

BOARD MEETING
NELL HOLCOMB R-IV SCHOOL DISTRICT
BOARD OF EDUCATION
Date: September 19, 2023 Time: 5:00 P.M. Place: School Library

Agenda

1. Call to Order:
2. Special Recognitions: New Staff Members
3. Approval of Consent Agenda:
 - A. Minutes of Previous Meeting: August 15, 2023
 - B. Approval of Monthly Bills, Transfers, and Amend Budget as Necessary
 - C. Acceptance of Treasurer's Report
 - D. Substitute List
4. Correspondence and Comments from the Audience: As a reminder, public comments are limited to district tax payers and staff members. Public Comment is limited to 3 minutes per participant. Participants are not allowed to discuss any personnel issues during public comment. All discussion on personnel must take place in closed session. If a parent or community member has a personnel issue, we ask that you follow board policy P1480 and set up a time to discuss the issue with the school superintendent, Mr. Deckerd. If he is unable to remediate the issue, we ask that you then bring your issue to the school board president for consideration of being placed on a future closed session agenda item. Thank you!
5. Reports
 - A. Principal Report
 - B. Superintendent Report
 - C. Nurse Graham Report: Added
6. Action Items
 - A. Board Policies
 - B. Health and Wellness Policies: Added
7. Other Business
 - A. October 2023 School Board Meeting
 - B. Important Dates:
 - October 13, 2023: End of 1st Quarter
 - October 19, 2023: Parent Teacher Conferences
 - October 20 and 23, 2023: No School

Closed Session:

According to Section 610.021 of the Revised Statutes of Missouri for the purpose of hiring, firing, discipline, or promoting of personnel employed by the Nell Holcomb R-IV School District and certain legal considerations.

A. Personnel

8. Adjourn from Regular Session

BOARD MEETING
NELL HOLCOMB R-IV SCHOOL DISTRICT
BOARD OF EDUCATION
Date: August 15, 2023 Time: 5:00 P.M. Place: School Library

Minutes

1. Call to Order: Meeting called to order at 5:01 PM: Chad Fisher absent
A. Changes of Additions to the Agenda: None
2. Tax Rate Meeting: Motion by T. Brock to set the district tax rate levy at \$4.07 (\$3.77 to Fund 1 and \$0.30 to Fund 4), 2nd L. Brown, 6-0 Vote
3. Approval of Consent Agenda: Motion J. Carter, 2nd C. Tourville, 6-0 Vote
 - A. Minutes of Previous Meeting: July 17, 2023
 - B. Approval of Monthly Bills, Transfers, and Amend Budget as Necessary
 - C. Acceptance of Treasurer's Report
 - D. Substitute List
4. Correspondence and Comments from the Audience: As a reminder, public comments are limited to district tax payers and staff members. Public Comment is limited to 3 minutes per participant. Participants are not allowed to discuss any personnel issues during public comment. All discussion on personnel must take place in closed session. If a parent or community member has a personnel issue, we ask that you follow board policy P1480 and set up a time to discuss the issue with the school superintendent, Mr. Deckerd. If he is unable to remediate the issue, we ask that you then bring your issue to the school board president for consideration of being placed on a future closed session agenda item. Thank you!
Dwayne Kirchhoff addressed the school board
5. Reports
 - A. Principal Report
 - B. Superintendent Report
6. Action Items
 - A. Approval of Federal Programs Application: Motion to approve T. Brock, 2nd JT Payne, 6-0 Vote
 - B. Approval of Special Education Application: Motion C. Tourville, 2nd J. Carter, 6-0 Vote
 - C. Approval of Bus Routes for the 2023-2024 School Year: Motion to approve L. Brown, 2nd JT Payne, 6-0 Vote
 - D. Board Policies: Motion to approve all policy changes T. Brock, 2nd J. Carter, 6-0 Vote
7. Other Business
 - A. September Meeting: September Board Meeting set for Tuesday, September 19, 2023 at 5:00 PM
 - B. Important Dates:
 - August 21st: First day of student attendance
 - September 4th: Labor Day, no school
 - September 15th: Half day, professional development day/SEMO FAIR

The board recessed for Closed Session at 5:52 PM

Closed Session: Motion to enter Closed Session at 5:55 PM C. Tourville, 2nd L. Brown, 6-0 Roll Call Vote

According to Section 610.021 of the Revised Statutes of Missouri for the purpose of hiring, firing, discipline, or promoting of personnel employed by the Nell Holcomb R-IV School District and certain legal considerations.

A. Cliff Merritt: Mr. Cliff Merritt addressed the school board

B. Personnel

- Motion to accept the resignation of Mr. Kevin Mentz T. Brock, 2nd JT Payne, 6-0 Roll Call Vote
- Motion to hire Phil Leadbetter as Maintenance Director T. Brock, 2nd JT Payne 6-0 Roll Call Vote
- Motion to hire Octavia Schorenborg as cafeteria assistant C. Tourville, 2nd J. Carter, 6-0 Roll Call Vote
- Motion to hire Sarah Montgomery as cafeteria assistant J. Carter, 2nd JT Payne, 6-0 Roll Call Vote

Motion to adjourn from Closed Session at 6:45 PM J. Carter, 2nd JT Payne, 6-0 Roll Call Vote

8. Adjourn from Regular Session: Motion to adjourn from Regular Session at 6:45 PM T. Brock, 2nd L. Brown, 6-0 Vote

2023-2024 FINANCIAL STATEMENT

Fund Balances	Checking	MOSIP	Total
July 31, 2023	573,056.97	1,081,933.04	1,654,990.01
August 31, 2023	266,449.61	1,197,641.66	1,464,091.27
September 30, 2023			
October 31, 2023			
November 30, 2023			
December 31, 2023			
January 31, 2024			
February 28, 2024			
March 31, 2024			
April 30, 2024			
May 31, 2024			
June 30, 2024			
July 31, 2024			
	FUND 1 Balance	166,968.43	
	FUND 2 Balance	23,602.71	
	FUND 3 Balance	0.00	
	FUND 4 Balance	<u>75,878.47</u>	
	Checking Account Balance		266,449.61
July, 2023 Checking Balance		573,056.97	
	MOSIP	(115,708.62)	
	Total Expenditures	(404,815.29)	
	Total Revenues	213,916.55	
	MOSIP transfer	-	
Ending balance August, 2023			266,449.61
August 2023 checks and payroll approved and paid \$	34,472.73	240,679.19	275,151.92
August 2023 checks for approval			60,800.95
	Correcting Entries		
TOTAL EXPENDITURES			335,952.87
September 2023 checks awaiting approval			\$ 88,738.77
September 2023 Payroll awaiting approval			\$ 250,000.00

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September 7, 2023

Dear Superintendent,

The August 2023 updates reflect the recent state legislative session as well as two recently enacted federal laws. State legislation seeks to address the shortage of teachers and concerns about transgender athletes competing in sports designated for female students.

The Policy/Regulation changes are as follows:

Policy 1425 – School Volunteers

The legislative change reflected in this policy amendment permits screened volunteers to access student educational records while supervised by an appropriate staff member. Adoption is mandatory.

