12) months after the birth, adoption or foster placement.

**SECTION 3.2.** If both spouses work for the Board and both are eligible for FMLA leave, they are authorized to take only a combined total of twelve (12) weeks during any one twelve-month period to care for a newborn or adopted child, a child placed with the employee for foster care, or a parent with a serious health condition for twelve (12) weeks.

**SECTION 3.3.** Employees seeking to take Family and Medical Leave to care for a newborn or adopted child, a child placed with the employee for foster care, a parent, spouse, or child with a serious health condition, or because of their own serious health condition, must first exhaust any personal leave, paid vacation, applicable accumulated sick leave, and any other applicable paid leave for their Family and Medical Leave.

#### **SECTION 3.4. Intermittent or Reduced Leave**

An employee may only take leave on an intermittent or reduced leave schedule when medically necessary. The Board will require a certification, in the form described in Section 3.7 below, to document the medical necessity of such intermittent leave.

#### **SECTION 3.5. Notification of Leave**

If the need for FMLA leave is foreseeable, an employee requesting leave must provide at least 30 days advance notice to the (School Leader or other job title). If such advance notice is not possible, the employee must give said notice as soon as practicable, ordinarily within one to two working days of learning of the need for leave. When planning medical treatment, the employee should make a reasonable effort to schedule the treatment so that any corresponding leave will not unduly disrupt the operations of the school or classroom instruction.

#### **SECTION 3.6. Benefits and Return to Work**

Employees taking FMLA leave will continue to accrue all benefits for which they are eligible that are provided by the school while on FMLA leave. The Board will pay the employer's portion, if any, of

such benefits. The employee will pay the same portion, if any, of such benefits as the employee paid before beginning the leave. The employee will be billed for the employee portion of the benefits and shall timely pay required premiums in order to maintain active benefits coverage.

The Board may recover any health care benefit premiums paid on behalf of an employee if the employee does not return to work after the leave period has expired.

With the exception of paid vacation, personal, medical or sick leave required to be exhausted prior to taking unpaid leave under Section 3.3 above, the employee's absence during leave will not alter benefits which the employee accrued before taking leave.

Upon return from leave, the employee is entitled to be reinstated to a position equivalent to the one the employee held when he/she left on FMLA leave, with equivalent pay, benefits and other terms and conditions of employment. Upon proper notice, however, the Board may deny reinstatement under this policy to an employee whose salary is within the highest 10% of the employees employed by the school ("key employee") if such denial is necessary to prevent substantial and grievous economic injury to the school's operation, as determined by the Board. Employees will be notified if they are considered a key employee, if there is an intention to deny reinstatement, and of their rights in such instances.

#### **SECTION 3.7. Required Certification and Reporting**

The Board requires that a request for leave due to a serious health condition be supported by a certification issued by the appropriate health care provider of the eligible employee or of the son, daughter, spouse or parent of the employee on a form to be provided by the Board.

This certification must include:

1. The date on which the serious health condition commenced;
2. The probable duration of the condition;
3. If the purpose of the leave is to care for a son, daughter, spouse or parent ("family member"), a statement that the employee is needed to care for the family member and the estimated amount of time needed for such care;
4. If the leave is due to the employee's own serious health condition, a statement that the employee is unable to perform his or her job functions. The employer may require that the eligible employee obtain subsequent recertification on a reasonable basis as requested by the Board.

The Board, at its own expense, may obtain the opinion of a second health care provider of the Board's choice, if it should choose to do so. If a conflict exists between the opinion in the certification and the second opinion, the Board may, at its own expense, obtain a third opinion from a health care provider upon which the Board and the employee jointly agree. Such a third opinion as to the necessity for the leave is binding on both the Board and the employee.

Upon an employee's return after leave for his/her own serious health condition, the Board may require the employee to obtain certification from a health care provider that the employee is able to resume work.

The Board may require an employee on FMLA leave to report periodically to the (School Leader or other job title) on the employee's status and intent to return to work.

#### **SECTION 3.8. Special Provisions**

When an instructional employee or other key position essential to the function of the school seeks intermittent leave or leave on a reduced schedule in connection with a family or personal illness that would constitute at least 20% of the total number working days in the period during which the leave would extend, the Board may require the employee to elect to take leave in a block (not intermittently) for the entire period or to transfer to an available alternative position within the school that is equivalent in pay, for which the employee is qualified, and which better accommodates the intermittent situation.

If the employee begins leave more than five weeks before the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if:

1. The leave will last at least three weeks; and
2. The employee would return to work during the three-week period before the end of the term.

An eligible employee is entitled to up to a total of 26 workweeks of unpaid, job protected leave during a single 12-month period to care for a covered servicemember with a serious injury or illness. The employee must be the spouse, son, daughter, parent, or next of kin of the covered servicemember.

## Exhibit 1

### FMLA Description Of Serious Health Condition<sup>2</sup>

A “Serious Health Condition” means an illness, injury, impairment, or physical or mental condition that involves one of the following:

1. **Hospital Care**  
Inpatient care (i.e., overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or subsequent treatment <sup>3</sup> in connection with or consequent to such inpatient care.
2. **Absence Plus Treatment**  
A period of incapacity of more than three full consecutive days (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:
  - a) Treatment two or more times (within 30 days of the first day of incapacity, unless extenuating circumstances exist) by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or
  - b) Treatment by a health care provider on at least one occasion which results in a regiment of continuing treatment<sup>4</sup> under the supervision of a health care provider.

The requirements for treatment by a healthcare provider means an in-person visit to a healthcare provider. The first (or only) in-person treatment visit must take place within seven days of the first day of incapacity.

3. **Pregnancy**  
Any period of incapacity due to pregnancy, or for prenatal care.
4. **Chronic Conditions Requiring Treatments**  
A chronic condition which:
  - a) Requires periodic visits (at least twice a year) for treatment by a healthcare provider, or by a nurse or physician's assistant under direct supervision of a healthcare provider;
  - b) Continues over an extended period of time (including recurring episodes of a single underlying condition); and

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<sup>2</sup> Here and elsewhere on this form, the information sought relates only to the condition for which the employee is taking FMLA leave.

<sup>3</sup> Treatment includes examinations to determine if a serious health condition exists and evaluations of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations.

<sup>4</sup> A regiment of continuing treatment includes, for example, a course of prescription medication (e.g., antibiotic) or therapy requiring special equipment to restore or alleviate the health condition. A regiment of treatment does not include the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider.



- c) May cause episodic rather than continuing period of incapacity<sup>5</sup> (e.g., asthma, diabetes, epilepsy).

**5. Permanent/Long-term Conditions Requiring Supervision**

A period of incapacity<sup>4</sup> which is permanent or long term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

**6. Multiple Treatments (Non-Chronic Conditions)**

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a healthcare provider, either from restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity<sup>4</sup> of more than three full consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.) severe arthritis (physical therapy), or kidney disease (dialysis).

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<sup>5</sup> "Incapacity," for purposes of FMLA, is defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery therefrom.

