



**Employee Handbook  
2026 - 27 School Year**

# Mission



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The mission of North Side — a charter school serving urban neighborhoods — is to improve each student's opportunities in education and in life by developing the skills, knowledge, and personal qualities necessary for success.

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**ClassDojo is our primary method of communication. Please ensure you download the app and enable notifications to stay connected with our school community!**

**BOARD APPROVED JULY 2026**

## Executive Director's Message

*Welcome to a new school year at North Side Community School!*

*We're glad to have you with us and proud to count you as part of a team deeply committed to our mission and the community we serve. Whether this is your first year or your tenth, your role matters—and the work we do together has lasting impact.*

*This employee handbook is designed to give you the tools and information you need to be successful in your role. It outlines our expectations, policies, procedures, and the core values that define our school culture.*

*At NSCS, we believe in the power of small classrooms, strong relationships, and individualized attention. That belief extends to our staff as well. We are committed to creating a safe, supportive, and collaborative workplace where you are respected, valued, and equipped to thrive.*

*Inside this handbook, you'll find guidance on professional conduct, employment policies, benefits, safety procedures, and more. It also includes information about our vision, mission, and the standards that shape how we operate each day.*

*We encourage you to read it thoroughly and keep it as a reference. If you have questions, the Administrative Services Team is here to help.*

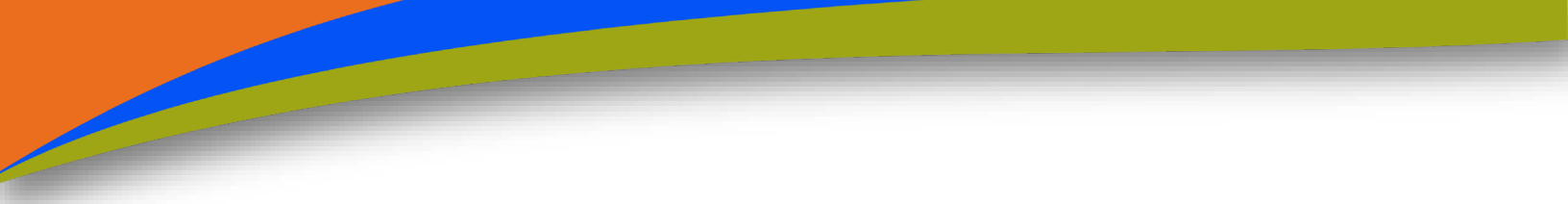
*Thank you for being a part of North Side Community School. Your dedication and professionalism drive our success. Together, we'll continue to provide the high-quality education and care that our students and families deserve.*

*We're looking forward to a great year ahead.*

*Sincerely,*

*Douglas P. Thaman, Ed. D*

*Executive Director*



## North Side Community School Board Chair's Message

As Board Chair, it's my pleasure to welcome you to a new academic year filled with promise and opportunity.

Our school's success is built on the dedication, expertise, and passion of exceptional staff like you. You play a vital role in shaping students' lives and creating a nurturing environment where they can thrive.

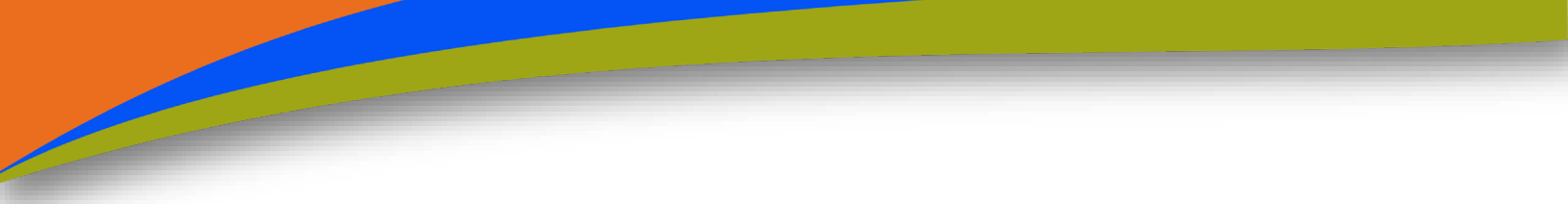
This Employee Handbook reflects our shared values and serves as a key resource to support your work. Inside, you'll find important guidelines, policies, and tools designed to foster collaboration, respect, and professional growth.

We are committed to your well-being and development. Take advantage of the many opportunities for learning and advancement—from workshops and mentoring to resources that enhance your practice.

As we face the year ahead, know that your efforts are deeply appreciated. Your commitment to student success, safety, and growth is the foundation of our mission.

Let's move forward together with enthusiasm, compassion, and a shared goal of educational excellence. Thank you for all you do.

Warm regards,  
Mike Quinlan  
Board Chair



## **The North Side Community School Board of Directors**

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## ABOUT THIS HANDBOOK

This handbook is intended to provide guidance on the policies, procedures, and expectations of North Side Community School (NSCS). It is not a contract of employment and should not be interpreted as creating any contractual obligations between NSCS employees and the Board of Directors.

All policies contained in this handbook have been developed at the discretion of the Board of Directors and school leadership. These policies may be revised, amended, or discontinued at any time, solely at the discretion of the Board. Employees will be notified of any changes.

All NSCS employees are expected to read the handbook carefully and become familiar with its contents. Questions about policies, procedures, or benefits should be directed to the Executive Director.

### **Governance and Operational Responsibilities**

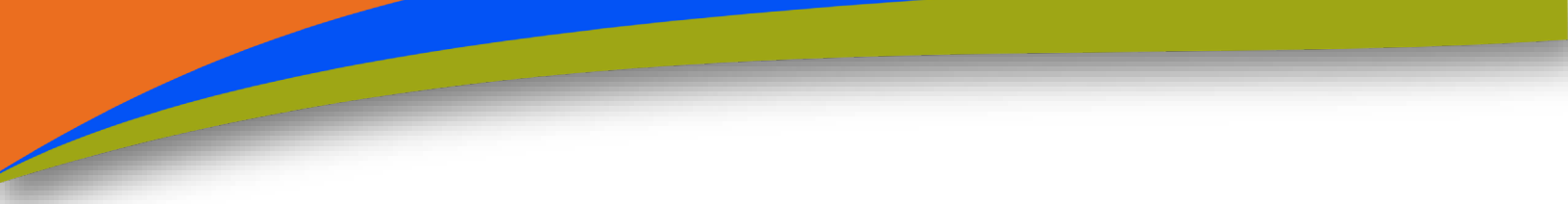
The Board of Directors is responsible for the adoption of all school policies. Members of the Board are duly elected and entrusted with setting the strategic direction of the school. Operational and day-to-day management responsibilities fall under the authority of the Executive Director.

Community and staff input into school policies or procedures should be directed through the Executive Director. All adopted policies are made available to staff and the school community and are used to guide Board decision-making.

### **Role of the Executive Director**

The Executive Director serves as the chief administrator of the school and is responsible for leading school operations, overseeing staff, and maintaining strong relationships between the Board, staff, and the broader school community. This relationship should be based on mutual respect, trust, and a shared commitment to the school's mission.

The Executive Director or their designee is responsible for the administration and enforcement of all personnel policies and procedures. These policies will be provided to



employees upon hire and serve as a framework for understanding employee rights, responsibilities, and expectations at NSCS.

### **Policy Revisions and Authority**

This employee handbook replaces any prior policies, procedures, or practices. The Board of Directors reserves the exclusive right to amend, add, or revoke policies at any time. Any such changes will be communicated to all staff promptly.

No changes to the handbook are valid without the express written approval of the Board of Directors.

## **WHAT IS A CHARTER PUBLIC SCHOOL?**

### **Working at a Charter Public School: What It Means to You**

By choosing to work at North Side Community School, you have joined a unique and important movement in public education. As a charter public school, we are free, public, and open to all students—just like any traditional district school. But we are also different. Charter schools were created to rethink public education and to close the achievement gap by giving schools the freedom to innovate, while being held to high standards of academic accountability. This flexibility allows us to respond more quickly to student needs, create stronger school cultures, and implement practices that improve learning outcomes. We are mission-driven, results-oriented, and rooted in our local community. At NSCS, we answer not only to the state and our sponsor—the University of Missouri–St. Louis—but also to our families, our community, and to each other. As an employee here, you are part of a team that is building something exceptional: a high-quality, equitable, and responsive public school that serves students in some of St. Louis’ most challenged neighborhoods. This is important work, and we are glad you’ve chosen to be part of it.

## **Charter Schools are FREE - PUBLIC - OPEN TO ALL**

- Charter schools are unique public schools that have the freedom to be more innovative while being held accountable for improving student achievement. They were created more than 20 years ago to find ways to improve our nation's public schools and close the achievement gap. As a result, they raise the bar for what is possible in public education.
- Charter public schools are free, PUBLIC, and open to all. They have the freedom to be innovative while being held to the same academic performance standards for advancing student achievement as any other public school.
- Charter public school students serve a diverse population of over 25,000 Missouri students; nearly 50 percent of public school students in Kansas City and 40 percent of public school students in St. Louis.
- Charter schools are PUBLIC schools that serve all students and have NO special entrance requirements. Unlike a district, no child is ever assigned to a charter public school, and unlike a private school there is no tuition. Families have the opportunity to choose what's best for their children.

## **Charter Public Schools serve SPECIAL EDUCATION STUDENTS**

- Charter public schools serve Special Education (SPED) students. Charter public schools are legally required to serve ALL children SPED students are no exception.

## **Charter Public Schools are held ACCOUNTABLE**

- Charter schools are held accountable to state and federal academic standards, ensuring a high-quality education for their students.
- Charter public schools must receive approval from the Missouri State Board of Education.

- Charter public schools must adhere to a legal contract approved by their sponsor. This legal contract can be canceled or non-renewed if the school does not perform or if it is in financial distress, resulting in the charter public school closing.
- North Side Community School's Sponsor is the University of Missouri, St. Louis.

### **Charter Public Schools serve your LOCAL COMMUNITY**

- Charter public schools are the result of ultimate local control in a community – parents, caretakers, community leaders and educators coming together to create quality public school choices for students.
- Charter public schools are a LOCAL response to a LOCAL need for quality public education. A charter school board is a 501c3 nonprofit board made up of citizens/taxpayers with direct authority for how the school operates and the school's results. Every board meeting is open to the public.

### **Responsive to STUDENT**

- By giving teachers the freedom to innovate and try new ways to improve student achievement, charter schools can be more responsive and create an environment tailored to the needs of individual students, while still being held accountable for student learning. Charter schools are able to make changes more quickly than traditional public schools because they don't have to get permission from the school board. So, if they need to adjust the school calendar or schedule or change how they are teaching to make sure students are learning, they can.

### **Making ALL Schools BETTER**

- By giving teachers and school leaders the freedom to innovate and try new ways to improve student learning, charter schools are developing successful new teaching models and classroom set-ups that work. Charter schools are sharing these successes with other public schools so that more children benefit.

### **Open NATIONWIDE**

- Forty-two states and the District of Columbia allow charter schools. Nationwide, nearly 6,500 charter schools are teaching 2.5 million children.

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# 1 SECTION 1 - OPERATIONS

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## 1.1 SCHOOL HOURS

10-and 11-month employees are expected to arrive 30 minutes before buses arrive at school.

**Early Childhood Center:** 8:30AM to 3:30PM (Fridays Dismiss at 2:15PM)

**Elementary School:** 8:15AM to 3:30PM (Fridays Dismiss at 2:15PM)

**Middle School:** 7:30AM to 2:45PM (Fridays Dismiss at 1:30PM)

10- and 11 -month employees are expected to remain an additional 30 minutes after busses leave school.

## 1.2 EXTENDED DAY

Once per trimester term North Side Community School (NSCS) holds an Extended Day session for students in grades 2 through 8. While our Preschool, Kindergarten, and 1st-grade students depart at the regular time, 2nd through 8th-grade students experience an additional hour of various extracurricular activities.

Extended Day sessions are held Monday through Thursday for 5 weeks.

Session A runs for 10 days and Session B runs for 10 days.

Students have the opportunity to participate in both Session A and Session B.

Each term there are a minimum of 11 Extended Day classes offered each Session (A&B) for the elementary students and 8 Extended Day classes offered each Session (A&B) for the middle school students.

Each class has an enrollment cap of 20 students.

Each class has a supply budget maximum of \$125 if A&B or \$65 if only A or B.

Extended Day is a terrific opportunity for students to try new things, explore interests, and continue their learning. The 2025-26 Extended Day sessions are noted on the school calendar.

Bus Service is still provided for our 2nd through 8th grade students following their Extended Day sessions.

The stipend for leading an Extended Day session is \$500 for Session A, \$500 for Session B or \$1,200 if teaching both Sessions. Payment is received at the conclusion of the 5-week Extended Day period. If more than 1 individual co-teaches a Session (A, B, or A & B), the stipend is split between the individuals.

## **2025 - 26 Extended Day Program**

Session 1 - October 5th - November 6th

Session A - October 5th - October 20th

Session B - October 21st - November 6th

Session 2 – January 20th – February 19th

Session A - January 20th - February 4th

Session B - February 3rd - February 18th

Session 3 – April 13th – May 13th

Session A - April 13th - April 28th

Session B - May 3rd - May 13th

Monday through Thursday

Sessions – 60 minutes

20 students per session

Students are encouraged but will not be required to participate in Extended Day. If a parent opts their child out of Extended Day they must pick them up from school those days. The objective is to have opportunities that the students want to join.

Sessions will be planned, and presented to families, and sign-up opportunities provided well in advance of the session beginning.

### **1.2.1 Session Development Process**

Submit an email of interest to your Building Principal - Deadline to be provided.

Complete and submit the Extended Day Session Syllabus (include product/ production/ presentation to be done for the celebration) - Deadline to be provided.

The Building Principal will review and once finalized sign off and provide Administrative Services with a list of participating instructors.

The Session Leader will receive a contract notification.

### 1.3 JUSTICE TRAITS

At North Side, we believe in nurturing not only academic success but also the development of strong character and personal qualities that will empower our students to thrive both in school and throughout their lives. We have defined these qualities and characteristics using the acronym J.U.S.T.I.C.E., which represents the following ideals:

**JUST - Truthful and Fair at All Times:** We encourage our students to uphold principles of honesty, integrity, and fairness in their words and actions. Being just means consistently choosing the path of truth and treating others with equity and respect.

**UNAPOLOGETIC - Confident, Respectful of Yourself and Others, Responsible for Self:** We foster an environment where students are encouraged to be unapologetically themselves, embracing their uniqueness while respecting the individuality of others. We empower students to take responsibility for their own actions, choices, and personal growth.

**SELF-DISCIPLINED - Self-Control, Delay Gratification, Work Hard to Achieve Goals:** Developing self-discipline is crucial for success. We help students cultivate self-control, the ability to delay immediate gratification, and the motivation to work diligently towards their goals. By instilling these qualities, we empower them to overcome challenges and achieve long-term success.

**TENACIOUS - Work Hard, Never Give Up, Determination to Succeed:** Tenacity is key to accomplishing one's goals. We teach students the importance of perseverance, resilience, and a never-give-up attitude. Through fostering determination and grit, we equip students with the mindset to face obstacles and achieve success.

**INQUISITIVE - Eager to Understand and Know, Questioning, Critical Thinker:** We foster an inquisitive mindset in our students, encouraging them to be curious, eager to learn, and critical thinkers. By asking questions, seeking knowledge, and engaging in critical thinking, students become active participants in their own education and personal growth.

**COURTEOUS AND CONSIDERATE - Polite, Respectful, Caring, Kind, Grateful:** Our students are encouraged to exhibit courteous and considerate behavior, demonstrating politeness, respect, care, kindness, and gratitude towards others. We believe that cultivating positive interpersonal relationships and empathy is essential for personal and social well-being.

**ENTHUSIASTIC - Positive and Optimistic, Energetic, Eager to Participate:** We promote an enthusiastic approach to learning and life. Encouraging a positive and optimistic mindset, we inspire students to be energetic, engaged, and eager to participate actively in their education and the wider community.

## **1.4 VISITORS**

All visitors to North Side Community School (NSCS), including those who are guests of employees, must sign in at the office. No guests, including student or employee family members should come directly to classrooms without a printed badge from the office.

All visitors will need a picture ID to run through the Raptor System. Any parent/guardian who wishes to volunteer in a classroom, chaperone a field trip, engage with any students must first have a clean background check on file with the school office.

If an individual comes to your classroom without a visitor pass, he/she should not be admitted and should be sent to the office to sign in. Visitor passes are only available from the main offices of each school campus.

### **1.4.1 Volunteers & Chaperones**

State and federal law require that persons authorized to have contact with students:

- Follow the screened volunteer approval process steps outlined below.
- Follow all North Side Community School policies and procedures.
- Keep student information confidential

### **1.4.2 Screened Approval Process**

1. Request a Volunteer Application from the School Administrative Assistant and complete the Screened Volunteer Application. Or go to [www.northsidecommunityschool.org](http://www.northsidecommunityschool.org) and click on "Volunteer".
2. Complete a background check by completing the Family Care Safety Registry at [http:// health.mo.gov/safety/ fcsr/](http://health.mo.gov/safety/fcsr/). There is a \$15.25 fee to register with the Family Care Safety Registry. For designated Room Parents (selected by the classroom teacher) upon receipt of a clear background check you may submit your receipt to the North Side Community School Administrative Services Office for reimbursement.
3. Register for a fingerprinting session with IDENTOGO. The results of this session will be sent directly to North Side Community School. There is a fee for the background check of \$39.75. Be sure to check the volunteer box for the \$2 discount. Please keep your receipt and upon the School's receipt of a clear background check we will provide you with a reimbursement. Here's the link for the background check: [https:// www.machs.mo.gov/ MACHSFP/ home.html](https://www.machs.mo.gov/MACHSFP/home.html)
4. Click the register for fingerprint portal
5. Click the box again
6. Enter 2254 in the box
7. Check the Volunteer box
8. Enter required information

9. Bring your completed Screened Volunteer Application to your North Side Community School office. We will make a copy of your driver's license.

The North Side Community School Director of Human Resources or their designee will contact you once you are eligible to volunteer.

## **2 SECTION 2 - EMPLOYMENT**

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### **2.1 EQUAL OPPORTUNITY EMPLOYER**

North Side Community School is committed to providing equal opportunity in all areas of education, recruiting, hiring, retention, promotion, and contracted service. The School further commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, disability, age, gender, national origin, or sexual orientation.

The School's equal opportunity policy extends to prohibitions against unlawful harassment of students or employees because of the individual's race, color, religion, disability, age, gender, national origin, or sexual orientation.

The North Side Community School Board and Leadership shall comply with the Americans with Disabilities Act (ADA) and applicable state and local laws providing for non-discrimination in employment against qualified individuals with disabilities. The Board and Leadership shall also provide reasonable accommodations for qualified individuals in accordance with these laws. The Board and Leadership shall ensure that qualified individuals with disabilities are treated in a non-discriminatory manner in the pre-employment process and during active employment with North Side Community School.

Qualified applicants or North Side Community School employees with disabilities should make formal requests in writing for accommodations to the Director of Human Resources.

### **2.2 THE IMPORTANCE OF A POSITIVE WORK ENVIRONMENT**

At North Side Community School, we recognize the significant impact that a positive work environment has on the well-being, job satisfaction, and overall productivity of our employees. We are committed to fostering a workplace culture that values respect, collaboration, open communication, and mutual support. We believe that a positive work environment:

- Plays a crucial role in promoting the physical, mental, and emotional well-being of our employees. It creates an atmosphere where individuals feel valued, supported, and motivated to perform their best.
- Fosters job satisfaction by cultivating a sense of purpose, engagement, and fulfillment in employees. When employees are happy, supported, and appreciated, they are more likely to be motivated, innovative, and committed to achieving excellence in their work.

- Encourages collaboration and teamwork among employees. It cultivates an atmosphere of trust, respect, and cooperation, where individuals feel comfortable sharing ideas, seeking feedback, and working together towards common goals. Effective collaboration enhances productivity, innovation, and problem-solving capabilities in an organization.
- Values open and transparent communication. It creates a culture where employees feel safe expressing their thoughts, concerns, suggestions, fostering a sense of trust, inclusivity, and active participation. Open communication promotes understanding, minimizes misunderstandings, and strengthens relationships within the workplace.
- Allows employees to receive the support, guidance, and recognition they deserve. Managers and colleagues provide constructive feedback, mentorship, and resources to help individuals grow and develop professionally. Recognizing and appreciating employees' contributions fosters a sense of loyalty, motivation and job satisfaction.
- Acknowledges the importance of work-life balance. It promotes flexible work arrangements, recognizes the diverse needs of employees, and supports their personal well-being and family commitments. Striking a healthy balance between work and personal life contributes to overall job satisfaction and employee retention.
- Emphasizes the resolution of conflicts in a fair, respectful, and timely manner. It promotes open dialogue, active listening, and empathy when addressing disagreements, ensuring that all individuals feel valued and respected.
- Requires ongoing effort and commitment from all employees.

## **2.3 HIRING**

Every employee must undergo a criminal background and child abuse registry check. The results of these checks must be on file prior to the first day of work. It is the employee's responsibility to have checks completed. NSCS will cover fees for the checks.

Candidates for employment will be considered on the basis of the following: resume, a portfolio containing background information, academic work, a history of teaching experiences; references addressing candidate's qualities and abilities as a student, a person, and a teacher.

### **2.3.1 Qualifications**

It is NSCS policy to hire certified teachers. State law permits up to twenty (20) percent of the instructional personnel to be non-certified in charter schools; however Federal law requires 100% of all classroom teachers of record to hold the proper certification. All personnel must have the training, experience, and the ability to perform their duties.