Policy 2115 – Transgender Students

This enactment prohibits students from competing in sports designated for students of the opposite biological sex, as determined at their birth. We have also removed the option for students to use restrooms of their identified gender. The restroom issue continues to be the focus of litigation and potential changes in Title IX Regulation. Boards may elect to maintain the current restrooms provisions or adopt the new revision. Adoption of restroom revision is discretionary. However, the extra-curricular/school athletics change is mandatory.

Policy 2200 – Admission and Withdrawal NA

This policy change requires districts to obtain a clear criminal check prior to enrollment for students 18 years or older if the enrollee will be in a classroom with minor students. As a reminder, the enrollment of 18-year-olds, with the exception of special education IEP students, is at the discretion of the district. Adoption is mandatory.

Policy and Regulation 2240 – Admission and Withdrawal Nonresident Students

This legislation was designed to resolve the confusion concerning which district or agency will pay the tuition for nonresident students placed in an in-district treatment facility. Adoption is mandatory.

This regulation simply adds to the list of categories of students who are entitled to attend school without payment of tuition. Adoption is recommended.

Policy 2400 – Student Educational Records

The policy change necessitated by legislation requires districts to maintain special education plans in the student's educational record. Adoption is mandatory.

Policy 2525 – Graduation Requirements

NA

This legislative mandated change is simply a change in the name of a course required for graduation.

Adoption is mandatory.

Policy 2760 – Students in Foster Care

The focus of the legislation on foster care students continues in this change. It appears to have been motivated by delays in completing the "best interest determination" for the student's assigned district. Adoption is mandatory.

Policy 2810 – Counseling Services

This is not a legislative initiated change. Rather, it reflects wording in the current Missouri Comprehensive Counseling Program. Adoption is recommended.

Policy and Regulation 4120 – Employment Procedures

We have included the Rap Back program that has been in place for several years. It also requires the designated district representative to respond to requests for references for screened volunteers in addition to paid employees. Adoption is mandatory.

Regulation 4120 requires changes to our existing policy and is designed to assist with the teacher shortage problem. Districts are now able to employ up to five (5) retired teachers for up to four (4) years. We have also included the noncertified corollary for noncertified employees. This noncertified component is not new but is not often utilized. Among other areas, this noncertified aspect may assist in employing bus drivers. Adoption is highly recommended.

Policy 4866 – Pregnancy, Childbirth Anti-Discrimination

This is a new policy necessitated by enactment of a new federal law protecting the rights of women impacted in employment by pregnancy, childbirth and related conditions. This new policy prohibits discrimination and requires reasonable accommodations. Districts that maintain a sick leave bank should review the impact of this new federal law/policy. *Adoption is mandatory.*

Policy 4867 – Lactation Accommodation

This change is also the result of a new federal enactment. Most of this federal law, however, is already covered by Missouri law reflected in our Policy 4867. The only change is that time spent by nonexempt employees while utilizing the lactation room is paid time for overtime and minimum wage purposes. *Adoption is mandatory.*

Policy 6121 – Holocaust Education

This is a new policy reflecting action by the legislation. *Adoption is mandatory.*

Policy 6122 – Social Studies Religious Influence Class

Similarly, this new policy allows districts to offer elective social studies courses that, in part, include study of Hebrew Scripture as well as the Old and New Testament. *Adoption is recommended.*

Policy 6251 - Blind Students Independence, Training and Education

The modification of existing policy is the result of legislation designed to provide parents of visually impaired students with information and strategies to improve learning for visually impaired students who are not progressing satisfactorily. *Adoption is mandatory.*

Board Action

The Policies and Regulations may be voted upon with a single motion as follows or may be individually considered. If adopted as a whole, the motion is “I move to adopt the following Policies and Regulations.”

Policy 1425

Policy 2115 Regulation 4120

Policy 2200

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Policy 2240

Policy 2400

Policy 2760

Policy 2810
Policy 4120
Policy 4866
Policy 4867
Policy 6121
Policy 6122
Policy 6251

If you have any questions concerning these revisions or their implementation, feel free to call MCE staff members. My cell number is (314) 330-8903. For more information about MCE's policy service, visit our website at <http://www.moconed.com>.

Sincerely,

MISSOURI CONSULTANTS FOR EDUCATION, LLC

A handwritten signature in dark ink, appearing to read "Thomas Mickes", written in a cursive style.

Thomas A. Mickes

TAM/ndb

P 1425 School Volunteers

The District encourages participation of parents and citizens of the community to volunteer in the schools in order to serve as additional resources to the teachers and students.

Screened Volunteers

Individuals who assist our schools on an uncompensated basis and who may periodically be left alone with students are considered "screened volunteers" under state statute. These individuals, among other service providers, may volunteer to regularly assist in the school office or library; mentor or tutor students; coach or supervise student activities before or after school; or chaperone students on overnight trips. Prior to being left alone with students at school or school activities, screened volunteers must have a clear criminal records check from the State Highway Patrol and Federal Bureau of Investigation. The District will pay for the cost of obtaining such criminal records checks. Screened volunteers may have access to students' educational records where necessary and when supervised by a staff member.

Non-Screened Volunteers

Non-screened volunteers are those individuals who are not left alone with students at school or school activities. For these volunteers, the District will, with the volunteer's consent, obtain a criminal records check from local law enforcement prior to beginning volunteer service. The District will assume any costs in obtaining such records checks.

Application for Volunteer Service

All volunteers must complete an application for volunteer service and may be interviewed prior to beginning volunteer service. (Form 1425). The District serves the right to deny individual applicants where the best interests of the educational program are served.

Admission and Withdrawal

The admission and denial of admission of all students shall be under the direction of the Superintendent/Designee, subject to the approval of the Board of Education. All persons seeking admission to the District and its instructional programs must satisfactorily meet all residency, academic, age, immunization, health, safety and other eligibility prerequisites as established by Board policies, rules and regulations, and by law. Students entering the District will be required to present a birth certificate or some other acceptable proof of age along with proof of residency in the District, or a request for a waiver of the residency requirements unless the student is exempt from the residency requirements as set forth in District policies, rules and regulations and/or law.

Upon a request to enroll any student in the District, the Superintendent/Designee will request the student's previous school records along with any other relevant records as set forth in Regulation 2200 and state law. Any enrollment of a student prior to receipt of the student's previous discipline records will remain conditional until receipt of such records. A student will be allowed to attend school during conditional enrollment so long as the student does not violate the District's code of conduct or pose a threat of harm to students or employees of the District. (See Regulation 2200, Policy 2290, and Policy and Regulation 2664).

Students who are entering kindergarten or first grade are encouraged to pre-register in the spring prior to the fall semester in which they are to begin attendance.

The District will, prior to enrollment, require a state criminal history background check of open records for any person who is eighteen years or older, and (1) who is not counted by the District for average daily attendance; (2) if instruction takes place on District property during regular school hours; and (3) if such class contains students who are counted for purposes of state aid.

High School Students Residing in K-8 Districts

The District will admit high school students from approved K-8 Districts in its county or adjoining counties. The District shall charge the sending K-8 Districts tuition for each such student. The cost of tuition will be calculated by the District's Board of Education, but in no case will tuition exceed the amount spent for teachers' wages, incidental purposes, debt service, maintenance and replacements divided by the District's average daily pupil attendance. Disputes involving the tuition charged will be resolved by the State Board of Education. The sending districts are required to provide transportation provided the receiving District has been approved by the K-8 District of pupil's residence.