## Exhibit 2:

### FMLA Description of Qualifying Exigency

Eligible employees may take FMLA leave while the employee's spouse, son, daughter, or parent (i.e., the covered military member") is on active duty or call to covered active duty status as defined in 29 C.F.R.825.126(b)(2) for one or more of the following qualifying exigencies:

- 1. Short-Notice Deployment**  
Any issue that arises from the fact that a covered military member is notified of an impending call or order to covered active duty in support of a contingency operation seven or less calendar days prior to the date of deployment.
- 2. Military Events and Related Activities**  
Leave to attend any official ceremony, program or event sponsored by the military that is related to active duty or call to covered active duty status of a covered military member; or leave to attend family support or assistance programs and informal briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to covered active duty status of a covered military member.
- 3. Childcare and School Activities**  
When necessary due to circumstances arising from the active duty or call to covered active duty status of a covered military member – leave to arrange for alternative childcare; to enroll in or transfer the military service member's child to a new school or daycare; or to attend meetings with staff at a school or daycare facility concerning the covered member's child.
- 4. Financial and Legal Arrangements**  
To make or update financial or legal arrangements to address the covered military member's absence, such as preparing and executing powers of attorney, transferring bank account signature authority, or preparing a living will or trust.
- 5. Counseling**  
To attend counseling provided by someone other than a health care provider for oneself, for the covered military member. Or for the child of the covered military service member provided that the need for counseling arises from the active duty or call to active duty status of a covered military member.
- 6. Rest and Recuperation**  
To spend time with a covered military member who is on short-term, temporary rest and recuperation leave during the period of deployment.
- 7. Post-Deployment Activities**  
To attend any official ceremony or program sponsored by the military for a period of 90 days following the termination of the covered military member's active duty status (i.e., arrival ceremonies or reintegration events); or to address issues that arise from the death of a covered military member while on active duty status.
- 8. Additional Activities**  
Other events that arise out of the covered military member's active duty or call to covered active duty status provided the employer and employee agree that such leave shall qualify as an exigency, and agree to both the timing and duration of such leave.

Exhibit 3:

Model Family and Medical Leave Act (FMLA) Request Form

To be completed by employee and returned to the Executive Director

[School Name]  
[School Address 1]  
[School Address 2]

Employee Name \_\_\_\_\_  
Job Title \_\_\_\_\_  
Dated of Notification \_\_\_\_\_

**Reason for Leave:**

- Adoption of a Child
- Placement of a Foster Child
- Birth of a Child
- Serious Health Condition of Employee
- Serious Health Condition of Spouse, Child, or Parent
- Qualifying exigency arising out of the fact that your  Spouse  Son/Daughter  Parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves
- You are the  Spouse  Son/Daughter  Parent  Next of kin of a covered service member with a serious injury or illness

**Type of Leave Requested:**

- Continuous
- Intermittent: Please explain: \_\_\_\_\_
- Reduced Hours: Please explain: \_\_\_\_\_

**Length of Request for Leave:**

Date leave to start: \_\_\_\_\_  
Date of anticipated return to work: \_\_\_\_\_

**Other Pertinent Information:**

\_\_\_\_\_

\_\_\_\_\_  
**Signature of Employee** **Date**

\_\_\_\_\_  
**Signature of (School Leader or other job title)** **Date**

**Exhibit 4:**

**Model Family and Medical Leave Act (FMLA)**

**Certification By Employee's Health Care Provider for Employee's Serious Illness**  
**To be completed by employee's health care provider and returned to the [School Leader]**

<b>Employee's Name</b>			
<p>Description of serious health condition (see attached description of "serious health condition" under FMLA.) Does the patient's condition qualify under any of the categories described? If so, please check the applicable category. In all instances the information on the form must relate only to the serious health condition for which the current need for leave exists.</p> <p> <input type="checkbox"/> Hospital Care  <input type="checkbox"/> Absence Plus treatment  <input type="checkbox"/> Pregnancy  <input type="checkbox"/> Chronic Conditions Requiring Treatments  <input type="checkbox"/> Permanent/Long-term Conditions Requiring Supervision  <input type="checkbox"/> Multiple Treatments (Non-Chronic Conditions)         </p>			
<p>Describe the medical facts and/or treatment that meet the criteria of the serious health condition checked above (medical diagnosis/prognosis is not required):</p>			
<b>Date Condition Commenced:</b>			
<b>Probable Duration of Condition:</b>			
<b>Probable Duration of Present Incapacity (if different):</b>			
<p>Will the employee require leave on an intermittent or reduced schedule basis for planned medical treatment (e.g., follow-up treatment) of the employee's serious health condition, including pregnancy?    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p>			
<p>If so, please provide an estimate of the dates and duration of such treatment and any period(s) of recovery:</p>			
<b>Dates:</b>			
<b>Duration</b>	<b>Per</b>	<b>Hour(s) or</b>	<b>Day(s):</b>
<b>Episode:</b>			
<p>Will the employee require leave on an intermittent or reduced schedule basis for the employee's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity (e.g. flare ups)?    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p>			
<p>If so, please provide an estimate of the frequency and duration of such episodes of incapacity (e.g., 3 times per 1 month lasting 1-2 days):</p>			
<b>Frequency;</b>	<b>Times Per</b>	<b>Week(s)</b>	<b>Months(s)</b>
<b>Duration Per Episode:</b>		<b>Hours(s)</b>	<b>Day(s)</b>
<p>Is the employee able to perform the essential functions of employee's position?  <input type="checkbox"/> Yes    <input type="checkbox"/> No</p>			
<p>If no, describe the physical restrictions placed on the employee, including the duration of such restrictions:</p>			

<b>Health Care Provider's Name (please print):</b>	
<b>Health Care Provider's Signature:</b>	
<b>Date:</b>	
<b>Specialty/Type of Practice:</b>	
<b>Address:</b>	
<b>Phone Number:</b>	
<b>Fax Number:</b>	

**Exhibit 5:**

**Model Family and Medical Leave Act (FMLA)**

**Certification by Employee's Health Care Provider for Employee's Family Member Serious Illness  
To be completed by employee's health care provider and returned to the [School Leader]**

<b>Employee's Name</b>			
<b>Patient's Name</b>			
<b>Relationship to Employee</b>		<input type="checkbox"/> Spouse <input type="checkbox"/> Parent <input type="checkbox"/> Child (under age 18 or if older and incapable of self care due to mental or physical disability)	
<b>Description of serious health condition (see attached description of "serious health condition" under FMLA.) Does the patient's condition qualify under any of the categories described? If so, please check the applicable category. In all instances the information on the form must relate only to the serious health condition for which the current need for leave exists.</b>			
<input type="checkbox"/> Hospital Care <input type="checkbox"/> Absence Plus treatment <input type="checkbox"/> Pregnancy <input type="checkbox"/> Chronic Conditions Requiring Treatments <input type="checkbox"/> Permanent/Long-term Conditions Requiring Supervision <input type="checkbox"/> Multiple Treatments (Non-Chronic Conditions)			
<b>Describe the medical facts and/or treatment that meet the criteria of the serious health condition checked above (medical diagnosis/prognosis is not required):</b>			
<b>Date Condition Commenced:</b>			
<b>Probable Duration of Condition:</b>			
<b>Probable Duration of Present Incapacity (if different):</b>			
<b>Will the employee require leave on an intermittent or reduced schedule basis for planned medical treatment (e.g., follow-up treatment) of the employee's family member's serious health condition, including pregnancy?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>If so, please provide an estimate of the dates and duration of such treatment and any period(s) of recovery:</b>			
<b>Dates:</b>			
<b>Duration</b>	<b>Per</b>	<b>Hour(s) or</b>	<b>Day(s):</b>
<b>Episode:</b>			
<b>Will the employee require leave on an intermittent or reduced schedule basis for the employee's family member's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity (e.g. flare ups)?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>If so, please provide an estimate of the frequency and duration of such episodes of incapacity (e.g., 3 times per 1 month lasting 1-2 days):</b>			
<b>Frequency;</b>	<b>Times Per</b>	<b>Week(s)</b>	<b>Months(s)</b>
<b>Duration Per Episode:</b>		<b>Hours(s)</b>	<b>Day(s)</b>
<b>Is the employee able to perform the essential functions of employee's position?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If no, describe the physical restrictions placed on the employee, including the duration of such restrictions:</b>			

