



Agenda
Regular Session Meeting
Sedalia School District #200
Monday, November 23, 2020 6:30 p.m.
Smith-Cotton High School
Heckart Performing Arts Center

Call to Order

1.1 Call to Order

Info

Recognitions and Presentations

2.1 Public and Staff Comments

Info

2.2 Sedalia School District Foundation

Info

2.3 Sedalia Community Educators Association

Info

2.4 Approval of November 23, 2020 Agenda

Action

Consent Agenda

3.1 Minutes for Monthly Business Meeting October 26, 2020

Action

3.2 Minutes for Business Meeting November 16, 2020

Action

3.3 Treasurer's Report

Action

3.4 Payment of Bills

Action

3.5 Foundry 324 Events, L.L.C.

Action

3.6 Great Circle Academy Agreement 2020-21 Tom Butterfield Campus

Action

3.7 Missouri Rural Services Workers' Compensation Insurance Trust Membership Agreement

Action

Decision Unfinished Business

4.1 Substitute Teacher Pay

Action

Decision

5.1 Board Candidate Filing

Action

5.2 Early Childhood Special Education and Title I Preschool Assessment and Evaluation

Action

5.3 Parents As Teacher (PAT) Assessment and Evaluation

Action

5.4 Board Meeting Schedule

Action

Discussion

6.1 MCE Policy Updates August 2019

Info

6.2 MCE Policy Updates October 2020

Info

6.3 Smith-Cotton Virtual Learning Platform

Info

6.4 Smith-Cotton Graduating Seniors Academic Distinction

Info

6.5 Education and Career Planning Guide Changes 2021-2022

Info

6.6 COVID-19 Update

Info

Information

7.1 Building Quarterly Reports

Info

7.2 Dr. and Mrs. David Howe's Donation

Info



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Adjournment

8.1 Adjournment to Closed Session

Action

Notice of Closed Meeting

Monday, November 23, 2020 immediately following the adjournment of Regular Session. Notice hereby given that the Sedalia School District #200 having duly voted to close its meeting, pursuant to Section 610.021 (1) Legal Actions, (3) Personnel, (6) Scholastic, (13) Protected Records, (14) Records Protected from Disclosure by Law, (18) Operational Guidelines, and (19) Existing or Proposed Security of the Missouri Statutes.

Upcoming Meetings If Motion is Passed to Change the December 21st Meeting to December 14th

December 14, 2020 – Regular Board Meeting, 6:30 p.m. at Smith-Cotton High School, Heckart Performing Arts Center



Minutes
Regular Meeting
Sedalia School District #200
Monday, October 26, 2020 6:30 p.m.
Smith-Cotton High School
Heckart Performing Arts Center

Call to Order	Dr. Sharp president, called the meeting to order at 6:30 p.m.
Present	Board Members physically present: Dr. Jeffrey Sharp, President; Scott Gardner, Vice President; Diana Nichols, Secretary; Kenny Coffelt, Treasurer, Matthew Herren, and Barbara Schrader.
Videoconference	Board Members videoconference present: Michael Stees.
Absent	
Attendees	Steve Triplett, Superintendent; Mr. Jason Curry, Assistant Superintendent; Dr. Todd Fraley, Assistant Superintendent; Chris Pyle, Assistant Superintendent; Lisa Hammerly, Recording Secretary.
Public Comments	
Recognitions & Pres.	<p>Sedalia School District Foundation</p> <p>SCEA will begin taking nominations for Outstanding Associates the first week of November, and announce building winners November 9th. Teacher Scholarships will be shared with staff November 3rd, and voted on at our December meeting. Six scholarships will be awarded at \$250 each.</p> <p>Amanda Smith, JAG Development Office Regional Program Manager recognized Amanda Harvey, Smith-Cotton High School, as JAG Outstanding Specialist, and having the highest average contact hours.</p> <p>The Board recognized that First Student, our bus fleet, under the direction of Ms. Connie Miller attained the “Exemplary School Bus Maintenance Award” from DESE.</p>
Approval of Agenda	Kenny Coffelt moved, seconded by Diana Nichols, that the Board approve the Agenda October 26, 2020 Agenda. Affirmative: 7
Consent Agenda	Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve Minutes for Monthly Business Meeting October 12, 2020, Treasurer’s Report, Payment of Bills, Child Safe of Central Missouri, Inc. MOU. Affirmative: 7
Equity Bank ICS & CDARS	Mark Janczewski, Equity Bank, SVP, Director of Government Banking and Lance Caldwell, Promontory Interfinancial Network, Regional Director presented information to the Board on proposing moving the district’s monetary assets to ICS and CDARS.
Title IA Program Evaluation	Kenny Coffelt moved, seconded by Diana Nichols, that the Board approve the Title IA Program Evaluation as presented. Affirmative: 7



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- UMB Transfer Kenny Coffelt moved, seconded by Scott Gardner, that the Board approve the transfer from UMB Construction Account Loftus ECSE to a New Account at Equity Bank as presented. Affirmative: 7
- COVID-19 Mr. Triplett presented information for discussion on the COVID-19 Pandemic.
- Membership Enrollment Mr. Triplett presented information on the Membership Enrollment Report.
- Food Service Seamless Summer Mr. Curry presented information on the Nationwide Waiver Extending Seamless Summer option.
- Insurance RFP Dr. Fraley presented information on the Insurance RFP.
- Patterson Family Dr. Fraley presented information on the Patterson Family Micro- Grant award.
- Midwest Computech Mr. Triplett presented information on the Midwest Computech donation.
- Preuitt Insurance Services Mr. Triplett presented information on the Preuitt Insurance Services, Inc. donation.
- Dollar General Mr. Curry presented information on the Dollar General donation.
- Staples Donation Mr. Curry presented information on the Staples donation.
- Adjournment Kenny Coffelt moved, seconded by Diana Nichols, to adjourn to closed session for purposes listed in sections RSMo. 610.021 (1) Legal, (3) Personnel, (6) Scholastic, (13) Protected Records, (14) Records Protected from Disclosure by Law, (18) Operational Guidelines, and (19) Existing or Proposed Security of the Missouri Statutes at 8:01 p.m. Roll Call Vote: Kenny Coffelt-Aye. Scott Gardner-Aye. Matthew Herren-Aye. Diana Nichols-Aye. Barbara Schrader-Aye. Michael Stees-Aye. Dr. Jeffrey Sharp-Aye.

Approved this 23rd day of November 2020, by order of the Board of Education, Sedalia School District #200, Pettis County, Sedalia, MO.

Diana Nichols, Secretary

Dr. Jeffrey Sharp, President



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 Sedalia School District #200
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 Heckart Performing Arts Center

Call to Order	Dr. Sharp president, called the meeting to order at 6:30 p.m.
Present	Board Members physically present: Dr. Jeffrey Sharp, President; Scott Gardner, Vice President; Diana Nichols, Secretary; Kenny Coffelt, Treasurer, Matthew Herren, and Barbara Schrader.
Videoconference	Board Members videoconference present: Michael Stees.
Absent	
Attendees	Steve Triplett, Superintendent; Mr. Jason Curry, Assistant Superintendent; Dr. Todd Fraley, Assistant Superintendent; Chris Pyle, Assistant Superintendent; Lisa Hammerly, Recording Secretary.
Public Comments	Members of the community (two community members) addressed the Board. One community member advocating staying in seat, and not to go virtual learning. Another community member voiced his trust in the Board members to make the right decisions as necessary through this pandemic.
Approval of Agenda	Kenny Coffelt moved, seconded by Diana Nichols, that the Board approve the Agenda November 16, 2020 Agenda. Affirmative: 7
2020-2021 Calendar Revision	Scott Gardner moved, seconded by Diana Nichols, that the Board approve Calendar Option #1 that has an additional two (2) days of break before Thanksgiving and an additional three (3) days of break prior to the Christmas break as presented. Roll Call Vote: Kenny Coffelt-Aye. Scott Gardner-Aye. Diana Nichols-Aye. Barbara Schrader-Aye. Michael Stees-Aye. Matthew Herren-Aye. Dr. Jeffrey Sharp-Aye.
Virtual Education	Scott Gardner moved, seconded by Kenny Coffelt, that the board reaffirms the ability of the Superintendent and staff to determine when and what students and teachers are to attend school in person or virtually, and supports the current plan for 9-12 grade students and teachers to attend school virtually, if needed, between Thanksgiving and the Christmas holiday, upon at least 20 hour's notice. Roll Call Vote: Kenny Coffelt-Aye. Scott Gardner-Aye. Diana Nichols-Aye. Barbara Schrader-Aye. Michael Stees-Nay. Matthew Herren-Nay. Dr. Jeffrey Sharp-Aye.
Substitute Teacher Pay	Scott Gardner moved, seconded by Kenny Coffelt, that the Board postpone the approval of Substitute Teacher Pay Increase until the November 23, 2020 regular meeting. Affirmative: 7
Adjournment	Kenny Coffelt moved, seconded by Diana Nichols, to adjourn at 8:04 p.m.



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Regular Meeting
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Approved this 23rd day of November 2020, by order of the Board of Education, Sedalia School District #200, Pettis County, Sedalia, MO.

Diana Nichols, Secretary

Dr. Jeffrey Sharp, President

Bank & Cash Reconciliation

Fund Cash Balance by Fund

Fund Number and Description	Cash Balance	Comments
001 - General Fund	23,872,694.73	
002 - Special Revenue Fund	3,189,944.30	
003 - Debt Service Fund	.00	
004 - Capital Projects Fund	6,940,990.89	
921 - Early Childhood Facility	.00	
Adjustment 1 :	.00	
Adjustment 2 :	.00	
Adjustment 3 :	.00	
Adjustment 4 :	.00	
TOTAL :	34,003,629.92	

Bank Cash and Reconciled Balances:

Account Code & Bank	Cash Balance	Reconciled Balance	Comments
xxxx41.1 - Series 2015B - UMB BANK	.00	.00	
xxxx1387 - Chris E Egdorf - US Bank	4,974.97	4,974.97	
xxxx1251 - General Funds - MOSIP	48,809.05	48,809.05	
xxxx1252 - Capital Funds - MOSIP	59,234.35	59,234.35	
xxxx57.3 - Series 2016 - UMB BANK	.00	.00	
xxxx0278 - - Equity Bank	11,531,905.30	12,145,921.02	
xxxx0213 - US Bank - MOSIP	.00	.00	
xxxx0294 - Investments - Equity Bank	22,249,871.53	22,249,871.53	
xxxx0213 - Portfolio Cash - MOSIP	108,834.72	108,834.72	
Outstanding Amount: xxxx0278 - - Equity Bank	.00	-614,015.72	
Adjustment 1 :	.00	.00	
Adjustment 2 :	.00	.00	
Adjustment 3 :	.00	.00	
Adjustment 4 :	.00	.00	
TOTAL :	34,003,629.92	34,003,629.92	

Bank Cash and Fund Cash are in Balance

Cash Flow Summary For month of Oct

	Fund - 001	Fund - 002	Fund - 003	Fund - 004	Fund - 921	All Funds
A. Cash Balance as of 10/01/20	24,439,633.62	3,078,562.36	0.00	7,108,829.19	100.00	34,627,125.17
B. Revenues (5XXX) :	997,020.72	3,380,923.05	0.00	14,385.49	612,616.96	5,004,946.22
C. Expenses (6XXX) :	1,544,309.47	2,680,043.22	0.00	182,223.79	612,651.06	5,019,227.54
D. Excess Revenue (B - C) :	(547,288.75)	700,879.83	0.00	(167,838.30)	(34.10)	(14,281.32)
E. New Cash Balance (A + D) :	23,892,344.87	3,779,442.19	0.00	6,940,990.89	65.90	34,612,843.85
F. Net Change in Fund Balance (3XXX) :	7.41	0.00	0.00	0.00	0.00	7.41
G. Net Change in Other Assets & Liabilities (1200 - 2999) :	(19,657.55)	(589,497.89)	0.00	0.00	(65.90)	(609,221.34)
H. Final Balance as of 10/31/20	23,872,694.73	3,189,944.30	0.00	6,940,990.89	0.00	34,003,629.92

Fund Balance Report

for the period ending October, 2020

Fund	1	2	3	4	Total
	General Fund	Teachers Fund	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	26,335,742.79	-0.00	0.00	7,471,463.26	33,807,206.05
Revenues	2,475,091.73	9,339,990.20	0.00	142,667.83	11,957,749.76
Transfer To	0.00	0.00	0.00	0.00	0.00
Transfer From	0.00	0.00	0.00	0.00	0.00
Expenses	4,646,638.37	6,203,319.88	0.00	688,383.07	11,538,341.32
Ending Fund Balance	24,164,196.15	3,136,670.32	0.00	6,925,748.02	34,226,614.49
From General Fund to Debt Service Fund	0.00				
From General Fund to Capital Projects Fund	0.00				
Unrestricted Fund Balance (Incidental + Teachers Funds)					251.62%

Current Month Budget Report

Account Code	Account Description	Budget (Open Bal)	MTD Activity	YTD Activity	Current Balance	Encumbranc	Next MTC Activity	Projecter Balance	% of Budget
Fund 001 Totals	Total Assets (1xxx)	26,377,169.1	-566,949.2	-2,504,485.2	23,872,684.4		-1,126,501.1	22,746,183.3	
	Total Liabilities (2xxx)	-36,476.78	19,667.87	332,963.49	296,486.71		-226,559.06	69,927.65	
	Fund Balance (3xxx)	-26,340,693.1	-7.41	-24.66	-26,340,717.1	0.00	0.00	-26,340,717.1	
	Total Revenues (5xxx)	21,080,762.90	997,020.72	2,475,091.73	18,605,671.17	0.00	2,442.00	18,603,229.17	11.75
	Total Expenditures (6xxx)	19,761,672.1	1,544,309.4	4,646,638.1	15,115,033.1	575,610.1	1,355,502.1	13,183,921.1	33.29
	Expenditures - Revenues	-1,319,090.85	547,288.75	2,171,546.64	-24,169,171.1	575,610.15	1,353,060.31	-5,419,307.95	
	Ending Fund Balance	-27,659,783.1	0.00	0.00	0.00	0.00	0.00	-22,240,500.1	80.41
	Ledger Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Fund 002 Totals	Total Assets (1xxx)	12,866.91	111,381.94	3,177,077.39	3,189,944.30		-2,410,769.46	779,174.84	
	Total Liabilities (2xxx)	-12,866.9	589,497.8	-40,407.0	-53,273.9		-939,536.2	-992,810.2	
	Fund Balance (3xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (5xxx)	31,811,209.1	3,380,923.1	9,339,990.2	22,471,219.1	0.00	0.00	22,471,219.1	29.36
	Total Expenditures (6xxx)	34,066,127.81	2,680,043.22	6,203,319.88	27,862,807.93	29,935.73	3,350,305.71	24,482,566.49	28.13
	Expenditures - Revenues	2,254,917.1	-700,879.8	-3,136,670.1	-3,136,670.32	29,935.7	3,350,305.7	2,011,346.1	
	Ending Fund Balance	2,254,917.89	0.00	0.00	0.00	0.00	0.00	243,571.12	10.80
	Ledger Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Fund 003 Totals	Total Assets (1xxx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Total Liabilities (2xxx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Fund Balance (3xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (5xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Expenditures (6xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Expenditures - Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ending Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ledger Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Fund 004 Totals	Total Assets (1xxx)	7,471,463.26	-167,838.30	-530,472.37	6,940,990.89		-28,333.77	6,912,657.12	
	Total Liabilities (2xxx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Fund Balance (3xxx)	-7,471,463.26	0.00	-15,242.87	-7,486,706.13	0.00	0.00	-7,486,706.13	
	Total Revenues (5xxx)	3,522,944.7	14,385.4	142,667.8	3,380,276.1	0.00	0.00	3,380,276.1	4.05
	Total Expenditures (6xxx)	7,367,611.72	182,223.79	688,383.07	6,679,228.65	63,004.26	28,333.77	6,587,890.62	10.58
	Expenditures - Revenues	3,844,666.1	167,838.3	545,715.2	-6,940,990.89	63,004.2	28,333.7	3,207,613.7	
	Ending Fund Balance	-3,626,796.29	0.00	0.00	0.00	0.00	0.00	-6,849,652.86	188.86
	Ledger Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Fund 921 Totals	Total Assets (1xxx)	-1,502,003.1	-612,685.1	-2,134,788.1	-3,636,792.1		0.00	-3,636,792.1	
	Total Liabilities (2xxx)	1,569,239.42	612,651.06	2,135,027.32	3,704,266.74		0.00	3,704,266.74	
	Fund Balance (3xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (5xxx)	5,303,579.54	612,616.96	2,028,806.66	3,274,772.88	0.00	0.00	3,274,772.88	38.25
	Total Expenditures (6xxx)	6,694,778.4	612,651.0	2,028,568.1	4,666,210.1	0.00	0.00	4,666,210.1	30.30
	Expenditures - Revenues	1,391,198.93	34.10	-238.48	-238.48	0.00	0.00	1,391,437.41	
	Ending Fund Balance	1,323,963.1	0.00	0.00	-238.48	0.00	0.00	-238.48	-0.02
	Ledger Balance	67,235.75	0.00	0.00	67,235.75	0.00	0.00	67,235.75	

Consolidated Summary Statement

Sedalia School District #200

Portfolio Summary

Portfolio Holdings	Cash Dividends and Income	Closing Market Value	Current Yield
MOSIP	177.27	216,878.12	0.04 %
Total	\$177.27	\$216,878.12	

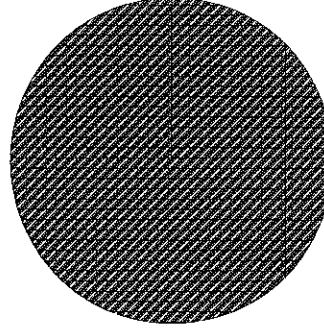
Investment Allocation

Investment Type	Closing Market Value	Percent
Money Market Mutual Fund	216,878.12	100.00
Total	\$216,878.12	100.00%

Maturity Distribution (Fixed Income Holdings)

Portfolio Holdings	Closing Market Value	Percent
Under 30 days	216,878.12	100.00
31 to 60 days	0.00	0.00
61 to 90 days	0.00	0.00
91 to 180 days	0.00	0.00
181 days to 1 year	0.00	0.00
1 to 2 years	0.00	0.00
2 to 3 years	0.00	0.00
3 to 4 years	0.00	0.00
4 to 5 years	0.00	0.00
Over 5 years	0.00	0.00
Total	\$216,878.12	100.00%

Weighted Average Days to Maturity **1**



Mny Mkt Fund
100.00%

Sector Allocation

Memorandum

To: Director – Board of Education

CC: Steve Triplett/Jason Curry/Chris Pyle

From: Todd Fraley

Date: November 23, 2020

Re: Payment of Bills

**Attached are the payment of bills from October 20 – November 17, 2020.
Total Amount of \$2,687,057.77**

BOE AP Check Register Report Oct 20 - Nov 17 2020

Selection Criteria : Check # Range From ACH015219 To ACH015326 | Check # Range From ACH015175 To ACH015205 | Check # Range From 120509 To 120601 | Check # Range From 120401 To 120507 |

Vendor Name	Amount
Total 1665 Digital	1,250.00
Total Ackerman, Elizabeth C	20.00
Total Ag-Power Inc	20.94
Total Airgas USA LLC	55.00
Total Amos, Brian C	20.00
Total Andymark Inc	296.50
Total Apple Inc	5,600.00
Total Aramark Uniform Services	1,975.68
Total ASCD	89.00
Total AT&T Mobility	1,094.12
Total B Sew Inn LLC	2,229.20
Total Barklage, Deanna L	20.00
Total Barton, Kendra A	116.20
Total Baruxen, Jeremiah L	71.50
Total BC Mowing & Tilling LLC	5,904.00
Total Beaufort County Family Court	480.90
Total Benton, Victor	130.00
Total Bintner, Connie S	250.00
Total Bintner, Robert J	406.00
Total Bird, Anna M	412.56
Total Blick Art Materials	826.18
Total Bothwell Regional Health Center	20,000.00
Total Bourbina, Danielle E	40.82
Total Brant, Kyra S	20.00
Total Brick, Meredith C	142.00
Total Brownfield, Rebecca L	170.00
Total Bryan, Kelly M	20.00
Total Bryant Motors	21.30
Total Campe, Marsha K	76.63
Total CanoRomero, Mireya	20.00
Total Carrot Top Industries Inc	1,854.62
Total CDW LLC	62.73
Total Charlesworth Consulting LLC	9,800.00
Total Charter Communications	45.52
Total Chmelir, Joseph P	120.00
Total City of Sedalia Mo	14,437.91
Total City Safe and Lock Service	12.00
Total Claim Care Inc	2,067.41
Total Clark, Dilbert G	20.00
Total Collegiate Awards	762.00
Total Columbia Public School District	325.00
Total Crescent Parts and Equipment	1,004.11
Total Crow Burlingame Co	45.00
Total Curry, Jason G	170.00
Total Curry, Robert J	2,462.00
Total Curry, Stacy L	115.33
Total Daktronics Inc	1,272.50
Total Davis, Robert P	578.92
Total Dawson, Joshua P	65.88
Total DC Battery	90.00
Total DH Pace Company Inc	560.71
Total Dickman, Keri M	75.87
Total Dillon, Randy A	140.00
Total Discount School Supply	514.79
Total DISH	55.04
Total Ditzfeld Container Service LLC	2,450.54
Total Doerhoff Eduction Service	115.00
Total Doyle, Joseph G	101.49
Total Dugan Glass Inc	18,579.52
Total Dugan Paints Inc	342.56
Total Eastbay Inc	1,243.91
Total Evergy	54,997.71

BOE AP Check Register Report Oct 20 - Nov 17 2020

Vendor Name	Amount
Total Faber and Brand LLC	397.41
Total FIRST	2,000.00
Total First Student Inc	199,465.06
Total Flinn Scientific Inc	27.48
Total Follett School Solutions Inc	7,292.68
Total Ford Restaurant Supply	3,959.88
Total Forrest T Jones & Company Inc	262.00
Total Foundry 324 Events LLC	3,300.00
Total Fraley, Eric T	170.00
Total Fry, Jeremy D	20.00
Total Gilmore, Devon R	326.60
Total Goodwin, Sheila	48.38
Total Gram Engineering and Design LLC	5,430.00
Total Grandview R-2 School District	18,026.12
Total Guardian Life Insurance Co.	36,983.99
Total Hammerly, Lisa A	20.00
Total Hancock Edwin	120.00
Total Hanks Portables & Septic	255.00
Total Harris, Monica L	90.96
Total Harvey, Amanda G	94.60
Total Hawkins, Keith D	20.00
Total Hawkins, Michael C	90.00
Total Heartland Vision Consultants Inc	1,400.00
Total Herrick, Timothy C	20.00
Total Hieronymus, Brett R	20.00
Total Hiland Dairy Foods	29,573.90
Total Hillyard Columbia	3,000.00
Total Houghton Mifflin Harcourt	3,122.09
Total Howieson, Carrie L	20.00
Total Hunsaker, Shawn C	60.00
Total Husong, Marcinda M	37.82
Total IBT Inc BIN 150031	9,437.69
Total Ice Masters	270.00
Total Insurance and Benefits Group	34,967.60
Total Internal Revenue Service	316,451.64
Total Interstate Studio & Publishing Co	1,276.56
Total Jackson Stephanie E	20.00
Total Jackson, Stefan	120.00
Total Jefferson City School District	350.00
Total Johnston, Chris D	20.00
Total Jones, Toni G	46.33
Total Jonson, Kristie A	20.00
Total Jostens Inc	12,586.24
Total Juan, Adriana	20.00
Total JW Pepper and Son Inc	152.00
Total Kast, Karla S	20.00
Total Kennedy, Steve A	20.00
Total Kiefer Aquatics	379.00
Total Kindle, Jason P	40.52
Total Kindle, Thomas E	37.80
Total Kuka, Corina	20.00
Total Lane, Steven D	20.00
Total Lee, Dylan	150.00
Total Little Caesars Pizza	550.00
Total Lowes Companies Inc	3,535.90
Total Magana, Melissa P	20.00
Total Marcum, Michael K	190.00
Total Marnholtz, Chad M	310.00
Total Marshall Public Schools	75.00
Total MartinezFlores Maria G	20.00
Total MASA	2,638.00
Total Mathieu, Gerard J	20.00
Total McMaster-Carr Supply Company	145.18
Total McNeal, Mark A	37.10

BOE AP Check Register Report Oct 20 - Nov 17 2020

Vendor Name	Amount
Total Medco Supply Company	726.54
Total MEI Total Elevator Solutions	1,493.28
Total Menard Inc	2,461.22
Total Menjivar, Ana G	20.00
Total Meyer Laboratory Inc	1,560.00
Total Meyer, Angela M	20.00
Total Mid Atlantic Trust Company	35,753.32
Total Mid City Lumber Co Ltd	136.42
Total Midwest CompuTech	1,138.77
Total Missouri Department of Revenue	59,679.00
Total Missouri NEA	673.00
Total Mo Dept of Revenue	156.86
Total Mo Division of Youth Services	21,046.85
Total MO Family Support Payment Center	1,546.00
Total MOAQUA Ltd	455.50
Total Moon, Cindy G	7.34
Total Moon, Pamela S	20.00
Total Moores Flower Shop & Greenhouse	125.00
Total Morrison, Katherine E	17.82
Total MSC Industrial Supply Co Inc	998.78
Total MSCA	228.00
Total MSTA	3,437.75
Total Myers, Linda S	20.00
Total NASSP/NHS	920.30
Total Newton, Cheridan R	25.65
Total Nierman, Christine E	242.20
Total Nightwatch Security & Telephone	5,744.45
Total Noland, Ashleigh J	20.00
Total Norton, Patrick W	144.53
Total Nu-Life Laboratories Inc	32,676.00
Total OReilly Auto Parts	322.80
Total Oriental Trading Co Inc	217.81
Total Otten Small Engine LLC	37.06
Total OverDrive Inc	993.17
Total Ozark JROTC Booster Club	225.00
Total Palen Music Center	178.00
Total Pearson Inc	1,476.18
Total PEERS	118,956.18
Total Pencil Wholesale Co	422.08
Total Perma Bound	11.64
Total Petterson, Roxanne N	20.00
Total Pettis County Circuit Clerk	339.93
Total Phillips and Company-Sedalia	4,368.95
Total Phillips Media Group LLC	69.80
Total Pioneer Valley Books	774.40
Total Pitney Bowes	15.25
Total Polk, Jordan K	20.00
Total Praxair Distribution Inc	175.16
Total Project Lead The Way Inc	2,666.00
Total PSRS	568,223.84
Total Pummills Sporting Goods	1,765.50
Total Pyle Patrick K	20.00
Total Pyle, Christopher L	202.40
Total RAC-JAC Properties Inc	187.33
Total Rebecca Speier, Berman & Rabin	327.34
Total Reedy, Lesther M	20.00
Total Reeves-Wiedeman Company	4,644.45
Total Rehmer Malinda K	79.33
Total Reorganized School District #7	957.84
Total Ricoh USA Inc	19,975.19
Total Rodriquez Jr, Miquel A	145.00
Total Royal Papers	177.38
Total Satnan, Robert H	247.03
Total Schlup Jr, Kenneth F	20.00

BOE AP Check Register Report Oct 20 - Nov 17 2020

Vendor Name	Amount
Total Scholastic Book Fairs Inc	2,720.18
Total School Specialty Inc	2,476.84
Total Scott, Tara D	60.72
Total Sedalia Country Club	1,000.00
Total Sedalia Electric Motors Inc	5,450.00
Total Sedalia Rental and Supply	55.50
Total Sedalia School District 200	980.00
Total Sedalia School District 200	5,843.42
Total Sedalia School District Foundation	1,095.26
Total Seesaw	1,485.00
Total Septagon Construction Mgmt Inc	13,300.00
Total Sherman, Joel R	20.00
Total Shipley, Diane L	73.44
Total Sidebottom Neal A	126.00
Total Silvey, Nicole L	20.00
Total Simoncic, Amy L	13.77
Total Simons Jr, Richard D	20.00
Total Siron Marlo	1,353.96
Total Smith, Casey D	20.00
Total Smith-Cotton Soccer Booster Club	340.00
Total Social Studies School Services	67.14
Total Socket Telecom LLC	6,164.01
Total SonEquity Pest Management	311.00
Total Specialty Sportswear	1,346.00
Total Spratley, Brooke A	20.00
Total Springfield Grocer Company Inc	92,383.50
Total Springfield Paper Company	9,934.00
Total Springfield Public Schools	538,087.50
Total Staples Business Advantage	724.64
Total State Fair Community College	136,387.25
Total Stewart, Clayton	141.00
Total Stock, Steven E	127.00
Total Stone Laser Imaging	7.50
Total Stratton, Nicole A	60.00
Total Summit Truck Group LLC	1,394.60
Total Superior Lawns	1,133.33
Total Symmetry Energy Solutions LLC	2,339.63
Total Synchrony Bank/Amazon	18,739.66
Total T Mobile	127.15
Total Tankersley, Jerry D	98.23
Total Therapro Inc	328.90
Total Thiel, Kaitlin N	41.75
Total Thomeczek & Brink LLC	343.00
Total Time For Kids	99.00
Total Treasurer State of Missouri	312.07
Total Triplett, Linda M	11.99
Total Triplett, Steven G	509.00
Total Tueth Keeney Cooper Mohan &	747.50
Total UMB Healthcare Services	29,839.12
Total US Postal Service Sedalia	550.00
Total Valesa, Yelena M	20.00
Total Verizon Wireless	101.02
Total Vernier Software & Technology LLC	1,400.34
Total VIG Solutions	32,975.00
Total Volk, Lisa L	20.00
Total Walker, Sarah R	56.18
Total Walmart Community/RFCSLLC	2,975.87
Total Warehouse Tire and Muffler	570.65
Total Warrensburg High School	120.00
Total Weller, Ethan E	88.12
Total Wells Kimberly C	167.67
Total Wenig, Debra L	20.00
Total Western Psychological Services	603.08
Total Westlake Hardware	507.71

BOE AP Check Register Report Oct 20 - Nov 17 2020

Vendor Name	Amount
Total Westphal, Morgan	825.00
Total WEX BANK	10,347.69
Total William V MacGill & Company	1,598.38
Total Woods Super Markets Inc	59.17
Total Woolery, Denise R	88.58
Total Zayats, Yekaterina	20.00
Grand Total	2,687,057.77

Memorandum

To: Director – Board of Education

CC: Steve Triplett/Jason Curry/Chris Pyle

From: Todd Fraley

Date: November 23, 2020

Re: Payment of Bills with P-Card

**Attached are the payment of bills using the P-Card from October 20 – November 17, 2020.
Total Amount of \$20,051.23**

BOE AP P-Card Report Oct 20 - Nov 17, 2020

Vendor Name	Amount
Total AG Coop Services Inc	84.84
Total ALDI	88.22
Total Anderson Teddy	200.00
Total Bandanas Bar-B-Q	77.91
Total Big Lots Stores	99.99
Total ConstantContact.Com	168.00
Total Dollar General	25.70
Total Dollar Tree	416.35
Total Dominos Pizza	267.23
Total Don Johnston	4.99
Total DoubleTree Springfield MO - State Tennis	706.54
Total Dramatists Play Service Inc	480.00
Total Drury Inn and Suites-Joplin - State Girls Golf	573.70
Total Family Center Farm & Home	22.05
Total FLAM	100.00
Total Harbor Freight	101.93
Total High Scope	240.00
Total Hutchins Advertising	2,072.50
Total Hydro Flask	279.60
Total Jimms Steakhouse	111.02
Total KMZU KRLI KAOL	60.00
Total Learning A-Z	461.80
Total Lens Crafters	59.00
Total Lowes Companies Inc	1,049.68
Total Lyrics2Learn LLC	150.00
Total Mathematically Minded	1,296.00
Total Mazzios Corporation	101.28
Total McCormicks Group LLC	104.60
Total Menard Inc	821.41
Total Michaels	57.94
Total MOASBO	150.00
Total MOCASE	50.00
Total Moores Flower Shop & Greenhouse	20.00
Total MSBA	45.00
Total MSHSAA	9.58
Total NAEHCY	525.00
Total Nymat Machine Tool	75.00
Total OReilly Auto Parts	66.80
Total Oriental Trading Co Inc	53.76
Total Papa Johns Pizza	169.03
Total Pearson Inc	136.94
Total Phillips Media Group LLC	86.09
Total Pro Ed	254.10

Total Pro-Velo Cycle Sport	3.00
Total Pummills Sporting Goods	48.00
Total Rhino Fleet Tracking	67.80
Total School Specialty Inc	382.56
Total SCHOOLSin	409.51
Total Shars Tool Company	130.95
Total Sonic Drive In	133.30
Total South 65 Car Wash	10.00
Total Staples Business Advantage	1,064.24
Total Stone Laser Imaging	10.00
Total Summit Professional Education LLC	249.99
Total Taco Bell	16.22
Total Tangible Play	196.00
Total Teachers Pay Teachers	1,577.12
Total US Postal Service Sedalia	11.55
Total Walmart Community/RFCSLLC	1,588.72
Total Weiner Music Inc	102.86
Total Westlake Hardware	3.58
Total Whites Dry Cleaners	61.02
Total Woods Super Markets Inc	151.23
Total Wrist-band.com	1,910.00
Grand Total	20,051.23

Lease Agreement

1. Parties. This Lease Agreement, dated for reference purposes only, this Oct 26, 2020 is made by and between Smith Cotton HS, c/o Wade Norton (hereinafter "Renter") and Foundry 324 Events, L.L.C. (hereinafter "Landlord").

2. Premises. Landlord hereby leases to Renter and Renter hereby leases from Landlord for the term, at the rental, and upon all of the conditions set forth herein, certain premises situated within the county of Pettis, State of Missouri, consisting of approximately Ten Thousand Eight Hundred (10,800) rentable square feet at 324 West Second Street Sedalia, Missouri, together with all rights privileges, easements, appurtenances and amenities belonging to or in any way pertaining to said premises, and together with improvements and equipment situated upon said premises (said premises and improvements hereinafter "Premises").

3. Equipment. Renter shall have the right to use the caterer's kitchen, bar area, tables, and chairs at no additional charge. Landlord shall be responsible for setting up the tables and chairs. Renter shall be responsible for wiping down the tables and chairs when done, cleaning of the kitchen and bar area. See exhibit A attached hereto and made a part of this lease agreement for additional cleaning requirements. Renter shall return to the Landlord the Premises and equipment at the end of the Lease Term in the same condition as when possession by the Renter of the Premises was taken.

4. Utilities. Utilities shall be included in the Rent for the normal use of the Premises for events. Landlord shall be in charge of the thermostat for heating and cooling. Renter shall use reasonable best efforts not to waste utilities.

5. Term. The Term of Lease shall be from 8am 5/7/21- 11:59pm 5/8/21. Individuals, groups, and parties are not allowed to enter the premises before their scheduled time. Failure to leave the facility at or before the expiration of this lease will result in the forfeiture of the security deposit.

6. Decorating, setup, and cleanup for the scheduled event must be done during the term of this agreement.

7. The key must be returned by the end of the next business day following the event or left in the Premise to ensure refund of your deposit. There will be a \$50 fee (deducted from your deposit) fee if the key is NOT returned the next business day. There will be a fee of \$100 for lost keys.

8. Rent. The Rent shall be 2500 and shall be paid no later than 90 days prior to the event. The security deposit and any payments made are non-refundable if the event is cancelled entirely. The no cleanup fee includes the Landlord wiping down tables and chairs, cleaning the entire space and breaking down the tables and chairs. All spills during the event should be cleaned up as quickly as possible. A \$300 fee will be applicable if "renter" fails to comply with Exhibit B. No garbage/trash should be left in the premises overnight.

9. Liquor service. Renter shall have the use of the bar area. Renter shall provide proof of liquor liability insurance and proper licensing if they intend to serve the alcohol. Renter may hire an establishment with an existing liquor license to provide their services.