STUDENTS

Policy 2240
(Regulation 2240)

Admission and Withdrawal

Admission and Tuition - Nonresident Students

Nonresident students may be permitted to attend the District schools upon payment of tuition provided the student is not barred from enrollment by provisions of the Safe Schools Act. (See Policy 2664.) Tuition rates will be determined annually by the Board of Education on the basis of the per-pupil cost for the preceding year including operation, maintenance, and debt service of the schools.

Within two (2) business days of enrollment in the District by state officials of a nonresident student pursuant to state statute, the Superintendent/designee will request the student's transfer and discipline records from all schools or facilities previously attended and from other state agencies and entities involved in the placement of the student within the twenty-four (24) month period preceding enrollment. The Superintendent/designee is authorized to share relevant portions of such student's transfer and discipline records with District employees who, based upon their duties, have a need to know such information. Such records will be maintained in confidence for purposes of maintaining discipline and for assistance to the student. The student's transfer and discipline records will not be a part of the student's permanent record nor used as the sole basis for denying educational services to a pupil.

Admission of Residents from Unaccredited School Districts

In accordance with Missouri law and Board Regulation, the District will accept transfer students from school districts in its same or adjoining counties that are declared unaccredited by the state of Missouri.

Admission of Students Assigned to Residential Treatment Facilities

The District will provide educational services for students who are domiciled in another school district but have been lawfully placed in a residential treatment facility located in the District. Such students may reside within a residential treatment facility within the District because of:

- a) Placement arranged by or approved by the Department of Mental Health or the Department of Social Services.
- b) A physician's order due to a determination of medical necessity for a diagnosed mental illness.

For purposes of this Policy, the domicile of such students is the school district where the students would have been educated but for admission to a facility/program within the District.

The District will pay an amount equal to the average sum produced per student by the local tax effort of the District to the school district where the District domiciled students are placed for treatment for any period of placement exceeding three (3) days. The District will pay this sum directly to the school district within which the facility/program is located.

Where the District is the site of the residential facility program for a student domiciled elsewhere, the District will send a written voucher for payment to that school. If such voucher is not paid within ninety (90) days, the District will notify DESE. DESE is required to deduct the voucher sum from any state financial aid due to the domicile district. DESE will then forward the deducted voucher sum to the District.

In cases where the placement of a nonresident student under this Policy is in a publicly contracted residential facility, DESE shall pay the District the amount of per-pupil costs which exceed the amount received from the domiciliary district. Any other sums received by the District for serving such students will reduce the balance due.

Where a residential facility located within the District provide residence for three (3) or more students, whose domicile is not within the State of Missouri, such students may be admitted to District programs on a contractual basis between the District and appropriate agency in the domiciliary state. Such contracts will not place any financial burden on the District, its taxpayers or the State of Missouri.

STUDENTS

Student Educational Records

Policy 2400
(Regulation 2400)
(Form 2400)

A cumulative educational record shall be maintained for each student from his/her entrance into school through the last date of attendance or through graduation, whichever occurs first.

Each student's educational record will include information required by state and federal statutes, regulations or agencies and shall include other information considered necessary by school officials.

The District will comply with the mandates of the Family Educational Rights and Privacy Act (FERPA) and the Safe Schools Act regarding confidentiality of student records and disclosure of personally identifiable information.

The parents/guardians of students who are attending or have attended the District's schools have the right to inspect and review the educational records of their students and to request amendment of their students' educational records. The District has adopted procedures (Regulation 2400) for the granting of parental requests for access to the educational records of their students within a reasonable period of time, but in no case more than forty-five (45) days after the request is made.

All information contained in a student's educational record, except information designated as directory information by the District, shall be confidential and shall be directly accessible only to school officials who demonstrate a legitimate educational interest in the student's records and to parents/guardians or eligible students. A student's special education record is deemed a permanent record and shall be maintained as part of a student's cumulative scholastic record. This provision is applicable to an Individualized Education Program (IEP), an Individualized Family Service Plan (IFSP) and a 504 Plan. The District will not destroy a student's most recent special education record.

Upon request by military recruiters or an institution of higher learning, the District will provide students' names, addresses and telephone listings. Parents will be notified annually of their right to individually request that such information not be released without prior parental consent. Military recruiters will be provided the same access to students as is given to institutions of higher learning.

STUDENTS

Policy 2525
(Regulation 2525)

Student Academic Achievement

Graduation Requirements

The graduation requirements are set out in this policy.

The minimum graduation requirements are as follows:

Communication Arts	4 units
Social Studies	3 units
Mathematics	3 units
Science	3 units
Fine Arts	1 unit
Practical Arts	1 unit
Physical Education	1 unit
Health and Family Education	½ unit
Personal Finance	½ unit
Electives	7 units
Total	24 units

The District will accept courses offered through Missouri's K-12 Virtual Instructional Program (MoVIP) as units of credit meeting state and local graduation requirements provided however the quantity and quality of completed student works meets standards applicable to the District's traditional program. (See Policy Virtual Instruction Program).

Eligible students, as defined in Regulation 2525, may pursue a timely graduation from high school through the School Flex Program. Eligible students participating in the School Flex Program will be considered full-time students.

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STUDENTS

Student Welfare

Policy 2760
(Regulation 2760)
(Form 2760)

Students in Foster Care

The District is committed to ensuring and facilitating the proper educational placement, enrollment in school and checkout from school for foster children.

In order to facilitate this process and to serve as the educational liaison for District foster children, the District will designate [Select One: Director of Student Services, Counselor, etc.] to oversee and assess the District's foster care program.

The Board recognizes students in foster care experience movement in and out of the foster care system and from one home placement to another that may disrupt their education, and which may create barriers to academic success and on-time graduation. The District, in collaboration with state and local agencies, will work to minimize or eliminate educational barriers for students in foster care, particularly in enrollment, transfer of student records, and transportation to their school of origin, where appropriate. For purposes of this policy, "school of origin" is the school in which the student is enrolled at the time of placement in foster care. The District will, to the largest extent possible, ensure that a child in foster care enrolls or remains in his or her school of origin, unless a determination is made that remaining in the student's school of origin is not in the student's best interest.

In determining the student's best interest for purposes of this policy, the following factors will be considered:

1. Preference of the student;
2. Preference of the student's parent or educational decision-maker;
3. The student's attachment to the school, relationships with staff and peers;
4. Placement of the student's siblings;
5. Influence of the school climate on the student, including safety;
6. Availability and quality of the services in the school in meeting the student's educational and socioemotional needs;
7. History of school transfers and their impact;
8. Impact of the length of commute;
9. Whether the student has a disability under the IDEA or Section 504;
10. Whether student is an EL student receiving language services.

If the best interest determination is not completed within ten (10) days of a student being placed in an in-District foster care placement and where (a) the student, prior to foster care placement, was domiciled in another school district; (b) the distance between the student's foster care residential address within the District is more than ten (10) miles from the student's prior school building; or (c) the distance is more than fifteen (15) miles from the student's prior district, which is a special school district, then, the in-District placement will be considered to be in the student's best interest for the purposes of the required best interest determination.