<b>Health Care Provider's Name (please print):</b>	
<b>Health Care Provider's Signature:</b>	
<b>Date:</b>	
<b>Specialty/Type of Practice:</b>	
<b>Address:</b>	
<b>Phone Number:</b>	
<b>Fax Number:</b>	

**Exhibit 6:**

**Model Family and Medical Leave Act (FMLA)**

**Certification by Employee of Qualifying Exigency for Military Family Leave**

To be completed by employee's health care provider and returned to the Executive Director

<b>Employee's Name:</b>			
<b>Name of Covered Military Member on Active Duty or Call to Active Duty Status:</b>			
<b>Relationship to Employee:</b>			
<b>Dates of Covered Military Member's Active Duty Service:</b>			
Please check one of the following:			
<input type="checkbox"/> A copy of the covered military member's active duty orders is attached. <input type="checkbox"/> Other documentation from the military certifying that the covered military member is on active duty (or has been notified of an impending call to active duty) in support of a contingency operation is attached. <input type="checkbox"/> I have previously provided my employer with sufficient documentation confirming the covered military member's active duty or call to covered active duty status in support of a contingency operation.			
<b>Description of Qualifying Exigency (see attached description of a "qualifying exigency" under FMLA.) Does the need for leave qualify under any of the categories described? If so, please check the applicable category.</b>			
<input type="checkbox"/> Short Notice Deployment <input type="checkbox"/> Military Events and Related Activities <input type="checkbox"/> Childcare and School Activities <input type="checkbox"/> Financial and Legal Arrangements <input type="checkbox"/> Counseling <input type="checkbox"/> Rest and Recuperation <input type="checkbox"/> Post-Deployment Activities <input type="checkbox"/> Additional Activities			
Please attach any available written documentation which supports the need for leave; such documentation may include a copy of a meeting announcement for informational briefings sponsored by the military, a document confirming an appointment with a counselor or school official, or a copy of a bill for services for the handling of legal or financial affairs. Available written documentation is attached. <input type="checkbox"/> Yes <input type="checkbox"/> Not Available			
<b>Approximate date exigency commenced or will commence:</b>			
<b>Probable duration of exigency:</b>			
<b>Will you need to be absent from work for a single continuous period of time due to the qualifying exigency?</b>			<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If so, estimate the beginning and ending dates for the period of absence:</b>			
<b>Will you need to be absent from work periodically to address this qualifying exigency?</b>			<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Estimate the frequency and duration of each period of absence due to the qualifying exigency (e.g., 3x per month lasting 4 hours):</b>			
<b>Frequency;</b>	<b>Times Per</b>	<b>Week(s)</b>	<b>Months(s)</b>
<b>Duration Per Event:</b>		<b>Hours(s)</b>	<b>Day(s)</b>



**Leave to Meet with a Third Party.** Please complete this section if leave is requested to meet with a third party (such as to arrange for childcare, to attend counseling, to attend meetings with school or childcare providers, to make financial or legal arrangements, to act as the covered military member's representative before a federal, state or local agency for purposes of obtaining, arranging or appealing military service benefits, or to attend any event sponsored by the military or military service organizations). This information may be used by your employer to verify that the information contained on this form is accurate.

<b>Name of the Individual or Entity with whom you are meeting:</b>	<b>Title:</b>
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<b>Organization:</b>
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<b>Address:</b>
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<b>Telephone:</b>	<b>Fax:</b>
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<b>Email:</b>
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<b>Briefly describe the purpose of the meeting:</b>
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<b>I certify that the information I provided above is true and correct to the best of my knowledge:</b>
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<b>Signature of Employee:</b>	<b>Date:</b>
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Exhibit 7:

Model Family and Medical Leave Act (FMLA)

Certification by Service Member's Health Care Provider for Caregiver Military Family Leave

Section 1. To be completed by the EMPLOYEE and/or the COVERED SERVICE MEMBER for whom the employee is requesting leave (This section must be completed before any of the below sections can be completed by a health care provider.)

Name of Employee Requesting Leave to Care for Covered Service Member:	
Name of Covered Military Service Member (for whom employee is requesting leave to care):	
Relationship to Employee:	<input type="checkbox"/> Spouse <input type="checkbox"/> Parent <input type="checkbox"/> Son <input type="checkbox"/> Daughter <input type="checkbox"/> Next of Kin
Is the Covered Service Member a Current Member of the Regular Armed Forces, the National Guard or Reserves? <input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, please provide the Covered Service Member's military branch, rank, and unit to which he/she is currently assigned:	
Is the Covered Service Member assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients (such as medical hold or warrior transition unit)? <input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, please provide the name of the medical treatment facility or unit:	
Is the Covered Service member on the Temporary Disability Retired List (TDRL)? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Describe the care to be provided to the Covered Service Member and an estimate of the leave needed to provide the care:	

**Section 2.** For completed by: (1) a United States Department of Defense (“DOD”) Health Care Provider or a Health Care Provider who is either (2) a United States Department of Veterans’ Affairs (“VA”) health care provider, (3) a DOD TRICARE network authorized healthcare provider; or (4) a DOD non-network TRICARE authorized private healthcare provider. If you are unable to make certain of the military-related determinations contained below in Part B, you are permitted to rely upon determination from an authorized DOD representative (such as a DOD recovery care coordinator). [Please ensure that Section 1 above has been completed before completing this section.] Please be sure to sign the form on the last page.

Health Care Provider’s Name (please print):	
Health Care Provider’s Signature:	
Date:	
Specialty/Type of Practice:	
Address:	
Phone Number:	
Fax Number:	
Please check what type of provider you are:	<input type="checkbox"/> a DOD healthcare provider <input type="checkbox"/> A VA healthcare provider <input type="checkbox"/> a DOD TRICARE network authorized private healthcare provider <input type="checkbox"/> a DOD non-network TRICARE authorized healthcare provider

**Medical Status**

Briefly state the medical facts regarding the Covered Service member’s health condition for which FMLA leave is requested:

Does the injury or illness render the Covered Service Member medically unfit to perform the duties of his or her office, grade, rank, or rating?  Yes  No

Was the condition for which the Covered Service member is being treated incurred in the line of duty on active duty in the armed forces?  Yes  No

Approximate date condition commenced:

Probable duration of condition and/or need for care:

Is the Covered Service member undergoing medical treatment, recuperation, or therapy?  Yes  No

If yes, please describe medical treatment, recuperation, or therapy:

**Covered Service Member’s Need for Care By Family Member**

Will the Covered Service Member need care for a single continuous period of time, including any time for treatment and recover?  Yes  No

If yes, estimate the beginning and ending dates for this period of time:

Beginning:

Ending:

Will the Covered Service Member require periodic follow-up treatment appointments?  
 Yes  No

Is there a medical necessity for the Covered Service Member to have periodic care for these follow-

up treatment appointments? ?  Yes  No

Is there a medical necessity for the Covered Service member to have periodic care other than for scheduled follow up treatment appointments (e.g., episodic flare-ups of medical condition)? This can include assisting in the Covered Service Member's recover.

Yes  No

If yes, please estimate the frequency and duration of the periodic care (e.g., 2 times per month for 6 months lasting 3 days):

Frequency;	Times Per	Week(s)	Months(s)
Duration Per Event:		Hours(s)	Day(s)

Health Care Provider's Name (please print):	
Health Care Provider's Signature:	
Date:	

## **Background Checks and Fingerprinting Model Policy[required][new]**

The Board of North Side Community School adopts the following policy, effective on the date of adoption by the Board.

