



Agenda  
Regular Session Meeting  
Sedalia School District #200  
Monday, August 10, 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 Approval of August 10, 2020 Agenda

**Action**

**Consent Agenda**

3.1 Minutes for Monthly Business Meeting July 27, 2020

**Action**

3.2 Personnel

**Action**

3.3 Special Education Compliance

**Action**

**Decision Unfinished Business**

4.1 COVID-19 Protocols & Guidelines

**Action**

4.2 Assessment and Professional Development Manuals

**Action**

4.3 Equity Bank Card Agreement

**Action**

**Decision**

5.1 Smith-Cotton Hall of Fame

**Action**

**Discussion**

6.1 School Calendar

Info

**Adjournment**

7.1 Adjournment to Closed Session

**Action**

**Notice of Closed Meeting**

**Monday, August 10, 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 (3) Personnel and (13) Protected Records, of the Missouri Statutes.**

**Upcoming Meetings**

August 24, 2020 – Regular Board Meeting, 6:30 p.m. at Smith-Cotton High School, Commons Area



Minutes  
Regular Meeting  
Sedalia School District #200  
Monday, July 27, 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; Kenny Coffelt, Treasurer, Matthew Herren, and Barbara Schrader.
Videoconference	Board Members videoconference present: Diana Nichols, Secretary and 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	The Board heard 40 public comments with each comment limited to three minutes in reference to COVID-19 Protocols and Guidelines Re-entry.
Recognitions & Presentations	<p>Sedalia School District Foundation Diedre Esquivel, president said the foundation now has 39 endowed scholarships. The Class of 2020 received 83 individual scholarships in the amount of \$58,100.</p> <p>Sedalia Community Educators Association, Shelly Lutjen, president provided and update. Two S-C seniors received SCEA \$1,000 scholarships: Ashley Webb and Aaron Emery. SCEA honored 14 retirees with plaques. Four members attended a MSTA Virtual Leadership Conference.</p>
Approval of Agenda	Scott Gardner moved, seconded by Diana Nichols, that the Board approve the amended Agenda to add an item under Consent Agenda Personnel Recommendations July 27, 2020 – Addendum for the July 27, 2020 Agenda. Affirmative: 7
Consent Agenda	Scott Gardner moved, seconded by Diana Nichols, that the Board approve Minutes for Monthly Business Meeting June 29, 2020, Minutes for Special Public Session Meeting July 9, 2020, Personnel, Personnel Recommendations July 27, 2020 – Addendum, Treasurer’s Report, Motion to fund transfer \$31,479.43 from General to Special Revenue, Payment of Bills, State Fair Community College Associate Degree Nursing Program Agreement. Affirmative: 7
Fick, Eggemeyer, & Williamson	Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve the Fick, Eggemeyer, & Williamson Audit Services Extension as presented. Affirmative: 7
Curriculum Approval	Kenny Coffelt moved, seconded by Scott Gardner, that the Board approve the Curriculum Approval as presented. Affirmative: 7



Minutes  
Regular Meeting  
Sedalia School District #200  
Monday, July 27, 2020 6:30 p.m.  
Smith-Cotton High School  
Heckart Performing Arts Center

COVID-19 Re-entry	Mr. Triplett presented information for discussion on the Sedalia School District #200 School Re-Entry Guide. The Sedalia School District #200 Re-Entry Guide will be brought back under decision August 10, 2020.
Assessment & P. D. Manuals	Ms. Brownfield and Ms. Gilmore presented information for discussion on approval of the Assessment and Professional Development Manuals. The Assessment and Professional Development Manuals will be brought back under Decision – Unfinished Business August 10, 2020.
Equity Bank Business Card	Dr. Fraley presented information on the Equity Bank Card Agreement (Pcard). The Equity Bank Card Agreement (PCard) Agreement will be brought back under Decision – Unfinished Business August 10, 2020.
Sp Ed Assessment Eval.	Kenny Coffelt moved, seconded by Matthew Herren, that the Board approve the Special Education Assessment and Evaluation as presented. Affirmative: 7
Nepotism, Conflict P0342	Scott Gardner moved, seconded by Diana Nichols, that the Board approve the Nepotism, Conflict of Interest and Financial Disclosure Policy 0342 as presented. 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.
Tuition Rate 2020-21	Matthew Herren moved, seconded by Kenny Coffelt, that the Board approve and set the Tuition Rate 2020-21 as presented. Affirmative: 7
Set Tax Rate Hearing Date	Kenny Coffelt moved, seconded by Michael Stees, that the Board approve and Set Tax Rate Hearing Date as presented. Affirmative: 7
Adjournment	Kenny Coffelt moved, seconded by Scott Gardner, to adjourn to closed session for purposes listed in sections RSMo. 610.021 (3) Personnel, and (13) Protected Records at 9:16 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 10 <sup>th</sup> day of August 2020, by order of the Board of Education, Sedalia School District #200, Pettis County, Sedalia, MO.

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Diana Nichols, Secretary

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Dr. Jeffrey Sharp, President



# 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](http://www.sedalia200.org)

**We Live Tiger  
Pride Everyday**

Sedalia #200 is an equal  
opportunity and  
affirmative action  
employer

TO: Board of Education and Mr. Triplett

FROM: Chris Pyle

DATE: August 10, 2020

SUBJECT: Local Compliance Plan Certification Statement

Please find the included Local Compliance Plan Certification Statement for Special Education. The certification statement assures that the Sedalia School District #200 will follow the Missouri Department of Elementary and Secondary Education (DESE) Model Compliance Plan for Special Education. The DESE plan guides our district as we implement all applicable state and federal regulations under the Individuals with Disabilities Education Act.

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



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
OFFICE OF SPECIAL EDUCATION-COMPLIANCE

**LOCAL COMPLIANCE PLAN CERTIFICATION STATEMENT**

SCHOOL DISTRICT NAME <b>Sedalia School District #200</b>		COUNTY-DISTRICT CODE <b>080125</b>
DISTRICT CONTACT <b>Chris Pyle</b>	DISTRICT PHONE NUMBER <b>(660) 829-6450</b>	DISTRICT FAX NUMBER <b>(660) 827-8938</b>

**INSTRUCTIONS**

Complete the Adoption and Certification sections below. The form must be signed by the Board President, Superintendent, and Compliance Plan Contact.

**Submit form via MAIL or FAX to:** Special Education Compliance  
Missouri Department of Elementary and Secondary Education  
PO Box 480  
Jefferson City, MO 65102 or Fax 573-751-3910

**QUESTIONS:** Contact Special Education Compliance at 573-751-0699 or [secompliance@dese.mo.gov](mailto:secompliance@dese.mo.gov)

**ADOPTION**

The Responsible Public Agency has chosen the following (check only one) in regard to adoption of a local plan for compliance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA):

- Option A: Adopt the Model Compliance Plan made available by the Department of Elementary and Secondary Education (DESE).
- Option B: Adapt the Model Compliance Plan made available by the Department with agency revisions. All pages on which revisions have been made to the Model Compliance Plan with highlighted revisions are enclosed. These revisions must be approved by DESE before the agency's plan becomes final.
- Option C: Agency developed Compliance Plan (plan enclosed for DESE's approval).

**CERTIFICATION**

The Responsible Public Agency assures that the agency's Compliance Plan and applicable state and federal regulations constitute the basis for operation and administration of the activities to be carried out in the agency under Part B of the IDEA, to provide special education services for all children with disabilities between the ages of three (3) and twenty-one (21) who meet the eligibility criteria as stated in this plan and under the jurisdiction of the agency.

The Responsible Public Agency assures that programs administered under Part B of the IDEA are in accordance with the assurances provided in 34 CFR 76.301 of the General Education Provision Act (GEPA) and that federal funds made available under Part B of the IDEA are used in accordance with the excess cost and maintenance of fiscal effort and comparable services requirements of 34 CFR Sections 300.202 - 300.205 of the federal regulations governing the IDEA.

The local compliance plan was adopted by the Governing Board of the agency on 08/10/20 (mm/dd/yy).

SIGNATURE OF BOARD PRESIDENT	DATE
SIGNATURE OF SUPERINTENDENT	DATE
SIGNATURE OF COMPLIANCE PLAN CONTACT PERSON	DATE

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

SEDALIA SCHOOL DISTRICT #200

# RE-ENTRY

GUIDE



**Note:** This living document will continue to change. It is still pending board discussion and approval.

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*General information about Sedalia #200 commitments and priorities.*
- 4 RE-ENTRY OPTIONS**  
*Outlines of our re-entry learning options are listed here.*
- 5 SEATED AND IN-PERSON**  
*Details and guidelines for in-person learning are detailed here.*
- 8 BLENDED LEARNING**  
*Details, plans, and information regarding the blended learning are found here.*
- 10 VIRTUAL LEARNING**  
*Details and guidelines for virtual learning are detailed here.*
- 11 EXCLUSION PROCEDURES / FLOWCHARTS**  
*Details COVID-19 criteria for dismissal and the return process for students and staff.*
- 15 ADDITIONAL INFORMATION**  
*Provides additional information for cleaning, meals, student activities, visitors, etc.*
- 16 MOCAP/LAUNCH INFORMATION**  
*Provides additional information for parents needing an immediate virtual option.*

## Commitment

The Sedalia School District is committed to providing a quality education to all students, while also ensuring their safety and well-being. The administration has researched COVID-19 and have developed plans following all applicable local, state, and federal guidelines, to the greatest extent feasible, and will incorporate many best practices advocated by school associations and groups. The following are considerations as of July 27, 2020, and are subject to change as new information surfaces from local, state, and federal agencies. Student learning options 2 and 3 in this document are pending approval from DESE.