NSCS seeks individuals who are well and broadly educated, knowledgeable in subjects to be taught, skilled in teaching and managing students. Candidates should love children, be enthusiastic about working with and teaching them, and be strong and good people who model the values and character the school wishes to instill in students.

Minimum qualifications for certified candidates are graduation from an accredited university, the possession of an appropriate license from the State of Missouri or from another state with an approved licensure program, and student teaching experience.

Non-certified personnel may establish qualifications for a position by being certified by a different state, National Board Certified, a college graduate who majored in the appropriate discipline or field, an experienced but uncertified teacher, experienced in professional and nonprofessional fields related to curricular contents. Life experiences in addition to school and work may also be considered, as well as personality and character.

It is the policy of NSCS to hire the best-qualified employees available for all positions. Management must exercise judgment and discretion in hiring persons who are relatives of a current employee. For purposes of this policy, a relative is an immediate family member, including father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepdaughter, step-brother, stepsister, half-brother or half-sister.

### **2.3.2 Terms of Employment**

All personnel will be reviewed annually by the administration. The evaluations will include a discussion of job performance and goals, the identification of strengths and weaknesses, and a plan to build on strengths and improve weaknesses. Evaluation of teacher performance will be based upon the quality of teaching and their performance on teacher growth and evaluation rubrics.

Professional growth is especially important and expected. Evidence of such growth and development should be reported to their supervisor each spring, prior to contract renewal. The evaluation process shall consist of the following: classroom observations and a trimester review that provides a holistic snapshot of teacher performance at that current time.

The Board is solely responsible for hiring and evaluating the Executive Director. The Executive Director has the authority for hiring and dismissal of all other employees, including those providing direct and indirect services to the school. The terms and conditions of the contract of the Executive Director will be defined by the Board.

### **2.3.3 Compensation**

Initial compensation will be based upon qualifications, experience, years of service to the school, and performance. First-year teachers shall be paid the established starting salary. Thereafter, they shall be paid the standard annual raise (if the school budget permits one). Teachers hired with experience may be given credit for up to five years of experience.

### **2.3.4 Employment Offers**

The terms for employment agreements are as follows. The general categories are as follows however an employee's term is identified in their employment agreement:

Month (August - May [unless inclement weather requires additional days])

Who: Classroom Teachers, Specialist Teachers, Special Education Teachers, Teacher Assistants

Month (August - June)

Who: Social Workers, Food Service, Bus Drivers, Counselors, School Psychologists 12 Month (July - June)

Who: Executive Director, Principals, Assistant Principals, Early Childhood Director, Administrative Services, Administrative Assistants, All Director positions, Custodians (Hourly)

All employment offers are subject to the terms in their corresponding employment agreement.

### **2.3.5 Salaries**

Salary payments are made bi-monthly, on the 15th and the last day of each month. If a regularly scheduled payday falls on a weekend or school holiday, payment will be issued on the preceding business day (typically Friday). Payroll deductions are made as required by law, including federal, state, and local taxes, Social Security, and any other deductions mandated by law or agreed upon by the employee.

Employees should be aware that banks and financial institutions may process direct deposits differently. Some banks may credit employee accounts before the actual payroll date when payroll is submitted, while others may hold funds until the official payday. In some cases, even employees using the same bank may experience different timing of deposit availability. North Side Community School has no control over these banking practices and cannot assume responsibility for early or delayed deposits based on a bank's ACH processing policies. NSCS ensures that salary payments are deposited by the stated pay date.

North Side will publish an annual calendar establishing workdays for the contractual year. The school retains the right to adjust this calendar as needed.

### **2.3.6 Personnel File**

NSCS maintains a personnel file for each employee, and these files are the property of the school. Access to these files is restricted to the Executive Director, Director of Human Resources, and those authorized access by the Executive Director on a need-to-know basis. Employees may review their own personnel file at any time. Employees may request to review the contents of their personnel file by submitting a written request to the Director of Human Resources. Reviews will be conducted on-site during normal business hours and in the presence of an administrator. North Side Community School reserves the right to determine which documents are made available for review and does not guarantee copies will be provided unless required by law.

### **2.3.7 Personnel Data Change**

North Side Community School requires all employees to maintain accurate and up-to-date personal information on file. Employees are responsible for promptly notifying the Director of Human Resources of any changes to the following:

- Mailing address
- Personal email address
- Phone number(s)
- Marital status
- Emergency contact information
- Dependent information (for benefits purposes)
- Educational credentials or certifications
- Any other information relevant to employment or benefits administration

Timely updates help ensure proper communication, benefits processing, and emergency response.

### **2.3.8 Disability Accommodation**

North Side Community School (NSCS) is fully committed to complying with the Americans with Disabilities Act (ADA) and ensuring equal employment opportunities for qualified individuals with disabilities. All employment practices at NSCS—including recruitment, hiring, training, promotion, compensation, and discipline—are conducted on a non-discriminatory basis.

Reasonable accommodations will be provided to employees with documented disabilities when such accommodations are necessary to enable the employee to perform the essential functions of their position, and do not create undue hardship for the school.

Employment decisions are based solely on an individual's qualifications, performance, and the needs of the school—not on the presence of a disability.

Qualified employees with disabilities are entitled to equal treatment in all aspects of employment, including:

- Compensation and pay adjustments
- Job assignments and reassignments
- Job classification and descriptions
- Opportunities for advancement and promotion
- Leave benefits and other terms and conditions of employment

Leaves of absence are administered equitably for all employees, including those with disabilities.

Employees who believe they may require an accommodation should contact the Director of Human Resources to initiate an interactive process to assess needs and explore available options.

### **2.3.9 Immigration Law Compliance**

North Side Community School is committed to employing only people who are United States citizens or legally authorized to work in the United States. Every new employee at the School is required to show documents that prove identity and employment eligibility.

### **2.3.10 Life-Threatening Illnesses in the Workplace**

As in the case of other disabilities, we will make reasonable accommodations in accordance with all legal requirements to allow qualified employees with life-threatening illnesses to perform the essential functions of their jobs.

Medical information on any employee is confidential. North Side Community School will take reasonable precautions to protect medical information from inappropriate disclosure. Administrators and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing medical information is subject to disciplinary action, up to and including termination of employment.

### **2.3.11 Voluntary or Involuntary Termination**

If an employee makes the decision to terminate their employment with NSCS, we ask that personnel provide at least 10 business days' notice in writing, so that the NSCS has sufficient time to secure a replacement. If an employee terminates their employment with less than 10 business days' notice they forfeit all back pay including any PTO, vacation, bonuses, incentives. PTO days, vacation days, school breaks, and holidays are not included in the term "business days." If NSCS seeks to end a personnel member's employment, we will provide at least two (2) weeks' notice, barring any special circumstances that may require immediate termination.

The Executive Director, Directors, and Principals must give a minimum advance notice of six (6) months. In most cases, resignations should become effective at the end of the school year in which they are submitted.

Reasons for termination include, but are not limited to, the following: unsatisfactory performance, failure to meet professional responsibilities and obligations, inappropriate behavior, refusal to work cooperatively with administration and personnel, negatively influencing personnel culture, immoral or illegal conduct, and violations of the regulations stated in this handbook.

### **2.3.12 Return of School Property**

Upon resignation or termination, employees are required to return all school property no later than their final day of employment or a date agreed upon with the Director of Human Resources. At this time their final pay will be provided. This includes, but is not limited to:

- Laptops, tablets, and chargers ID badges and keys
- Gate and entry access codes
- Curriculum materials and classroom resources
- School-issued cell phones
- Any other items provided by North Side Community School for the performance of job duties

Failure to return property in a timely manner may delay the processing of final pay and/or affect eligibility for rehire.

### **2.3.13 Access to School Systems**

Access to NSCS email, shared files, databases, and all internal systems will be terminated effective the employee's final day of employment, unless otherwise authorized in writing by the Executive Director. Employees are not permitted to retain or download any school-owned files or student information. Personal files should be removed from school devices before the final day of employment.

### **2.3.14 Ownership of Work Products**

All documents, lesson plans, reports, presentations, materials, and other files created by the employee during the course of their employment—and within the scope of their job responsibilities—are considered the property of North Side Community School.

These materials may not be taken, replicated, or distributed without written permission from the Executive Director.

### **2.3.15 Final Pay and Exit Procedures**

Final pay will be processed in accordance with the school's regular payroll schedule, unless otherwise required by law. Employees are encouraged to participate in an exit interview to share feedback and support the school's efforts to continually improve.

### **2.3.16 Eligibility for Rehire**

Eligibility for rehire will be evaluated based on the employee's performance, adherence to school policies, conduct during employment, and the manner of their departure. NSCS reserves the right to determine rehire status at its sole discretion.

For questions related to resignation, termination, property return, or exit procedures, please contact the Director of Human Resources or the Executive Director.

### **2.3.17 HIPAA**

HIPAA (The Health Insurance Portability and Accountability Act of 1996) provides protection to employees after leaving employment with NSCS. It limits exclusions for preexisting conditions; prohibits discrimination against employees and dependents based on their health status; guarantees renewability and availability of health

coverage to certain employers and individuals; and protects many workers who lose health coverage by providing better access to individual health insurance.

### **2.3.18 Employee Information Sharing**

The Director of Human Resources shall be permitted to respond to requests for information from public schools about former employees.

North Side Community School shall provide information about a former employee to another public school upon request sharing the following information:

- information regarding any violation of the published regulations of the Governing Board of the School by the former employee if such violation related to sexual misconduct with a student and was determined to be an actual violation by the Governing Board after a contested case due process hearing conducted pursuant to board policy.
- The results of a children's division investigation if the investigation involved allegations of sexual misconduct with a student and the children's division reached a finding of substantiation

## **3 SECTION 3 - EMPLOYEE BENEFITS**

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### **3.1 HEALTH, DENTAL, VISION, LIFE AND DISABILITY**

A benefits program is provided for all eligible full-time employees working thirty (30) hours or more per week. North Side Community School pays 100% of the cost of the following benefits for eligible employees:

Medical UMR - United Healthcare

Dental Delta Dental of MO

Vision Delta Vision

Group Life Mutual of Omaha

Group AD&D Mutual of Omaha

Group Short-Term Disability Mutual of Omaha

Group Long-Term Disability Mutual of Omaha

Flexible Spending Account (optional) Mutual of Omaha

Qualified employees become eligible for coverage on the first day of the following calendar month. The coverage does not include spouse or dependents, although such coverage may be obtained at the employee's expense. Coverage is also contingent on acceptance of the employee (and dependents) by the insurer of the group plan. Additional Voluntary Life and AD&D may be purchased on the approval of Mutual of Omaha. The Flexible Spending Account is optional and is based on the employee's contribution.

An employee is not entitled to compensation in lieu of coverage should he/ she decline or not be accepted for coverage.

A change in employment classification that would result in loss of eligibility to participate in the health insurance plan may qualify an employee for benefits continuation under the Consolidated Omnibus Budget Reconciliation Act (COBRA).

Details of the benefits plan may be obtained by contacting the HR Director or signing into Employee Navigator through the Paylocity Portal.

### **3.2 PUBLIC SCHOOL RETIREMENT SYSTEM OF ST. LOUIS**

Employees, by State law, shall participate in the retirement system of the St. Louis Public Schools on the same terms, conditions and other requirements and provisions applicable to its employees.

Employees contribute 9% of their gross pay plus employer provided benefits.

### **3.3 WORKERS' COMPENSATION INSURANCE**

The School provides comprehensive workers' compensation insurance to our employees. The workers' compensation program covers injuries or illnesses that happen during the course of your employment.

Injury to personnel should be reported to the office. On the job injuries will be handled in accordance with the Workers' Compensation laws. Any employee who is injured while on the job must notify your Principal/Supervisor immediately to be eligible for coverage under the Workers' Compensation Act. The supervisor and/or the employee must then fill out an incident report within 24 hours that should be submitted to HR.

### **3.4 MEALS**

All employees are eligible to eat breakfast and lunch in our cafeteria, free of charge, during regular service hours on days they are working. Employees must participate in the meal count process and are asked to allow students to receive their meals first to ensure timely service and minimize delays during meal periods. Staff should wait until all students in line have been served before getting in line themselves, unless directed otherwise by cafeteria staff. This practice helps maintain order, supports student routines, and ensures that our students' nutritional needs are prioritized.

### **3.5 COBRA (CONSOLIDATED OMNIBUS BUDGET RECONCILIATION ACT) STATEMENT**

The Consolidated Omnibus Budget Reconciliation Act (COBRA) is a federal law that provides eligible employees and their dependents the option to continue their group health insurance coverage after experiencing a qualifying event that would otherwise result in loss of coverage. This statement provides an overview of COBRA, and the rights and responsibilities associated with it.

Employees and their dependents may be eligible for COBRA continuation coverage if they experience a qualifying event, such as termination of employment (other than for gross misconduct), reduction in work hours, divorce or legal separation, or the death of the covered employee.

When a qualifying event occurs, the employer or group health plan administrator is responsible for providing written notification about the option to elect COBRA continuation coverage. This notification typically includes information on how to enroll, deadlines for election, and the duration of coverage.

COBRA coverage is generally available for a limited period of time, typically up to 18 months, although longer periods may apply for certain qualifying events. The duration of COBRA coverage is determined by federal law and may be subject to specific circumstances.

Individuals who elect COBRA continuation coverage are responsible for paying the entire premium for the coverage, including both the employee and employer portions, plus an additional administrative fee. The cost of COBRA coverage is typically higher than the cost of coverage for active employees.

COBRA continuation coverage can be terminated before the end of the maximum coverage period if the individual fails to make timely premium payments, becomes eligible for another group health plan, or reaches the end of the maximum coverage period. Individuals should be aware of the specific circumstances under which their COBRA coverage may end.

It is important for individuals to explore other health insurance options when their COBRA coverage is no longer available or becomes cost-prohibitive. These options may include seeking coverage through a spouse's employer, individual health insurance plans, or government programs such as Medicaid or the Health Insurance Marketplace.

For questions or concerns regarding COBRA continuation coverage, eligible employees and their dependents should contact the designated COBRA administrator or the employer's benefits administrator.

## **4 SECTION 4 - TIME AWAY FROM WORK**

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### **4.1 PAID TIME OFF (PTO) GUIDELINES**

North Side Community School provides Paid Time Off (PTO) to eligible employees to be used for personal illness, family emergencies, or other occasional personal matters. PTO is not intended for use as vacation time.

During an employee's first year of service, PTO is accrued incrementally based on hours worked. Beginning with the second year of employment, employees will receive their ten (10) PTO shifts in full at the start of the contractual school year.

North Side Community School employees already benefit from scheduled school breaks—including Fall Break, Winter Break, Spring Break, and summer break (where applicable) —and are expected to use those designated times for personal travel or vacations. Booking flights, lodging, or other travel arrangements during the school year is not considered a valid reason for PTO approval and will not be accommodated.

#### **4.1.1 Requesting PTO**

All NSCS employees must submit all time off requests in Paylocity.

Requests made via email, verbal conversation, or text do not constitute an official request and will not be considered as officially submitted until placed in Paylocity.

Approval is not automatic and depends on coverage and staffing needs.

If an employee is absent due to illness or an emergency, the unplanned absence must still be submitted in Paylocity and is not considered an official request until submitted. This must be done as soon as possible. The immediate supervisor noted in your employment agreement should also be directly notified of last-minute absences by phone or text however this is not considered the official submission. Notifying another team member or supervisor (including the Executive Director), is NOT considered as having notified their immediate supervisor or acceptable in lieu of Paylocity.

All teachers or any staff member requiring a substitute must also submit their request in SmartFind (marking that a substitute is required) in order to acquire a substitute.

When 10% of all North Side Community School employees have been approved for a specific PTO date, any further PTO requests must include a written notice from their medical doctor or official documentation from a licensed healthcare provider to be approved. Employees may still take the PTO day however it will be unpaid. Employees will be aware when the 10% rule applies as it will be posted on the Team Calendar.

Please remember that requests for time off are not guaranteed and you must wait for approval before making plans. Supervisors will be giving approvals according to several factors such as the number of requests submitted for any given day, first-come, first-serve, availability of substitutes, the events of the day, and other circumstances at the discretion of the supervisor (see Paid Time Off (PTO) Guidelines).

#### **4.1.2 Medical Documentation Requirement**

If an employee is absent for three (3) or more consecutive workdays, they are required to submit a doctor's note or official documentation from a licensed healthcare provider verifying the need for medical leave. This documentation should be submitted to the Director of Human Resources or designee on their first day back.

#### **4.1.3 Coverage and Staffing Needs**

PTO may be denied or rescheduled based on staffing needs if multiple employees within the same grade level, department, or campus are already scheduled to be out. Employees are strongly encouraged to request PTO well in advance to reduce the risk of conflict. When 10% of all North Side Community School employees have been approved for a specific PTO date, any further PTO requests must include a written notice from their medical doctor or official documentation from a licensed healthcare provider to be approved. Employees may still take the PTO day however it will be unpaid. Employees will be aware when the 10% rule applies as it will be posted on the Team Calendar.

#### **4.1.4 Legitimate Illness and Emergencies**

When an employee is legitimately ill or facing a verifiable emergency, PTO will not be denied—regardless of how many other staff members are out. In such cases, employees must follow the school's absence notification procedures and provide proper medical documentation if required.

#### **4.1.5 Final Notes**

Supervisors, the Director of Human Resources, and the Executive Director reserve the right to approve or deny PTO based on the school's operational needs. PTO is an earned benefit, but its use must be consistent with the mission and instructional priorities of the school.

For any questions or clarification regarding PTO, contact your supervisor or the HR office.

#### **4.1.6 Essential Work Days (i.e. Black Out Days)**

Essential Work Days when Paid Time Off may not be used without notice from their medical doctor or official documentation from a licensed healthcare provider, or if a specific reason has been approved by the Executive Director. Employees should refrain from scheduling appointments on these dates. Requests for paid time off one day prior or one day past a vacation period defined in the school calendar will not be approved and if taken will be unpaid.

Essential Work Days are identified on the School Calendar as well as the Google Team Calendar.

#### **4.1.7 Paid Time Off Buy Back Program**

We recognize the importance of work-life balance and the value of paid time off (PTO) for our employees. To provide flexibility and accommodate individual needs, this statement outlines our policy regarding the buyback of unused PTO days at the end of the year.

Employees accrue PTO based on their length of service and in accordance with policies, as outlined here in the employee handbook. PTO is intended to provide employees with paid time off for illness, personal, vacation, or other approved reasons.

As funding allows, at the end of the year, eligible employees may have the option to participate in our PTO buyback program. When available, this program allows employees to receive compensation for a portion of their unused PTO days, providing an additional benefit and flexibility in managing their time off.

The specific availability, eligibility criteria, and participation guidelines for the PTO buyback program will be communicated to employees through announcements, or other designated channels. Eligibility may be based on factors such as length of service, or the employee's employment status.

The calculation for the buyback of unused PTO days will be based on a predetermined formula or rate established by Administrative Services. This formula may take into account factors such as the employee's base pay, accrued PTO balance, or a flat rate per day.

The PTO buyback program may be subject to limitations and restrictions to ensure fair and equitable participation. This may include maximum limits on the number of days eligible for buy back, a cap on the monetary value of the buy back, or other requirements as determined by the company.

Employees interested in participating in the PTO buyback program will be provided with clear instructions on the opt-in process and the designated deadlines for submitting their requests. It is the responsibility of employees to meet the specified deadlines to be considered for the program.

Compensation received through the PTO buyback program may have tax implications, as determined by applicable tax laws and regulations. Employees should consult with a tax advisor or refer to the company's payroll department for specific information regarding the tax treatment of the buyback payment.

#### **4.1.8 Part-time Employee PTO Benefit**

Part-time employees will receive combined sick and personal leave (PTO) based on the number of hours worked. PTO is earned at the rate of one-half ( $\frac{1}{2}$ ) shift for every 40 hours worked, up to a maximum of five (5) shifts per school year.

During an employee's first year of service, PTO is accrued incrementally based on hours worked. Beginning with the second year of employment, part-time employees will receive their five (5) PTO shifts in full at the start of the contractual school year.

Unused hours or shifts do not carry over from one year to the next. All PTO must be used within the current school year in which it is earned.

By their nature, some uses of personal leave do not permit advance notice. However, when possible, employees should discuss the need for personal leave in advance with supervisors and coordinate to have all responsibilities covered. The immediate supervisor noted in your employment agreement should also be directly notified of last - minute absences by phone or text however this is not considered the official submission. Notifying another team member or supervisor (including the Executive Director), is NOT considered as having notified their immediate supervisor or acceptable in lieu of Paylocity.

#### **4.1.9 Vacation**

##### ***4.1.9.1 12-Month Employees Vacation Policy***

12-Month Employees receive 2 weeks' vacation their first year accrued 1 vacation day per pay period up to 10 days. 12-Month Employees receive 3 weeks' vacation beginning their second year of employment.

12-Month Employees vacation days may be taken when school is in session with prior approval of the Executive Director and as long as there is appropriate coverage of responsibilities by others. June vacation days are from the current year's employment agreement and July vacation days are from the next year's employment agreement.

Vacation day requests should be well thought out so that you are not requesting to take all vacation days at the end of the school year. Employees are not to use more than 5 of their vacation days during a single month

between August and May and should use discretion when requesting vacation use during the months of June, July, and August.

Principals and Assistant Principals should avoid taking vacation or PTO on the same days in order to make sure one Administrator is on site at each campus.

