



**Board of
Directors Meeting
May 14,
2024
4:30 PM**

Location:

**North Side Community Middle School
620 N. Grand Ave.
St. Louis, MO 63103
4th Floor - Library**

Zoom link - <https://us02web.zoom.us/j/89781470565>

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|---|--------------------------|
| Call to Order | Kathy Anderson |
| Approval of April 16, 2024 Minutes | Kathy Anderson |
| Period for Public Comment* | Kathy Anderson |
| Executive Director's Report | Doug Thaman |
| <ul style="list-style-type: none">● LEA Update● Matters Requiring Board Review and/or Approval<ul style="list-style-type: none">○ University of Missouri St. Louis Performance Framework 2025-2029○ Reading Success Plan Policy - Draft○ Caring Adults and Community Engagement Policy - Draft○ Conflict of Interest Policy (Revised) - Draft○ Family Medical Leave Act Policy (Revised) - Draft○ Instruction for At Risk Students Policy - Draft○ Special Education Records Policy - Draft○ Missouri Sunshine Law Policy - Draft○ Use of Social Media Policy - Draft● Compliance Update● Organizational Metrics | |
| Finance Report | Carlton Brooks/Mike Hall |
| <ul style="list-style-type: none">● April 2024 Financials● 2024-25 Budget | |

Committee Reports



- Development Committee Tracee Holmes
- Young Friends Hiral Patel

- Governance Committee Byron Francis
- Facilities Committee Ross Woolsey
- Strategic Planning Mike Quinlan

Old Business

New Business

- 2024-25 Employee Handbook
- Upcoming Events
 - 8th Grade Graduation (May 21 at 4PM, Middle School)
 - Kindergarten Graduation (May 22 at 1PM, Middle School)
 - 5th Grade Promotion (May 23 at 10AM, Elementary School)
 - Field Day (May 24, Elementary School)

Attachments:

April 16, 2024 Minutes - Draft
Executive Director's Report
University of Missouri St. Louis Performance Framework 2025-2029
Reading Success Plan Policy - Draft
Caring Adults and Community Engagement Policy - Draft
Conflict of Interest Policy (Revised) - Draft
Family Medical Leave Act Policy (Revised) - Draft
Instruction for At Risk Students Policy - Draft
Special Education Records Policy - Draft
Missouri Sunshine Law Policy - Draft
Use of Social Media Policy - Draft
April 2024 Financials
2024-2025 School Budget - Proposed

*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 April 16, 2024

Present: Board Members: Kathy Anderson, Lindsay Combs, Fred Falker, Byron Francis, Shana Fick, Pat Shipley, Ross Woolsey, Ken Rinderknecht. School Staff: Dr. Douglas Thaman, James Beverly, Mike Hall, Ginger Lockett. Others: Susan Marino, UMSL; Pastor Tommy Simons, Third Baptist.

4:30 PM - The Board Meeting was officially called to order by Kathy Anderson, Board President.

Approval of Minutes: The minutes of February 20, 2024 Board Meeting and the March 12, 2024 Special Board Meeting were reviewed and approved by unanimous vote of the Board.

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

Middle School Lease: Kathy Anderson introduced Pastor Tommy Simons, who wished to address North Side's lease agreement with Third Baptist.

Pastor Simons extended the hope that North Side's Middle School will remain at Third Baptist after the contracted 2024-25 school year. Pastor expressed they have no desire to have any other tenant for the school space and asked that North Side consider letting them know by May 2024 whether the Middle School will remain at Third Baptist beyond 2025.

Executive Director/Administration Report: Dr. Thaman reviewed elements of his written Executive Director Report, providing an update of recent activities, including the students' Solar Eclipse experience and the good response from the Student Intent to Return forms provided to families. Families have also been reminded of the requirement that students must live within the City of St Louis and will be asked to provide proof/verification of residence.

Summer School planning has begun, noting that families have been advised a spot is reserved for all Kindergarten through 7th Grade students, the expectation being that all students participate in the "North Side Olympians Academy". Faculty and Staff Intent to Return forms distributed have resulted in only a few expressing they will pursue other opportunities. Dr Thaman noted that Stephon Greenlee, Middle School Principal, will be leaving to pursue a Fellowship with Opportunity Trust. North Side wishes Mr Greenlee well.

3rd Term Family Conferences were held on April 11 and 12 and included a pizza dinner. The final Professional Development Day, focusing on meeting teachers' individual needs, was held on April 15. Student recruitment efforts are continuing, including a \$2,000 referral bonus for current staff if they recruit a peer.



Attendance has been down somewhat since return from Spring Break, with efforts in place to improve on that.

Finance Committee Report: Mike Hall reviewed elements of the February and March 2024 Finance Reports. He noted the balance sheets showed a considerably lower deficit in March than in February. The current projection is for an end-of-the-year deficit of about \$13,000 - a conservative/worst case scenario projection.

*The check registers for February and March and checks written for more than \$10,000 were reviewed. Mike pointed out these include Public School Retirement System checks for September and October 2023 had not been included previously. *The check registers for February and March 2024 were approved separately by unanimous votes of the Board.

A proposed Draft Budget for school year 2024-25 was included with the Board packet for today's meeting. After brief discussion, a vote to approve the 2024-25 Budget was tabled until the May Board Meeting. Expenditures based on the new Strategic Plan will be included on multiple different lines in the projected budget.

Development Committee Report: James Beverly reviewed elements of his April Development Report, including a 2023-24 Funding Summary. A grant calendar and an update re: grants received, grants requested and grants denied was provided. James advised North Side is doing well toward meeting the \$1 million dollar plus funding goal for the fiscal year.

James advised preparations for the May 3 Gala at The Planetarium are ongoing, with very few tickets remaining to be sold, All Board members are encouraged to attend.

Governance Report: Byron Francis indicated there is nothing new to report. All North Side Board committees were encouraged to add new members.

Old Business: A Student Retention Policy was reviewed and approved by the Board.

Susan Marino was present to review elements of the University of Missouri Performance Framework for North Side for years 2025-2029. Ms Marino noted North Side is going into the second 5 years of the 10 year approval contract approved in 2019. In the past academic performance metrics have been written with very specific numbers targeted. UMSL has worked with a statistician to set what are fair and realistic academic standards and goals for North Side. Ms Marino noted that new Strategic Plan goals are embedded in the academic achievement targets and ratings.



It was noted the Performance Framework also includes targets and metrics regarding: Finance, Learning Environment, Governance, and Operations and Organizational Compliance. Ms Marino indicated the Framework strives to be clear on what it takes to meet the goals. North Side's comparison schools will be against St Louis Public School or other schools where North Side students otherwise might attend.

New Business: Discussion was held regarding North Side's Bank Account Signature Authority policy, which currently grants such authority only to Dr Thaman as the Executive Director. Discussion was held regarding the need to expand such authority to others. *Motion was made, seconded and approved by unanimous vote of Board members to grant such bank account signature authority also to Kathy Anderson and Mike Hall.