## Student Considerations

Students may have experienced educational loss due to prolonged school closures during this pandemic. While some school districts have implemented distance learning, this is not generally believed to replicate the in-person learning experience. Such districts may also experience a widened divide in academic progress, with certain children able to access distance learning and continue to grow academically, while others might experience difficulty accessing or engaging with virtual instruction.

## Education

The impacts of lost instructional time and social emotional development on children should be anticipated and we will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress due to school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools re-open. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

## Students with Disabilities

The impact of loss of instructional time and related services, including mental health services, as well as occupational, physical and speech language therapy during the period of school closures is significant among this population. Students with disabilities may also have more difficulty with the social and emotional aspects of transitioning out of and back into the school setting. As schools prepare for reopening, school personnel should develop a plan to ensure a review of each child with an Individual Educational Program (IEP) to determine the need to adjust for lost instructional time as well as other related services. Further, schools can expect a backlog in evaluations, therefore, plans to prioritize those for new referrals as opposed to re-evaluations will be important. Many school districts require adequate instructional effort before determining eligibility for Special Education services. However, virtual instruction or lack of instruction should not be reasons to avoid starting services such as response-to-intervention (RTI) services, even if a final eligibility determination is postponed

## Annual School Health Requirements

Parents should continue to reach out to coordinate well-child care and immunizations with their health care provider. School districts may consider limited extensions for families to submit annual paperwork required for start of school, to accommodate delays in accessing well-child care during the public health emergency. To limit the risk for other vaccine-preventable diseases during this critical period, immunization compliance should continue to be prioritized.

## Mental Health

School mental health professionals are critical in shaping messages to students and families about school re-entry including addressing anxiety, social acclimation, etc. Students requiring more mental health support, including those who are exhibiting suicidal ideation, should be referred for additional services. Support should be provided to grieving students as well as those experiencing other losses (e.g., missed experiences). Schools are encouraged to contact students who do not return to school, as they may be experiencing school avoidance due to anxiety related to the pandemic. Schools should be attuned to the broader social and family stressors that may affect a student's ability to attend school or be ready to learn. Schools need to incorporate academic accommodations and supports for students who may still be having difficulty concentrating or learning new information due to stress associated with the pandemic into planning considerations.

# RE-ENTRY

## STUDENT LEARNING OPTIONS

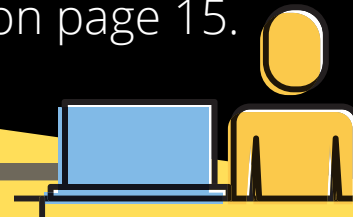


## Seated and In-Person

1

All students PrK-12 will be physically in school. Students K-12 and staff will wear a face covering. Additional Cleaning protocols will be in place. Students needing a virtual option can follow MoCAP procedures on page 15.

## 2 Blended



PreK-5 students will all be physically present but staying within immediate cohort groups.

6-12 students will be in two cohort groups labeled "S" and "C". Students will attend physically only two days a week, each group alternating days. One day a week will be completely virtual.

Additional cleaning protocols will be in place. Students and staff will be wearing a face covering.

## All Virtual

3

All students will participate in online virtual learning. K-5 students will use Google Classroom for activities and assignments. 6-12 students will use Canvas for activities and assignments.





# Seated and In-Person

# 1

At this time we are planning for a face-to-face return in September. The following is a list of what we believe at this time to be best practices and applicable based on current recommendations. Schools will make reasonable best efforts to minimize risk, however, **attending our schools in-person will introduce a greater risk of exposure.**

## Face Coverings

- All K-12 students and faculty will be required to cover their mouth and nose with a face cover while at school and unable to ensure 6 foot social distancing. We understand that face coverings in the school setting may present challenges, particularly for younger students and students/staff with special health care or educational needs. That being said, face coverings of those students grades K-2 will be closely monitored and reviewed to see how feasible this practice is to the overall safety and education of our students.
- If a student or faculty/staff member is unable to obtain their own face coverings, the district will provide them. Availability of district-provided face covering is subject to the district's ability to procure face coverings (supply shortages may limit availability).
- Homemade face coverings are acceptable but must meet school dress code guidelines.
- Face coverings must be in clean, sanitary condition. Cloth face coverings should be washed after everyday of use and/or before being used again. Masks can be included with regular laundry and regular laundry detergent. If washing by hand, prepare a bleach solution by mixing 1/3 cup of household bleach per one gallon of room temperature water. Soak the mask in the bleach solution for five minutes, rinse thoroughly and let dry.
- Students may not share face coverings.
- Students will have the face covering on when getting on the bus and upon arriving on school grounds.
- Face coverings will be worn through the duration of first quarter and then re-evaluated at that time.

## Social Distancing and Student Activities

- Social distancing will be observed to the extent possible by all faculty, staff and students.
- Student activities and athletics will be conducted following MSHSAA guidelines to the extent they are permissible under local, state, and federal guidelines.
- Attendance incentives for both staff and students will cease. If you are sick you need to stay home.
- Where applicable, large group gatherings will be limited. This may result in:
  - Students reporting to a classroom upon arrival, instead of large gatherings
  - Altered cafeteria procedures
  - Limited attendance and/or guidelines at sporting or other events
  - Concerts and performances in small groups or not at all
  - Modified bus loading and unloading procedures
- Cancellation or modification of school dances or parties, assemblies, etc.



# Seated and In-Person (Cont'd)

## 1

At this time we are planning for a face-to-face return in August. The following is a list of what we believe at this time to be best practices and applicable based on current recommendations. Schools will make reasonable best efforts to minimize risk, however, **attending our schools in-person will introduce a greater risk of exposure.**

### Student Cohorts

Cohorts are described as students that stay with the same group of peers throughout the day. DESE recommends rotating teachers, rather than moving groups of students throughout the school building. Strict adherence to a specific size of student groups should be discouraged, as this may limit the ability to provide in-person education. Sedalia #200 will implement and enforce assigned seating, and keep records of those seating charts to assist with identifying close contacts in the event a member of the school community is diagnosed with COVID-19.

### Recess and Physical Education

Physical activity during recess and physical education class is important for a child's physical, mental and emotional health. Students should engage in these activities with their primary cohorts (to the extent possible) to reduce the number of contacts. Multiple cohorts could have recess at the same time, as long as they are playing in separate areas of the playground.

### Music Classes and Singing

Keeping music in our schools is important. We understand that the risk of transmission during music and band classes increases in older grades. Additional physical distancing will take place as much as feasible.

### Cleaning and Hygiene

Students will be given opportunities to wash hands multiple times per day. Hand sanitizer will be provided at multiple locations throughout the school. Drinking fountains should not be used, except for the bottle filling capabilities. Students should bring personal water bottles from home. They should be labeled with the student name, and in clean, sanitary condition. Daily sanitizing and disinfecting will be a priority at all District facilities.



# Seated and In-Person (Cont'd)

At this time we are planning for a face-to-face return in August. The following is a list of what we believe at this time to be best practices and applicable based on current recommendations. Schools will make reasonable best efforts to minimize risk, however, **attending our schools in-person will introduce a greater risk of exposure.**

## Transportation

- Parents/guardians are encouraged to drop off students at school instead of using bus service.
- Drop-off and pick-up systems will be organized to ensure social distancing to the greatest extent possible.
- Students will need a mask on before loading a bus; buses will be sanitized daily. School bus transportation may not readily allow for physical distancing. However, strategies to reduce contact on buses and risk of infection can include:
  - Screening of COVID-19 symptoms at home prior to getting on the bus.
  - Encouraging hand hygiene upon boarding the bus.
  - Assigning students to seats so contacts are stable.
  - Seating siblings together.
  - Loading the bus from back to front.
  - Encouraging the use of face masks during transport.
  - Having windows open when safe and weather-permitting.
- Providing bus drivers and monitors onboard with personal protective equipment, such as face masks and face shields and/or eye protection, as long as these do not impair driving.

# 2 Blended

4.1



## The Plan

### Elementary

K-5 departmentalized classrooms will no longer travel but will remain in their homeroom. Teachers will travel to serve the individual cohorts.

Limited commingling of certain special groups of students will need to occur. Seating charts will be in place in all settings.

### Secondary

Building population would be split to as close to 50% as possible (S-day students and C-day students).