10. Security Deposit/Reservation Fee. Upon execution hereof, Renter shall pay Landlord in the amount of 800.00 by Oct 28, 2020. The security deposit is in addition to the full rental fee and is non-refundable if the event is cancelled entirely. The security/reservation deposit shall be held by the landlord as security for the faithful performance by the Renter of all of its obligations under this lease. The security deposit may be used to satisfy any and all obligations of the renter to the landlord hereunder and may be used by landlord to satisfy any and all damages to which it is entitled hereunder as a result of the failure of the renter to perform any of its obligations under this lease. Any amount of the security deposit not used by the landlord in accordance with this lease or other applicable provisions of law shall be returned to renter within fifteen (15) business days after the date of event for this lease. If the event is cancelled entirely, the security deposit is non-refundable. When applicable the event may be rescheduled and the security/reservation fee will then be applied to the rescheduled date.

11. Use. The premises shall be used for private parties, events, weddings, and meetings, with a maximum of 547 people and Renter's use of the premise shall not unreasonably interfere with any other tenants' business operations or use of the building, and renter shall not cause any nuisance or act in an unreasonable manner either to the Landlord or to the other tenants. Renter shall be responsible for the acts of its guests, employees, agents, contractors, invitees, and licensees.

12. Renter shall use the Premises only for the specific purposes and activities described hereafter. Private Party. No other use shall be permitted unless such other use is approved by Landlord in writing.

13. See Exhibit B attached hereto and made a part of this lease agreement for additional cleaning guidelines for the premises.

14. Requirements of the Law. Renter agrees not to violate the applicable laws, statutes, ordinances and regulations of any public authority having jurisdiction relation to the use and occupancy of the Premises. The premises shall not be used in any manner so as to create any nuisance or trespass or so as to vitiate the policies of fire insurance on the Premises or to increase the fire insurance premiums. Renter hereby warrants and represents to Landlord that it will not create any conditions on the premises which would constitute a violation of any applicable federal, state, or local environmental law, rule, regulation or code, nor which would, under any existing federal, state or local environmental laws, rules, regulations, or codes, require any remediation or cleanup.

15. Condition of Premises. The premises are to be delivered clean and all equipment in working order by Landlord, notifying renter of their designee of any problems prior to event. Renter, having examined the premises or having waived examination of the premises, prior to the execution of this agreement, is satisfied with its physical condition for use of the premises and said use of the premises shall be conclusive evidence of same. Renter shall, at its sole cost and expense, be responsible for all, decorating, special lighting, sound equipment and video equipment. Landlord or his designee will be available by phone should any problems arise with the premises not due to the renters fault.

16. Alterations and additions. Renter shall not, without landlord's prior written consent make any alterations, improvements, additions, or utility installations (including power panels) in, on or about the premise.

17. Renter shall have no authority, expressed or implied, to create or place any lien or encumbrance of any kind or nature whatsoever upon, or in any manner to bind, the interest of landlord in the premises including those who may furnish materials or perform labor for any decorating or setup. Renter covenants and agrees that it will pay or cause to be paid all sums legally due and payable by it on account of any labor performed or materials furnished in connection with any work performed on the premises on which any lien is or can be validly and legally asserted against its leasehold interest in the premises or the improvements thereon and that it will save and hold landlord harmless from any and all loss, cost or expense based on or arising out of asserted claims or liens against the leasehold estate or against the right, title and interest of the landlord in the premises or under the terms of this lease.

18. Surrender of the Premises and Equipment. On or before 5/8/21 at 11:59pm, Renter shall surrender the premises, key, equipment, furniture, and the building to landlord in good condition, cleaned, ordinary wear and tear accepted. Renter shall repair any damage to the premises and repair or replace when necessary any equipment and furniture damaged by the renter or its guests, employees, agents, contractors, invitees, and licensees. Renter shall be responsible for trash removal from premises. Landlord shall provide a dumpster for normal trash created by the use of the premises for the scheduled event.

19. Limitation of Landlord's Liability. Landlord shall not be personally liable to anyone under any term, condition, obligation or agreement expressed herein or implied hereunder or any claim of damage or cause at law or in equity arising out of the occupancy or use of the premises, the use of maintenance of premises or its appurtenances, and equipment unless such damage or injury is caused by or results from : (a) any willful or intentional act or intentional omission of landlord, its agents, servants or employees or (b) gross negligence of landlord, its agents, servants or employees. Specifically, renter, on behalf of renter and renters agents, servants, successors, heirs, and releases, and waives, discharges, and covenants not to sue landlord, except for any action by renter for breach by landlord of its obligations arising under this lease and except as provided in the foregoing sentence. Furthermore, renter releases, waives, discharges and covenants not to sue landlord in the event of landlord's termination of this agreement resulting in the cancellation of renter's event when the termination is the result of earthquake, fire, flood, and/or wind storm, acts of God, action or inaction of governmental agencies or authorities, adverse weather conditions, unavailability of necessary materials and supplies, public health crisis and any such other causes beyond landlord's control.

20. Indemnification. Renter shall defend, indemnify and hold harmless landlord from and against any and all claims arising from (i) Renters use of the premises, or from the conduct of renter's business in or about the premises; (ii) any breach or default in the performance of any obligation on renter's part to be performed under the terms of this lease; (iii) the negligence of the renter, or any of renter's agents, contractors or employees; (iv) against all cost, attorney's fees, expenses and liabilities incurred in the defense of any such claim or action or proceedings brought thereon..

21. General Provisions.

Severability. Any provision of this lease determined to be invalid by a court of competent jurisdiction, shall in no way affect any other provision hereof.

Incorporation of Prior Agreements; Amendments. This lease contains all agreements of the parties with respect to any matter mentioned in herein. No prior agreement or understanding pertaining to any such matter shall be effective. It may be modified in writing only, signed by the parties in interest at the time of the modification.

Authority to Execute. Each person signing this lease on behalf of Landlord and Renter represents and warrants that they have full authority to do so.

Binding Effect. Subject to any provisions hereof restricting assignment or subletting by Renter, this Lease shall bind the parties, their personal representatives, successors, heirs and assigns; it shall be governed by the laws of the State in which the premises are located.

Cumulative Remedies. No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or equity. Further, should Landlord engage the services of an attorney to enforce any aspects of this Agreement against Renter, Landlord shall be entitled to its reasonable attorney's fees, costs, and expenses associated with the enforcement of the Agreement no matter whether suit is filed.

Waivers. No waiver of any provision hereof shall be deemed a waiver of any other provision hereof or of any subsequent breach of the same or any other provision.

Notice/Contact Person. Any notice or document required or permitted to be delivered hereunder shall be deemed to be delivered and received whether actually received or not three days after being deposited in the United States Mail, postage prepaid Certified or Registered Mail.

Attorney's Fees: In the event Landlord institutes court proceedings against Renter to enforce an obligation herein Renter shall pay Landlord's attorney's fees and costs of suit if Landlord is the prevailing party.

Vendor Release: Renter acknowledges that vendors hired by Renter must sign a vendor release in a form acceptable to the Landlord.

Virginia Siegel
Foundry324@gmail.com
(660)620-2486

Jordyn Embree
Foundry324@gmail.com
(660)620-3486

Renter's name Smith Cotton HS, c/o Wade Norton
Address _____
Email nortonw@sedalia200.org
Phone # 660-851-5300

WAIVER OF VENUE AND JURY TRIAL. LANDLORD AND RENTER HEREBY AGREE THAT THE ONLY VENUE ARISING HEREUNDER SHALL BE PETTIS COUNTY, MISSOURI AND HERE

BY WAIVE TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM BROUGHT BY EITHER OF THE PARTIES HERETO AGAINST THE OTHER ON, OR IN RESPECT OF, ANY MATTER WHATSOEVER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS LEASE, THE RELATIONSHIP OF LANDLORD AND RENTER HEREUNDER, RENTER'S USE OR OCCUPANCY OF THE PREMISES AND/OR ANY CLAIM OF INJURY OR DAMAGE.

IN WITNESS WHEREOF, the parties have executed this Lease Agreement not as of the date first above written but actually on the dates set forth beneath their signatures below.

LANDLORD

Its: Managing Member

RENTER

Title _____

Exhibit A

Rules and Regulations

1. Renter shall observe and comply with all the rules and regulations

2. To reserve the Premises, the Renter must be at least twenty-one (21) years old at time of rental. Renters are responsible for complying with all city, county, and state laws and regulations, including state liquor laws.

3. For youth events, chaperones are required and shall maintain order at the event. Minimum chaperone requirements are as follows: 1 adult over the age of 21 per 10 youth, 1 adult over the age of 25 per 15 teens.

4. No animals may be brought into or kept in or about the Premises with the exception of assistance dogs without prior written approval.

5. No additional locks or bolts of any kind shall be placed on any door in the Premises and no lock on any door therein shall be changed or altered in any respect. Landlord shall furnish a key for the exterior door to the Premises. Renter shall not make duplicate keys. All keys shall be returned to Landlord upon the expiration or termination of this agreement. All entrance doors to the Premises shall be kept closed at all times and left locked when the Premises are not in use.

6. DO NOT leave the doors open to the Premises.

Renter shall give immediate notice to Landlord in case of theft, unauthorized solicitation or accident in the Premises, or of defects therein or in (lily fixtures or equipment or of any known emergency in the Premises.

8. Driving on sidewalks, walks, corridors, passages, exits, entrances, stairways, and ramps of the Building and Premises shall not be obstructed or used by Renter, or the employees, agents, servants, visitors or licensees of guests, employees, agents, contractors, invitees, and licensees of Renter for any purpose other than for ingress and egress to and from the Premises.

9. The sidewalks, walks, corridors, passages, exits, entrances, stairways, and ramps of the premises shall not be obstructed or used by renter or the employees, agents, servants, visitors, or licensees of guests, employees, agents, contractors, invitees, and licensees of renter for any purpose other than for ingress and egress to and from the premises.

10. A certificate of public liability insurance is required in the amount of \$2,000,000.00 with the landlord as co-insured when amusement devices (i.e., dunking booth, bounce house, rides, etc.) are part of an event (or other event types as deemed by the landlord). Shade structures (i.e., tents) larger than 100 square feet and or stages structures require a building permit from public works department.

11. No smoking is allow in the building. Renter is responsible to clean up all cigarette butts on the sidewalk.

12. The caterer's kitchen is available for you to use; however, it may only be used as a warming kitchen. No cooking or frying is allowed. The bar area is available for use.

13. The kitchen facilities and all kitchen appliances shall not be used for any purpose other than that for which they are constructed. Kitchen facilities are to be used only for warming, rewarming, or chilling of food items. No cooking or baking is allow in the premises unless approved by the landlord.

14. Kitchen DO NOT remove the shelves out of the refrigerator for any reason and DO NOT leave the kitchen door open for any reason other than loading and unloading items approved by the landlord.

15. Barbequing during events. All outside cooking done on the premises would have to be approved by the landlord.
16. Food and beverages are permitted throughout the facility. Renter is responsible for ALL clean-up.
17. Battery candles and canned cooking fuel (sternos) for chafing dishes are allowed.
18. No landlord equipment, furniture or property of any kind can be removed from the premises at any time.
19. No appliances of any type may be brought into the premises for use of any type without the express prior approval of the landlord.
20. Renter shall not use or keep in the premises any poisonous, corrosive, caustic, explosive, inflammable or combustible gas, fluid, or substances, or use any method of heating or cooling other than that approved by the landlord.
21. The toilet room, urinals, wash bowls, and other apparatus shall not be used for any purpose other than that for which they are constructed, and no foreign substances of any kind whatsoever shall be thrown therein, and the expense of any breakage, stoppage, or damage resulting from the violation of this rule shall be borne by the renter, or its invitees, who shall have caused it.
22. Only workmen employed, designated, or approved by the landlord may be employed for repairs, installations, alterations, painting, material moving and other similar work that may be done in or on the premises.
23. Renter must refrain from the doing of any act in the premises that may conflict with any of the rules and ordinances by the Board of Health or with any statute or municipal laws.
24. Renter must refrain from the doing of any act in the premises which would in any way create a risk of fire, or conflict with the laws relating to fires or the regulations of the fire department, or result in an increase in the rate of fire insurance covering the building and/or contents and further not to bring or store anything whatsoever therein which would have a like or similar result.
25. Canvassing, soliciting, peddling, and similar activities are prohibited in the premises without the prior written approval of the landlord and renter shall cooperate to prevent same.
26. Landlord shall have the right to prohibit any advertising by renter which, in landlord's sole judgement, tends to impair the reputation of the premises, and upon written notice from landlord, Renter will refrain from or discontinue such advertising.
27. Amplified music is permitted but must be kept to a reasonable level so as not to disturb the peace, quiet, or comfort of the neighboring inhabitants.
28. ALL MUSIC MUST BE STOPPED NO LATER THAN 11:59 PM.

29. Any entertainment or unusual request from the renter needs to be approved by the landlord and must be submitted in writing no less than 60 days prior to the scheduled event.

30. Decorations are allowed; however, tape, staples, or similar attachments are not allowed on the ceilings, walls floors or window area. No decorations shall be affixed in any manner to walls. All decorations (including balloons) and signs erected by the real patrons must be removed before leaving. Trash receptacles are provided and should be used. Littering is prohibited.

31. No rice, confetti, glitter, or flame candles can be used on the premises. Birdseed is allow OUTSIDE.

32. No sign, placard, picture, symbol, mark, advertisement, name or notice shall be inscribed, displayed, printed, placed, or affixed on or to any part of the outside or inside of the premises or building without the prior written consent of landlord and landlord shall have the right to remove any such sign, placard, picture, symbol, mark, advertisement, name, or notice without notice to and at the expense of the renter.

33. Renter shall not, without prior written consent of Landlord cause to be covered or otherwise sunscreen any window.

34. The renter will not be allowed access to the facility prior to the scheduled time of the rental. All food, decorations, supplied, etc. that the renter brings to the premises must be take out the same day as the rental. The landlord is not responsible for anything left in the building at any time before, during, or after the activity.

35. Tables and chairs may not be removed from the building.

36. Renter is responsible to place all trash waste garbage in the provided trash bags and trash containers.

37. If there are any spills please wipe up or mop them up immediately.

38. Renter is responsible to make sure all trash is picked up on sidewalk area. There must not be any trash garbage on sidewalks this includes bottles, cans, balloons, boxes, bags, decorations, cigarettes, etc. All trash shall be place in the provided trash bags and tied shut and put in the dumpster. The bags should not be overflowing.

39. Following the rental of the Premises, should the condition of the building fail to meet the aforementioned guidelines higher fees may be assessed for failure to meet the guidelines and/or damage done to the property, building or contents of the building.

40. Renter, nor guests, employees, agents, contractors, invitees, and licensees of Renter shall place, leave or discard any rubbish, paper articles or objects of any kind whatsoever outside the doors of the Premises sidewalk or the public parking lots.

41. There are brooms/mops in the utility closet. Please replace them in the same place as you found them.

42. Cleaning supplies are in the utility closet, along with replacement items for the bathroom.

43. There are trash bags for both the large and small garbage cans in the utility room. Please replace them once you take the garbage out dumpsters are located outside. All trash must be in trash bags and tied closed. No trash should be directly placed in the provided trash cans. Please use the trash bags.
44. All trash must be taken out to the dumpster, if the dumpster is full, please place bags on top of the dumpster, not on the ground.
45. Replace all garbage bags in the garbage cans/tubs in the Premises.
46. If your group damages the facility, please inform landlord so repairs can be made as quickly as possible. Renter is responsible for all damages.
47. All equipment etc. brought into the premises must be removed prior to the stop termination of this lease.
48. Renter is responsible to turn off the lights and making sure all the doors are locked when not in the space.
49. Bridal Suite and Groom's Room are to be used by the bridal party and the service providers only. No event guests are allowed in the rooms at any time.
50. Bridal Suite and Groom's Room are to be used for an allotted amount of time based on your ceremony time. After that allotted time the rooms must be free of all belongings and will be locked for the remainder of the event to prevent any damages.
51. Renter and their guests must not use retaining wall in main event space for dancing at any time.

Exhibit B

Cleaning Guidelines

1. Remove debris from the floors.
2. Place all trash in the dumpster (including bridal suite, groom's room, restrooms, kitchen, and outdoors.)
3. Place all decorations that belong to Foundry 324 in/near the storage room.
4. Wipe down all tables and chairs.
5. Wipe down caterer's kitchen, sweep and mop floor, clean sink of any food.
6. Remove anything left over in the caterer's kitchen (food in the refrigerator, anything on the tables, drinks etc.)

7. Foundry 324 will clean the toilets and sinks in the restrooms although if there are any accidents or major spills they should be cleaned up immediately.)

8. Please leave the venue in the same condition of how you received it upon rental.

Thank you for your business,

Foundry 324 Staff

Virginia Siegel

TBD

Wade Norton

TBD

foundry324@gmail.com | www.foundry324.com | (660) 620-3486 | 324 West 2nd Street, Sedalla, MO 65301



SEDALIA SCHOOL DISTRICT #200

2806 Matthew Drive, Sedalia, MO 65301-7981 p:660.829.6450 f:660-827-8938

Steven G. Triplett,
Ed.S Superintendent

Todd Fraley, Ed.D.
Assistant Superintendent

Chris Pyle, Ed.S.
Assistant Superintendent

Jason Curry, Ed.S.
Assistant Superintendent

Devon Gilmore, M.E.D.
Director of K-5
Curriculum
Instruction & Assessment

Becky Brownfield, Ed.S
Director of 6-12
Curriculum
Instruction & Assessment

Bob Satnan, B.A.
Communications
Director

**Missouri Model
District**
www.sedalia200.org

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Pride Everyday**

Sedalia #200 is an equal
opportunity and
affirmative action
employer

TO: Board of Education and Mr. Triplett

FROM: Chris Pyle

DATE: November 23, 2020

SUBJECT: Great Circle Student Agreement

Please find the enclosed agreement from Great Circle, Tom Butterfield Campus School in Marshall MO. The agreement is for the remainder of the 2020-21 school year. The agreement outlines the cost for a student to attend the Great Circle day program. The individualized education team met and determined that this was the most appropriate setting for this student at this time.

If you have any questions, please contact me at 660-829-6457. Thank You.



Great Circle
ACADEMY

AGREEMENT
2020-2021 School Year
Tom Butterfield Campus

This Agreement made and entered into this _____, by and between Great Circle Academy, a Missouri not-for-profit corporation operating an education program, and Sedalia School District (hereinafter “School District”).

1. **INDIVIDUALIZED EDUCATION.** Great Circle Academy agrees to provide educational programming for _____(hereinafter “Student”) such that educational needs of student as described in the Individualized Education Program (IEP) are met.
2. **COMPLIANCE WITH REGULATORY CRITERIA.** Great Circle Academy agrees to comply with the Federal Laws and regulations pertaining to the education of handicapped children as delineated in the Individuals with Disabilities Education Act and Missouri State Law.
3. **TERM.** The term of this Agreement shall commence on _____ and shall terminate on _____, not to exceed one year.
4. **REQUIRED DOCUMENTS.** Prior to the Student entering Great Circle Academy will receive a copy of the most recent Diagnostic Summary, an IEP developed from that Diagnostic Summary, a signed Change of Placement Form from the referring District. If these documents are not within the correct time frames as specified by IDEA, Student’s entrance into Great Circle will be delayed until proper documents are received.
5. **REPORTS TO SCHOOL DISTRICT.** Great Circle Academy shall furnish School District with a report of progress demonstrated by Student in accordance with the IEP at the close of each school terms and upon termination of this Agreement. The report of progress will be forwarded to School District not later than thirty (30) days following the end of the second term or the termination of this Agreement.
6. **TRANSPORTATION.** Transportation shall remain the responsibility of the School District.
7. **PAYMENT FOR SERVICES.** In consideration of the educational services rendered pursuant to this Agreement by Great Circle Academy, School District hereby agrees to pay to Great Circle an amount equal to the following fee schedule:

Service	Fee	Duration
Education Services	\$125.00	Per Day of Enrollment
1:1 Paraprofessional (If required in IEP)	\$140.00	Per Day of Enrollment

Per day charges will not to exceed one hundred seventy-two (172) days per school year, and nineteen (19) days per extended school year (ESY). Rate may not be modified within the contract period. Great Circle Academy will submit signed invoices and attendance records monthly for services rendered during the month and payment will be made monthly in arrears. **Please Note: Great Circle will bill School District for ESY days**

regardless of student attendance unless the student is disenrolled prior to the start of ESY, or not eligible for ESY per student IEP.

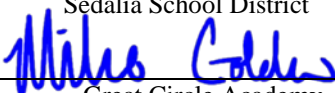
8. TERMINATION. Great Circle Academy or School District may terminate this Agreement as follows:
- a) If Great Circle Academy fails to comply with the written program standards of School District after thirty (30) days written notice specifying the standards with which Great Circle Academy does not comply together with the continuing failure of Great Circle Academy to comply with said standards, ten (10) days written notice of School District's intent to remove Student is required.
 - b) If School District shall fail to timely remit payments to Great Circle Academy as provided in Paragraph 7 herein, Great Circle Academy shall provide ten (10) days written notice to School District of intended Student exclusion.
 - c) If Student's behavior at Great Circle Academy becomes such that Student is not benefiting from the Great Circle Academy program or is hampering other students from benefiting for the Great Circle Academy Program:
 - 1) School District will be notified in writing of Student's problem behavior. Representatives of Great Circle Academy and School District shall discuss potential solutions concerning such behavior.
 - 2) If Student's behavior continues to be problematic for the Great Circle Academy program, a meeting will be held with Great Circle Academy, School District, parent(s)/guardians(s) and Student and a plan of action will be devised. Student and parent(s)/guardian(s) shall be made aware at this time that placement at Great Circle Academy is endangered by Student's behavior.
 - 3) If Student's behavior continues to be problematic for the Great Circle Academy program after specified interventions, Great Circle Academy will provide School District with ten (10) days written notice of intent to exclude Student from the Great Circle Academy Program.
 - 4) In Student's behavior becomes *extremely* dangerous to self or others before Steps 1, 2, and 3 can be put into place, Student may be excluded from attending Great Circle Academy while alternative educational places are being formulated.

Upon termination of this Agreement for any reason, Great Circle Academy shall have no further obligations to provide educational services to student, and all amounts due Great Circle Academy shall be paid by School District within ten (10) days.

Approved and Accepted:

By: _____
Sedalia School District

Date: _____

By:  _____
Great Circle Academy

Date: 11/3/2020

MISSOURI RURAL SERVICES WORKERS' COMPENSATION INSURANCE TRUST

Sponsoring Organization: Missouri Rural Services Corp.
P.O. Box 104268, Jefferson City, MO 65110 Telephone: (800) 726-9304
Fax 573-635-7645

MEMBERSHIP AGREEMENT

It is agreed that Sedalia School District #200 ID# WC1184-21
is a member of the Missouri Rural Services Corp. and entitled to all benefits afforded by
the Corporation.

The Membership is for the period **January 1, 2021 to January 1, 2022**

Payment of the Membership fee on or before the expiration date will automatically renew
this agreement for twelve months.

Membership Benefits include: Workers' Compensation Trust.

Annual Membership Fee \$400 Prorated Fee \$

This Agreement is approved the _____ day of _____, _____.

Authorized Representative from Entity

Signature of Authorized Representative from Entity

Agent: SRA Insurance Agency, LLC dba - Insurance Benefits Group



SEDALIA SCHOOL DISTRICT #200

2806 Matthew Drive, Sedalia, MO 65301-7981 p:660.829.6450 f:660-827-8938

Steven G. Triplett, Ed.S
Superintendent

Todd Fraley, Ed.D.
Assistant Superintendent

Chris Pyle, Ed.S.
Assistant Superintendent

Jason Curry, Ed.S.
Assistant Superintendent

Devon Gilmore, M.E.D.
Director of K-5 Curriculum
Instruction & Assessment

Becky Brownfield, Ed.S
Director of 6-12 Curriculum
Instruction & Assessment

Bob Satnan, B.A.
Communications Director

Missouri Model District
www.sedalia200.org

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DATE: November 23, 2020

TO: Mr. Triplett and Board of Education

FROM: Dr. Fraley

RE: Substitute/Para/Attendance Incentive Pay

As a general reminder to the Board, the adopted budget for the 2020-2021 school year projected an estimated deficit of \$4,913,823.00.

The calculations on the attached document are based on all current paraprofessionals at their respective pay rates and years of service. The calculations also include the utilization of all substitute teachers currently on payroll for all possible days in which students are in session. The numbers do not account for long term substitute pay differentials as these are too difficult to predict with accuracy moving forward. The following information and attached worksheet detail the estimated total costs of potential changes in pay scales and include FICA and benefits expenditures.

- Staff attendance incentives 2019-2020 totaled \$262,412.00 in expenditures.
- Reinstatement of staff attendance incentives for the 2020-2021 (based on \$50 per day for certified staff and \$35 per day for classified staff) have an estimated cost of totaling \$209,476.
- Reinstatement of staff attendance incentives for 2020-2021 (based on \$75 per day for certified staff and \$50 per day for classified staff) have an estimated cost of \$341,644. (\$132,168.00 more than the current incentive rate)
- Block sub costs of \$30 per class for certified staff have totaled \$11,757.00 as of 11/13/2020.
- Hourly differential sub cost for classified staff of \$4.00 per hour have totaled \$23,267.00 as of 11/13/2020.

We recommend adopting an attendance incentive of \$50/\$35 as described above for staff and leaving the substitute salary schedule as is. We have shown 7 options that the Board can make a motion to adopt if they so choose.

If you have any questions, please contact me at 660-829-6456. Thank you.

Paraprofessional/Classified/Substitute Pay Analysis							
		Paraprofessionals	Remainder of Year		Substitutes	Remainder of Year	
		As of 11/24/20	107		As of 11/24/20	107 days	
		Increase	Estimated Cost		Increase	Estimated Cost	Total Cost
Option 1		\$1 per hour	\$ 67,327.00	12.25	\$1 per hour	\$ 54,425.00	\$ 121,752.00
Option 2		\$2 per hour	\$ 134,655.00	13.25	\$2 per hour	\$ 108,850.00	\$ 243,505.00
Option 3		\$3 per hour	\$ 201,983.00	14.25	\$3 per hour	\$ 163,275.00	\$ 365,258.00
Option 4		\$4 per hour	\$ 269,311.00	15.25	\$4 per hour	\$ 217,700.00	\$ 487,011.00
Option 5		\$5 per hour	\$ 336,639.00	16.25	\$5 per hour	\$ 272,125.00	\$ 608,764.00
All Classified							
		Classified	Classified		Substitutes	Substitutes	
Option 6		All Classified x \$1	\$ 369,310.00	12.25	\$1 per hour	\$ 54,425.00	\$ 423,735.00
Option 7		All Classified x \$2	\$ 738,621.00	13.25	\$2 per hour	\$ 108,850.00	\$ 847,471.00

**LEGAL NOTICE
FILING FOR DIRECTOR
OF SEDALIA SCHOOL DISTRICT #200**

Filing dates for the Board of Education of Sedalia School District #200 are as follows: December 15, 2020, through January 19, 2021. Hours for filing are 8:00 a.m. to 4:30 p.m. Monday through Friday. The names of qualified candidates shall be placed on the ballot in the order of filing.

No filings will be accepted on:

- **Any days the district's offices are closed for inclement weather, or other health related reasons.**
- **Please check district's business hours, which will be posted at www.sedalia200.org**
- **December 21, 2020 – January 1, 2021**
- **January 18, 2021**

January 19, 2021 open at 8:00 a.m. to 5:00 p.m. at which time filing closes.

Filing will take place at the Board of Education Office, 2806 Matthew Dr., Sedalia, MO 65301.

Qualifications, as provided by statute, are that candidates be citizens of the United States and resident taxpayers of the district, who have resided in Missouri for one year preceding their election or appointment, and who are at least twenty-four years of age.

Two members, each to serve a three-year term of office will be elected to the Board of Education on April 6, 2021.

**Diana Nichols, Secretary
Board of Education
Sedalia School District #200**

2 x 12/5/20 and 12/12/20

**Assessment and Evaluation
Programs and Services
Sedalia #200 School District**

The Sedalia #200 Board of Education and the Administration conduct regular assessments of all programs and services provided in our schools. A program evaluation calendar is maintained to review all components of programs in our district. Student data, needs of the programs, goals, accomplishments, surveys, and an overall evaluation of the effectiveness of the programs are maintained in a written plan. Committee reports are scheduled on a monthly basis and information is reviewed in regard to goal setting for the school district.

PROGRAM TITLE:

Early Childhood – Early Childhood Special Education and Title One Preschool

ADMINISTRATION/BOARD REVIEW DATE:

November 23, 2020

PROGRAM DIRECTOR/TEACHER/TITLE:

Joel Sherman - Pettis County Early Childhood Principal

TOTAL NUMBER OF CHILDREN IN PROGRAM/SERVICE:

*206 students enrolled at the end of 2019-2020 school year – unduplicated count
 140 children with special needs (*This includes ECSE and speech services for Title and Integrated students*)
 78 Title students
 20 Integrated – Peer Models

***Currently Serving:**

206 students (unduplicated count)
 117 students with special needs (*This includes ECSE and speech services for Title and integrated students*)
 79 Title students
 17 Integrated – Peer Models

PROGRAM GOALS:

- 95% of the students who receive a progress report card will show growth in all seven areas.
- 95% of the students who are given the Brigance Early Childhood Screen will show growth from the pretest to the post test.
- 95% of the students who have an IEP (Individualized Educational Plan) will show growth on their IEP goals.
- Parent/teacher conferences will be conducted with a minimum of 95% parent participation.

SUMMARY OF HOW GOALS WERE MET:

Staff members participate in ongoing training that focuses on strategies and creative ways to enhance the students' skill levels in all areas. Weekly team meetings are held to analyze student data (progress), develop programs, and conduct training on specific skills.

Classroom design, schedules, language, and constructive daily activities are consistent with the HighScope curriculum. Anecdotal records are completed throughout the year and used in progress monitoring of each child.

The early childhood teachers utilize a team teaching approach and work very closely with the families of the children in their classrooms. One home visit is conducted soon after the child enrolls in school and at least one additional personal visit is conducted with each family per quarter. These personal visits are held in the home and/or at school. Additional monthly parent contacts are made by phone, in person, or in written form.

In addition, Team Connections are scheduled throughout the year.

CHANGES MADE IN THE PROGRAM:

- Reassigned staff to accommodate the needs of the students and to give support to new staff
- Due to Covid-19, home visits were suspended. Contacts were made via phone conference. Team Connections were suspended. Looking at virtual options.

ACTIVITIES THAT WERE CONTINUED:

- High Scope Curriculum
- Positive Behavior Support (PBS) – A Social Skills Lesson is implemented daily during large or small group time.
- Team teaching
- Weekly team meetings
- Monthly All TEAMS meeting
- SIS Computerized IEP and Evaluation Program
- Child Observation Record (paper/pencil)
- Uploading registration and other student documents in SIS
- Breakfast and Lunch
- Interactive boards and iPads are used as a large or small group activity
- Staff members have participated in a variety of training including, but not limited to, special education process, HighScope, sensory integration, motor development, safety, technology, health issues, Safe Crisis Management, Visual; Thinking Strategies, and PBS.

CONCERNS NOTED:

- Difficulty evaluating students in spring due to Covid-19 shut down
- Numbers of screenings are down due to Covid-19 leading to smaller numbers of referrals.
- In spite of Covid-19, our numbers of special needs students are increasing.
- Increase in the number and severity of children with special needs

PROGRAM EFFECTIVENESS:

- 99% of the students who received a progress report card showed growth or remained the same in all seven areas.
- Due to Covid-19 shutdown, IEP goals were addressed virtually but were not able to be assessed during the 4th quarter.
- Due to Covid -19 shutdown, we were not able to give the Brigance Early Childhood Screens III a second time to measure individual growth.
- Parent Teacher Conferences - Parent Participation
100% Oct 2019, 100% Feb 2020

**Assessment and Evaluation
Programs and Services
Sedalia #200 School District**

The Sedalia #200 Board of Education and Administration maintain regular assessments of all programs and services provided in our schools. A program evaluation calendar is scheduled to review all components of programs in our district. Student data, needs of the programs, goals, accomplishments, surveys, and an overall evaluation of the effectiveness of the programs is maintained in a written plan. Committee reports are scheduled on a monthly basis and information is reviewed in regard to goal setting for the school district.

PROGRAM TITLE:

Parents As Teachers (PAT)

The PAT program provides practical, effective child development information for eligible families with children prenatal through age five. Private visits and screenings are provided.

BOARD REVIEW DATE:

November 23, 2020

PROGRAM DIRECTOR:

Joel Sherman - Pettis County Early Childhood Principal

TOTAL NUMBER OF CHILDREN IN PROGRAM/SERVICE:**2020-2021**

Currently: Number of personal visits completed for the county:	778
(as of Oct 31)	Sedalia only: 579

Number of screenings completed for the county:	118
	Sedalia only: 46

2019-2020

Number of personal visits completed for the county:	1,811
	Sedalia only: 1,220

Number of screenings completed for the county:	434
	Sedalia only: 321

PROGRAM GOALS:

- Provide personal visits to eligible families consistent with state funding
- Screen eligible children to identify potential concerns
- Empower parents to give their children the best possible start in life
- Provide children with a solid foundation for school and life success
- Increase parents' knowledge of child development and appropriate ways to stimulate their child's intellectual, language, social, and physical development

SUMMARY OF HOW GOALS WERE MET:

We continued our contract with Early Head Start to provide visits to eligible families. Four Co-op parent educators served the five county schools. A parent educator served as the screening coordinator and was the liaison between Early Childhood Special Education, Title Preschool, Head Start, and Parents As Teachers.

CHANGES MADE IN THE PROGRAM:

No major changes were made to the program

Area of Focus:

- Retaining quality personnel
- Working towards a paperless record keeping system
- Working towards increasing the number of home visits in the county schools.

ADDITIONAL INFORMATION:

We exceeded the allocations for screenings but not for home visits for the Sedalia Area. Due to Covid-19 the number of home visits in Sedalia and the county were down compared to last year. DESE paid an extra \$10 per visit and screening bringing the amount paid to

\$90 for High Needs Family Home Visit

\$60 for Non High Needs Family Home Visit

\$40 for each screening.

Large scale screening opportunities were scheduled in each of the Co-op school districts and at Head Start but some had to be rescheduled for late summer or early fall. Those rescheduled screenings will be reflected on the 20-21 school year data.

Sedalia School District #200

Board Meeting Schedule

Date	Time	Location
July 27, 2020	6:30 pm	Smith-Cotton High School Commons Area
August 10, 2020	6:30 pm	Smith-Cotton Junior High School
August 24, 2020	6:15 pm	Smith-Cotton High School Commons Area Tax Rate Hearing
August 24, 2020	6:30 pm	Smith-Cotton High School Commons Area
September 21, 2020	6:30 pm	Smith-Cotton High School Heckart
October 12, 2020	6:30 pm	Smith-Cotton High School Heckart
October 26, 2020	6:30 pm	Smith-Cotton High School Heckart
November 23, 2020	6:30 pm	Smith-Cotton High School Heckart
December 14, 2020	6:30 pm	Smith-Cotton High School Heckart
January 11, 2021	6:30 pm	Smith-Cotton High School Heckart
January 25, 2021	6:30 pm	Smith-Cotton High School Heckart
February 22, 2021	6:30 pm	Smith-Cotton High School Heckart
March 8, 2021	6:30 pm	Smith-Cotton High School Heckart
March 29, 2021	6:30 pm	Smith-Cotton High School Heckart
April 19, 2021	6:30 pm	Smith-Cotton High School Heckart
May 22, 2021	6:30 pm	Mathewson Exhibition Center (Commencement)
May 24, 2021	6:30 pm	Smith-Cotton High School Heckart
June 28, 2021	6:30 pm	Smith-Cotton High School Heckart

Missouri Consultants for Education, LLC

803 West Lockwood Avenue
Glendale, Missouri 63122

Phone: (314) 878-5600
Fax: (314) 878-5607
tmickes@mickesotoole.com
www.moconed.com

Re: August 2019 MCE Updates

Dear Superintendent:

The August updates respond to the statutory changes made during the past legislative session. As a reminder, we have previously provided early updates for medical marijuana (June 2019) and Virtual Instruction (February 2019). With the availability of funds for NARCAN programs to respond to opioid emergencies, we will be providing a responsive policy shortly. The Policy/Regulation changes are as follows:

Policy 0370 – Board Training – New Policy

This policy requires Board training in sexual abuse as part of the initial training as well as additional annual training. My hope is that the training will provide a framework to understand information received from the administration rather than creating “new investigators.” Adoption is Mandatory.