New COVID Guidance changes developed by the Centers for Disease Control (CDC) regarding COVID-19 isolation standards were reviewed.

The 2024-25 School Calendar - Internal Draft was also shared with the Board. It includes having the entire Thanksgiving week off again in the upcoming year.

5:44 PM - The Regular Board Meeting was adjourned. *Motion was made, seconded and approved to enter into Executive Session to discuss Middle School planning matters.

6:03 PM - Executive Session was adjourned.

Respectfully submitted,

Ken Rinderknecht, Secretary



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Executive Director's Report May 14, 2024

LEA Update

1. Open Positions

- Classroom Teacher (5th Grade, Math)
- Classroom Teacher (5th Grade, Science)
- Classroom Teacher (6th Grade, ELA)
- Classroom Teacher (8th Grade, ELA)
- Classroom Teacher (8th Grade, Science)

New Hires (2024-25 School Year)

- Atlanta Barnes - Classroom Teacher (2nd Grade)
- Charlotte Higgins - Classroom Teacher (3rd Grade)
- Oliver Pfeiffer - School Psychologist
- Demishea Stewart - Classroom Teacher (4th Grade)
- Nyla Thomas - Elementary Music
- Kara Urbanek - Classroom Teacher (2nd Grade)
- Caley Martin - Elementary School Counselor

2. Student Intent to Return

So far, we've received responses from 319 families. We still have 74 families who have yet to respond after multiple efforts including letters, phone calls, emails, text messages, etc. We are actively following up with these families to ensure we have a clear understanding of their intentions for the upcoming school year including a certified letter making them aware that we are opening their child's seat to a new enrollee. As we plan for the next academic year, we currently have 68 known openings available. Additionally, we have begun the process of verifying proof of residence for our enrolled families. This step is crucial in maintaining accurate records, ensuring that our enrollment process is fair and transparent, and to ensure payment from the State of Missouri.



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3. Family Meal Kits

Due to an abundance of food provided through the National School Lunch Program, we are pleased to offer our families participation in our Family Pack Meal Kit program. These kits are designed to provide convenient and nutritious meal options for our North Side Community School families. Each kit contains well balanced meals. Families have the opportunity to claim up to THREE kits, one as an enrolled family at NSCS, another by completing their intent to return form, and an additional kit can be claimed by submitting a summer school registration. This initiative aims to support our families by providing them with access to delicious meals while also encouraging their participation in school-related activities.

4. Teacher Appreciation Week

Our Teacher Appreciation Week celebrations took place during the week of May 6, 2024. We started off the week with an "Out of This World" theme on Monday, featuring globe balloons and goodie bags for our teachers. Tuesday brought "Intergalactic Treats" to our staff lounge with a candy buffet, providing a sweet break for our educators. Wednesday was dedicated to celebrating our teachers as "Galactic Guardians of Knowledge" with a special nacho bar lunch.

Throughout the week, we continued to show our appreciation in various ways. On Thursday, each teacher received a personalized poster gift, recognizing them as the superstar educators they are. Finally, on Friday, we gathered for an assembly titled "Our Love is Out of This World," where students and staff expressed their gratitude for our teachers.

5. Playground Space

We're pleased to announce that the installation of the new play area is well underway. This project involves the demolition and removal of the current pavilion and concrete pad. The project also includes the installation of a new play structure, two sets of swings, and a three-wheel swing ladder, providing our students with engaging and safe outdoor play options.

In addition to the new equipment, we are also installing engineered wood fiber to ensure a soft and cushioned surface for play, prioritizing the safety of our students.



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Once the installation is completed, we will proceed with finalizing plans for a new pavilion. This pavilion will enhance the outdoor space, providing a shaded area for students to gather and engage in various activities.

We are on track to complete the installation during the month of July, just in time for the new school year.

6. Summer School Planning

We've enrolled 155 students so far, signaling a strong interest in our summer program. In response to the evolving needs of our students, we've made enhancements to prioritize academic interventions and important intervention work. This includes additional time dedicated to academics, ensuring that students receive the support they need to succeed. We have maintained time at the end of the day for extracurricular activities. This balanced approach will provide students with both academic support and opportunities for enrichment and recreation.

Matters Regarding Board Approval

1. University of Missouri St. Louis Performance Framework 2025-2029
2. Reading Success Plan Policy - Draft
3. Caring Adults and Community Engagement Policy - Draft
4. Conflict of Interest Policy (Revised) - Draft
5. Family Medical Leave Act Policy (Revised) - Draft
6. Instruction for At Risk Students Policy - Draft
7. Special Education Records Policy - Draft
8. Missouri Sunshine Law Policy - Draft
9. Use of Social Media Policy - Draft

Compliance Update

The following State compliance reports were completed and submitted in May:

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The following University of Missouri St. Louis compliance reports were completed and submitted in May:



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Organizational Metrics

Grade	# of Classroom	Full Enrollment - Prior to Start of Year (10/Class)	Full Enrollment - Throughout the Year (Based on 15 per room)	Enrolled	Available Seats 23-24 (15/Class)
PreK	3	30	30	29	1
Kindergarten	3	54	45	37	8
First Grade	3	54	45	49	0
Second Grade	3	54	45	43	2
Third Grade	3	54	45	46	0
Fourth Grade	3	54	45	49	0
Fifth Grade	3	54	45	44	1
Sixth Grade	3	54	45	46	0
Seventh Grade	3	54	45	39	6
Eighth Grade	3	54	45	40	5
TOTAL	30	516	435	422	22

SCHOOL	ATTENDANCE % WEEK 1 8/21	ATTENDANCE % WEEK 2 8/28	ATTENDANCE % WEEK 3 9/5	ATTENDANCE % WEEK 4 9/11
NSCS	99%	99%	98%	98%
NSGC	96%	96%	93%	94%

SCHOOL	ATTENDANCE % WEEK 5 9/18	ATTENDANCE % WEEK 6 9/25	ATTENDANCE % WEEK 7 10/2	ATTENDANCE % WEEK 8 10/9
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NSCS	98%	98%	98%	97%
NSGC	97%	97%	98%	98%

SCHOOL	ATTENDANCE % WEEK 9 10/16	ATTENDANCE % WEEK 10 10/23	ATTENDANCE % WEEK 11 10/30	ATTENDANCE % WEEK 12 11/6
NSCS	93%	93%	93%	88%
NSGC	93%	89%	92%	89%

SCHOOL	ATTENDANCE % WEEK 13 11/13	ATTENDANCE % WEEK 14 11/27	ATTENDANCE % WEEK 15 12/4	ATTENDANCE % WEEK 16 12/11
NSCS	93%	94%	92%	93%
NSGC	91%	89%	87%	88%

SCHOOL	ATTENDANCE % WEEK 17 12/18	ATTENDANCE % WEEK 18 1/3	ATTENDANCE % WEEK 19 1/8	ATTENDANCE % WEEK 20 1/16
NSCS	91%	90%	92%	93%
NSGC	82%	84%	90%	93%