Vacation days may not be carried over into the following year unless exceptional circumstances are approved by the Executive Director.

Employees are required to submit vacation requests of more than two consecutive days to the Executive Director at least 2 weeks in advance. Requests need to be submitted in Paylocity.

While we strive to accommodate vacation requests, scheduling priority will be given on a first-come, first-serve basis. Employees are encouraged to submit their requests early to secure their preferred vacation dates. Employees should not make travel arrangements or deposits until vacation is approved.

In certain situations, unforeseen circumstances or organizational needs may require adjustments to approved vacation plans. In such cases, the organization will make reasonable efforts to communicate changes promptly and work with employees to find suitable alternatives whenever possible.

Accurate recordkeeping of vacation days taken, and balances will be maintained by the Director of Human Resources. Employees are encouraged to review and verify their vacation balances periodically and report any discrepancies or concerns to the Director of Human Resources.

#### **4.1.10 Holidays**

All employees are off work on the following holidays:

- New Years Day
- Martin Luther King Day
- President's Day
- NSCS Spring Break (defined by school calendar)
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Fall Break (defined by school calendar)
- Winter Break (defined by school calendar)
- Spring Break (defined by school calendar)

Employees are required to work both the last scheduled workday immediately before a defined holiday and the first scheduled day immediately after the holiday. If on the holiday you are on a paid absence, such as sick leave, you will receive holiday pay instead of the paid time off pay you would have received.

Full-time hourly employees will be paid for the following holidays: New Year's Day, Martin Luther King Day, President's Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. If you are eligible, your holiday pay will be calculated at your straight time pay rate as of that holiday multiplied by the number of hours you would normally have worked that day. Part-time employees do not receive holiday pay.

#### **4.1.11 Maternity/Paternity Leave**

Twenty (20) days with pay are allowed for maternity. Unused PTO may be used to supplement this leave. An additional twenty (20) days of unpaid leave may be taken.

Ten (10) days with pay are allowed for paternity. Unused PTO may be used to supplement this leave. An additional ten (10) days of unpaid leave may be taken.

Prior to taking maternity/paternity leave, the employee must meet with the Director of Human Resources to determine the start date/end date and length of leave.

#### **4.1.12 Bereavement Leave**

This policy applies to all eligible employees who have experienced the loss of an immediate family member, as defined. Immediate family members include the employee's spouse, child/step-child, parent/step-parent/parent-in-law, sibling/step-sibling/sibling-in-law, or grandparent,

Eligible employees are entitled to 3 days of paid bereavement leave. The duration of leave may vary depending on the relationship with the deceased and other relevant factors. For family members by birth or marriage, not included in the definition of immediate family, 1 day of bereavement may be pre-approved (upon request) by the Executive Director or regular PTO can be used.

Employees are required to notify their supervisor or the Director of Human Resources as soon as possible regarding their need for bereavement leave. Documentation, such as an obituary, death certificate, or other acceptable proof of the loss, must be provided for the employee's personnel file.

#### **4.1.13 Jury Duty**

Employees serving on jury duty will be entitled to their full pay during their jury service. Summons to duty should be shown to your Supervisor at least two weeks in advance and then the summons should be submitted to the Director of Human Resources. The employee is expected to come to work whenever the court schedule permits. North Side Community School reserves the right to ask that you be relieved from duty if your absence would cause serious operational problems for the School.

### **4.2 FAMILY AND MEDICAL LEAVE**

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.

#### **4.2.1 Reasons for Leave**

Eligible employees may take leave for the following reasons:

- 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);
- To care for an immediate family member (spouse, child/ step-child, parent/ step-parent) who has a serious health condition (does not include the employee's in-laws).
- 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 as stated in the employee's position description; and
- 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.
- 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.

#### **4.2.2 Medical Certification**

The employee must provide medical certification from an employee's health care provider supporting the leave request every 6 months. Under certain circumstances, employees may be required to provide recertification of the medical condition(s) giving rise to the need for leave.

#### **4.2.3 Prohibited Employer Action**

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.

#### **4.2.4 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](http://www.dol.gov/compliance/topics/posters.htm)

For more information, see the Family and Medical Leave Act Policy approved by the North Side Community School Board of Directors, located in the Board's Policy Manual.

### **4.3 MISSOURI VICTIMS' ECONOMIC SECURITY AND SAFETY ACT**

In accordance with the Missouri Victims' Economic Security and Safety Act (VESSA), North Side Community School offers eligible employees unpaid leave for qualifying domestic or sexual violence related reasons, with a guarantee of restoration to the same or an equivalent position on return from leave. Employees must comply with the terms and conditions set forth in this policy.

#### **4.3.1 Definitions**

1. "Domestic violence" means abuse or stalking committed by a family or household member.
  - 1.1. "Family" or "household member" means spouses, former spouses, any person related by blood or marriage, persons who are presently residing together or have resided together in the past, any person who is or has been in a continuing social relationship of a romantic or intimate nature with the victim, and anyone who has a child in common regardless of whether they have been married or have resided together at any time.
  - 1.2. "Sexual violence" means a sexual assault, including without limitation, causing or attempting to cause another to engage involuntarily in any sexual act by force, threat of force, duress, or without the person's consent, and trafficking for the purposes of sexual exploitation as described by Missouri law.
2. "Workweek" means an individual employee's standard workweek

#### **4.3.2 Eligible Employees**

Employees are eligible for leave if they are the victim of domestic or sexual violence or have a family or household member who is the victim of domestic or sexual violence. The family or household member may not have interests that are averse to the employee as it relates to the domestic or sexual violence.

#### **4.3.3 Qualifying Reasons for Leave**

Domestic or sexual violence leave is available to eligible employees in the following circumstances:

- To seek medical attention for, or recover from, physical or psychological injuries caused by domestic or sexual violence against the employee or their family or household member.
- To obtain victim services from a victim services organization for the employee or their family or household member.
- To obtain psychological or other counseling for the employee or their family or household member.
- To participate in safety planning, including temporary or permanent relocation or other actions to increase safety for the employee or their family or household member from future domestic or sexual violence.
- To seek legal assistance to ensure the health and safety of the employee or their household or family member, including participating in court proceedings related to the domestic or sexual violence.

#### **4.3.4 Leave Time**

Eligible employees may take up to two workweeks of unpaid domestic violence leave within any 12-month period. Leave is based on a rolling 12-month period, looking back from the date the leave would begin. Leave may be taken intermittently (in separate blocks of time) or as reduced schedule leave.

Leave taken under this policy is unpaid. However, employees may substitute accrued and unused PTO for the unpaid leave. The substitution of PTO does not extend the leave period, but runs concurrently with it. Likewise, domestic and sexual violence leave may run concurrently with any leave available under the federal Family and Medical Leave Act (FMLA). This policy does not entitle employees to take unpaid leave that exceeds the amount of unpaid leave time allowed under the FMLA.

#### **4.3.5 Notice of Need for Leave and Certification**

Eligible employees must provide North Side Community School with at least 48 hours advance notice of the need for leave. If 48-hour notice is not practicable, an eligible employee must provide certification of need for leave with a reasonable period after the absence.

To request domestic or sexual violence leave, employees must submit a sworn statement that the employee or a member of the employee's family or household is a victim of domestic or sexual violence and that leave is necessary for a specific qualifying reason. In addition, North Side Community School may require the following supplemental information:

- Documents from an employee, agent, or volunteer of a victim's services organization, member of the clergy, or medical or other professional from whom the employee or family or household member has sought assistance.
- A police report or court record.
- Other corroborating evidence.

This information must be provided to the Executive Director within a reasonable time after it is requested by North Side Community School. Full cooperation to obtain this supplemental information is required under this policy.

During leave, employees may be required to provide periodic reports when reasonably requested about the employee's status or any change in the employee's plans to return to work.

#### **4.3.6 Medical and Other Benefits**

An employee taking domestic or sexual violence leave, upon return from leave, is entitled to be restored to the position of employment held by the employee when the leave commenced or to an equivalent position.

Taking domestic or sexual violence leave will not result in the loss of any employment benefit accrued prior to the date on which the leave commenced.

#### **4.3.7 Reasonable Safety Accommodations**

Eligible employees are entitled to reasonable safety accommodations to keep employees safe from actual or threatened domestic or sexual violence, unless it would impose an undue hardship on North Side Community School. Employees seeking a reasonable safety accommodation maybe required to provide a written statement signed by the employee or an individual acting on the employee's behalf, certifying that the reasonable safety accommodations are for a purpose authorized by VESSA.

#### **4.3.8 Non-Retaliation**

Employees who seek good faith leave or reasonable safety accommodations under this policy will not be retaliated against. If you believe you have been subject to retaliation or discrimination, you should report it to HR.

For further information or details about any of the terms of this Domestic and Sexual Violence Leave Policy, please contact Dr. Douglas Thaman, Executive Director.

## **5 SECTION 5 - PERSONNEL GROWTH AND EVALUATION**

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### **5.1 PROFESSIONAL DEVELOPMENT**

Employees may be required to attend programs, courses, or participate in activities that provide personal or professional growth. In addition, employees are encouraged to attend and participate in activities, including conferences, institutes, and workshops related to the profession and duties at the school. Approval for leave to attend such activities may be granted by your Principal/Immediate Supervisor or the Executive Director and will be consistent with these policies and procedures. The Executive Director shall determine whether NSCS will pay the expenses, or any portion thereof.

Here is the [Professional Development Request Form](#).

NSCS allows reimbursement of expenses incurred in clinics, workshops, degree classes, etc. that employees attend which have for their purpose strengthening the school's programs and the improvement of instruction. All such expenses must be approved in advance by your Principal/Immediate Supervisor. Administrative Services must receive prior approval from the Executive Director. Expenses may include registration, board, lodging, tuition, transportation, and other expenses as long as they are necessary to meet the objectives of the trip.

Here is the [Travel/Reimbursement Request Form](#)

This form, with all appropriate receipts for every expense, should be submitted to the Director of Finance for review and payment within two weeks of the activity. See the Director of Finance with questions about an expense report related to professional development.

### **5.1.1 Upgrading Initial Certifications**

In the State of Missouri, all new teachers are required to complete the following requirements before being able to upgrade to a Career Continuous Professional Certificate:

1. Complete four years of DESE approved teaching experience;
2. Participate in a district provided [mentoring program](#) for two years;
3. Complete 30 contact hours of professional development;
4. Complete a two-year [BTAP program](#).

The ultimate organization and upkeep of required documents for certification upgrade is the responsibility of the teacher.

### **5.1.2 Mentoring Program**

North Side Community School has a Teacher Mentoring Program that is thoughtfully designed to meet all Missouri DESE requirements for the Initial Professional Certificate (IPC) and upgrades. Years 1 and 2 are designed to provide foundational support to new teachers, meet all DESE requirements, and foster a strong community and support system. Year 3 transitions to a peer learning model supporting professional independence. The Teacher Mentor Program Structure and Overview is [here](#).

For qualifying teachers, your building principal will assign and notify you of your Mentor Cohort prior to the start of the school year and a meeting will be held to review the NSCS Mentoring Process and launch the mentoring program for the year.

### 5.1.3 Tuition Reimbursement

North Side Community School offers tuition reimbursement for full-time employees. The amount of funds available for tuition reimbursement each year is determined in the budgeting process. There is a \$7,500 limit per full-time employee per school year. Based on the amount of reimbursement requests submitted for a specific fiscal year, all or a percentage of the amount will be paid until the amount allotted for the yearly reimbursements is completely spent. Administration is allowed the discretion to limit tuition reimbursement to employees during the year for budgetary considerations. The fiscal year runs from July 1st to June 30th.

North Side Community School also receives scholarship monies each year for continuing education at the University of Missouri, St. Louis. Please see the Executive Director for specifics regarding this scholarship and application.

Employees who receive tuition reimbursement and/or a continuing education scholarship must sign a commitment to continue their employment with North Side Community School for a minimum of one fiscal year after degree completion. If an employee's employment is ended by North Side Community School, or resigns, for any reasons, he/she will only be reimbursed for courses completed while fully employed with the organization. If an employee elects to end their employment prior to one fiscal year after degree completion, the employee will be responsible for reimbursing the full amount of tuition reimbursement they have received beginning with the sum paid for tuition reimbursement being deducted from their remaining payroll checks.

Prior to registering for a class, a Tuition Reimbursement Pre-Approval Form must be completed, signed by the Executive Director along with a statement of the degree and/or certification the employee is pursuing and the clear alignment between the employee's current position, educational ambitions, and the organization's needs, and forwarded to Human Resources to begin the Tuition Reimbursement process. The Pre-Approval Form can be found [HERE](#) or contact Human Resources.

To receive final approval for tuition reimbursement, the following must be submitted 30 days from course completion:

- An itemized bill, showing the cost of tuition. (Technology fees, parking fees, etc. are not eligible for reimbursement.)
- A grade card or transcript with a grade of B or better.

NOTE: Summer classes are reimbursed from next year's budgeted funds.

## **5.2 ADMINISTRATION EVALUATIONS**

The Executive Director shall be formally evaluated by the Governing Board on at least an annual basis using an established evaluation instrument adopted by the Governing Board.

All 12-month employees will be evaluated annually by the Executive Director or their Immediate Supervisor using an established evaluation instrument.

### **5.2.1 Certificated/Instructional Faculty Members Evaluations**

An educator's primary responsibility is the learning of his or her students. Engaging in a process of continual growth and improvement of practice is not only a professional obligation but, at North Side, we believe the primary purpose of growth in effective instructional practice is ultimately to increase student performance.

The accurate assessment of educator performance is integral to any process of improving practice. North Side's evaluation process is formative in nature and intended to lead to continuous improvement. North Side employs an educator evaluation system which is;

- Aligned to the State's evaluation system and standards that reflect excellence;
- A tool toward building a culture of informing practice and promoting learning; and
- Uses multiple, balanced measurements that are fair and ethical.

Each faculty member who provides instruction (certificated/non-certificated) will be formally observed a minimum of 2 times during the school year by the Principal and/or Assistant Principal. The 2 observations occur between the first day of school and March 30th of the school year. Formal Observations should be scheduled with a minimum of 2 weeks between them. The process is as follows:

- The Observer schedules the formal observation with the Teacher.
- The Observer has a pre-evaluation meeting with the Teacher to discuss the upcoming observation.
- During the formal observation the objective is for the Observer to observe (not join the class lesson/activity/practice) although if opportunity presents itself the Observer may engage with students to determine whether concepts were grasped, questions answered, skills understood, etc.

Following the observation, the Teacher Development section of the Performance Evaluation is completed by the Observer.

A copy of the Teacher Development Section is provided to the Teacher.

Within 7 school days, a meeting with the Observer and Teacher is held to review the form, discuss the observation, and engage in dialogue regarding areas of strength; any areas of challenge; strategies for continuous growth.

Following the two observations, the Observer will prepare a summative report based on the two Formal Observations.

A meeting with the Observer and teacher is held to review the Performance Evaluation.

A copy of the [Performance Evaluation](#) is placed in the teacher’s personnel file.

**5.2.2 Formal Observation Cadence**

Cadence guidelines reflect the Formal Observation schedule based on a teacher’s experience level. These timelines ensure each educator receives timely, developmentally appropriate feedback that supports their growth. Frequency and duration adjust based on need, with flexibility for additional support when necessary.

| Years Experience and/or Years at North Side | Middle of Year Formal Observation                                                                   | End of Year Formal Observation                                                                     |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 1-2 Years                                   | Minimum of 30 Minutes<br><br>Occurs between September 15 <sup>th</sup> and October 15 <sup>th</sup> | Minimum of 30 Minutes<br><br>Occurs between January 15 <sup>th</sup> and February 15 <sup>th</sup> |
| 3-5 Years                                   | Minimum of 15 Minutes<br><br>Occurs between October 1 <sup>st</sup> and November 1 <sup>st</sup>    | Minimum of 15 Minutes<br><br>Occurs between February 15 <sup>th</sup> and March 30 <sup>th</sup>   |
| 6+ Years                                    | Minimum of 10 Minutes<br><br>Occurs between October 15 <sup>th</sup> and February 15 <sup>th</sup>  | Optional                                                                                           |

**5.2.3 Academic Alignment**

Instructional leaders across all campuses collaborate intentionally and consistently to ensure strong academic alignment, implementation of best instructional practices, and the delivery of high-quality curriculum and instruction. This alignment process begins at the start of the year and continues through ongoing collaboration ensuring coherence and consistency across grade levels and content areas.

Reliable and valid measures of performance are essential to supporting educator growth and, ultimately, student success. Those responsible for collecting performance evidence and providing feedback must be highly

trained and demonstrate competencies aligned with the minimum quality assurance standards. These evaluators are committed to providing fair, accurate and reliable performance ratings.

All individuals responsible for evaluating educator performance participate in comprehensive, research-based training. This training is provided both initially and on an ongoing basis to ensure consistency, objectivity, and continuous improvement in instructional leadership and educator development.

#### **5.2.4 Non-Instructional and Classified Personnel Evaluations**

Each administrative, non-instructional, and classified staff member shall be formally evaluated by the building Principal/Assistant Principal with input from their department lead on at least an annual basis using an established evaluation instrument. For Administrative Service Personnel, Directors, and Principals the Executive Director will conduct the evaluations.

The building principal/Executive Director shall provide a copy of the observation rating, notes, and any other documentation obtained or used during observation or evaluation.

For all evaluations, the Employee shall have the right to acknowledge acceptance of the evaluation or to dissent and provide written commentary with the dissent; however, the document, regardless of acknowledgment or dissent, shall remain a part of the staff member's personnel record throughout the duration of employment.

Employees may elect to follow the school's grievance policy related to dissent of any evaluations.

#### **5.2.5 Performance Improvement Plans**

At North Side Community School, we value the professional growth and success of our employees. We believe in providing every opportunity for our staff members to excel in their roles and reach their full potential. To support this, we have established a Performance Improvement Plan (PIP) process that aims to identify areas for improvement and provide the necessary guidance and support to help employees enhance their performance.

The purpose of the Performance Improvement Plan is to communicate performance expectations, address concerns, and outline a structured path for improvement. It is not intended as a disciplinary measure, but rather as a constructive approach to help employees overcome challenges and succeed in their roles.

Performance concerns may be identified through various channels, including supervisor observations, feedback from colleagues, or a self-assessment by the employee. The supervisor will initiate the PIP process when performance concerns arise.

The supervisor will meet with the employee privately to discuss the identified performance concerns. At either the employee's or supervisor's request, the Director of Human Resources or Executive Director may also

participate in the meeting. During this meeting, the supervisor will provide specific examples and evidence of the areas that need improvement. The employee will be given an opportunity to ask questions and seek clarification.

Together, the immediate supervisor, instructional coach (if appropriate) and employee, will collaborate to develop a customized Performance Improvement Plan. The plan will outline clear and measurable objectives, along with a timeline for achieving them. It will also include any necessary resources, support, or training that may be required.

Once the Performance Improvement Plan is developed, both the supervisor and the employee will review it thoroughly and sign off on its contents. This signifies the commitment of both parties to work collaboratively towards the employee's improvement.

Throughout the Performance Improvement Plan period, the supervisor and instructional coach (if appropriate) will provide regular support and feedback to the employee. This may involve coaching, mentoring, additional training, or any other resources deemed necessary to facilitate improvement. The supervisor will schedule regular check-in meetings to review progress and make adjustments if needed.

At the end of the agreed-upon timeframe, the supervisor will conduct a final review to assess the employee's progress against the objectives outlined in the Performance Improvement Plan. If the employee has successfully met the performance expectations, the plan will be considered complete. However, if the desired improvement has not been achieved, the supervisor may explore alternative measures, such as further training, reassignment, or other appropriate actions.

Throughout the Performance Improvement Plan process, all discussions and documentation will be treated with utmost confidentiality. Information will only be shared with individuals directly involved in the PIP process on a need-to-know basis. An employee is ineligible to receive an Employment Agreement for the following year while their Performance Improvement Plan is open.

Employees have the right to appeal any decisions made throughout the Performance Improvement Plan process to the Executive Director.

## **6 SECTION 6 - WORKPLACE CONDUCT**

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### **6.1 PROFESSIONAL CONDUCT**

At North Side Community School, we are committed to maintaining a professional work environment that fosters respect, integrity, and ethical behavior. We expect all employees to uphold the highest standards of professional conduct in their interactions with colleagues, clients, partners, and the community at large. This Professional Conduct Statement serves as a guide to outline our expectations and principles.

## 6.2 STATEMENT

We value diversity and inclusivity, and we expect all employees to treat one another with respect, dignity, and professionalism. Discrimination, harassment, or any form of disrespectful behavior based on race, ethnicity, gender, gender expression, gender identity, genetic disposition, sexual orientation, religion, age, disability, or any/all title IX and EEOC protections will not be tolerated.

We adhere to the highest ethical standards and expect all employees to conduct themselves in an honest, trustworthy, and transparent manner. This includes avoiding conflicts of interest, maintaining confidentiality, and acting in the best interests of the organization and its stakeholders.

We expect employees to demonstrate professionalism in all aspects of their work. This includes punctuality, maintaining appropriate appearance, and communicating in a clear, concise, and respectful manner. We also expect employees to show accountability for their actions, take responsibility for their work, and meet established deadlines.

Employees must adhere to all applicable laws, regulations, and policies governing their work and the organization. It is imperative to stay informed about any legal requirements relevant to their roles and to ensure full compliance.

Employees should use organizational resources, including equipment, software, and facilities, responsibly and solely for work -related purposes. Misuse or unauthorized use of these resources is strictly prohibited.