Policy / Regulation 1210 – School Year and School Day – New Regulation

This policy/regulation provides for changes beginning with the 2020-21 school year. For that school year “excessive heat” will be added to the existing definition of “inclement weather” as basis for cancelling school. In addition, the policy/regulation provides for an “Alternative Methods of Instruction” in lieu of make-up days for up to 36 hours during a school year. However, Districts may continue to use make-up days. Adoption of inclusion of excessive heat is mandatory. Adoption of the Alternative Method of Instruction is Highly Recommended.

Policy 1425 – School Volunteers

The revised policy differentiates between volunteers who may be left alone with students on more than an occasional basis – screened volunteers from volunteers who are not left along with students. Screened volunteers must have a clear Highway Patrol and FBI records check prior to being left alone with students. We recommend that other volunteers who are regularly present at school have a local record checks. Districts are not required to pay for volunteers’ record checks. However, the number of “screened volunteers” should be relatively small and charging screened volunteers may dry up the supply of volunteers. Adoption is Mandatory.

Policy 1430 – Visitors to Schools

This revision clarifies that the 1000 feet from school barrier for sex offenders does not apply to sex offenders receiving treatment at a treatment facility or nursing home. Adoption is Mandatory.

Policy 2200 – Admission and Withdrawal

This Policy clarifies payment of tuition and responsibility for providing transportation from K-8 schools to approved receiving districts. Adoption is Mandatory.

Policy 2230 – Admission of Non-Tuition Students

This new addition to existing policy, allows parents, who are being relocated to Missouri pursuant to military orders, to register their student(s) remotely. Adoption is Mandatory.

Policy 2710 – Reporting Student Abuse

This policy modification reflects the General Assembly’s inclusion of volunteers and school contractors to those groups who owe a duty of care to protect students from sexual abuse. Adoption is Mandatory.

Policy 2742 – Sexual Abuse Awareness Training – New Policy

This new policy reflects the requirement of the General Assembly that districts will be required to provide students with sexual abuse awareness training beginning with the 2020-21 school year. We have included this new policy early in order to provide districts with time to prepare a quality program. Adoption is Mandatory.

Policy 3470 – Average Daily Attendance – Early Childhood Program

This new policy revision reflects the qualifications required of Early Childhood Programs to quality for ADA. Adoption is Mandatory.

Policy 4120 – Employment Procedures

This legislative mandate require Districts prior to employing a new teacher, to obtain from DESE their prior school of employment. The District is further required to contact that prior employer to determine the basis for and facts surrounding termination of employment. The policy further requires the District to provide such information in response to inquiries about the District’s former teachers. Adoption is Mandatory.

Policy / Regulation 4411 – Professional Development Program

The General Assembly added a business externship for approved practical experience with a Missouri company. Similar to an existing program which unlike the new externship does not provide salary schedule credit. Adoption is Mandatory.

Policy 4540 – Group Insurance Benefits

This policy reflects the General Assembly’s mandate that districts include coverage for autism spectrum disorders, as well as physical and developmental disabilities in their group health plan. Adoption is Mandatory.

Policy 7210 – Construction Contracts, Bidding and Awards

This policy reflects the General Assembly’s increase of the threshold requirement from advertisements for bids from \$15,000 to \$50,000. Adoption is Mandatory.

BOARD ACTION

Policies may be voted upon with a single motion as follows. I move to adopt the following policies and regulations:

- P0370
 - P1210
 - P1425
 - P1430
 - P2200
 - P2230
 - P2710
 - P2742
 - P3470
 - P4120
 - P4411
 - P4540
 - P7210
- R1210
 - R4411

August 23, 2019
Page 4

If you have any questions concerning these revisions or their implementation, please feel free to call MCE staff members. For more information about MCE's Policy Service, visit our website at <http://www.moconed.com>.

Sincerely,

MISSOURI CONSULTANTS FOR EDUCATION, LLC



Thomas A. Mickes

TAM/ndb
Enclosures

School Board Organization

Board Training

Board members initially elected or appointed after August 28, 1993, shall successfully complete orientation and training requirements within one year of the date of election or appointment. The orientation and training will consist of at least eighteen hours and thirty minutes. The District will pay the costs of the training.

This mandatory training will include two hours and thirty minutes of current reliable information concerning identifying signs of sexual abuse in children and the danger signals of potentially abusive relationships between children and adults. In addition, this segment of the training will emphasize methods to establish an atmosphere of trust in order that students feel comfortable discussing abuse with school staff. District administrators will conduct investigations following abuse hotline calls, and advise the Board of the facts and recommendations.

Any Board member serving a term as of August 28, 2019 or elected or appointed after August 28, 2019, will complete at least one hour of refresher training each year of their term of office. However, the refresher training is not required in the year the member completes the initial orientation and training.

The annual refresher training will address concepts covered in the initial training, including the prevention of sexual abuse of children.

Calendar Requirements

School Year and School Day

Beginning with the 2019-20 school year, the Board will annually adopt a school calendar that will provide for 1,044 hours of pupil attendance with no minimum number of school days. The beginning of the school year will not generally be set more than fourteen (14) calendar days prior to Labor Day. Should the Board decide to set an earlier start date, the Board will:

- Give public notice of the meeting to discuss an earlier start date
- Conduct a public meeting
- Vote at that meeting to allow an earlier start date

The length of the school day will meet State Department of Elementary and Secondary Education requirements for six (6) clock hours of instruction. A school year and school day in excess of the state required minimum may be recommended by the Superintendent and approved by the Board. The planned calendar adopted prior to the beginning of the school year must be reported to DESE on Core Data Screen 10 by August 15 of each year, and cannot be changed after that date.

The District will only be required to make up the first thirty-six (36) hours of school lost or canceled due to inclement weather and half the number of hours lost or canceled in excess of thirty-six (36) hours up to twenty-four (24) hours of additional lost or canceled hours. Thus, the maximum number of hours that must be made up is sixty (60) hours. For purposes of this Policy, “inclement weather” shall mean ice, snow, extreme cold, flooding or a tornado, but not excessive heat. With the start of the 2020-21 school year, “excessive heat” will be added to the definition of “inclement weather.”

However, beginning in the school year 2020-21, the District will not be required to make up any hours of school lost or cancelled due to exceptional or emergency circumstances during a school year, if DESE has approved an alternative method of instruction plan submitted by the District.

GENERAL ADMINISTRATION

Policy 1210 (Regulation 1210)

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Calendar Requirements

School Year and School Day

Beginning with the 2019-20 school year, the Board will annually adopt a school calendar that will provide for 1,044 hours of pupil attendance with no minimum number of school days. The beginning of the school year will not generally be set more than ~~fourteen~~, (14) calendar days prior to Labor Day. Should the Board decide to set an earlier start date, the Board will:

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- Give public notice of the meeting to discuss an earlier start date
- Conduct a public meeting
- Vote at that meeting to allow an earlier start date

The length of the school day will meet State Department of Elementary and Secondary Education requirements for six (6) clock hours of instruction. A school year and school day in excess of the state required minimum may be recommended by the Superintendent and approved by the Board. The planned calendar adopted prior to the beginning of the school year must be reported to DESE on Core Data Screen 10 by August 15 of each year, and cannot be changed after that date.

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However, beginning in the school year 2020-21, the District will not be required to make up any hours of school lost or cancelled due to exceptional or emergency circumstances during a school year, if DESE has approved an alternative method of instruction plan submitted by the District.

August 2019, Copyright © 2019 Missouri Consultants for Education, LLC

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School/Community Relations

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 reserves the right to deny individual applicants where the best interests of the educational program are served.

GENERAL ADMINISTRATION

**Policy 1425
(Form 1425)**

School/Community Relations

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.

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Deleted: Prior to serving as a volunteer, each individual who may have unsupervised contact with a child must complete an application for the position, have a satisfactory criminal records check, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Department of Social Services.

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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.

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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.

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School/Community Relations

Visitors To Schools

Principals and teachers shall welcome and encourage visits by parents/guardians, Board members, volunteers and patrons of the schools. All visitors shall report to the principal's office on entering the building so that the office will be aware of their presence. When a patron of the school has a need for a conference with a teacher or counselor, an appointment should be made so the staff member may proceed with his/her assigned duties without undue interruption.

Groups of visitors wishing to visit the school or facilities shall notify the Superintendent as far in advance as possible.

Students dismissed earlier in one school than others are not permitted to be on the grounds of any other school in the District.

All persons who do not obtain permission from the principal's office to visit the school, or visitors who create serious distractions to the learning environment in the building or on the premises, shall be considered trespassers and subject to arrest and prosecution.

In order to minimize the potential harm to staff and students, persons listed on the sex offenders list may not be present in any school building, or on district property, in any district vehicle utilized to transport students, or be present at school activities without the written permission of the Superintendent. If permission is granted for a specific event or events, the Superintendent will notify the principal, where the sex offender will be present. Sex offenders cannot reside within 1,000 feet of a school or victim unless the individual is receiving treatment in a treatment facility or nursing home for purposes of getting treatment.

Observations by Parents, Advocates, or Others

Under applicable state and federal law, a parent does not have a right to observe his/her child in the educational setting. However, if a parent, advocate or other person wishes to conduct an observation of any child, activity, teacher, or classroom, he or she must submit a written request to the building principal, within five school days of the date he or she wishes to observe, with the following information:

1. The name and position of the individual(s) who will be observing;
2. The date and time he or she wishes to observe;
3. The amount of time he or she wishes to observe;
4. The specific purpose for which he or she wishes to observe.

The building principal must then grant written permission for the observation to occur. The District reserves the right to deny any observation that it believes will disrupt the educational environment or may lead to a direct or indirect release of personally identifiable information about a student or students. The building principal or other administrator will provide a written or verbal explanation of its decision prior to the requested observation date.

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GENERAL ADMINISTRATION

Policy 1430

School/Community Relations

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Policy 1430
Page 2

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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.

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 2200

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STUDENTS

Policy 2230
(Regulation 2230)
(Form 2230)

Admission and Withdrawal

Admission of Non-Tuition Students

Resident Students

Resident students of the District, five to twenty-one (5-21) years of age, who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum (G.E.D.), and are not barred from enrollment by provisions of the Safe Schools Act (See Policy and Regulation 2664) may attend District schools tuition free. Resident students must provide proof of residency in the District at the time of enrollment. To be a resident of the District, a student must both physically reside and be domiciled within District boundaries. The domicile of a minor child is the domicile of a parent, military guardian pursuant to a military issued guardianship, or court-appointed legal guardian. Where due to military stationing or deployment out-of-state of one or both of a child's parent(s), the child, a resident of Missouri, relocates to live with other family members that live in the District or lives in a military support community located in the District, the child may attend District schools. If the parents' active duty orders expire during the school year, the student will be permitted to finish the current school year at the District.

In addition, the District will provide tuition-free special education services to resident students who qualify for special education services between the ages of 3 and 21 as required by law.

Students Entitled to Enroll Without Proof of Residency

The residency provisions of this policy are not applicable to homeless students, inter-District court-ordered desegregation students, wards of the state placed in residential care facilities, students placed in a residential care facility due to a mental illness or developmental disability, students placed in a residential facility by a juvenile court, students with a disability identified under state eligibility criteria if the student is in the district for reasons other than accessing the district's educational program, students attending regional or cooperative alternative education programs, students attending an alternative education program on a contractual basis, or students attending a school pursuant to R.S.Mo.§ 167.151(2) or (4). The exemptions to the residency requirement are expressly established by state law and entitle such students to tuition-free school attendance. Additionally, a student may be partially exempt from the payment of tuition as set forth in Policy and Regulation 2240 and state law. For purposes of IDEA special education evaluation and provision of special education services a student attending a private school located within the District will be evaluated as a resident student.

Requests for Waiver of Proof of Residency Requirements

Those students who are unable to satisfy the proof of residency requirements and who are not entitled to enroll as provided in the previous section of this Policy and state law may request a waiver of the proof of residency requirements. Upon filing a Request for Waiver of Proof of Residency (Form 2230.1) and satisfaction of all other enrollment requirements, the student will be conditionally enrolled and allowed to attend school pending a Board of Education hearing on the student's request unless there is reason to suspect that the admission of the pupil will create an immediate danger to the safety of other students or employees of the District. If there is reason to suspect that the student poses an immediate danger, the Superintendent/Designee may convene a hearing within five working days of the request to register and determine whether or not the pupil may register. (See Policy and Regulation 2200, Regulation 2230 and Policy and Regulation 2664).

Students of Nonresident Teachers and Regular Employees

Nonresident students of District teachers or regular District employees may be permitted to attend school without payment of tuition. Such students will be considered a "resident" student for purposes of state aid.

Remote Registration

Parent(s) who are being relocated to Missouri pursuant to military orders will be permitted to enroll their students remotely. Proof of residence is not required at the time of registration, but will be required within ten (10) days of the student's registration.

STUDENTS

Admission and Withdrawal

Admission of Non-Tuition Students

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Policy 2230
(Regulation 2230)
(Form 2230)

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STUDENTS

Policy 2710
(Regulation 2710)

Student Welfare

Reporting Student Abuse

The Board of Education believes that school staff members, school volunteers and school contractors, are in unique positions to assist children, families, and the community in dealing with the issue of child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being. Employees, volunteers and school contractors making reports of allegations of sexual abuse of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.

If a school employee, volunteer or school contractor has a reasonable belief that a student has been or maybe subjected to abuse or neglect, such employee, volunteer or school contractor and the Superintendent shall report the information immediately upon receiving the information to the Children's Division. Thereafter, the Superintendent will investigate the allegation for the purpose of making decisions about the accused person's employment. Depending upon the specific facts, the District may place the alleged abuser on paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings, or continue the employee in their present position pending outcome of the investigation.

Any school district employee, volunteer or school contractor acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.

The District will annually provide employee and volunteer training, which will include but not be limited to current information concerning identification of the signs of sexual abuse in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees and volunteers will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.

The District will post in each student restroom and in a clearly visible location in each school office, the toll free child abuse and neglect hotline number established by the Children's Division. These signs will be published in both English and Spanish. Such child abuse and neglect hotline numbers shall be depicted in large print on posters 11 inches by 17 inches and will be placed at eye level for easy viewing. The hotline number will be shown in bold print. The signs shall also contain instructions to call 911 for emergencies and contain directions for accessing the Children's Division's website for more information on reporting abuse and neglect.

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STUDENTS

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Reporting Student Abuse

Policy 2710 (Regulation 2710)

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Policy 2710
Page 2

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Student Welfare

Sexual Abuse Awareness Training

Beginning in the 2020-21 school year and annually thereafter, The District will provide trauma-informed, developmentally-appropriate sexual abuse training to students in grades 6-12. Student training will include, but not be limited to:

1. Instruction in recognizing sexual abuse;
2. Instruction in reporting incidents of sexual abuse;
3. Instruction in actions that student-victims of sexual abuse can take to obtain assistance and intervention; and
4. Instruction in resources that are available to students affected by sexual abuse.

Prior to inception of the training, the District will notify parents/guardians of the training content and of the parents/guardians right to have their student excused from the training. Upon written request of the parent/guardian their student will be excused from the training.

Accounting and Reporting

Average Daily Attendance – Early Childhood Program

Pupils between the ages of three and five years old who are eligible for free and reduced lunches and who attend an early childhood education program that is operated by and in the District, or by a charter school that has declared itself a local educational agency providing full-day kindergarten and that meets standards established by the State Board of Education; or that is under contract with the District or charter school that has declared itself as a local educational agency and that meets standards established by the State Board of Education will be included in the District's calculation of average daily attendance. In the event that the District contracts with an early childhood program, the District will adhere to standards set by the State Board of Education.

If a pupil who is eligible for free and reduced price lunch leaves the early childhood program during the school year, the District may fill the vacant enrollment spot with another pupil between the ages of three and five who is also eligible for free and reduced lunch without affecting the District's calculation of average daily attendance.

The total number of three and five year olds included in the District's calculation of average daily attendance must not exceed four percent (4%) of the total number of students who are eligible for free and reduced lunch between the ages of three and eighteen who are included in the District's average daily attendance.

FINANCIAL OPERATION

Policy 3470

Accounting and Reporting

Average Daily Attendance – Early Childhood Program

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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 Child Abuse/Neglect Registry maintained by the Missouri Department of Social Services. 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.

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.

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 advertised. (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.

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.

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Policy 4120
Page 2

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.

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 advertised. (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.

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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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PERSONNEL SERVICES

Policy 4411
(Regulation 4411)

Professional Activities, Training and Professional Growth

Professional Development Program

The Board shall provide a Professional Development Program to be in compliance with State Statutes regarding assistance for beginning teachers. A committee will be elected by the teachers to develop a plan to carry out the goals of the Professional Development Program.

The Professional Development Program shall further be in compliance with the "Outstanding Schools Act" Section 7 of Senate Bill #380 of the 87th General Assembly.

The District will establish a Professional Development Committee to work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; assist beginning teachers with implementation of their professional development plan; serve as a consultant upon a teacher's request; arrange training programs for mentors; assess faculty needs and develop in-service opportunities for school staff; present faculty suggestions, ideas and recommendations pertaining to classroom instruction within the School District; and review and evaluate the District's staff development program.

In any year, expiring with fiscal year 2024, in which the amount appropriated and expended for transportation of students is less than 25% of the allowable costs of providing student transportation, the Board, by a majority vote, may allocate less than 1% of professional development funds to student transportation. However, in no case will the amount allocated be less than 0.5% of professional development funds.

The District provides teacher externships for teachers participating in a supervised practical experience in local and state business. Depending upon the type of externship, participating teachers may receive professional development credit or credit on the District's salary schedule. (See Regulation 4411).

PERSONNEL SERVICES

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(Regulation 4411)

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PERSONNEL SERVICES

Policy 4540
(Regulation 4540)

Compensation

Group Insurance Benefits

The Board of Education directs that medical group insurance coverage for staff members will be provided. The Superintendent/designee will solicit proposals and make recommendations to the Board of Education for approval of the insurance provider.

Employees shall be given information regarding COBRA benefits at the times of employment and separation.

The contract for medical insurance will be submitted for competitive bidding at least once every three (3) years.

For purposes of this policy competitive bidding means public notice of the request for medical insurance bids and the provision of information about district participants, claims history, and the details of the District's existing health insurance policy and proposed modifications.

Development or Physical Disabilities

The District's medical group insurance for staff members, after January 1, 2020, will provide coverage for the diagnosis and treatment of autism spectrum disorders and for the diagnosis and treatment of developmental or physical disabilities to the extent that such diagnosis and treatment is not already covered by the District's health plan.

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PERSONNEL SERVICES

**Policy 4540
(Regulation 4540)**

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Facilities Construction

Construction Contracts, Bidding and Awards

All facilities construction projects which exceed an expenditure of Fifty Thousand Dollars (\$50,000.00) shall be advertised once a week for two consecutive weeks in a newspaper of general circulation located in the city or county in which the District is located. In addition to the city or county newspaper, the District may also advertise in business, trade or minority newspapers. Competitive bids shall be solicited according to state law only after the plans and specifications have been approved by the Board of Education. In order to protect the Board, each bidder will be required to submit, with his bid, a bidder's bond in an amount determined by the estimated cost of the project.

The construction contract shall be awarded to the best bidder whose bid is in accordance with the Board approved plans and specifications and has provided the required security. The Board reserves the right to waive any informalities in, or reject any or all bids or any part of any bid. No bid for the construction, alteration, or repair of any building shall be accepted if it does not conform to the Board approved plans and specifications. Notwithstanding Board policies and regulations providing for construction manager and design build methods, the District may elect to proceed with the traditional method set out in this policy.

Whenever two or more proposals or bids of equal amount are the lowest proposals submitted by reasonable bidders pursuant to the advertisement of bids, the Board of Education may award the contract to any one of the bidders as determined by exercise of discretion.

The contractor shall receive monthly payments for the work completed, less a percentage to be determined to ensure completion. The contractor will be required to submit a performance bond and a material and labor bond to the satisfaction of the Board. The final payment shall be made only after acceptance of the project by the Board of Education and completion of the items to be corrected. Lien waivers shall be provided by the contractor and his subcontractors and suppliers.

All pay requests by the contractor shall be approved by the architect prior to submission to the Board of Education for payment.

FACILITIES DEVELOPMENT

Policy 7210

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Glendale, Missouri 63122

Phone: (314) 878-5600
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tmickes@mickesotoole.com
www.moconed.com

October 29, 2020

Dear Superintendent,

During the Firm's recent MUSIC Seminars October 5 and October 15, we introduced changes in MCE's Transgender Policy 2115 and Virtual Instruction Regulation 6190. The changes in the Transgender Policy are necessitated by recent Federal Court of Appeal decisions which expands transgender rights. The changes in Virtual Instruction were made, for the most part, by decisions by the State Board of Education. We have also updated Policy 6180 – English Language Learner (ELL). Remember, that beginning the current school year, districts must provide sexual abuse training to students. MCE adopted Policy 2742 in August 2019 following legislation mandating such training.

The updates are as follows:

Policy 2115 - Transgender Students

We continue to provide that transgender students should be permitted to choose an unofficial name that matches their gender identity. Gender markers (i.e. M, F) on informal records should reflect the student's gender identity. We continue to require that official records reflect all students' biological genders and given names absent a court order. With respect to restrooms, students will have the right to use gender neutral restrooms or the restrooms of their gender identity.

We have omitted our existing locker room and shower facilities paragraphs. At this point, there are no definitive court cases dealing with the prevailing issue. We have decided to delete our section temporarily to give districts the option of consistent practice without be inconsistent/consistent with MCE Policy.

Finally, in the past, we have referred to MSHSAA guidelines on transgender participation. Because of the increased focus on competition rules, we have printed MSHSAA guidelines. *Adoption is Highly Recommended.*

October 6, 2020

Page 2

Policy 6180 – English Language Learner

As required, we have provided a provision for designating the district's ELL implementor (coordinator). Note, that you must fill in the blank. We suggest you designate a district position rather than a person in order to avoid policy revisions when employees leave or are reassigned. Finally, we have added some provisions for intake and outsourcing for districts with low ELL enrollment. *Adoption is Mandatory.*

Regulation 6190 - Virtual Instruction

The State Board recently set a limit of ten (10) business days on which a district has to approve or deny a MOCAP application. This is a mandatory change. We have previously advised that districts have an enrollment period each semester to consider MOCAP applications. We have included the enrollment period into the policy as an option. Obviously, if a new student enters the district during the year, they should be allowed to apply for a MOCAP course regardless of enrollment period. *Adoption for Decision Timeline is mandatory and Enrollment Period is Optional.*

Board Action

Policies may be voted upon with a single motion as follows:

I move to adopt the following policies and regulations:

Policy 2115

Policy 6180

Regulation 6190

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

Sincerely,

MISSOURI CONSULTANTS FOR EDUCATION, LLC



Thomas A. Mickes

TAM/ndb

Student Welfare**Transgender Students**

The Board of Education believes that all students are entitled to a quality education in a safe environment. This belief extends to transgender students, that is, students who self-identify with a gender that is different from their biological sex.

The Board seeks to balance the privacy needs of all students with the preferences of transgender students and their parents/guardians. This policy sets forth the practices that are in place for the welfare of all of our students. This policy does not anticipate every situation that might occur with respect to transgender students, and the needs of each student must be assessed on a case-by-case basis.

Student Identity

Transgender students may select a first name and pronoun that more closely matches their gender identity. This chosen name shall be used by District staff to communicate verbally and electronically other than in official school records. Changes of name shall not be permitted to exceed one name change per school year. Gender markers on unofficial District forms and related documents will reflect the student's gender identity.

Official school records will list the birth name and biological sex of the student. The student or their parents/guardians may obtain a name change through the court system.

Restrooms

The District, when requested, will designate a gender-neutral restroom(s) in each building with the appropriate signage.

All students, regardless of their gender identity, will have the option of using the gender-neutral restroom, the restroom designated for their biological sex, or their self-identified gender.

Apparel

Transgender students are permitted to dress in the manner of their gender identity. However, all students are required to dress consistently with the school's dress code.

Extra-Curricular/School Activities

The District is a member of the Missouri State High School Activities Association (MSHSAA). As such, the District is required to adhere to MSHSAA regulations regarding athletic participation by transgender students. MSHSAA requirements are as follows:

No Medical/Hormone Treatment Related to Gender Transition

1. Trans males (female to male) may participate in co-ed sports and may apply to participate in boys' sports. Once the student participates in a boys' sport, he may only compete in boys' sports for the remainder of his eligibility.
2. Trans females (male to female) may not compete on a girls' team, but may compete in co-ed and boys' sports.

Receiving Medical/Hormone Treatment Related to Gender Transition

1. Trans males (female to male) may compete on a boys' team but is no longer eligible to compete on a girls' team.
2. Trans females (male to female) may continue to compete on a boys' team, but may not compete on a girls' team until one year of documented medical hormone treatment and/or suppression is completed. To maintain eligibility, a trans female student will thereafter provide medical documentation that the appropriate hormones are being maintained.

On occasion, student activity groups schedule overnight trips. Students will be assigned rooms with sponsor approval and which are mutually agreed upon by the student roommates.

INSTRUCTIONAL SERVICES

Policy 6180
(Form 6180)

Curriculum Services

English Language Learner (ELL)

The Board of Education is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, the District will provide appropriate programs to address the needs of these students. Students entitled to considerations under this policy include:

1. Language Minority (LM) - students who come from a background where English is not the student's first language, or where the primary language of the home is not English or both.
2. Limited English Proficient (LEP) - Students whose English language skills are insufficient to lead to success in an English-only classroom.

The District will also take steps to ensure to the maximum extent practicable that the interests of ELL students are included in the development and implementation of District programs and services that are offered by the District to and for its student body.

School personnel enrolling ELL students are trained in the process of identifying, assessing and providing services to these students.

To ensure that parents/guardians are properly notified of the ELL program, all new and enrolling students are to be given the Student Home Language Survey (Form 6180). The form shall be completed and returned to the school by the parents/guardians if they feel their child may be in need of such services.

Where the District has or may have in the future a low number of ELL students, the District may contract with a neighboring district for services until a qualified ELL teacher is employed. However, if the District serves twenty (20) or more ELL students, the District will employ a full-time certified ESOL teacher.

The Board designates the [District Position] to serve as the District's ELL Implementor.

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Curriculum Services

Virtual Education

The District will annually permit any eligible student, under the age of twenty-one (21) who resides in the District, to enroll in Missouri Course Access and Virtual School Program (“Program”) courses as part of the student’s annual course load. Course costs will be paid by the District provided that the student:

1. Is enrolled full-time and has attended a public school, including a charter school, for at least one (1) semester immediately prior to enrolling in the Program. However, if the reason for a student’s non-attendance in the prior semester is a documented medical or psychological diagnosis or condition which prevented attendance, such non-attendance will be excused; and
2. Prior to enrolling in the Program course has received District approval through the procedure set out in this Regulation 6190(A).

Each Program course successfully completed will count as one class and will receive that portion of a full-time equivalent that a comparable course offered by the District generates.

A. Enrollment

The enrollment process for participation in the Program will be substantially similar to the enrollment process for participation in District courses. The enrollment period will be ten (10) school days prior to each semester. Students who fail to timely enroll will be permitted to apply the next semester. New students enrolling during the school year will have five (5) school days from school enrollment to apply for a Program Course under this Regulation. The process may include consultation with a school counselor. However, consultation does not include the counselor’s approval or disapproval of enrollment in the Program. However, the District has ten (10) business days from the date the application was submitted to the District to approve or deny the application.

When a District school denies a student’s enrollment in a Program course or enrollment as a full-time Program student, the District will provide in writing a “good cause” reason for the denial. Such good cause determination will be based upon a reasonable determination that the enrollment is not in the student’s best educational interest. Where enrollment is denied, the following process will be utilized:

1. The District will notify the student and the student’s family in writing of the right to appeal denial of Program enrollment to the Board of Education; and

2. The family will be given an opportunity to present the reasons for their appeal to the Board at an official Board meeting; and
3. The District, at such Board meeting, will provide the basis for its determination that Program enrollment was not in the student's best educational interest; and
4. The written submissions by the family and the District will be incorporated into Board minutes; and
5. The Board's written decision and the reason for that decision will be provided to the family within thirty (30) days of such Board meeting; and
6. The family may appeal the Board's determination to the Department of Elementary and Secondary Education. The Department shall provide their decision within seven (7) calendar days.

Program credits previously earned by a student transferring into the District will be accepted by the District. Students who are participating in a Program course at the time of transfer shall continue in the course with the District assessing future monthly payments.

Home school and private students wishing to take additional courses beyond their school's regular course load will be permitted to enroll in Program courses under an agreement, including the student's payment of tuition or course fees.

B. Payment for Program Courses

Cost associated with Program courses shall be paid by the District for students satisfying subsection (1) of this Regulation 6190. Payments will be made on a monthly cost basis prorated over the semester enrolled. Payments will be made directly to the Program contract provider. Such payments per semester will not exceed the market cost, but in no case more than 7% of the state adequacy target per semester. In the event a Program participant discontinues their enrollment, the District will discontinue monthly payments made on the student's behalf.

In the case of a student who is a candidate for A+ tuition reimbursement and who is enrolled in a Program course, the District will attribute no less than ninety-five (95%) percent attendance to any such student who has successfully completed such Program course. K-8 Districts will be required to pay the District for Program attendees residing in the K-8 District.

C. Program Course Evaluation

The District will consider recommendations made by DESE relative to a student's continued Program enrollment. Based in part on DESE's recommendations, the District may terminate or alter a course offering if the District, in its reasonable discretion, determines that the Program course(s) is not meeting the student's educational needs.

Independently, the District will monitor student progress and success in Program courses. The District will annually provide DESE with feedback regarding Program course quality.

The District is not obligated to provide computers, equipment or internet access except for eligible students with a disability in compliance with federal and state law.

The District will include students' enrollment in the Program in determining the District's average daily attendance (ADA). For students enrolled in the Program on a part-time basis, ADA will be calculated as a percentage of the total number of Program courses in which the student is enrolled by the number of courses required for full-time students.

D. Notice

The District will inform District parents of their child's right to participate in the Program. Opportunity to participate in the Program will be provided in parent handbooks, registration documents and on the homepage of the District's website.

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INSTRUCTIONAL SERVICES

Regulation 6190

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Regulation 6190
Page 3

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Proposed Smith-Cotton Virtual Learning Platform

This proposal is to develop and implement our own virtual learning platform that will be taught by Sedalia 200 employees and follow Sedalia 200 curriculum and pacing. Smith-Cotton is in its third year of working with our learning management system (LMS), Canvas. Our virtual platform would also use Canvas as its LMS. If implemented for the second semester of the 2020-21 school year, we would focus on transitioning only needed courses for our virtual students. PLATO and LAUNCH would be used on a as needed basis for a few courses that our numbers do not warrant hiring a district teacher. Below you will find an outline of details for the initial semester.

Virtual Learning Platform Teacher Expectations:

Courses will be taught using Canvas

Pre recorded video lessons will be posted within each learning unit.

A weekly agenda will be posted every Monday outlining the week's assignments.

Teachers will create and post at least one pre-recorded announcement per week.

Live afternoon/evening session of 30 minutes, twice per week. Students are required to attend one of these sessions.

Students will be assigned 2-4 grades opportunities per week, per course.

Assessments will be given within Canvas/Mastery Connect/PLATO.

Teaching Staff

Teachers would receive a \$3,000 stipend for teaching the extra course. This would be for staff that already have six courses (full load) on their schedule. They would be expected to prepare their Canvas shell, implement coursework, grade assessments, and connect with their families. At this time, we believe we would use between 18-20 teachers for this virtual learning platform.

Proposed Courses for Initial Semester:

English

English I

English II

English III

English IV

Math

Algebra I

Algebra II

Geometry

Social Studies

Government
Last 50 years
World History
American History

Science

Biology
Chemistry/Physical Science-One section combined
Earth Science

Electives/PLATO

Business Tech/Business Leadership-One section combined
Personal Finance
Intro. to Business
PE
Spanish I
French I
Art Appreciation
Health
Theater I/II-One section combined
Child Development

Proposed Smith-Cotton Graduating Seniors Academic Distinction

Smith-Cotton is proposing a change to our academic distinction system with the graduating class of 2025. We believe these changes will allow for the same high academic standards and recognize more Smith-Cotton seniors.

Committee Members: Wade Norton, Katie Ellis, Carmen Brock, Pam Crafton, Ashley Burris, Becky Brownfield, Barbara Schrader, Robin Wyatte, Lorin Blackburn-Thierfelder, Michael Kailus, Andrew Matz, Ethan Moore, Amanda Lewis, and Stacy Middleton

Review of Current System:

Our current system recognizes two individual students (Valedictorian and Salutatorian) and groups the remainder of the graduating student body into honor graduates and graduates.

Proposed New System:

A Cum Laude Academic Distinction System would be bestowed as recognition of outstanding academic achievement and as a means to further encourage sound scholarship. They are awarded to every student attaining the required proficiency.