A foster care child whose home placement is changed may remain enrolled and attend their school of origin or return to a previously attended school in an adjacent district. The District will accept for credit full or partial course work satisfactorily completed by a foster child while attending a public school, nonpublic school or non-sectarian school in compliance with District policies, regulations and practices.

If a child in foster care is absent from school due to a decision to change the placement of a pupil made by a court or child placing agency, or due to a verified court appearance or related court-ordered activity, the grades and credits of the pupil will be calculated as of the day the pupil left school and no reduction in grades will occur as a result of the pupil's absence under these circumstances.

If a foster care student transfers into the District prior to or during a school year, the District will initially honor the placement of the student in educational courses and programs based on the student's prior enrollment or educational assessments; will provide comparable services to transferring foster care students with disabilities based on the student's current IEP; and will make reasonable accommodations and modifications to address the needs of a student with disabilities, subject to an existing 504 or Title II Plan in order to provide equal access to education. The District will conduct evaluations, where necessary, to ensure proper placement and services.

The District will waive specific courses required for graduation if similar course work has been satisfactorily completed at another school. Similarly, the District may waive prerequisites for placement in a District course or program based upon courses taken at a prior school. If a waiver is denied for reasonable justifications, the District will provide an alternative means of acquiring the required course work so that graduation may occur on time. If foster care students who transfer at the beginning of their senior year or during their senior year are deemed ineligible to graduate after all alternatives have been considered, the sending District and this District will ensure that a qualified student who satisfied graduation requirements of the sending school, will receive a diploma from the sending school.

Students in foster care who have completed the graduation requirements of the District while under juvenile court jurisdiction will receive a diploma in the same manner as other District students.

Transportation

Some students in foster care who are residents of the District may need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for such students, the District will collaborate with the state and/or local child welfare agencies to ensure that transportation for such students is arranged, provided, and funded. If there are additional costs incurred in providing transportation to the school of origin, the District will provide such transportation if:

- a) The local child welfare agency agrees to reimburse the District for such costs;
- b) The District elects to pay the costs; or
- c) The District and the local child welfare agency agree to share the cost.

Dispute Resolution

In the event that a caregiver or education decision-maker disputes a District decision regarding the best interest or the provision of other educationally related services for a student in foster care, the caregiver or education decision-maker may use the District's dispute resolution procedure.

During the pendency of the dispute resolution, the student shall remain in his or her school of origin in order to minimize disruptions and to reduce the number of moves between schools. Similarly, students attending their school of origin are entitled to continue to receive transportation during the appeal.

In the event of such dispute, the District will inform the educational decision-maker or parent of their right to appeal the Best Interest Determination in a language and format reasonably calculated to inform the parent/educational decision-maker of their rights. They will also be provided with the following:

1. Contact information for the District's foster care point of contact.
2. An explanation of the Best Interest Determination.
3. A step-by-step description of how to appeal the Best Interest Determination at Level I.
4. A statement advising that the student will remain in the school of origin, receiving all appropriate educational services during the pendency of the appeal.
5. Timelines for dispute resolution at each level.
6. Notice of rights to appeal to DESE if the parent/educational decision-maker is not satisfied of the level decision.

Level I

In order to appeal from the Best Interest Determination, a parent/educational decision-maker must submit their appeal in writing. This writing must contain the following:

1. The school in which enrollment is sought.
2. The basis for seeking enrollment.
3. The requesting parent/educational decision-maker's name and contact information.

If the appeal is submitted by email, the subject line should provide "Foster Care Appeal."

The appeal letter must be submitted within ten (10) weekdays of receiving the District's notice of the right to appeal the decision. Failure to timely submit an appeal letter may result in dismissal of the appeal.

The Superintendent/designee will arrange for a personal conference with the parent/educational decision-maker, the student where appropriate, and the student's case manager or point of contact. Prior to the meeting, the Superintendent will have reviewed the documentation from the Best Interest Determination meeting. The conference will be arranged within ten (10) days of receipt of the appeal letter and will be conducted as soon as practicable.

Within five (5) days of the conference, the Superintendent/designee will inform the parent/educational decision-maker as well as other parties attending the meeting of the Superintendent/designee's decision. The decision will be communicated in writing. The written decision will include the following:

1. Copy of the complete Level I appeal packet (appeal, Best Interest documents, notices, and decision).
2. The decision and an explanation of the decision.
3. Directions concerning the procedure to appeal the decision to Level II, including the DESE foster care point of contact, including that individual's name, phone number and email address.

Level II

If the parent/educational decision-maker disagrees with the Level I decision, they may submit a written and dated appeal letter headed "Foster Child Appeal" which must include:

1. The school in which enrollment is sought and the basis for seeking such enrollment.
2. The parent/educational decision-maker's name and contact information.
3. Best Interest Determination notes and reports.
4. Copy of the Level I appeal letter.
5. Copy of the District's Level I decision.

The appeal letter must be submitted to the DESE contact person and the District's Superintendent within five (5) days of receipt of the Level I decision. The District will have five (5) days from receipt of the Level II appeal letter to submit its response, which will be headed "Foster Child Appeal." Documents submitted after the stated deadline will not be considered.

The State's decision will be made by a three-person panel including the DESE foster care point of contact, an additional DESE representative, and a representative of the state child welfare agency. The panel will make its decision within thirty (30) days of receipt of the Level II appeal letter. The DESE foster care point of contact will send the written decision to the parent/educational decision-maker and the Superintendent. The decision will include:

1. Copy of the Level II packet.
2. The decision and its explanation.

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STUDENTS

Policy 2810

Student Services

Counseling Services

The District is committed fully to implement a counseling program that supports the academic, career, and personal/social development of all students, leading District students to successful transitions into post-secondary education and into the workforce. The District's counseling program is implemented with the services of fully certified school counselors supported by teachers, administrators, parents and students. The District counseling program is designed and implemented in a manner to be consistent with the standards of the Missouri Comprehensive Counseling Program.

The content of the District's program, consistent with the Missouri Comprehensive Counseling Program, is divided into three broad areas as follows:

Academic Development (ACAD)

1. Students will apply skills needed for achievement in school, both cognitive and affective.
2. Students will utilize skills necessary to successfully transition between educational levels.
3. Individual student learning plans will be developed and monitored throughout the students' District learning experience.
4. IEP committees may recommend that individual student learning plans be waived for specific students with a disability.

Career Development

1. Students will achieve life career goals through the consistent application of career exploration and planning skills.
2. Students will identify and locate information relevant to the "World of Work" and post-secondary training/education.
3. Students will achieve on-the-job success through the application of employment readiness skills.

Personal/Social Development

1. Students will achieve an understanding of themselves as individuals and as members of diverse local and global communities.
2. Students will interact with others in ways that manifest respect for individual and group differences.
3. Students will learn to apply personal safety skills and coping strategies.

Identification of Critical Workforce Needs and Shortages

1. Students will be given workforce needs and shortages information that will support students' career pathway decisions prepared by the State Board of Education and the Department of Economic Development by November 1 of each school year.
2. Information received through collaboration between the State Board and the Department of Economic Development will be disseminated to students by November 1 of each school year.