SCHOOL	ATTENDANCE % WEEK 21 1/22	ATTENDANCE % WEEK 22 1/29	ATTENDANCE % WEEK 23 2/5	ATTENDANCE % WEEK 24 2/12
NSCS	92%	90%	89%	88%
NSGC	92%	87%	85%	80%



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SCHOOL	ATTENDANCE % WEEK 25 2/20	ATTENDANCE % WEEK 26/2/26	ATTENDANCE % WEEK 27 3/4	ATTENDANCE % WEEK 28 3/11
NSCS	90%	90%	88%	85%
NSGC	83%	87%	83%	86%

SCHOOL	ATTENDANCE % WEEK 29 3/25	ATTENDANCE % WEEK 30 4/1	ATTENDANCE % WEEK 31 4/8	ATTENDANCE WEEK 32 4/15
NSCS	91%	91%	92%	92
NSGC	87%	88%	90%	90

SCHOOL	ATTENDANCE % WEEK 33 4/22	ATTENDANCE % WEEK 34 4/29	ATTENDANCE % WEEK 35 5/5	ATTENDANCE WEEK 36
NSCS	93	92	92	
NSGC	90	90	90	

**Performance Framework
North Side Community School: Contract Term SY25-SY29**

I. ACADEMIC PERFORMANCE			
State and Federal Accountability	Targets and Ratings	Metric/Source	Notes/ Comments
Federal Compliance	<p>Meets: 100% compliant or in the process of being corrected through a CAP</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Meets all requirements of federal programs; as indicated through DESE monitoring systems	
ESSA Designation	<p>Meets: Not designated as a comprehensive or targeted school</p> <p>Partially Meets: Designated as a Targeted School</p> <p>Does Not Meet: Designated as a Comprehensive School</p>	Identified/Not Identified by DESE as a Comprehensive or Targeted school	
State Rating-APR	<p>Exceeds: $\geq 85\%$</p> <p>Meets: $\geq 70\%$</p> <p>Partially Meets: 50% - 69%</p> <p>Does Not Meet: $< 50\%$</p>	As calculated through the DESE MSIP program	
Academic Achievement	Targets and Ratings	Metric/Source	Notes/ Comments
ELA: Achievement (All Students) * N/A for LEAs with $\geq 85\%$ Student Groups	<p>Exceeds: MPI \geq DESE Target Level</p> <p>Meets: MPI \geq DESE On Track Level OR improved by 3 MPI points compared to the previous year</p> <p>Partially Meets: MPI \geq DESE Approaching Level</p>	As reported in the MSIP6 District/Charter APR Summary Report	
ELA: Achievement (Student Groups)	<p>AND did not improve by 3 MPI points compared to the previous year</p> <p>Does Not Meet: MPI $>$ DESE Floor Level AND did not improve by 3 MPI points compared to the previous year</p>	As reported in the MSIP6 District/Charter APR Summary Report	
ELA: Achievement Comparison to SLPS (K-8)	<p>Exceeds: MPI exceeds SLPS by 20 points or more</p> <p>Meets: MPI exceeds SLPS by ≥ 5 points</p> <p>Partially Meets: MPI is within 5 points of SLPS</p> <p>Does Not Meet: MPI is not within 5 points of SLPS</p>	As reported in the MSIP6 District/Charter APR Summary Report	
ELA: Achievement Comparison to SLPS (Student Groups)		As reported in the MSIP6 District/Charter APR Summary Report	
ELA: Achievement Comparison * Comp Schools are - Ashland, Hickey, KIPP Victory, Lexington	<p>Exceeds: MPI exceeds 3+ comp schools by 20 points or more</p> <p>Meets: MPI exceeds 3+ comp schools by ≥ 5 points</p> <p>Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools</p> <p>Does Not Meet: MPI is not within 5 points of 3+ comp schools</p>	As reported in the MSIP6 District/Charter APR Summary Report	
ELA: Achievement Comparison (Student Groups) * Comp Schools are - Ashland, Hickey, KIPP Victory, Lexington		As reported in the MSIP6 District/Charter APR Summary Report	
Math: Achievement (All Students) * N/A for LEAs with $\geq 85\%$ Student Groups	<p>Exceeds: MPI \geq DESE Target Level</p> <p>Meets: MPI \geq DESE On Track Level OR improved by 3 MPI points compared to the previous year</p> <p>Partially Meets: MPI \geq DESE Approaching Level</p>	As reported in the MSIP6 District/Charter APR Summary Report	

Math: Achievement (Student Groups)	AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	
Math: Achievement Comparison to SLPS (K-8)	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds SLPS by ≥ 5 points Partially Meets: MPI is within 5 points of SLPS Does Not Meet: MPI is not within 5 points of SLPS	As reported in the MSIP6 District/Charter APR Summary Report	
Math: Achievement Comparison to SLPS (Student Groups)		As reported in the MSIP6 District/Charter APR Summary Report	
Math: Achievement Comparison * Comp Schools are - Ashland, Hickey, KIPP Victory, Lexington	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by ≥ 5 points Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report	
Math: Achievement Comparison (Student Groups) * Comp Schools are - Ashland, Hickey, KIPP Victory, Lexington		As reported in the MSIP6 District/Charter APR Summary Report	
Science: Achievement (All Students) * N/A for LEAs with $\geq 85\%$ Student Groups	Exceeds: MPI \geq DESE Target Level Meets: MPI \geq DESE On Track Level OR improved by 3 MPI points compared to the previous year Partially Meets: MPI \geq DESE Approaching Level AND did not improve by 3 MPI points compared to the previous year Does Not Meet: MPI > DESE Floor Level AND did not improve by 3 MPI points compared to the previous year	As reported in the MSIP6 District/Charter APR Summary Report	
Science: Achievement (Student Groups)		As reported in the MSIP6 District/Charter APR Summary Report	
Science: Achievement Comparison to SLPS (K-8)	Exceeds: MPI exceeds SLPS by 20 points or more Meets: MPI exceeds SLPS by ≥ 5 points Partially Meets: MPI is within 5 points of SLPS Does Not Meet: MPI is not within 5 points of SLPS	As reported in the MSIP6 District/Charter APR Summary Report	
Science: Achievement Comparison to SLPS (Student Groups)		As reported in the MSIP6 District/Charter APR Summary Report	
Science: Achievement Comparison * Comp Schools are - Ashland, Hickey, KIPP Victory, Lexington	Exceeds: MPI exceeds 3+ comp schools by 20 points or more Meets: MPI exceeds 3+ comp schools by ≥ 5 points Partially Meets: MPI is within 5 points of or exceeds MPI of 3+ comp schools Does Not Meet: MPI is not within 5 points of 3+ comp schools	As reported in the MSIP6 District/Charter APR Summary Report	
Science: Achievement Comparison (Student Groups) * Comp Schools are - Ashland, Hickey, KIPP Victory, Lexington		As reported in the MSIP6 District/Charter APR Summary Report	
Academic Growth	Targets and Ratings	Metric/Source	Notes/ Comments
ELA: Growth Statistical Significance Category (All)	Exceeds: 4th (top) quartile Meets: 3rd quartile Partially Meets: 2nd quartile Does Not Meet: 1st (lowest quartile)	As reported in the MSIP6 District/Charter APR Summary Report	
ELA: Growth Statistical Significance Category (Student Groups)	Exceeds: 4th (top) quartile Meets: 3rd quartile Partially Meets: 2nd quartile Does Not Meet: 1st (lowest quartile)	As reported on the District Report Card issued by DESE	
Math: Growth Statistical Significance Category (All)	Exceeds: 4th (top) quartile Meets: 3rd quartile Partially Meets: 2nd quartile Does Not Meet: 1st (lowest quartile)	As reported in the MSIP6 District/Charter APR Summary Report	