1. Any employee, member of the Board, volunteer, or individual otherwise authorized to have contact with students and prior to any individual having contact with students shall complete a criminal background check and a check of the family care safety registry.
2. In order to facilitate the criminal background check and check of the family care safety registry, any employee, member of the Board, volunteer, or individual otherwise authorized to have contact with students and prior to any individual having contact with students shall complete a state and national fingerprint based criminal background check.
3. Prior to fingerprints being captured, the employee or volunteer must be provided a copy of the "Noncriminal Justice Applicant's Privacy Rights" and the FBI's "Privacy Act Statement." When registering for fingerprinting through the MACHS portal, this information is provided and acknowledged during the registration process.
4. The School will ensure the information received is protected from receipt until destruction and will establish appropriate technical and physical precautions to secure such information.
5. If a security violation occurs with information provided by the fingerprint background check, whether malicious in intent or not, the violation will be reported to Gordon Parks Elementary School's Local Agency Security Officer (LASO. The LASO will complete a MSHP SHP-71 Security Incident Report form and forward the completed form to the MSHP Criminal Justice Information Services (CJIS) Security Unit.
6. The School designates the following individuals to act as the LASO: [choose individuals]
7. To comply with Appendix J of the FBI CJIS Security Policy, basic security awareness training is required for all personnel who have access to Criminal Justice Information (CJI) within six months of initial assignment, and biennially thereafter. The School completes security awareness training via [hard copy, CJIS Online, etc.] and proof of completed and current security awareness training will be retained indefinitely for all personnel with access to information provided from the fingerprint background checks.
8. Only authorized personnel of the School may access, view, or otherwise use information provided from the fingerprint background check and check of the family care safety registry and shall not share such information from any individual not authorized to access, view, or otherwise use the information. If such information is printed on a hard copy format, authorized personnel will ensure the information is stored in a secured environment and is not accessible by unauthorized personnel. The security combination and/or keys to the locks shall only be accessible by authorized personnel. If such information is stored in an electronic format, the electronic media will be treated the same as hard copy information and will be stored in a secure environment that is not accessible by unauthorized personnel. If the electronic media cannot be stored in a secure environment, such as being stored on a PC's local HDD or SSD, the electronic information must be password-protected or otherwise encrypted.

9. When hard copy information or information stored on optical media discs is no longer required, it must be destroyed in one of the following manners:
  - a. In-House Cross Shredder
  - b. Incineration
  - c. Contracted Document Destruction Company. If a contracted document destruction company is used, authorized personnel must accompany the CHRI to destruction.
10. When electronic copy information stored on HDDs, SSDs, or flash sticks is no longer required, the electronic media must be degaussed a minimum of three times.
11. The School will disseminate information to the applicant of record for personal review or challenge purposes only. The individual must make a request to view information in writing and the individual must appear in person, with identification, and sign a secondary dissemination log. Secondary dissemination logs will include, at a minimum: the date of secondary dissemination, the name of the subject of the record, the name of the person or agency requesting the record, a description of the shared record, the purpose of the request, how the dissemination occurred, and the name of the disseminator. The secondary dissemination log will be retained for at least 3 years or until a compliance audit can be conducted by the MSHP.
12. The School will ensure all MACHS portal access is current. Any user that no longer needs access will be removed immediately by the Agency LASO or the MACHS Administrator.
13. The School LASO will contact the Missouri State Highway Patrol, CJIS Division, Trainer/auditor for assistance with Administrator rights to the MACHS portal.
14. The School will ensure that Rap Back subscriptions are kept up-to-date and removed when the individual is no longer working or volunteering for the agency. Rap Back subscriptions and validations will be conducted by the MACHS administrator of the agency

## **Official School Year And School Day Model Policy<sup>6</sup>[required][revised]**

The Board of North Side Community School adopts the following policy effective on the date that the policy is adopted by the Board.

The Board will annually adopt a school calendar that provides for 1,044 hours of pupil attendance. Hours, more than the state required minimum, may be recommended by the School Leader and approved by the Board.

The length of the school day shall be [insert number of hours per day].

### **The following language is recommended but not required:**

The School shall be required to make up the first 36 hours of school lost or canceled due to inclement weather and half the number of hours lost or cancelled in excess of the 36 make-up hours if the make-up of the hours is necessary to ensure the students attend a minimum of one hundred forty-two days of school and 1,044 hours for the school year.

The School shall be exempt from making up, up to 36 hours of school, lost or cancelled to due to exceptional or emergency circumstances<sup>7</sup> if the School has an alternative methods of instruction plan approved by the department of elementary and secondary education.

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<sup>6</sup> Op., App. B.

<sup>7</sup> For purposes of this Policy, exceptional or emergency circumstances shall include, but not be limited to, inclement weather, a utility outage, or an outbreak of a contagious disease.

## **Get the Lead Out of School Drinking Water Act Model Policy [new][required]**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

1. Beginning in the 2023-2024 school year and every subsequent school year, the School shall provide drinking water with a lead concentration level below five parts per billion in sufficient amounts to meet the drinking water needs of all students and staff.
2. On or before January 1, 2024, the School shall:
  - a. Conduct an inventory of all drinking water outlets and all outlets that are used for dispensing water for cooking or cleaning cooking and eating utensils.
  - b. Develop a plan for testing every water outlet inventoried under paragraph (a) above and make such plan available to the public; and
  - c. Provide general information on the health effects of lead contamination and additional informational resources for employees and parents if information is requested.
3. Before August 1, 2024, or the first day on which students will be present, the School shall:
  - a. Conduct testing for lead by first-draw and follow-up flush samples of a random sampling of at least twenty-five percent of remediated drinking water outlets until all remediated sources have been tested as recommended by the 2018 version of the United States Environmental Protection Agency's Training, Testing, and Taking Action program. Such testing shall be conducted, and results analyzed by an entity approved by the Department of Health and Senior Services;
  - b. Make all test results and any lead remediation plans available on the school's website within two weeks after receiving test results; and
  - c. Remove and replace any drinking water coolers or drinking water outlets that the United States Environmental Protection Agency has determined are not lead-free under the federal Lead Contamination Act of 1988, as amended. The School is not required to replace drinking water outlets or water coolers that tested under the testing requirements in the United States Environmental Protection Agency's Training, Testing, and Taking Action program and have been determined to be dispensing drinking water with a lead concentration less than five parts per billion.
4. If testing indicates the water source is causing the contamination and until such time remediation is complete, the School shall:
  - a. Install a filter at each point at which the water supply enters the School;
  - b. Install a filter that reduces lead in drinking water on each water outlet inventoried in Section 2(a) above to ensure lead concentrations are below five parts per billion; or
  - c. Provide purified water at each water outlet inventories in Section 2(a) above.



5. If testing indicates that the internal building piping is causing the contamination and until such time remediation is complete, the School shall:
  - a. Install a filter at each point at which the water supply enters the School; or
  - b. Install a filter that reduces lead in drinking water on each water outlet inventoried in Section 2(a) above to ensure lead concentrations are below five parts per billion.
6. Any pipe, solder, fitting, or fixture replaced as part of remediation shall be lead free, as such term is defined in 40 CFR 143.12, as amended.
7. If test results show lead concentration that exceeds five parts per billion, the School shall provide written notification to staff within seven business days of receiving such test result. The written notification shall include:
  - a. The test results and a summary that explains the results;
  - b. A description of remedial steps taken; and
  - c. A description of general health effects of lead contamination and community specific resources.
8. If test results show lead concentration that exceeds five parts per billion, the School shall also provide bottled water if there is not enough water to meet the drinking water needs of students, teachers, and staff.
9. The School shall test for lead annually, however, if the School tests and does not find a drinking water source with a lead concentration above 5 parts per billion, the School is only required to test every five years.