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PERSONNEL SERVICES

Policy 4120
(Regulation 4120)
(Form 4120)

Employment

Employment Procedures

The Board of Education, upon recommendation of the Superintendent, votes on the employment of all staff members. In approving applicants the Board will be guided by the desire to obtain individuals committed to providing the highest quality education for the District's students. For Title I staff qualifications and hiring, refer to Policy and Regulation 1621 – Title I.

No person will be employed by the Board until the District obtains a clear criminal records check and a clear check of the DHSS Family Care Safety Registry. Additionally, and prior to offering employment to any teacher who had previously been employed by a Missouri school district or charter school, the Superintendent/designee shall obtain from the Department of Elementary and Secondary Education the identity of the school district or charter school that had previously employed the applicant. The District will contact the former employer to determine if such applicant had been terminated or resigned in lieu of termination; or against whom allegations of sexual misconduct had been substantiated by the Children's Division.

All persons employed by outside vendors/contractors who will have contact with students will be required to successfully undergo a criminal records and a clear check of the Child Abuse/Neglect Registry prior to contact with students. Such background checks will be performed at the vendors/contractors' expense and will, upon request, be shared with the District. All finalists for an employment position will be required to sign a release of liability authorizing prior employers, including school districts, to furnish any information about the applicant and the applicant's work performance, including but not limited to discipline records and performance evaluations. The administration may also conduct random background checks after employment. Failure to check references and prior employment for new hires prior to their start date may result in disciplinary action up to and including suspension without pay.

The District will participate in the Missouri Rap Back Program. In doing so, the District will comply with all procedures issued by the Missouri State Highway Patrol and the Federal Bureau of Investigations regarding the Missouri and National Rap Back Program. As a result, the District will be notified by the Highway Patrol when a new arrest has been reported of a District employee. The District will then request the individual's updated criminal record history.

As part of the criminal records check, any person employed after January 1, 2005, shall submit two sets of fingerprints to be used by the Missouri Highway Patrol and the Federal Bureau of Investigation. The fingerprints shall be collected pursuant to standards determined by the Missouri Highway Patrol. All District employees who are authorized to access the Missouri Automated Criminal History Site (MACHS) will only use such criminal history information for purposes of verifying qualifications for employment. The District will not create copies of the

criminal record for employment record purposes and will not disseminate the record, except as permitted by law.

The District will designate a full-time employee, who will be fully trained in the Missouri Highway Patrol's automated criminal history site (MACHS), to serve as the District Local Agency Security Officer (LASO). The District's LASO Security Officer will be responsible for implementation and oversight of the District's Use of MACHS for all applicants. Any employee who attempts to access MACHS without authorization, improperly disseminates an applicant's criminal history record or facilitates unauthorized access to MACHS, will be subject to disciplinary action up to and including termination. Such improper use of the MACHS system constitutes an "incident" requiring reporting. Immediately upon knowledge of an "incident," the District's Local Agency Security Officer (LASO) will be notified, in writing, describing the "incident." The LASO Officer will then notify the Missouri Highway Patrol with the details of the "incident."

All vacancies should be posted for a minimum of ten (10) school days before the Superintendent may recommend a qualified applicant to the Board for employment. In an emergency situation the Superintendent may temporarily employ an applicant prior to the expiration of the posting. The temporary applicant may be considered along with other applicants for the position after the ten days. However, in order to hire a Board member's spouse, the position must have been posted for a minimum of ten (10) days. (Refer to Policy 0342 – Nepotism, Conflict of Interest and Financial Disclosure.)

The Superintendent or his designee is the person who shall respond to requests from potential employers for information regarding a former District employee. The information the District should provide is title, position, length of employment, whether the employee was terminated or resigned, and whether the District would re-hire the employee.

Additionally, when requests for information from any public school regarding a former employee against whom allegations of sexual misconduct involving a student have resulted in a determination by the Board of an actual violation of sexual misconduct pursuant to Board Policy; a resignation in lieu of termination; or allegations of sexual misconduct that have been substantiated by Children's Division, the Superintendent or his designee shall disclose to the requesting school the allegations of sexual misconduct and the findings of a Children's Division investigation.

Any school district employee who is permitted to respond to requests for information, acting in good faith, who reports authorized information, as provided in this policy or, who, in good faith, reports alleged sexual misconduct on the part of a District employee, will not be disciplined or discriminated against because of such report.

This foregoing policy is intended to comply with the Amy Hestir Student Protection Act, Senate Bill 54, including section 162.068 RSMo. The District shall provide notice of this policy to all

current employees and to all potential employers who contact the District regarding the possible employment of a District employee.

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Staff Welfare

Pregnancy, Childbirth Anti-Discrimination

The District is committed to eliminating discrimination and to promoting women's health and economic security for employees or applicants whose ability to perform the functions of their job are limited by pregnancy, childbirth, or a related medical condition. In order to implement this Policy, the Board of Education will not permit the following:

1. Failure to make reasonable accommodations of the known limitation of a qualified employee or applicant related to pregnancy, childbirth, or related medical condition, unless such accommodation would impose an undue hardship on the operation of a District school or of the District.
2. Require a qualified employee or applicant, under this Policy, to accept an accommodation other than a reasonable accommodation arrived at through the interactive process between the employee or applicant and her supervisor.
3. Deny employment opportunities to a qualified employee or applicant if the denial is based upon the need to make reasonable accommodations to such employee or applicant.
4. Require a qualified employee or applicant to take a leave of absence, paid or unpaid, if another reasonable accommodation can be provided.
5. Take adverse action against a qualified employee/applicant's terms, conditions, or privileges of employment.
6. Retaliation against a qualified employee or applicant for exercising their rights.

A qualified employee means an employee or applicant whose ability to perform the job because of pregnancy, childbirth or related medical condition is adversely affected but who can perform the essential functions of the employment position with or without reasonable accommodation. However, a qualified employee or applicant remains qualified even if:

1. The inability to perform the job is for a temporary period.
2. The essential function could be performed in the near future.
3. The inability to perform the essential function can be reasonably accommodated.

A reasonable accommodation is any change in the way in which the job is performed by the employee/applicant which allows them to perform the essential functions of their job. The need for reasonable accommodation under this Policy is considered to have been communicated to the District, if the qualified employee/applicant or their representative so advises the District through one of its supervising employees. The District will arrive at a reasonable accommodation through a mutual discussion of job modifications, known as "the interactive process between the employee/applicant and their supervisor." Use of the required interactive process may mean, but not necessarily mean, that the employee/applicant receives their preferred accommodation.

Staff Welfare

Lactation Accommodation

Prior to July 1, 2022, the District will provide facilities to accommodate lactating employees and students in each school building within the District. These facilities will permit students and employees to express breast milk, breastfeed a child, and to address other needs relating to breastfeeding.

Implementation of this policy will provide a minimum of three opportunities during the school day, at intervals agreed upon by the building principal, and the individual to accommodate the affected individual's needs to express breast milk or breastfeed a child. Affected individuals may utilize the facilities for a period of at least one year following birth of the employee's or student's child. The District may permit this accommodation for longer than the one-year period.