Proposed Program Details:

- *Summa Cum Laude*: is awarded to candidates whose grade-point-average is 4.00 or higher
 - *Magna Cum Laude*: is awarded to candidates whose grade-point-average is 3.70-3.999
 - *Cum Laude*: is awarded to candidates whose grade-point-average is 3.40-3.699
- **Valedictorian*: is awarded to the candidate with the highest grade-point-average of the class
- **Salutatorian*: is awarded to candidate with the second highest grade-point-average of the class

Supporting Data:

Students over 4.0 for the past four years:

2020: 20 2019: 34 2018: 35 2017: 19

Comparable School Systems and Their Academic Distinction:

We spoke with Warrensburg, Columbia, Springfield, and Lee Summit
(information will be shared during the presentation)

Connected Graduation Ceremony Changes:

Guest Speaker nominated by the graduating class: Either member of the Summa Cum Laude or guest

Proposed Changes for the 2021-22 Education and Career Planning Guide

2021-22 Guide Page Number	Information from 2020-21 Guide listed with changes in the 2021-22 Guide
General Enrollment Info Pgs. 6-10	<p>Removed the following statement under Grades and Grade Point System: SIS Parent Portal is available to all families. Contact the counseling office if you have questions about accessing the parent portal.</p> <p>Added the following statement under Grades and Grade Point System: Parents/Guardians can access observer accounts in Canvas to view grades, resources, and activities posted in their child's courses. The Canvas Parent App can be installed on mobile devices to make viewing more convenient. Observer accounts can: view student grades, read announcements, view the calendar, see the course syllabus, access a list of assignments with due dates, see online assignments, but not discussion posts, set up email or text notifications for announcements, assignments, and more. Please use this resource to help you set up your account and connect your account to your child's Canvas account.</p> <p>Advanced Studies: Advanced Placement: AP examination fee increased to \$95.00</p> <p>Weighted Courses: Added Jazz Ensemble & Symphony Orchestra</p>
Changing Schedules Pg. 15	Updated Counselor information
Course Listing Pgs. 16-17	Updated Smith-Cotton Course Listings to include new courses.
English Dept. Pgs. 18-19	Updated AP exam fees to \$95.00 for AP English Language and Composition and AP English Literature and Composition.
Social Studies Dept. Pgs. 20-22	Updated AP exam fees to \$95.00 for AP U.S. History and AP World History.
Science Dept. Pgs. 22-24	Updated AP exam fees to \$95.00 for AP Biology and AP Environmental Science
Mathematics Dept. Pgs. 24-26	Updated AP exam fees to \$95.00 for AP Calculus AB

<p>Art Dept. Pgs. 27-28</p>	<p>Changed name of Art to Art 1 and updated course description to read as follows: ART 1: One (1) Credit - 9th, 10th, 11th & 12th grades. This course should be taken before taking any advanced Art classes. This is a choice-based class giving students the opportunity to design and create their own projects with guidance from the teacher. Students will be introduced to drawing, painting, mixed media, sculpture and fibers techniques. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience. Art 1 is designed to introduce students to the Artist Studio Process.</p> <p>Changed name of Fundamentals of Drawing to Drawing and updated course description to read as follows: DRAWING: One (1) credit – 9th, 10th, 11th & 12th grades. <u>A materials fee of \$25 per semester is required.</u> Drawing is a choice-based class giving students the opportunity to design and create their own drawing projects with guidance from the teacher. Students will explore a variety of drawing media, techniques, and further develop their drawing skills. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.</p> <p>Printmaking/Fibers is now two separate classes and updated courses descriptions to read as follows: FIBERS: One (1) credit- 9th, 10th, 11th, & 12th grades. <u>A materials fee of \$25 per semester is required.</u> Fibers is a choice-based class giving students the opportunity to design and create their own fibers projects with guidance from the teacher. Students will explore a variety of techniques such as embroidery, crochet, surface design, sewing, weaving, felting, basketry techniques, bookmaking, papermaking, tie dye and shibori. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.</p> <p>PRINTMAKING: One (1) credit- 10th, 11th, & 12th grades. <u>Prerequisite: Art 1. A materials fee of \$25 per semester is required.</u> Printmaking is a choice-based class giving students the opportunity to design and create their own printmaking projects with guidance from the teacher. Students will be introduced to a variety of printmaking techniques, such as stamping, frottage, collograph, Gelli plate, monoprinting, relief, reduction and silkscreen. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.</p> <p>Changed name of Creative Painting to Painting and updated the course description to read as follows: PAINTING: One (1) credit – 10th, 11th & 12th grades. <u>Prerequisite: Art 1. A materials fee of \$25 per semester is required.</u> Painting is a choice-based class giving students the opportunity to design and create their own painting projects with guidance from the teacher. Students will explore watercolor, acrylic, mixed media, and alternative painting techniques. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.</p> <p>Added a new course: MIXED MEDIA: One (1) credit – 10th, 11th & 12th grades. <u>Prerequisite: Art 1. A materials fee of \$25 per semester is required.</u> Mixed Media is a choice-based class giving students the opportunity to design and create their own projects with guidance from the teacher. Students will explore mixed media techniques that combine drawing, painting, collage, fibers, and sculpture together. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.</p>
<p>Music Dept. Pgs. 29-31</p>	<p>Updated New Score to be a ½ credit course for 9th-12th graders and updated course description to read as follows: NEW SCORE: One-half (½) credit - 9th, 10th, 11th, & 12th grades. <i>By audition only. This course is WEIGHTED.</i> The number of students accepted into this choir will be determined according to balance of parts. Students will be required to participate in all choral performances, concerts, and contests, scheduled by the director. Students are required to be in A Cappella or Concert Choir in the spring. This advanced mixed show choir will learn a variety of musical styles including competition show music and standard choral music. Members of this group will learn vocals and choreography of a competition show and will travel to various competitions and community events throughout the school year. Members will be responsible for their costume and accessories. There will be evening rehearsals with this ensemble especially during competition season.</p>

Updated Vocal Velocity to be a ½ credit course for 9th-12th graders and updated the course description to read as follows:

VOCAL VELOCITY: One-half (½) credit - 9th, 10th, 11th, & 12th grades. By audition only. Students are required to perform at all events, concerts, and contests scheduled by the director. Students are required to be in A Cappella or Concert Choir in the spring. This course is designed for serious vocal students who are interested in performing in an ensemble combining singing and dancing. Students who have participated in choir at the middle school level are encouraged to audition for this choir. This choir will learn different styles of music with the intent of developing the singer's vocal strength, technique, intonation, and note reading. Members of this group will learn vocals and choreography of a competition show and will travel to various competitions. Members will be responsible for their costume and accessories. There will be evening rehearsals with this ensemble especially during competition season. It is intended to help prepare students for the advanced show choir New Score.

Updated A Cappella Choir to be a ½ credit course for 9th-12th graders and updated the course description to read as follows:

A CAPPELLA CHOIR: One-half (½) credit - 9th, 10th, 11th, & 12th grades. By audition only. Students are not required to be in show choir to be in this ensemble. Students are required to perform at all vocal concerts scheduled in the spring. These students will also perform at MSHSAA Large Group Contest. The number of students accepted into this choir will be determined according to balance of parts. This choir is open to serious vocal students who have an advanced understanding of vocal technique and performance. Students will further develop ear training, sight-reading, and singing skills. They will explore the works of many composers across the various time periods.

Added the following new classes:

CONCERT CHOIR: One-half (½) credit - 9th, 10th, 11th, & 12th grades. By audition only. Students are not required to be in show choir to be in this ensemble. Students are required to perform at all vocal concerts scheduled in the spring. The choir is open to serious vocal students who want to continue improving their vocal technique and performance skills. Students will learn the basics of sight reading and ear training as well as refining their music reading skills. They will explore works from a variety of time periods and styles. This ensemble is intended to help prepare students for the advanced concert ensemble A Cappella.

SMALL CHORAL ENSEMBLES: One-half (½) credit - 9th, 10th, 11th, & 12th grades. This course is for serious vocal students who are looking for an advanced traditional choral ensemble in the fall semester. Students will be required to perform at all concerts scheduled in the fall. Students in this class will focus on works for smaller choral ensembles as well as duets and solo works. They will learn individual performance skills as well as skills for singing in a non-conducted ensemble. Additionally, there will be an emphasis on learning and preparing for the district and all-state choir audition processes.

MUSICAL THEATRE & VERNACULAR MUSIC: One-half (½) credit - 9th, 10th, 11th, & 12th grades. This course explores the vocal performance skills for musical theatre and the Great American Songbook. Students should have an understanding of vocal technique and music reading skills. Students will work in groups and as individuals to learn and perform songs of various styles and from different eras. Students will be required to participate in class performances and may perform at concerts outside the school day.

Added weight to the following classes: Symphony Orchestra and Jazz Ensemble

**Vocational
Family &
Consumer
Science

Pgs. 34-35**

ADVANCED APPAREL, TEXTILES & FASHION: increased lab fee to \$25.00

Changed name of ProSTART I to Culinary Essentials & Catering (ProSTART I) and updated the course description to read as follows:

CULINARY ESSENTIALS & CATERING (ProSTART I): One (1) credit- 10th, 11th, & 12th grades. Prerequisite: Nutrition & Wellness or Creative Foods I with a C or better. A lab fee of \$30 is required. In this class, students have the opportunity to explore the exciting and developing professions in the culinary industry using the National Restaurant Association's ProStart curriculum. Students have opportunities to work with mentoring chefs from the local area, cater local events, and compete in culinary competitions. Students who complete this course will be industry certified.

**Business &
Marketing
Education
Pgs. 36-37**

Remove the following courses: Business Technology II, Desktop Publishing and Multimedia

Changed name of Business Technology I to Business Technology and updated the course description to read as follows:

BUSINESS TECHNOLOGY : One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This course will allow students to use a computer and other technologies common in businesses to accomplish activities similar to current trends in business and industry. The course content will include a quick review of the keyboard and proper typing technique, introduction to device operation and Internet usage. The students will learn to use the Microsoft Office Suite (Word, Excel, PowerPoint, and Access) to complete common tasks in the workplace. This is an applications-oriented course. The course is articulated with SFCC.

Updated grade levels for Computer Graphics

Updated Prerequisite for Tiger Vision

Updated course description for JAG to read as follows:

JOBS FOR AMERICA'S GRADUATES (JAG): One (1) credit- 12th grade. This course will prepare students for success after high school and help them to determine which path (Education, Employment, Enlist) is right for them. The students will be introduced to employability competencies and be assessed on those skills. The competencies fall into six categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills. Students will be involved in "real world" experiences that connect them to available careers within their community. Students taking this course will be required to complete follow up surveys for twelve months after graduation.

Added a new course:

DIGITAL PHOTOGRAPHY & MULTIMEDIA: One-half (½) credit - 9th, 10th, 11th, & 12th grades. A materials fee of \$25 per semester is required. Students will be required to provide a digital camera and storage card. This course provides students with experience on creative expression through digital multimedia, photography, and technology. Students will learn techniques to capture and edit digital images and video.

Dear Parents and Students:

This Educational Planning Guide contains a wealth of information to assist as you organize and implement a plan for your high school career and beyond.

The career path information offers a range of possible careers for each student to consider. Parents can use the career path information to discuss career opportunities with their children.

Student course selection is very important. Schedule changes can be very difficult and/or denied; therefore, students and parents should carefully consider course selections to ensure the most appropriate choices for students. The teachers, counselors, and administrators are available to assist students and parents as they make course decisions. Please do not hesitate to ask for this assistance.

Sincerely,

Smith-Cotton High School and Whittier Administrative & Counseling Teams



Sedalia School District #200
www.sedalia200.org

SEDALIA SCHOOL DISTRICT #200
EDUCATIONAL PLANNING GUIDE
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HIGH SCHOOL COURSE GRADUATION REQUIREMENTS

EIGHT SEMESTERS of HIGH SCHOOL ATTENDANCE are strongly recommended for all students. If students have completed all required courses and have earned 24 units of credit, early graduation requests will be considered on a case-by-case basis. Students must submit a letter of their intent to graduate early to the principal the semester before they plan to graduate.

CURRICULAR AREAS	COURSE OFFERINGS
ENGLISH (4 Units)	<p>Pre- AP English I, English II, English III, English IV, Lifetime Literacy TTR</p> <p><u>Advanced Placement:</u> AP English Literature and Composition, AP English Language and Composition</p> <p><u>Dual Credit:</u> English Composition I & English Composition II</p>
SOCIAL STUDIES (3 Units)	<p>World History, American History, American Government (1/2 unit), The Law & You, The Last 50 Years in History, Missouri History, Geography, The Holocaust, History of Civil War, History of Vietnam War, Sociology</p> <p><u>Advanced Placement:</u> AP US History, AP World History</p> <p><u>Dual Credit:</u> US History Before 1877, US History Since 1877, World Civilization Before 1500, World Civilization After 1500, National Government</p>
MATHEMATICS (3 Units)	<p>Algebra Orientation, Algebra A, Algebra B, Real World Math, Algebra I, Algebra II, Algebra III, Honors Algebra II, Geometry Concepts, Geometry, Pre-Calculus, Introduction to Statistics</p> <p><u>Advanced Placement:</u> AP Calculus AB</p> <p><u>Dual Credit:</u> Statistics, College Algebra, College Trigonometry, Pre-Calculus, Calculus</p>
SCIENCE (3 Units)	<p>Biology, Physical Science, Earth Science, Environmental Science, Chemistry I, Chemistry II, Physics I, Physics II, Zoology, Human Physiology I & II, Forensic Science, Astronomy, Meteorology</p> <p><u>Advanced Placement:</u> AP Biology, AP Environmental Science</p> <p><u>Dual Credit:</u> Human Biology, General Chemistry I w/Lab, Intro to Chemistry w/lab</p>
FINE ARTS (1 Unit)	See Course Offerings
PRACTICAL ARTS (1 Unit)	See Course Offerings
PHYSICAL EDUCATION (1 Unit)	Personal Fitness, Athletic Conditioning, Lifetime Sports, Adaptive Personal Fitness TTR (Yoga)
PERSONAL FINANCE (1/2 Unit)	Personal Finance
HEALTH (1/2 Unit)	Health
ELECTIVES (7 Units)	See Course Offerings
Totals	24 Credits

POST-HIGH SCHOOL EDUCATION ADMISSIONS REQUIREMENTS

CURRICULAR AREAS	Entering Freshman University of Missouri System Credit Requirements	Missouri Public 4 Year Colleges (i.e. UCM, MSU) Credit Requirements	Community & Technical Colleges (State Fair Community College, etc.)	Military Careers
	COMMUNICATION SKILLS	4 Units	4 Units	 HIGH SCHOOL Diploma HIGH SCHOOL Diploma ACT or Accuplacer Placement Score is Required 
SOCIAL STUDIES	3 Units Government 1/2	3 Units Government 1/2		
MATHEMATICS	4 Units Algebra 1 & Higher	3 Units Algebra 1 & Higher		
SCIENCE	3 Units	3 Units		
FINE ARTS	1 Unit	1 Unit		
PRACTICAL ARTS	0 Units	0 Units		
PHYSICAL EDUCATION	0 Units	0 Units		
ADDITIONAL ELECTIVES	2 Units 2 Years of the Same Foreign Language	3 Units of Upper Level Electives		
OTHER REQUIREMENTS	Appropriate class rank and a minimum score of 24 on the ACT	Appropriate class rank and ACT score		



Missouri State
UNIVERSITY



MAKE HIGH SCHOOL COUNT

It's not too soon to start thinking about your future! If you are considering attending school (four-year college/university, career/technical school, or two-year college) after high school, you may find it helpful to do the following:

- Make a list of the schools that interest you during the 9th and 10th grade year.
- During the 10th and 11th grade year, gather information from each school and study it.
- Register to take the ACT or SAT Assessment before December of your senior year (spring of your junior year is highly recommended).
- Visit the campus of each school you are seriously considering at the end of 11th grade or beginning of 12th grade.
- Make some decisions first semester of 12th grade year and submit applications to the top choices.
- Apply early for housing.
- Apply early for financial assistance. Pay attention to deadlines listed in the financial aid information you receive from your counselor and the schools you are interested in attending.
- Find out about local, state, federal and private student financial assistance programs.
- Make your decision. Take time to review all information carefully and weigh your options.

If you are considering serving in the Armed Forces after high school, you might find it helpful to do the following:

- Visit with friends, neighbors, and relatives who have served in various branches of the Armed Forces.
- Study military literature available in the library or counseling office.
- Evaluate any physical limitations that might prevent you from serving in the Armed Forces.
- Compare military training opportunities with possible civilian occupations.
- Arrange with your counselor to visit with various military recruiters during your junior and senior years of high school. When meeting with recruiters, listen very carefully, ask tons of questions, and ask to see it in writing.
- Compare benefits, tours of duty, training, and promotion opportunities of military programs.

If you are considering direct employment after high school, you might find it helpful to:

- Explore your special abilities and interests with your school counselor.
- Collect and study materials about writing resumes and letters of application.
- Consider whether you want to move away from your home region after high school.
- Visit with individuals working in various occupations that may be of interest to you. Become familiar with major employers in the areas where you are interest in working.

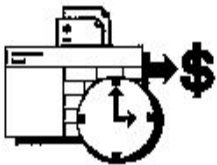
Career Paths and Career Clusters



Arts & Communications

These occupations are related to the humanities and the performing, visual, literary and media arts. They may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, language, radio, television, advertising and public relations.

Career Clusters: Arts, A/V Technology and Communications



Business Management & Technology

These occupations are related to the business environment. They may include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics and management.

Career Clusters: Information Technology; Finance; Marketing, Sales and Service; Business, Management and Administration



Health Services

These occupations are related to the promotion of health and the treatment of disease. They may include research, prevention, treatment and related technologies.

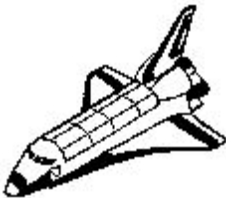
Career Clusters: Health Science



Human Services

These occupations are related to economic, political and social systems. They may include education, government, law and law enforcement, leisure and recreation, military, religion, childcare and social services.

Career Clusters: Human Services; Hospitality and Tourism; Government and Public Administration; Law, Public Safety, Corrections and Security; Education and Training



Industrial & Engineering Technology

These occupations are related to the technologies necessary to design, develop, install or maintain physical systems. They may include engineering, manufacturing, construction, service and related technologies.

Career Clusters: Science, Technology, Engineering and Mathematics; Architecture and Construction; Manufacturing; Transportation, Distribution and Logistics



Natural Resources

These occupations are related to the environment and natural resources. They may include agriculture, earth science, environmental sciences, fisheries, forestry, horticulture and wildlife.

Career Clusters: Agriculture, Food and Natural Resources

For more information on Missouri's career clusters, visit:
http://dese.mo.gov/divcareered/career_clusters.htm

INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP) INFORMATION

The Missouri Department of Elementary and Secondary Education requires each student to have an Individual Career and Academic Plan (ICAP) to help with transition after high school. The Individual Career and Academic Plan (ICAP) is a plan of study to guide students through the coursework and activities for achieving personal career goals, post-secondary planning and providing individual pathway options. An ICAP is a multi-year process, beginning no later than eighth grade, that intentionally guides students and families in the exploration of career, academic and multiple post-secondary opportunities to include direct access to the workforce, military, tech school/area career center, vocational training (apprenticeship), 2-year college and 4 year college. An ICAP is a “roadmap” to help students develop awareness, knowledge, attitudes, and skills to create their own meaningful pathways to be success ready graduates.

Individual Career and Academic Plan (ICAP)							
(Name of School)							
Name: _____							
Graduation Year: _____							
	Grade	Requirements/Credits	Credits	1st Semester	2nd Semester	Review Each Semester	
Select a Career Path Select: _____ Career Cluster Select: _____ Program of Study (Pathway)	9	Language Arts	1			9th Grade Review Dates: _____ Student's Signature(s): _____ Parents/Guardians' Signature(s): _____ Advisor's Signature(s): _____	
		Social Studies	1				
		Mathematics	1				
		Science	1				
		Health	1/2				
		P.E.	1/2				
		Electives or Fine/Practical Art Requirements	2				
Additional Postsecondary Preparation A+ Program _____ Career and Technical Ed Certificate _____ Industry Recognized Credential _____ Missouri Seal of Biliteracy _____ NCAA _____ Technical Skill Attainment _____ Other: _____	10	Language Arts	1			10th Grade Review Dates: _____ Student's Signature(s): _____ Parents/Guardians' Signature(s): _____ Advisor's Signature(s): _____	
		Social Studies	1				
		Mathematics	1				
		Science	1				
		Personal Finance*	1/2				
		Fine/Practical Art	1				
		P.E.	1/2				
		Electives	3				
Postsecondary Goals Postsecondary Options: Directly to workforce _____ Military _____ Tech School/Area Career Center _____ Vocational Training (Apprenticeship) _____ 2 year College _____ transfer to 4 year college _____ 4 Year College or University _____ Other: _____	11	Language Arts	1			11th Grade Review Dates: _____ Student's Signature(s): _____ Parents/Guardians' Signature(s): _____ Advisor's Signature(s): _____	
		Social Studies	1				
		Mathematics	1				
		Science	1				
		Electives	4				
	12	Language Arts	1			12th Grade Review Dates: _____ Student's Signature(s): _____ Parents/Guardians' Signature(s): _____ Advisor's Signature(s): _____	
		Elective	7				

This plan will be reviewed and updated annually to ensure that it continues to provide direction toward the student's academic and career goals. Parents will sign off on their student's Individual Career and Academic Plan (ICAP) each fall during back to school enrollment.

GENERAL ENROLLMENT INFORMATION

GRADES AND GRADE POINT SYSTEM

Grades will be issued at the end of each 18-week semester. A progress report will be issued at mid-semester. It is the student's responsibility to present grades to parents. Semester grades are based on cumulative points in the following areas: tests, assigned work, class participation, and special assignments. Grades are based on the following percentages:

95-100%	A	4.00	80-82%	B-	2.67	67-69%	D+	1.34
90-94%	A-	3.67	77-79%	C+	2.34	63-66%	D	1.00
87-89%	B+	3.34	73-76%	C	2.00	60-62%	D-	0.67
83-86%	B	3.00	70-72%	C-	1.67	0-59%	F	0.00

Parents/Guardians can access observer accounts in Canvas to view grades, resources, and activities posted in their child's courses. The Canvas Parent App can be installed on mobile devices to make viewing more convenient. Observer accounts can: view student grades, read announcements, view the calendar, see the course syllabus, access a list of assignments with due dates, see online assignments, but not discussion posts, set up email or text notifications for announcements, assignments, and more. Please use this [resource](#) to help you set up your account and connect your account to your child's Canvas account.

HONOR ROLL / ACADEMIC HONORS

Smith-Cotton High School grades are based on a 4.0 scale. Honor roll is based on semester grades and grade point average. Students who obtain a 3.0 up to 3.66 will be on the Honor Roll. Those with 3.67 or above will be on the Principal's Honor Roll. Students can receive an academic letter by earning a 3.34 or above for 3 semesters.

ADVANCED STUDIES

Several special programs are designed to meet the needs of academically talented students, providing intellectual challenge through curriculum. These programs are designed to provide students a competitive advantage for college admission or other advanced study and increase their scholarship opportunities. The programs are listed below:

Advanced Placement (AP)
Dual Credit
Project Lead the Way (PLTW)
Articulated Credit

Students and their parents should meet with a school counselor to investigate all opportunities and options available through the programs. Please be aware that acceptance of credit through these programs is determined by individual colleges. Students and parents will also find the following brief explanations of each program helpful.

Advanced Placement (AP)

The Advanced Placement Program is essentially a way for schools to provide their stronger students with courses of study appropriate to their abilities and interests, with reasonable assurance that these studies will not be repeated at college.

Smith-Cotton High School offers several AP courses to sophomores, juniors and seniors. All AP courses culminate in a comprehensive AP examination administered by the College Board, a non-profit organization that administers the program. Most colleges will accept successful completion of the exam for either advanced placement alone or for both dual credit and advanced placement. Up-to-date information concerning university recognition policies can be found at <http://www.collegeboard.com/student/testing/ap/about.html>.

Students are strongly encouraged to take the final AP examination and must receive a particular score to receive college credit. Please refer to college of choice or bring questions to the Smith-Cotton High School Counseling office. LAUNCH AP courses may be taken with administrative approval. Examination fee is currently \$95.00. Below is a list of all on campus AP courses offered by our school:

AP Biology	AP Calculus AB	AP Computer Science A (CSA)
AP Music Theory	AP World History	AP Computer Science Principles (CSP)
AP U.S. History	AP Environmental Science	AP English Literature and Composition
AP World Lang. Levels IV & V	AP English Language and Composition	

Dual Credit

All dual credit courses taken on the Smith-Cotton High School campus are weighted. The Sedalia School District #200, State Fair Community College (SFCC), along with University of Central Missouri (UCM) and the Missouri University of Science and Technology have agreements whereby high school sophomores, juniors and seniors, with qualifying scores, may enroll in college courses and receive both high school and college credit. To be eligible, students must have a GPA of 3.0/4.0. **There MUST be a minimum of ten students in order for the class to actually be taught at Smith-Cotton High School.** Students may, with approval from their school counselor, enroll in day or evening dual credit classes offered on the SFCC campus. Equating college hours to high school credit has been established as: 5 college hours = 1 unit of high school credit; 3 college hours = ½ unit of high school credit; 2 college hours = ¼ unit of high school credit. To enroll or to obtain more specific details on “Dual Credit” and how it would fit into a daily school schedule, parents and students should contact a school counselor. Any dual credit class taken which is not “on level” or which is considered remedial will be awarded an elective credit.

The following is a list of Dual Credit courses that we may offer to our students. It may be acceptable for students to be enrolled in some dual credit courses without paying the fee for the college credit; upon successful completion of the course they will earn the weighted high school credit. Fees will only be collected at the beginning of the semester if college credit is desired. **Tuition for these courses must be paid to the college. Students may apply for a scholarship to assist with tuition made available by the Sedalia School District Foundation (SSDF). The SSDF awards a certain number of scholarships for SFCC courses each year only. It is strongly recommended that students take the ACT test before the beginning of the school year.**

State Fair Community College		
Course	Requirements	Credit Hours
Public Speaking	3.0/4.0	3
English Composition I	ACT English score of 18/ACT Reading score of 18	3
English Composition II	ACT English score of 18/ACT Reading score of 18	3
U.S. History Before 1877	ACT English score of 18/ACT Reading score of 18	3
U.S. History Since 1877	ACT English score of 18/ACT Reading score of 18	3
American/National Government	ACT English score of 18/ACT Reading score of 18	3
World Civilization Before 1500	ACT English score of 18/ACT Reading score of 18	3
World Civilization After 1500	ACT English score of 18/ACT Reading score of 18	3
Human Biology	ACT English score of 18/ACT Reading score of 18	3
Introduction to Chemistry w/lab	Completion of English Composition I (Engl 101)	5
General Psychology	ACT English score of 18/ACT Reading score of 18	3
General Sociology	ACT English score of 18/ACT Reading score of 18	3
Medical Terminology I	3.0/4.0	3
Introduction to Literature	ACT English score of 18/ACT Reading score of 18	3
Introduction to Philosophy	ACT English score of 18/ACT Reading score of 18	3
Living Religions	ACT English score of 18/ACT Reading score of 18	3
College Skills	3.0/4.0	3
University of Central Missouri		
Course	Requirements	Credit Hours
Pre-calculus	ACT Math score of 22	5
Statistics	ACT Math score of 22	3
College Algebra	ACT Math score of 22	3
College Trigonometry	ACT Math score of 22	2
Calculus	ACT Math score of 26	5
General Chemistry I w/lab	ACT Math score of 24	5
Music Appreciation	3.0/4.0	3

 **Project Lead the Way (PLTW)**

Project Lead the Way (PLTW) is a nationally recognized engineering curriculum being offered through the Sedalia School District. There are three different engineering pathways offered at Smith-Cotton High School: Pathway to Engineering, Pathway to Computer Science, and Pathway to Biomedical Science. Each of these pathways offer engineering courses that engage students in hands-on activities, projects, and problems that are reflective of real-world challenges. This compelling, real-world approach empowers students to learn essential, in-demand skills validated by the world’s leading companies, while also providing an invaluable connection between what students are learning in the classroom today and how it applies to the paths they will take in the future. Ask your school counselor about information regarding PLTW or go to www.pltw.org. **Dual credit can be awarded through SFCC, UCM, or Missouri University of Science and Technology. See the Project Lead the Way instructor for more information.**

Project Lead the Way- Colleges vary		
Introduction to Engineering Design	Smith-Cotton Course Enrollment	See instructor
Principles of Engineering	Smith-Cotton Course Enrollment	See instructor
Digital Electronics	Smith-Cotton Course Enrollment	See instructor
Principles of Biomedical Science	Smith-Cotton Course Enrollment	See instructor
Human Body Systems	Smith-Cotton Course Enrollment	See instructor
Medical Interventions	Smith-Cotton Course Enrollment	See instructor
Biomedical Innovations	Smith-Cotton Course Enrollment	See instructor

Articulated Credit

Articulation agreements are set up for certain career, technical and occupational courses that are offered through a post-secondary institution such as State Fair Community College. Articulated credit is earned by successfully completing a career, technical or occupational course with an 80% or higher. Enrollment for articulated credit must be made while the student is enrolled in the high school equivalent course. The college credit will appear on a college transcript once a student graduates high school and earns 15 hours of college credit through the post-secondary institution. There is no cost to the student for articulated credit. Smith-Cotton does offer some articulated credit through State Fair Community College.

WEIGHTED CLASS INFORMATION

Weighted classes are given one (1) additional grade point to count toward a student’s grade point average. Weighted courses offer a more rigorous curriculum to prepare students for post-secondary education.

Dual Credit and Advanced Placement classes that are **taught on the Smith-Cotton campus** will be weighted. Beginning with the Class of 2024, weighted credit can also be earned for courses not taught on Smith-Cotton campus that fall under the **Core 42**. In addition to the Dual Credit and Advanced Placement classes, the following classes are weighted:

- | | |
|---|-----------------------------------|
| Chemistry II | Level III, IV & V World Languages |
| Physics II | Spanish History & Literature |
| Science Research Course | Engineering Design & Development |
| Human Physiology I & II | CNC Manufacturing & Machining |
| Aerospace Engineering | Civil Engineering & Architecture |
| Cybersecurity | Computer Science Essentials |
| JROTC Cadet Staff Leadership & Management | Accounting II |
| Zoology | Accounting III |
| Honors Algebra II | Pre-Calculus |
| New Score | Orchestra |
| Symphony Orchestra | Band |
| Jazz Ensemble | |

END OF COURSE/END OF HIGH SCHOOL ASSESSMENT PLAN

All Missouri high school students are required to take End of Course Exams following completion of these courses for graduation. *The following are the required tests for graduation:*

1. Algebra I End of Course Assessment—*If students took Algebra I as an 8th grader, then the state requires they take Algebra II EOC for graduation.*
2. English II End of Course Assessment
3. Biology End of Course Assessment
4. American Government End of Course Assessment
5. United States & Missouri Constitution Tests—taken during high school
6. ASVAB and/or ACT during students' junior year

INDEPENDENT STUDY/CLASS BY ARRANGEMENT FOR GRADES 10-12

In this program, a student may further his/her study independently under the supervision of the teacher. The school counseling department has more information for those interested students. This is determined on an individual basis.

SUMMER SCHOOL

Sedalia School District #200 may provide a summer school program for those students who have been unable to meet the basic requirements for graduation and for other students wishing additional course work. Students who have failed a required course should see a counselor and enroll for summer course work.

COMMUNITY SERVICE

Community service is designed for any student with the desire to spend time in documented, approved service to some agency or project with a community service orientation. Examples of this would be assisting in local service club projects, aiding city and state agencies, helping at hospitals and schools, etc. Eighty hours of documented service will equate to ½ credit of elective credit. Up to two hours of elective credit may be counted toward graduation. Each student will maintain records of dates, times, and services rendered, along with required signatures. A brief checklist will also rate the success of the effort. To receive credit, the student will also compose a summary of the total experience and submit it along with the documentation. **The service projects will be performed outside of regular school hours. This class is pass/fail. See your school counselor for more information.**

SEDALIA FIT

The Sedalia FIT program's mission is to provide all students with a 40-hour internship opportunity during their junior or senior year. Business, Education and Civic leaders have built a community-led "4 step career program" for high school students, which includes an internship, prior to their entering a technical, associate or bachelor degree program. The FIT program consists of the following four steps: assessment, interview, placement and follow-up. Step one requires each student to complete a career assessment which helps determine their "Top 5" career choices. After the assessment is completed each student meets with a career consultant to review their choices and agree on an internship that FITS with their interests and talents. The career consultant will then access the Employer Internship Network (EIN) to match the student with one of the employers in the network. Upon completion, the student provides a written description of the impact that this internship has had on their career selection process. The business provides the intern with career input and advice based upon their experiences and their interactions.

SEAL OF BILITERACY

The Sedalia School District has chosen to develop an award to encourage the study of world languages and to recognize the achievement of students who attain proficiency in both English and another language. In order to recognize and encourage linguistic proficiency and cultural literacy, the Sedalia School District shall present a biliteracy award to each graduating high school student who demonstrates proficiency in speaking, reading, and writing in one or more languages in addition to English. The Superintendent will approve applications based on a review of student qualifications in accordance with the Board of Education policy and district-established criteria. Several state universities are working with DESE to offer upper level foreign language credit to students who meet the requirements for the Seal of Biliteracy.

LAUNCH

LAUNCH is Missouri's solution for course access for school districts and families in need of flexible and personalized learning options. LAUNCH courses meet both individual student's needs and the needs of the Sedalia School District #200 by providing virtual course options for the students. Through this program, Smith-Cotton can offer high quality virtual courses in which Missouri teachers teach Missouri learning standards. Administrative approval is required to be a part of this program.

MISSOURI OPTIONS

Students that will complete or have completed Personal Finance, Health, one full credit of PE, one full credit of Practical Art and one full credit of Fine Art, and are behind on core credits can prepare for the Missouri Options test by attending classes at the SFCC Career and Technical Center. After taking and passing the Missouri Options test, a Smith-Cotton High School diploma can be awarded, provided the basic requirements have been met in accordance with the MISSOURI OPTIONS contract. **STUDENTS ARE NOT ELIGIBLE FOR THIS PROGRAM UNTIL THE YEAR THEIR COHORT GROUP GRADUATES!**

A+ SCHOOLS PROGRAM

The A+ Schools Program strives to ensure that students are prepared for and successful in life beyond high school. The A+ Schools Program provides students with continuous, progressive career information throughout the students' years at Smith-Cotton. The program focuses on ensuring students have course offerings that are rigorous and relevant to the world outside the classroom that will better prepare them for their paths after high school.

An A+ Student must:

- Must be a US Citizen or permanent resident (See the A+ Coordinator with any questions).
- Sign a **Letter of Intent** to participate in the program prior to or during the last 3 years of high school.
- Attend an **A+ School** for six consecutive semesters prior to graduation (grades 10-12).
- Graduate with an **un-weighted** cumulative GPA of 2.5 or higher on a 4.0 scale. Graduate with at least a **95%** cumulative attendance record for grades 9-12.
- Perform **50 hours** of unpaid tutoring to other students in the district.
- Maintain a record of good citizenship and avoid the use of alcohol and unlawful drugs.
- Apply for **non-repayable federal tuition assistance** by filling out the Free Application for Federal Financial Aid (FAFSA). This must be completed before requesting A+ Student Financial Incentive Assistance.
- Students must score **proficient or advanced** on **ONE** of the following End of Course Exams: **Algebra I, Algebra II, or Geometry**.
- If a student takes the Algebra I End of Course Exam as an 8th grader and passes with a proficient or advanced, then they have satisfied this requirement.

HOW DO YOU BECOME AN A+ STUDENT?

To become part of the A+ Schools Program, read the citizen guidelines and complete the agreement. It is recommended that students sign up early in their high school careers. Doing so, allows the A+ Coordinator to monitor the students' GPA and attendance, provide college and career information, and assist students in fulfilling the tutoring portion of the A+ requirements.

Students are encouraged to enroll in the A+ Schools Program even if they plan to attend a four-year college or enter the workforce rather than attend college. This program is an opportunity for students to access additional education after high school; it does not obligate them to use the A+ tuition reimbursement.

WHAT ARE THE BENEFITS OF BEING AN A+ STUDENT?

- A student graduating with A+ status may be eligible for two years of tuition grants to attend any accredited public Missouri community college or vocational/technical school as a full-time student. Tuition benefits may cover tuition and general fees.
- The tuition grants may be available to the A+ student up to four years after high school graduation.

Parental income is not criteria for A+ student incentive reimbursement.

The rules and reimbursement for the A+ Schools Program are determined by the State Legislature. They may change at any time.

*For additional information about the A+ Schools Program
contact the A+ Coordinator.*

UPWARD BOUND--State Fair Community College

The SFCC Upward Bound program is a partnership between Sedalia School District #200 and State Fair Community College. Upward Bound is a federally funded college academic enrichment opportunity targeting first-generation college bound high school students. Housed at Smith-Cotton High School, the program motivates participants to develop the skills necessary to complete high school and successfully pursue a four-year college degree.

Throughout the academic year, participants receive individual peer-led tutoring, academic performance stipends, college campus visits, fine arts enrichment activities, cultural field trips, a financial aid seminar, leadership training, and ACT preparation instruction. During the summer, participants take part in a 6-week college immersion experience where students live in the SFCC residence hall and take college prep classes on the college campus.

Upward Bound provides services to 50+ students attending Smith-Cotton High School. There is no cost to the participant or to the family. To qualify, applicants must meet one of the following criteria: be a first-generation college student (cannot reside with a natural/adoptive parent who has a bachelor's degree) -or- must meet a federally regulated income guideline set annually by the federal government. For more information, visit the Upward Bound Office or the State Fair Community College website.

Missouri State High School Activities Association Eligibility (MSHSAA)

Due to MSHSAA GUIDELINES, students participating in extra-curricular and co-curricular activities must pass 80% of their coursework. This means that students must earn 3.0 credits per semester if enrolled only at Smith-Cotton High School to be eligible. Student MSHSAA eligibility is determined by the preceding semester.

National Collegiate Athletic Association (NCAA)

Before a student is eligible to participate in college athletics at the NCAA Division I or Division II level, the NCAA Clearinghouse must certify the student. Part of that certification process includes making sure that the student has successfully taken the required number of core courses. The required number of core courses is listed below. For further requirements to be deemed eligible, contact the Activities Director.