- Families with students in multiple buildings will be on the same scheduled "S" or "C" day
- Smith-Cotton High School estimates 741/810
- Smith-Cotton Junior High 580/623
- Whittier 25/25

## The Purpose

Reducing the number of seated students per day by approximately 50% helps maintain lower class sizes, smaller lunch shifts, and fewer students traveling in the hallways between classes. These efforts would help reduce exposures to the virus as well as simplify contact tracing in the event of a positive case. This model also provides an opportunity for our students to remain involved in activities and sports. [MSHSAA Guidelines](#)

## The Schedule 6-12

- Monday and Thursday S-day students would attend on campus while C-day would be working virtually
- Tuesday and Friday C-day students would attend on campus while S-day would be working virtually
- Wednesday is virtual learning for all students and teachers will be on campus participating/attending team meetings, professional development, and communicating with students regarding virtual work as well as developing virtual assignments/lessons

# 2 Blended (Cont'd.)



## Before School Grades 6-12

### Junior High School

- 6th grade will report to the FEMA gym
- 7th grade will report to the main gym
- 8th grade will report to the cafeteria

Students will sit by seminar in assigned seats.

Students will get a grab and go breakfast to take to their assigned areas.

### Smith-Cotton High School

- Doors will not open until 8:10 am
- Car riders/drivers will enter through the gym doors
- All students will go directly to 1st hour

Breakfast will be available at entrances for students to grab and go upon entering the building.

### Whittier High School

Students will enter the building and go directly to their 1st hour class.

Breakfast will be available for them to take with them to 1st hour.

## Lunch for Grades 6-12

In Person -

Students will be spaced out in the cafeteria with assigned seating that coordinates with their lunch hour teacher.

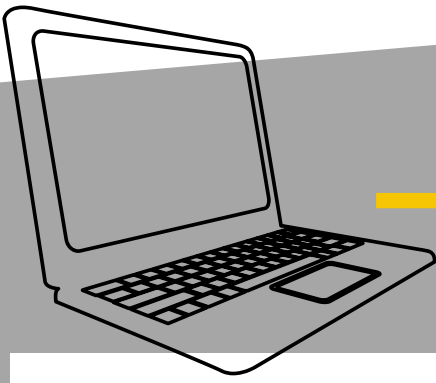
Virtual -

Students will be surveyed to determine need for breakfast/lunch on virtual days. Students will pick up at their neighborhood school preference as indicated in the survey.

## Co-Curricular Changes & Off Campus Hours

Additional practices may be needed outside of the school day.

# All Virtual **3**



## The Purpose

In the event that Sedalia #200 would need to pivot due to COVID-19, all K-12 students would remain home and continue their education virtually. This would allow our students to still receive essential instruction remotely.

## The Plan

### Devices

K-1: iPads will be distributed to K-1 students from their current buildings.

2-8: Chromebooks will be distributed to our 2-8 grade students from their current buildings.

9-12: Students that attended last year should already have a Chromebook. 9th grade students and new students would receive a Chromebook from the building.

Each building administrator will communicate the device procedures with their respective families.

### Connectivity

Families in need of internet connectivity will receive a hotspot as determined by various communication methods that include, but are not limited to, surveys, phone calls, and email.

### Learning Management Systems

K-5: Students will interact with their teacher and complete activities through Google Classroom.

6-12: Students will interact with their teacher and complete activities through Canvas.

Learning will be in an asynchronous model, meaning this allows students to complete their work at any time of the day.

### Instruction

Teachers and other certified personnel will interact with students to provide instruction and feedback through email, phone calls, the learning management system, and teleconferencing.

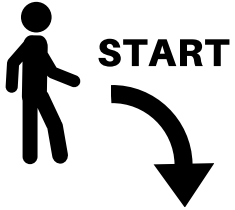
Teachers will follow the Department of Elementary and Secondary Education [recommendations/guidelines](#) for accelerated learning. Classroom teachers will continue to follow the curriculum scope and sequence for our essential/priority standards.

Teachers will respond to students/parents within 24 hours Monday through Thursday. Friday emails will be answered by Monday morning.

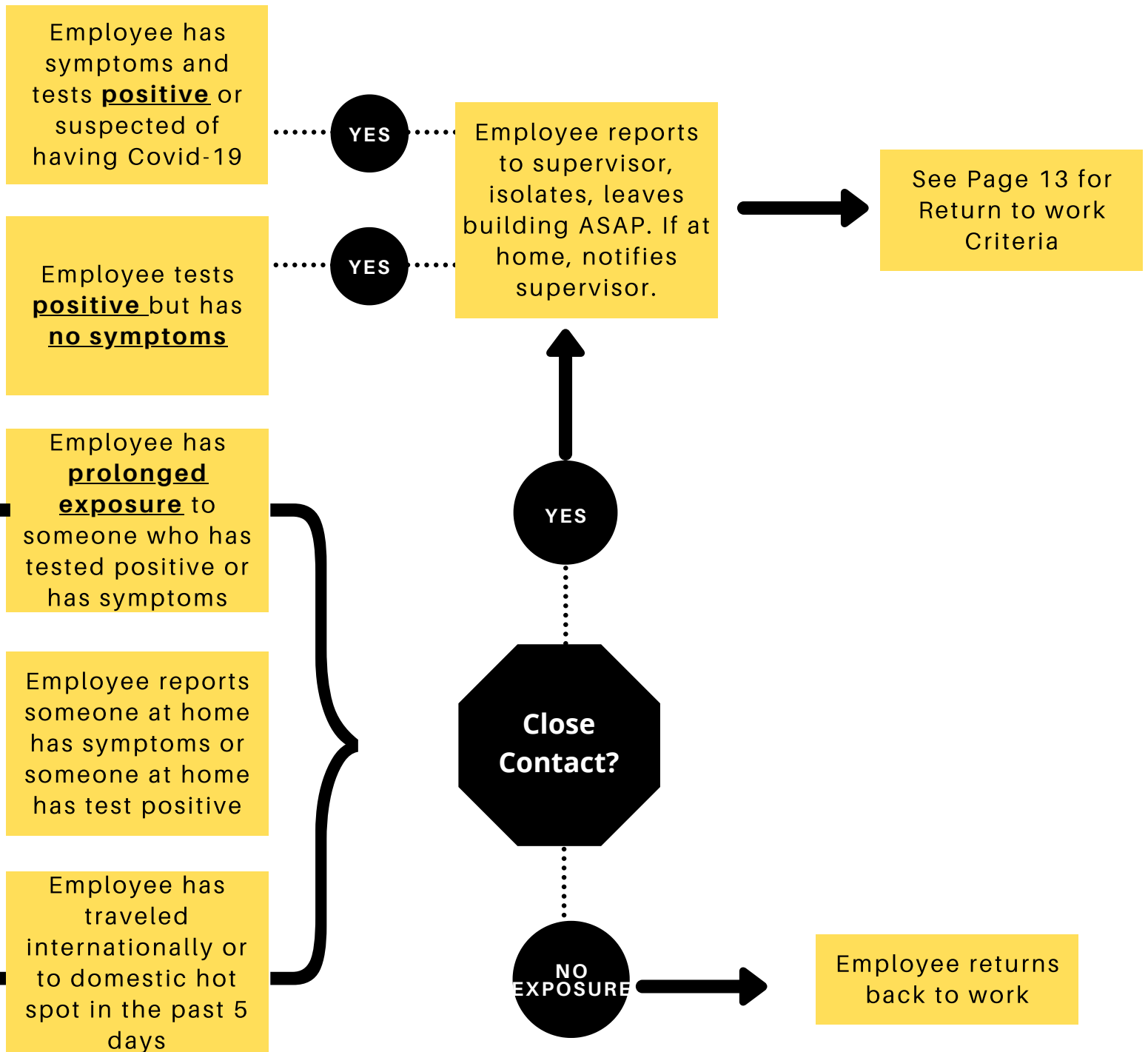
Parents will receive a guide to help their students navigate through the learning management systems and processes.

Students with special needs can receive modifications as determined by the IEP team.