Employees must maintain the confidentiality of sensitive and proprietary information entrusted to them by the organization, clients, or colleagues. Personal and confidential data must be handled with care and in compliance with applicable data protection laws and organizational policies.

We encourage employees to pursue continuous professional development and stay updated on industry trends and best practices. This includes actively seeking learning opportunities, engaging in training programs, and sharing knowledge with colleagues.

Violations of this Professional Conduct Statement may result in disciplinary action, up to and including warnings, reassignment, suspension, or termination of employment, depending on the severity and frequency of the offense. The organization reserves the right to take appropriate action as deemed necessary.

Employees should report concerns or suspected violations of this Professional Conduct Statement without fear of retaliation to the Director of Human Resources.

If you have any questions or need clarification regarding this Professional Conduct Statement, please reach out to the Director of Human Resources.

### **6.3 EMPLOYEE CONDUCT AND WORK RULES**

Employees are expected to follow certain work rules and conduct themselves in ways that protect the interests and safety of all employees and students. While it is impossible to list every action that is unacceptable, below is a list of some examples.

Employees who break work rules such as these may be subject to disciplinary action, up to and including termination of employment:

- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Insubordination, profanity, or other disrespectful conduct
- Violation of safety or health rules
- Possession of marijuana, alcohol, or any other controlled substance on campus
- Reporting to work under the influence of any controlled substance including alcohol or marijuana
- Smoking or vaping of any substance on any campus
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or any absence without notice
- Unauthorized absence from work station during the workday
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure of confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct
- Use of mobile personal devices during the work day when students are present

Employees are prohibited from engaging in any of the following conduct, regardless of whether the conduct occurs on or off school property or whether the conduct occurs during or outside of school hours. The following list of prohibited conduct does not, and is not intended to, constitute the entire list of conduct for which discipline may be imposed:

- Engaging in any romantic or sexual relationships with students, including dating, flirting, sexual contact, inappropriate physical displays of affection, sexually suggestive social media and/or digital messages, or sexually suggestive comments between employees and students.
- Fostering, encouraging, or participating in emotionally or socially intimate relationships with students through communication or gift giving
- Initiating or continuing communications with students for reasons unrelated to any direct educational purpose, including oral or written communications, telephone calls; electronic communication such as texting, instant messaging, email, chat rooms, social media platforms, webcams, or photographs.
- Socializing with students outside of instructional time.
- Providing alcohol or drugs to students —be it her prescription or illegal (except for those provided in accordance with School policy on medication administration); and,
- Transporting students unless part of the personnel member's job description (see Personal Automobile Use).

Personnel who have children or relatives who are students at the School must develop a plan with the Principal and Executive Director to address how personnel will interact with the child/relative, child's/relative's teacher(s) and support personnel, supervisors, and friends who are also students at the School. Personnel who have children or relatives that are students must be mindful about maintaining professional relationships with their children or relatives while at work, and with their co-workers and supervisors, including consideration of the appearance of favoritism.

#### **6.4 PREVENTION OF A TOXIC WORKPLACE ENVIRONMENT**

North Side Community School is committed to fostering a healthy, inclusive, and respectful work environment for all employees. A toxic workplace environment refers to an environment where negative behaviors, attitudes, or interactions persist and create a hostile, intimidating, or unhealthy atmosphere. This includes, but is not limited to, bullying, harassment, discrimination, excessive negativity, unprofessional conduct, or any behavior that undermines the well-being and morale of employees.

North Side Community School has a zero-tolerance policy towards any form of toxic behavior that violates our values and policies. We are committed to maintaining a work environment that is free from harassment, discrimination, bullying, and other harmful behaviors.

Employees who experience or witness toxic behavior are encouraged to report such incidents promptly to the Director of Human Resources. Reports will be handled confidentially and with sensitivity.

Once a report is received, the Director of Human Resources will conduct a thorough and impartial investigation. The investigation process will include gathering relevant information, interviewing involved parties and witnesses, and assessing the credibility of the allegations. Appropriate action will be taken based on the investigation findings and in accordance with the organization's policies and applicable laws.

We are committed to providing support to employees affected by a toxic workplace environment. This may include access to counseling services, employee assistance programs, or other resources to address the emotional, mental, and physical well-being of the individuals involved.

Retaliation against employees who report toxic behavior or participate in investigations is strictly prohibited. We will take appropriate measures to prevent retaliation and ensure the protection of employees who come forward with reports or cooperate in investigations.

Any employee found responsible for engaging in toxic behavior will be subject to appropriate disciplinary action, ranging from counseling and training to suspension or termination of employment, depending on the severity of the conduct and in compliance with applicable laws and the organization's disciplinary policies.

## **6.5 ATTENDANCE, PUNCTUALITY, & ABSENCE POLICY**

### **6.5.1 Core Attendance & Arrival Expectations**

Regular, punctual attendance is essential to maintain productivity, meet operational needs, ensure a positive work environment, and support student learning. All employees, including hourly and part-time staff, are expected to report to work on time and fulfill their scheduled hours.

Campus hours are established at the beginning of the school year. Hours for non-teaching, part-time, or hourly personnel vary and must be arranged and adjusted directly with immediate supervisors.

### **6.5.2 Specific Arrival and Departure Windows**

To ensure student safety and proper operational readiness, personnel must adhere to the following schedules:

**School-Based Administrators:** Must arrive a minimum of 45 minutes before students arrive.

**Teachers & Other School Personnel:** Must arrive a minimum of 30 minutes before students arrive and remain at work a minimum of 30 minutes after students depart (unless a scheduled meeting or work obligation requires an earlier arrival or later departure).

**Student Supervision Staff:** Any school personnel providing student supervision are strictly prohibited from arriving at school at the exact same time as students or departing school at the exact same time as students. A safety buffer must be maintained.

### **6.5.3 Absence & Tardiness Notification Procedures**

While unexpected circumstances arise, late arrivals or early departures must be the exception, not the rule. If an employee cannot report to work or will be late, they must follow these strict notification procedures:

#### **6.5.3.1 Timeline Requirements**

**Planned Absences:** Must be submitted at least 24 hours in advance utilizing the district's approved absence reporting platforms (Paylocity and, if a substitute is required, SmartFind).

**Unplanned / Emergency Absences:** In the event of a sudden emergency or unplanned illness, the employee must make every reasonable effort to notify their supervisor as soon as possible, and no later than 5:30 a.m. on the day of the absence or tardiness. (Hourly employees should ideally provide this notification no less than 12 hours prior to their shift).

**Hourly Employee Notification:** Unplanned absences must be reported to a supervisor or designated point of contact as soon as possible.

**Timing:** Ideally, notification should occur before the start of the scheduled shift, but more than 12 hours prior to the shift.

#### **6.5.3.2 Acceptable Methods of Communication**

**Approved Methods:** A direct phone call and/or text message to the immediate supervisor are the only acceptable methods for short-notice or emergency call-outs.

**Unacceptable Methods:** Email is not monitored 24 hours a day and is not considered a reasonable or valid method of emergency notification.

**The Confirmation Rule:** A notification of absence or late arrival is not considered complete until the employee has received an explicit acknowledgment (a reply text or confirmation phone call) from their supervisor.

**Administrative Obligation:** Supervisors are required to promptly notify the Director of Human Resources of these employee absences.

### **6.5.3.3 Platforms Required for Time-Tracking**

**Time Tracking (All Staff):** Every absence must be formally documented by the employee in Paylocity.

**Substitute Placement (Instructional Staff):** Teaching staff and any other personnel requiring classroom coverage must also submit their request in SmartFind to secure a substitute.

**Documentation:** Employees must provide necessary documentation (such as a doctor's note or other acceptable proof) for authorized absences when requested.

### **6.5.4 District-Wide Safety Threshold (The 10% Rule)**

To maintain a safe and supportive learning environment, North Side Community School cannot operate effectively if more than 20% of the district-wide teaching staff is absent on any given day.

Once scheduled Paid Time Off (PTO) reaches this 10% threshold for a specific date, the following emergency measures automatically take effect:

**Voluntary Rescheduling:** Teachers with already-approved PTO for that date will be contacted to see if they can voluntarily move their leave to an alternative day.

**Documentation Requirement:** Any additional or new PTO requests submitted for that specific date will automatically require a verified doctor's note to be considered for approval.

**Campus Coverage:** Teachers, Directors, Interventionists, and support staff may be temporarily reassigned to a different campus and/or classroom for the day to ensure adequate district-wide coverage and student safety.

### **6.5.5 Essential Work Days (Blackout Days)**

#### **6.5.5.1 The "Why" Behind Essential Work Days**

We understand that everyone looks forward to their time off, and we want our team to rest and recharge. However, there are specific days during the academic year where having a full team on campus is absolutely critical.

These dates are not selected to be restrictive; rather, they are chosen because they represent high-stakes operational periods—such as the first week of school, district and state testing windows, days before and after school breaks or major district events. On these days, student safety, logistical coordination, and instructional

continuity require all hands on deck. A high absence rate on these dates directly impacts student safety and places an unfair, stressful burden on the colleagues who do report to work.

Therefore, the dates marked on the district calendar as Essential Work Days are considered "blackout days" for routine time-off requests.

### 6.5.6 Policy Rules & Restrictions

**Prior Documentation Required:** Paid Time Off (PTO) may not be used on an Essential Work Day without providing a verified emergency doctor's notice, or receiving prior, explicit approval directly from the Executive Director (which is granted only under extraordinary, special circumstances).

**Scheduling Appointments:** Employees are expected to refrain from scheduling routine medical, dental, or personal appointments on these designated dates.

**Holiday/Vacation "Straddling":** To ensure fair staffing and operational stability before and after school breaks, PTO requests for the one day immediately prior to or one day immediately following a scheduled school vacation block (as defined by the official school calendar) will not be approved. If an employee takes an unapproved absence on these adjacent days, the time off will be completely unpaid and will trigger an immediate attendance review.

### 6.5.7 Definition of Excessive Absences & Patterns

Excessive absences or chronic tardiness disrupt instructional continuity, place an undue burden on colleagues, and compromise team reliability.

This definition applies to unauthorized absences, unapproved leaves, and absences that exceed policy limits—regardless of whether accrued PTO is used to cover the time or not. Poor attendance or excessive tardiness may result in disciplinary action or the non-renewal of an employment agreement.

A formal attendance review will be triggered if an employee meets either of the following criteria:

- **Numeric Thresholds:** An employee incurs three (3) or more unexcused absences within a 90-day period, or more than eight (8) unexcused absences within a rolling 12-month period.
- **Nuanced or Patterned Behavior:** An employee exhibits a predictable, recurring habit of missing work. Examples include, but are not limited to:

- Missing specific days of the week (e.g., a habit of calling out one Friday a month or every other Friday).
- Consistently taking unscheduled absences adjacent to weekends, holidays, or scheduled PTO blocks.

### **6.5.8 Evaluation and Progressive Discipline**

**Step 1: Evaluation:** When an employee's absences become excessive, their supervisor or the Director of Human Resources will conduct a thorough review of the attendance record. This review covers attendance patterns, the operational impact on the school environment, and the underlying reasons for the time off.

**Step 2: Counseling:** If the evaluation confirms an excessive absence pattern, the supervisor or Director of Human Resources will hold a formal counseling session with the employee. The focus will be on understanding the reasons for the absences, addressing underlying issues, and providing supportive resources if appropriate.

**Step 3: Progressive Discipline:** In cases where excessive absences or tardiness persist despite counseling and support, progressive discipline measures will be implemented. Steps may include:

- Verbal Warning
- Written Warning
- Suspension
- Termination of employment or Non-Renewal of Contract
- Policy Protections and Administration
- Protected Leave & Accommodations

North Side Community School recognizes that employees may have legitimate, legal reasons for absences. Approved leaves of absence protected under applicable laws (such as FMLA or ADA accommodations) are entirely exempt from this policy and will not be counted toward excessive absence thresholds. Reasonable accommodations will be provided in accordance with applicable laws and district leave policies. Employees submitting FMLA should refer to the FMLA guidance in this Handbook and provide the appropriate documentation as required by law to the Director of Human Resources.

### **6.5.9 Recordkeeping & Confidentiality**

Accurate records of employee attendance, absences, and subsequent disciplinary actions will be maintained with strict confidentiality in accordance with applicable laws and district recordkeeping policies.

### **6.5.10 Questions and Clarifications**

Employees who have questions or require further clarification regarding this attendance policy should contact the Director of Human Resources.

## **6.6 REMOTE WORK GUIDELINES FOR 11- AND 12-MONTH EMPLOYEES**

### **6.6.1 Remote Work Schedule**

**June:** Remote work available on Fridays only (Monday–Thursday requires full on-site presence while Summer School is in session).

**July:** Remote work available up to 2 days per week, provided building coverage requirements are met.

**August:** No remote work options available as we transition to full on-site presence for back-to-school preparations.

**Other:** Days through the school year when students are not on campus and all 12-month employees have not been granted remote work capability (ex - inclement weather days)

### **6.6.2 On-Site Minimums**

To ensure our offices remain functional, the following "On-Site Minimums" must be maintained for each building on days designated by the Executive Director:

**Hours of Operation:** The main office in the Elementary School and Middle School must remain open for business from 8:00 AM to 3:00 PM. The Early Childhood Center Office will be closed with phones forwarded to the Elementary School Office.

**Staffing:** At least two members of the building administrative team (Principal, Assistant Principal, or Administrative Assistant) must be physically on-site at all times.

### 6.6.3 Accountability & Expectations

**Supervisor Tracking:** Immediate Supervisor

**Eligibility:**

The 12-month employee must complete and submit a Remote Work Request (Google Form) which includes an overview of the work which will be completed remotely.

The 12-month employee must email their immediate supervisor requesting to work remotely and indicating they have submitted the Remote Work Request.

The Supervisor must review the Remote Work Request and email approval or denial to the 12-month employee. Note - Without the supervisor's email approval the Remote Work Request is considered denied.

The Supervisor must place the employee on the Leadership Team Calendar as working remotely (ex - Thaman, RW)

**Daily Work Overviews:** Prior to a remote day, employees will provide their supervisor with an overview of the 8 hours of work they intend to complete during that time. The supervisor has the right to request from the employee an overview of work completed following a day of remote work.

**Availability:** Staff must remain reachable via email and phone as well as available for virtual meetings during standard business hours.

**On-Site Flexibility:** If an urgent matter arises (facilities emergency, etc.), staff may be required to report to the building regardless of the remote schedule.

## 6.7 DRESS CODE

North Side has a uniform policy for students helping create a structured learning environment. Employees must always dress in a manner that will encourage students to equally uphold the student dress policy. Clothing which may be entirely acceptable in casual settings or social activities may be inappropriate for a professional who is expected to establish an atmosphere conducive to learning and respect. An employee's dress or appearance may not be so unusual, inappropriate, or lacking in cleanliness that it clearly disrupts class or learning activities. Employees are expected to present a well-groomed, professional appearance, and to practice good hygiene.

### 6.7.1 ALL EMPLOYEE STANDARDS

- All pants or slacks are to be worn at or within two inches of the waistline, not hanging below. Undergarments must not be visible.

- No clothing with alcohol (including bar related), tobacco or drug promotions, sexual references and innuendoes, vulgar, sexist or racist sayings or gang insignia
- Strapless and spaghetti strap garments are prohibited, unless covered by a jacket or sweater (anything under 2 inches is considered a spaghetti strap).
- Revealing garments, bare midriff tops, halter or backless tops, including men's shirts with large sleeve openings that reveal torsos are not acceptable.
- Spandex or tightly fitting bottoms, including yoga pants, leggings, jeggings are prohibited unless covered with another layer of clothing such as a shirt, skirt, or dress that adequately covers one's bottom.
- Hats, sweatbands, bandanas, or sunglasses are prohibited inside school buildings.
- Flip flops, shower shoes, beach shoes, or Crocs are not to be worn. Dress sandals are allowed.
- Professional attire for all employees with the exceptions noted at the end of this policy:
- Slacks (including jeans which are professional looking, not faded, do not have holes or tears); Jeans are not to be worn on the following days - Parent/ Teacher Conferences, Graduations, or any other days that are designated by supervisors.
- Capri length slacks are acceptable.
- Dress shorts are acceptable if of appropriate length\* (No athletic shorts)
- Skirts/Dresses of appropriate length. Length may change depending on movements required for the position however if it only goes to the middle of the thigh, it's too short for work. Sometimes dresses or skirts differ in length from the back to the front. When in doubt, wear a different item.
- Dress shirts/collared shirts including NSCS polos or jackets. (no t-shirts, sweatshirts, hoodies, exercise wear, etc.) \*
- Dress tops (no cut-offs, crop tops, sweatshirts, hoodies, exercise wear, etc.) \*
- **\*Rule of Thumb 1 - If bending over reveals your back then it's too short for work.**
- Sweat pants, wind suits, and jogging pants are prohibited unless the employee is teaching a physical education class. Physical education teachers must wear appropriate clothing when not teaching physical education classes.

"Spirit Wear" is permitted on Fridays, Field trip days, or other supervisor approved days. ("Spirit Wear" is defined as t-shirts, sweatshirts, or hoodies with approved NSCS logo, specific campus logo, or school-sponsored activities or groups) NSCS Polos or Jacket may be worn anytime.

Physical Education teachers and coaches should wear the appropriate athletic attire necessary to meet the requirements of their job responsibilities. Shorts, exercise clothing, wind/ jogging suits, warm-up suits are acceptable but must follow the "All Employee Standards".

Nurses may wear scrubs.

Facilities Service Staff and bus drivers shall be dressed in clean, appropriate attire necessary to meet the requirements of their job responsibilities. T-shirts, sweatshirts, athletic wear, closed toe shoes are acceptable but must still follow the "All Employee Standards".

Questions regarding appropriate standards of dress should be directed to the Principal or Director of Human Resources.

## **6.8 DRUG FREE WORKPLACE**

The unlawful possession, use, or distribution of illicit drugs, marijuana, tobacco and/or alcohol on school premises or as a part of school activities is strictly prohibited.

Employees who display physical manifestations of drug or alcohol use while on duty may be subject to drug testing. Any employee who violates this policy will be subject to disciplinary action up to and including termination and referral for prosecution. Employees may also be required to participate in and complete rehabilitation programs.

As a condition of employment, all employees must abide by the terms of this policy. Employees who are convicted of a drug offense which occurred on school premises or while on duty must notify the Director of Human Resources of their conviction.

Notification must be made by the employee to the Director of Human Resources within five (5) days of the conviction. Within ten (10) days, the Director of Human Resources will provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency.

The School will institute a drug-free awareness program to inform employees of:

- The dangers of drug and alcohol abuse in the workplace.
- This policy of maintaining a drug -free workplace.
- Available counseling and rehabilitation.
- The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

On the basis of medical certification, employees with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverages that are provided for under group health and medical

insurance policies. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as all other medical records.

The School's responsibility for chemical dependency is limited to its effects on the employee's job performance. If the employee violates this policy, refuses to accept diagnosis and treatment, or fails to respond to treatment, and performance is adversely affected, he/she will be subject to employment action in proportion to the performance problem.

Implementation of this policy will not require or result in any special regulations, privileges, or exemptions from the standard administrative practice applicable to job performance requirements.

Upon the request of the Department of Elementary and Secondary Education or an agency of the United States, the School shall certify that it has adopted and implemented the drug prevention program described in this policy, in the form required by such agency. The School shall conduct a biennial review of this policy to determine its effectiveness, implement necessary changes, and to ensure that the disciplinary sanctions are consistently enforced.

### **6.8.1 Drug and Alcohol Use**

North Side Community School is committed to being a drug-free and safe workplace. School employees may not use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs while at school or while conducting any school business-related activity away from school premises. You may use legally prescribed drugs on the job with a prescription and only if they do not impair your ability to perform the essential functions of your job effectively and safely without endangering yourself or others.

Violation of this policy may lead to disciplinary action, up to and including termination of your employment. Questions about this policy or issues related to drug or alcohol use at work may be directed to your supervisor or the Executive Director without fear of reprisal.

## **6.9 CONFLICTS OF INTEREST**

North Side Community School has guidelines to avoid real or potential conflicts of interest. Employees must follow school guidelines about conflicts of interest. An actual or potential conflict of interest is when you are in a position to influence a decision or have business dealings on behalf of the school that might result in a personal gain for you or for one of your relatives. For conflicts of interest, a relative is any person who is related to you by blood or marriage, or whose relationship with you is similar to being a relative even though they are not related by blood or marriage. Any influence on transactions involving purchases, contracts, or leases, must be reported to the Director of Finance. For more information concerning Conflicts of Interest please refer to the NSCA Board Policy Manual.

## **6.10 NON-FRATERNIZATION**

North Side Community School has guidelines and a Non-Fraternization Policy to ensure a professional, supportive, and safe environment for personnel and students.

Professional relationships and appropriate boundaries are an important part of maintaining this environment. It is essential personnel maintain appropriate relationships between personnel, students, and students' families. As always, personnel should continue to use common sense during their interactions to establish and maintain appropriate educational relationships.

Any person with knowledge or suspicion of an improper relationship between personnel and a student must report such relationship to the Director of Human Resources. The School will also investigate all anonymous complaints of inappropriate fraternization by personnel with students.

The School will conduct investigations under this policy in the same manner as for complaints under the School's harassment policy. Allegations of inappropriate personnel-student behavior will be promptly investigated and treated as confidential to the extent possible within legal constraints.