The space in each school building for implementation of this policy will be in the form of a room, other than a restroom for the exclusive use of women to express breastmilk or breastfeed a child. This room will be in close proximity to a sink with running water and a refrigerator for breastmilk storage and will have at a minimum the following features:

1. Ventilation and a door that may be locked for privacy.
2. A Work surface and a chair; and
3. Conveniently placed electrical outlets.

Time spent by a non-exempt lactating employee exercising their rights under this Policy is considered work time for purposes of minimum wage and overtime pay.

INSTRUCTIONAL SERVICES

Policy 6121

Curriculum Services

Holocaust Education

Holocaust education will be taught during a week designated by the District. Such instructional program will include age-appropriate instruction to students from grades 6-12. Holocaust Instruction will include:

- a) Provision of a historical understanding of the Holocaust;
- b) Provision of context for discussion of how and why the Holocaust occurred;
- c) Use of materials developed and supported by the Holocaust Education Awareness Commission, the United States Holocaust Memorial Mission, the St. Louis Kaplan Holocaust Museum, and by the Department of Elementary and Secondary Education ("DESE").

For purposes of this Policy, "Holocaust" is defined as the systemic state-sponsored persecution and murder of six million Jews by the Nazi regime and its allies and collaborators during the period from 1933 through 1945. The District recognizes the second week of April as "Holocaust Education Week."

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INSTRUCTIONAL SERVICES

Policy 6122

Curriculum Services

Social Studies Religious Influence Class

The District may offer elective social studies courses exploring the historical influences of Hebrew Scripture, the Old Testament or the New Testament among other texts.

The purpose of a course under this policy is to:

- a) Teach students the biblical content, characters, poetry and narratives that are necessary to understand contemporary society, culture, art, music, mores, oratory and public policy; and
- b) Familiarize students with:
 - The contents of Hebrew Scripture, New Testament, or Old Testament.
 - The history of the Hebrew Scripture, New Testament, or Old Testament.
 - The literary style and structure of the Hebrew Scripture, New Testament and Old Testament.
 - The influence of the Hebrew Scripture, New Testament or Old Testament on law, history, government, literature, art, music, customs, mores, value and culture.

A course offered under this Policy will not endorse, favor, promote, disfavor, or show hostility toward any particular religion or religious faith or religious perspective. Students enrolling in such courses will not be required to use a specific translation of Hebrew Scriptures, New Testament or Old Testament. Rather, enrolling students may use as the basis textbook a different translation of any of the historical books that is different from the text chosen by the District.

In offering this course(s), the District will follow applicable law as well as all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions and perspectives of students in the school.

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INSTRUCTIONAL SERVICES

Policy 6251
(Regulation 6251)

Instruction

Blind Students Independence, Training and Education

Each blind or visually impaired student will receive instruction in Braille reading and writing as part of the student's Individualized Education Program (IEP) or Individualized Family Support Plan (IFSP) unless the IEP or IFSP team determines, based on the student's skills, needs and whether the student requires Braille instruction. If a student who is deaf or hard of hearing does not demonstrate progress in expressive and receptive language skills, as measured by one of the education tools or assessments selected by the Department of Elementary and Secondary Education (DESE) or by the existing instrument used to assess the development of students with disabilities under federal law, the student's IEP or IFSP team will explain to the student's parents/guardians the reasons the student is not progressing toward or meeting the language developmental milestones and will recommend strategies, services and programs that will be provided to assist with the student's success toward English literacy.

No student will be denied instruction in Braille reading and writing solely because the student has some vision. During the evaluation process, consideration shall be given regarding appropriate Braille instruction based on a potential vision loss due to a degenerative medical diagnosis.

For purposes of this Policy/Regulation, the following terms and definitions are applicable:

1. "Accessible assistive technology device," an assistive technology device, as defined in 20 U.S.C. Section 55 1401, as amended, that provides blind or visually impaired students the benefits of an educational program in an equally effective and integrated manner as that provided to nondisabled students.
2. "Adequate instruction," the quality teaching of blind or visually impaired students, as it pertains to general education and necessary blindness skills, in alignment with the U.S. Department of Education's definition of free appropriate public education, as defined in 20 U.S.C. Section 1401, as amended.
3. "Blind or visually impaired student":
 - a) A student who:
 - i. Has an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP), as such terms are defined in 20 U.S.C. Section 1401, as amended, or a 504-plan created under Section 504 of the Federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended; and
 - ii. Is identified as having the disability of "visual impairment (including blindness)" within the definition of "child with a disability" in 20 U.S.C. Section 1401, as amended; or

- b) An individual who is deaf-blind under the Federal Individuals with Disabilities Education Act (IDEA), as amended, or other federal law.
4. "Braille", the system of reading and writing through touch.
 5. "Expanded core curriculum," a disability-specific curriculum that compensates for vision loss, is foundational to all other learning, and that covers the nine essential areas of compensatory access, sensory efficiency, assistive technology, orientation and mobility, social interaction, recreation and leisure, independent living, self-determination, and career education.
 6. "Grade level instruction," instruction that aligns with state-designated content standards and curricula for students of the same age or level of maturity, based on the development of intellectual, emotional, physical, and behavioral capacity that is typical for the student's age or age group.
 7. "Local educational agency" or "LEA," the same definition as in 20 U.S.C. Section 1401, as amended.
 8. "Nonvisual access," the ability of a blind or visually impaired student to use all functions of a device, without using the student's vision, in an equally effective, equally integrated manner and with equivalent ease of use as the student's sighted peers.
 9. "Nonvisual skills," skills that are taught in such a way that the student does not need to use any vision.
 10. "State educational agency," the same definition as in 20 U.S.C. Section 1401, as amended.

STUDENTS

Regulation 2240

Admission and Withdrawal

Admission and Tuition - Non-Resident Students

The following students who are not residents of the District may enroll without payment of tuition:

1. Orphaned children or children with only one living parent.
2. Children whose parents/guardians do not contribute to the support of the child.
3. Children who participate in an American Field Service or similar foreign exchange program subject to District approval and provided that the student resides in the home of a District resident.
4. Children whose parent/guardian owns real property within the District, but who reside outside of District boundaries. Such children may attend school upon payment of tuition, which will be reduced by the amount of real estate tax paid by the child's parent/ guardian for School District purposes.

Beginning with the 2023-24 school year, any current owner of residential real property or agricultural real property or the beneficiary of a trust owning such property who pays a school tax to the District but who resides in another school district may send up to four (4) of such owner's children to District schools without payment of tuition provided:

- a) The residential real property does not include a multi-family property which exceed four units.
- b) The owner must reside in the County in which the District resides.
- c) Owner provides proof of the payment of at least Two Thousand Dollars (\$2,000.00) in school taxes to the District for not less than the immediately preceding four (4) consecutive years.
- d) Owner has owned the real property located in the District for not less than the preceding four years prior to application.
- e) Owner provides 30 days written notice of their intent to enroll children in the District.

The District will not be responsible for providing transportation for such children. Such students will be counted of the District's ADA under Chapter 163.

5. Children whose parents/guardians own and reside upon property at least eighty (80) acres of which are used for agricultural purposes, provided at least thirty-five percent (35%) of the property is within the District.