# SSD #200 Employee COVID-19 Flowchart

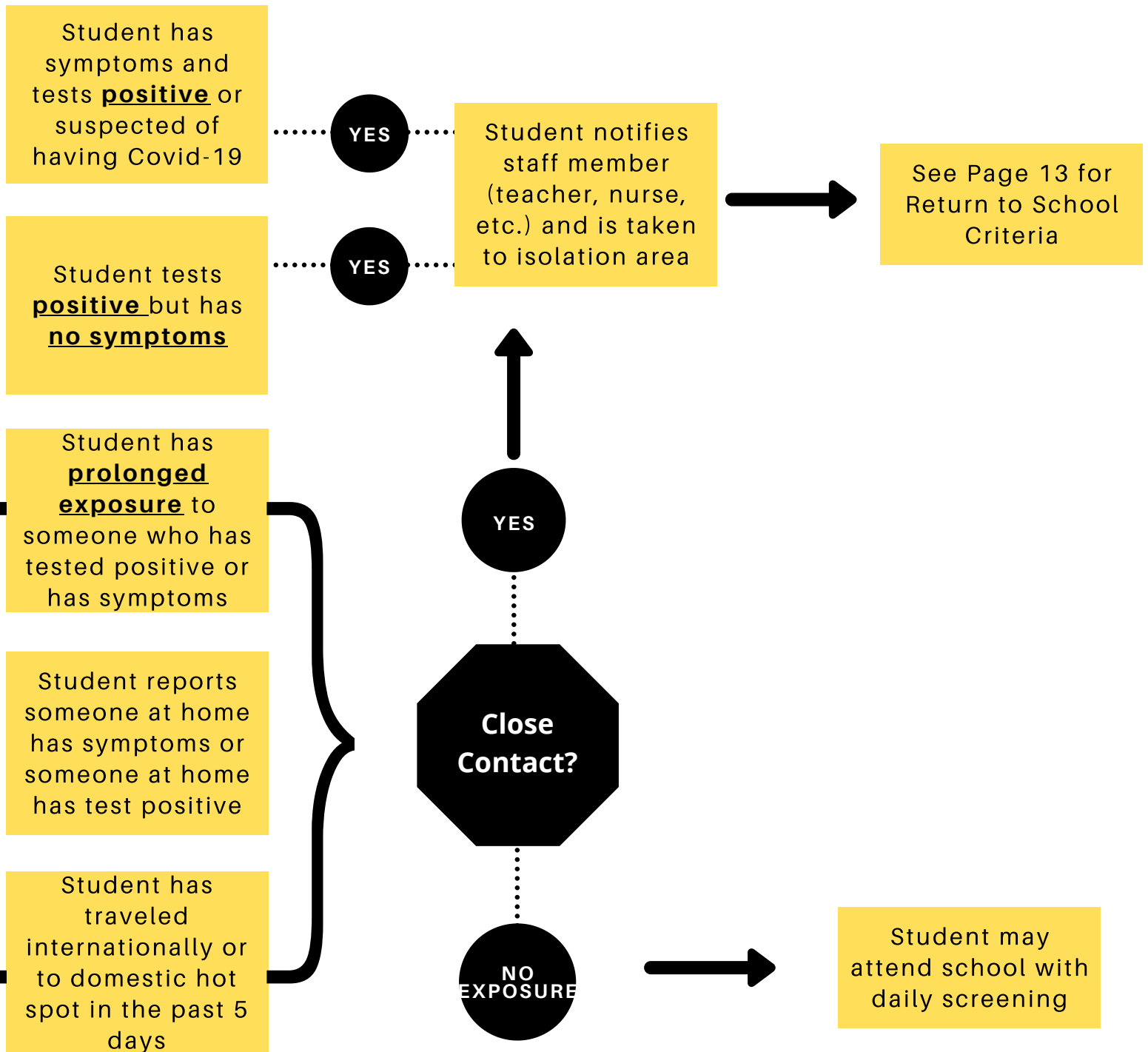
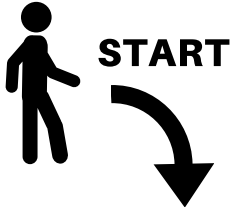


To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.



# SSD #200 Student<sup>4.1</sup> COVID-19 Flowchart

To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 15 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.



# COVID-19 & Return to School/Work Criteria <sup>4.1</sup>

## POSSIBLE COVID-19 SYMPTOMS

- \* Fever or chills
- \* Muscle or body aches
- \* Congestion or runny nose
- \* Nausea or vomiting
- \* Shortness of breath or difficulty breathing
- \* New loss of taste or smell
- \* Headache
- \* Cough
- \* Diarrhea
- \* Sore throat
- \* Fatigue

## Important Information



- Determine last date employee/student was physically present at school, the time the employee/student was within 6 ft or less of another individual
- "Close contact" includes being directly exposed to infectious secretions (i.e., being coughed on while not wearing a face covering) or being within 6 ft for a duration of 15 minutes while not wearing a face covering
- Determine all areas that may have been exposed within the past 72 hours
- Close off areas used by employee/student
- Disinfecting protocols
- Determine additional closure response and communication if positive test confirmed

## Criteria for Return Employee/Student

### Positive Test

- 14 days from the positive test
- No fever for 24 hours without fever reducing medication
- Significant improvement in symptoms
- Written approval to return by a healthcare provider

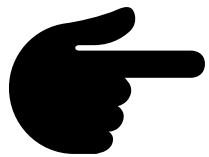
### Symptomatic - NO Test or Negative Test

- 10 days from the onset of symptoms with significant improvement of symptoms
- No fever for 24 hours without fever reducing medicine

### Asymptomatic - Positive Test

- 10 days from positive test and showing significant improvement of symptoms
- No fever for 24 hours without fever reducing medications

# COVID-19 Positive Cases<sup>4.1</sup> and LPHA



Are public health officials (LPHA) allowed to share health information about a student or staff member with district/school officials to allow necessary contact tracing to take place?

YES

The Family Education Rights and Privacy Act (FERPA) has a provision that allows Local Education Agencies (LEAs) to share student records, which include student health information, with LPHAs (34 C.F.R. § 99.36).

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) has a provision that allows personal health information (PHI) to be shared by DHSS and LPHAs to LEAs (45 C.F.R. § 164.512j(1)(i)) if the disclosure is necessary to protect public health. Some public health authorities may be considered “covered entities” or “hybrid entities” under HIPAA, meaning that the law applies to them. HIPAA specifically states that covered entities that disclose PHI in the interests of protecting public health are presumed to have “acted in good faith” if the “disclosure:

- (A) Is necessary to prevent or lessen a serious and imminent threat to the health or safety of a person or the public; and
- (B) Is to a person or persons reasonably able to prevent or lessen the threat, including the target of the threat.”

What communication will take place between local public health authorities (LPHAs) and school leaders when a member of the school community tests positive for COVID-19, and what role will each entity play in that communication process?



It is the responsibility of the LPHA to contact the person confirmed with COVID-19, inform direct contacts of their possible exposure and give instructions to those involved with the confirmed case, including siblings and other household members, regarding self-quarantine and testing, as indicated. LPHAs should proactively communicate to the school or district the existence of a positive case among its students or staff.

Schools and districts should designate a point of contact at both the school and district levels with whom LPHAs will coordinate regarding COVID-19 exposures, case investigations and contact tracing. Pursuant to 19 CSR 20-20.030(1), schools and districts should report any known COVID-19 cases or exposures to the LPHA where the student resides. When there is confirmation that a person infected with COVID-19 was on school property, the district/school should contact the LPHA immediately and follow the directions of the LPHA where the school is located. Schools and districts should track information regarding cases and exposures to ensure that no staff member or student returns to school before released to do so by the LPHA of record. LPHAs should provide clear guidance and direction to schools and districts on the next steps for contact tracing and potential quarantine.

# Additional Information<sup>4.1</sup>

## Building Visitors

Face coverings are required for anyone entering any building. Visitors should be limited as much as possible. Only visitors with essential business should be permitted to enter any building. Parents will remain outside when picking up a student. Student teachers will be permitted but student observers will be restricted for the school year.

## Building Cleaning

All attempts will be made to disinfect high touch areas in classrooms throughout the district.

- Spray bottles with disinfectant will be provided for each classroom.
- Teachers will use the bottles to disinfect when time permits between classes.
- Industrial sprayers will be used to spray QT-3 disinfectant in larger and frequented areas.
- UV wands will be used to disinfect electronic devices as needed.
- Restrooms will be disinfected multiple times daily.
- Common spaces will be sprayed and disinfected daily.

## Breakfast/Lunch

If Sedalia #200 needs to pivot to option 2 (Blended Learning) or option 3 (Virtual Learning) students needing breakfast and/or lunch will be able to pick those up at their neighborhood school. These will be grab and go meals. Surveys will be used to determine the number of meals needed for preparation purposes.

## Student Activities and Travel

Students will not be permitted to travel out of state for any school activity or event. We will follow [MSHSAA guidelines](#) for all activities and sports. Concession stands will not be open for sporting events in the fall of 2020.

## MoCAP and Virtual Education

The Missouri Course Access and Virtual School Program (MOCAP) has developed a catalog of virtual online courses for students. Students will be able to take an entire course from any Internet-connected computer, available 24 hours a day, seven days a week. LAUNCH is Sedalia School District 200's preferred provider. Additional information may be found at <https://mocap.mo.gov/>. If Sedalia Schools maintain a seated in-person environment and you need a virtual option, we will refer you to MoCAP at this time. Please see page 16 for more information regarding our preferred virtual provider.

# MoCAP VIRTUAL EDUCATION INFORMATION

4.1

The District's preferred virtual provider is LAUNCH, which has been providing virtual education to students since 2012 with the past three years being in partnership with over half of Missouri schools. Our experience with this provider has been excellent with the District being provided the ability to assist in the monitoring of your student's progress in their courses. Other virtual providers do not provide the District with this capability. Past experience with other providers has not met the District's expectations, therefore we are hesitant to recommend these programs for our students.