## **Community Engagement Model Policy[required][new]**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall adopt a community engagement policy that provides residents of the district with methods of communicating with the Board of the School and the School's administration.
2. The School's community engagement policy shall include a process for allowing any resident of the district to place an item on the agenda of the Board meeting. Such process shall include the following:
  - a. No item shall be placed on a meeting agenda pursuant to the established process unless the item is directly related to the governance or operation of the School;
  - b. The School may require a resident to meet with the head of the school in order to resolve the issue. Such meeting shall take place within twenty business days of receiving written request to meet. After such meeting or if the meeting did not take place within twenty business days, the resident may request to have the item placed on the Board's meeting agenda. If the Board receives the request to place the item on the agenda at least five business days prior to the next regularly scheduled meeting, the issue shall be placed as an item on the agenda for such meeting. If the request is received less than five business days before the next regularly scheduled meeting, the agenda item may be placed as an item on the next subsequent regularly scheduled meeting. The item may be moved to a different meeting with consent of the resident.
  - c. The Board may refuse to hear or delay hearing an agenda item if the Board has heard an identical or substantially similar issue in the previous three calendar months or if the resident has previously violated Board rules regarding conduct at meetings or on school property.
  - d. The Board may delay hearing an agenda item if more than three resident-initiated agenda items are scheduled for the same board meeting. If the hearing of a resident's agenda item is delayed, the Board shall provide the resident with an alternate method of communicating to the school board or governing board regarding the agenda item.
3. The School shall adopt a community engagement policy no later than July 1, 2023.

## **Parental Notification Model Policy [required][new]**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

1. Any time the School is determined to be in the bottom five percent of scores on the annual performance report, the School shall mail a letter to the parents and guardians of each student in the School.
2. Such letter shall include:
  - a. That the School has been determined to be in the bottom five percent of scores on the annual performance report; and
  - b. What options are available to such students as a result of the School's current status.

## **Annual Performance Report Information Model Policy[required][new]**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall display the following information on its website:
  - a. The School's annual performance rating and ranking percentage; and
  - b. A list of the bottom five percent of scores for all schools and all local educational agencies.

## **Will's Law Model Policy[required][new]**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

### **1. Definitions**

- a. "Individualized emergency health care plan" means a document developed by the School Nurse, in consultation with a student's parent and other appropriate medical professionals, that is consistent with the recommendations of the student's health care providers, that describes procedural guidelines that provide specific directions about what to do in a particular emergency situations, and that is signed by the parent or guardian and the School Nurse, or the School Administrator or the Administrator's designee in the absence of the School Nurse.
  - b. "Individualized health care plan" means a document developed by a school nurse, in consultations with a student's parent and other appropriate medical professionals who may be providing epilepsy or seizure disorder care to the student, that is consistent with the recommendations of the student's health care providers, that describes the health services needed by a student at school, and that is signed by the parent or guardian and the School Nurse or the School Administrator or the Administrator's designee in the absence of the School Nurse.
2. If any parent of a student of the School seeks epilepsy or seizure disorder care, the School Nurse shall develop an individualized health care plan and an individualized emergency health care plan for the student.
  3. The parent of the student shall annually provide the school written authorization for the provision of epilepsy or seizure disorder care as described in the individualized plans.
  4. The School Nurse shall update each student's individualized plan before the beginning of each school year and as necessary if there is a change in the health status of the student.
  5. Each individualized health care plan shall, and each individualized emergency health care plan may include, but not be limited to the following:
    - a. A notice about the student's condition for all school employees who interact with the student.
    - b. Written orders from the student's physician or advanced practice nurse describing the epilepsy or seizure disorder care;
    - c. The symptoms of the epilepsy or seizure disorder for that particular student and recommended care.
    - d. Whether the student may fully participate in exercise and sports, and any contraindications to exercise or accommodations that shall be made for that particular student.

- e. Accommodations for school trips, after-school activities, class parties, and other school-related activities at North Side Community School;
  - f. Information for such school employees about how to recognize and provide care for epilepsy and seizure disorders, epilepsy and seizure disorder first aid training, when to call for assistance, emergency contact information, and parent contact information.
  - g. Medical and treatment issues that may affect the educational process of the student.
  - h. The student's ability to manage, and the student's level of understanding of, the student's epilepsy or seizure disorder; and
  - i. How to maintain communication with the student, the student's parent and health care team, the school nurse or the school administrator or school administrator's designee in the absence of the school nurse, and the school employees.
6. The School Nurse or School Administrator or the Administrator's designee in the absence of the School Nurse shall obtain a release from the student's parent or guardian to authorize the sharing of medical information between the student's physician or advance practice nurse and other health care providers. Such release shall also authorize the School Nurse, School Administrator or Administrator's designee in the absence of the School Nurse to share medical information with other school employees as necessary.
7. The School Nurse shall coordinate the provision of epilepsy and seizure disorder care at the School.
8. The School Nurse shall provide mandatory training every two years to all school employees in the care of students with epilepsy and seizure disorders. Such training shall include, but not be limited to:
- a. School employees working with school-sponsored programs outside of the regular school day, as provided in any student's individualized plan; and
  - b. An online or in-person course of instruction approved by the Department of Health and Senior Services.

## **Missouri Course Access and Virtual School Program Model Policy[required][revised]<sup>8</sup>**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

### **Section 1. Course Access and Virtual School Enrollment**

As required by Missouri statute, any student under the age of twenty-one in grades kindergarten through twelve shall be allowed to enroll in Missouri course access and virtual school program courses of his or her choice as part of the student's annual course load each year or a full-time virtual school option.

### **Section 2. Costs**

The school shall pay the costs associated with the course or courses if:

The student is enrolled full-time in and has attended, for at least one semester immediately prior to enrolling in the Missouri course access and virtual school program, a public school except if the student has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the community the previous semester: and

The school approves the student's enrollment in a Missouri course access and virtual school program course or courses. If the school disapproves the student's enrollment, the school shall provide the reason in writing and it shall be for "good cause." "Good cause" is a determination that doing so is not in the best educational interest of the student and shall be consistent with the determination that would be made for such course requested under the process by which a student would enroll in a similar course offered by the school, except that the determination may consider the suitability of virtual courses for the student based on prior participation in virtual courses by the student. An appeal shall be considered under a policy that is substantially similar to the typical process by which appeals would be considered for a student seeking to enroll in courses offered by the school seeking to enroll in courses offered by the school. [\*Note: The School can use the same appeal process as long as it is tailored for considerations regarding virtual school as described in this policy.].

### **Section 3. Notice of Right to Participate**

The school shall inform parents of their child's right to participate in the Missouri course access and virtual school program. There shall be information available in the parent handbook, registration documents and on the school's website.

### **Section 4. Payment to Content Provider**

The school shall pay the content provider directly on a pro rata monthly basis based on the student's completion of assignments and assessments. The school shall not pay more than the market necessary costs but in no case shall pay more than fourteen percent of the state adequacy target as defined in RSMo 163.011, as calculated at the end of the most recent school year for any single, year-long course and nor more than seven percent of the state adequacy target for any single semester equivalent course.

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<sup>8</sup> Op., App. CCC.

**Section 5. A+ Students**

If a student is a candidate for A+ tuition reimbursement, the school shall attribute no less than ninety-five percent attendance to any such student who completed a virtual course.