CORE UNITS REQUIRED FOR NCAA CERTIFICATION

	<i>Division I</i>	<i>Division II</i>
<i>English core</i>	<i>4 years</i>	<i>3 years</i>
<i>Mathematics core</i>	<i>3 years</i>	<i>2 years</i>
<i>Science core</i>	<i>2 years</i>	<i>2 years</i>
<i>Social Studies Core</i>	<i>2 years</i>	<i>2 years</i>
<i>From English, Math, or Science</i>	<i>1 year</i>	<i>3 years</i>
<i>Additional Core (English, Math, Science, Social Studies, Foreign Language, Computer Science)</i>	<i>4 years</i>	<i>4 years</i>
TOTAL CORE UNITS REQUIRED	16	16

Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The web site is www.eligibilitycenter.org.

National Association of Intercollegiate Athletics (NAIA)

All college freshman students must be a graduate of an accredited high school. An entering freshman student must meet two of the three entry level requirements: a minimum score of 18 on the ACT or 860 on the SAT, an overall high school grade point average of 2.000 or higher on a 4.000 scale, and graduate in the upper half of the student's high school graduating class. Please visit www.playnaia.org for more information.

CHANGING SCHEDULES

Schedule changes must be requested during the first two days of the semester. See your grade level counselor for this information. It is the student's responsibility to complete the schedule change form with a parent signature and turn in to the counseling office by the designated deadline.

Students need to contact the following counselors regarding schedule changes:

Class of 2022	Carmen Brock	brockc@sedalia200.org
Class of 2023	Ashley Burris	burrisa@sedalia200.org
Class of 2024	Katie Ellis	ellisk@sedalia200.org
Class of 2025	Pam Crafton	craftonp@sedalia200.org

Smith-Cotton Courses

ENGLISH

Pre-AP English I	1 unit
English II	1 unit
English III	1 unit
English IV	1 unit
AP English Language & Composition*	1 unit
AP English Literature & Composition*	1 unit
English Composition I #*	½ unit
English Composition II #*	½ unit
Creative Writing	½ unit
Global Studies	½ unit
Reading Fiction	½ unit
English Core Enhancement	½ unit
Strategic Reading (Reading 101)	½ unit
English as a Second Language I	½ unit
Rewards TTR	1 unit
Lifetime Literacy TTR	½ unit
Functional English TTR	1 unit

SOCIAL STUDIES

World History	1 unit
American History	1 unit
American Government	½ unit
AP U.S. History*	1 unit
AP World History*	1 unit
1 unit	
National Government #*	½ unit
U.S. History Before 1877 #*	½ unit
U.S. History Since 1877 #*	½ unit
World Civilization Before 1500 #*	½ unit
World Civilization After 1550 #*	½ unit
The Law and You	½ unit
The Last 50 Years in History	½ unit
Missouri History	½ unit
Geography	½ unit
The Holocaust	½ unit
History of the Vietnam War	½ unit
History of the Civil War	½ unit
Sociology	½ unit
Functional History TTR	1 unit

SCIENCE

Biology	1 unit
Physical Science	1 unit
AP Biology*	1 unit
AP Environmental Science*	1 unit
Chemistry I	1 unit
Chemistry II*	1 unit
Physics I	1 unit
Physics II*	1 unit
Earth Science	1 unit
Environmental Science	1 unit
Zoology *	1 unit
Human Physiology I*	½ unit
Human Physiology II*	1 unit
Forensic Science	1 unit
Astronomy	½ unit
Meteorology	½ unit
Science Research Course*	1 unit
Laboratory Technician	½ unit
Human Biology #*	½ unit

General Chemistry I #*	1 unit
Introduction to Chemistry w/lab #*	1 unit
Functional Science TTR	1 unit

MATHEMATICS

Algebra Orientation	1 unit
Algebra I A	1 unit
Algebra I B	1 unit
Real World Math	1 unit
Algebra I	1 unit
Algebra II	1 unit
Algebra III	1 unit
Honors Algebra II*	1 unit
Geometry Concepts	1 unit
Geometry	1 unit
Introduction to Statistics	½ unit
Pre-Calculus #*	1 unit
Statistics #*	½ unit
College Algebra #*	½ unit
College Trigonometry #*	½ unit
Calculus #*	1 unit
AP Calculus AB*	1 unit
Functional Math TTR	1 unit

FINE ARTS

DRAMA

Theatre I	½ unit
Theatre II	½ unit
Theatre III	1 unit
Theatre IV	1 unit
Film Appreciation	1 unit
Repertory Theatre	1 unit
Stagecraft	1 unit
Competitive Speech and Debate	1 unit

ART

Art 1	1 unit
Drawing	1 unit
Fibers	1 unit
Painting	1 unit
Mixed Media	1 unit
Printmaking	1 unit
Pottery and Sculpture	1 unit
Advanced Pottery and Sculpture	1 unit
Commercial Art and Design	1 unit
Portfolio Development	1 unit
Digital Arts and Photography	1 unit
Advanced Digital Arts and Photography	1 unit

MUSIC

Mixed Chorus	1 unit
New Score*	½ unit
Vocal Velocity	½ unit
A Capella Choir	½ unit
Concert Choir	½ unit
Small Choral Ensemble	½ unit
Musical Theatre & Vernacular Music	½ unit
Music Explorations I	½ unit
Music Explorations II	½ unit
Fund of Music Theory for Vocal/Inst Student	1 unit
Band*	1 unit

Orchestra*	1 unit
Symphony Orchestra*	1 unit
Instrumental Techniques	1 unit
Jazz Ensemble*	1 unit
Music Appreciation #*	½ unit
AP Music Theory *	1 unit

PRACTICAL ARTS

ENGINEERING DEPARTMENT

Introduction to Engineering and Design #*	1 unit
Principles of Engineering #*	1 unit
Digital Electronics #*	1 unit
Aerospace Engineering*	1 unit
Civil Engineering and Architecture*	1 unit
Engineering Design and Development*	1 unit
Robotics	1 unit
CNC Manufacturing & Machining*	1 unit
Material Processing	½ unit
Engineering Apprenticeship	1 unit
Computer Science Essentials*	1 unit
AP Computer Science Principles*	1 unit
AP Computer Science A*	1 unit
Cybersecurity*	1 unit
Principles of Biomedical Science #*	1 unit
Human Body Systems #*	1 unit
Medical Interventions #*	1 unit
Biomedical Innovations #*	1 unit

VOC. FAMILY & CONSUMER SCIENCE

Nutrition & Wellness	½ unit
Creative Foods I	½ unit
Creative Foods II	½ unit
International Foods	½ unit
Interpersonal Relationships	½ unit
Apparel, Textiles & Fashion	½ unit
Adv. Apparel, Textiles & Fashion	½ unit
Child Development	½ unit
Housing Environments & Design	½ unit
Parenting	½ unit
FCCLA Leadership	½ unit
Career Pathways for the Teaching Profession	1 unit
Practicum in Teaching Pathway	1 unit
Culinary Essentials & Catering (ProSTART I)	1 unit

BUSINESS & MARKETING EDUCATION

Introduction to Business	½ unit
Business Technology	½ unit
Computer Graphics	½ unit
Web Page Design	½ unit
Tiger Vision	1 unit
Digital Photography & Multimedia	½ unit
Introduction to Computer Science	½ unit
Business Leadership	½ unit
Personal Finance	½ unit
Accounting I	1 unit
Accounting II*	1 unit
Accounting III*	1 unit
Marketing	½ unit
Advertising & Public Relations	½ unit
Sports & Entertainment Marketing	½ unit
Marketing Leadership	½ unit

Retail Store Operations (Retailing)	½ unit
Supervised Marketing Employment	½ unit
Jobs for America's Graduates	1 unit

ADDITIONAL PRACTICAL ARTS (page 34)

Life Skills TTR	1 unit
On Job Training	varies
Transition Skills TTR I	1 unit

PHYSICAL EDUCATION & HEALTH

Personal Fitness	½ unit
Athletic Conditioning	1 unit
Lifetime Sports	½ unit
Adaptive Personal Fitness TTR (Yoga)	½ unit
Health	½ unit

ELECTIVES

WORLD LANGUAGE

Spanish I, II, *III, *IV, *V	1 unit/s
German I, II, *III, *IV	1 unit/s
French I, II, *III, *IV	1 unit/s
Spanish History & Literature*	1 unit

ADDITIONAL ELECTIVES

Collegiate Athletic Preparation	½ unit
Yearbook	1 unit
Introduction to Journalism	½ unit
Smith-Cotton Media	½ unit
Junior Reserve Officer Training Corps	1 unit
JROTC Cadet Staff Leadership/Mgt*	1 unit
Career Development	1 unit
ACT Preparation	½ unit
Tiger Tutors	½ unit
Work Study	½ unit
Psychology	½ unit
Sign Language	½ unit
Public Speaking #*	½ unit
General Sociology #*	½ unit
General Psychology #*	½ unit
Medical Terminology I #*	½ unit
Introduction to Literature #*	½ unit
Introduction to Philosophy #*	½ unit
Living Religions #*	½ unit
College Skills #*	½ unit
Study Skills TTR	1 unit
Social Skills TTR	1 unit
Transition Skills TTR II	½ unit
Education Resource TTR	1 unit
English as Second Language II, III, IV	1 unit/s

CAREER & TECHNICAL EDUCATION

Automotive Service Technology	3 unit/s
Building Trades	3 unit/s
Criminal Justice	3 unit/s
Early Childhood Careers	3 unit/s
Graphic Design	3 unit/s
Health Occupations	3 unit/s
Industrial Equipment Maintenance	3 unit/s
Precision Machining	3 unit/s
Welding	3 unit/s
CTC Embedded Math	1 unit
CTC Embedded Language Arts	1 unit

*Denotes a weighted course #Denotes a dual credit course

COURSE DESCRIPTIONS by DEPARTMENTS

ENGLISH DEPARTMENT

Pre-AP ENGLISH I: One (1) credit - 9th grade. Pre-AP English I focuses on the close reading, analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers. Students will engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly. **This class is the standard, baseline course for English I.**

ENGLISH II: One (1) credit – 10th grade. Students will complete a rigorous study of vocabulary, grammar, usage, punctuation, writing process, note taking, research skills, and literature. Students will be expected to use prewriting techniques, write rough drafts, revise, edit, and document sources. Students will follow MLA format and use parenthetical documentation in the research process. Students will write a literary analysis. The writing process will also include the development of argumentative, expository, and narrative writing. The study of literature will include short stories, poetry, nonfiction, drama, and a novel. **An End of Course exam is required at the completion of this course for graduation.**

ENGLISH III: One (1) credit – 11th grade. Emphasis in this course will be a thorough and rigorous study of grammar, composition, critical and literary analysis, research paper preparation, and vocabulary building. The study of American literature will include essays, poems, short stories, dramas, and novels. This course of study is designed to assist students in adjusting to college instruction by promoting self-initiating skills in the areas of note taking, studying for various types of examinations, problem solving, and composition forms, which include descriptive, expository, persuasive, and narrative writing, critiques and essay exams.

ENGLISH IV: One (1) credit – 12th grade. This course of study is designed to assist students in adjusting to 2- or 4-year college instruction, or demands of the modern workplace, by promoting self-initiating skills in the areas of note taking, studying for various types of examinations, problem-solving, and composition forms which include expository, argumentative and narrative writing, critiques and essay exams. Emphasis in this course of study will be a thorough and rigorous study of grammar, composition, critical and literary analysis, argumentative writing, research paper preparation, and vocabulary building. British/American literature will be included in the required reading with novels, dramas, poems, non-fiction, short stories and other forms of literature providing a basis for reading and comprehension.

ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION: One (1) credit – 11th & 12th grade. *This class is WEIGHTED.* Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. **Students choosing to take the Advanced Placement English Literature and Composition examination in May will pay a \$95.00 testing fee.**

ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION: One (1) credit - 12th grade. *This class is WEIGHTED.* This course will provide students with the opportunity to earn college credit while still in high school, this Advanced Placement English Literature course follows the curricular requirements described in the most current AP English Course Description, and is designed to help students develop a critical awareness about literature; recognize connections among works of literature that span time, nationality, and genre; increase their awareness of literature and good writing as major sources of civilization's significant ideas; respond thoughtfully to literature; vary the tone and form of their writing; evaluate their own writing as well as the writing of their peers; and grow intellectually and develop the skills necessary for critical reading, writing, and thinking. **Prospective students will be**

given a recommended summer-reading list, and students choosing to take the Advanced Placement English Literature and Composition examination in May will pay a \$95.00 testing fee.

ENGLISH COMPOSITION I (DUAL CREDIT): One-half (1/2) credit - 11th & 12th grade. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* This course emphasizes planning, drafting and revising along with critical thinking and information management skills and their role in communicating concise written ideas to a range of audiences for a variety of purposes. Basic computer skills are essential for successful completion.

ENGLISH COMPOSITION II (DUAL CREDIT): One-half (1/2) credit - 11th & 12th grade. Prerequisite: ENGL 101 (English Composition I) with a grade of C or higher. *This dual credit class is WEIGHTED.* This course combines the process writing techniques acquired in ENGL 101 with higher-order reasoning and advanced research skills to communicate ideas in meaningful and effective writing. Basic computer skills are essential for successful completion.

CREATIVE WRITING: One-half (1/2) English Elective credit – 11th & 12th grades. Prerequisite: B average in English. This course of study emphasizes the development of writing skills. Students will demonstrate a mastery of self and peer editing skills, and develop a beginning knowledge of publication. Students will be expected to write four essays in different genres throughout the course of the semester. This course is designed to teach students the writing process along with reviewing grammar.

ENGLISH CORE ENHANCEMENT: One (1) credit – 9th grade. This course includes practice in basic English skills and concepts such as vocabulary, grammar, usage, mechanics, punctuation, sentence development/structure, sentence combining, writing process, literary analysis, and research skills. The class will involve practice in ADDITION to the required English course rather than a replacement for the required course.

GLOBAL STUDIES: One-half (1/2) credit- 12th grade. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Through the use of a variety of mentor texts and supplemental works (novels, short stories, poems, articles, etc.), students will further develop their ability to interpret and analyze literary and informational selections. Student will continue to develop more precise writing skills and write literary analyses, arguments, and narrative pieces, focusing on the skills of topic development, organization, diction/syntax, and the use of textual evidence.

READING FICTION: One-half (1/2) English Elective credit – 11th & 12th grades. Prerequisite: B average in English. In this course, students will engage the techniques and practices of reading and enjoying literature. Students will learn different ways to read and understand different texts to develop strategies for critical, theoretical, and rhetorical thinking.

STRATEGIC READING (Reading 101): One (1) English Elective credit – 9th, 10th, 11th, & 12th grades. This class is for students who need to improve their reading skills. Students will read a variety of texts, work on comprehension skills, and be regularly assessed on their progress. This class will count for an elective credit and enrollment will depend on teacher referral.

ENGLISH LANGUAGE (EL) – LEVELS I: One (1) credit – 9th, 10th, 11th, & 12th grades. Students in these courses are placed by English language ability. The courses support the learning of the English language.

REWARDS: One (1) credit per year – 9th, 10th, 11th & 12th grades. Prerequisite: Teacher/team referral required. This course is for students who need to increase their reading skills toward grade level. The focus will be on improving reading skills in a variety of areas including: word attack, vocabulary, fluency, sight word and comprehension. In an effort to measure progress in the course, periodic screenings will be administered to students enrolled in this course.

LIFETIME LITERACY TTR: One-half (1/2) credit – 11th & 12th grades. Prerequisite: Teacher/team referral required. The goal of this program is to assist students in becoming academically independent by increasing their abilities in reading comprehension and written expression strategies. The class will reflect academic core instruction, but take into account the student's needs for accommodations and modifications. This course will reflect skills-based instruction that will assist with transitional needs in the areas of communication, technology, and post-secondary goals.

FUNCTIONAL ENGLISH TTR: One (1) credit – 9th, 10th, 11th, and 12th grades. Prerequisite: Teacher/Team referral. This course addresses that comprehension of functional reading materials that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their individual levels and at their own pace. Sample skills addressed are recounting events related to the theme or central idea,

determining how individuals, ideas, or events change or develop over the course of a text, and comparing and contrasting arguments made by two different texts on the same topic.

SOCIAL STUDIES DEPARTMENT

WORLD HISTORY: One (1) credit – 9th grade. This course will examine how the development of world history has impacted the development of United States history. Although the course will predominantly emphasize events that have occurred since 1450, some attention will be given to an understanding of the features of geography, the development of civilization, the rise of Christianity, the rise of Islam, the development of feudalism and the manor economy of the Middle Ages, the importance of the Magna Carta in relation to the U.S. Constitution, and the Renaissance of classical Greek and Roman learning. Some emphasis, though marginal, will also be given to the non-western world.

AMERICAN HISTORY: One (1) credit – 10th grade. This course is a survey of American history from the reconstruction of the Union after the Civil War to the present day. The course focuses on the following topics: Reconstruction, westward expansion, the industrialization of the United States, immigration in the 19th and early 20th century, the Progressive Era, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the Civil Rights Era, and the Vietnam War. The course focuses on social, political, and economic trends during the time examined.

AMERICAN GOVERNMENT: One-half (1/2) credit – 11th grade. This social studies course is designed to provide students with the knowledge necessary to be informed citizens in order to maintain our democracy. The following units of study will be included: the philosophical and historical foundations of the American political system, how the Framers created the Constitution, how the values and principals embodied in the Constitution shaped American institutions and practices, how the protections of the Bill of Rights developed and expanded, governmental systems, and facts and requirements for elected representatives. Students will be taught and tested over the United States Constitution and the Missouri State Constitution. **Passing both constitution tests is a requirement for high school graduation. An End of Course exam is required at the completion of this course for graduation.**

ADVANCED PLACEMENT U.S. HISTORY: One (1) credit – 10th, 11th & 12th grades. Prerequisite: 10th grade by teacher approval. This class is **WEIGHTED.** This challenging course is designed on the college level and will emphasize analytical interpretation of history. It is a two semester survey course of American History from the age of exploration to the present. Students will be expected to devote considerable time to homework and study. **There will be a significant amount of reading and writing throughout the course.** Critical analysis and evaluative thinking skills, essay writing, and interpretation of original documents are an essential component to success in this class. In order to properly prepare students for the AP exam in May, there is an emphasis on historical essay writing. Students will write a series of free-response essays and will also learn how to tackle the document based question (DBQ). A great deal of class time will be spent on essay deconstruction in order that all students improve their writing skills. **Students choosing to take the Advanced Placement U.S. History examination in May will pay a \$95.00 testing fee.**

ADVANCED PLACEMENT WORLD HISTORY: One (1) credit- 10th, 11th & 12th grades. Prerequisite: 10th grade by teacher approval. This class is **WEIGHTED.** The AP World History course is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E to the present. This course covers the following concepts: Interaction between humans and the environment, development and interaction of cultures, state building, expansion, and conflict, creation, expansion, and interaction of economic systems, and development and transformation of social structures. **Students choosing to take the Advanced Placement World History examination in May will pay a \$95.00 testing fee.**

NATIONAL GOVERNMENT (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. This dual credit class is **WEIGHTED.** This course is a survey of American governmental and political systems. The class will explore government's origins, the nature of American politics, the branches of government, and the creation and maintenance of the rights of American citizens. Students will receive an overview and be tested over the Missouri State Constitution, which will meet requirements set forth in the language of the Missouri Senate Bill #4.

U.S. HISTORY BEFORE 1877 (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. This dual credit class is **WEIGHTED.** This is a survey course designed to explore major themes of American history from the time of initial exploration of the North American continent to the reconstruction of the United States after the Civil War. This class will study the colonization of America, the nature of political and social movements in colonial America, the impact of the Revolution, the rise of industry, the Jacksonian Era, the expansion of the United States, the sectional crisis between the North and South, the causes of the Civil

War, the Civil War itself in social context, and the closure of the rift between the defeated Confederacy and the United States. A special focus will be on economic, social, cultural and intellectual themes.

U.S. HISTORY SINCE 1877 (DUAL CREDIT): One-half (1/2) credit – 10th, 11th, & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* This is a survey course designed to explore major themes of American history from the reconstruction of the Union after the Civil War (1877) to the present time. This class will explore the Gilded Age, the Progressive Era, American involvement in World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, Vietnam, the Seventies, the Reagan years and the revival of American conservatism, the Clinton Administration, 9/11, the Obama presidency, and the current political and cultural climate.

WORLD CIVILIZATION BEFORE 1500 (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* This course will survey the political, social, military, cultural, and religious history of Europe, Asia and Africa from early human societies to 1500.

WORLD CIVILIZATION AFTER 1500 (DUAL CREDIT): One-half (1/2) credit – 10th, 11th, & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* Survey of the political, social, military, cultural, economic, and ideological history of Europe, Asia, the Americas, and Africa from 1500 to the end of the Cold War.

THE LAW AND YOU: One-half (1/2) credit – 10th, 11th & 12th grades. This course allows students to study the criminal and civil justice systems. Students will study principles of Constitutional Democracy as it relates to historical and contemporary issues and determine the civic responsibilities of individual citizens as well as how those responsibilities form our national fabric. Emphasis will be placed on the rights and responsibilities of the individual in a democratic society. Students will study case law and law precedent to help them understand our legal system. The students will participate in a mock murder trial under the guidance of the Pettis County Circuit Court system, allowing them to describe the structure of government and the purpose of laws. Finally, they will learn how laws and rules are made, enforced, changed and interpreted.

THE LAST 50 YEARS IN HISTORY: One-half (1/2) credit- 9th, 10th, 11th, & 12th grades. This course is a survey of American history from the end of the Vietnam War to the present time. The course focuses on the following topics: the first and second Oil Shocks, Feminism, Watergate, stagflation, détente, the Iran Hostage crisis, Three Mile Island, the Reagan Revolution, Afghanistan, the Iran-Contra scandal, Desert Storm, the Clinton presidency, race relations in the 90's, the Contract with America, domestic terrorism, the rise of Al-Qaeda, the internet, 9/11, Operation Iraqi Freedom, Katrina, the Obama Presidency, the rise of the Tea Party, healthcare reform, and the political rise of Donald Trump. The course is designed to compensate for the fact that often, American history survey courses run out of time and thus do not cover events to the present day.

MISSOURI HISTORY: One-half (1/2) credit - 9th, 10th, 11th & 12th grades. This course presents the history and government of Missouri, its natural resources, its agricultural and industrial advantages, the importance of conservation, the institutions of the state, and the famous people of Missouri.

GEOGRAPHY: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This semester course will provide students with the necessary geography skills to be competent in our ever-changing mobile society.

THE HOLOCAUST: One-half (1/2) credit – 11th & 12th grades. The Holocaust will be examined extensively from a historical and political perspective. It will examine the groups of individuals associated with the Holocaust and look at the development and implementation of the Holocaust in terms of political, social, military, and economic factors. The study of the systematic genocide will also examine the question, "Can it happen again?"

HISTORY OF THE CIVIL WAR: One-half (1/2) credit- 10th, 11th, & 12th. The course covers multiple aspects of this seminal event in American History. Early units would cover ante-bellum history, road to the Civil War, and the institution of slavery, as well as causes of the American Civil War. Wartime units would focus on geography, critical events in the war, international relations during the war, life of soldiers and life on the home front as well as the lessons on Northern and Southern economies during the war. Closing segments would focus on the end of the war, the effect on veterans, the American government, and southern culture and the process of Reconstruction.

HISTORY OF THE VIETNAM WAR: One-half (1/2) credit- 11th & 12th. This course would cover the strategic initiatives resulting in U.S. involvement in Vietnam. It also explores Vietnamese culture from the perspective of its history of struggle. It would pay particular attention to the individuals/institutions contributing to the conflict with America, and it would examine the social situation leading to loss of support for the war in America. The course would be a mixture of military, diplomatic, and social concerns regarding the war.

SOCIOLOGY: One-half (1/2) credit – 10th, 11th, & 12th grades. This course will define the concept and origins of sociology as it relates to Social Scientists of the past. Students will examine topics of interest to sociologists, such as culture, society, social interaction, socialization, groups, deviance and social control, social class, and global stratification. The course will conclude by looking at several different components of society such as gender, age, race and ethnicity, marriage and family, education, and religion.

FUNCTIONAL HISTORY TTR: One (1) credit – 9th, 10th, 11th, and 12th grades. Prerequisite: Teacher/Team referral. This course addresses functional skills to develop how to become good civic citizens. Students work on their individual levels and at their own pace. Sample skills addressed are the use of news models to follow current events, understanding the Missouri and US Constitutions, and how to access local government agencies for necessary support and to enhance the quality of their lives.

SCIENCE DEPARTMENT

BIOLOGY: One (1) credit – 9th, 10th, 11th & 12th grades. This course consists of a general study and laboratory exercise designed to aid the individual in understanding himself and the world in which he lives. Topics covered include a survey of the plant and animal kingdoms as to their classification, structure, and functions; an introduction into the study of ecology and how it relates to the world we live in; a look into life of the past; an introduction into genetics and heredity and a general understanding of the functioning of the human body. **An End of Course exam is required at the completion of this course for graduation.**

PHYSICAL SCIENCE: One (1) credit – 9th, 10th, 11th, & 12th grades. This course emphasizes basic concepts and logical reasoning in chemistry and physics as applied to everyday events. Contents include properties and principles of matter and energy and force and motion. Practical implications of all topics are stressed along with skills in scientific method.

ADVANCED PLACEMENT BIOLOGY: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Biology & Chemistry. This class is *WEIGHTED*. This course is a college level class that offers highly motivated students the opportunity to earn college Biology credits. The major units of study for this course are the following: chemistry, cells, cellular energetics, genetics, biotechnology, evolution, biodiversity, and ecology. Laboratory work and writing are involved. **Students choosing to take the Advanced Placement Biology examination will pay a \$95.00 testing fee.**

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE: One (1) credit- 10th, 11th & 12th grades. Prerequisite: B- or higher in previous science course. This class is *WEIGHTED*. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. **Students choosing to take the Advanced Placement Environmental Science examination will pay a \$95.00 testing fee.**

CHEMISTRY I: One (1) credit – 10th, 11th & 12th grades. Prerequisite: B average in Algebra I or teacher approval. This course is a study of the basic principles underlying the structure of matter and the changes it may undergo. Materials are presented through class discussions, problem solving, and laboratory investigations. Among the topics included are atomic structure, chemical bonding, formula and equation writing, physical states of matter, and the properties of chemical compounds.

CHEMISTRY II: One (1) credit – 11th & 12th grades. Prerequisite: Must pass Chemistry I and Algebra II. This class is *WEIGHTED*. Chemistry II is a course to solidify the knowledge of those planning on math or science as careers. The course is divided into two areas: 1) 1st semester: review of Chemistry I, equilibrium, solubility, advanced atomic theory, the chemistry of legends, advanced analytical techniques; 2) 2nd semester: organic chemistry and laboratory procedures, and biochemistry and molecular biology applications.

PHYSICS I: One (1) credit – 10th, 11th & 12th grades. Prerequisite: B average in Algebra I and enrolled in or passed Algebra II, or teacher approval. Physics I is an introductory course in the laws and concepts that govern the universe. Topics include laws of motion, laws of momentum, vector displacement, universal gravitation and astronomy, thermodynamics, physical states of matter and experimental physics.

PHYSICS II: One (1) credit – 11th & 12th grades. Prerequisite: Physics I and Algebra II. This class is *WEIGHTED*. Physics II is recommended for the student expecting to enter a rigorous math/science curriculum at the

post-secondary level. This course includes a review of concepts in Physics I, dimensional analysis, lenses and lasers, hydraulic and buoyancy, quantum physics and nuclear physics.

EARTH SCIENCE: One (1) credit – 10th, 11th & 12th grades. Earth Science involves an exploration of geological aspects of minerals/rocks, weathering/erosion, and land form development. The course includes comprehensive examination of weather phenomena, weather forecasting, and causes/effects of various weather systems. Oceanography will be explored in context to physical systems and human exploration. The astronomy of the solar system and nearby galaxies will be included. Appropriate experiments and data gathering techniques will be incorporated throughout the course.

ENVIRONMENTAL SCIENCE: One (1) credit – 10th, 11th & 12th grades. This is an interdisciplinary course combining chemistry, biology and earth science. It also requires an understanding of government policy, economics, geography and human perceptions related to the environment. Topics include the following: earth processes, energy systems, agricultural systems, pollution causes and mitigation, natural resource management, and the effects of global climate change. The ability to comprehend complex interactions of physical, chemical, biological and economic systems is essential.

ZOOLOGY: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Biology. *This class is WEIGHTED.* This course will introduce the student to the world of animals and how animals are “put together.” We will discuss classification, relationships, interrelationships, and organization of organisms from unicellular protists to multi-cellular mammals. Emphasis will be placed on their niche in their ecosystem, and their evolutionary scheme of development. The effects of animals on man, and man’s effect on other animals and their environment will also be discussed.

HUMAN PHYSIOLOGY I: One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: Biology. *This class is WEIGHTED.* This course is a study of the structure and function of the human body. It includes a study of basic activities of cells, tissues, organs, and a general survey of major systems of the body such as the digestive, respiratory, circulatory and reproductive systems. This course should provide a special understanding of body functions and provide a sound background in all health related occupations. Materials are presented through lecture, lab, and audio-visual programs.

HUMAN PHYSIOLOGY II: One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: Human Physiology I. *This class is WEIGHTED.* This course will include a continuation of the study of body systems using lecture, lab, and audio-visual programs.

FORENSIC SCIENCE: One (1) credit – 11th & 12th grades. Prerequisite: B average in Biology and in at least one additional science course (Advanced Placement Biology, Chemistry, Human Physiology, Physics, or Zoology) or teacher recommendation. This course is designed to serve as an upper-level science course and to provide students with the opportunity to explore how scientific principles are used in analyzing physical evidence found in crime scenes. Students will be introduced to the wide array of career choices in Forensics. The fundamental objective is to teach the basic processes and principles of scientific thinking in order to apply them to solve problems that are related not only to science, but to all disciplines. The focus will be to familiarize students to some of the specialized fields of Forensic Science, the principles of science and technology upon which they are based, and the application of these principles to various analyses of crime scene evidence.

ASTRONOMY: One-half (1/2) credit – 11th & 12th grades. Prerequisite: Earth Science. Study of the solar system, galaxy, and universe in which we live. Areas of study will include history of astronomy; planetary astronomy and how interstellar spacecraft are obtaining information about other bodies in our solar system; stellar evolution; types of galaxies; cosmology and big bang theory; large-scale structure of the universe and the possibilities of extraterrestrial life. Students will be expected to complete independent night sessions of astronomical viewing. Reading and writing intensive.

METEOROLOGY: One-half (1/2) credit- 11th & 12th grades. Prerequisite: Earth Science. Study of the atmosphere and local, regional, and global weather patterns. Areas of study will include history of meteorology, atmospheric structure, components of weather, air masses and fronts, station models and forecasting, severe weather, and climate change. Reading and writing intensive.

SCIENCE RESEARCH COURSE: One (1) credit- 10th, 11th, & 12th grades. Prerequisite: Biology AND a letter of recommendation from previous science teacher. *This class is WEIGHTED.* Science research is designed to be a student-initiated independent research course, which requires a substantial research project.

LABORATORY TECHNICIAN: One-half (1/2) credit – 11th & 12th grades. Prerequisite: B average in Biology and teacher approval. This course is designed to serve as an inquiry-based, self-guided science course. Students will set up experiments, demonstrate procedures, prepare test samples, maintain equipment, and keep up to date with relevant scientific and technical developments. This course would be a great addition for any student interested in the science field.

HUMAN BIOLOGY: (DUAL CREDIT): One-half (1/2) credit - 11th & 12th grades. Prerequisite: College Placement Test (ACT) and a B in Biology. It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* This semester course is designed for the student, who has an interest in human biology, but has no or a limited background in science. We will discuss human development, behavior and health from the perspective of physiology and genetics. Applications of basic biological concepts to situations that are relevant or will become relevant to you will be discussed. You will also be guided through the process of scientific inquiry including the scientific method and critical thinking.

GENERAL CHEMISTRY I w/LAB: (DUAL CREDIT): One (1) credit- 12th grade. Prerequisite: College Placement Test (ACT) or Dual Credit College Algebra with a C or better. It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* First of two course sequence that introduces the fundamental principles of chemistry and the reactivity of chemical elements and compounds. This course emphasizes modern atomic theory, structure and behavior of atoms and molecules, physical properties of matter, chemical reactions and energy relations, periodicity, and the mole concept and its applications.

INTRODUCTION TO CHEMISTRY w/LAB: (DUAL CREDIT): One (1) credit- 11th & 12th grade. Prerequisite: Completion of English Composition I (Engl 101). *This dual credit class is WEIGHTED.* One semester course for nonscience majors designed to acquaint the student with scientific reasoning. A writing intensive course that introduces the principles of the nature of matter/atom, reactions, reaction pathways, solutions, measurements, instrumentation, nuclear chemistry, organic/ biological molecules and their applications to current issues.

FUNCTIONAL SCIENCE TTR: One (1) credit – 9th, 10th, 11th, and 12th grades. Prerequisite: Teacher/Team referral. This course addresses functional scientific claims that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their own individual levels and at their own pace. Sample skills addressed are using graphical representation to explain the dependence of an animal population on other organisms for food and their environment for shelter, using a model of Earth and the sun to show how Earth's tilt and orbit around the sun cause the changes in seasons, and constructing and argument for a strategy to conserve, recycle, or reuse resources.

MATHEMATICS DEPARTMENT

ALGEBRA ORIENTATION: One (1) credit – 9th grade. The Algebra Orientation class is designed to build fluency and skills in students necessary to be successful in an Algebra I class. It concentrates on solidifying concepts and standards previously learned in prior classes, frontloading new standards taught in Algebra I, and connecting the previous standards to new standards in a manner that makes sense. This class will build study skills as well as organizational skills in students that are specifically geared towards success in a mathematics class. Students will be challenged to develop a growth mindset in the class. This class is taken in tandem with an Algebra I class.

ALGEBRA I A: One (1) credit – 9th & 10th grades. Algebra I A is the first in a two-part series of courses which teaches Algebra I in two years. This course provides a review of fractions, measurement, area and perimeter, in addition to exploration of expressions and rational numbers, solutions of linear equations, proportions, graphs, and linear inequalities.

ALGEBRA I B: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Algebra I A. Algebra I B is the second in a two-part equations and inequalities series of courses which teaches Algebra I in two years. Units covered include systems of polynomials and their factors, rational expressions, graphing of functions, and irrational numbers and quadratic equations. **An End of Course exam is required at the completion of this course for graduation.**

REAL WORLD MATH: One (1) credit – 11th & 12th grade. Prerequisite: Algebra I A. First semester topics will cover consumer math topics. Second semester topics will include applied math topics (agriculture, building trades, health occupations, etc.) and an EOC Algebra I Review. **Algebra I End of Course exam is required at the completion of this course for graduation.**

ALGEBRA I: One (1) credit – 8th, 9th, 10th, 11th, & 12th grades. This is a course in which students learn to state everyday problems in clear algebraic language and to solve them by algebraic procedures. Students learn basic algebraic notation, terminology and concepts, which lead to solving linear and quadratic equations, systems of equations and graphing linear equations. Basic geometry concepts are reviewed with emphasis on perimeter, area, and volume. Students relate and apply algebraic concepts to statistics, probability, and real life problems. **An End of Course exam is required at the completion of this course for graduation. *Eighth (8th) graders must have an A or B for both semesters to receive high school credit, and are required to take the Algebra II EOC for graduation.**

ALGEBRA II: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Algebra I and Geometry. This course continues the development of many topics studied in Algebra I and Geometry such as linear equations and inequalities; linear systems and matrices; quadratic, radical and rational functions; rational exponents; complex numbers; quadratic relations and conic sections. Additional topics will include exponential and logarithmic functions; counting methods, probability, and data analysis; sequences and series; and an introduction to trigonometry. **If students took Algebra I as an eighth (8th) grader, then the state requires that students take Algebra II EOC for graduation.**

ALGEBRA III: One (1) credit – 11th & 12th grades. Prerequisite: Geometry and Algebra II. This course is designed for students who want or need more instruction in the area of algebra. This course will take many of the topics covered in the Pre-Calculus course at a slower pace. It will cover the topics of exponents and radicals, polynomials, factoring, solving equations & inequalities, exponentials & logarithms, systems of equations, basic trigonometry, matrices, and probability. This course will also include preparation for the ACT. Students must have successfully completed two semesters of Algebra II to enroll in this course.