Math: Growth Statistical Significance Category (Student Groups)	Exceeds: 4th (top) quartile Meets: 3rd quartile Partially Meets: 2nd quartile Does Not Meet: 1st (lowest quartile)	As reported on the District Report Card issued by DESE	
Mission-Specific Academic Goal	Targets and Ratings	Metric/Source	Notes/ Comments
Math: Achievement on NWEA	Exceeds: $\geq 5\%$ more students will meet their growth goal AND grow at least one grade level per year, as compared to the previous school year Meets: $< 5\%$ and $\geq 3\%$ more students will meet their growth goal AND grow at least one grade level per year, as compared to the previous school year Partially Meets: $< 3\%$ and $\geq 2\%$ more students will meet their growth goal AND grow at least one grade level per year, as compared to the previous school year Does Not Meet: $< 2\%$ more students will meet their growth goal AND grow at least one grade level per year, as compared to the previous school year	Measured by the NWEA test, at the end of the year; growth goals are set by NWEA and grade level is outlined in the Student Achievement Norms on the NWEA MAP Growth Normative Data Review	
Science: Achievement on NWEA	Exceeds: $\geq 5\%$ more students will meet their growth goal AND grow at least one grade level per year, as compared to the previous school year Meets: $< 5\%$ and $\geq 3\%$ more students will meet their growth goal AND grow at least one grade level per year, as compared to the previous school year Partially Meets: $< 3\%$ and $\geq 2\%$ more students will meet their growth goal AND grow at least one grade level per year, as compared to the previous school year Does Not Meet: $< 2\%$ more students will meet their growth goal AND grow at least one grade level per year, as compared to the previous school year	Measured by the NWEA test, at the end of the year; growth goals are set by NWEA and grade level is outlined in the Student Achievement Norms on the NWEA MAP Growth Normative Data Review	

Cumulative Rating Scale:

Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall

Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet

Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years

II. FINANCE

Near-Term Measures	Targets and Ratings	Metric/Source	Notes/ Comments
Current Ratio	<p>Meets: ≥ 1.1, OR < 1.1 due to major capital expense</p> <p>Partially Meets: < 1.1 and ≥ 0.9</p> <p>Does Not Meet: < 0.9</p>	Current Assets/Current Liabilities per audited financials and ASBR	
Debt Default	<p>Meets: No defaults and not delinquent on debt service payments</p> <p>Does Not Meet: One or more loan defaults and/or delinquent on debt service payments.</p>	Number of loan payments missed or loans defaulted, as reported by the LEA	
Student Attendance	<p>Meets: $\geq 90\%$</p> <p>Partially Meets: $\geq 85\%$ and $< 90\%$</p> <p>Does Not Meet: $< 85\%$</p>	Proportional Attendance Rate as reported on the District Report Card issued by DESE	
Student Enrollment Variance	<p>Meets: $\geq 95\%$</p> <p>Partially Meets: $\geq 85\%$ and $< 95\%$</p> <p>Does Not Meet: $< 85\%$</p>	Actual Enrollment (October Count)/Projected Enrollment in Charter	
Sustainability Measures	Targets and Ratings	Metric/Source	Notes/ Comments
Debt to Asset Ratio	<p>Meets: ≤ 0.9</p> <p>Partially Meets: > 0.9 and ≤ 1.0</p> <p>Does Not Meet: > 1.0</p>	Total Liabilities/Total Assets per audited financials	
Percentage Fund Balance	<p>Exceeds: $\geq 25\%$</p> <p>Meets: $< 25\%$ and $\geq 10\%$</p> <p>Partially Meets: $\geq 3\%$ and $< 10\%$</p> <p>Does Not Meet: $< 3\%$</p>	(Assets-Expenses)/Expenses per audited financials and ASBR	
Expenditures Less than Receipts for the Fiscal Year	<p>Meets: ≤ 1</p> <p>Does Not Meet: > 1</p>	Expenditures/Revenue per audited financials and ASBR	
Financial Operations	Targets and Ratings	Metric/Source	Notes/ Comments
Meets financial reporting and compliance requirements	<p>Meets: 100% compliant with charter contract and laws or in the process of being corrected through a CAP</p> <p>Partially Meets: One or more of the requirements was submitted late or not published as required OR either the audit</p> <p>Does Not Meet: Audit was not conducted by an independent auditor OR ASBR was not completed</p>	Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, submitting a board-approved audit conducted by an independent auditor to DESE and published as required; submitting an accurate ASBR by August 15; posting financial ledgers on website as required, maintain appropriate fiscal records, etc.	

<p>Operates in a fiscally sound and appropriate manner, assessing and maintaining adequate fiscal health</p>	<p>Meets: 100% compliant with charter contract and laws or in the process of being corrected through a CAP Partially Meets: The requirements were not completed more than one time Does Not Meet: The requirements were not completed more than two times</p>	<p>Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, establishing budgets, setting fiscal policy, producing regular financial statements, ensuring board review and oversight of payments (check register and credit card statements), and paying all obligations in a timely manner</p>	
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<p>Cumulative Rating Scale: Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years</p>
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III. LEARNING ENVIRONMENT

School Environment	Targets and Ratings	Metric/Source	Notes/ Comments
Complies with facilities and transportation requirements	<p>Meets: 100% Compliance or in the process of being corrected through a CAP</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, ADA, inspections and records, permits, insurance, and transportation etc.	
Meets all state and local standards relative to health and safety; maintains a clean and safe environment that supports the educational mission of the school	<p>Meets: 100% Compliance or in the process of being corrected through a CAP</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Compliant with all local health, state and federal requirements, all disaster preparation requirements	
Student Retention	<p>Exceeds: $\geq 90\%$ retained</p> <p>Meets: $\geq 80\%$ retained</p> <p>Partially Meets: $\geq 75\%$ retained</p> <p>Does Not Meet: $< 70\%$ retained</p>	Percent of students reported in the previous year's October Report who are reported in the current year's October Report	
Education Program Compliance	Targets and Ratings	Metric/Source	Notes/ Comments
Implements the material terms of the education program as defined in the current charter contract	<p>Meets: School program is as described in charter and to parents</p> <p>Partially Meets: Most, but not all elements are as described</p> <p>Does Not Meet: Many elements are not as described</p>	The charter is implemented as described in the charter contract and as described to families	
Complies with applicable education requirements	<p>Meets: 100% compliant with charter contract and laws or in the process of being corrected through a CAP</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Compliant with charter contract, laws, and in DESE audits/ monitoring: including but not limited to, instructional days, graduation requirements, MLS, assessments, ESSA, screenings such as Dyslexia; McKinney-Vento; etc.	
Student Rights and Requirements	Targets and Ratings	Metric/Source	Notes/ Comments
Protects the rights of students with disabilities	<p>Meets: 100% compliant with charter contract and laws or in the process of being corrected through a CAP</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to IDEA and Section 504	