6. Inter-district desegregation students.
7. Students of District teachers or regular District employees.
8. Homeless students.
9. Wards of the state.
10. Students placed in a residential care facility.
11. Students attending regional or cooperative alternative education programs.
12. Non-domiciliary students placed for treatment at a facility/program within the District. See Policy 2240 – Admission and Tuition – Non-Resident Students.

The administration may investigate the eligibility of children attending schools under the provisions of this regulation.

Admission of Students from Unaccredited School Districts

The District will accept students seeking to transfer enrollment from a school district in the same or adjoining county that has been declared unaccredited by the State of Missouri in accordance with the following guidelines:

Tuition

The Board of Education of the school district that has been declared unaccredited will be responsible for payment of tuition to the District for each transfer student(s) accepted under this policy. The rate of tuition will be calculated in accordance with the District's per pupil cost, calculated in accordance with Missouri Revised Statute §167.131. Tuition from the transferring school district must be received by the beginning of each semester.

Applications for Enrollment

Parents or legal guardians seeking to transfer the enrollment of their child(ren) to the District in accordance with this policy, must be a resident of a school district that has been declared unaccredited. The term "resident" will be interpreted in accordance with Missouri law. Upon a request for transfer to the District pursuant to this policy, the District has the right to seek information verifying the student's residency status in the unaccredited district.

Parents or legal guardians seeking to transfer enrollment to the District must send notification to their school district of residence and the District of their intent to enroll their child(ren).

Applications for enrollment for the 2013-2014 school year must be received in the District's Central Office by August 1st and by February 1st of each year thereafter.

Parents or legal guardians seeking enrollment in the District pursuant to this policy will be required to complete District enrollment forms and provide information related to residency, academic, age, immunization, health, student discipline status, and other eligibility prerequisites as established by Board policies, rules and regulations, and by state law. Students will not be permitted to enroll in the District pursuant to this policy if the student has been convicted or charged with any offense outlined in the Missouri Safe Schools Act, §167.171 RSMo.

Applications for enrollment will be considered in order of receipt by the District's Central Office. The District will give preference to siblings of current transfer students already attending the District. Nonresident students from unaccredited schools may be permitted to attend the District based upon District capacity and availability of space in student grade level. Availability is based upon District class size and student-teacher ratios. Based upon an average class size at grade level for the previous five years, the acceptable average class size for the District at grade level is:

- | | |
|----------------|-------|
| - Kindergarten | 18-20 |
| - Grades 1-2 | 20-22 |
| - Grades 3-5 | 23-25 |
| - Grades 5-8 | 20-25 |
| - Grades 9-12 | 20-25 |

(The exact class size will vary from district to district).

School placement will be determined solely at the Superintendent or his/her designee's discretion.

Transportation

The District is not responsible for transportation of students enrolling from an unaccredited school district. If the unaccredited school district has selected the District as a school district to which it will provide transportation, it is the responsibility of the parent or legal guardian to make transportation arrangements with their home school district.

Activities

As provided, regulations of the Missouri State High School Activities Association (MSHSAA) students transferring from an unaccredited high school pursuant to §167.241 are eligible to participate in interscholastic MSHSAA activities sponsored by the receiving District. However, the District will not provide transportation to student transfers related to activity practice.

Reaccreditation

If the unaccredited school district where a student resides regains its accreditation, the student may remain in the District only until the end of the current school year, subject to the payment of tuition by the unaccredited school district.

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PERSONNEL SERVICES

Regulation 4120
(Form 4120)

Employment

Employment Procedures

Certificated Staff

All staff members shall be appointed by the Board only upon recommendation of the Superintendent. Should a person nominated by the Superintendent be rejected by the Board, it shall be the Superintendent's duty to make another nomination.

The Superintendent shall ensure that all persons nominated for employment meet certification requirements and the qualifications established for the particular position.

Interviewing and selection procedures shall assure that the principal or other administrator to be directly responsible for the work of the staff member has, to the extent possible, an opportunity to aid in his/her selection; however, the final selection shall be made or approved by the Superintendent.

All candidates shall be considered on the basis of their merits and qualifications and the needs of the school system. In each instance the Superintendent and others playing a role in the selection shall seek to hire the best-qualified person for the job. No person shall on the basis of sex, race, religion, national origin, marital status, age or disability that will not impair performance be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment for recruitment, consideration, or selection, therefore, whether full-time or part-time, certificated or noncertificated, under any educational program or activity operated by the District.

To teach in the public schools of Missouri, the teacher must possess an appropriate and valid teaching certificate. The laws state specifically that the teacher must not assume that a portion of the school year can be taught before obtaining a certificate, because the certificate must be in force for the full time for which the contract is effective, beginning the first day of school. If the teacher does not already have a teacher's certificate or has not made arrangements to secure it, he/she should contact the office of the Superintendent/designee at once to make such arrangements. This certificate, along with official copies of transcripts showing all college hours and degrees must be kept on file with this office. If the certificate or letter of intent from the State Department is not on file, no salary payments will be made.

Retired Certificated Teachers-Critical Shortage

If the District itself determines that it has a critical shortage of teachers, the District may employ retired teachers who are currently receiving PSRS retirement benefits. Retired teachers employed under this subsection will not lose these retirement benefits and may teach under this program for up to four (4) years. The exact number of retired certificated teachers that may be employed at any one time as a result of the critical shortage is the greater of 1% of the total of teachers and noncertificated staff or five (5) teachers, whichever is greater.

In determining whether the District has a critical shortage of certificated teachers, the District will:

1. Make a good faith effort to recruit certificated teachers;
2. Post vacancies for at least one month;
3. Not have offered an early retirement incentive program (ERIP) in either of the two preceding years;
4. Solicit applications through the media and through teacher preparation programs;
5. Determine that there is an insufficient number of eligible applicants; and
6. Declare a critical shortage of certificated teachers for one year.

Retired Non-Certificated Employees – Critical Shortage

If the District determines that it has a critical shortage, the District may employ retired noncertificated employees who are receiving non-teacher retirement benefits for up to four (4) years. Retired persons employed under this subsection will not incur a reduction of retirement benefits during such employment. The total number of such retired noncertificated at any one time will be determined by calculating 10% of the total noncertified staff or five (5) employees, whichever is lesser. The procedures for determining a critical shortage shall utilize the six criteria set forth in the preceding paragraph. However, the determination of critical shortage must be made for each of the groups of retired employees.

Support Staff

Letters of employment for support staff are issued as soon as feasible after salary schedule and terms have been approved by the Board. Since full-time employees begin their year on July 1, the target date for issuance of letters of employment is as close to the beginning of the fiscal year as possible.

The work year for support staff personnel will be set by the Board based on classification and responsibilities.

Support staff employees will be paid on the Board-approved salary schedule.

Immigration Reform and Control Act

The federal Immigration Reform and Control Act requires all employers to hire only American citizens and aliens who are authorized to work in the United States in order to preserve jobs for those who are legally entitled to them. The District will implement the following procedures to assure compliance with the law:

1. Any employee hired after November 6, 1986, will complete an Eligibility Verification Form (Form I-9), and will produce documents that will establish his/her identity and eligibility to work. (Form I-9 contains a list of documents that will fulfill this requirement.)
2. The District will retain an individual's Form I-9 for three years after the date of hire or one year after the individual is terminated, whichever is later.
3. The form may be reviewed by the Department of Homeland Security (DHS) and potentially by other federal agencies. In order to minimize potential intrusion, Eligibility Verification Forms will be maintained separately from the employee's personnel files as stipulated in Policy 4860.