## **6.11 EMPLOYEE DISCIPLINE POLICY AND PROCESS**

Although your employment is based on mutual consent and both you and North Side Community School have the right to terminate employment at will, with or without cause or advance notice, North Side Community School may use progressive discipline at its discretion.

Disciplinary action step may be any of the following:

- Verbal Warning followed by correspondence confirming the Verbal Warning (copied Executive Director and HR)
- Written Warning (copied to HR placed in Personnel File)
- Suspension with or without pay; or
- Termination of employment.

North Side Community School will look at how severe the problem is and how often it has happened when deciding which disciplinary action to take. There may be circumstances when one or more actions are bypassed. For example, North Side Community School may decide to skip a verbal warning and begin with a written warning. In situations where termination of employment occurs without going through the prior progressive discipline steps, the employee should be notified of his/her right to appeal.

### **6.11.1 Appeal Process**

Any employee notified of his/her right to appeal under this policy has 10 days to file an appeal with the Director of Human Resources, either verbally or in written format. The appeal should provide as much information as possible regarding the nature of the appeal.

The Director of Human Resources shall provide notice of the appeal to the Governing Board of the North Side Community School within 2 business days of receipt of the appeal. The Governing Board shall process the complaint within 30 business days of receipt.

In the event the Governing Board requires additional information, the Governing Board may collect such information necessary to decide as to the appeal.

At the end of the 30 business days, the appellant shall be notified of the time and place of the initial meeting with the Board of Directors if there is one. If there is no meeting, the Board of Directors shall issue its decision in writing regarding the appeal at the end of the 30 business days.

The decision of the Board of Directors shall include findings of fact and reasons for their decision. Decisions at each level shall be in writing and dated. Each decision shall contain findings of fact and reasons for the resolution reached.

### **6.11.2 Grievance Process**

If a situation occurs when you believe that a condition of employment or a decision that affects you is not fair, you are encouraged to use the following problem resolution steps. You may stop the procedure at any step.

- Present the problem to the Director of Human Resources or your Principal after the incident occurs. If either are involved, the problem will be taken to the other.
- If the problem can't be quickly or easily resolved, the problem will be put in writing and formally investigated.
- The Director of Human Resources or Principal, after gathering information and consulting with the appropriate people, will again attempt to resolve the problem.
- If the problem has not been resolved and the employee wishes to appeal the action to the Executive Director, he/she must assert his/her appeal to the Executive Director in writing ten (10) working days from notification of disciplinary action. The employee's appeal letter must contain the reason(s) for the disagreement with the decision.
- The Executive Director will make a discretionary decision upon the information that has been provided. This decision will be communicated to the employee.
- If the employee is still not satisfied with the decision, they may submit a written appeal to the Executive Director to take the next step.

- The Executive Director will convene a Review Committee to hear the appeal, including at least one member of the Board, who will act as Chair of the Committee. In addition to the Board member, the Review Committee will consist of the Director of Human Resources and/or a Board Member selected by the person with the grievance and one person from school personnel selected by the President of the Board.
- The Chair of the Review Committee will set a hearing date to occur within ten (10) working days from the date of receipt of the employee's request. Written notice of time and place of the hearing will be mailed to the address of the employee, as stated on his/her request for appeal, along with a copy of the procedural outline.
- The scope of the review will be limited to a finding on the validity of the recommendation(s) made by the Executive Director. If there is not sufficient evidence to support the recommendation(s), the Review Committee may recommend overruling or altering the decision.
- The Review Committee's decision is final. A written notice of the final decision will be sent to the employee and placed in his/her personnel file.
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## 7 SECTION 7- EMPLOYMENT PRACTICES AND PROCEDURES

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### 7.1 STUDENT ATTENDANCE PROCEDURES

Parents are asked to notify their school office by 8:30 AM (MS) and 9:00 AM (ECC, ES) the day of the absence. It is stated in the Parent Handbook that there is no difference between an excused absence and unexcused absence in regard to how the absence is addressed.

Teachers are to input their students' attendance no later than 8:30 AM (MS) and 9:00 AM (ECC, ES)

A = Absent (add comment if parent notified why the child is absent)

X = Excused (add comment as to why the absence is excused)

T = Tardy

While Pre K through 5th Grade attendance is only taken at the beginning of the school day, **ALL** middle school teachers are to take and enter attendance every period before the next period begins.

### 7.1.1 Absence Calls

At 8:30 AM (MS) and 9 :00 AM (ECC/ ES) an automated call is sent to the primary contact for each student with an unexcused absence notifying that the student is absent and asking to contact the school office.

Each day the Student Data Manager prepares a daily report of absent students.

**3 Absences:** The parent/guardian is contacted by the social worker to create a plan to improve attendance.

**5 Absences:** The parent/guardian receives a letter warning that their child's learning and promotion may be at risk.

**10 Absences:** The parent/guardian receives a second letter. We may also notify the City's Truancy Diversion Program or Family Court.

**15 Absences:** The parent/guardian receives a letter. We are required to report to the Truancy Diversion Program, Family Court, and the Division of Family Services. Students with 15+ absences may not be promoted to the next grade.

## 7.2 AFTERNOON DISMISSAL

Teachers are to accompany their classes at dismissal. Students riding the bus will go from their classrooms to their buses. Students being picked-up and walkers are to be escorted to the pick-up location and supervised until picked up. Teachers are to stay "on duty" until all of their students are either off school grounds or under other school employee's supervision. The same procedure is followed on early dismissal days.

For the middle school, students will be escorted to the bus pick up area by the classroom teachers. Pick up students will wait at the door for their parents/guardians. At dismissal, students who are not picked up will be escorted to the main office where they will wait until they are picked up.

## 7.3 DECORATING CLASSROOMS, HALLWAYS, COMMON AREAS

North Side Classrooms must be warm, welcoming, inviting, and joyful rooms of learning. When students enter the room where they will spend the majority of their day it's important that the appearance of the room quickly sends a message they are in a caring, nurturing, and organized environment.

Studies have shown that just as sparsely decorated rooms can send a message of being in an institutional, cold, disinterested environment, heavily decorated classrooms can bombard students with too much visual

information, interfering with their memory and ability to focus. So where is the “happy medium”? The following should be considered.

**Display student work** - Students not only feel a greater sense of responsibility for their learning but are also more likely to remember the material. Student work should be displayed and rotated so items displayed reflect recent learning.

**Feature inspiring role models** - Putting up images —and short stories or quotes—featuring heroes and leaders can help students gain a greater sense of belonging and aspiration, especially when their backgrounds and interests are represented. Strive for inclusion but avoid token or stereotypical representations —they can be damaging to students’ self-esteem.

**Avoid clutter** - Keep at least 20 – 50% percent of your wall space clear and leave ample space between displays so they don’t look disorganized. Resist the temptation to keep adding decorations —it’s better to swap them out than to keep adding more.

**Visual aids** - like anchor charts, maps, and diagrams —are OK - Posters that reinforce a lesson, rather than distract from it, can boost student learning but don’t forget to take down ones that are no longer helpful.

**Avoid displays of student scores or grades** - Many teachers use data walls to motivate students, and while they can work for high performers, they can backfire for struggling students, leading to feelings of shame and demoralization.

**Let in natural light** - Do not cover up your windows with decorations unless you have a problem with glare or outside distractions. Covering windows also presents a safety issue. Students who are exposed to more natural light in their classrooms outperform peers who get less natural light in math and reading. If you don’t have windows, making sure the room is well lit can boost achievement

**Spelling and Grammar** - Any items hung/displayed must have all words spelled correctly and use correct grammar.

Just like at home, things accumulate and it’s easy for a classroom to become “stuffed” with items. To reduce classroom clutter, ask yourself the following questions before putting something onto the classroom wall:

- What purpose does this poster, sign, or display serve?
- Do these posters, signs, or items celebrate or support student learning?
- Are the posters, signs, or displays current with what is being learned in the classroom?
- Can the display be made interactive?
- Is there white space in between wall displays to help the eye distinguish what is in the display?
- Can students contribute to decorating the classroom (ask “What do you think could go inside that space?”)

When decorating classrooms and common spaces there are a few rules to follow:

- Classroom and Specialist teachers are responsible for the bulletin boards outside their classroom door(s) and across or in the vicinity of the classroom(s) unless designated differently by the building principal. Grade levels, grade floors should collaborate to determine who will take responsibility for each board/space.
- Anything hung on the wall or door must be 100% spelled correctly with correct grammar.
- Items are only to be hung using Command Strips that are marked as removable. If you need some, let your campus Administrative Assistant know.
- Staples, tacks, nails, duct tape, and double -sided tape are not to be used. This is for doors as well as walls.
- Nothing should be hung from the ceiling (for special circumstances see your principal).
- Windows should be left clear with nothing on them. This includes windows in classroom doors.
- Tape or other sticky items should not be used on the classroom carpet or floor (for special circumstances see your principal).
- When items are hung with tape, the tape should be looped on the back and not visible.
- Seasonal displays are to be taken down immediately following the corresponding holiday or event.
- Classroom walls, hallways, etc. should feel warm and lively but not overcrowded —keep 20 to 50 percent of the wall space clear, and fill the rest with student work, inspiring pictures, and learning aids.

## **7.4 CLASSROOM SUPPLIES**

NSCS provides every teacher \$300 to use for incidental or non-standard supplies for his/her classroom. These monies are available until January 31st of the school year at which point any monies which have not been spent will be moved to the general fund. These monies are not for traditional office/classroom materials which the school provides nor are they for furniture. These monies are for special activities, projects, etc. The preferred method of spending is to fill out a Requisition Form, submit it to your Principal for approval, then the form should be submitted to administrative services to be ordered. However, if a purchase is made on your own, to receive reimbursement, complete a Reimbursement Form and submit with your receipts of purchase to your principal. The Principal will review and once they certify it should be submitted to the Finance Office for reimbursement. North Side Community School is a non-profit, so no taxes should be paid on these supplies and money paid for taxes cannot be reimbursed. You can get a copy of the tax-exempt form from the school office Administrative Assistant. General classroom supplies are stored in the main offices of both campuses.

As the year progresses, begin planning for next year. If there are major things that need to be included in next year's budget, please put it in writing and give it to your building principal. This includes room needs such as furniture, equipment, carpet, etc., as well as regular books and supplies.

## **7.5 FIELD TRIPS**

Field Trips are an important component of North Side's curriculum. They are an opportunity for students to make real-life connections to what they are learning about in the classroom setting. Therefore, we want field trips to function as curricular activities. All field trips should have a connected pre and post set of activities that bring purpose to how the field trip enhances what students are learning in class. Even if a field trip is seasonal (i.e. pumpkin patch) it should be designed with pre and post activities connected to state standards and learning. Any parent/guardian who wishes to chaperone a field trip must first have a clear background check on file with the school office (see Chaperones and Volunteers).

ALL grades are to have a minimum of 3 field trips per year. The maximum number of field trips is 5. Students and teachers are to wear normal school attire (uniforms and professional dress) on field trips unless otherwise approved by administration. Teachers are not to bring their own children on field trips as the focus is to be on supervision of their students.

### **7.5.1 Procedure For Scheduling Field Trips**

1. Identify an activity that enhances the subject matter students are currently or expected to learn during the school year.
2. Fill out the field trip form [available in Google Drive](#). Be sure to indicate if there are any fees involved and how much the fees will be. Please do **NOT** sign agreements, commit to a location, or announce the location to students until approval of trip and expenses has been approved.
3. Submit the form to your assistant principal for review and approval.
4. Once approved, make the necessary arrangements with the field trip location. Your building school Administrative Assistant will schedule transportation and meals.
5. Send a letter home with students providing all details of the field trip, requesting a permission form to be returned, and inviting parents who have completed the background check process to attend on a first come first serve basis. (students can go on field trips even if the form is not returned if their parents/guardian signed the field trip waiver at the beginning of the school year).

All approved field trips will be posted on the staff google calendar by the Administrative Assistant.

**NOTE:** As field trips are intended to extend student learning, no student should be denied the opportunity to participate. Field trips are not to be used as an incentive for behavior nor should students lose the opportunity

to participate due to inappropriate behavior. When a specific reason a student should not participate in a field trip exists the teacher must first confer, and agreement must be reached with the principal. Following this meeting the teacher must confer with the student's parents/guardian.

The following guidelines should be followed on the day of the field trip:

- Field trips are for enrolled students only. Employee's children are not permitted to attend.
- Field trips should not be used as a punishment. All students are expected to attend unless special circumstances have first been discussed and approved by the school principal.
- Make sure your class is ready to depart on time.
- Once boarded, ensure all meals and necessary supplies have been loaded on the bus.
- For students not going (see above), inform the office at least two hours before departure to let them know what arrangements have been made for students remaining on campus. Students should not be placed in other classrooms for supervision.

## **7.6 MOVIES IN THE CLASSROOM**

### **7.6.1 Educational Purpose (Face-to-Face Teaching Exemption)**

You may show a movie or TV show without a license only if it meets the following criteria under the "face-to-face teaching exemption" (Section 110(1) of the U.S. Copyright Act):

**Purpose:** The content must be directly tied to the curriculum and serve an instructional purpose (not for entertainment or as a reward).

**Location:** It must be shown in a classroom or similar instructional setting (not in large common areas like the gym or cafeteria).

**Audience:** Only students and educators involved in the lesson should be present.

**Legally Obtained Copy:** The movie or show must be legally acquired (purchased, rented, or borrowed).

### 7.6.2 Public Performance License

If a movie or TV show is shown outside of classroom instruction—such as during after-school programs, movie nights, or large gatherings—a public performance license is required.

North Side Community School has a license with Swank Motion Pictures, which allows us to show any movie or program available in their catalog. You can browse approved titles here: [🔗 Swank Movie & TV Catalog](#)

For any movie screenings outside the classroom (for example, a grade level reward, class party), please confirm with your principal that the selection falls within our licensing agreement.

### 7.6.3 Copyright Restrictions for Streaming Services

Most streaming services (e.g., Netflix, Disney+, Hulu, etc.) prohibit public performances, even in educational settings. While some services (such as Netflix) offer educational licensing for select documentaries, you must review their terms of use before showing any content.

**Note:** Using personal streaming accounts to play content for a group of students likely violates the provider's terms of service unless explicitly permitted. This is never a good idea.

### 7.6.4 Fair Use Considerations

You may use short clips (instead of full movies or episodes) under fair use for educational purposes, but this depends on:

- The amount of content used (shorter is better).
- Whether the use is transformative (e.g., analyzed in discussion or tied to instruction).
- The educational relevance and whether it impacts the market value of the content.

### 7.6.5 Parental Permission for Certain Content

For any movies or shows rated PG, PG-13, or higher, parental permission must be required in accordance with our school policies. Please check before showing content that may require additional approval.

## **7.7 EXTRA DUTIES (RECESS/CAFETERIA/BEFORE-AFTER SCHOOL)**

Faculty will share general supervision duties during the day. These duties are at breakfast, recess, lunch, and at dismissal. The principal will distribute a duty roster at the beginning of each school year with the times, days, procedures, and responsibilities for each. When supervising, the attention is to be on the students. Faculty are not to congregate with colleagues or use their mobile devices during supervision times except to review/send a brief internal message.

## **7.8 SUBSTITUTE TEACHER PLANS**

Prior to the beginning of the school year please prepare and file with the main office a minimum of 3 substitute teacher plans. Plans need to follow the sub plan template or include all the components found in this template ([Template for Sub Plans](#)). Once a sub plan has been used it is the classroom teacher's responsibility to prepare and file a new plan.

Plans should be thorough and include these contents:

- student roster with parent contact information
- lesson plan and grading key
- office contact information
- duty information
- grade-level team members' names and contact information
- daily program
- seating chart
- tutoring information

Teachers are not to rely on their grade level partners to prepare lessons and assist the substitute teacher all day taking away from their own instruction.

The use of Chromebooks/tablets to fill time is to be avoided.

## **7.9 PARENT/TEACHER CONFERENCES**

Two scheduled parent/teacher conferences are held (fall and late winter) during the year. Additional parent conferencing is on a case-by-case basis. Homeroom teachers are responsible, in cooperation with the office, for setting conference times. Teachers should arrange meetings between parents and specialty teachers when

requested or needed. The teacher is responsible for keeping track of which parents attended conferences in a log. Once all conferences have been held the log should be turned into the principal. If conferences aren't completed by the end of the conference period, arrangements must be made to have them completed by the following Friday.

Conferences are a professional obligation. Conference dates should not be missed unless due to an emergency and medical documentation is provided. Conferences should be treated as professional meetings. Faculty should follow dress code and present themselves in a professional manner (whether in person or virtual).

## **7.10 ALTERNATIVE METHODS OF INSTRUCTION (AMI) PLANS**

North Side Community School has up to 36 hours of approved AMI time available to maintain learning continuity when school is closed due to inclement weather. When a day out of school has been designated as an Alternative Methods of Instruction (AMI) Day the communications from the School will let you know. The AMI plan is designed to:

- Review and reinforce previously taught skills.
- Introduce new concepts as needed.

### **7.10.1 Instructional Delivery**

Independent practice and application of previously taught concepts.

Use of teacher-created materials, text books, library books, packets, and manipulatives.

### **7.10.2 Attendance**

Attendance will be determined based on work completion. Specifically:

Students must submit completed lessons and activities on the next attendance day after an AMI day.

Teachers will maintain a log of received assignments to verify attendance.

Students who fail to return assignments by the specified date will be marked absent for the AMI day.

### **7.10.3 Equity Considerations**

Students will have access to Chromebooks or iPads as needed for supplementary materials, but no virtual sessions will be required.

Internet access will not be a factor as all instructional materials will be physical and offline.

Accommodations for students with IEPs are integrated into the AMI plan, per DESE guidance.

### **7.10.4 Teacher Expectations**

#### **Prepare AMI Materials:**

Well in advance of a potential AMI Day, develop lessons and activities that align with grade-level standards and are accessible to all students.

Include a mix of independent and hands-on tasks using text books, worksheets, and manipulatives.

#### **Communicate with Students and Families:**

Well in advance of a potential AMI Day, send an AMI packet home for students.

Share clear instructions for AMI days using Class Dojo and other communication methods (email, text, or phone calls as needed).

Provide printed packets and materials in advance whenever possible.

#### **Monitor Student Engagement:**

Track attendance through submission logs of completed physical assignments.

Provide feedback on completed work to reinforce learning.

#### **Be Available:**

Offer support during AMI days via Class Dojo messaging, email, or phone calls.

Respond promptly to questions from students and families.

### **7.10.5 Using Class Dojo for AMI Implementation**

Class Dojo will serve as the primary communication platform to ensure parents and students are informed and engaged.

#### ***7.10.5.1 Steps for Effective Use***

##### **Set Up:**

Ensure all families are connected to your Class Dojo class.

Regularly update contact information to maintain accurate records.

##### **Communicate Expectations:**

Post clear instructions about the AMI day schedule and activities.

Use Class Dojo Stories to share updates, reminders, and resources.

##### **Share Materials:**

Notify families of packet distribution and provide any additional instructions via Class Dojo.

Include explanations of tasks in plain language for families to assist students at home.

##### **Provide Support:**

Use the messaging feature to answer questions and provide clarifications.

Share encouragement and tips for staying on track with assignments.

#### ***7.10.5.2 Sample AMI Day Schedule***

##### **Morning:**

Independent review and practice (Math and ELA activities using packets and worksheets).

##### **Midday:**

Break and movement activity (suggestions shared on Class Dojo).

Science or Social Studies assignment (reading or project-based task).

**Afternoon:**

Independent reading or manipulative-based activity.

SEL activity using Character Strong resources.

## **7.11 HOMEWORK**

North Side Community School Students are expected to have some homework each evening to practice/reinforce critical skills. Homework reinforces learning, builds independence, and provides teachers insight into how students are progressing with key academic skills.

### **7.11.1 Homework Best Practices**

Homework must be purposeful, skill-based, and accessible for students to complete independently.

Homework must be designed to provide students additional practice for key concepts and inform instruction. Teachers must communicate with families when homework is being sent home and when it is due.

Ensure assignments appear doable, have clear formatting and consistent structure. The first question or problem should be completed as a worked example with steps written out for students to reference. Homework mastery is to be tracked and used to inform instruction, small groups and reteaches, but should be graded on a completion/ effort basis.

### **7.11.2 Grade Band Guidance**

Homework should have a consistent routine around when it is assigned and when it is due. All grade levels must establish grade-wide norms for their homework routines.

**K-2:** Homework is focused on building a love for reading and knowledge building at home.

Teachers provide a trimester-long activity menu and send home weekly suggestions aligned to classroom learning.

A decodable book and reading log are sent home weekly.

Classroom teachers are the point of contact and owner of K-2 homework.

**3-5:** Daily/Weekly homework is assigned primarily in Math and Reading.

Additional skill-based homework may be assigned as needed.

**6-8:** Daily/Weekly homework is assigned in Math, ELA, Science and Social Studies that provide students additional practice for key skills and standards.

Seminar teachers may provide target skill-based homework on an as-needed basis.

## **7.12 GRADES AND GRADING SYSTEM**

The school year is divided into three terms. Mid-term progress reports will be sent home in the middle of each term. Report cards will be sent at the end of each term. Students will be evaluated on progress toward meeting school standards on performance in each of the subject areas as well as on the development of academic habits. All academic grades are to be aligned with state standards. All reports **MUST** contain individualized written comments by teachers. All grades will be recorded in PowerSchool and reviewed by administrators.

It is important that students receive regular feedback on how they are progressing toward mastery of standards so that they are able to take steps to course correct as needed. In the absence of regular feedback, students and families do not know which skills and standards require additional instruction and practice. To ensure that students are getting enough feedback each class must have a minimum number of graded assignments and teachers must keep a grade book with grades recorded and up to date.