## To begin the process for virtual education:

- Complete Online Registration thru the Parent Portal
  - This enrolls your student in the District with current address, phone, etc.
- Complete the District's form "Virtual Education Request to Enroll"
  - This form is found on the District's website under MOCAP heading
- Make an appointment with your student's principal or counselor
  - Either call the school or send an email – email addresses are on the website
  - Principal or counselor will assist in selection of courses for your student
  - Student's with an IEP will meet with the IEP team
- If you are unable to complete the On-Line Registration and Virtual Education Request to Enroll, you may do so with assistance from the principal or counselor

## Informational Items

- Virtual education enrollment is for the entire semester
  - Withdrawing before the semester is complete and returning to on-site education is **not** an option
- Enrollment deadlines for each semester is as follows:
  - Semester 1: apply by August 15th
  - Semester 2: apply by December 1st
- District report cards will only reflect semester grades
  - District and parents/guardians have the ability to monitor their student's progress up to and including the final semester grade thru the Launch program
  - District retains the final semester grade in the Tyler SIS program as a permanent record

## LAUNCH OFFERINGS

The infographic is divided into three columns, each representing a different school level. Each column has a title and a list of offerings, with each item preceded by a green checkmark icon. The background of the infographic is a light, abstract pattern.

Elementary School	Middle School	High School
Launch's full-time virtual K-5 offerings include:	✓ Courses in all core content areas	✓ Complete, Comprehensive Core Content Offerings
✓ 6 hours of daily teacher-supported virtual programming	✓ Multiple world language offerings	✓ AP, Honors and dual credit opportunities
✓ Live, synchronous daily lessons with teachers	✓ Engaging exploratories	✓ Expansive credit recovery opportunities
✓ 25:1 student-teacher ratio	✓ Live teacher tutoring available	✓ Live teacher tutoring available
✓ Full-time teacher support	✓ Launch provides accommodations and modifications for students with IEPs and 504s	✓ Launch provides accommodations and modifications for students with IEPs and 504s
✓ Daily workbook activities		
✓ Launch provides accommodations and modifications for students with IEPs and 504s		
✓ ELA, Math, Science & Social Studies instruction		
✓ 5 Related Arts courses (1 hour of each per week): Physical Education, Music, Art, Coding, & Information Literacy		



# 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](http://www.sedalia200.org)

**We Live Tiger  
Pride Everyday**

Sedalia #200 is an equal  
opportunity and affirmative  
action employer

TO: Mr. Steve Triplett, Superintendent  
Sedalia School District Board of Education

FROM: Devon Gilmore, Dir. of Curriculum K-5  
Becky Brownfield, Dir. of Curriculum 6-12

DATE: July 27, 2020

SUBJECT: ASSESSMENT AND PROFESSIONAL DEVELOPMENT  
MANUALS

We are requesting your approval for the enclosed assessment manual and professional development manual for 2020-2021. Included in the assessment manual is the updated assessment calendar for the academic school year.

Due to the shortened school year for 2019-2020 and incomplete data, we have maintained our previous professional development goals as a district. We have re-evaluated professional development needs based on potential flexible instruction models for the upcoming academic year.



**Sedalia School District #200**  
**Assessment Plan**  
**2020**

# Table of Contents

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We believe that all tests administered in this school district should always be given to benefit the student, by providing information that can be used by teachers, counselors, administrators, and parents to improve the student's academic performance and college and /or career readiness.

Classroom teachers shall be responsible for ensuring that students understand the importance of doing their best on each test they take. They should also ensure that their students receive age appropriate information on test taking skills at every grade level. They shall also be responsible for making sure that the testing environment is comfortable and quiet. Workshops and meetings will be held for teachers so that they will understand the testing procedures. The School Testing Coordinators (Counselors) and the Assessment Coordinator at SCHS shall present training on MAP and EOC testing. Teachers shall also be encouraged to attend testing workshops at their department conferences.

The school counselors and assessment coordinator shall see that teachers receive adequate testing materials at least two days prior to test dates. The counselors and assessment coordinator are also responsible for collecting tests (if a test was printed for an IEP, IAP/504, large print, or braille was required) after they have been completed and checking barcodes to ensure the correct return to the DTC. STC shall fill out the test accountability form online as well. STCs shall also make sure that any student test tickets or scratch paper has been shredded and properly disposed of.

In formal standardized testing situations, the student and his/her parents shall be informed of the results of the tests. This will be done in a variety of ways depending on the nature of the test. In addition, in order to improve the instructional nature of the test, group results will be communicated to teachers, administrators, board members and the media, when appropriate. Individual results will be kept on a confidential basis and released only as needs dictate. Group results will be tabulated and each teacher should receive a copy, particularly of the results in his/her area.

This district provides some assessments whose purpose is not to provide a single test score, but instead to provide information about the individual student's instructional level. These assessments include, but are not limited to, Star, Aimsweb Universal Screening, and Common Assessments. These results are used to provide information to the teacher regarding where to start the student's instruction. These also provide documentation for determining a student's progress, or growth during a specific time period. These may be discussed during parent teacher conferences and/or reflected on the grade card. Parents/Guardians are welcome to schedule appointments with teachers to discuss these assessments more specifically should they wish to do so.

The district's testing coordinator shall report the results of the MAP and EOC tests to the school board in the fall. At this time, the local newspaper receives a copy of the report and summarizes this information for the public. Information will be made available to building principals and they are expected to share this information with their teachers.

Students in the district with disabilities shall be served by instructions or provisions in their IEP or 504 plans. The Special Education department shall ensure that all students with disabilities are administered the tests as specified in their IEP. Those students eligible for the MAP-A shall be supervised in this activity by a special education teacher, according to the state regulations and instructions.

**Receipt and storage of test materials**

1. If a large print or braille test must be ordered for students the DTC for the testing program will account and record the number of booklets received for each grade level.
2. The testing coordinator will assume responsibility for contacting DRC/Questar or the Department of Elementary and Secondary Education if the number of testing materials are inaccurate.
3. All standardized test booklets (large print or braille) purchased by the district will be stored in a locked storage facility. The district testing coordinator shall make sure that all test materials are delivered to the appropriate school buildings at least two days prior to testing dates.
4. The principal and counselor of each building will then assume the responsibility of ensuring that all testing materials are secured in a locked area prior to testing and immediately after each test session.
5. All other test booklets (printed for a paper based test) and manuals used by the counselors and/or special education department shall be secured by those individuals in their respective offices.
6. Testing with technology is now utilized for MAP and for End of Course Testing. As this takes place the test booklets are ordered only in special cases as warranted by IEP/IAP/504. The District Test Coordinator will meet with the District Technology Coordinator to ensure computer security. Exception will be large print or braille testing booklets.

**Returning testing materials for scoring**

1. The testing coordinator will recount all standardized test booklets and answer sheets to make sure that all materials are accounted for.
2. All testing materials will be packed according to DRC/Questar specifications.
3. As testing has become computerized test booklets will no longer be utilized, with the exception of large print or braille materials. The technology that may be utilized includes, Desktop computers, laptop computers, Chromebook, iPad, and android devices.

**Unfair practices**

In order to ensure that all test items remain secure, the following practices shall be prohibited.

1. Copying any part of a standardized test booklet for any reason.
2. Removal of a test booklet from the secure storage area except during test administration.
3. Failure to return all test booklets following test administration.
4. Directly teaching any test item included on a standardized test.

5. Altering a student's response to items on an answer sheet or test booklet or when transcribing into the technology for DRC ~~4r~~2 Questar.
6. Indicating to students during testing that they have answered items incorrectly, giving students clues or answers to questions, allowing students to give each other answers to questions, copying each other's work, or altering test administration procedures in any other way to give students an unfair advantage.
7. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.
8. Cell phone and smartwatch usage is only permitted outside of testing areas for staff and students.
9. All test security policies identified in the state assessment manuals must be followed.

If a district staff person is suspected of engaging in any of the aforementioned unfair practices, an immediate investigation will occur. If allegations are proven, the Department of Elementary and Secondary Education will be notified.