Protects the rights of English Language Learner (ELL) students	<p>Meets: 100% compliant with charter contract and laws or in the process of being corrected through a CAP</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to Title VI of the Civil Rights Act	
Mission-Specific Academic Goal	Targets and Ratings	Metric/Source	Notes/ Comments
Increase Parent Engagement	<p>Exceeds: The average parent participation rate at school events will increase by $\geq 10\%$, as compared to the previous school year</p> <p>Meets: The average parent participation rate at school events will increase by $< 10\%$ and $\geq 5\%$, as compared to the previous school year</p> <p>Partially Meets: The average parent participation rate at school events will increase by $< 5\%$ and $\geq 3\%$, as compared to the previous school year</p> <p>Does Not Meet: The average parent participation rate at school events will increase by $< 3\%$, as compared to the previous school year</p>	The school will measure parent attendance (raw number of parents present) at all School Events, then average that number. School events to be included will focus on involving parents in their child's success in the classroom and will include, but not be limited to: parent-teacher conferences, curriculum nights, and education workshops	
Reduce Disciplinary Referrals	<p>Exceeds: $\geq 30\%$ reduction in percentage of disciplinary incidents categorized as Level II or higher, as compared to the previous school year</p> <p>Meets: $< 30\%$ and $\geq 20\%$ reduction in percentage of disciplinary incidents categorized as Level II or higher, as compared to the previous school year</p> <p>Partially Meets: $< 20\%$ and $\geq 10\%$ reduction in percentage of disciplinary incidents categorized as Level II or higher, as compared to the previous school year</p> <p>Does Not Meet: $< 10\%$ reduction in percentage of disciplinary incidents categorized as Level II or higher, as compared to the previous school year</p>	SIS Office Referral Data	
Increase Staff Satisfaction with Available Mental Health Resources	<p>Exceeds: The EOY average staff satisfaction with available mental health resources will increase by $\geq 18\%$, as compared to BOY</p> <p>Meets: The EOY average staff satisfaction with available mental health resources will increase by $< 18\%$ and $\geq 15\%$, as compared to BOY</p> <p>Partially Meets: The EOY average staff satisfaction with available mental health resources will increase by $< 15\%$ and $\geq 12\%$, as compared to BOY</p> <p>Does Not Meet: The EOY average staff satisfaction with available mental health resources will increase by $< 12\%$, as compared to BOY</p>	Staff survey (to include all staff: instructional, support, administrative, etc.)	

Cumulative Rating Scale:

Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall

Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet

Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years

IV. GOVERNANCE

State and Federal Accountability	Targets and Ratings	Metric/Source	Notes/ Comments
Operates in the best interest of its students and mission	<p>Meets: 100% of decisions support the mission Partially Meets: < 100% of decisions support the mission Does Not Meet: The board does not have a clear and united mission</p>	Board decisions are directly connected to the mission of the school	
Maintains an active, involved board as described in their charter	<p>Meets: ≥ 90% of members attend and actively participate in 80% of meetings Partially Meets: ≥ 80% of members attend and actively participate in 80% of meetings Does Not Meet: < 80% of members attend and actively participate in 80% of meetings</p>	% attendance and active participation in meetings	
Complies with Board Governance Requirements	<p>Meets: 100% Compliance or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Compliant with charter contract, laws, subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; including but not limited to, developing, revising, and following required board policies and bylaws; complying with open meeting laws, completing conflict of interest statements; following code of ethics; following bylaws; holding meetings; etc.	
Trains and Develops the Board	<p>Meets: 100% of new board members receive the required training and 100% of returning board members complete at least 1 hour of annual training Partially Meets: < 100% of new board members receive the required training OR < 100% of returning board members complete at least 1 hour of annual training Does Not Meet: The board does not have a program for onboarding new members and/or training for returning board members</p>	All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy, and conflict of interest within their first year of service, and continual training throughout their service (1 hour/year)	

Demonstrates Strong Board Accountability	<p>Meets: 100% Compliance or in the process of being corrected through a CAP</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Compliant with charter contract and laws for nonprofits and school boards and develops practices to ensure the board is held accountable to effective governance. This includes but is not limited to: annual board self-assessment, board goals, board committees, and establishing and monitoring the strategic plan.	
Operates Free of Conflict of Interest	<p>Meets: No conflicts of interest</p> <p>Does Not Meet: Conflict of interest is evident</p>	School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school	
Monitors School Performance and Compliance	<p>Meets: 100% Compliance</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	The Board requires and analyzes reports to monitor academic, financial and operational performance and compliance including accountability tracking documents, enrollment/attendance, academic achievement, etc.	
School Leader Accountability	Targets and Ratings	Metric/Source	Notes/ Comments
Holds Management Accountable	<p>Meets: Executive Director evaluated</p> <p>Does Not Meet: Executive School Leader is not evaluated</p>	The Board implements a transparent process for evaluating the school leader that includes evaluation of progress made on yearly school goals	
Compliance and Reporting	Targets and Ratings	Metric/Source	Notes/ Comments
Consistently abide by all State and Federal Laws	<p>Meets: 100% Compliance or in the process of being corrected through a CAP</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>		

Maintains appropriate records	<p>Meets: 100% Compliance or in the process of being corrected through a CAP</p> <p>Partially Meets: No more than two minor requirements are not met and no more than one material area is not met</p> <p>Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Governance records and documentation are appropriately created and maintained	
Communicates with UMMSL	<p>Meets: 100% of significant issues were communicated in a timely manner</p> <p>Does Not Meet: < 100% of significant issues were communicated in a timely manner</p>	The Board communicates in a timely manner with UMMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues	

Cumulative Rating Scale:

Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall

Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet

Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend

V. OPERATIONS AND ORGANIZATIONAL COMPLIANCE

Employee Rights and Requirements	Targets and Ratings	Metric/Source	Notes/ Comments
Respects employees' rights	<p>Meets: 100% compliant or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to hiring, professional development, evaluation, collection and protection of personnel information; etc. Also review complaints filed.	
Completes Required Background Checks and FCSR	<p>Meets: 100% complete Does Not Meet: < 100% complete</p>	Assurance Statement	
Meets teacher and other staff credentialing requirements	<p>Meets: ≥ 80% core positions certified Does Not Meet: < 80% core positions certified</p>	As reported in the October Staff Assignment Report	
Compliance and Reporting	Targets and Ratings	Metric/Source	Notes/ Comments
Protects the rights of all students	<p>Meets: 100% compliant with charter contract and laws or in the process of being corrected through a CAP Partially Meets: No more than two minor requirements are not met and no more than one material area is not met Does Not Meet: More than two minor requirements are not met OR more than one material area is not met</p>	Compliant with charter contract, laws, and in DESE audits/ monitoring, including but not limited to policies, practices related to admission, collection & protection of student information, due process & civil liberties, discipline; appropriate use of federal funds; etc.	
Submits required data and reports to UMSL	<p>Meets: ≥ 90% submitted on time Partially Meets: ≥ 80% but < 90% submitted on time Does Not Meet: < 80% submitted on time</p>	Documents submitted to UMSL	
Complies with DESE reporting requirements and requests, including Core Data Submissions and Tiered Monitoring requirements	<p>Meets: 100% submitted on time Partially Meets: 1-3 items submitted late Does Not Meet: More than 3 items submitted late OR 1 or more items not submitted</p>	Core Data, MOSIS, Tiered Monitoring, and other reporting systems utilized by DESE	
Teacher Retention	Targets and Ratings	Metric/Source	Notes/ Comments
Retains Teachers (code 60) who meet expectations	<p>Exceeds: > 90% Meets: ≥ 85% retained Partially Meets: ≥ 75% retained Does Not Meet: < 75% retained</p>	Percent of teachers (code 60) reported in the previous year's October Staff Assignment Report who meet expectations in the previous year's performance evaluation who are reported in the current year's October Staff Assignment Report	

Retains all Teachers (code 60)	Exceeds: $\geq 80\%$ Meets: $\geq 70\%$ retained Partially Meets: $\geq 60\%$ retained Does Not Meet: $< 60\%$ retained	Percent of teachers (code 60) reported in the previous year's October Staff Assignment Report who are reported in the current year's October Staff Assignment Report	
Mission-Specific Operations and Org Compliance Goals	Targets and Ratings	Metric/Source	Notes/ Comments
Teacher Proficiency	Meets: $\geq 20\%$ more teachers score Proficient on the Teacher Evaluation in all pillars OR improve in one pillar by at least one level, as compared to the previous year Partially Meets: $< 20\%$ and $\geq 10\%$ more teachers score Proficient on the Teacher Evaluation in all pillars OR improve in one pillar by at least one level, as compared to the previous year Does Not Meet: $< 10\%$ more teachers score Proficient on the Teacher Evaluation in all pillars OR improve in one pillar by at least one level, as compared to the previous year	Percent of teachers (code 60) who meet the target, based on progress on the North Side Community School Teacher Development Rubric from the BOY initial placement to the EOY evaluation; includes all teachers under contract for 7 or more of the 10 months	

Cumulative Rating Scale:

Meets: Consistently meets target, year over year OR Meets in at least one of the last two years, and demonstrates a positive trend overall

Partially Meets: Consistently partially meets target, year over year OR Partially meets in current year, and demonstrates a negative trend from previous years rated meets or positive trend from does not meet

Does Not Meet: Does not meet target for two of the last three years OR Partially meets or does not meet, and demonstrates a negative trend for two of the last three years

North Side Community School Reading Success Plan Policy - Draft

Reading Assessment and Intervention

North Side Community School will conduct a state-approved reading assessment for students enrolled in kindergarten through third grade, in addition to newly enrolled students in fourth and fifth grade.

The reading assessment windows and assessment type is as follows for each grade level.

Grade	Administration Timeline	Test Assignment
Kindergarten	Mid-Year (before December 31)	Dyslexia Screener
	Last 30 days of the school year	Dyslexia Screener
First	First 30 days of the school year (before October 13)	Dyslexia Screener
	Mid-Year (before December 31)	Dyslexia Screener
	Last 30 days of the school year	Dyslexia Screener & Adaptive Oral Reading - Passages only
Second	First 30 days of the school year (before October 13)	Dyslexia Screener & Adaptive Oral Reading - Passages only
	Mid-Year (before December 31)	Dyslexia Screener
	Last 30 days of the school year	Dyslexia Screener & Adaptive Oral Reading - Passages only
Third	First 30 days of the school year (before October 13)	Dyslexia Screener & Adaptive Oral Reading - Passages only
	Mid-Year (before December 31)	Dyslexia Screener
	Last 30 days of the school year	Dyslexia Screener & Adaptive Oral Reading - Passages only
Fourth	First 30 days of the school year (before October 13)	Adaptive Oral Reading - Passages only
	Last 30 days of the school year	Adaptive Oral Reading - Passages only
Fifth	First 30 days of the school year (before October 13)	Adaptive Oral Reading - Passages only



North Side Community school will issue reading success plans to students that:

- Exhibit a substantial deficiency in reading which creates a barrier to build foundational literacy skills.
- A student that has a Flagged Dyslexia and/or Flagged Universal screener outcome indicated by the state approved reading assessment.

- Students are eligible for reading success plans if they are flagged within any assessment window.

A substantial reading deficiency refers to a student who is one or more grade levels behind in reading or reading readiness. This is determined when a student does not meet the minimum skill level for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, or overall Lexile level for the student's grade level.

Reading Success Plans

A reading success plan is a well-developed and detailed plan to support students with deficiencies in reading. Services and support are rooted in scientific, evidence-based reading instruction. This service is free and provided only to enrolled students. Individualized reading success plans may include:

1. Individual instruction
2. Small group instruction
3. Out of class pull-out
4. Tutoring
5. Extended day/week/year
6. Summer reading programs

Rigorous intensive reading instruction will occur during normal school hours and will:

1. Incorporate a scientifically based and reliable sub-assessment, LETRS Phonics and Word-reading Survey. This survey is a tool used to assess a series of tasks aligned with the progression of phonics elements, and will determine the student's level of competency for the skill.
 - a. Skills include: letter naming, letter-sound correspondence: single vowels, consonants and digraphs, high-frequency words, closed syllables, vowel-consonant-e syllables, open syllables, r-controlled vowels syllables, double vowel syllables, and -le syllables.
2. Build and strengthen skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension.

3. Progress-monitor students once a month to determine growth.

All students will participate in core academic subjects provided by a curriculum rooted in the Science of Reading, to assist students in maintaining or meeting proficiency levels for their relevant grade level.

Parent Notification

Parents of students issued a reading success plan will be notified as follows:

- Initial communication will occur within the first month of the school year. Parent communication will include the following:
 - Identification of substantial deficiency in reading
 - Description of the services currently provided
 - Description of proposed supplemental services and supports designed to remediate deficiencies.
 - Strategies for parents/guardians to use at home.
 - Notifications of summer reading opportunities.
 - Direct personal consultation to determine if retention is warranted.
- Ongoing communication will occur three additional times during the school year. Ongoing communication will provide:
 - Updates from progress monitoring and progression through the early stages of literacy.

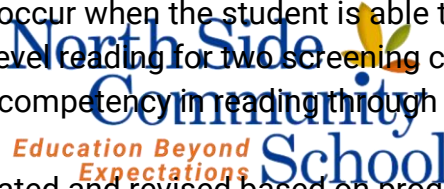


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- A parent-teacher collaboration that will allow for additional home resources to be discussed and a plan of action for home implementation.
- Exiting communication will occur when the student is able to:
 - Demonstrate grade-level reading for two screening cycles.
 - Maintain grade level competency in reading through Tier 1 instruction alone.