### **7.12.1 Grading Buckets**

Student grades are a mixture of progress toward mastery of grade-level standards and effort. The grade books will have the following weights:

Summative Assessments (e.g.: unit assessments, quizzes, projects) - 35%

Homework - 15%

Classwork (e.g., exit tickets, independent practice, stop and jots) - 35%

Participation (using rubric) - 15%

### 7.12.2 Grade Scale

| Letter Grade | Percentage |
|--------------|------------|
| <b>A/4</b>   | 90–100%    |
| <b>B/3</b>   | 80–89%     |
| <b>C/2</b>   | 70–79%     |
| <b>D/1</b>   | 60–69%     |
| <b>F/0</b>   | Below 60%  |

### 7.12.3 Graded Assignments

Graded assignment minimums are stated below. It is the teacher's discretion if additional graded assignments are included.

**Homework** - minimum of 3 assignments per week in core subjects

**Classwork** - minimum of 3 assignments per week in each core subject

**Participation** - minimum of twice per week in each core subject

### 7.12.4 Grade Change Request

North Side Community School's grading practices reflect each students' academic mastery, achievement, and growth. To maintain the integrity of our academic records, any changes to student grades after a Reporting Period has ended must follow the formal Grade Change Request Process outlined below.

#### 7.12.4.1 Purpose

The Grade Change Request Form is used to document and approve any changes to student grades after they have been finalized in the gradebook. This ensures all changes are intentional, properly reviewed and recorded for accountability.

#### ***7.12.4.2 When to Submit a Grade Change Request***

- A data entry error is discovered (e.g. incorrect input in the gradebook)
- A student completes makeup work or reassessment after grades have been finalized
- Adjustments are made based on student accommodations, extended deadlines, or other approved modifications
- A student's grade is impacted by technical or clerical errors

#### ***7.12.4.3 Process***

Access and make a copy of the form [here](#). The teacher submitting the form must complete all fields.

Submit the completed form to the Director of Academics and the Campus Principal. Verbal requests or unsubmitted forms will not be accepted.

#### ***7.12.4.4 Administrator Review & Approval***

The administrator will review the request and rationale, consult any relevant staff, if necessary, approve or deny the request and sign and date the form.

**Gradebook Update:** If approved, the teacher may update the gradebook accordingly. Documentation of the approved form must be retained on file by the school office.

#### ***7.12.4.5 Timelines***

Grade change requests should be submitted within one week of discovering the need for a change.

Requests for grade changes more than 30 days after the end of a grading period will require additional approval from the Executive Director.

#### ***7.12.4.6 Recordkeeping***

Approved grade change forms are kept in the student's academic file. These records may be reviewed during audits, compliance checks, or family inquiries.

## **7.13 ASSESSMENTS**

Assessment includes anything that is completed independently and graded for accuracy. This may include a unit test, quiz, written response with a rubric, open-response questions, essays scored on a rubric, presentations scored on a rubric, lab demonstrations or reports and/or performance tasks scored on a rubric. It is essential that, within this category, the total points possible for a particular assessment are aligned to the time/intensity/rigor of the task; so, for example, a quiz might be out of 20 points, while a unit test might be out of 60 points, as a unit test covers three times more learning than the quiz. You should not give every assessment the same point value as that would give the same weight to each.

### **7.13.1 Assigning Zeroes on Summative Assessments**

Summative assessments are meant to be a measure of whether or not a student has achieved mastery of specific standards. Therefore, students cannot receive zeroes on assessments due to behavioral infractions (i.e., talking during a test) or due to absence. It is the responsibility of the teacher to find a time when the student returns to make up the assessment.

Key things to Note when Grading Absent students

**Classwork** - When students are absent, they are exempt from their classwork and not to be penalized with grade deductions. When a student returns to school the teacher must work to identify time when the student can receive the missed instruction and complete the practice.

**Homework** - The day a student returns from an absence they should receive their homework assignments. Students have one day for each day absent to complete their homework assignments however if the workload exceeds 45 to 60 minutes, then additional time should be allotted. The student should also return the homework that was due on that day as soon as she returns.

**Assessments** - It is the responsibility of the teacher(s) to arrange an alternate time for students to make up their assessments; all students must take all assessments.

**Participation** - When students have an absence they should be excused from any missed participation points. There should be a grade for every homework assignment and assessment.

## 7.14 STUDENT RETENTION PROCEDURES

Retention is considered a “last resort option” and is only implemented when all strategies and efforts have been employed and the student would still benefit from additional time in their current grade. It is important to note that a student will not be retained more than once during their years in school (even if the retention was at a former school). If concerns arise regarding a student's academic progress, the following steps should be taken:

- The teacher will bring their concerns to the School Principal for review and discussion.
- The teacher will notify the parent regarding the student's challenges and their concerns. This communication will occur as early as possible, but no later than the last day of the Second Trimester.

The teacher will present their concerns to the School's CARE Team, which is a group of professionals dedicated to supporting students. The CARE Team will consider strategies that can be used to assist the student and determine if an evaluation is needed. The student's parents will be included in this entire process. CARE Team Interventions include, but are not limited to:

| Interventions                             | Intervention Description                                                                                                                                                                                                                                                       | Owner                                            |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Tutoring Support</b>                   | During School Hours (ELA Intervention “pull out”) Extended Day (1hr 5 day/week tutoring in ED)                                                                                                                                                                                 | Tutoring Liaison<br>SPED Team<br>CARE Team       |
| <b>Targeted Summer School Instruction</b> | Expectation that students attend summer school with Tier 3 supports embedded. Attendance requisite, minutes tracked to ensure opportunity for achievement.                                                                                                                     | Tutoring Liaison<br>SPED Team<br>CARE Team       |
| <b>Mentor Support</b>                     | Through community resources or NSCS staff. Provide guidance for student mentees on goal setting and celebrating achievement.                                                                                                                                                   | Tutoring Liaison<br>CARE Team                    |
| <b>Community Resource Sharing</b>         | Provide opportunities and assist in signing up for community led academic programming. Attendance expectation submitted to NSCS. Example                                                                                                                                       | SPED Team<br>CARE Team<br>Community Organization |
| <b>Plan for Home Learning</b>             | Strong Teacher/Parent partnership to provide easy to understand, brief lessons that can be done at a variety of times during the day (e.g. car ride sight words, before dinner multiplication tables, structured “reading time”. CARE team would manage contact and engagement | Teacher Parent<br>CARE Team<br>SPED Team         |

The CARE Team will present intervention strategies to the caregivers and a signed agreement will be made on which services NSCS will provide, which the caregiver is expected to engage in, and what accountability measures will be in place to encourage success. A plan will be provided and structured check-ins will be scheduled to ensure adherence to the plan by both parties.

Throughout the remainder of the year (and into the Summer Term), Parents, Teachers, CARE Team members and other required parties will engage in regular check-ins (virtual or in person). Accountability and support are the main goals of these check-ins, alongside: Diagnostic Results, Teacher/Tutor Comments, offerings of support, and potentially a reassessment of the intervention agreement.

If the interventions, strategies, and communication between home and school do not lead to the desired level of success for the student, a CARE Team meeting will be held within the last two weeks of April. During this meeting, a recommendation will be made regarding whether the student should be promoted and continue to receive targeted intervention or be retained. This decision will be based on:

- Current Academic Data Analysis from start of Retention Risk to current (Quantitative)
- Future iReady Performance Indicators (Quantitative)
- Teacher/ Tutor/ Mentor/ Parent Recommendations (Qualitative)
- Level of fidelity with intervention requisites (Mixed Methods)

The teacher, principal and other pertinent stakeholders will then meet with the parents to inform them of the decision to promote or retain based on the above metrics. If the primary caregiver(s) disagree with the decision, they have the right to request an additional intervention plan or discuss additional options. However, NSCS holds full agency in the final promotion or retention outcome. It is important to note that though the above-mentioned interventions are research based and have proven to be successful, the decision to retain a student may be the only remaining option.

## **7.15 LESSON PLANNING AND INTELLECTUAL PREPARATION**

### **7.15.1 The Role of Lesson Planning**

Effective lesson planning is crucial for providing quality instruction and ensuring successful learning outcomes for students. Lesson plans serve as a roadmap for teachers, outlining the objectives, content, instructional strategies, assessments and resources necessary to deliver engaging and purposeful instruction.

Beyond completing a template, the intellectual preparation that takes place prior to teaching a class is crucial for maximizing student engagement and maintaining professional standards. This deep engagement with the material ensures that instructional staff are fully equipped to anticipate student misconceptions, scaffold learning effectively, and deliver high-quality instruction.

### **7.15.2 Formatting and Templates**

Teachers receive a specific lesson internalization template and should familiarize themselves with the designed format, ensuring all required components are included in their document. Completed lesson plans are turned in electronically on a Pacing Road Map to denote when the lesson is taking place. Lesson plans are required to be turned in in advance aligned with the timeline provided by the Campus Principal and Instructional Coach.

### **7.15.3 Flexibility, Reflection, and Growth**

While it is important to plan lessons in advance, teachers should be prepared to adapt and adjust their plans based on student needs, mastery data, and unexpected circumstances. Flexibility allows for responsive teaching and meeting the evolving needs of learners.

Teachers are encouraged to reflect on the effectiveness of their lesson plans and make improvements based on student engagement, learning outcomes, and feedback.

Ongoing self-assessment and professional development contribute to continuous improvement in instructional practices.

### **7.15.4 Lesson Plan Exemptions for Experienced & Proficient Staff**

Consistency and demonstrated proficiency alter lesson planning requirements over time. Once a teacher meets all the following criteria, their administrative planning requirements change:

- Has worked two consecutive years in the same grade level or subject area.
- Utilizes the same curriculum and lesson plan template
- Is deemed proficient or higher on their yearly evaluations in all pillars
- Teachers who meet these standards will only be required to link their previous plans for time line and pacing, and will no longer be expected to receive or review weekly lesson plan feedback.

## **7.16 TUTORING**

At times students may be assigned to receive assistance from a volunteer tutor. If a student works with a volunteer tutor, then it is necessary to have resources prepared for the tutor to use during each visit. If the student who normally works with the tutor is absent on the tutoring day, then have an alternative student ready to work with the tutor. If you are out on a day when the tutor normally arrives, it needs to be stated in the substitute teacher plans what the tutor should work on and resources should be ready to use with their student.

## **7.17 SCHOOL CULTURE AND COMMUNITY**

North Side Community School works together to create a warm, nurturing, positive school climate where children can thrive. Students grow, and thrive when we:

- Provide a climate that is orderly, healthy, and happy.
- Help each student develop a healthy and productive attitude toward the school, other students, and him/herself.
- Help parents/guardians reinforce the work of the school by actively participating in their children's education and providing a home life that supports the healthy development of their children.
- Instill the personal qualities, defined in our character education program, essential to success in school and in later life.
- Foster teacher-student relationships of affection, care, trust, and respect.
- Maximize the personal growth and academic development of each child by carefully monitoring his/her development and providing the services necessary to his/her growth and educational progress.
- Encourage a love of the school and pride of being a part of NSCS.
- Encourage each student and their family to actively participate and become a stakeholder in our school community.
- Develop healthy and positive relationships with colleagues.

## **7.18 SPECIAL EDUCATION STUDENTS**

Every child has special needs. For some students their special needs have resulted in a specific diagnosis and an Individualized Education Plan (IEP) has been developed to ensure that those special needs are properly accommodated. For other students an assessment of their special needs determined a specific diagnosis was not appropriate; however, a 504 Plan is still necessary to ensure their special needs are properly accommodated.

At the beginning of the school year the Director of Student Support Services (Special Education Coordinator) will identify those students assigned to you who receive special education services. The student's special education teacher will provide you with a copy of their IEP and meet to review adaptations, answer questions, and coordinate services. This IEP provides you information regarding the student's educational needs, diagnosis, and adaptations/modifications/accommodations which **MUST** be provided. This document also provides the number of special education minutes the child is to receive per week, by whom, and in what location.

A student should be referred to the Care Team after exhausting school-wide (Tier 1) and targeted (Tier 2) Grade Level Problem Solving Team support if they continue to show insufficient progress in academics, behavior, mental/physical health, or attendance.

## **7.19 MULTI-TIERED SYSTEM OF SUPPORTS AND CARE TEAM PROCESS**

Multi-tiered System of Supports (MTSS) is a proactive and preventative framework integrating data and instruction to maximize student achievement and support students social, emotional, and behavioral needs from a strengths-based perspective.

The North Side Community School MTSS utilizes a 3-Tiered format:

### **Tier 1**

All students receive high -quality classroom curriculum and instruction through whole group, small group, differentiated instruction, teacher-designed interventions, one on one instruction by the classroom teacher within the general education setting.

When you have a struggling student in the early stages, make sure you are utilizing teacher-designed interventions, and differentiated instruction.

Take data on the strategies and interventions you have implemented as the classroom teacher for 4 -6 weeks, if there is little to no progress, the student should be moved to Tier 2 or STEP 2.

## **Tier 2**

The classroom teacher presents the student's challenges to their grade level team, school principal, and social worker as part of their Grade Level Meeting. In addition to classroom instruction, the Grade Level Team determines interventions to put into place for the student to receive supplemental instruction aligned to the core curriculum targets and/or specific area or areas of need. Progress is monitored to determine improvement. The Student Intervention Plan document is prepared and becomes the tool used to track progress.

The teacher takes data on the chosen intervention and strategies for 4-6 weeks, if there is still little to no progress, the student should be moved to Tier 3.

## **Tier 3**

In addition to classroom and supplemental instruction, the Care Team reviews all of the relevant data and makes recommendations/determinations regarding intensive instruction to target specific skill deficits. In addition, as deemed necessary, the Care Team may recommend the student receive an evaluation for special education services. The Student Intervention Plan document is prepared and becomes the tool used to track progress.

At all 3 Tiers the ICEL (Instruction, Curriculum, Environment, Learner) tool is utilized as a means of assisting with strategy development.

### **7.19.1 CARE Team Referral**

The School's Care Team Referral Form is completed by the referring team member via the Google form and a copy of the form is also sent to the Social Worker. After a referral is received a meeting date and time will be set. Prior to the Care Team Meeting the Classroom Teacher and Social Worker should gather as much information as possible.

During the CARE team referral process all past interventions are taken into consideration when discussing the student.

Standing CARE Team Members:

- Referring Teacher
- Building Principal
- Building Social Worker
- Special Education Teacher
- School Psychologist
- Director of Instruction/ Academics/Literacy (as appropriate)

- Interventionist (as appropriate)
- Additional Classroom Teachers (as appropriate)
- Director of Student Support Services (as appropriate)
- Building Nurse (as appropriate)

## **7.20 STUDENT FILES**

PowerSchool is the primary means of storing electronic records of students' personal information, attendance, grades, and test scores. Teachers, with the assistance of the office, are responsible for keeping student records and information up-to-date and accurate throughout the school year. Each student also has a cumulative folder in the school office that contains a complete record of each child's development. They are to be used by the teacher to better understand his/her students. These are confidential however a parent/guardian does have the right to review their child's file at any time.

Student cumulative records are not to leave the school office. The principal and office staff have the responsibility for keeping the folders up to date.

## **7.21 HEALTH RECORDS**

A health record for each student is on file in the Nurse's Office. They are available to the teachers for review if necessary but are not to leave the Nurse's Office. Health record materials are to be regarded as confidential however a parent/guardian does have the right to review their child's file at any time. The School Nurse has the responsibility of keeping the records up to date.

## **7.22 STUDENT HEALTH AND WELLNESS**

A student Health Form is collected from the family for each student. The student Health Form, which must be on file by the first day of school, identifies any medications a student must take during the school day. All medications will be administered by the school nurse or Administrative Assistant. The nurse or school Administrative Assistant will keep a record of the time and manner of administering all medicine and any special instructions from the parent. No other medication will be administered by the school staff.

### **7.23 SCHOOL PROPERTY**

Personnel are responsible for the proper care and security of all school property issued to them. Damage, beyond that resulting from normal use, or loss of school property, will be the financial responsibility of the employee. Keys are the property of the school and shall not be duplicated or loaned. If you are issued any keys as part of your job responsibility, you must have them available and return them upon leaving employment with the school.

### **7.24 PERSONAL PROPERTY**

The School is not responsible for personal property that is lost, damaged or stolen nor covered by the School's insurance. If you bring personal property/belongings onto School property, you are responsible to keep track of them. Any personal property which is sexually suggestive, offensive, or demeaning to specific individuals or groups, along with firearms or other weapons is strictly prohibited. All personal property brought onto the employer's premises may be subject to inspection for purposes of maintaining a safe and secure school and enforcing school policies.

### **7.25 PERSONAL AUTOMOBILE USAGE**

NSCS is not responsible for injury to personnel or damage to their vehicles when parked on campus and/or used for school business. If an employee is using her/his vehicle for school business and an accident occurs, the employee's insurance is primary for their car. North Side's insurance is secondary. The school insurance plan provides secondary coverage for liability to employees who use their own vehicles in school activities. No non-school owned vehicles should be driven for school activities (nor will receive secondary coverage) until a certificate of insurance from their carrier is on file in the Director of Finance's Office as evidence of individual liability insurance.

The school maintains liability and physical damage insurance on all owned or leased cars, vans, buses, and trucks. Employees using such vehicles owned or leased by the school for school purposes are also insured. In order to drive an NSCS vehicle, the employee must have a valid driver's license and submit a copy of the license to the Director of Finance. All drivers of NSCS vehicles must be listed with the insurance company. If one of the listed drivers has an accident in a NSCS vehicle, he/she is covered.

NSCS employees are NOT to transport students in their personal vehicles unless it is stated as part of their position description and/or they have written, signed consent by the students' parents and the consent of the Principal or Executive Director. If an employee elects to transport students in their personal vehicle a copy of

their driver's license and insurance must be on file in the Director of Finance's Office, and the employee assumes 100% liability.

## **7.26 SCHOOL TELEPHONES**

The primary purpose of the classroom telephone is to facilitate school-related communication, including calls to parents/guardians, colleagues, administrators, and other authorized individuals. It should be used for professional and educational purposes only. The classroom telephone should not interfere with instructional time or student needs. Teachers are encouraged to limit non-essential telephone use during class hours and prioritize student supervision and support.

In case of an emergency, the classroom telephone may be used to contact the main office, school administration, or emergency services as appropriate. It is crucial to follow established emergency protocols and procedures when using the telephone in such situations.

Teachers may use the classroom telephone to communicate with parents/guardians regarding student progress, behavioral concerns, or other educational matters as long as no students are in the classroom. Teachers must refrain from stepping into the hall to speak on the telephone leaving the classroom unsupervised. It is recommended to schedule such calls during non-instructional periods or outside of instructional hours, whenever possible.

Students are not permitted to use the classroom telephone and are not allowed to answer the phone.

## **7.27 CELL PHONE USE IN THE CLASSROOM POLICY**

Personal cell phone use by employees during instructional time whether for calls, messaging, use of an app, or internet is strictly prohibited. Employees should refrain from making or receiving personal calls, sending text messages, browsing social media, or engaging in any non-work-related activities on their cell phones while class is in session or if the employee is responsible for supervising students. Internal messages (Google Chat) should be received and responded to using the employee Chromebook/laptop when in the classroom.

In case of an emergency, employees may use their cell phones for urgent communication. The employee is to exercise discretion and limit the use to necessary and immediate matters. Employees should follow established emergency protocols and procedures to ensure student safety and well-being.

Employees should keep personal cell phones on silent or vibrate mode during instructional time to minimize disruptions. Personal calls or text messages should be attended to during designated break times or outside of instructional hours.

An employee is never to give a student their cell phone to make a call, look up information, or for any other purpose.

## **7.28 COPIER USE, STUDENT ACCESS, AND PRINTING GUIDELINES**

North Side Community School copiers and printers are designated for employee use only. Students are not permitted to operate copiers or retrieve printed materials under any circumstances. All printing should support instructional goals, operational needs, or school-approved activities.

Staff are not to send students to the copier to pick up documents. Many materials printed throughout the day contain confidential student information, including academic records, assessments, and internal communications protected under FERPA and other privacy laws. It is the responsibility of each staff member (or another designated employee) to personally retrieve their printed items and ensure that student privacy is protected at all times.

When printing, employees are expected to use sound judgment and cost-conscious practices:

Color printing should be limited to materials where color is essential to the content or instructional value. Color copies are significantly more expensive than black and white. A rule of thumb is if it is something that will be completed and discarded it likely does not need to be printed in color.

Print only what is legitimately needed. Avoid printing excessive copies or unnecessary materials in order to reduce waste and conserve resources.

## **7.29 GRAMMAR AND SPELLING**

Employees are expected to demonstrate proficiency in grammar and spelling when creating written materials, including emails, memos, reports, lesson plans, use of white boards, and any documents representing the school.

Prior to submitting any written materials, employees must proofread and edit their work carefully. This includes reviewing content for grammar, punctuation, sentence structure, spelling, and overall coherence.

Employees are encouraged to utilize available grammar and spelling resources, such as dictionaries, grammar guides, style manuals, and online tools, to support their writing.

These resources can provide guidance on proper grammar rules, correct spelling, and appropriate language usage.

### **7.30 POSTING STUDENT WORK**

When displaying student work, whether in physical or digital formats, we strive to maintain accuracy and quality. Posted work should demonstrate the student's very best efforts.