HONORS ALGEBRA II: One (1) credit – 10th grade. Prerequisite: Algebra I and Geometry. *This class is WEIGHTED.* This course is designed for tenth (10th) grade students who have successfully completed Algebra I and Geometry. Students will develop methods for approaching and discuss algorithms involving linear equations and inequalities (both 2 and 3 dimensional); linear systems and matrices; quadratic, radical and rational functions; rational exponents; complex numbers; quadratic relations and conic sections. Additional topics will include polynomial functions; exponential and logarithmic functions; counting method, probability, and data analysis; sequences and series; and an introduction to trigonometry. Students will move at a challenging pace and investigate these topics at a deeper level than a regular Algebra II class. Students should be prepared to discuss and explain material in formal written and oral format. This class will require outside research as well as disciplined dedication to independent practice. **If students took Algebra I as an eighth (8th) grader, then the state requires they take Algebra II EOC for graduation.**

GEOMETRY CONCEPTS: One (1) credit – 11th & 12th grades. No one with a Geometry credit may enroll in this course. This course teaches mathematical concepts from a technical perspective. It covers geometric applications along with real world models. Equipment needed is a compass, ruler and protractor.

GEOMETRY: One (1) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Algebra I. This course is designed for students who have successfully completed two semesters of Algebra I. The students will study the Euclidean concepts of geometric figures, learn basic constructions, and study the different types of reasoning skills including proofs. Area and volume of common figures and practical applications will be incorporated.

INTRODUCTION TO STATISTICS: One-half (1/2) credit – 11th & 12th grades. Prerequisite: Algebra II. Completing this one semester course will give students a solid foundation in statistics so that they will experience success when they pursue post-high school studies including technical, associate's and/or bachelor's programs. The course will include elementary topics in descriptive statistics and key concepts in probability, estimation, measures of central tendency, interpreting and constructing graphs, and making sound statistical decisions.

PRE-CALCULUS (DUAL CREDIT): One (1) credit - 11th & 12th grades. Prerequisites: Algebra II and Geometry and College Placement Test (ACT). *This dual credit class is WEIGHTED.* Pre-Calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Completion of this course is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. For this course, instructional time will focus on functions, including polynomial, rational, logarithmic, and exponential. Further work will be done with conics, systems of equations and inequalities, trigonometry, and vectors. Enrollment in Calculus will require successful completion of both semesters of Pre-Calculus. *Students may choose to enroll in this class as a dual credit student during the beginning of the second semester or they may continue taking the course for high school credit only.

STATISTICS (DUAL CREDIT): One-half (1/2) credit – 11th & 12th grades. Prerequisite: Algebra II & College Placement Test (ACT). *This dual credit class is WEIGHTED.* This course covers a study of elementary statistics. Topics covered include descriptive statistics, basic design of surveys and experiments, inferential statistics, and tests of statistical hypothesis.

COLLEGE ALGEBRA (DUAL CREDIT): One-half (1/2) credit – 11th & 12th grades. Prerequisite: College Placement Test (ACT). *Pre-Calculus is recommended. This dual credit class is WEIGHTED.* This course will include properties of functions and their graphs, variation, solving polynomial equations, the fundamental theorem of algebra, properties of logarithms, logarithmic and exponential equations, exponential growth and decay, linear systems in more than two variables, matrices and determinants.

COLLEGE TRIGONOMETRY (DUAL CREDIT): One-half (1/2) credit – 11th & 12th grades. **Prerequisite:** Algebra II or College Algebra and College Placement Test (ACT). **This dual credit class is WEIGHTED.** Topics include radius vector, right triangle and unit circle definitions of trigonometric functions, trig identities, graphs, inverse trigonometric functions, trigonometric equations, DeMoivre's Theorem, and conics.

CALCULUS (DUAL CREDIT): One (1) credit - 11th & 12th grades. **Prerequisite:** Pre-Calculus and College Placement Test (ACT). **This dual credit class is WEIGHTED.** This course is intended to develop an understanding of the basic concepts of plane analytic geometry, the limit process, continuity of functions, differentiation, integration, and areas under and between curves. It also provides an introduction to various applications of calculus including the use of first and second derivatives in graphing functions, extrema problems, the approximation of areas of plane regions, and selected applications of calculus in the areas of business, economics and physical sciences. Students may choose to enroll in this class as a dual credit student during the beginning of the second semester or they may continue taking the course for high school credit only.

ADVANCED PLACEMENT CALCULUS AB: One (1) credit – 11th & 12th grades. **Prerequisite:** Pre-Calculus. **This class is WEIGHTED.** In this course you will work with functions represented graphically, numerically, analytically and verbally as you study limits, derivatives and integrals. Successful completion of this course will prepare you to take the AP Calculus AB exam. **Students choosing to take the Advanced Placement Calculus examination will pay a \$95.00 testing fee.**

FUNCTIONAL MATH TTR: One (1) credit – 9th, 10th, 11th, and 12th grades. **Prerequisite:** Teacher/Team referral. This course addresses functional math elements that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their individual levels and at their own pace. Sample skills addressed are determining the value of a quantity that is squared or cubed, identifying corresponding congruent and similar parts of shapes, interpreting general trends on a graph or chart, and determining arithmetic sequences with whole numbers when provided a recursive rule.

FINE ARTS

Courses in the DRAMA, ART and MUSIC departments will satisfy the FINE ART requirement.

DRAMA DEPARTMENT

All students taking courses in the Drama Department will be required to attend Smith-Cotton drama productions performed for the public during the school year.

THEATRE I: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This hands-on introductory course examines the major contributors to the theatrical event: the stage and backstage equipment, scene designer, the lighting designer, the director and the actor. Students will understand and appreciate the entire spectrum of drama, from the stage techniques of theatre, to the production itself. **Students will be required to participate in class performance.**

THEATRE II: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. **Prerequisite:** Theatre I. This course will continue the student's exploration of the theatre. Students will study the areas of acting, directing, and playwriting in more depth than the Theatre I course. Students will participate in major acting and directing projects and do in-depth study on plays and playwrights. Students will also focus on the technical aspect of theatre. Students will understand the relationship actors and crew must have for theatre to exist. The hands-on experience may include set, lights, sound, costume, make-up, hair, public relations, props, stage managing, and directing. This course is for students who wish to strive to dig deeper into the study of theatre. **Students will be required to participate in class performance.**

THEATRE III One (1) credit – 10th, 11th & 12th grades. **Prerequisite:** Theatre I & II and teacher approval. This class is for students who have demonstrated exceptional skill and commitment in the areas of acting and technical theatre in Theatre I and Theatre II. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. The student will write, act, design, direct, research, compare, analyze, and understand context. Units include Reader's Theatre, Play production, and research on famous playwrights, Technical Theater Concepts, two play evaluations, long improv elements, and puppets. Project based and requires some outside class time.

THEATRE IV: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Theatre I, II, III and teacher approval. This advanced course is designed for students who have demonstrated exceptional skill and commitment in the areas of acting and technical theatre in Theatre I, II, and III. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. Students in this course will focus on Directing, Monologue Workshop/Resume/Portfolio/Headshots, Acting for Film and Television, and an Advanced Theatre Showcase. Project based and requires some outside class time.

FILM APPRECIATION: One (1) credit – 11th & 12th grades. This course is designed to introduce the student to the elements of cinematic art through analysis of key films including ones from the AFI top 100 films. Students will critically view film as a literary work with respect to authorship, setting, character, plot, theme, symbolism, and cultural significance. Students will participate in listening and speaking activities including class discussions, informal responses, formal presentations and projects. Students will read a variety of literary works, which may include novels, short stories, and writings dealing with film theory, filmmaking, and film review. A substantial written component of the course consists of informal personal responses, film reviews, and formal analytical essays. More than just a class for movie watching, this course is designed for those students who are serious about learning to listen, speak, read, and write better through the study of film. Due to the nature of the course, regular attendance is especially important to its successful completion.

REPERTORY THEATRE: One (1) credit – 11th & 12th grades. Students will be required to participate in the Spring One-Act Festival. Prerequisite: Teacher approval. This course offers students an opportunity to create fully realized theatre productions using skills previously learned in Acting and Technical Theatre. Students will also be able to explore an area of specialization and experience a collaborative process as they create productions. Students must demonstrate and maintain good citizenship and good grades. As there are many extra hours required of this production, only students who are seriously interested in organizing a production should enroll.

STAGECRAFT: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Theatre I & II and teacher approval. This class is for students who have demonstrated exceptional skill and commitment in the area of acting and technical theatre in Theatre I & Theatre II. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. We will learn about safety, construction, painting, rigging and shifting of stage scenery. Once we learn how to build sets safely, students will be put to the test. Students will work in the scene shop to help build the set for both the fall musical and the spring play. Project based and requires some outside class time.

COMPETITIVE SPEECH AND DEBATE: One (1) credit – 9th, 10th, 11th & 12th grades. Students will be required to compete as a member of the Smith-Cotton High School Speech and Debate Team. In Competitive Speech, students will research, analyze, and prepare Interpretations, where scenes from plays, books, or other forms of literature are memorized and presented in their own unique way. Events could include Dramatic and Humorous Interpretation, Prose, Poetry, Original Oratory, Radio, Duet Acting, and Storytelling. In Competitive Debate, students will be assigned topics that they must defend and oppose. Students will research the issues introduced and craft arguments that support their side. Types of debate include Lincoln-Douglas and Public Forum Debate. This course is designed to complement the Speech and Debate program at Smith-Cotton High School that competes at tournaments throughout the state. Students must demonstrate and maintain good citizenship and good grades. As there are many extra hours required of this team, only students who are seriously interested in performing and working on advanced research should seek this class.

ART DEPARTMENT

ART 1: One (1) Credit - 9th, 10th, 11th & 12th grades. This course should be taken before taking any advanced Art classes. This is a choice-based class giving students the opportunity to design and create their own projects with guidance from the teacher. Students will be introduced to drawing, painting, mixed media, sculpture and fibers techniques. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience. Art 1 is designed to introduce students to the Artist Studio Process.

DRAWING: One (1) credit – 9th, 10th, 11th & 12th grades. A materials fee of \$25 per semester is required. Drawing is a choice-based class giving students the opportunity to design and create their own drawing projects with guidance from the teacher. Students will explore a variety of drawing media, techniques, and further develop their drawing skills. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

FIBERS: One (1) credit- 9th, 10th, 11th, & 12th grades. A materials fee of \$25 per semester is required. Fibers is a choice-based class giving students the opportunity to design and create their own fibers projects with guidance from the teacher. Students will explore a variety of techniques such as embroidery, crochet, surface design, sewing, weaving, felting, basketry techniques, bookmaking, papermaking, tie dye and shibori. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

PAINTING: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Art 1. A materials fee of \$25 per semester is required. Painting is a choice-based class giving students the opportunity to design and create their own painting projects with guidance from the teacher. Students will explore watercolor, acrylic, mixed media, and alternative painting techniques. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

MIXED MEDIA: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Art 1. A materials fee of \$25 per semester is required. Mixed Media is a choice-based class giving students the opportunity to design and create their own projects with guidance from the teacher. Students will explore mixed media techniques that combine drawing, painting, collage, fibers, and sculpture together. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

PRINTMAKING: One (1) credit- 10th, 11th, & 12th grades. Prerequisite: Art 1. A materials fee of \$25 per semester is required. Printmaking is a choice-based class giving students the opportunity to design and create their own printmaking projects with guidance from the teacher. Students will be introduced to a variety of printmaking techniques, such as stamping, frottage, collograph, Gelli plate, monoprinting, relief, reduction and silkscreen. Art history, art appreciation, art criticism, aesthetics, studio production and reflection are all parts of the classroom experience.

POTTERY AND SCULPTURE: One (1) credit – 10th, 11th & 12th grades. Prerequisite: any Art class. A materials fee of \$30 per semester is required. This course introduces students to a variety of methods, tools, and techniques used to create 3-D artwork. Studies include clay, wire, and plaster. Glaze and firing techniques will be studied to enhance understanding of this ancient art. This course also covers detailed studies of ceramics and sculpture and is geared toward the serious student.

ADVANCED POTTERY AND SCULPTURE: One (1) credit – 11th & 12th grades. Prerequisite: Pottery & Sculpture and teacher approval. A materials fee of \$30 per semester is required. This course is designed to accommodate students who have shown both talent and desire and wish to pursue detailed studies in Pottery & Sculpture. Students will be creating a portfolio of their work for college, the job market, or personal growth. The student will work independently with emphasis on solid technique, contest level of production, and display of work.

COMMERCIAL ART AND DESIGN: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Digital Arts & Photography and recommendation from an art teacher. A materials fee of \$25 per semester is required. This course will provide students the opportunity to learn about, and how to use, the many tools, techniques, materials, and methods of producing commercial art and designs. Students will use computer programs, specialized tools, and manual techniques to create their art.

PORTFOLIO DEVELOPMENT: One (1) credit – 11th & 12th grades. Prerequisite: Students must have a B average in art and the instructor's approval. Work done outside the class constitutes one-third of the course. A materials fee of \$35 per semester is required. A capstone experience for gifted visual arts students, this self-directed course is a convergent multi-media opportunity for students to explore their area of interest. It involves integrated studies, offers vocational and self-expressive growth potential, and is an avenue for competition resulting in personal and institutional recognition.

DIGITAL ARTS AND PHOTOGRAPHY: One (1) credit – 9th, 10th, 11th & 12th grades. A materials fee of \$25 per semester is required and a digital camera with 5-megapixel ability, storage card and download cable will need to be provided by the student. This course will introduce students to the world of digital photography and digital manipulation from a practical and artistic standpoint with experience and exposure to technology. Students will learn how to use the many techniques, tools and methods of producing digital photography. They will use point and shoot, cell phone, and Advanced Digital SLR cameras on a limited in-class basis. Computer programs such as Adobe Photoshop, Microsoft Word, and Adobe Illustrator will be used to manipulate digital images.

ADVANCED DIGITAL ARTS AND PHOTOGRAPHY: One (1) credit – 11th & 12th grades. Prerequisite: Digital Arts & Photography. A materials fee of \$25 per semester is required and a digital camera with 5-megapixel ability, storage card and download cable will need to be provided by the student. This course will extend students understanding of digital photography and digital manipulation from a practical and artistic standpoint with experience and exposure to technology. Cross-curriculum cooperation can be developed with marketing, business, journalism, and yearbook classes. This class can develop skills for students interested in many career fields such as commercial art, professional photography, journalism, marketing, filmmaking, commercials, and fine art.

MUSIC DEPARTMENT

MIXED CHORUS: One (1) credit – 9th, 10th, 11th & 12th grades. *Students are required to perform at all vocal concerts.* This is a general non-audition music course open to any student who would like to sing and learn about music. Students will learn about concert etiquette and will study a variety of musical eras and styles. The choir will perform at no less than two concerts during the year.

NEW SCORE: One-half (½) credit - 9th, 10th, 11th, & 12th grades. By audition only. This course is WEIGHTED. The number of students accepted into this choir will be determined according to balance of parts. Students will be required to participate in all choral performances, concerts, and contests, scheduled by the director. Students are required to be in A Cappella or Concert Choir in the spring. This advanced mixed show choir will learn a variety of musical styles including competition show music and standard choral music. Members of this group will learn vocals and choreography of a competition show and will travel to various competitions and community events throughout the school year. Members will be responsible for their costume and accessories. There will be evening rehearsals with this ensemble especially during competition season.

VOCAL VELOCITY: One-half (½) credit - 9th, 10th, 11th, & 12th grades. By audition only. Students are required to perform at all events, concerts, and contests scheduled by the director. Students are required to be in A Cappella or Concert Choir in the spring. This course is designed for serious vocal students who are interested in performing in an ensemble combining singing and dancing. Students who have participated in choir at the middle school level are encouraged to audition for this choir. This choir will learn different styles of music with the intent of developing the singer's vocal strength, technique, intonation, and note reading. Members of this group will learn vocals and choreography of a competition show and will travel to various competitions. Members will be responsible for their costume and accessories. There will be evening rehearsals with this ensemble especially during competition season. It is intended to help prepare students for the advanced show choir New Score.

A CAPPELLA CHOIR: One-half (½) credit - 9th, 10th, 11th, & 12th grades. By audition only. Students are not required to be in show choir to be in this ensemble. Students are required to perform at all vocal concerts scheduled in the spring. These students will also perform at MSHSAA Large Group Contest. The number of students accepted into this choir will be determined according to balance of parts. This choir is open to serious vocal students who have an advanced understanding of vocal technique and performance. Students will further develop ear training, sight-reading, and singing skills. They will explore the works of many composers across the various time periods.

CONCERT CHOIR: One-half (½) credit - 9th, 10th, 11th, & 12th grades. By audition only. Students are not required to be in show choir to be in this ensemble. Students are required to perform at all vocal concerts scheduled in the spring. The choir is open to serious vocal students who want to continue improving their vocal technique and performance skills. Students will learn the basics of sight reading and ear training as well as refining their music reading skills. They will explore works from a variety of time periods and styles. This ensemble is intended to help prepare students for the advanced concert ensemble A Cappella.

SMALL CHORAL ENSEMBLES: One-half (½) credit - 9th, 10th, 11th, & 12th grades. This course is for serious vocal students who are looking for an advanced traditional choral ensemble in the fall semester. Students will be required to perform at all concerts scheduled in the fall. Students in this class will focus on works for smaller choral ensembles as well as duets and solo works. They will learn individual performance skills as well as skills for singing in a non-conducted ensemble. Additionally, there will be an emphasis on learning and preparing for the district and all-state choir audition processes.

MUSICAL THEATRE & VERNACULAR MUSIC: One-half (½) credit - 9th, 10th, 11th, & 12th grades. This course explores the vocal performance skills for musical theatre and the Great American Songbook. Students should have an understanding of vocal technique and music reading skills. Students will work in groups and as individuals to learn and perform songs of various styles and from different eras. Students will be required to participate in class performances and may perform at concerts outside the school day.

MUSIC EXPLORATIONS I: One-half (1/2) credit – 9th, 10th, 11th, & 12th grades. This non-singing fine arts course covers a wide variety of topics related to music and its role and importance in society. Students will learn from a variety of resources including textbooks, videos and online sources including YouTube and other websites. Topics will include, but are not limited to the following: Musical Instruments, Composers (past and present), and Music Theory (basic, fundamental concepts). Music Explorations is a course designed to expose students to the philosophy, principles, and materials of music from a variety of genres of music, including the current, contemporary period. Students will be introduced to music from the Baroque Period, Classical Period, Romantic Period, Contemporary Classical Music and Popular Music. The students will also gain the ability to identify musical instruments and their use in today's music performances and recordings. Students taking Music Explorations 1 will develop an appreciation of music, as a whole, by exposure to many musical styles, composers, historical trends, as well as increasing their aural, verbal and writing skills in describing music through writing, presentation and group discussion.

MUSIC EXPLORATIONS II- 21st CENTURY MUSIC: One-half (1/2) credit – 9th, 10th, 11th, & 12th grades. This non-singing fine arts course is focused on the emergence of new musical styles, evolved during the 20th and 21st Centuries. We will study historical music and the birth of Jazz, Blues, Swing, R & B and many more musical genres. Students will learn about the music, performers and the impact that music genres have had on society throughout history and up to the current styles of the 21st century. Students will study current trends in music and careers of popular artists, of today. This course is designed to give the student broad exposure and understanding of all kinds of music. The student will develop an ongoing appreciation for the aesthetic value of performance, as a whole, in a variety of musical styles and performance venues, recognize competency of music performance, and learn to enjoy a variety of music activities through classroom collaboration, critical thinking and classroom discussion while increasing aural, verbal and writing skills in describing music through writing, presentation and group discussion.

FUNDAMENTALS OF MUSIC THEORY FOR THE VOCAL/INSTRUMENTAL STUDENT: One (1) credit – 11th & 12th grades. Fundamentals of Music Theory for the Vocal/Instrumental Student is a course designed for students who wish to gain a better understanding of music and how music works. Music Theory 101 is taught as an introduction to music theory through the learning of music notation, scale patterns, chords, melody, harmony, ear training, composition, and much more. This class will incorporate music examples from various periods in history, as well as music in today's society. Although a "theory" course, students will have several opportunities to engage themselves creatively throughout the semester through composition, group performance, etc. The following topics will be covered in this course: music fundamentals, scales, tonality, and keys, chords, melody, musical texture, two-part writing, 7th chords, modulation. Music theory is a course that deals extensively with ear training. As a result, students will be expected to sing almost every day in class.

BAND: One (1) credit – 9th, 10th, 11th & 12th grades. Prerequisite: 8th grade band or by audition. This course is **WEIGHTED.** This course consists of marching band during first quarter, including some summer practices and evening rehearsals. This group performs at local parades, competitions, and football games. Around the end of the first quarter, the marching band will shift to concert band and focus on concert literature and techniques, and do so for the rest of the year. This ensemble performs at least three concerts, as well as District and State contests. If numbers allow, the band may split into two bands for the spring semester, but both will meet during the same block. **Any student wishing to enroll who did NOT play in 8th grade must audition for the director before enrolling.**

ORCHESTRA: One (1) credit – 9th, 10th, 11th & 12th grades. Prerequisite: 8th grade strings or by audition. All performances and practices are required. An equipment fee of \$20 is required. This course is **WEIGHTED.** This course is a study in string techniques and is for high school students who play a traditional string instrument (violin, viola, cello, bass). The String Orchestra provides students the opportunity to play age/skill level appropriate orchestral literature at the highest possible standards. Rehearsal and performance participation are requirements of the class. This ensemble rehearses during the school day and performs at local concerts, events, and adjudicated festivals.

SYMPHONY ORCHESTRA: One (1) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Teacher recommendation or by audition. This course is **WEIGHTED.** This course focuses on the development of advanced instrumental techniques for high school students who play winds, strings, piano, or percussion. The Symphony Orchestra (or "full orchestra") combines string, woodwinds, brass, piano, and percussion instruments and provides students the opportunity to rehearse and perform a variety of orchestral compositions of contrasting periods and styles. Rehearsal and performance participation are requirements of the class. This ensemble rehearses during the school day and performs at local concerts, events, and adjudicated festivals.

INSTRUMENTAL TECHNIQUES: One (1) credit – 9th, 10th, 11th, & 12th grades. Prerequisite: Students **MUST be enrolled in band or orchestra. Students work daily to improve personal proficiency on their primary or secondary instruments. Students will receive instruction from the teacher and have ample time for individual practice. Students are required to audition for all- district and/or all-state and to take a solo or small ensemble to district festival. Enrollment is open to any student currently enrolled in band or orchestra or with director permission. The class can be taken by semester or year, may be taken more than once.**

JAZZ ENSEMBLE: One (1) credit – 9th, 10th, 11th & 12th grades. Prerequisite: By audition only and students **MUST be enrolled in band or orchestra. *All performances and practices are required. This course is **WEIGHTED**.* This course is a study of various jazz styles, jazz theory and improvisation. The Jazz Ensemble performs at concerts and area festivals, local events, school events, and home basketball games.**


MUSIC APPRECIATION: (DUAL CREDIT): One-half (1/2) credit – 11th & 12th grades. Prerequisite: College Placement Test (ACT). *This dual credit class is **WEIGHTED.* Overview providing knowledge of the basic elements of music, the important musical masterpieces of various eras and the significant composers in musical history. A portion of the course time is devoted to listening to recordings and viewing supporting video footage of selected composers and performers.**


ADVANCED PLACEMENT MUSIC THEORY: One (1) credit – 10th, 11th, & 12th grades. Prerequisite: Fundamentals of Music Theory for the Vocal/Instrumental Student or teacher approval. *This course is **WEIGHTED.* The goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This course instills a mastery of the rudiments and terminology of music, including hearing and notating: pitches, intervals, scales & keys, chords, meter, and rhythm. This course prepares students for pursuing music courses at the collegiate level. **Students choosing to take the Advanced Placement Music Theory examination in May will pay a testing fee of \$95.00.****


PRACTICAL ARTS


*Courses in **ENGINEERING, COMPUTER SCIENCE, BIOMEDICAL, VOCATIONAL FAMILY & CONSUMER SCIENCE, BUSINESS EDUCATION, MARKETING EDUCATION and SFCC CAREER & TECHNICAL CENTER** meet the **PRACTICAL ART** requirement.*


ENGINEERING DEPARTMENT


 **(IED) INTRODUCTION TO ENGINEERING DESIGN (DUAL CREDIT): One (1) credit – 9th, 10th, 11th & 12th grades. *This class is **WEIGHTED**.* This is the first foundation course of the engineering program and it is intended to be the first course taken by students interested in engineering. In this course, students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.**

 **(POE) PRINCIPLES of ENGINEERING (DUAL CREDIT): One (1) credit – 10th, 11th & 12th grades. Prerequisite: IED. Students who have not taken IED need to obtain special permission from teacher/administration and demonstrate competency in mathematics. *This class is **WEIGHTED**.* This is the second foundation course of the engineering department. This course explores various engineering disciplines along with the math, science, design, and problem solving skills associated with each of them. Students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Students will learn about various engineering principles and apply them to a variety of hands on projects.**

 **(DE) DIGITAL ELECTRONICS (DUAL CREDIT): One (1) credit – 10th, 11th & 12th grades. Prerequisite: IED and POE. A lab fee of \$10 is required. *This class is **WEIGHTED**.* Digital electronics is the foundation for all modern electronic devices such as cellular phones, MP3 players, computers, digital cameras and high-definition Digital televisions. The major focus of this course is to expose students to the foundational design, usage, and logic of the components that make up digital electronic devices. Students will learn about various electrical components and they will design and build a variety of electrical projects. This is a specialized PLTW course designed to be taken after the foundation courses of IED and POE.**

 **(AERO) AEROSPACE ENGINEERING: One (1) credit – 10th, 11th, & 12th grades. Prerequisite: IED and POE. A lab fee of \$20 is required. This class is WEIGHTED.** Students in this course learn about the field of aerospace engineering. This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. This is a specialized PLTW course designed to be taken after the foundations courses of IED and POE.

 **(CEA) CIVIL ENGINEERING AND ARCHITECTURE: One (1) credit- 11th & 12th grades. Prerequisite: IED and POE. A lab fee of \$20 is required. This class is WEIGHTED.** Students in this course learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3-D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects. This is a specialized PLTW course designed to be taken after the foundation courses of IED and POE.


 **(EDD) ENGINEERING DESIGN & DEVELOPMENT: One (1) credit – 11th & 12th grades. Prerequisite: IED AND POE. Students should also take an additional specialty course. This class is WEIGHTED.** This is the capstone course for the PLTW high school engineering program. Students in this course will apply all of their previous knowledge from engineering courses along with their core subject areas to solve a major problem using the engineering design process. Students will define a real-world problem that they have identified through research and will design and build a solution/invention to solve the problem. In addition to creating a solution, students will work in teams to present to an outside panel their research, findings, recommendations, and final project portfolio. Students will also work with outside professionals and mentors to assist them with their project.


ROBOTICS: One (1) credit – 11th & 12th grades. Prerequisite: IED and POE or by prior teacher approval. This course is designed as an upper level course to provide hands on applications of mechanical and electrical engineering using robotics as the learning platform. Robotics includes a variety of engineering disciplines, which include some of the following: drive train systems, gears and pulley systems, mechanical arms, pneumatic actuators, electronics, programming, and design. Students who are enrolled in this course will be building a variety of robots as in class projects as well as a part of the robotics team, Team SCREAM. Students must be willing to attend robotics competitions.


CNC MANUFACTURING & MACHINING: One (1) credit - 11th & 12th grades. Prerequisite: IED or POE or by teacher approval. A materials fee of \$50 is required. This class is WEIGHTED. This course introduces the use of computer numerical control (CNC) machine tools. Students enrolled in this course will be using state of the art, industry standard machine tools such as CNC mills, lathes and routers. The proper use of manual machine tools will be used as well. Students will be able to safely demonstrate and use CNC tools to create a variety of projects in the machine shop along with designing and programming using CAD/CAM software. This course is an excellent introduction to the manufacturing world and the numerous career opportunities available to machine tool operators and programmers.


MATERIAL PROCESSING: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Drafting & Design or IED. A materials fee of \$50.00 is required. Students will learn to use various tools throughout the shop while building various projects. This course covers safety, measurement, proper tool usage, and electronics. Students will design a project, receive instruction on how to properly build it, and will take it home when complete.


ENGINEERING APPRENTICESHIP: One (1) credit – 11th & 12th grades. The engineering department, in conjunction with local manufacturers, is offering an apprenticeship program to students who are interested in engineering and technical trades. Students who are selected to the apprenticeship program will work as employees at companies such as Maxion Wheels, Stanley Black & Decker, and others. During the apprenticeship program, students will work with mentors in various settings within the factory. Some of these areas include engineering, electrical technician, maintenance technician, tool and die, network IT, etc. To be eligible for the program, engineering students must apply for a position, go through the interview process, and be selected by the hiring committee. In order to receive credit, students will work a minimum of 10 hours a week and submit a pay stub to the instructor on a weekly basis. Students must have instructor approval and be employed by a local manufacturer before enrolling in the course.


 **(CSE) COMPUTER SCIENCE ESSENTIALS: One (1) credit- 9th, 10th, 11th & 12th grades. *This class is WEIGHTED.* This is the first foundation course of the computer science program and it is intended to be the first course taken by students interested in computer science. Students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.**


 **(CSP) ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES: One (1) credit- 10th, 11th, & 12th grades. Prerequisite: CSE or by teacher approval. *This class is WEIGHTED.* This is the second foundation course in the computer science department. Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. **Students choosing to take the Advanced Placement Computer Science Principles examination in May will pay a \$95.00 testing fee.****


 **(CSA) ADVANCED PLACEMENT COMPUTER SCIENCE A: One (1) credit- 11th & 12th grades. Prerequisite: CSE and CSP or by teacher approval. *This class is WEIGHTED.* Computer Science A focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. **Students choosing to take the Advanced Placement Computer Science A examination in May will pay a \$95.00 testing fee.****

 **CYBERSECURITY: One (1) credit- 11th & 12th grades. Prerequisite: CSE and CSP or by teacher approval. *This class is WEIGHTED.* Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.**

 **(PBS) PRINCIPLES OF BIOMEDICAL SCIENCE (DUAL CREDIT): One (1) credit- 9th, 10th, 11th & 12th grades. Prerequisite: Currently taking or have taken biology. *This class is WEIGHTED.* This is the first foundation course of the biomedical science program, and it is intended to be the first course taken by students interested in biomedical science. Students are introduced to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems. **Students enrolled in this course must become a member of HOSA.****

 **(HBS) HUMAN BODY SYSTEMS (DUAL CREDIT): One (1) credit- 10th, 11th & 12th grades. Prerequisite: PBS. *This class is WEIGHTED.* This is the second foundation course of the biomedical science program, and it is intended to be taken after PBS. Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. **Students enrolled in this course must become a member of HOSA.****

 **(MI) MEDICAL INTERVENTIONS (DUAL CREDIT): One (1) credit- 11th & 12th grades. Prerequisite: PBS and HBS. *This class is WEIGHTED.* This is a specialty course in the biomedical science program, and it is intended to be taken after PBS and HBS. Students in this course investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. **This course will be available fall of 2020. Students enrolled in this course must become a member of HOSA.****

 **(BMI) BIOMEDICAL INNOVATIONS (DUAL CREDIT): One (1) credit -11th & 12th grades. Prerequisite: PBS and HBS. *This class is WEIGHTED.* This is the capstone course of the biomedical science program, and it is intended to be taken after PBS and HBS. In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. **This course will be available fall of 2021. Students enrolled in this course must become a member of HOSA.****

VOCATIONAL FAMILY & CONSUMER SCIENCE

NUTRITION & WELLNESS: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. A lab fee of \$15 is required. This course offers an instruction program that prepares individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; understand and promote nutritional knowledge by implementing the use of MyPlate into daily life; and the application of related math and science skills. **Students are highly encouraged to join FCCLA.**

CREATIVE FOODS I: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. A lab fee of \$25 is required. This course explores different cooking techniques and the preparation of a variety of different foods. Topics include the selection and care of food, meal management, optimal use of the food dollar, basic skills involved in the art and science of baking and food combinations from stir-fry's to casseroles. **Students are highly encouraged to join FCCLA.**

CREATIVE FOODS II: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Creative Foods I with a passing grade of C or higher. A lab fee of \$30 is required. This is an upper level course where students use techniques and preparation skills learned in Creative Foods I and build upon those concepts. Students will explore other areas of cooking that were not covered in Creative Foods I. **Students are highly encouraged to join FCCLA.**

INTERNATIONAL FOODS: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Creative Foods I or Nutrition and Wellness with a passing grade of C or higher. A lab fee of \$30 is required. This course is designed to introduce you to the countries, people, and foods of the world. A different country or group of countries will be studied in units. Food preparation labs will stress safety, sanitation, and efficiency. Students will participate in a variety of activities including recipe preparation, hands-on projects, learning games, internet research and computer applications to learn course objectives.

INTERPERSONAL RELATIONSHIPS: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This course begins with the student today and explores individual growth in personality and character in relationship to heredity and environment. Students will then explore and develop positive ways to communicate, handle confrontation, and establish healthy positive interpersonal relationships. The intent is to help avoid mistakes in general social life, dating years and marital life. Common problems in society that affect the individual and family unit will be explored and positive ways of coping with stressors of life will be examined, especially from the teen perspective. The text, wide readings, audio-visual materials, professional guest speakers, and class discussions are all used in this course. **Students are highly encouraged to join FCCLA.**

APPAREL, TEXTILES & FASHION: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. A lab fee of \$20 is required. This is an instruction program that prepares individuals to understand the social, psychological and physiological aspects of clothing and textiles; the nature, acquisition and use of clothing and textile products; the selection, construction, maintenance and alteration of clothing and textile products; and the effect of consumer choices on the individual and family, as well as the clothing and textile industry. **The student will be required to purchase additional material and supplies for one project. Students are highly encouraged to join FCCLA.**

ADVANCED APPAREL, TEXTILES & FASHION: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Apparel, Textiles & Fashion with a passing grade of C or better or teacher approval. A lab fee of \$25 is required. This course builds upon the basic sewing skills learned in Clothing, Textiles and Construction I and the student will perfect and refine sewing construction techniques. Students will create a garment of the student choice with instructor approval based upon sewing skill assessment. Students will also create a home decorator project. Students will participate in a sewing service project. **The student will be required to purchase additional material and supplies for sewing projects of student choice. Students are highly encouraged to join FCCLA.**

CHILD DEVELOPMENT: One-half (1/2) credit – 10th, 11th & 12th grades. This class is a semester course for students who have an interest in children and/or in careers working with children. The course will include units in understanding child growth and development, career opportunities, school of children, and curriculum planning for preschoolers. **Students are highly encouraged to join FCCLA.**

HOUSING ENVIRONMENTS & DESIGN: One-half (1/2) credit – 11th & 12th grades. This course prepares individuals to make important housing decisions and create a desirable living environment. This course is a study of all areas of homes including the following: the history of housing structure and architecture, a comparison of renting and buying, finding housing, exploring ways to make housing fit family needs, floor plans, furniture selection, and using design principles and color to create a comfortable living environment. **Students are highly encouraged to join FCCLA.**

PARENTING: One-half (1/2) credit – 11th & 12th grades. Prerequisite: Child Development. This course will focus on the skills involved in becoming a better parent. Areas to be covered will include the decision to be a parent, becoming a parent, care of children, helping children learn, and develop guidance and resources available to the family to assist in the care and development of the child. Speakers, audio-visually, readings, demonstrations, discussions, infant care simulation, and student presentations will be used to learn about parenting. **Students are highly encouraged to join FCCLA.**

FCCLA LEADERSHIP: One-half (1/2) credit- 9th, 10th, 11th, & 12th. FCCLA Participation is required. This course provides vocational, family, and consumer science students an opportunity to grow as leaders for their school and future careers. Students will learn about and participate in FCCLA activities on the local and state level in competitive events.