## Sedalia School District #200 Assessment Calendar 2020-2021

August-September				
Assessment	Dates	Coordinator	Staff Responsible	Registration
W-APT screening (All new EL students)	September 1- September 16	C&I Director	EL teachers	
AIMSweb Universal Screening Grades K-5	September 2-18	Building Principals K-5 Instructional Coaches K-5	Teachers Principals K-5 Instructional Coaches K-5	\$6.50/Student Entire Year
STAR Reading Assessment Grades 2-5	September 2-18	Building Principals Instructional Coaches	Media Specialists	
Study Island Benchmark Assessments 6-8	September 2-18	Building Principals	Math & ELA Teachers Principals	\$6.50/Student Entire Year
National ACT Grades 9-12	September 12, 13, or 19	C&I Director	HS Counselor	
MAP-A Assessment ELA and Math Essential Elements	TBD	Special Ed Coordinators	Director of Special Education	

ASVAB Grade 11 (Grade 12 optional)	September 30-Oct 2	Principal C&I Director	11th grade Counselor	<b>4.2</b> FREE
PCEC Brigance Early Childhood Screens III	September	Building Principal	Building Principal/ Social Worker	
First Grade Unit Assessment-Math	September 29	Instructional Coach	Classroom teachers Instructional Coach	
PCEC Dial IV Screening PreK	September	ECSE Principal	Parent Educators/Teachers	
<b>October</b>				
<b>Assessment</b>	<b>Dates</b>	<b>Coordinator</b>	<b>Staff Responsible</b>	<b>Registration</b>
PCEC Brigance Early Childhood Screens III	September	Building Principal	Building Principal/ Social Worker	
Parents As Teachers Mass Screenings DIAL IV, ASQ III, ASQ SE	October	Parents As Teachers Coordinator		
District ACT	October 6	C&I Director HS Principal	HS Counselors	42.50/Student
PSAT Grade 9-11 *optional (only 11th graders' scores count toward the National Merit Scholarship)	October 14	Principal C&I Director	10th and 11th Counselor	Fee required \$13.00

National ACT Grades 9-12	October 10, 24	C&I Director	HS Counselor	4.2
End of Course Exam Grades 9-12 District Window TBD	October 12- January 22	C&I Director	HS Counselors/Principals/ Teachers Whittier and Smith-Cotton	Algebra I English II Biology I Government (\$1.80 Each)
MAP-A Assessment ELA and Math Essential Elements	TBD	Special Ed Coordinators	Director of Special Education	
ASVAB Grade 11 (Grade 12 optional)	September 30 - October 2	Principal C&I Director	11th grade Counselor	FREE
K-5 Unit Assessment-ELA	October 16	Instructional Coach	Classroom teachers Instructional Coach	
Second Grade Unit Assessment-Math	October 21	Instructional Coach	Classroom teachers Instructional Coach	
Third Grade Unit Assessment-Math	October 2	Instructional Coach	Classroom teachers Instructional Coach	
Third Grade Unit Assessment-Math	October 29	Instructional Coach	Classroom teachers Instructional Coach	

Fourth Grade Unit Assessment-Math	October 2	Instructional Coach	Classroom teachers Instructional Coach	4.2
Fifth Grade Unit Assessment-Math	October 29	Instructional Coach	Classroom teachers Instructional Coach	
<b>November</b>				
<b>Assessment</b>	<b>Dates</b>	<b>Coordinator</b>	<b>Staff Responsible</b>	<b>Registration</b>
MO Connections Program Grade 9 and 11	November	JH/HS Counselors	JH/HS Counselors	
End of Course Exam Grades 9-12 District Window TBD	October 12- January 22	C&I Director	HS Counselors/Principals/ Teachers Whittier and Smith-Cotton	Algebra I English II Biology I Government (\$1.80 each)
MAP-A Assessment ELA and Math Essential Elements	TBD	Special Ed Coordinators	Director of Special Education	
K-5 Unit Assessment-ELA	November 24	Instructional Coach	Classroom teachers Instructional Coach	
First Grade Unit Assessment-Math	November 18	Instructional Coach	Classroom teachers Instructional Coach	
Second Grade Unit Assessment-Math	November 14	Instructional Coach	Classroom teachers Instructional Coach	

Fourth Grade Unit Assessment-Math	November 5	Instructional Coach	Classroom teachers Instructional Coach	4.2
<b>December</b>				
<b>Assessment</b>	<b>Dates</b>	<b>Coordinator</b>	<b>Staff Responsible</b>	<b>Registration</b>
STAR Reading Assessment Grades 1-5	December 1-15	Building Principal Instructional Coaches	SLC Coordinator Media Specialists	\$3.95/Student Entire Year
Semester Finals Grades 6-12	December 14-18	Principals Department Chairs	Staff/teachers	
ASVAB Whittier	December 5	C&I Director	C&I Director	Free
National ACT Grades 9-12	December 12	C&I Director	HS Counselor	
End of Course Exam Grades 9-12 District Window TBD	October 12- January 22	C&I Director	HS Counselors/Principals/ Teachers Whittier and Smith-Cotton	Algebra I English II Biology I Government (\$1.80 Each)
MAP-A Assessment ELA and Math Essential Elements	TBD	Special Ed Coordinators	Director of Special Education	
Kindergarten Unit Assessment-Math	December 10	Instructional Coach	Classroom teachers Instructional Coach	

First Grade Unit Assessment-Math	December 22	Instructional Coach	Classroom teachers Instructional Coach	4.2
Third Grade Unit Assessment-Math	December 18	Instructional Coach	Classroom teachers Instructional Coach	
Fourth Grade Unit Assessment-Math	December 11	Instructional Coach	Classroom teachers Instructional Coach	
<b>January</b>				
<b>Assessment</b>	<b>Dates</b>	<b>Coordinator</b>	<b>Staff Responsible</b>	<b>Registration</b>
AIMSweb Universal Screening K-5	January 7-21	Building Principals K-5 Instructional Coaches K-5	Teachers Principals K-5 Instructional Coaches K-5	\$6.50/Student Entire Year
Study Island Benchmark Assessments 6-8	January 7-21	Building Principals	Math & ELA Teachers Principals	\$6.50/Student Entire Year
MAP-A Assessment ELA and Math Essential Elements	TBD	Special Ed Coordinators	Director of Special Education	
ACCESS for EL Assessment WINDOW OPENS	January 6- February 28	Assistant Superintendent	EL teachers	
NAEP (National Assessment of Educational Progress) *testing only if notified by NAEP letter	January-March Operational Window	Principal	NAEP representative and school counselor/principal	

PCEC Dial IV Screening PK	January 15-16	PCEC	Principal	4.2
End of Course Exam Grades 9-12 District Window TBD	October 12-January 22	C&I Director	HS Counselors/Principals/Teachers Whittier and Smith-Cotton	Algebra I English II Biology Government (\$1.80 Each)
Seal of Biliteracy	January - April	HS Principal/Counselor	EL Staff/Counselor	\$17.50 ea.
K-5 Unit Assessment-ELA	January 22	Instructional Coach	Classroom teachers Instructional Coach	
Fifth Grade Unit Assessment-Math	January 20	Instructional Coach	Classroom teachers Instructional Coach	
Fifth Grade Unit Assessment-Math	January 29	Instructional Coach	Classroom teachers Instructional Coach	
<b>February</b>				
<b>Assessment</b>	<b>Dates</b>	<b>Coordinator</b>	<b>Staff Responsible</b>	<b>Registration</b>
MAP-A Assessment ELA and Math Essential Elements	TBD	Director of Special Education and Coordinators	Special Education teachers	
National ACT Grades 9-12	February 6	C&I Director	HS Counselors	
Access for EL	January 6-	Assistant Superintendent	EL Teachers	

Assessment WINDOW OPENS	February 28			4.2
NAEP (National Assessment of Educational Progress) Windows *testing only if notified by NAEP letter	January-March Operational Window	Principal	NAEP representative and school counselor/principal	
Seal of Biliteracy	January - April	HS Principal/Counselor	EL Staff/Counselor	\$17.50 ea.
Kindergarten Unit Assessment-Math	February 24	Instructional Coach	Classroom teachers Instructional Coach	
First Grade Unit Assessment-Math	February 9	Instructional Coach	Classroom teachers Instructional Coach	
Second Grade Unit Assessment-Math	February 4	Instructional Coach	Classroom teachers Instructional Coach	
Third Grade Unit Assessment-Math	February 11	Instructional Coach	Classroom teachers Instructional Coach	
Fourth Grade Unit Assessment-Math	February 9	Instructional Coach	Classroom teachers Instructional Coach	
<b>March</b>				
<b>Assessment</b>	<b>Dates</b>	<b>Coordinator</b>	<b>Staff Responsible</b>	<b>Registration</b>
Parents As Teachers Mass Screenings DIAL IV, ASQ III, ASQ SE	March	Parents As Teachers Coordinator		
Cogat	March 1-5	Elementary Counselors	Teachers	

Grade 1 ONLY			Principals	4.2
District ACT	March 24	C&I Director HS Principal	HS Counselors	42.50/Student
PCEC Dial III Screening PK	March	Early Childhood Principal	Parent Educators/Teachers	
Terra Nova Grades 1 and 2	March 29- April 7	Elementary Counselors	Teachers Principals	
NAEP (National Assessment of Educational Progress) Windows *testing only if notified by NAEP letter	January-March Operational Window	Principal	NAEP representative and school counselor/principal	
End of Course Exam Grades 8-12 District Window TBD	WINDOW OPENS March 1 - May 28	C&I Director	HS Counselors/Principals/ Teachers	Algebra I Algebra II English II Biology Government (\$1.80 Each)
MAP-Alternative (DLM) ELA and Math	TBD	Special Education Director and Coordinators	Special Education Teachers	ELA and Math
Seal of Biliteracy	January - April	HS Principal/Counselor	EL Staff/Counselor	\$17.50 ea.
K-5 Unit Assessment-ELA	March 5	Instructional Coach	Classroom teachers Instructional Coach	
Second Grade Unit Assessment-Math	March 24	Instructional Coach	Classroom teachers Instructional Coach	