For further information concerning the procedures surrounding the Form I-9 or the District's obligations under the Act, consult the District office responsible for personnel matters.

Missouri Automated Criminal History Site (MACHS)

Applicants whose fingerprints have been taken as part of the MACHS criminal record check, as required by the District, are entitled to the following rights:

1. Notification that the applicant's fingerprints will be used to check the criminal history records of the FBI.
2. If the applicant is determined to have a criminal record, he/she will be provided with an opportunity to challenge the report.
3. Applicants determined to have a criminal history record will be advised of the procedure for obtaining a change, correction or update within Title 28 Code of Federal Regulation.
4. If the applicant has a criminal record history, the applicant will be given a reasonable amount of time to correct the record before employment is denied because of the criminal history.

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Nell Holcomb R-IV School District NALOXONE ADMINISTRATION PROTOCOL

RECOGNIZE

Observe student for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on :

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of student
- Nearby medications, illicit drugs or drug paraphernalia

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, no breathing or shallow breathing
Appears sleepy, nodding off	Deep snoring or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking or sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

RESPOND

Immediately call for help

- Call for help -911

RESPOND - Immediately call for help (continued):


- Assess breathing: Perform rescue breathing if needed.
 - Place student on their back
 - Tilt the chin up to open the airway
 - Check to see if there is anything in the mouth blocking the airway such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - Remove if present
 - If using a mask, place and hold mask over mouth and nose
 - If not using a mask, pinch the nose with one hand and place your mouth over the student's mouth
 - Give 2 even, regular-sized breaths
 - Blow enough air into the lungs to make the chest rise
 - If using a mask and the chest does not rise, tilt the head back more and make sure the seal around the mouth and nose is secure
 - If not using a mask and the chest does not rise, tilt the head back more and make sure you are pinching the nose
 - Breathe again. Give one breath every 5 seconds.

REVERSE

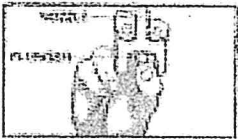
Administer naloxone (Narcan) via intranasal:

Tilt head back and give spray (4mg) into one nostril. If additional doses are needed, give in the other nostril.

Remove NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.




Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.




Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.



REVERSE - Administer naloxone (Narcan) via intranasal (continued):

- May repeat in 2 minutes if no response from initial dose
- Place victim in recovery position (lying on their side)
- Stay with the student until help arrives
- Seize all illegal and/or non-prescribed opioid narcotics found on the victim and process in accordance with school district protocols

Note: Using naloxone in students who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness, irritability, body aches, diarrhea, increased heart rate, fever, runny nose, sneezing, goosebumps, sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER

- Have the victim transported to nearest medical facility, even if symptoms improve •
Contact parent/guardian per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations



Nell Holcomb R-IV School District NALOXONE ADMINISTRATION REPORT

Intranasal naloxone (Narcan) administration to reverse the effects of opioid overdose.
Protocol was implemented as follows:

Date: _____ School: _____
Student Name _____ Sex: M/F Grade: _____
Guardian #1: _____ Phone: _____
Guardian #2: _____ Phone: _____

Signs of Overdose Present:

- ☐ Blue Lips
- ☐ Slow breathing
- ☐ Shallow breathing
- ☐ Unresponsive
- ☐ Weak pulse

- ☐ Slow pulse
- ☐ Other(specify): _____

Suspected Drug for Overdose (check all that apply):

- ☐ Heroin
- ☐ Benzos/Barbiturates
- ☐ Cocaine/Crack
- ☐ Alcohol
- ☐ Methadone

- ☐ Suboxone
- ☐ Don't Know
- ☐ Other(specify): _____

Location student was found: _____
Time Narcan administered: _____ am/pm
Narcan lot #: _____ Expiration date: _____
911 notified: _____ am/pm
School Administrator notified: _____ am/pm
Name of guardian notified: _____ Time: _____ am/pm

Describe response to Narcan prior to transport:

Heart Rate: _____ Time: _____ O2 Saturation: _____ % Time: _____ Resp. Rate: _____
Time: _____ Blood Pressure: _____ / _____ Time: _____
Physical complaints: _____

Narcan repeated by School Nurse:

- ☐ Yes - time _____
- ☐ No

Narcan repeated by EMS:

- ☐ Yes - time _____
- ☐ No

Student transported to (Hospital): _____
Name (print): _____ Title: _____
Signature: _____ Date: _____



Nell Holcomb R-IV School

6547 State Highway 177 • Cape Girardeau, MO 63701
(573)334-3644 • Fax (573)334-9552

BLEAU DECKERD, SUPERINTENDENT
MIKE WORTMANN, PRINCIPAL

Head Lice Policy/Protocol

- If head lice are discovered on a student, the parents or emergency contact will be called and the student will be sent home. The student should not return to school until effective treatment is given.
- After treatment, the student must be examined by the school nurse prior to returning to the classroom. If there is no evidence of head lice, the student will be permitted to return to the classroom. If nits remain, it is up to the discretion of the school nurse to determine whether the student will be permitted to return to school.
- After being readmitted to school, the student will randomly be examined by the school nurse to check for re-infestation.
- When head lice/nits are discovered on a student, all Nell Holcomb R-4 school-age siblings of the affected student will also be checked for head lice.
- If there are more than two children showing signs/symptoms of head lice in a classroom, the school nurse will determine the need for and efficacy of screening the entire classroom. The nurse may send a letter to notify the other children's parents that head lice has been found in their child's classroom, so they may watch for signs of infestation as well.



Nell Holcomb R-IV School

6547 State Highway 177 • Cape Girardeau, MO 63701
(573)334-3644 • Fax (573)334-9552

BLEAU DECKERD, SUPERINTENDENT
MIKE WORTMANN, PRINCIPAL

School Bus Seizure Protocol

For a student with known epilepsy/seizure disorder:

A copy of the student's Action Plan should be on the bus.

Safely pull over the bus and come to a complete stop, notify the School Office to contact parent/guardian, refer to the action plan/provide first aid, and contact EMS.

For an isolated seizure (no known epilepsy/seizure disorder):

Safely pull over the bus and come to a complete stop, notify the School Office to contact parent/guardian, provide first aid, and contact EMS.



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Bleau Deckerd, Superintendent Mike Wortmann, Principal

September 19, 2023

Beginning Wednesday, September 20, 2023 the Nell Holcomb Covid Policy will include the following:

1. Students and/or staff who test positive for Covid-19 shall be excused from school per instructions from Nurse Graham or your physician. For a positive Covid case, students and staff will be asked to remain home for 5 days (Day one is the first day of symptoms) and they may return to school on Day six on the following conditions:
 - Symptoms should be improving
 - No new symptoms developing
 - Must be 24 hours fever, vomiting, and diarrhea free
2. Masks will remain optional and the choice of the parents

If you have any questions or concerns, please do not hesitate to contact Mr. Deckerd or Nurse Graham at 573-334-3644.

Thank you for your continued support!

Mr. Bleau Deckerd: Superintendent
Nell Holcomb R-IV