CAREER PATHWAYS FOR THE TEACHING PROFESSION: One (1) credit- 10th, 11th, & 12th grades. This class is designed for students who are considering the elementary or secondary teaching profession or corporate educator. The course focuses on the general theory and practice of learning and teaching. The first course includes the basic principles of educational psychology, the art of teaching, the planning and administration of educational activities, school safety and health issues, and the social foundations of education.

PRACTICUM IN TEACHING PATHWAY: One (1) credit- 12th grade. Teacher Recommendation & MUST provide own transportation. This course provides students with a seamless pathway to study the profession through experiencing the classroom as an intern. Each student is assigned to a district school within the high school attendance boundaries. Pre-Professional Educator Cadet practicum students complete reflection journals, prepare and present a lesson(s) and work closely with students of the assigned supervising teacher. Students will demonstrate good moral character, good work habits, responsibility, punctuality and organizational skills.

CULINARY ESSENTIALS & CATERING (ProSTART I): One (1) credit- 10th, 11th, & 12th grades. Prerequisite: Nutrition & Wellness or Creative Foods I with a C or better. A lab fee of \$30 is required. In this class, students have the opportunity to explore the exciting and developing professions in the culinary industry using the National Restaurant Association's ProStart curriculum. Students have opportunities to work with mentoring chefs from the local area, cater local events, and compete in culinary competitions. Students who complete this course will be industry certified.

BUSINESS & MARKETING EDUCATION

INTRODUCTION TO BUSINESS: One-half (1/2) credit – 9th, 10th, 11th & 12th grade. This is an introductory course explaining the role and purpose of business in our global economy. The student will learn of his relationship with business as a consumer, worker, and citizen. The course will also include the introduction of career opportunities and the basics of creating a business plan.

BUSINESS TECHNOLOGY : One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This course will allow students to use a computer and other technologies common in businesses to accomplish activities similar to current trends in business and industry. The course content will include a quick review of the keyboard and proper typing technique, introduction to device operation and Internet usage. The students will learn to use the Microsoft Office Suite (Word, Excel, PowerPoint, and Access) to complete common tasks in the workplace. This is an applications-oriented course. The course is articulated with SFCC.

COMPUTER GRAPHICS: One-half (½) credit -- 10th, 11th, & 12th grades. This course is designed for students to learn the fundamentals of design and combine artistic and technical skills to complete original works of art and design. Students will complete creative assignments in print and digital graphics.

WEB PAGE DESIGN: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Business Technology. The Internet has become a central item in business and knowledge of web page design will increase a student's abilities and skills as a potential employee. Students will learn to design, create, and maintain web pages using HTML, web page editors, graphics software, and equipment. This course is articulated with SFCC – One (1) credit hour only.

TIGER VISION: One (1) credit- 9th, 10th, 11th, & 12th grades . Prerequisite: Digital Photography & Multimedia or teacher approval. This course is a continuation of Multimedia and includes determining and working out ideas for video productions for the school. After school participation such as taking a video at events is mandatory all year long. Students that apply to take this course should have social skills, be creative, have the ability to work individually and as part of a team. The student should have dedication to this year-long process and understand that class is time consuming and hard work is required.

DIGITAL PHOTOGRAPHY & MULTIMEDIA: One-half (½) credit - 9th, 10th, 11th, & 12th grades. A materials fee of \$25 per semester is required. Students will be required to provide a digital camera and storage card. This course provides students with experience on creative expression through digital multimedia, photography, and technology. Students will learn techniques to capture and edit digital images and video.

INTRODUCTION TO COMPUTER SCIENCE: One-half (1/2) credit – 9th, 10th, 11th, & 12th grades. This course addresses the knowledge and skills required of students desiring to have a career in technology. This class will include basic programming concepts, variables, modular program design, incorporating graphics and simple data structures. The student will analyze and define problems, create a programming outline, write computer code to solve problems, find errors and debug the program and make it into an executable file. The student will learn and practice ethical behavior in areas of programming and using software. This course is not required, but recommended, for students who plan to take Computer Science Essentials (PLTW).

BUSINESS LEADERSHIP: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. FBLA Participation is required. This course provides business students an opportunity to grow as leaders for their school and future careers. Students will learn about and participate in FBLA activities including local, state, and national competitive events and the Business Achievement Awards. This course provides an opportunity for students to work on FBLA activities in class. This class can be taken more than once, if the student's schedule allows.

PERSONAL FINANCE: One-half (1/2) credit – 11th & 12th grades. This course is designed to assist the student in preparation of his/her personal finance records and teach basic skills in budgeting, insurance, saving, credit, using a checking account, income tax preparation, and basic math skills. Students will begin to develop the knowledge to cope with everyday consumer matters and learn record keeping skills that can carry over to entry-level jobs. Students will use the computers to enhance such skills and complete financial simulations. **This course is a state requirement for graduation and does not meet the Practical Art requirement.**

ACCOUNTING I: One (1) credit – 10th, 11th & 12th grades. This course is a study of the basic accounting principles used by individuals and organizations. The student will learn to record, interpret, and analyze accounting procedures used by sole proprietorships, partnerships and corporations. This course is recommended for students who have a variety of career objectives, as accounting is used in all areas of business.

ACCOUNTING II: One (1) credit – 11th & 12th grades. Prerequisite: Accounting. This class is *WEIGHTED*. This program focuses on the important internal and external uses of accounting data. Managerial Accounting covers internal uses, and includes departmentalized accounting. Financial Accounting emphasizes external uses. Corporate Accounting covers dividends, acquiring additional capital, and financial analysis. The student has the opportunity to acquire the capability of handling the accounting activities of a small or large business office and to acquire additional background for future study in accounting or accounting-related fields. **This course is articulated with SFCC.**

ACCOUNTING III: One (1) credit – 12th grade. Prerequisite: Accounting II. This class is *WEIGHTED*. This course takes accounting students through the creation of a fictional LLC S-Corp where they will determine accounts needed, business process, investors, tax options, etc. for their company. Additionally, the course will explore specialty areas of accounting such as tax, non-profit, and government. Students will visit various local corporations as well as interact with accountants and universities across the United States via Skype or other media transmissions. Specific career options in accounting will be researched and evaluated.

MARKETING: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This course consists of a study of marketing concepts and principles and their practical application. Students will examine risks and challenges marketers face to establish a competitive edge. Subject matter will include economics, marketing foundations/functions with emphasis on selling, promotion, product/service management, pricing, and distribution. In addition, this course will explore human resource and leadership development. DECA membership is encouraged so students can apply the course concepts to DECA projects and competitive events.

ADVERTISING & PUBLIC RELATIONS: One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: Marketing with a grade of C or better. Fee for DECA is \$35. This course is designed to focus students interested in the field of marketing by developing an understanding of concepts and strategies needed to communicate information about products, services, ideas, and/or images to achieve a desired outcome. Students will become familiar with career opportunities in the fields of advertising and public relations. Students will focus on the implementation and presentation of an ad campaign for a local business. DECA is a major part of this class and projects developed will be used in DECA competitions. **This course is an advanced marketing class; therefore, DECA membership is required.**

SPORTS & ENTERTAINMENT MARKETING: One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: Marketing with a grade of C or better. Fee for DECA is \$35. This course will include a specialized marketing course which is designed for students to develop skills in the areas of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry. DECA is major part of this class and projects developed will be used in DECA competitions. **This course is an advanced marketing class; therefore, DECA membership is required.**

MARKETING LEADERSHIP: One-half (1/2) credit – 9th, 10th, 11th, & 12th grades. Prerequisite: Marketing. This course provides marketing students an opportunity to grow as leaders for their school and future careers. Students will learn about and participate in DECA activities including local, state, and national competitive events and serve as project managers for our Chapter Events. This course provides an opportunity for students to work on DECA activities in class, as well as give time for them to become engaged with the community during school hours. This class can be taken more than once, if the student's schedule allows, and permission is granted by the teacher. **DECA membership is required.**

RETAIL STORE OPERATIONS (RETAILING): One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: Marketing with a grade of C or better. An instructional program that prepares individuals to apply marketing skills in retail establishments by giving students hands-on experience operating the school store. Principles, practices and procedures are taught as related to the field of retailing.

SUPERVISED MARKETING EDUCATION: SUPERVISED MARKETING EMPLOYMENT (SME): One-half (1/2) credit – 12th grade. Students are placed into employment that allows for experience and continuing education in the field of marketing. The student must be concurrently enrolled in an advanced marketing course. This is a cooperative vocational education program and must follow guidelines established for these programs.

JOBS FOR AMERICA'S GRADUATES (JAG): One (1) credit- 12th grade. This course will prepare students for success after high school and help them to determine which path (Education, Employment, Enlist) is right for them. The students will be introduced to employability competencies and be assessed on those skills. The competencies fall into six categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills. Students will be involved in "real world" experiences that connect them to available careers within their community. Students taking this course will be required to complete follow up surveys for twelve months after graduation.

ADDITIONAL PRACTICAL ARTS

LIFE SKILLS TTR: One (1) credit per year – 9th, 10th, 11th, & 12th grades. **Prerequisite: Teacher/team referral required.** This course is designed to improve communication skills for students in the areas of writing, speaking and listening. Specific life/work skills relating to decision making, problem solving and cooperating with others will be emphasized. In addition, students will be assisted in developing positive attitudes and skills which will increase their success in work, independent living and citizen responsibility. To facilitate the process of assessing student's current knowledge on the topic and to provide more specific instruction to areas that need further development, students will be given assessments in the areas of, but not limited to, readiness for employment, self-determination, independent living, and post-secondary preparation.

ON JOB TRAINING: (number of credits arranged) – 10th, 11th & 12th grades. **Prerequisite: Teacher/team referral required.** The Cooperative School-Work Program for students, who have individualized plans, provides an opportunity, based on age and ability, to receive on the job training for payment of work or on a volunteer basis with permission of and supervision by the Work Experience Coordinator.

TRANSITION SKILLS TTR I: One (1) credit – 11th grade. This course provides opportunities to develop skill areas based on individual students needs and may include pre vocational and vocational skills development, academics, independent living, leisure skills, social communication, self-determination and self-advocacy. Student programs are determined by the IEP team with a focus on independent living, employment, and post-secondary training. Instruction delivered in the classroom, in the community and at job internship sites. Learning objectives for this course are individualized and aligned with student's IEP goals and objectives. This class will cover a variety of life skills education and is designed to help student live independently after high school. Banking, consumer education, budgeting, social skills, filling out forms, responsible citizenship, problem solving, cooking and variety of other topics will be included in the curriculum. Students will use the skills learned in class on community outings. Using public transportation will also be discussed.

PHYSICAL EDUCATION & HEALTH

PERSONAL FITNESS: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This class will cover units on individual/team sports and lifelong fitness activities. Specific units will vary from the fall to spring semester.

ATHLETIC CONDITIONING: One (1) credit – 9th, 10th, 11th & 12th grades. This class will focus on strength conditioning through weight training, agility drills, and knowledge of nutrition. This course may be taken more than once with instructor approval. Classes will be coed.

LIFETIME SPORTS: One-half (1/2) credit – 10th, 11th, & 12th grades. **Prerequisite: Prior PE credit & teacher approval.** Through the participation in several sports, students will gain the knowledge necessary to become an educated participant and spectator. The involvement in specific sports will provide an atmosphere that is enjoyable to the participants, promotes cooperation among peers and develop an appreciation for the degree of fitness necessary to participate. The following sports are included in the course Lifetime Sports: archery, tennis, badminton, bowling, golf, washers, shuffleboard, ultimate frisbee/football, ping pong, and other athletic-related activities.

ADAPTIVE PERSONAL FITNESS TTR (YOGA): One-half (1/2) credit – 9th, 10th, 11th, & 12th grades. This course is designed to introduce students, safely to the basic postures, breathing techniques and practices of relaxation. Students get the chance to develop and practice the benefits of stretching, moving and breathing freely as they relieve stress, learn to relax and ultimately learn to enjoy day-to-day life. The aim of the course is to promote vibrant health and reach the body's energy reserves.

HEALTH: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This course covers a study of the human body and its functions in relation to body care and disease prevention. **This class is a state requirement for graduation.**

ELECTIVES

WORLD LANGUAGE DEPARTMENT

LEVEL I – SPANISH: One (1) credit – 8th, 9th, 10th, 11th & 12th grades. The level I Spanish course will introduce students with little or no Spanish knowledge to basic vocabulary and sentence structure. Students will explore customs and traditions of Spanish-speaking countries. *This course is not designed for native Spanish speakers, who would be better placed beginning in a more advanced level.*

LEVEL I – FRENCH, GERMAN: One (1) credit – 9th, 10th, 11th & 12th grades. The level I French or German course will introduce students to basic vocabulary and sentence structure. Students will explore customs and traditions of French or German-speaking countries.

LEVEL II – SPANISH: One (1) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Level I with a grade of C or better. The level II Spanish course is a continuation of level I, emphasizing the ability to narrate the past. *This course is not designed for native Spanish speakers, who would be better placed beginning in a more advanced level.*

LEVEL II – FRENCH, GERMAN: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Level I with a grade of C or better. The level II French or German course is a continuation of level I, emphasizing the ability to narrate the past.

LEVEL III – SPANISH: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Level II or native Spanish speaker. This class is WEIGHTED. The level III Spanish course is a continuation of level II, emphasizing communication skills and intermediate concepts.

LEVEL III – FRENCH, GERMAN: One (1) credit – 11th & 12th grades. Prerequisite: Level II. This class is WEIGHTED. The level III French or German course is a continuation of level II, emphasizing communication skills and intermediate concepts.

LEVEL IV – SPANISH: One (1) credit – 11th & 12th grades. Prerequisite: Level III or native Spanish speaker. This class is WEIGHTED. The level IV Spanish course is a continuation of level III, emphasizing communication skills and advanced concepts. **Students choosing to take the Level IV Foreign Language (AP) examination in May will pay \$95.00.**

LEVEL IV – FRENCH, GERMAN: One (1) credit – 12th grade. Prerequisite: Level III. This class is WEIGHTED. The Level IV Foreign Language course is a college level class and will follow the Advanced Placement Program curriculum. Interested students will sign up for this class with a limited number being admitted. **Students choosing to take the Level IV Foreign Language (AP) examination in May will pay \$95.00.**

LEVEL V- SPANISH: One (1) credit- 12th grade. Prerequisite: Level IV or native Spanish speaker. This class is WEIGHTED. The level V Spanish course is a continuation of level IV, emphasizing communication skills and advanced concepts. This class is conducted almost entirely in Spanish. **Students choosing to take the Level V Foreign Language (AP) examination in May will pay \$95.00.**

SPANISH HISTORY & LITERATURE: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Level III or IV or native speaker. This course is weighted. This course is recommended for native Spanish speakers and advanced Spanish students. It focuses on history and literature of Spain and Latin America.

ADDITIONAL ELECTIVES

COLLEGIATE ATHLETIC PREPARATION: One-half (1/2) credit – 11th & 12th grades. Teacher/Coach approval and/or recommendation needed. This course will assist student athletes in preparing and promoting themselves for athletic recruitment by colleges and universities. It is a requirement for the athlete to take the course during the season of their primary sport. Students will develop and maintain academic and athletic profiles through online resources to help student athletes continue participation at the post-secondary level. NCAA & NAIA clearinghouse procedures will be completed.

ENGLISH LANGUAGE (EL) – LEVELS II, III, IV: One (1) credit – 9th, 10th, 11th, & 12th grades. Students in these courses are placed by English language ability. The courses support the learning of the English language.

YEARBOOK: One (1) credit - 9th, 10th, 11th & 12th grades. Prerequisite: Teacher approval and application. This course includes determining and working out ideas and designing the school yearbook. After school participation such as taking pictures and selling advertisements is mandatory all year long. It also includes small projects to boost school spirit such as a spirit week contest, locker decorations, student bulletin, etc. Students that take this course should have social skills, be creative, and have the ability to work as a team as well as alone. The student should have dedication to this year long process. This class is time demanding, laborious, and hard work is required.

INTRODUCTION TO JOURNALISM: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. Students will learn the principles of journalism and how to write in journalistic styles (news, features, and opinion). Understanding of media messages, the role of journalism in society and the First Amendment are included. Students will interview sources, take notes and write on deadline; they also will maintain a blog. Students' stories will be eligible for publication in the *Sedalia Democrat* newspaper as part of the "Rookie Reporters" program.

SMITH-COTTON MEDIA: One-half (1/2) credit – 9th, 10th, 11th, & 12th grades. Prerequisite: Application and instructor approval. Must have completed Introduction to Journalism. This is the working newsroom of Smith-Cotton Media, creating a student newspaper and regularly scheduled news video program. Students will be assigned beats to ensure timely and consistent coverage of news and events related to Smith-Cotton High School in particular and the Sedalia 200 district in general. Content created will be posted on the district website and offered to local media outlets for additional distribution. Students will work in traditional storytelling forms and will learn appropriate and effective use of social media in story production and promotion.

LIBRARY WORKER: 12th grade given priority. This class does not receive credit. Students will perform, but not limited to, the following duties: check books in and out, help students and teachers find resources in the library, return books to bookshelves, and deliver materials to classrooms. Good customer service skills important. Students may enroll multiple semesters.

JUNIOR RESERVE OFFICER TRAINING CORPS: One (1) credit – 9th, 10th, 11th & 12th grades. JROTC is a Leadership and Character Development program. The Program of Instructions being taught uses the latest instruction technologies and focuses on the student ("cadets") centered learning in a structured environment. Through participation in the learning process cadets are able to get a deeper understanding of the subjects and how they may apply what they have learned. Co-curricular and competitive activities include Color Guard Team, Drill Team/Exhibition without Arms, Drill Team/Exhibition with Arms, Raider Team, Academic Team, Leadership Team, Cadet Challenge competitions, Leadership/Adventure Training events, field trip(s), an annual District JROTC Ball, and an optional summer camp. In addition to an academic elective credit for the course cadets can earn a Smith-Cotton Varsity letter for competing on one of the teams. They also earn rank and JROTC awards for their achievements. (The Sedalia Board of Education policy allows one (1) credit of Physical Education upon the completion of the second year in JROTC). Certification of a cadet's physical health is also a requirement to be enrolled in this class. The JROTC Program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities, which will benefit the student, community and nation. JROTC provides education and training in skills and knowledge like Leadership, Service Learning, Community Service, Geography, and Goal Planning, which are useful to students upon graduating from high school. In addition to classroom instruction, students are expected to properly wear the JROTC uniform one day per week (mandatory) and participate in physical training events as required.

JROTC CADET STAFF LEADERSHIP AND MANAGEMENT (HONORS): One (1) credit – 11th & 12th grades. Prerequisite: Minimum 3.5 GPA in JROTC courses and minimum 3.0 GPA in all other courses; Senior Instructor permission/signature approval. *This course is WEIGHTED.* The JROTC honors program is oriented toward those cadets already identified as outstanding and are doing the work required of JROTC students. The honors course builds upon previous JROTC Leadership Education and Training courses. Students must have previously demonstrated above average leadership, communication skills and performance in JROTC. Students for this advanced leadership course serve as members of the JROTC cadet senior staff. This hands-on experience affords students the opportunity to apply leadership and management lessons from previous JROTC courses. Students are expected to maintain a high level of performance in personal fitness, military bearing, and uniform wear. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. Students who are approved for this course are expected to occasionally be available at times in excess of daily class (i.e. before/after school meetings, weekend trips/activities, etc.). Students will conduct long and short-range planning, exercise decision-making, coordination, control and execution of cadet activities during the school year. Students are expected to apply high-level leadership, organizational, communication, and personal interaction skills in the performance of their duties. Students in this honors class are required to establish a personal portfolio and work toward a major continuous improvement project, complete with a formal presentation and briefing to official Army inspectors and Sedalia 200 School District officials.

CAREER DEVELOPMENT: One (1) credit – 12th grade. Placement MUST BE approved by the A+ coordinator prior to enrolling in the class and students MUST PROVIDE their own transportation. This course is designed to give seniors an opportunity to go to a place of business in Sedalia and observe how that business operates. This placement should be in the career field where the student plans to continue their education or receive additional training after high school (medical, accounting, etc.).

ACT PREPARATION: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Prior to enrollment, the counseling office MUST have ACT score on file. This course will provide an overview of the four skill areas of English, mathematics, reading, and science and teach test taking strategies. Students will focus on how to take the general multiple-choice ACT Test and will be introduced to the optional ACT Writing Test. This class is designed for students who are planning to take the ACT assessment during the current school year. **This course may only be taught through LAUNCH.**

TIGER TUTORS: One-half (1/2) credit –12th grade. Prerequisite: Must be able to meet A+ guidelines regarding attendance, G.P.A. and citizenship. This course will help fulfill state requirements for 50 hours of tutoring/mentoring by students pursuing A+ status. The class will meet in a designated area for the first day and students will report to their assigned school the second day of class. Students will be placed with a supervising teacher at the district's elementary, secondary, or high schools for the semester. **Students must provide their own transportation to the field schools. A parent or guardian must sign a transportation waiver. Those without a driver's license will either be placed at the high school (if appropriate) or may earn their hours under alternate tutoring options.**

OFFICE WORKER: 12th grade given priority. This class does not receive credit. Students are assigned to work in either the principal or the school counseling offices.

WORK STUDY: One-half (1/2) credit – 11th & 12th grades. (11th graders will need counselor approval.) This is a program for students who are employed in a regular job and wish to receive credit for working. A student must be employed a minimum of 8 hours per week per block of work study. Work hours must be maintained throughout the semester with pay stubs turned in after each pay period.

PSYCHOLOGY: One-half (1/2) credit – 10th, 11th & 12th grades. This course provides instruction in the elementary principles of psychology, thereby helping the student to understand human behavior. An objective is to help the student to better understand his own behavior and that of others.

SIGN LANGUAGE: One-half (1/2) credit- 9th, 10th, 11th, & 12th. Students will be exposed through a variety of lessons based on the beginning curricula written and developed by Gerilee Gustason who was a co-author and developer of Signing Exact English (copyright 1993). Students will be guided through the lessons and evaluated based on their performance on tests, songs, and conversation. "Signing Exact English (SEE) is a sign language system that represents literal English. It is a tool to make visible everything that is not heard. Since American Sign Language (ASL) has different vocabulary, idioms and syntax from English, SEE modifies and supplements the vocabulary of ASL so children can see clearly what is said in English." (taken from the S.E.E. Center website - <http://www.seecenter.org/index.html>).

PUBLIC SPEAKING (DUAL CREDIT): One-half (1/2) credit – 10th, 11th, & 12th grades. *This dual credit class is WEIGHTED.* This course is a study and practice of basic rudiments involved in generating, designing, delivering and evaluating ideas for speech situations facing adults of our society. The class is aimed at developing practical skills as opposed to being steeped in theory. The primary goal is to develop self-confidence in each student with emphasis on growth, change and behavior.

GENERAL SOCIOLOGY (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* This course will introduce the basic principles, concepts, research strategies, and empirical findings representative of the field today. It will explore the relationships of individuals and groups in the context of broader social patterns and establish a basis for further study in the field. The course topics may include gender and racial inequality, deviance, economic and political institutions, social mobility, and concepts related to current social and cultural change.

GENERAL PSYCHOLOGY (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* This course will cover the introduction to the scientific study of behavior and mental processes. It will include a survey of historical and current theories, theorists and perspectives in psychology. The course goals will include increasing critical thinking and intellectual curiosity about psychological phenomenon and provides a basis for further study in the field. Topics include neurology, sensation and perception, consciousness, learning, psychometrics, personality development, and mental illness and wellness.

MEDICAL TERMINOLOGY I (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. *This dual credit class is WEIGHTED.* Acquire a medical terminology vocabulary related to body systems necessary to communicate information in a medical office or hospital environment. Focuses on the principles of medical word formation, including the basic rules of building medical words, identifying suffixes, prefixes, and combining forms related to the structure and function of the associated systems of the body (musculoskeletal, cardiovascular, respiratory, gastrointestinal, urinary, and male reproductive). Concentration is on pronunciation, spelling and definitions of medical terms.

INTRODUCTION TO LITERATURE (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* Study of fiction, poetry and drama. Special attention is given to literary terminology and critical analysis. Recommended but not required as a preparation for other courses in literature.

INTRODUCTION TO PHILOSOPHY (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* An introduction to historical and topical themes in philosophy, such as free will, God, personal identity, the limits of knowledge, the nature of inferential reasoning, morality, and social justice.

LIVING RELIGIONS (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. Prerequisite: College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. *This dual credit class is WEIGHTED.* An introduction to a wide variety of the world's living religions as both beliefs and practices, and an analysis of the historical-cultural value systems underpinning their various divergent or overlapping value systems. Religions reviewed include Hinduism, Buddhism, Judaism, Christianity, Islam and to a lesser extent Jainism, Sikhism, Confucianism, Daoism, and Shinto.

COLLEGE SKILLS (DUAL CREDIT): One-half (1/2) credit – 10th, 11th & 12th grades. *This dual credit class is WEIGHTED.* Designed to enhance the college learning experience and prepare students for personal and professional success. Concepts presented include time management, managing change, setting and achieving goals, and thinking in ways to create success. Note taking, library research, test taking, and study skills are also included. This course will include an eight-hour service learning project.

STUDY SKILLS TTR: One (1) credit per year – 9th grade ONLY. Prerequisite: Teacher/team referral required. This course will include individualized instruction in specific compensatory skills as well as assistance in an identified area of difficulty, including continual development and improvement in overall vocabulary. In addition, students will be instructed in work place skills including skills and techniques for interacting appropriately with others.

SOCIAL SKILLS TTR: One (1) credit per year—9th, 10th, 11th, 12th grades. Prerequisite: Teacher/team referral required. This course will include individualized instruction in specific social interactions, as well as assistance in an identified area of difficulty, including continual development and improvement in overall social vocabulary. In addition, students will be instructed in work place skills including skills and techniques for interacting appropriately with others.

TRANSITION SKILLS TTR II: One-half (1/2) credit- 12th grade. This class will cover a variety of life skills education and is designed to help student live independently after high school. Banking, consumer education, budgeting, social skills, filling out forms, responsible citizenship, problem solving, cooking and variety of other topics will be included in the curriculum. Students will use the skills learned in class on community outings. Using public transportation will be discussed. Students need to achieve independence including learning about community resources, job searching, career research, college research, FAFSA, money management, job etiquette, health, moving and more.

EDUCATION RESOURCE TTR: One (1) credit per year – 9th, 10th, 11th & 12th grades. Prerequisite: Teacher/team referral required. This course is designed for students who wish to improve conduct and behaviors. The primary goal of the course is to instruct students in the skills and techniques needed to interact appropriately with others. Instruction is provided to address specific behavioral concerns. Students will be exposed to vocational and other transition related information. To facilitate the process of assessing student's current knowledge on the topic and to provide more specific instruction to areas that need further development, students will be given assessments in the areas of, but not limited to, readiness for employment, self-determination, independent living, and post-secondary preparation.

CAREER & TECHNICAL EDUCATION

State Fair Career & Technology Center (CTC)

State Fair CTC courses will meet the PRACTICAL ARTS requirement. Students enrolling in the CTC must be making adequate progress toward meeting graduation requirements in the core subjects. Classes at the CTC are FULL YEAR classes and students should plan to be in attendance the full year.

AUTOMOTIVE SERVICE TECHNOLOGY: Three (3) credits – 11th & 12th grades. The Automotive Service program is a two-year ASE (Automotive Service Excellence) certified course of study, providing basic entry-level skills in a variety of automotive service areas or for advanced placement in college automotive technology programs. Students completing our ASE-certified program have the opportunity to gain certifications in the following areas: Brakes, Steering & Suspension, Engine Performance, and Electrical. **This course is eligible for dual credit.**

BUILDING TRADES: Three (3) credits - 11th & 12th grades. The Building Trades program is a two-year course of study that prepares students for a variety of jobs in the construction industry. This program consists of classroom instruction enhanced by the hands-on experience of building a house. Students completing this course will gain valuable knowledge and skills that will prepare them for entry level positions among various construction trade areas such as carpentry, masonry, concrete, and many others. Students will also be prepared to pursue post-secondary education or certifications in construction management programs. **This course is eligible for dual credit.**

CRIMINAL JUSTICE: Three (3) credits- 11th & 12th grades. The Criminal Justice program is a two-year plan of study that prepares students for entry-level employment in criminal justice fields or advanced placement in post-secondary training or college programs. Students who enroll in this course learn about our criminal justice system and law enforcement practices. In addition to the criminal justice content, this course works extensively with communication, leadership, community service, and leadership skills which are all crucial to modern criminal justice careers. **This course is eligible for dual credit.**

EARLY CHILDHOOD CAREERS: Three (3) credits - 11th & 12th grades. The Early Childhood Careers program is a two-year course of study designed for students who want to work in careers involving young children and their families. Students will have experiences with infants, toddlers, preschoolers and their parents. Early Childhood Career students will be responsible for planning activities that stimulate a child's cognitive, physical, emotional and social growth. In addition, trainees will learn to provide a safe, healthy and loving environment that will allow children to explore and develop their natural curiosity and imagination. Students will complete practical experience in area schools and child care facilities. This course of study is for those interested in teaching PreK or working as a daycare provider. **This course is eligible for dual credit.**

GRAPHIC DESIGN: Three (3) credits – 11th & 12th grades. The Graphic Design program is a two-year course of study that is created to enhance students' skills and opportunities related to the graphic design industry. Students will learn technical knowledge and skills in electronic layout design, principles of graphic and web design, digital manipulation, sublimation printing, vinyl design and preparation, and screen-printing. In addition, this program provides outside experience to further student's experience and skill levels. Students who complete this program will be qualified for entry level positions in various graphic design opportunities or they can further their education through post-secondary certificate or degree programs. **This course is eligible for dual credit.**

HEALTH OCCUPATIONS: Three (3) credits – 11th & 12th grades. The Health Occupations program is a one-year plan of study that prepares students for employment in the health care field. Students will learn the basic nursing skills of vital signs, personal care/hygiene, food service, and transfer techniques. Students will have the opportunity to apply their skills at a local health care facility, and will job shadow in the health care field. Students who successfully complete the first year program will become a registered CNA and are eligible to apply for the nursing program at SFCC and begin classes a year early. This program prepares students to obtain entry-level employment as a CNA and it prepares them to further their education in health care related programs at the college level. **This course is eligible for dual credit.**

INDUSTRIAL EQUIPMENT MAINTENANCE: Three (3) credits – 11th & 12th grades. The Industrial Equipment Maintenance program will prepare students for a wide variety of opportunities in technical careers related to electrical and industrial professions. Students will obtain skills for entry-level positions in manufacturing and electrical installations, service, or maintenance. The program can be applied to certificates and an Associate of Applied Science (AAS) degree, or qualify you for advanced placement in college programs. Students will work on a variety of electrical, mechanical, and industrial projects and labs along with classroom instruction. **This course is eligible for dual credit.**

PRECISION MACHINING: Three (3) credits – 11th & 12th grades. The Precision Machining Technology program is a two-year course of study designed to expose students to the high-tech world of advanced manufacturing. Students will receive experiences in operating machines such as drill presses, milling machines, lathes, grinders, and Computer Numeric Controlled (CNC) machines including computer controlled lathes, mills, and lasers. Students who complete the program will be eligible for entry-level positions in precision machining and manufacturing jobs. They can also further their education by enrolling in post-secondary certificate or college programs. **This course is eligible for dual credit.**

WELDING: Three (3) credits – 11th & 12th grades. The Welding program is certified by the American Welding Society (AWS) and is a two-year course of study that covers the four basic welding processes: Arc, Mig, Tig, and Oxyacetylene. In addition to the welding processes students will learn about weldment print reading and safe operating procedures. Each student will spend a significant amount of time in the welding lab developing successful welding techniques. Students who complete the course will be eligible for entry-level positions as a welder or they can pursue additional certifications or college degree programs. **This course is eligible for dual credit.**

CTC EMBEDDED MATH: One (1) credit- 12th grade. Students enrolled in CTC programs will receive embedded math content throughout their two year programs provided by a certified math instructor. Students who complete both years of their program will receive one (1) credit for math. **This course is eligible for dual credit. SEE YOUR COUNSELOR FOR ELIGIBILITY REQUIREMENTS FOR THIS EMBEDDED CREDIT.**

CTC EMBEDDED LANGUAGE ARTS: One (1) credit- 12th grade. Students enrolled in CTC programs will receive embedded language arts content throughout their two year programs provided by a certified language arts instructor. Students who complete both years of their program will receive one (1) credit for language arts. **This course is eligible for dual credit. SEE YOUR COUNSELOR FOR ELIGIBILITY REQUIREMENTS FOR THIS EMBEDDED CREDIT.**

Pettis County Early Childhood Center
Quarterly Board Report
November 23, 2020

CSIP 1: Student Achievement

89 students have made progress on IEP goals
 28 students have mastered at least one IEP goal

Students were given the Brigance Early Childhood Screen III during the 1st quarter.

CSIP 2: Highly Qualified Staff**Trainings:**

Special Education Process

HighScope

Visual Thinking Strategies

Safe Crisis Management Training

Staff participated in a variety of other trainings designed for the specific needs of our students, including but not limited to autism, health, and safety.

Observations

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations			9	5							

CSIP 3: School Environment

We greet each student as they come into the building and classroom. There are daily visits to each classroom.

Drills conducted

Fire Drill: 9/24/20

Tornado Drill: 9/23/20

Intruder Drill: 9/17/20

Mr. Dooley is present during the morning arrival, morning dismissal, and afternoon dismissal.

CSIP 4: Family & Community

Family Visits- Via Phone

Visits From:

Fire Department drive by

CTC students work weekly in the classrooms.

Developmental screenings are conducted throughout the quarter.

P/T Conferences

October	February	May
<ul style="list-style-type: none">• 186/189 held (98%)		

Home Visits Conducted (via phone)

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
185	-			

2020-2021 Heber Hunt Elementary Board Report

1st Quarter

CSIP 1: Student Achievement

Objective 2: A minimum of 80% of Sedalia School District #200 students will be reading on grade level or above.

Aimsweb Composite Reading Assessments

	Fall (Established)	Winter (Established)	Spring (Established)
K LNF, LWSF	13%		
First Grade ORF	16%		
Second Grade VOC, RC, ORF	21%		
Third Grade VOC, RC, ORF	54%		
Fourth Grade Voc, SRF, RC, ORF	53%		

CSIP 1: Student Achievement

Objective 4: The building and district Average Daily Attendance will be 90% of a minimum of 90% of students.

Attendance - Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total	-	92.30	93.14	94.12							

CSIP 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations	-	20	19	22							

CSIP 3: School Environment

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Drills conducted (listed)
Fire; Tornado; Intruder; Earthquake;

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Office	-	2	8	13							
Bus	-	3	0	1							

CSIP 4: Family & Community

100% of parents and community members will have the opportunity to interact with staff at least three times per year.

Building Activities (listed):

- **PBS Bootcamp**
- **PBS Virtual Assemblies**
- **PBS tier 1 and 2**
- **Fall parties**
- **Parent/Teacher conference**
- **Virtual Open House**
- **Weekly Leadership Team Meetings**

Parent Teacher Conference Attendance Percentage

	Percentage of Parents in Attendance	Number Rescheduled
Kindergarten	98%	
1 st Grade	94%	
2 nd Grade	96%	
3 rd Grade	100%	
4 th Grade	100%	

CSIP 4: Family & Community

100% of parents and community members will have the opportunity to interact with staff at least three times per year.

Fall Parent/Teacher Conference Attendance Percentage

Kindergarten	98%
First Grade	95%
Second Grade	100%
Third Grade	97%
Fourth Grade	95%
Mixed Age	100%
Building Total	97.5%

- **Parents of only 6 students did not conference with our teachers**
 - Multiple attempts were made to reschedule conferences
- Conferences were offered: in person, phone, virtual, & class Dojo.

Building Activities (listed):

- **Open Enrollment**
- **Kindergarten Screenings**
- **Parent/Teacher Conferences**
- **PTA Monthly Meetings (Virtual)**
- **PTA Fall Party**
- **SBS Quarterly Assembly (Virtual)**
- **Behavior Bash - Quarterly**
- **Book Fair**
- **Boys and Girls Club**
- **Sedalia School District Foundation membership drive**
- **Helping Hands/Sunshine**

Parkview Elementary Board Report 2020-2021

1st Quarter

CSIP 1: Student Achievement

Objective 2: A minimum of 80% of Sedalia School District #200 students will be reading on grade level or above.