**Section 6. Transfer Students**

Pursuant to rules to be promulgated by the department of elementary and secondary education, the school shall allow the following:

If a student transfers into the school while enrolled in a Missouri course access and virtual school program course or full-time virtual school, the student shall continue to be enrolled in such course or school.

When a student transfers into the school, credits previously gained through successful passage of approved courses under the Missouri course access and virtual school program shall be accepted by the school.

**Section 7. Monitoring Student Progress**

The school shall monitor student progress and success and take into account the department of elementary and secondary education's and provider's recommendations regarding a student's enrollment in the program. The school may terminate or alter the course offering if it is found the course or full-time virtual school is not meeting the educational needs of the students enrolled in the course.

The school shall monitor student progress and success, and course or full-time virtual school quality, and annually provide feedback to the department of elementary and secondary education regarding course quality



## Braille Instruction Model Policy[required][revised]<sup>9</sup>

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

### Section 1. Definitions

- **"Accessible assistive technology device"**, an assistive technology device, as defined in 20 U.S.C. Section 1401, as amended, that provides blind or visually impaired students the benefits of an educational program in an equally effective and integrated manner as that provided to nondisabled students.
- **"Adequate instruction"**, the quality teaching of blind or visually impaired students, as it pertains to general education and necessary blindness skills, in alignment with the U.S. Department of Education's definition of free appropriate public education, as defined in 20 U.S.C. Section 1401, as amended.
- **"Blind or visually impaired student"**: A child who: (i) Has an individualized education program (IEP) or an individualized family service plan (IFSP), as such terms are defined in 20 U.S.C. Section 1401, as amended, or a 504 plan created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended; and (ii) Is identified as having the disability of visual impairment (including blindness) within the definition of child with a disability in 20 U.S.C. Section 1401, as amended; OR An individual who is deaf-blind under the federal Individuals with Disabilities Education Act (IDEA), as amended, or other federal law;
- **"Braille"**, the system of reading and writing through touch.
- **"Expanded core curriculum"**, a disability-specific curriculum that compensates for vision loss, is foundational to all other learning, and that covers the nine essential areas of compensatory access, sensory efficiency, assistive technology, orientation and mobility, social interaction, recreation and leisure, independent living, self-determination, and career education.
- **"Grade level instruction"**, instruction that aligns with state-designated content standards and curricula for students of the same age or level of maturity, based on the development of intellectual, emotional, physical, and behavioral capacity that is typical for the student's age or age group.
- **"Local educational agency" or "LEA"**, the same definition as in 20 U.S.C. Section 1401, as amended.
- **"Nonvisual access"**, the ability of a blind or visually impaired student to use all functions of a device, without using the student's vision, in an equally effective, equally integrated manner and with equivalent ease of use as the student's sighted peers.
- **"Nonvisual skills"**, skills that are taught in such a way that the student does not need to use any vision.

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<sup>9</sup> Op., App. EEE.

- **"State educational agency"**, the same definition as in 20 U.S.C. Section 1401, as amended;
- **"Technology-mediated learning environments and methods"**, the settings in which electronic and information technology including, but not limited to, the following is used:
  - Computer-based applications and simulations;
  - Personal and mobile computing devices such as smartphones or tablets;
  - Web-based platforms;
  - Online or distance-learning programs;
  - Video games; and
  - Exhibits or installations that feature digital media, wearable technology, or other tools that support participants' engagement with new knowledge, skills, or practices;
- **"U.S. Access Board"**, the independent federal agency created in 1973 that promotes equality for people with disabilities through leadership in accessible design and the development of accessibility guidelines and standards.

## Section 2. Braille Instruction

1. Each blind or visually impaired student shall receive instruction in Braille reading and writing as part of such student's individualized education program (IEP) or individualized family support plan (IFSP) unless the IEP or IFSP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media including, but not limited to, an evaluation of the student's needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate. No blind or visually impaired student shall be denied instruction in Braille reading and writing solely because the student has some vision. During the evaluation and IEP process, consideration shall be given regarding appropriate Braille instruction based on a potential vision loss due to a degenerative medical diagnosis.
2. In conjunction with the U.S. Department of Education's Braille presumption requirement in the federal Individuals with Disabilities Education Act (IDEA), as amended, instruction in Braille reading and writing shall be sufficient to enable each blind or visually impaired student to communicate effectively and efficiently at a level commensurate with the student's same age and with the student's nondisabled peers of comparable intellectual ability. The blind or visually impaired student's individualized education program (IEP) or individualized family support plan (IFSP) shall specify:
  - a. The results obtained from an evaluation of the blind or visually impaired student's reading and writing skills, needs, and appropriate reading and writing media including, but not limited to, an evaluation of the blind or visually impaired student's needs for instruction in Braille or the use of Braille including, but not limited to, consideration regarding appropriate Braille instruction based on a potential vision loss due to a degenerative medical diagnosis;
  - b. How Braille will be implemented, if needed as determined by the IEP team, as a primary mode for learning through integration with other classroom activities;
  - c. The length of the period of instruction and the frequency and duration of each instructional session as determined by the IEP team, which shall, as closely as

- appropriate based on individual needs, be identical to the level of instruction provided to nondisabled peers; and
- d. The level of competency in Braille reading and writing to be achieved by the end of the period.
3. Use, and provision, of Braille materials for reading and writing shall be addressed in 504 plans for blind or visually impaired students created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended.
  4. In conjunction with academic achievement and functional performance requirements of 34 CFR 300.320(a)(2)(i), as amended, instruction in expanded core curriculum shall be provided to blind or visually impaired students to support progress in the general education curriculum.

### Section 3. Instruction In Assistive Technology

1. Each blind or visually impaired student shall receive instruction in assistive technology as part of the student's individualized education program (IEP) or individualized family support plan (IFSP) unless the IEP or IFSP team determines, after an evaluation of a student's needs, that instruction in assistive technology is not appropriate. No student shall be denied instruction in assistive technology solely because the student has some vision.
2. In conjunction with accessible assistive technology requirements of the federal Individuals with Disabilities Education Act (IDEA) in 20 U.S.C. Section 1412(a)(12)(B)(i), as amended, the blind or visually impaired student shall receive grade-level instruction that will equip the blind or visually impaired student with the appropriate technology-mediated learning environments and methods to perform on the same level of proficiency expected of peers of comparable intellectual ability and grade level. The blind or visually impaired student's IEP or IFSP shall specify:
  - a. The results obtained from an assessment of the blind or visually impaired student's skills, needs, and appropriate accessible assistive technology including, but not limited to, an evaluation of the future needs for accessible assistive technology training or the use of accessible assistive technology;
  - b. How accessible assistive technology will be implemented as a primary mode for learning through integration with other classroom activities;
  - c. The frequency and duration of each instructional session;
  - d. The level of mastery of the accessible assistive technology specified by the blind or visually impaired student's assessment to be achieved by the end of the period; and
  - e. Acknowledgment that either:
    - i. The blind or visually impaired student may transport the accessible assistive technology to and from school without the need for payment, family assumption of liability for loss or damage, or any other cost to the blind or visually impaired student or the family; or
    - ii. If the accessible assistive technology remains at school, the LEA will provide duplicate accessible assistive technology in the blind or visually impaired student's home without requiring payment, family assumption of liability for

loss or damage, or any other cost to the blind or visually impaired student or the family.

3. Use, and provision, of accessible assistive technology shall be addressed in 504 plans for blind or visually impaired students created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended.