Reading success plans will be updated and revised based on progress monitoring until grade-level reading is achieved. When removing a child from reading success plans, consideration should be given to the context in which the student demonstrated reading competency and the likelihood the student will continue to progress in reading without the reading success plan in place. Students

remaining on a reading success plan beyond third grade will be required to continue state-approved beginning and end-of-year reading assessments, progress monitoring and parent communication.

Reporting

North Side Community School will report reading success plan data as required by Missouri Department of Elementary and Secondary Education in the February and June MOSIS reporting cycles. The data reported in February will include:

- Student demographic information
- An indication of yes/no of receiving a reading success plan.
- Primary intervention skill.
- Primary support type

The data reported in June will only include:

- Student demographic information
- An indication of yes/no of receiving a reading success plan.



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Title: North Side Community School Caring Adults and Community Engagement Policy - DRAFT

Introduction:

At North Side Community School, we recognize that the active involvement of Caring Adults and the broader community is vital for the academic, social, and emotional development of our students. We believe in fostering a strong partnership between the school, Caring Adults, and the community to create a supportive and inclusive learning environment. This Caring Adult and Community Engagement Policy outlines our commitment to engaging Caring Adults and the community in meaningful ways to enhance student success.

Caring Adults are defined as parents, grandparents, aunts, uncles, legal guardians, and any other adult who plays a significant role in the lives of our students.

1. Objectives:

- 1.1. To establish a collaborative and respectful relationship between the school, Caring Adults, and the community.
- 1.2. To encourage active participation of Caring Adults and the community in their children's education.
- 1.3. To create opportunities for Caring Adults and the community to contribute to the school's decision-making processes.
- 1.4. To provide resources and support for Caring Adults to enhance their knowledge and skills in supporting their children's learning.

2. Communication:

- 2.1. Regular and timely communication will be maintained between the school, Caring Adults, and the community through various channels, such as newsletters, emails, school website, social media platforms, and Caring Adult-teacher conferences.
- 2.2. The school will provide information about school policies, programs, curriculum, and upcoming events to ensure Caring Adults and the community are well-informed.

3. Caring Adult and Community Involvement:

- 3.1. Caring Adult Volunteers: Caring Adults and community members will be encouraged to volunteer their time and expertise in various school activities, such as field trips, extracurricular programs, fundraising events, and classroom support.



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3.2. Caring Adults Organization (CAO): The school will support the establishment and functioning of a CAO to promote Caring Adult involvement, organize community-building events, and provide a platform for Caring Adult input on school-related matters.

3.3. Caring Adult Education Workshops: The school will organize regular workshops and training sessions to empower Caring Adults with skills, knowledge, and resources to support their children's academic and personal growth.

3.4. Caring Adult Advisory Council: The school will form a Caring Adult Advisory Council consisting of Caring Adults from diverse backgrounds to engage in dialogue with school administrators, share perspectives, and provide input on school policies and initiatives.

3.5. Community Partnerships: The school will actively seek partnerships with local businesses, organizations, and community members to enhance educational opportunities, secure resources, and provide real-world learning experiences for students.

4. Caring Adult and Community Decision-Making:

4.1. The school will involve Caring Adults and community representatives in decision-making processes related to school policies, budget planning, curriculum development, and other significant matters through Caring Adult forums, surveys, and focus groups.

4.2. Caring Adult and community input will be valued and taken into consideration when making decisions that impact students and the school community.

5. Recognition and Appreciation:

5.1. The school will acknowledge and appreciate the contributions of Caring Adults and the community through regular recognition events, awards, and public expressions of gratitude.

5.2. The achievements and successes of students, Caring Adults, and community partners will be celebrated and shared within the school community and beyond.

6. Policy Review:

6.1. This Caring Adult and Community Engagement Policy will be reviewed annually to ensure its effectiveness, relevance, and alignment with the evolving needs of our school community.

6.2. Feedback and suggestions from Caring Adults, staff, and community members will be actively sought during the policy review process.

Conclusion:

At North Side Community School, we believe that strong Caring Adult and community engagement is a cornerstone of student achievement and well-being. This policy aims to foster a collaborative and inclusive environment where Caring Adults and the community actively



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contribute to the growth and success of our students. By working together, we can provide the best educational opportunities for our children and empower them to reach their full potential.

Conflict of Interest Model Policy [required][revised] - DRAFT

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

Article I- Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's ("Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. As a charter school, certain special state conflicts of interest policies apply as discussed herein.

Article II- Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or



arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III- Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, s/he shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Under Missouri law, the following are conflicts of interest. The board has no discretion on whether these items present a conflict of interest. No person shall be appointed to the board unless they meet the following requirements. Any board member who is in violation of any of these requirements is ineligible to serve and shall immediately forfeit their office:

- a. No member of the board shall hold any other office or employment from the board while serving as a member of the board.
- b. No member of the board shall have any substantial interest (see §105.450, RSMo) in any entity employed by or contracting with the board.
- c. No member of the board shall be an employee of a company that provides substantial services to the charter school.

3. Procedures for Addressing the Conflict of Interest



- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, s/he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV- Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:



- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V- Annual Statements

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VI-Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining,
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect





reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII- Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.



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Family and Medical Leave Act - DRAFT

Under the [Family and Medical Leave Act of 1993](#) (FMLA) employees of a covered employer are entitled to unpaid leave for certain family and medical reasons. An employer is covered under FMLA if, as of the date an employee gives notice of the need for leave, the employer maintained 50 or more employees on payroll during 20 or more calendar workweeks in either the current or preceding year.

Reasons for Leave

Eligible employees may take leave for the following reasons:

- (1) To care for the employee's child after birth or placement for adoption or foster care of a child with the employee (must be completed within the 12-month period beginning on the date of birth or placement);
- (2) To care for an immediate family member (spouse, child, parent) who has a serious health condition (does not include the employee's in-laws);
- (3) To care for the employee's own **serious health condition** (including any period of incapacity due to pregnancy, prenatal care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and
- (4) Due to any **qualifying exigency** 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 contingency operation.
- (5) To care for a covered service member with a serious injury or illness when the employee is the spouse, son, daughter, parent, or next of kin.



Medical Certification

An employer has the right to request medical certification from an employee's health care provider supporting the leave request. Under certain circumstances, employees may be required to provide recertification of the medical condition(s) giving rise to the need for leave.

Prohibited Employer Actions

It is unlawful for employers to: (1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or (2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or related to the FMLA.

Poster

All covered employers are required to display and keep on display a poster prepared by the Department of Labor summarizing the major provisions of FMLA and telling employees how to file a complaint. The poster must be displayed in a conspicuous place where employees and applicants for employment can see it. Although there is no particular size requirement, the poster and all the text must be large enough to be easily read. www.dol.gov/compliance/topics/posters.htm



Family and Medical Leave Act Model Policy[required][revised] - DRAFT

The Board of North Side Community School (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."