Aimsweb Composite Reading Assessments

	Fall (Established)	Winter (Established)	Spring (Established)
Kindergarten (LNF/LWSF)	15%		
First (ORF)	20%		
Second (VOC/RC/ORF)	28%		
Third (VOC/RC/ORF)	60%		
Fourth (VOC/SRF/RC/ORF)	57%		

CSIP 1: Student Achievement

Objective 4: The building and district Average Daily Attendance will be 90% of a minimum of 90% of students.

Attendance – Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total	-										

CSIP 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations		10	22	11							

CSIP 3: School Environment

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Drills conducted - Fire: 9/18

Tornado: Practice in class

Intruder: 9/17

Implementation of PBIS Tier 1, Tier 2, and Tier 3

Focus on school-wide expectations

School Social Worker

School Protection Officer on Campus

Semi-Annual Safety Check

Weekly Playground Inspections

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Office/Recovery		10	15	10							
Bus		11	18	1							

CSIP 4: Family & Community

100% of parents and community members will have the opportunity to interact with staff at least three times per year.

Building Activities (listed):

Kindergarten Onsite Fall Experience

Parent/Teacher Conferences

PTA Monthly Meetings

Class Parties

Gardner Denver Awards in Classroom

Petting Zoo K-4

Parent/Teacher Conference Attendance Percentage (Multiple attempts will be made to reschedule conferences)

Grade Level	In-Person Conf	Phone/Zoom Conf	Percentage
Kindergarten	70	11	94%
First Grade	69	12	90%
Second Grade	60	29	98%
Third Grade	60	23	95%
Fourth Grade	62	19	95%

Skyline Elementary Board Report 2020-2021

1st Quarter

CSIP 1: Student Achievement

Objective 2: A minimum of 80% of Sedalia School District #200 students will be reading on grade level or above.

Aimsweb Composite Reading Assessments

	Fall (Established)	Winter (Established)	Spring (Established)
Kindergarten (LNF/LWSF)	17%		
First (ORF)	17%		
Second (VOC/RC/ORF)	38%		
Third (VOC/RC/ORF)	48%		
Fourth (VOC/SRF/RC/ORF)	57%		

CSIP 1: Student Achievement

Objective 4: The building and district Average Daily Attendance will be 90% of a minimum of 90% of students.

Attendance – Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total											

CSIP 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations	13	22								

CSIP 3: School Environment

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Drills conducted - Fire, Tornado, Intruder

Implementation of PBIS Tier 1 and 2

School Wide Training in PBIS

Daily School Assemblies with focus on school-wide expectations

Attendance Incentives

School Goal focus - Culture, Mission, Vision

Therapy Dog - Stella

School Protection Officer on Campus

School Social Worker

Weekly Playground Inspections

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Office/Recovery	0	5	17								
Bus	2	11	3								

CSIP 4: Family & Community

100% of parents and community members will have the opportunity to interact with staff at least three times per year.

Building Activities (listed):

- Virtual Open House
- Parent/Teacher Conferences
- PTA Monthly Meetings
- Homecoming Spirit Days
- Virtual Math Night
- Online Book Fair
- Class Parties

Parent Teacher Conference Attendance Percentage (Multiple attempts will be made to reschedule conferences)

Kindergarten	95.2%
First Grade	91.8%
Second Grade	96.2%
Third Grade	90.6%
Fourth Grade	96.75%

2020-2021 Washington Elementary Board Report

1st Quarter

CSIP 1: Student Achievement

Objective 2: A minimum of 80% of Sedalia School District #200 students will be reading on grade level or above.

Aimsweb Composite Reading Assessments

	Fall (Established)	Winter (Established)	Spring (Established)
K LNF, LWSF	6%		
First Grade ORF	10%		
Second Grade VOC, RC, ORF	23%		
Third Grade VOC, RC, ORF	42%		
Fourth Grade Voc, SRF, RC, ORF	41%		

CSIP 1: Student Achievement

Objective 4: The building and district Average Daily Attendance will be 90% of a minimum of 90% of students.

Attendance - Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total	-										

CSIP 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations	8	15	5							

CSIP 3: School Environment

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Drills conducted (listed)

Fire; 9/14, 11/3

Tornado; Week of 9/18

Intruder; 9/17

Earthquake; Oct

Discipline referrals

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Office/Recovery	12	15	5							
Bus	0	0	0							

CSIP 4: Family & Community

100% of parents and community members will have the opportunity to interact with staff at least three times per year.

Building Activities (listed):

Virtual Open house

Math family night (PT conf)

PBS tier 1 and 2

Fall parties

Parent/Teacher conference

Monthly Wellness words -children are recognized virtually and through the school

Parent Teacher Conference Attendance Percentage

	Percentage of Parents in Attendance	Number Rescheduled
Kindergarten	100%	
1 st Grade	90%	
2 nd Grade	100%	
3 rd Grade	98%	
4 th Grade	95%	

Sedalia Middle School Board Report 2020-2021

1st Quarter

CSIP 1: Student Achievement

Objective 2: A minimum of 80% of Sedalia School District #200 students will be reading on grade level or above.

STAR

	Fall (Established)	Winter (Established)	Spring (Established)
5 th Grade	64%		

AIMSWEB - Reading

	Fall (Established)	Winter (Established)	Spring (Established)
Composite	60%		

CSIP 1: Student Achievement

Objective 4: 90% of the students will attend 90% of the time.

Average Daily Attendance

CSIP 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
NEE Observations		12	14	1							

CSIP 3: School Environment

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Drills conducted (listed)

Fire – 9/4/20, 10/1/20

Tornado – 9/18/20

Intruder – 9/8/20, 9/17/20

Earthquake – 9/17/20

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Office		6	17	8							
Bus		11	14	10							

CSIP 4: Family & Community

100% of parents and community members will have the opportunity to interact with staff at least three times per year.

Building Activities (listed):

Employee of the Month

Back Snack Program

SABERS Conducted

Parent Teacher Conferences/ 72% as a building (Fall 2020)

Pumpkin Decorating Contest/P-T Conf.

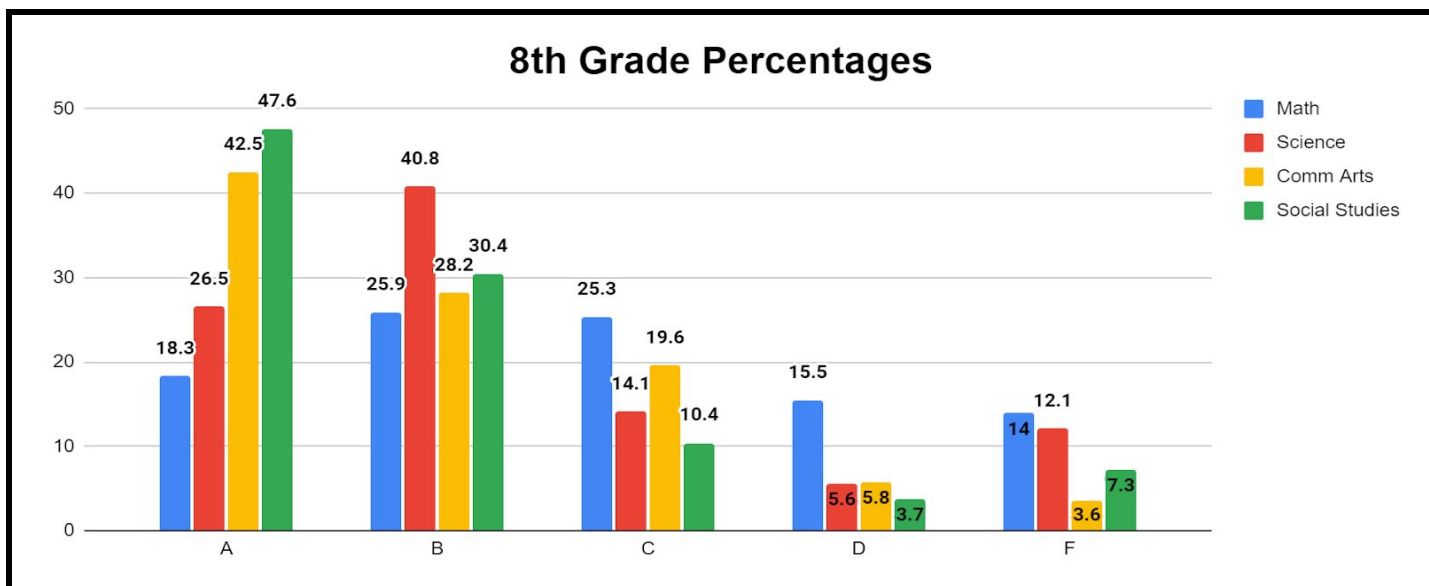
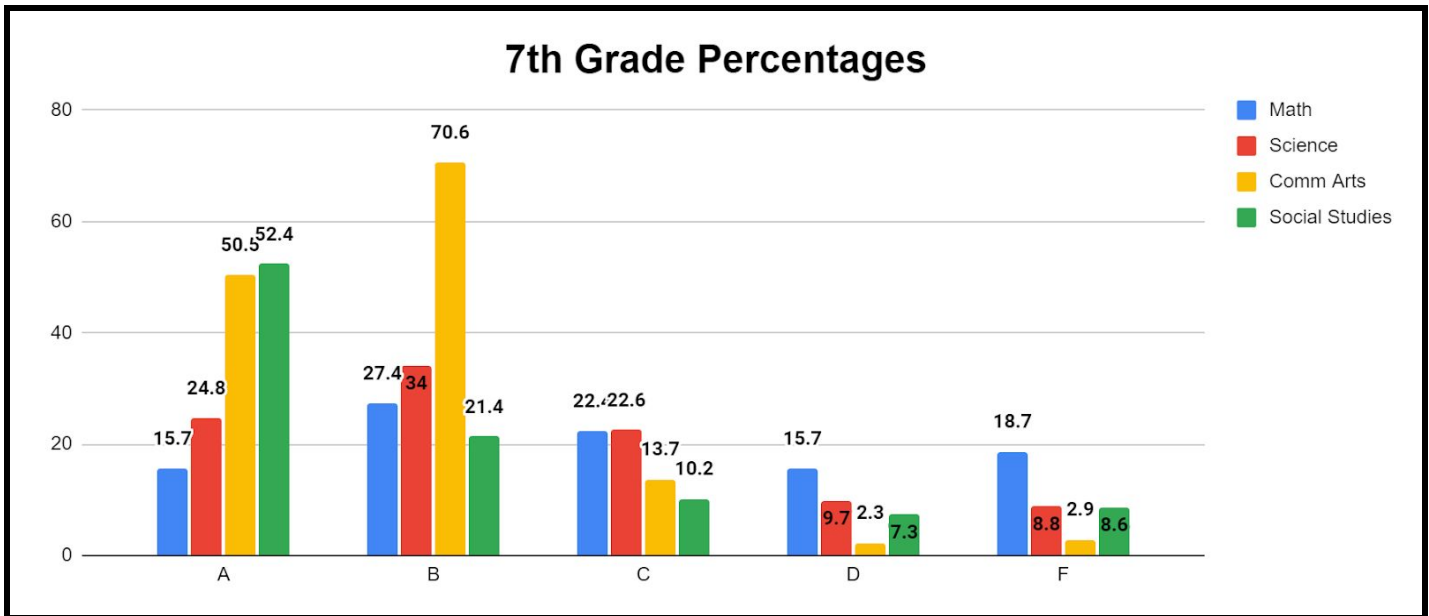
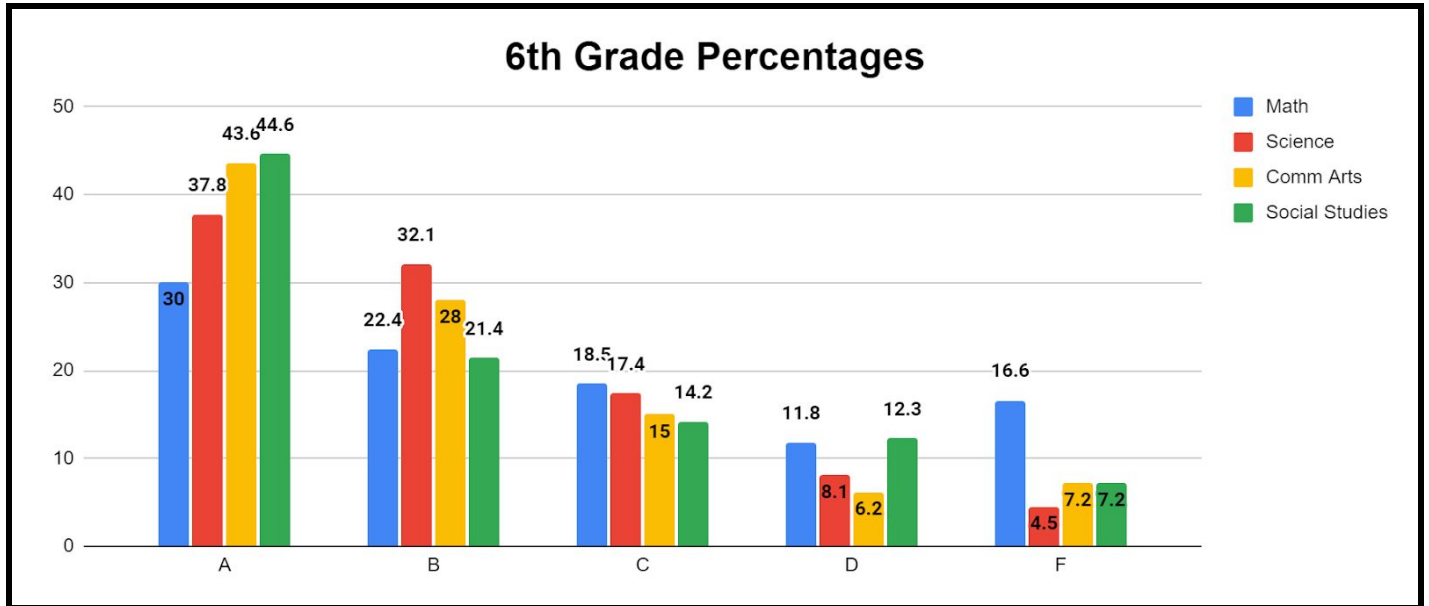
Virtual Building Tour

Various Teams Hosted Virtual Meet & Greet

Smith-Cotton Junior High Board Report

First Quarter 2020-21 School Year

CSIP 1: Student Achievement - GRADE DISTRIBUTION 1ST QUARTER



CSIP 1: Student Achievement * date unavailable for current year.

Objective 4: 90% of the students will be at school 90% of the time.

90/90

	YTD as of 9/10/19	YTD as of 10/8/18	YTD as of 11/7/18	YTD as of	YTD as of	YTD as of	YTD as of	YTD as of	YTD as of	Total
19-20	92.19	92.32	92.03							
20-21										

CSIP 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Walk-Through	NA	37	57								

CSIP 3: School Environment

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Drills conducted (listed)

- **Fire Drills: September 15th**
- **Tornado Drill: Due to COVID and the inability to social distance, teachers discuss procedure in classrooms**
- **Intruder Drill: 8/25th (staff only), September 19th (district-wide)**

Discipline referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Total
Building Total 19-20	5	134	236	189	146	155	155	NA	NA	NA	NA
20-21	—	88	159								
Bus Total 19-20	2	25	32	13	18	6	18	NA	NA	NA	NA
20-21	1	31	31								

CSIP 4: Family & Community (Due to Covid-19 we have limited the amount of traffic in the building)

100% of parents and community members will have the opportunity to interact with staff at least three times per year.

- **Parent Teacher Conferences held on October 28th and 29th**
- **Shared a Virtual Open House with families**
- **Shared a Veteran's Day Video with families**
- **Continues to post videos, pictures, and building updates using Canvas, Facebook, Instagram, email, etc.**

Parent Teacher Conference Attendance Percentage

Due to Covid-19 we had to limit the number of parents that could be scheduled for conferences.

6th Grade

Team	% Attended of Scheduled	% Made Contact with from whole team	Total # of Students on Team
MVP	20/30 = 67%	40/111 = 36%	111
Dream Team	26/29 = 90%	52/111 = 47%	111
All Star	25/27 = 93%	52/111 = 47%	115

7th Grade

Team	% Attended of Scheduled	% Made Contact with from whole team	Total # of Students on Team
Cosmic Kids	19/23 = 83%	27/110 = 25%	110
Voyagers	23/28 = 82%	25/114 = 22%	114
Legacy	11/11 = 100%	24/103 = 23%	103

8th Grade

Team	% Attended of Scheduled	% Made Contact With from whole team	Total # of Students on Team
Navigators	18/20 = 90%	37/127 = 29%	127
Dynamo	26/28 = 93%	35/127 = 28%	127
Sarah's Champions	17/21 = 81%	38/128 = 30%	128

Smith-Cotton High School Board Report

1st Quarter 2020-21 School Year

EOC Courses Grade Breakdown

Content	A	B	C	D	F
Biology	54	71	68	72	75
English II	109	64	42	28	42
Algebra I	22	40	52	45	50
Algebra II	44	24	3	1	0
American Government	76	53	25	6	0

CSIP 1: Student Achievement

Objective 4: 90% of the students will attend 90% of the time.

Attendance – Percentage of Students Meeting 90% Criteria

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Percentage of Students	--	--	--							

* Not included in the 2020-2021 report.

CSIP 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Walk-Through	N/A	33	36							

(Walk-Through numbers are current as of end of 1st quarter, 10/23/20)

CSIP 3: School Environment

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

Drills conducted (listed)

Fire Drills: 9/4/20

Tornado Drills: 9/4/20 (discussed procedures with all students for each class period. Actual drill not taking place due to COVID-19).

Intruder: 9/4/20, 9/17/20

CSIP 4: Family & Community

100% of parents and community members will have the opportunity to interact with staff at least three times per year.

Parent/Teacher Conferences (Both in-person and virtual)

Virtual Open House

Students of the Month for Rotary

Distinguished Alumni Ceremony

Norton's Notes

Discipline Referrals

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Building Total 19-20	5	102	156	173	83	57	103	65	--	--
Building Total 20-21	--	59	72							
Truancy 19-20	0	2	7	6	2	4	9	5	--	--
Truancy 20-21	--	9	8							
Bus 19-20	0	0	20	12	3	0	2	1	--	--
Bus 20-21	--	8	4							

Truancy referrals are included in building total numbers. Bus referrals are not included in building total numbers. October numbers are through the end of the quarter, 10/23/20.

Tiger One Card Levels Percentages

White	Black	Gold	Platinum	
Attendance - 89.99% & below	Attendance - 90.00%-92.99%	Attendance - 93.00%-97.99%	Attendance - 98.00%-100%	Continuous
Any grade below a C	No grade below a C	All A's and B's	All A's or A-'s	Non-continuous
2 or more discipline referrals	1 discipline referral	No discipline referrals that result in ISS, OSS	No discipline referrals	Non-continuous
<p>Continuous - Attendance data will be evaluated quarterly, however, the percentage is running total throughout the entire school year.</p> <p>Non-continuous - Grades and discipline referrals will be evaluated quarterly. Grades will reset at semester.</p>				

* Not included in the 2020-2021 report.

1st Quarter:

White -

Black -

Gold -

Platinum -

Whittier High School Board Report

CREDIT DISTRIBUTION

9th Grade

	Com Arts	Math	Science	Social Studies	Non-Core
Day School	NA	NA	NA	NA	NA
Night School	NA	NA	NA	NA	NA

10th Grade

	Com Arts	Math	Science	Social Studies	Non-Core
Day School	1	4	4	11	5
Night School	NA	NA	NA	NA	NA

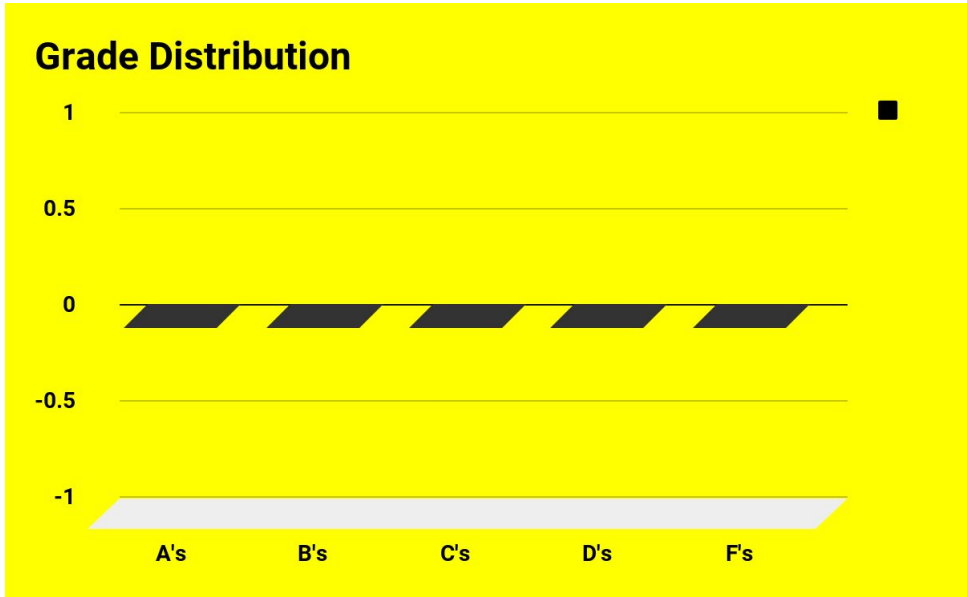
11th Grade

	Com Arts	Math	Science	Social Studies	Non-Core
Day School	10	10	8	13	29
Night School	1	1	2	2	5

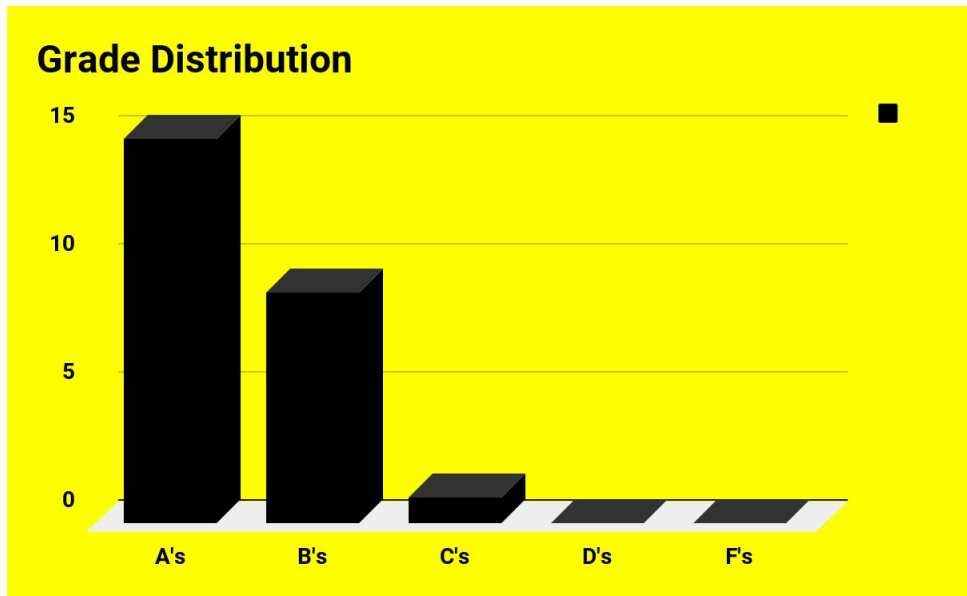
12th Grade

	Com Arts	Math	Science	Social Studies	Non-Core
Day School	24	9	10	12	28
Night School	1	4	1	7	8

GRADE DISTRIBUTION—DAY SCHOOL

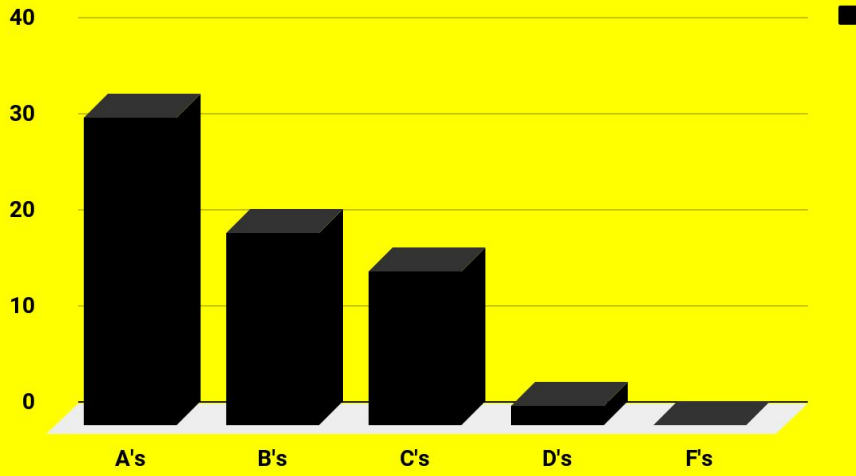


9th Grade



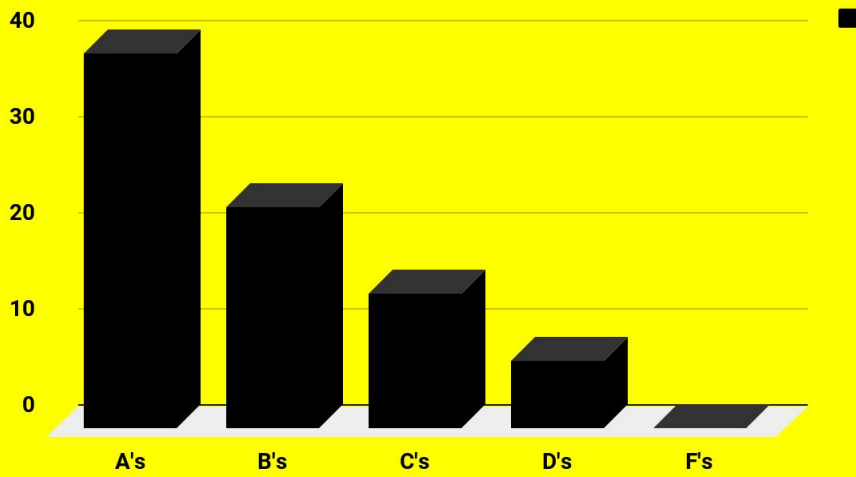
10th Grade

Grade Distribution



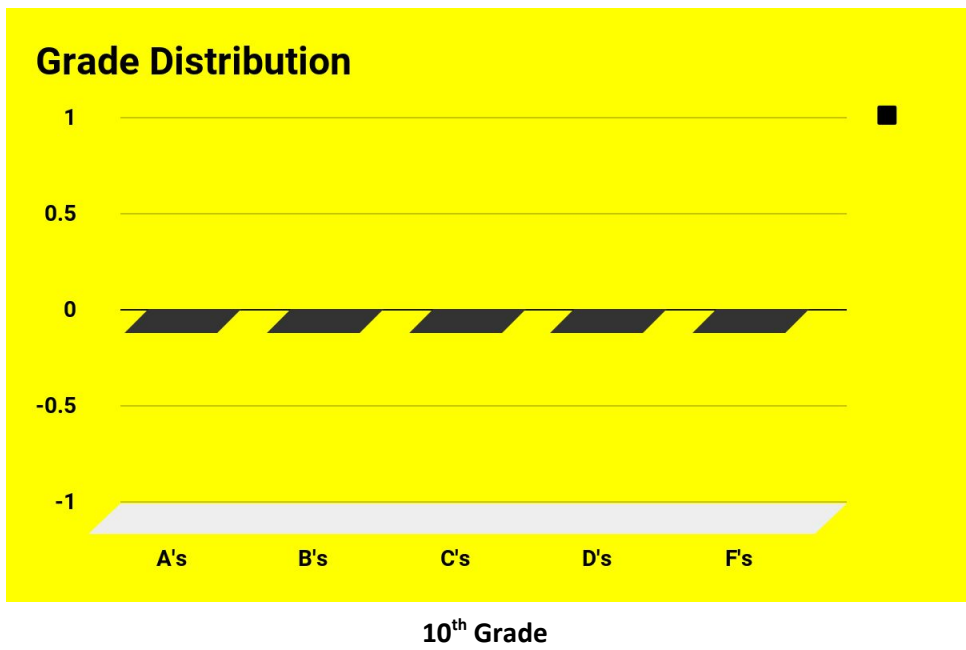
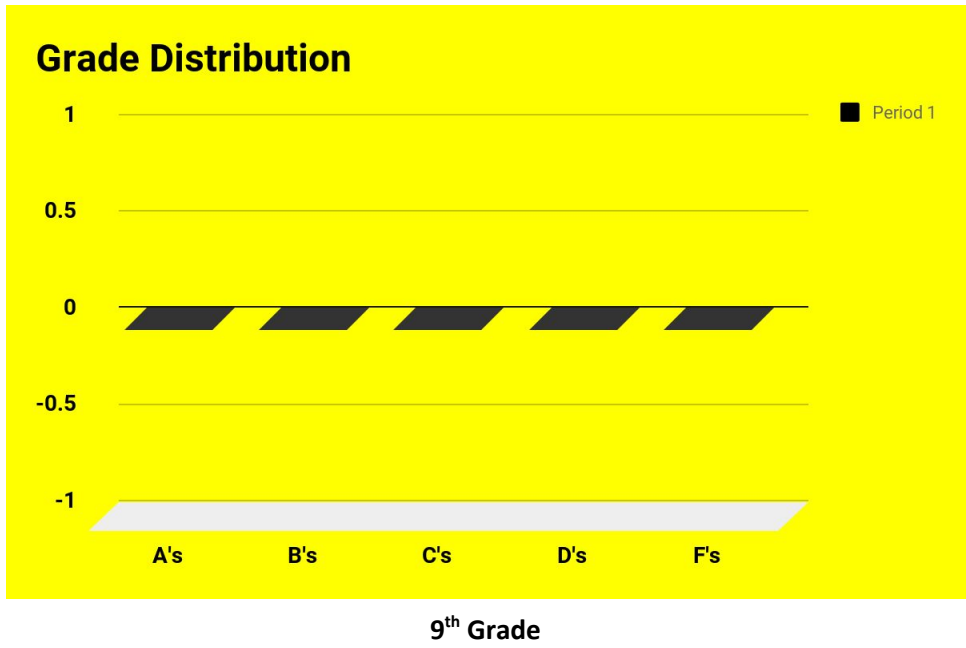
11th Grade

Grade Distribution

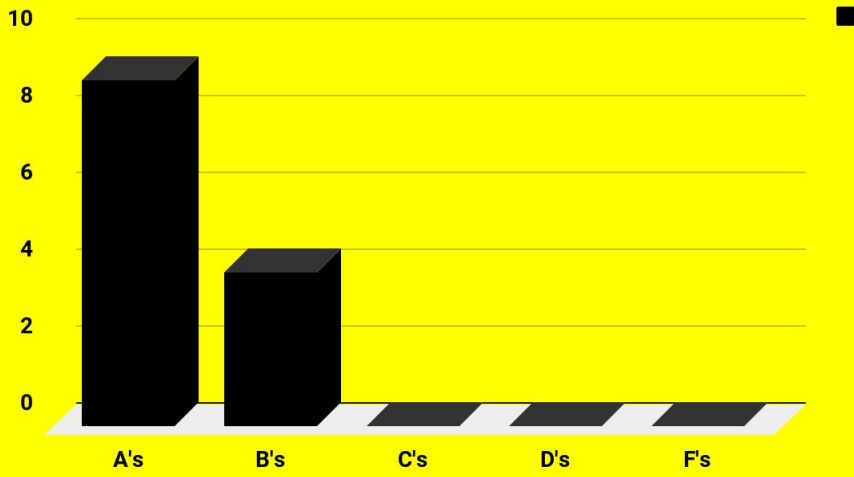


12th Grade

GRADE DISTRIBUTION—NIGHT SCHOOL

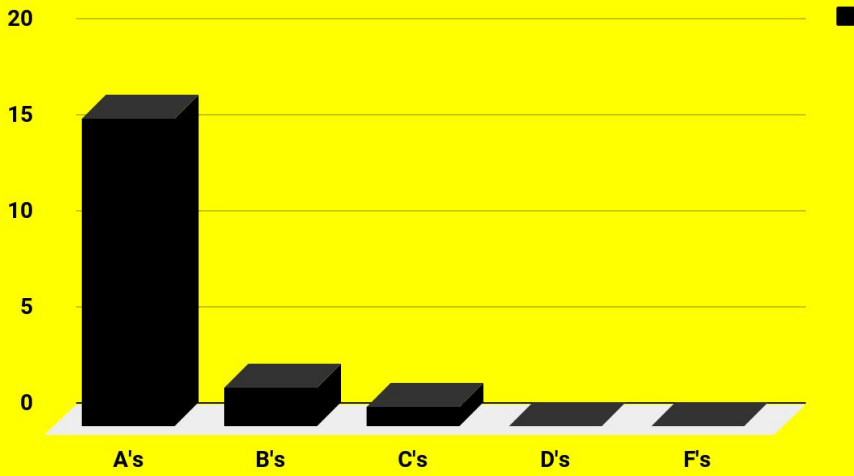


Grade Distribution



11th Grade

Grade Distribution



12th Grade

CSIP 1: Student Achievement

Objective 4: The building and district Average Daily Attendance will be at least 95%.

Average Daily Attendance---Whittier

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Total	NA	89%	95%							

Average – 90/90 Standard 4---- Whittier

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
On Target %	NA	72%								
Year To Date	NA	72%	67%							

CSIP 2: Highly Qualified Staff

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA/District mission, goals, and objectives.

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
NEE Walkthroughs	NA	5	5							

CSIP 3: School Environment

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

- **Fire Drills: September 14th, October 22nd,**
- **Tornado Drill: September 28th**
- **Intruder Training for Staff: August 25th**
- **District Wide Intruder: September 17th,**
- **Earthquake Information: October 15th**

Discipline referrals

Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
NA	3	1							

CSIP 4: Family & Community

100% of parents and community members will have the opportunity to interact with staff at least three times per year.

Building Activities

1. Open House(s): Did not have due to COVID
2. FaceBook
3. Skills Program: Do not have this class due to COVID
4. Service Learning: Do not have this class due to COVID
5. Fall Parent Teacher Conferences, October 28th and 29th
6. SOS--Signs of Suicide Prevention Program--Not done due to August student death.

Parent Teacher Conference Attendance

Fall

Parents of 6 students were represented during Parent Teacher Conferences.

Spring



Whittier High School

Sedalia School District #200

907 East 16th Street
Sedalia, MO 65301
(P) 660-829-4764
(F) 660-827-8909

Martin White,
Ed. S.
Director

B.J. Curry,
M.S.E.
Assistant Director

Lynne Chancellor
Administrative Assistant

Becky Chancellor,
M.S.E.
Electives

Kelly Birdsong
Social Studies

Jerry Fagg,
M.S.E.
Science

Jennie Guerrini,
M.S.E.
Electives

Mary Jo Kientzy,
M.S.
Mathematics

Mark Johnson,
M. Ed.
Electives

Renee Pinkelton,
M.S.E.
English

Chris Johnston,
L.P.C.
School Psychologist

Melissa Magaña
Bilingual
School-Home Liaison

Jonathan Calhoun
School Security Officer

Date: November 9, 2021

To: Sedalia #200 Board of Education

From: Mr. White and Mr. Curry

Re: Donation from Dr. and Mrs. David Howe

Dear Sedalia #200 Board of Education,

On behalf of Whittier High School, we would like to extend our sincere appreciation to Dr. and Mrs. David Howe for their generous donation in support of our Whittier High School. This memorial fund is in remembrance of their son, Jacob Howe, who was a student at Whittier High School.

Their monetary donation of \$12,332 will be used to help support our Whittier students as needed.

Dr. and Mrs. David Howe's generosity and support of our Whittier High School is greatly appreciated.

Sincerely,

Martin White
B.J. Curry
Whittier High School