#### Section 4. Instruction in Orientation and Mobility

1. Each blind or visually impaired student shall receive instruction in orientation and mobility as part of the student's individualized education program (IEP) or individualized family support plan (IFSP) unless the IEP or IFSP team determines, after an evaluation of a student's needs, that instruction in orientation and mobility is not appropriate. No student shall be denied instruction in orientation and mobility solely because the student has some vision.
2. In conjunction with orientation and mobility services requirements of 34 CFR 300.34(c)(7), as amended, blind or visually impaired students shall receive orientation and mobility instruction to equip each blind or visually impaired student with the age-appropriate tools, techniques, and nonvisual skills to navigate in and around the student's home, schools, communities, and other environments as applicable, and as expected of peers of comparable intellectual ability and grade level. The blind or visually impaired student's IEP or IFSP shall specify:
  - a. The results obtained from an evaluation of the blind or visually impaired student's orientation and mobility needs including, but not limited to, an evaluation of the blind or visually impaired student's future needs for instruction in orientation and mobility;
  - b. How orientation and mobility will be integrated into the home, school, and community;
  - c. The date on which orientation and mobility instruction will commence;
  - d. The frequency and duration of each instructional session; and
  - e. The level of mastery of orientation and mobility skills to be achieved by the end of the period.
3. Orientation and mobility equipment, accommodations, and modifications shall be addressed in 504 plans for blind or visually impaired students created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended.
4. An orientation and mobility evaluation shall be conducted by a person who is appropriately certified by the National Blindness Professional Certification Board (NBPCB) with a National Orientation and Mobility Certification (NOMC), or through the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) as a Certified Orientation and Mobility Specialist (COMS), or who holds a nationally recognized certification related to orientation and mobility.
5. The orientation and mobility evaluations described in subdivision (4) of this subsection shall occur in familiar and unfamiliar environments, during the daytime and nighttime, and around the home, school, and community as determined age appropriate by the blind or visually impaired student's IEP or IFSP.

## **Show-Me Success Diploma Model Policy [new]**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School may offer a course of student designed to meet the requirements of the Show-Me Success Diploma program as established by the Department of Elementary and Secondary Education.
2. If the School offers the Show-Me Success diploma, such diploma shall be available to any student until the end of that student's twelfth grade year.
3. Any student who earns a Show-Me Success diploma may remain at the School and participate in programs of study offered by the School until the student would otherwise have graduated at the end of twelfth grade.

## **Reading Success Plan Model Policy[required][new]**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall adopt and have on file a policy for reading success plans.
2. The School shall provide all parents and guardians, including students who have a substantial deficiency in reading, with suggestions for regular parent-guided home reading.

## **Reading Instruction Act Model Policy[required][new]**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

1. "Evidence-based reading instruction" includes practices that have been proven effective through evaluation of the outcomes for large numbers of students and are highly likely to be effective in improving reading if implemented with fidelity.
2. The School shall establish reading programs for kindergarten through grade five based in scientific research.
3. Such reading programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
4. All new teachers who teach reading in kindergarten through grade five shall receive training in the areas required under the evidence based reading instruction program.

## **Reading Assessment Model Policy[required][new]**

The Governing Board of North Side Community School adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments. The School shall also assess any newly enrolled student in grades one through five.
2. At the beginning of the school year, the School shall provide a reading success plan to any student who:
  - a. Exhibits a substantial deficiency in reading which creates a barrier to the child's progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or
  - b. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.
3. The School shall provide annual written notification to the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency of the following:
  - a. That the student has been identified as having a substantial deficiency in reading;
  - b. A description of the services currently provided to the child; and
  - c. A description of the proposed supplemental instructional services and supports that the School will provide the student that are designed to remediate the identified area of reading deficiency. For any student who is identified as being at risk for dyslexia or has diagnosis of dyslexia, the School shall provide an explanation that the instruction that will be used to teach the child reading will be explicit, systematic, and diagnostic, and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.
4. The School shall notify the parent or guardian of each student who exhibits a substantial deficiency in reading of the opportunity to attend the summer reading program.
5. If a student has a substantial reading deficiency at the end of third grade, the School shall convene a meeting with the appropriate staff and the student's parent or guardian to discuss whether the student should be retained in grade level. This decision shall be based on all relevant factors including:
  - a. The reading deficiency;
  - b. The student's progress in other subject areas; and
  - c. The student's overall intellectual, physical, emotional, and social development



6. If a student is retained at the end of grade three, a specific plan of action shall be formulated to remedy the student's reading deficiency.
7. The reading success plan shall be provided as appropriate according to student need, free of charge, to remediate the identified areas of reading deficiency, including scientific, evidence-based reading instruction and other strategies. Such strategies may include, but are not limited to:
  - i. Small group or individual instruction;
  - ii. Reduced teacher-student ratios;
  - iii. More frequent progress monitoring;
  - iv. Tutoring or mentoring;
  - v. Extended school day, week, or year; and
  - vi. Summer reading programs.
8. For any student with a formal diagnosis of dyslexia or for a student who was found to be at risk of dyslexia in the statewide dyslexia screening, the School shall provide evidence-based reading instruction that addresses phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics provided through systematic, cumulative, explicit, and diagnostic methods.
9. No less than four times a year, the School shall notify the parent or guardian of academic or other progress being made by the student. This notification shall include any other information the School wishes to provide the parent or guardian.
10. The School shall provide all parents and guardians with a plan that includes suggestions for regular parent or guardian-guided home reading.
11. The School shall provide intensive reading instruction to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. Such instruction shall also comply with the following criteria:
  - a. The assessment shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
  - b. Be provided during regular school hours;
  - c. Provide a reading curriculum that meets the following requirements and specifications:
    - i. Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level;
    - ii. Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
    - iii. Includes a scientifically based and reliable assessment;

- iv. Provides initial and ongoing analysis of each student's reading progress; and
- v. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

12. The School provide a report to the Department of Elementary and Secondary Education regarding specific intensive reading interventions and supports the School implemented as well as the reading assessment data collected for grades kindergarten through five.



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**Memo To:** North Side Community School Faculty  
**From:** Douglas Thaman  
**Date:** December 1, 2023  
**Subject:** Salary Increases

Over the past few months, we have engaged in a compensation and benefits study. The purpose of the study was threefold:

1. Ensure that our current faculty are appropriately compensated.
2. Ensure that our current benefit plan for faculty is an additional part of compensation and not an added cost to compensation.
3. Determine a salary minimum baseline for new faculty hires

Based on this analysis, and in part due to recent changes in legislation bringing more equitable financial resources to charter schools, we are happy to implement the following:

1. Effective January 1, 2023: Move from paying 80% of employee health insurance to 100% of employee health insurance for all North Side Community School Employees enrolled in our health benefits plan.
2. Retroactive to August 1, 2022: Provide salary increases (effective January 1, 2023) for current North Side Community School Faculty (10- and 11-month salaried employees).

To determine the salary increases, the following process was followed:

1. A determination made of minimum starting salaries for future NSCS faculty members –

**New Faculty Starting Salary Minimums:**

\*All faculty positions require a minimum of a bachelor's degree

Non-Certified:	\$42,000
Substitute Certification:	\$42,000
Provisional Certification:	\$45,000
Fully Certified:	\$50,000
Certified with master's	\$55,000



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2. For those faculty with a salary currently below the new faculty minimum (for their level of certification) the salary was increased to the new faculty minimum (for their level of certification).
3. All salaried staff members received a \$2,000 increase.
4. Faculty members with a field-related master's degree received a \$5000 increase.