Third Grade Unit Assessment-Math	March 26	Instructional Coach	Classroom teachers Instructional Coach	4.2
Fourth Grade Unit Assessment-Math	March 26	Instructional Coach	Classroom teachers Instructional Coach	
Fifth Grade Unit Assessment-Math	March 12	Instructional Coach	Classroom teachers Instructional Coach	
<b>April</b>				
<b>Assessment</b>	<b>Dates</b>	<b>Coordinator</b>	<b>Staff Responsible</b>	<b>Registration</b>
PCEC Brigance Early Childhood Screens III	April	Building Principal	Building Principal/ Social Worker	
National ACT Grades 9-12	April 17	C&I Director	HS Counselor	
STAR Reading Assessment Grades 2-5	April-May	Building Principals Instructional Coaches	SLC Coordinators Media Specialists	\$3.95/Student Entire Year
MAP Grades 3-8 CA, Math, Science District Window TBD	April 5- May 28	C&I Director	Counselors/Principals/ Teachers	\$1.80 Each
7th grade Math Prognosis Test	April-May	JH Counselors	7th grade Math Teachers/ Principals	
End of Course Exam Grades 8-12 District Window TBD	WINDOW OPENS March 1 - May 28	C&I Director	HS Counselors/Principals/ Teachers	Algebra I Algebra II Biology Government English II

				(\$1.80 Each) <sup>4.2</sup>
Seal of Biliteracy	January - April	HS Principal/Counselor	EL Staff/Counselor	\$17.50 ea.
K-5 Unit Assessment-ELA	April 16	Instructional Coach	Classroom teachers Instructional Coach	
Kindergarten Unit Assessment-Math	April 20	Instructional Coach	Classroom teachers Instructional Coach	
First Grade Unit Assessment-Math	April 9	Instructional Coach	Classroom teachers Instructional Coach	
Fifth Grade Unit Assessment-Math	April 16	Instructional Coach	Classroom teachers Instructional Coach	
<b>May</b>				
<b>Assessment</b>	<b>Dates</b>	<b>Coordinator</b>	<b>Staff Responsible</b>	<b>Registration</b>
PCEC Brigrance Early Childhood Screens III	May	Building Principal	Building Principal/ Social Worker	
Senior Final Exam Semester 2	May 17-19	Building Principals	Staff/Teachers	
AIMSWeb Universal Screening Grades K-5	May 3-21	Building Principals K-5 Instructional Coaches K-5	Teachers Principals K-5 Instructional Coaches K-5	\$6.50/Student Entire Year
Finals Semester 2 Grades 6-12	May24-26	Principals Department Chairs	Staff/Teachers	
End of Course Exam Grades 8-12	WINDOW OPENS March 1 - May 28	C&I Director	HS Counselors/Principals/ Teachers	Algebra I Algebra II

District Window TBD				Biology <sup>4.2</sup> Government English II (\$1.80 Each)
MAP Grades 3-8 CA, Math, Science District Window TBD	April 5- May 28	C&I Director	Counselors/Principals/ Teachers	\$1.80 Each
STAR Reading Assessment Grades 1-5	April-May	Building Principals Instructional Coaches	SLC Coordinators Media Specialists	\$3.95/Student Entire Year
Prognosis Test 7th Grade Math	April-May	JH Counselors	7th Grade Math Teachers/Principal	
K-2 Unit Assessment-ELA	May 21	Instructional Coach	Classroom teachers Instructional Coach	
Kindergarten Unit Assessment-Math	May 21	Instructional Coach	Classroom teachers Instructional Coach	
First Grade Unit Assessment-Math	May 21	Instructional Coach	Classroom teachers Instructional Coach	
Second Grade Unit Assessment-Math	May 3	Instructional Coach	Classroom teachers Instructional Coach	
Second Grade Unit Assessment-Math	May 18	Instructional Coach	Classroom teachers Instructional Coach	
Third Grade Unit Assessment-Math	May 21	Instructional Coach	Classroom teachers Instructional Coach	
Fourth Grade Unit Assessment-Math	May 17	Instructional Coach	Classroom teachers Instructional Coach	
Fifth Grade Unit	May 21	Instructional Coach	Classroom teachers	

Assessment-Math			Instructional Coach	4.2
<b>June</b>				
<b>Assessment</b>	<b>Dates</b>	<b>Coordinator</b>	<b>Staff Responsible</b>	<b>Registration</b>
National ACT Grades 9-12	June 12 or 17	C&I Director	HS Counselor	

Board approved

<b>Assessments and Purposes</b>		
<b>Assessment</b>	<b>Purpose</b>	<b>Grade Levels Assessed</b>
Dial-IV	Identify potential problems or advanced abilities ages 3-5	PreK
ASQ III	Identify potential problems or advanced abilities ages 6 mos - 2 years	PreK
Parent Questionnaire	Gather information about the child's prenatal, birth, health and developmental history, social skills, vision, hearing, immunizations, preschool experiences, language, adaptive behavior, cognitive development, etc.	PreK
Health Screenings	Determine if there are any vision, hearing, height, weight, or other general health concerns	Pre-K - 9
Early Childhood Outcomes	Outcomes given upon entry and exit of the ECSE, Title One and Integrated program	PreK
Brigance Early Childhood Screens III	Identify potential problems or delays	PreK
W-APT/ACCESS English Language Learners K-12	May be given at any level to meet qualifications for services or state requirements	PreK-12
AIMSweb Universal Screening	Determine a student's need for additional interventions and progress monitoring in reading	K - 5
Common Unit Assessments	Aligned with pacing guides and MAP/EOC reports; these are given to see how well our students are learning and to gauge their progress toward mastering content and process skills assessed on the year end state assessment. Data is analyzed and reteaching plans are put in place; students are reassessed to assure mastery for all students	K-12
Teacher Observation	To assess the attainment of skills considered important for children to have mastered during the kindergarten year	K-12
STAR Reading	Determine reading level	1-8
CogAT (Cognitive Abilities Test)	Gifted Screening	1
Terra Nova	Gifted Screening and Achievement Test	1-2
MAP (Missouri Assessment Program)	Mathematics, Communication Arts, Science : required by DESE to measure achievement and progress	3-8

DRA (Developmental Reading Assessment)	Determine independent reading levels and capabilities which includes accuracy, fluency, and comprehension	K - 4 <sup>4.2</sup>
Algebra 1 Entrance Assessment	Part of data reviewed of 7th grade students to help determine the best math placement for them during their 8th grade year.	7
Study Island Benchmarks	Determine a student's need for additional interventions and differentiated learning in math and ELA	6-8
EOC (End of Course)	Required by DESE to measure academic progress at the end of the following required courses: Algebra 1, Biology, English II, and Government	8-12
ACT EXPLORE Test	Designed to help 8th graders explore a broad range of options for their future. It marks an important beginning for a student's future academic and career success.	8
Missouri Connections Program	Interest and Skills Assessment is sponsored by the Missouri Career Education. It is an online resource to help identify potential careers. This is designed to assist in the selection of career academy placement. Parents may access the results by utilizing information supplied to the student. If there are no means to access technology in the home, patrons may utilize technology services at the local library or school.	9
ACT	College entrance exam, optional test, fee required; district funded for junior level students after completion of Fall ACT practice exam.	9-12
ASVAB	Offered through the military; this is a career and interest inventory test designed to help students learn more about themselves and the world of work, as well as to identify and explore potentially satisfying occupations.	11
ACT WorkKeys	Career readiness exam with potential for students to receive the National Career Readiness Certificate. Junior level students not taking the ACT have this as an assessment option for career readiness.	11-12
Accuplacer	Alternate assessment for students to complete before graduation that help them identify skills needing to be refined as they enter a community or junior college program.	11-12
PSAT (Scholastic Aptitude Test)	An optional test that students must sign up for and pay a fee. This is a Pre-SAT test and a prerequisite for the National Merit Scholarship.	11

## PreK - Elementary Assessment Responsibility

Assessment	School Coordinator	2nd Lead	Admin Responsible
AIMSweb	Building Instructional Coach	Title Teachers	Building Principal
CogAT	Building Counselor	Building Principal	Building Principal
TerraNova	Building Counselor	Building Principal	Building Principal
MAP	Building Counselor	Building Principal	Building Principal
STAR	Building Instructional Coach	Instructional Assistants	Building Principal
DRA	Building Instructional Coach	Classroom teachers	Building Principal
Unit Assessments	Building Instructional Coach		Curriculum Director/Building Principal
NAEP	Building Counselor	Curriculum Director	Curriculum Director
Common Unit Assessments	Building Instructional Coach	Building Principal	Building Principal
DIAL IV	PAT Coordinator	Principal	Principal
ASQ !!!	PAT Coordinator	Principal	Principal
Early Childhood Outcomes	Social Worker	Principal	Principal
Brigance Early Childhood ScreensIII	Principal	Social Worker	Principal

## Junior High Assessment Responsibility

Assessment	School Coordinator	2nd Lead	Admin Responsible
EOC	8th Grade Counselor	6th/7th Grade Counselor	Bldg. Principal
Math Placement	Math Dept. Chair	Grade Level Counselor	Asst. Principal
MAP	Grade Level Counselor	Bldg. Principal	Bldg. Principal
ACT EXPLORE	8th Grade Counselor	6th and 7th Counselors	Asst. Principal
NAEP	8th Counselor / Brownfield	6th and 7th Counselors	Bldg. Principal
Common Unit Assessments	Teacher / Department Chairs/Dir. of Curriculum		Bldg. Principal
Study Island Benchmarks	Librarian	Counselors	Bldg. Principal