### **7.31 USE OF OFFICIAL LETTERHEAD FOR ALL NORTH SIDE COMMUNITY SCHOOL CORRESPONDENCE**

Official letterhead refers to the preprinted stationery or electronic template that includes the organization's logo, name, address, contact information, and any other relevant details that reflect the organization's brand identity.

All external and internal communications, including letters, memos, reports, and other written correspondence, should be presented on official letterhead. This includes both physical and electronic formats. The official letterhead may be found on the Google shared drive.

When using official letterhead, employees should follow the organization's guidelines regarding the placement and formatting of information. This includes correctly displaying the organization's logo, name, address, contact details, and any other required elements. The font, size, and positioning of the information should be consistent with the organization's brand guidelines.

### **7.32 MEDIA**

The Executive Director or their designee is the sole media spokesperson. If you are contacted by representatives from the media asking for comments or an interview, they should be referred to the Director of Communications and Development or Executive Director. Employees are not to provide any information to media outlet representatives or agree to be quoted in any way.

### **7.33 GENERAL COMMUNICATIONS**

**NSCS IS A PUBLIC SCHOOL AND 100% OF ALL COMMUNICATIONS ARE AVAILABLE ON REQUEST TO THE MEDIA AND PUBLIC AT LARGE. THIS SHOULD BE KEPT IN MIND WHEN PLACING ANY COMMUNICATIONS IN WRITING.**

One poorly written note or misspelled word can severely damage our image as educators, and call into question the ability of NSCS to educate students. All written communications, other than everyday notes, Class Dojo posts, and class specific notes to parents, must be approved by your Principal.

A copy of any flier, school-wide, grade-level communication must be provided to the Principal, Director of Development and Communications, and Executive Director prior to distribution.

At no time should any communication (electronic or written) be posted on campus, distributed electronically or in print, sent home, etc. with any misspelled words or grammatical errors.

### **7.34 MAINTENANCE/CUSTODIAL REQUESTS**

All custodial or maintenance matters, other than daily or routine issues, should be submitted using the maintenance form available in the School Sites Tab on Google. If you have a custodial issue during the day, call the school office to request assistance.

At the end of the school day classroom teachers are to have the students clean up after themselves. Classrooms should be left "picked-up" with all papers, pencils, etc. off the floor and desks/tables clear.

### **7.35 TECHNOLOGY REQUESTS**

All technology issues should be submitted using the technology form available in School Sites. If you have a technology issue during the day, call the school office to request assistance.

## **8 SECTION 8 - TECHNOLOGY**

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### **8.1 PERSONAL COMPUTER DEVICES**

If a job position requires the use of a laptop, NSCS will issue the necessary equipment. If an employee prefers to use their personal laptop computer or tablet in place of a school device that is acceptable however the device is subject to all of the school's technology equipment policies and practices. In addition, the school has a right to access any files, documents, photographs, videos, etc. that are housed on the personal device. While in use, the employee must be signed in to their school Google account.

Every School employee is responsible for maintaining his or her device. NSCS is not responsible for the loss or damage of an individual's personal device. Any defect in a School-supplied device will be repaired or replaced at the School's cost. It is the responsibility of the individual team member to incur any cost of repair for their personal devices.

## 8.2 INTERNET USAGE

**NSCS IS PUBLIC SCHOOL AND 100% OF ALL COMMUNICATIONS ARE AVAILABLE ON REQUEST TO THE MEDIA AND PUBLIC AT LARGE. THIS SHOULD BE KEPT IN MIND WHEN PLACING ANY COMMUNICATIONS IN WRITING.**

NSCS provides all personnel with access to computers, computer files, the email system, and software. You should not use a password, access a file, or retrieve any stored communication without authorization.

The school provides you with internet access and guidelines. All Internet data that is written, sent, or received through our computer systems is part of our official school records. This means, whether a school issued device or a personal device used for school, we are legally required to show the information to law enforcement or other parties upon their request. Therefore, all NSCS personnel should always make sure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and legal.

Whether using your personal device you have opted to use for school purposes, or a school issued device, you may not write, send, read, or receive data through the Internet that contains content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person.

Examples of unacceptable content include (but are not limited to) sexual comments or images, racial slurs, gender-specific comments, or other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

North Side Community School does not allow the unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet. As a general rule, if you did not create the material, do not own the rights to it, or have not received authorization for its use, you may not put the material on the Internet. You are also responsible for making sure that anyone who sends you material over the Internet has the appropriate distribution rights.

The following are some examples of prohibited activities that violate this internet policy:

- Sending or posting discriminatory, harassing, or threatening messages or images.
- Using the organization's time and resources for personal gain.
- Stealing, using, or disclosing someone else's code or password without authorization.
- Copying, pirating, or downloading software and electronic files without permission.
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization.

- Violating copyright law.
- Failing to observe licensing agreements.
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions.
- Sending or posting messages or material that could damage the organization's image or reputation.
- Participating in the viewing or exchange of pornography or obscene materials; Sending or posting messages that defame or slander other individuals.
- Attempting to break into the computer system of another organization or person.
- Refusing to cooperate with a security investigation.
- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities.
- Using the Internet for political causes or activities, religious activities, or any sort of gambling.
- Jeopardizing the security of the organization's electronic communications systems.
- Sending or posting messages that disparage another organization's products or services.

### **8.3 NO EXPECTATION OF PRIVACY**

All contents of the School's technology resources and communications systems are the property of the School. Therefore, employees should have no expectation of privacy whatsoever in any message, files, data, document, facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on the company's electronic information and communications systems. If an employee opts to use their personal device for school business, they also should have no expectation of privacy in any message, files, data, document, facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on their personal device.

Employees are expressly advised that in order to prevent misuse, the School reserves the right to monitor, intercept and review, without notice, every employee's activity using the company's technology resources and communications systems.

## **8.4 SOCIAL NETWORKING WEBSITES**

Employees are personally responsible for what they communicate in social media. Remember that what employees publish might be available to be read by the masses (including the School itself, students, and Parents) for a long time.

Employees who personally participate in social networking websites are prohibited from posting data, links, documents, photographs, or information on any website that may result in a disruption of classroom activity or school operations. The Executive Director and Principal of the school have full discretion in determining when a disruption of classroom activity or school operations has occurred.

Employees should monitor the content of their "pages" and remove anything inappropriate or questionable immediately. Employees should not join and should end affiliations with sites that are unprofessional or inappropriate. It is highly recommended that Employees keep their social media access settings private.

Employees should never post any information that would identify a student nor post any pictures of students. Employees should refrain from posting critical comments about students, school officials, or the school itself. The content and impact of some speech may subject employees to discipline, up to and including termination.

Employees are prohibited from providing social networking website passwords to students. Fraternization between employees and students via the Internet, personal email accounts, social networking websites, and other modes of virtual technology is strictly prohibited. If you receive a "friend" request or something similar through any web platform from an NSCS student, do not accept it. For more information regarding fraternization between employees and students see the School's Non-Fraternization Policy.

In the event that correspondence with parents/ guardians via social media or other forms of online communication is desired or necessary, you must have the explicit permission of the Principal or Executive Director.

Access to social networking websites during school hours is prohibited. Personal use of social media is never permitted on working time by means of the school's computers (or an employee's computer they have opted to use for work), networks and other technology resources and communications systems.

All personnel are encouraged to follow and interact with the official school social media sites. The content of your comments as well as your choices regarding any interactions with our accounts are viewed as part of your professional communications and should be handled accordingly.

## **8.5 TEACHER BLOGGING/VLOGGING**

If an employee wishes to blog/vlog in their capacity as a North Side Community School employee, they must first receive the approval of the Executive Director. Employees who blog in their capacity as employees of the school, may be asked to put a disclaimer on their blog stating that the opinions expressed are their own and they do not necessarily reflect the beliefs or ideologies of the school.

## **8.6 EMAIL COMMUNICATION WITH STUDENTS AND PARENTS/GUARDIANS**

When an Employee is corresponding with parents/guardians via email, including any communication regarding student discipline and/or academic concerns/updates, they should copy their Principal.

## **8.7 ARTIFICIAL INTELLIGENCE (AI) USE POLICY FOR EDUCATORS**

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines and systems that are designed to think, learn, and make decisions. In education, AI can offer support through personalized learning tools, automation of administrative tasks, and interactive learning experiences. However, its use must be carefully governed to ensure it aligns with North Side Community School's values, educational mission, and legal obligations.

### **8.7.1 Privacy and Data Security**

AI must not be used to collect, store, or analyze student data without explicit authorization and a clearly defined educational purpose.

All AI use must comply with applicable privacy and data protection laws, including FERPA.

Violation of student privacy through inappropriate AI use is a serious offense and subject to disciplinary action. Student photos are not to be uploaded to any AI platform.

### **8.7.2 Communication Standards**

AI may be used to assist in drafting internal or external communication; however, all content must be reviewed and modified to reflect the author's voice and intent. Sole reliance on AI-generated communication is prohibited.

### **8.7.3 Bias and Fairness**

AI tools must be evaluated to ensure they do not reinforce bias or discrimination based on race, gender, socio-economic status, ability, or other protected characteristics.

The implementation of AI that results in discriminatory practices is strictly prohibited.

### **8.7.4 Human Connection in Education**

AI is a supplemental tool, not a replacement for the human elements of teaching, mentoring, or relationship - building.

The unique, personal connection between educators and students remains essential and irreplaceable.

### **8.7.5 High-Stakes Decisions**

AI shall never be used independently to make high-stakes decisions such as:

- Student promotion or retention
- Grading or assessment outcomes
- Disciplinary actions

Such decisions require professional human judgment and oversight at all times.

### **8.7.6 Instructional Use of AI**

AI-generated instructional content must be:

- Reviewed and approved by the Director of Instruction/Academics/Literacy as well as Principal
- Aligned with curriculum standards
- Appropriate for the developmental level of students

Relying solely on AI to create or deliver educational content is not permitted.

### **8.7.7 Classroom Approval and Oversight**

All AI tools intended for classroom use must go through an internal approval and evaluation process (see #6).

Tools will be reviewed for alignment with school policies, student safety, and instructional goals.

### **8.7.8 Student Use of AI**

Student use of AI must be supervised by a staff member.

Unmonitored access to AI tools is prohibited due to the risk of exposure to inappropriate content or misinformation.

## **9 SECTION 9- HEALTH, SAFETY, AND SECURITY**

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Workplace safety is a top priority at North Side Community School. Employees must obey all safety rules and be careful at work. Employees must immediately report any unsafe condition to their Principal. If an employee violates the school safety standards, they may be subject to disciplinary action. Violations include causing a hazardous or dangerous situation, not reporting a hazardous or dangerous situation, and not correcting a problem even though you could have corrected it. Accidents that result in injury should be reported to your Supervisor and an incident report filed within 24 hours.

## 9.1 COMMUNICABLE DISEASES

Communicable disease is a disease that can be directly or indirectly transmitted from one person to another. It is important to take the proper precautions to ensure that no individual has potentially harmful exposure to infection or diseases.

No student shall be denied access to, nor shall an otherwise qualified individual be denied employment because he or she is infected with a communicable disease or HIV infection.

A student or employee who is infected with a communicable disease or HIV infection will remain in his or her educational or employment setting unless he or she presents a significant risk of contagion as determined by the School Nurse after consultation with the student's or employee's physician, public health official knowledgeable about the disease and the Executive Director.

Each year, the School Nurse shall provide educational opportunities and review of this policy for all employees to become informed concerning transmissions of communicable diseases.

Any handling of blood and body fluids must be in a manner consistent with the Center for Disease Control's Universal Precautions for Handling Blood and Body Fluids.

Whether or not an infected individual presents a significant risk of contagion shall be determined based upon reasonable medical judgment:

- The nature of the risk, i.e., how long the disease is transmitted.
- The duration of the risk, i.e., how long the carrier is infectious.
- The severity of the risk, i.e., the degree of potential harm to third parties; and
- The probability that the disease will be transmitted and will cause varying degrees of harm.

Once the student's or employee's medical condition has been determined, the School Nurse shall consult with the student's or employee's physician, a public health official knowledgeable about the disease in order to determine whether reasonable accommodations will allow the student to perform in the classroom or other educational setting or the employee to meet the essential functions of his or her job.

If an accommodation that does not impose undue financial hardship or administrative burdens can be made, then neither student nor employee shall be denied the right to participate in school programs or to be employed by NSCS.

In order that the Board may have time to obtain a reasonable medical judgment concerning the student or employee who is infected by a communicable disease, the Executive Director is authorized to remove the infected student or employee from school programs or employment for a period not to exceed ten days during which time the school shall make a decision as to whether the student or employee can be accommodated and does not pose a significant risk to others.

## 9.2 PRIVACY RIGHTS

Neither the School nor its employees shall disclose medical information about a student or employee with any communicable disease without the consent of the employee or the student or his or her parent or guardian, whichever is applicable, or only as required by law or court order.

## 9.3 SUICIDE POLICY

**Important Note** - Concerns about suicide are not confidential and may be revealed to parents, guardians, personnel, and/or other authorities as needed to maintain the safety and well-being of the person of concern.

North Side Community School is uniquely positioned to be able to notice signs and symptoms of risk for suicide at an early age.

All appropriate personnel will receive training by a qualified professional about suicide including but not limited to the identification of students of concern, warning signs, risk factors, protective factors, response protocol, and available resources. This may be an individual training or a designated section of a broader training on mental health.

The school's student support team will review this policy and its procedures on a regular basis to ensure that it meets the need for assessment, intervention, and post-intervention. The school counselor and/or social worker will maintain a list of mental health resources that are available to personnel, families, and students for any level of mental health concerns.

As a part of their health curriculum, students will receive developmentally appropriate information about suicide and/or mental health.

The school encourages any caretaker who notices signs or symptoms of mental health issues to promptly contact the school for support.

Students may be considered at risk because of statements, actions, drawings, writing, and/or any other obvious risk factors. Reports should be made to the school social worker who will meet with the student and complete a risk screener and assessment (if needed). The social worker will determine a plan of action and then update the building principal. Next steps after the screener/assessment is completed could include but are not limited to:

Contacting parents or guardians

- Developing and reviewing a safety plan for the student
- Recommending counseling services outside of the school

- Reference to an outside mental health professional for further assessment (BHR, Emergency room, etc.)

Reports of concern because of statements, behavior, and/ or attempts outside of school will follow the same protocol beginning at the time of awareness. If a student is identified because there has been an incident of self-harm and/ or a suicidal attempt at school, first aid will be rendered until, if necessary, professional medical treatment and/ or transportation is received. Other students who witnessed the incident or other students who may be impacted will be offered mental health support as needed.

The social worker will determine the student's level of risk based on their screening/assessment. If the social worker is not available, this can be completed by the Counselor. If they are not available, an administrator can contact Behavioral Health Response (BHR) so that a mental health professional can assess. For moderate or high risk, it may be determined by the social worker, counselor, or mental health professional that the student needs to be seen right away. In this case, a local mental health organization will be called, or the student may be sent to the hospital.

A parent/guardian may also choose to use their own mental health professional. If guardian(s) use their own resources, the school may request documentation, a signed release of information between the school and mental health professional/hospital/outside agency, and/or a copy of a safety plan. If a parent/guardian does not cooperate and there is any doubt regarding student safety, law enforcement or Children's Division (Abuse & Neglect Hotline) may be contacted.

Parent/Guardian(s) will be notified promptly if their student is determined to be at risk. A safety plan will be created involving the student, a parent/guardian, the social worker, principal, and/or a mental health professional that may involve close monitoring, awareness of signs/symptoms, coping plans, regular counseling, in -patient treatment, and/or re-entry to school. The school will request permission to speak with other agencies involved to ensure student safety and to coordinate as a part of a student's treatment team.

If the school community is impacted by suicidal behavior or a death by suicide, the social workers, counselors, and the Director of Student Support Services will confer to create an action plan that may include all or some of the following as well as any other actions deemed necessary:

- Disclosing information about the death to media, guardians, personnel, and/ or students as appropriate
- Making supports available to personnel and students as deemed necessary
- Consulting with personnel to identify students who are more likely to be significantly affected and to determine appropriate supports

Special consideration will be given to reducing contagion by avoiding sensationalizing suicide; NSCS will work to focus the community message on resources available and preventing future suicides.

#### **9.4 REPORTING AND INVESTIGATING CHILD ABUSE AND NEGLECT**

North Side Community School will take action to protect students and other children from harm including, but not limited to, abuse and neglect, and will respond immediately when discovering evidence of harm to a child.

NSCS requires its mandated reporters to comply with the state child abuse and neglect laws. Mandated reporters acting in their official capacities who know or have reasonable cause to suspect that a child has been subjected to abuse or neglect or is being subjected to conditions or circumstances that would reasonably result in abuse or neglect, must directly and immediately make a report, including any report of excessive absences that may indicate educational neglect. No internal investigation shall be initiated until such a report has been made, and even then, the investigation may be limited by law if the report involves sexual misconduct by a school employee.

While a mandated reporter cannot/will not be directed **NOT** to make a report. It is North Side Community School practice that a mandated reporter confers with the principal and/or social worker prior to making a report as a means of reviewing information and assessing whether there is reasonable cause to suspect that a child has been subjected to abuse or neglect or is being subjected to conditions or circumstances that would reasonably result in abuse or neglect.

Mandated reporters who make such reports without following the above practice must notify the school principal or designee that a report has been made immediately thereafter. The principal or designee will notify the executive director or designee about the report. The school principal or designee may also notify law enforcement or the juvenile office when appropriate.

Personnel, students, and other individuals who make a good-faith report of a suspected violation of this policy, or who cooperate in inquiries or investigations related to an investigation of such report, shall be protected from retaliation in accordance with School policy.

Employees must cooperate fully with investigations of child abuse and neglect. North Side Community School prohibits discrimination, negative job action or retaliation against any person who in good faith reports alleged child abuse or neglect, including alleged misconduct by another district employee. Employees failing to follow the directives of this policy or state, or federal law will be subject to discipline including, but not limited to, termination, and may be subject to criminal prosecution.

#### **9.5 EMERGENCY SCHOOL CLOSING/INCLEMENT WEATHER**

North Side Community School generally follows the decisions of St. Louis Public Schools regarding weather - related closings, unless otherwise stated by the Executive Director or Principals. Notice will be broadcast on major TV stations, Class Dojo, and by automated call/email/text. The Executive Director may close the School, delay the opening of the School, or dismiss School early when such actions are required for the protection of the health and safety of students and employees. In the event School is closed, no School related activities will be held.

## 9.6 FIRE EVACUATION DRILL

As a safety precaution fire drills will be held periodically throughout the school year. The signal for a fire drill will be the sounding of the fire alarm.

Please follow the assigned evacuation route as noted on the emergency map located in each classroom. If a classroom does not have an emergency map, it is the responsibility of the classroom teacher to notify their principal.

The students should silently leave the class in a single file line. It is the teacher's responsibility to ensure that no student is left in the building. To that end:

- The teacher should be the last one to leave the room.
- The teacher should shut the classroom door and windows.
- Teachers should carry their emergency backpack with the green and red cards and class roster with them. **PLEASE MAKE SURE TO KEEP UPDATED.**
- Call roll to determine if all their students are out of the building.
- Display the green card to signal all students are in your care.
- Display the red card to signal an immediate need, such as a missing student or a medical emergency.

The Principal or Principal designee will notify personnel when they are to re-enter the building. All personnel should become aware of the locations and operation procedures of the fire extinguishers.

## 9.7 SEVERE WEATHER DRILL (SHELTER-IN-PLACE)

As a safety precaution, severe weather drills will be held periodically throughout the school year. The signal will be an announcement over the intercom from the office to Shelter-In-Place.

Should a Severe Thunderstorm or Tornado Warning occur, the following procedures will need to take place:

- A verbal announcement over the phone system or loudspeaker (ES) will be made indicating the implementation of "shelter-in-place."
- The teacher should direct students to move silently and quickly to their designated areas. The teacher should take the emergency bag and their class roster.
- When children are assembled in their shelter area, they should be instructed to respond to a specific command to assume protective postures while facing the interior walls. Such a command might be:

"Everybody down! Crouch on elbows and knees! Hands over the back of your head!" It is essential that this command be instantly understood and obeyed.

- Teachers will check attendance and display the appropriate emergency status card.
- Students are not to be positioned in front of doorways or windows. Be sure that all windows and doors are closed.

In the case where our area is under a Severe Thunderstorm or Tornado Watch, an email will be sent and an announcement made to review the procedures with students.

## **9.8 STUDENT AND EMPLOYEE LOCK-INS AND LOCKDOWNS (SCHOOL INTRUDER)**

As a safety precaution, School Intruder drills will be held periodically throughout the school year. The signal will be an announcement over the intercom from the school office. The decision to activate a lock-in or lockdown will be made by authorized personnel, such as the school administration or designated safety officers, based on credible information or in response to emergency situations.

A **LOCK-IN** refers to the temporary restriction of movement within the school premises. During a lock-in, students and employees are required to remain inside their current building and follow specific protocols to ensure their safety.

A **LOCK-DOWN** is a more severe security measure that involves the complete restriction of movement, covering of windows, and the securing of all access points within the school premises. During a lockdown, all individuals are required to seek immediate shelter and follow specific procedures to minimize risks and protect themselves.

The decision to activate a lock-in or lockdown will be made by the Principal, Executive Director or designated safety officers, based on credible information or in response to emergency situations. The activation of a lock-in or lockdown will be communicated to all individuals on the premises through designated channels (e.g., alarms, intercom systems, or emergency notifications).