Each faculty member will receive a contract addendum via email revising their base annual salary cited in their original employment agreement. The first payment at this new salary level will be on December 15, 2022. On December 15, 2022, you will also receive a separate payment bringing the earnings you have currently received this contract year in line with your new salary level. This payment will be subject to taxes and retirement contribution.

When you receive your addendum, if you have any questions or would like to walk through how the process outlined above resulted in your new salary, please don't hesitate to let me know. I'm happy to sit down and walk through this individually.

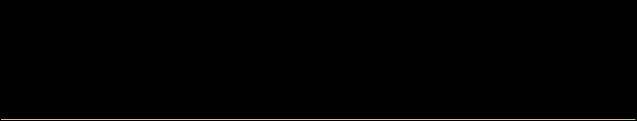
**Coming in 2023:**

- Individual pathway for each faculty member to increase their salary through a change in certification and/or degree.
- North Side Community School Faculty Development Program providing tuition reimbursement for pathways to certification and advanced degrees.

### Faculty Salary Increases and Pathways for Educational Growth (December 2022)

Last Name	First Name	Position	Certification Status	Bachelors Degree	Masters Degree	New Salary	Additional Information/Pathway
Benda	Rachael	Teacher	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Collier-Moore	Anna	Teacher	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	89,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of an additional master's degree.
Davis	Rahkia	Teacher	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	57,925	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Jones	Kelsey	Teacher	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	57,000	BA in Psych & MA in Teaching. Masters Program - Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of an additional master's degree.
Latrace	Maggie	Teacher	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Nuckolls	Dominique	Teacher	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Sheble	Heather	Teacher	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	62,650	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Shuman	Amanda	Teacher	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	60,550	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Siwek	Ken	Teacher	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	62,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Stewart	Lindsey	Teacher	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Thurman	Jeffery	Teacher	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	60,241	BA in Business, MA in Elem Ed Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of an additional master's degree
Truman	Kaley	SPED	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Weidman	Brenna	Teacher	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Davis	Sophia	Teacher	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Young	Brena	Teacher	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52,000	IMMEDIATE - Pass background check to receive certification. THEN, Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Brandt	Alexis	Teacher	C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	52000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
DeHaan	Noelle	Teacher	N	<input checked="" type="checkbox"/>	<input type="checkbox"/>	45,260	Certification application in. "pending supporting documentation", ND needs to get transcripts from her school - This would move her to Certified and \$53,000

Martin	Taylor	Teacher	N	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	57000	ABCTE cert - paid her in June 2022 the fees to take the assessment. This would move her to Certified (+5K) (Master of Writing)
Milfeld	Taylor	Teacher	N	<input checked="" type="checkbox"/>	<input type="checkbox"/>	44,000	CMU PreK Certification Program (36 Hours @ \$290/Hour = \$10,440). Must apply to Teach Missouri. NSCS will pay the balance. This would move her to Certified (+5K)
Prince	Jeneil	Teacher	N	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50,668	Paid 3,312.80 for ABCTE assessment and tuition for St. Ch. Comm. Classes. This would move her to Certified (+5K) - expired language arts 5-9
Smith	Trent	Teacher	N	<input checked="" type="checkbox"/>	<input type="checkbox"/>	54,000	Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of the degree.
Walker	Serenity	Teacher Asst	N	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	42,000	BA in English & MA in Fine Arts. 3 Routes to Certification - 1. traditional bachelor's degree in education 2. ABCTE Program 3. MOCA (Missouri Content Assessment Exam) and UMSL Teach Residency Program. This would move her to Certified (+5K)
Bonner	Jessica	Teacher	N	<input type="checkbox"/>	<input type="checkbox"/>	44,000	no college courses listed
Hawsey	Lindsay	Teacher	P	<input checked="" type="checkbox"/>	<input type="checkbox"/>	47,560	Has provisional certificate in early child (Birth to Grade 3). Needs to complete non Missouri graduate application for full certification +5K
Cuartas	Angela	Teacher	S	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	61,075	BA in Psych & MA in Ed Psych 3 Routes to Certification - 1. traditional bachelor's degree in education 2. ABCTE Program 3. MOCA (Missouri Content Assessment Exam) and UMSL Teach Residency Program. This would move her to Certified (+5K)
Hansen	Sheryl	Teacher	S	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	60,379	BA in Music Education & MA in Church Music Masters Program - Reimbursement of up to \$10,000 per year for tuition in education degree program for A's and B's and \$5,000 salary increase upon completion of an additional master's degree.
Hinkson	Lauren	Teacher	S	<input type="checkbox"/>	<input type="checkbox"/>	44,525	UMSL Finish Line Program leading to Provisional Certification (+3K) and UMSL Teach Residency Program
Jackson	Yolanda	Teacher	S	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50,193	3 Routes to Certification - 1. traditional bachelor's degree in education 2. ABCTE Program 3. MOCA (Missouri Content Assessment Exam) and UMSL Teach Residency Program. This would move her to Certified (+5K)
Johnson	Clarence	Teacher	S	<input checked="" type="checkbox"/>	<input type="checkbox"/>	57,073	3 Routes to Certification - 1. traditional bachelor's degree in education 2. ABCTE Program 3. MOCA (Missouri Content Assessment Exam) and UMSL Teach Residency Program. This would move him to Certified (+5K)
Jones	Lori	Teacher	S	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	49,525	BA & MA are in English. 3 Routes to Certification - 1. traditional bachelor's degree in education 2. ABCTE Program 3. MOCA (Missouri Content Assessment Exam) and UMSL Teach Residency Program. This would move her to Certified (+5K)
Mclarren	James	Teacher	S	<input checked="" type="checkbox"/>	<input type="checkbox"/>	47,150	Sub cert expiring - 11/19/22 - needs background check. 3 Routes to Certification - 1. traditional bachelor's degree in education 2. ABCTE Program 3. MOCA (Missouri Content Assessment Exam) and UMSL Teach Residency Program. This would move him to Certified (+5K)
Perkins	Patrice	Teacher	S	<input checked="" type="checkbox"/>	<input type="checkbox"/>	45,260	3 Routes to Certification - 1. traditional bachelor's degree in education 2. ABCTE Program 3. MOCA (Missouri Content Assessment Exam) and UMSL Teach Residency Program. This would move her to Certified (+5K)
Richey	Nora	Teacher	S	<input type="checkbox"/>	<input type="checkbox"/>	44,000	UMSL Finish Line Program leading to Provisional Certification (+3K) and UMSL Teach Residency Program
Walls	Tabitha	Teacher	S	<input checked="" type="checkbox"/>	<input type="checkbox"/>	47,115	CMU PreK Certification Program (36 Hours @ \$290/Hour = \$10,440). Must apply to Teach Missouri. NSCS will pay the balance. This would move her to Certified (+5K)
Bernard	Jack	Teacher	S	<input checked="" type="checkbox"/>	<input type="checkbox"/>	47,000	IMMEDIATE - Finishing BS - Class of 2023. Once receive certification will move to certified (+2K)
Norris	Ashley	Teacher	TA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	47,000	Completion of Temporary Authorization coursework and exams results in being moved to Certified (+5K)
						2,000	
Daniels	Rita	4 day TA	C	<input type="checkbox"/>	<input type="checkbox"/>	26,867	

Watkins	Terri	Teacher Asst	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	24,948	
Constantino	Ben	.5 time TA	C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	14,600	
Richardson	Mahoganny	Teacher Asst	N	<input type="checkbox"/>	<input type="checkbox"/>	30,000	
Greenlee	Chris	Teacher Asst	N	<input type="checkbox"/>	<input type="checkbox"/>	32,554	
Henley	Brianna	Teacher Asst				32000	