"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 healthcare 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

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

- 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 in connection with or consequent to such inpatient care.
- 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:
 - Treatment two or more times (within 30 days of the first day of incapacity, unless extenuating circumstances exist) by a healthcare provider, by a nurse or physician’s assistant under direct supervision of a healthcare provider, or by a provider of health services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or
 - Treatment by a health care provider on at least one occasion which results in a regiment of continuing treatment 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.

- Pregnancy
Any period of incapacity due to pregnancy, or for prenatal care.
- Chronic Conditions Requiring Treatments - A chronic condition which:
 - 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;
 - Continues over an extended period of time (including recurring episodes of a single underlying condition); and
 - May cause an episodic rather than continuing period of incapacity (e.g., asthma, diabetes, epilepsy).



- Permanent/Long-term Conditions Requiring Supervision: A period of incapacity⁴ 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.
- 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 incapacity⁴ 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).

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:

- 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.
- 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.
- 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.



- 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.
- 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.
- 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.
- 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.
- 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.



Instruction for At-Risk Students Model Policy[revised]

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

SECTION 1. At-risk students are those whose educational outcomes are in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, or impacted by other factors which impede education and social development.

SECTION 2. The School shall meet all federal and state requirements for identifying and providing services to educationally at-risk students, including, for a school that offers high school education, the implementation of a measurable system for identifying students in their ninth grade year, or students who transfer into the school subsequent to their ninth grade year, who are at risk of not being ready for college-level work or for entry-level career positions.

SECTION 3. Academic and career counseling shall take place prior to graduation so that the school may attempt to provide sufficient opportunities to the student to graduate college-ready or career-ready and on time.



Special Education Records Model Policy[required][new]

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

1. A student special education record is:

a. an individualized education program (IEP), as such term is defined in 20 U.S.C. Section 1401, as amended;

b. an individualized family service plan (IFSP), as such term is defined in 20 U.S.C. Section 1401, as amended; and

c. a 504 plan created under Section 504 of the federal Rehabilitation Act of 1973, as amended.

2. A student special education record is a permanent record and [School] will maintain such a record as part of a student's cumulative scholastic record.

3. Notwithstanding any other policy, including a records retention policy, [School] will not destroy a student's most recent student special education record.



Sunshine Law Model Policy [required][revised] - Draft

RESOLUTION

WHEREAS, Section 610.023.1, RSMo, provides that a public governmental body must appoint a custodian to maintain that body's records and the identity and location of the custodian is to be made available upon request; and

WHEREAS, Section 610.026, RSMo, sets forth that a public governmental body shall provide access to and, upon request, furnish copies of public records; and

WHEREAS, Section 610.028.2, RSMo, provides that a public governmental body shall provide a reasonable written policy in compliance with sections 610.010 to 610.035, RSMo, commonly referred to as the Sunshine Law, regarding the release of information on any meeting, record or vote.

NOW, THEREFORE, BE IT RESOLVED:

1. That Ginger Luckett be and hereby is appointed custodian of the records of North Side Community School and that such custodian is located at 3033 N. Euclid Avenue, St. Louis, Missouri 63115
2. That said custodian shall respond to all requests for access to or copies of a public record within the time period provided by statute except in those circumstances authorized by statute.
3. That the fees to be charged for access to or furnishing copies of records shall be as hereinafter provided. **Note:** Fees may not exceed 10 cents per page for paper copies 9 by 14 or smaller, plus an hourly fee for duplicating time not to exceed the average hourly rate of pay for clerical staff of the public governmental body. Research time may be billed at actual cost, except that attorney time may not be billed as research time.)
4. That it is the policy of North Side Community School that meetings, records, votes, actions, and deliberations of this body shall be open to the public unless otherwise provided by law.



5. That North Side Community School hereby closes all public records to the extent authorized by law.

6. That North Side Community School shall comply with sections 610.010 to 610.035, RSMo, the Sunshine Law, as now existing or hereafter amended.



Elementary Campus
3033 N. Euclid Ave.
St. Louis, MO 63115
(314) 385-9502

Middle School Campus
620 N. Grand Blvd.
St. Louis, MO 63103
(314) 499-2009 x3100

Early Childhood Center
1916 N. Euclid Ave.
St. Louis, MO 63113
(314) 385-9502 x2100

Use of Social Media by Teachers, Staff, and Students Model Policy - Draft

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 of North Side Community School understands the value of social media and the benefits offered by digital communication devices for providing quick and easy interaction among peers, students, and families. This policy is intended to support teachers, staff, and students by ensuring that all teachers, staff, and students clearly understand the many factors and possible ramifications to consider when using social media. This policy is in addition to, and complements, existing and future Board policies.

Teachers and Staff

The Board of North Side Community School (School) does not take a position on teachers and staff using social media for personal use on personal time. If teachers and staff choose to do so, they should keep in mind the following:

- Teachers and staff should not use personal social media accounts to communicate with students and families regarding topics pertaining to your work with North Side Community School (School).
- Do not “friend,” “follow” or otherwise interact with students from personal social media accounts.
- Always write in the first person and make it clear that you are speaking for yourself and not on behalf of the school
- Do not post school related information including but not limited to student information, pictures, and work-product exemplars on personal social media sites.
- Do not share confidential information about internal school discussions.
- Avoid communicating with students and families using personal social media sites, personal email accounts or personal phone numbers.



Social media is an excellent way to share information with families and students. If teachers and staff choose to utilize social media for school related purposes, teachers and staff should utilize the same professional standards, respect, and integrity as if it were a face-to-face communication.

- Use school contact information (email, address, phone, etc...) for creating and maintaining accounts, including student accounts.
- Inform parents of social media created for classroom use and its educational purpose.
- Respect copyright and fair use guidelines. Be sure to cite your source when quoting and use Creative Commons licensing when possible.
- If you make a mistake, admit it and correct it quickly. Clearly state if you've corrected a previous post and apologize if appropriate.
- Treat social media created for school related purposes like a classroom. Monitor closely the interactions between students and deal with inappropriate use immediately.
- When using social media, never reveal information about students including but not limited to their grades, course enrollments, and class schedules. Doing so could be a FERPA violation.
- If posting photos and videos of fellow staff and teachers, seek their permission before posing.
- If posting photos and videos of students, ensure there is a signed parent/guardian permission form on file for each student.



STUDENTS

As a North Side Community School student you represent your school even when you are not posting to social media sites during class time. You should follow these guidelines anytime you post material that could identify you or your relationship to the school.

- Be aware of what you post online-- social media is public. Do not post anything you don't want friends, parents, teachers, or a future employer to see.
- Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- Do not share your password with anyone other than your teachers and parents.
- Do your own work. Do not use other people's work without their permission. Be aware that it is a violation of copyright law to copy and paste someone else's thoughts. It is good practice to hyperlink to your sources.
- Do not use pictures, videos, songs, and audio clips you do not have permission to use. This may be a violation of copyright laws.
- Social media posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation.
- If you come across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher or parent/guardian right away.