During a **LOCK-IN**, the following procedures should be followed:

- All exterior entrances to the building are locked and monitored to prevent unauthorized entry.
- Attendance of students and employees taken to ensure everyone is accounted for and to identify any missing individuals.
- School personnel provide regular updates and instructions to students and employees regarding the situation, ensuring clear and timely communication.
- Continue with regular classroom procedures.
- Students and employees cooperate fully with law enforcement or emergency response personnel during a lock-in situation.

During a **LOCKDOWN**, the following procedures should be followed:

All individuals should seek immediate shelter in designated safe areas, such as classrooms or secure rooms, and follow any specific instructions provided.

Classroom or office doors are locked, barricaded, and remain closed until the lockdown is lifted by authorized personnel. All windows covered.

Individuals maintain silence, turn off lights, and hide in secure locations away from windows or doors.

School personnel provide periodic updates and instructions using designated communication channels or emergency systems.

Students and employees follow instructions from law enforcement or emergency response personnel without hesitation.

The duration of a lock-in or lockdown will vary depending on the nature of the threat or emergency situation. It is essential to remain in the designated areas until authorized personnel communicate that it is safe to resume normal activities.

During a lock-in or lockdown, efforts will be made to communicate with parents/guardians through established channels, such as phone calls, text messages, or other means specified by the school, to keep them informed of the situation and provide necessary instructions.

## **9.8.1 Campus Specific Instructions**

### **9.8.1.1 Early Childhood Center**

The Early Childhood Director/Administrative Assistant will notify the Executive Director, then the police, and security officer. Teachers will bring students into their classrooms if the danger is not in the immediate vicinity. Otherwise, students and staff are to gather in the cafeteria.

### **9.8.1.2 Elementary Campus**

Students and staff are to stay in their buildings until an announcement is made that lockout has ended.

If lockout occurs during an outdoor event (e.g. recess, extended day), then students and staff are to enter the main building and go into the gymnasium.

Students need to sit by grade level in "their quadrant" in the gymnasium.

Teachers need to bring their class roster or grab the grade-level roster hanging in the gymnasium and begin taking roll calls.

When all students are accounted for, hand the administrator in the gymnasium the checked off class list. If a student is missing, this needs to be circled on the sheet.

If classroom teachers are not with their students at the time of a lockdown, they need to immediately move to the gymnasium to account for their students. Teachers transitioning outside need to "sweep" the area to ensure no students are outside and unaccounted for.

During a special event where students are outside at the elementary campus (e.g. Friday activity, assembly, etc.), then the following procedures need to be followed:

- Grade 1 needs to move into building 3 and wait until the "all-clear".
- Grades 2 & 3 need to move into building 7 and wait until the "all-clear".
- Grades 4 & 5 need to move into the main building gymnasium and wait until the "all clear".

### **9.8.1.3 Middle School Campus**

Students and staff are to stay in the building until an announcement is made that lockdown has ended.

If lockdown occurs during an outdoor event, then students and staff are to enter the church building and go to the cafeteria.

Students need to sit by grade level in "their quadrant" in the cafeteria.

Teachers need to bring their class roster and begin taking roll calls.

When all students are accounted for, hand the administrator in the cafeteria the checked off class list. If a student is missing, this needs to be circled on the sheet.

If classroom teachers are not with their students at the time of a lockdown, they need to immediately move to the cafeteria to account for their students. Teachers transitioning need to "sweep" the hallways and stair wells to ensure no students are outside and unaccounted.

## **9.9 BUILDING SECURITY**

All exterior doors should remain locked and closed at all times.

If a visitor is not wearing a printed name badge, they should be escorted to the main office to sign in. Visitors (including parents) should not be permitted into classrooms without a visitor badge.

## **9.10 PERSONNEL INJURY**

Injury to personnel should be reported to the school office. On the job injuries will be handled in accordance with the Workers' Compensation laws. Any employee who is injured while on the job must notify their Principal or the Executive Director immediately to be eligible for coverage under the Workers' Compensation Act. Refer to the section in this Handbook regarding Worker's Compensation for more information.

## **10 SECTION 10 - FEDERAL REQUIREMENTS**

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### **10.1 PROHIBITION AGAINST SEXUAL HARASSMENT AND RETALIATION UNDER TITLE IX**

Sexual harassment as protected by law is prohibited at NSCS. NSCS also prohibits retaliation against a person who files a complaint of sexual harassment or who participates in an investigation of allegations of sexual harassment under Title IX.

The NSCS Board of Directors' Title IX Policy governs NSCS's compliance with Title IX of the Education Amendments of 1972. The North Side Community School Director of Human Resources is designated and authorized as NSCS's Title IX Coordinator, with the responsibility to identify, prevent, and remedy unlawful harassment and retaliation under Title IX.

To note,

A complaint regarding sexual harassment or related retaliation of a student or employee under Title IX and that is alleged to have occurred on or after August 14, 2020, should be filed in accordance with the procedures outlined in Regulation 1301.

A complaint by students, employees, parents, and patrons of the NSCS alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified above (outside of Title IX) should be filed in accordance with the procedures outlined in Regulation 1300.

A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 should be filed in accordance with the procedures outlined in Regulation 2110. This policy replaces Policy and Regulation 4810.

## 10.2 DEFINITIONS

For Title IX, the following terms are defined:

**Actual Knowledge:** Notice of sexual harassment or allegations of sexual harassment to any employee (other than the respondent) in an education program or activity of the school against a person in the United States. Actual knowledge does not include constructive notice.

**Complainant:** An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

**Day:** A calendar day. All timeframes and deadlines may be extended by the school for good cause, including but not limited to Board-approved holiday breaks and building closures.

Education program or activity: Locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

**Formal complaint:** A document filed by a complainant, or a parent or legal guardian of a student complainant, alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. Additionally, a formal complaint can be completed and signed by the Title IX Coordinator, if, in their sole discretion, they conclude that the School needs to conduct an investigation based on information in their possession, regardless of the complainant's interest in filing a formal complaint. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School. The complainant must physically or digitally sign the formal complaint, or otherwise indicate that the complainant is the person filing the formal complaint. If the Title IX Coordinator signs a formal complaint; the Title IX Coordinator is not a complainant.

**Respondent:** An individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

**Retaliation:** Intimidation, threats, coercion, or discrimination of an individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report of complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this Regulation.

**Sexual harassment:** Conduct on the basis of sex that satisfies one or more of the following:

A School employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct.

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or

"Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

**Supportive measures:** Non-disciplinary, non-punitive, individualized services. Appropriate supportive measures shall be offered to the complainant and may be offered to the respondent, as appropriate and depending on the individual circumstances of the situation. Supportive measures may include, but are not limited to, physical separation, contact limitations, reassignment, alternative work or assignments, altering class or bus seating assignments, additional supervision, counseling, training, and conferences.

### **10.3 ILLUSTRATIONS AND EXAMPLES OF PROHIBITED SEXUAL HARASSMENT**

For Title IX, the determination if the conduct is prohibited under Title IX is a fact-intensive question that shall be considered on a case-by-case basis. Legitimate, non-sexual physical conduct necessary to avoid physical harm to persons or property, to console an individual, or spontaneous movement during a sporting activity is not sexual harassment.

Depending on the circumstances and application of the definitions immediately above, examples of conduct which may or may not constitute sexual harassment, include, but are not limited to:

- sexual advances.
- request for sexual favors.
- threatening an individual for not agreeing to submit to sexual advancement.
- sexually motivated touching of an individual's intimate parts.
- coercing, forcing, or attempting to coerce or force the touching of an individual's intimate parts.
- display of drawings, graffiti, cartoons, pictures, symbols or other written material of a sexual nature.
- sexual gestures;
- sexual or dirty jokes;
- sexually provocative or explicit speech;
- communications about or rating an individual as to their body, sexual activity, or performance; and verbal abuse of a sexual nature.

### **10.4 OBLIGATION TO REPORT**

North Side Community School Staff with actual knowledge of behaviors that may constitute sexual harassment and related retaliation as defined in this Regulation shall report it to the Title IX Coordinator. For North Side Community School this is the Director of Human Resources. When a formal complaint is filed with the Title IX

Coordinator, the grievance process detailed will be used. Reports of sexual harassment and/ or related retaliation must contain as much specific information as possible to allow for proper assessment of the nature and extent of the investigative procedures.

## **10.5 RESPONSE TO ACTUAL KNOWLEDGE OF SEXUAL HARASSMENT OR RELATED RETALIATION**

When the School has actual knowledge of sexual harassment or related retaliation under Title IX, the Title IX Coordinator shall:

- Promptly contact the complainant to discuss the availability of supportive measures.
- Consider the complainant 's wishes with respect to supportive measures.
- Explain the process for filing a formal complaint under this Regulation; and
- Inform the complainant of the availability of supportive measures regardless of whether a formal complaint is filed under this Regulation.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process outlined in this Regulation. The School will only impose disciplinary consequences against a respondent for violations of this Regulation after the grievance process has been completed; however, the school may impose disciplinary consequences against a respondent for other violations of the School's Board of Director's Policies prior to the conclusion of the grievance process outlined in this Regulation.

If there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement shall be changed, including removal from the School. Immediately following the removal, the respondent shall be given notice and an opportunity to challenge the decision to the Executive Director in writing. The Executive Director shall issue a written decision on the respondent's challenge and such decision shall be final. If the respondent is an employee, the employee may be placed on administrative leave during the pendency of the grievance process.

## **10.6 GRIEVANCE PROCESS FOR FORMAL COMPLAINT**

During the grievance process for a formal complaint, the School shall treat the complainant and the respondent equitably. The School will ensure that relevant evidence is objectively evaluated, including both inculpatory and exculpatory evidence, and that credibility determinations are not based on a person's status as a complainant, respondent, or witness. Additionally, the Title IX Coordinator, the investigator, all decision-makers, and any facilitator of the informal resolution process shall not have a conflict of interest or bias for or

against complainants or respondents generally or individually. Furthermore, the School shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Formal complaints of sexual harassment under Title IX must be submitted to the Title IX Coordinator. A charge or complaint of sexual harassment or retaliation filed with an outside agency does not constitute a formal complaint with the School or trigger the School's obligation to follow the formal complaint grievance process as contemplated under this Regulation.

If a formal complaint involves allegations against the Title IX Coordinator, the formal complaint shall be filed directly with the Executive Director or President of the Board of Directors.

Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:

- Provide written notice of the allegations, the grievance process, and any informal resolution process to the complainant and the respondent to give both parties the proper time to prepare a response before an interview.
- Inform the complainant and the respondent of the prohibition against making false statements or knowingly submitting false information.
- Inform the complainant and the respondent that they may have an advisor (who may be but who is not required to be an attorney) present during any of their own subsequent meetings; and offer supportive measures in an equitable manner to the complainant and the respondent, when appropriate.

The Title IX Coordinator, at their discretion, may consolidate formal complaints if they arise out of the same facts or circumstances. If, in the course of the investigation process as outlined below in this Regulation, the investigator decides to investigate new allegations about the complainant or the respondent that are not included in a written notice previously provided to the complainant and respondent, the Title IX Coordinator will provide another written notice of the additional allegations to the complainant and the respondent.

The Title IX Coordinator **must** dismiss a formal complaint for any of the following reasons:

- The conduct alleged in the formal complaint would not constitute sexual harassment even if proved.
- The conduct alleged in the formal complaint did not occur in the School's education program or activity.
- The conduct alleged in the formal complaint did not occur within the United States.

The Title IX Coordinator **may** dismiss a formal complaint for any of the following reasons:

- The complainant has notified the School in writing that the complainant would like to withdraw the formal complaint or any allegations.
- The respondent is no longer enrolled or employed by the School.
- Specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint.

If the Title IX Coordinator dismisses a formal complaint, written notice of the dismissal, including the reasons for dismissal, shall be provided to the complainant and the respondent. If a complainant or respondent wishes to appeal a dismissal of a formal complaint, they should follow the appeal process outlined in this Regulation. Dismissal of a formal complaint does not preclude the School from investigating, taking action, or imposing discipline outside of this Regulation related to the alleged conduct and in accordance with any other Board policy or regulation.

## **10.7 INVESTIGATION**

The Title IX Coordinator, or a designee, shall serve as the investigator and be responsible for investigating formal complaints in an equitable manner that involves an objective evaluation of all relevant evidence. The School may appoint an outside investigator when appropriate. A subordinate shall not investigate his or her supervisor. The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the School and not the complainant or respondent.

The investigator shall initiate an investigation within five (5) days of the receipt of the formal complaint by the Title IX Coordinator, unless good cause exists to extend this timeframe. All investigations shall:

- Provide an equal opportunity for the complainant and the respondent to present witnesses and evidence.
- Not restrict the ability of either the complainant or the respondent to discuss the allegations under investigation or to gather and present relevant evidence.
- Refrain from requiring, allowing, relying upon, or otherwise using questions or evidence that seek disclosure of information protected under a legally recognized privilege unless such privilege has been waived;
- Provide the complainant and the respondent with the same opportunities to have an advisor present during any grievance proceeding;
- Provide to the complainant and the respondent whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the individual to prepare to participate.
- Provide the complainant and the respondent an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint; and
- Result in the creation of an investigative report that fairly summarizes relevant evidence.

Employees and students should fully cooperate with the investigation process under this Regulation.

Prior to the completion of the investigative report, the investigator shall send to the complainant and the respondent the evidence related to the investigation to inspect and review. The complainant and the respondent shall have ten (10) days to submit a written response which the investigator shall take into consideration in creating the final investigative report.

At the close of the investigation, a written final investigative report will be delivered to the complainant and the respondent. The final investigative report should be completed within thirty (30) days of the initiation of the investigation, unless good cause exists to extend this timeframe.

Upon receipt of the final investigative report, the complainant and the respondent shall have ten (10) days to submit a written response to the report to the investigator and to submit written, relevant questions to be asked of any party or witness prior to the determination of responsibility.

### **10.7.1 Determination of Responsibility**

For the purposes of a determination of responsibility, the decision-maker shall be the Executive Director or their designee; however, the decision-maker shall not be the Title IX Coordinator or the investigator. The decision-maker shall receive the final investigative report as well as any written responses and additional questions to be asked that were timely submitted by the complainant and the respondent. Upon a determination of relevance, the decision-maker will facilitate the exchange of written questions as submitted by the complainant and the respondent, provide the complainant and the respondent with submitted answers (if any), and allow for additional, limited follow-up questions from the complainant and respondent.

Within a reasonably prompt time frame, the decision-maker shall make a determination of responsibility based on the final investigative report, the evidence, and all written responses timely submitted by the complainant and the respondent, and without any live testimony or hearing.

The decision-maker shall provide the written determination to the complainant and the respondent, along with information regarding the procedures and allowable bases to appeal the decision.

The written determination shall include:

- The allegations potentially constituting sexual harassment.
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence.
- Findings of fact supporting the determination.
- Conclusions regarding the application of the School's code of conduct to the facts; and
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the recipient to the complainant.

The preponderance of the evidence standard shall be used in making a determination of responsibility.

If a determination of responsibility against a respondent is made, the School shall impose consequences as described below in this Regulation. After a determination of responsibility is made, the Title IX Coordinator

shall work with the complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine whether any other actions are necessary to prevent reoccurrence of the harassment and to restore equal access to the education program or activity.

### **10.7.2 Appeal**

Either the complainant or the respondent may appeal from a determination of responsibility or a dismissal of a formal complaint (or any allegations therein) for any of the following reasons:

- A procedural irregularity that affected the outcome of the investigation.
- New evidence that was not reasonably available at the time of the determination and that could affect the outcome of the investigation; or
- A conflict of interest on the part of the Title IX Coordinator, investigator, or decision-maker.

Appeals shall be submitted to the Title IX Coordinator within five (5) days of a determination of responsibility or dismissal of a formal complaint (or any allegation therein). If an appeal is not timely submitted, the determination of responsibility or the dismissal of a formal complaint (or any allegation therein) becomes final.

Upon receipt of an appeal, the Title IX Coordinator shall provide written notice of the appeal to the complainant and the respondent. During the appeal process, the complainant and the respondent shall have a reasonable, equal opportunity to submit written statements in support of or in challenge of the appeal to the designated decision-maker on appeal; however, both the complainant and the respondent are limited on appeal to submission of only written statements. There will be no live or oral testimony.

After review of the appeal, investigative report, and any written statement submitted by the complainant and the respondent, the designated decision-maker on appeal, who shall not be the Title IX Coordinator, investigator, or the decision-maker of a dismissal or determination of responsibility, shall issue a written decision describing the result of the appeal and the rationale for the result. The written decision shall be provided to the complainant and the respondent. This decision shall be final.

### **10.7.3 Informal Resolution**

At any time after a formal complaint is filed and prior to reaching a determination regarding responsibility, the School may facilitate an informal resolution process to address the allegations made in the formal complaint. The informal resolution process is voluntary and does not involve a full investigation and adjudication under the grievance process in this Regulation. If the complainant and respondent both elect to engage in the informal resolution process, their voluntary consent shall be made in writing and all timeframes and deadlines in this Regulation shall be suspended. An informal resolution may include, but is not limited to the following:

- If the complainant so desires, an opportunity for the complainant to explain to the respondent that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face.
- A statement from a staff member to the respondent that the alleged conduct is not appropriate and could lead to discipline if proven or repeated.
- Developing a safety plan.
- Separating students; or
- Providing staff and/ or student training.

The informal resolution process shall not be made available to formal complaints alleging sexual harassment under this Regulation of a student by an employee.

#### **10.7.4 Retaliation**

The School prohibits retaliation against a person who files a formal complaint of sexual harassment under this Regulation, and further prohibits retaliation against a person who participates in related investigations.

Notwithstanding this provision, employees or students found to have intentionally made knowingly false or materially misleading allegations of suspected harassment and/or related retaliation under this Regulation may be disciplined, up to and including dismissal or expulsion.

#### **10.7.5 Confidentiality**

The School will respect the privacy of the complainant, the respondent, and the witnesses to the extent possible, consistent with applicable law as well as the School's legal obligations to investigate, to take appropriate action, and to conform with disclosure obligations as identified in this Regulation.

The complainant and the respondent shall not disclose any information obtained during the grievance process in violation of the Family Educational Rights and Privacy Act or for any purpose outside of participation in the grievance process.

### **10.7.6 Consequences**

Where a determination of responsibility for sexual harassment or related retaliation as defined in this Regulation has been made, the School will provide remedies to the complainant designed to restore or preserve equal access to the School's education program or activity.

Consequences for violations of this Regulation may have educational, restorative, rehabilitative and/or punitive components.

Conduct constituting sexual harassment or related retaliation as defined in this Regulation will be subject to discipline including, but not limited to, written warning or reprimand, conference, required training, "no contact" order, reassignment, probation, suspension or termination for employees, suspension or expulsion for students, or exclusion from School property.

In the event that the evidence suggests that the conduct at issue is also a crime in violation of a Missouri criminal statute, the Title IX Coordinator shall report the conduct to the appropriate law enforcement agency charged with responsibility for handling such crimes.

As required by and in compliance with law and School policy, a report will be made to the Missouri Children's Division if there is reasonable cause to suspect abuse or neglect of a child.

### **10.7.7 Record Keeping**

The School shall maintain for a period of seven (7) years records of the following:

- Each investigation and determination of responsibility made under this Regulation, including disciplinary sanctions imposed on the respondent and remedies provided to the complainant.
- Any appeal decided under this Regulation.
- Any informal resolution reached under this Regulation.
- Materials used for training the Title IX Coordinator, investigator, decision-makers, and facilitators of the informal resolution process under this Regulation; and
- Actions taken in response to actual knowledge of sexual harassment or related retaliation under this Regulation, including supportive measures designed to restore or preserve equal access to the School's education program or activity.

## **10.8 TRAINING AND PUBLICATION OF POLICY**

The School will train its employees on the definition of sexual harassment and retaliation under Title IX and the duty to report when they have actual knowledge of sexual harassment. This training will be provided to employees on an annual basis, and at such other times as the Executive Director, in consultation with the School's Title IX Coordinator, determines is necessary or appropriate. Additionally, the School will provide training to the Title IX Coordinator, investigator, decision-makers, and facilitators of the informal resolution process on identifying, investigating, and reporting on acts that may constitute sexual harassment or related retaliation under Title IX, and such training materials will be posted on the School's website. School students will be notified regarding this Regulation. This Regulation will be posted on the School's website and available in the NSCS Administrative Offices.

## **10.9 NOTICE OF NONDISCRIMINATION**

Applicants for admission or employment, students, parents of elementary and secondary school students, employees, sources of referral and applicants for employment, and all professional organization that have entered into agreements with NSCS are hereby notified that NSCS does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. In addition, NSCS provides equal access to the Boy Scouts of America and other designated youth groups.

Any person having inquiries concerning NSCS's compliance with the laws and regulations implementing Title VI of the Civil Rights Act of 1964 (Title VI), Title IX of the Education Amendments of 1972 (Title IX, the Age Discrimination Act, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA) or the Boy Scouts of America Equal Access Act, is directed to the respective Compliance Officer/Title IX Coordinator listed below, who oversees NSCS's efforts to comply with the laws and regulations implementing the laws and regulations cited above.

NSCS has established grievance procedures for persons unable to resolve problems arising under the statutes above. NSCS's Compliance Officer/Title IX Coordinator will provide information regarding those procedures upon request. Any person who is unable to resolve a problem or grievance arising under any of the laws and regulations cited above may contact the Office for Civil Rights, Region VII, One Petticoat Lane, 1010 Walnut Street, Suite 320, Kansas City, Missouri 64106; telephone (816) 268-0550.