## High School Assessment Responsibility

Assessment	School Coordinator	2nd Lead	Admin	Whittier
District ACT	Norton/Junior Counselor	Inst. Tech Coach	Bldg. Principal	Director
National ACT	9th Grade Counselor	10th Grade Counselor	Dir. of Curriculum	Director
ASVAB	11th Grade Counselor	10th Grade Counselor	Bldg. Principal	11th Grade, Take w/HS
EOC	9-10 Counselors	11th Counselor	All	Curr. Dir. / Director
PSAT	10th Grade Counselor	11th Grade Counselor	Bldg. Principal	
AP	Asst. Principal	Inst. Tech Coach	All	
Accuplacer	9-12 Counselors	SpEd Coordinator	All	Counselors/Once a quarter
NAEP	9-12 Counselor	Dir. of Curriculum	All	
IRC/TSA	CTE Teachers	Dir. of Curriculum	Asst. Principal	
Biliteracy	EL Teacher	Eppenauer	Asst. Principal	
WIDA	EL Teacher		Bldg. Principal	
Map-A	SpEd Coordinator/Teachers		Asst. Superintendent	
ACT WorkKeys	Dir. of Curriculum	JAG Instructor	Bldg. Principal	Director/ ELA Teacher
Common Unit Assessments	Teacher / Dept. Chair		Bldg. Principal	
Health Screenings	School Nurse			

<b>Special Assessments</b>	
<b>These assessments may be administered to individual students for a variety of reasons.</b>	
<input type="checkbox"/> <b>Vision</b>	<p>Measures a student's near/far point visual acuity, eye muscle control, depth perception, color blindness, orientation/mobility skills.</p> <input type="checkbox"/> Professional evaluation by a qualified optometrist/ophthalmologist <input type="checkbox"/> Telebinocular <input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> <b>Hearing</b>	<p>Measures a student's hearing acuity for pure-tones and speech, middle ear function, central auditory processing skills, and the need for/use of amplification systems</p> <input type="checkbox"/> Professional evaluation by qualified medical personnel <input type="checkbox"/> Audiometer <input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> <b>Health/Motor</b>	<p>Measures a student's physiological and neurological condition including gross and fine motor skills, metabolic functioning, and/or evidence of disease or injury. Assessment may also include laterality, directionality, balance, kinesthetic skills, tactile skills, and ambulatory/postural problems.</p> <input type="checkbox"/> VMI Developmental Test of Visual Motor Integration <input type="checkbox"/> Professional evaluation by: <input type="checkbox"/> Physical Therapist <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> <b>Speech/ Language</b>	<p>Measures a student's articulation skill, auditory perception, voice, fluency, receptive/expressive language development.</p> <input type="checkbox"/> Speech: <input type="checkbox"/> Informal Speech Sample/Oral Peripheral Exam <input type="checkbox"/> Arizona Articulation Proficiency Scale (AAPS) – 3 <input type="checkbox"/> Goldman-Fristoe Test of Articulation <input type="checkbox"/> Other (specify): _____ <input type="checkbox"/> Language <input type="checkbox"/> Informal Language Sampling <input type="checkbox"/> Clinical Evaluation of Language Fundamentals IV (CELF IV) <input type="checkbox"/> Expressive One-Word Picture Vocabulary Tests (EOWPVT) <input type="checkbox"/> Receptive One-Word Picture Vocabulary (ROWPVT) <input type="checkbox"/> Oral & Written Language Scales (OWLS) <input type="checkbox"/> Preschool Language Scale (PLS-3) <input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> <b>Intellectual/ Cognitive</b>	<p>Measures a student's general mental abilities including specific strengths and weaknesses, and sensory perceptual learning processes.</p> <input type="checkbox"/> Wechsler Intelligence Scales (WPPSI-R, WISC-IV, WAIS III, WASI) <input type="checkbox"/> Stanford-Binet Intelligence Scale <input type="checkbox"/> Leiter <input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> <b>Adaptive Behavior</b>	<p>Measures a student's ability to function and maintain self independently, and the degree to which the student meets satisfactorily the culturally imposed demands of personal and social responsibility.</p> <input type="checkbox"/> Vineland Adaptive Behavior Scale <input type="checkbox"/> Adaptive Behavior Evaluation Scale (ABES) <input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> <b>Social/ Emotional/ Behavioral</b>	<p>Measures a student's social/emotional/behavioral development in relation to learning interpersonal relationships, and self.</p> <input type="checkbox"/> Behavior Evaluation Scale (BES, BES-II) <input type="checkbox"/> Other (specify): _____

<input type="checkbox"/> <b>Academic Achievement</b>	<b>Measures a student's education skills and achievement levels.</b> <input type="checkbox"/> Wechsler Individual Achievement Test <input type="checkbox"/> Woodcock-Johnson III <input type="checkbox"/> Pre-Academic skills assessment battery of tests <input type="checkbox"/> Diagnostic Teaching <input type="checkbox"/> Other (specify):
<input type="checkbox"/> <b>Transition</b>	<b>Assess a student's ability to function independently in the school environment and movement toward successful functioning in post-school activities (i.e. working toward career choices).</b> <input type="checkbox"/> Self-Directed Search <input type="checkbox"/> AAMD Reading Free Vocational Interest Survey <input type="checkbox"/> Other (specify):
<input type="checkbox"/> <b>Assistive Technology</b>	<b>Assesses a student's need for assistive devices/services in order to maintain, increase, or improve the function capabilities of the student.</b> <input type="checkbox"/> Other (specify):

# Sedalia School District #200

## Professional Development Manual



# 2020-2021

**Mission:**

Provide a challenging education in a safe environment for all students so they will become productive, responsible, and successful members of our diverse society.

Our ongoing commitment to maximize learning and achievement for all students is accomplished by providing high-quality staff members and exemplary educational experiences for our students.

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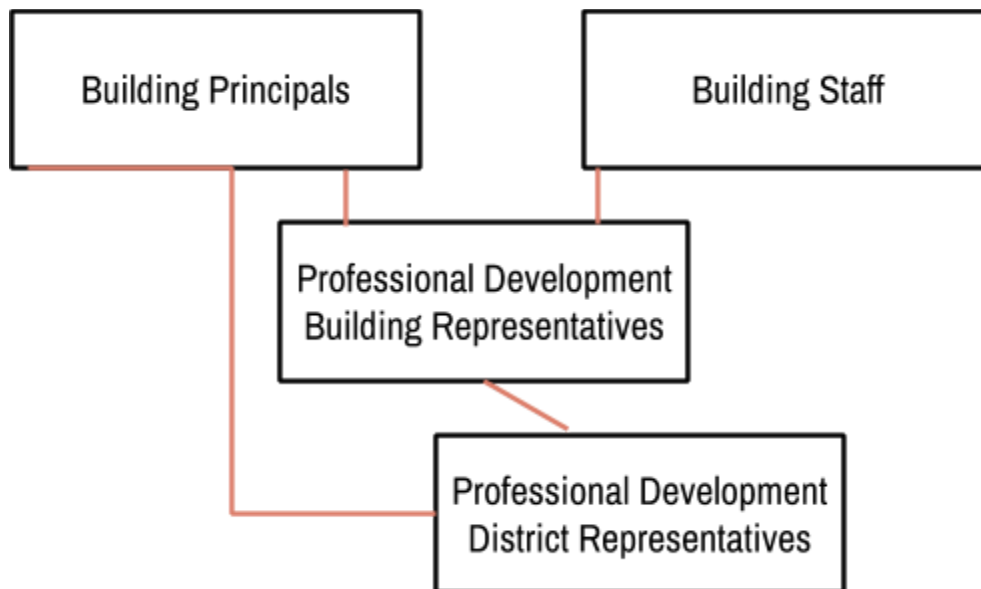
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Materials may be referenced to [Missouri Department of Education PDC Manual](#)

# Building Representatives

Building	Representative	Term	Selected By
Horace Mann	Hilliary Owens	1	Principal
Heber Hunt	Suzy Howe	1	Principal
Parkview	Anna Katherine Harvey	1	Principal
Skyline	Ann Cave	1	Principal
Washington	Roxy Himes	1	Principal
PCEC	April Huddleston	1	Principal
Sedalia Middle	Kathy Garrison	1	Principal
SCJHS	Michelle Steger	1	Principal
SCHS	Ashley Bergman Ellie Ballenger	2	Principal
Whittier	Jennie Guerrini	1	Principal
District	Gilmore/Brownfield	1	Superintendent
Tech Reps	Madeline Kempton Ashley Raetz Courtney Davis	3	Asst. Superintendent



## Mission of Professional Development

Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to insure that students are college and career ready by graduation. Professional learning is the Global Positioning System (GPS) that will enable schools and school systems to reach that final destination – high levels of learning for all students.

Professional learning for educators is the crucial element in the equation for success. If the destination is to reach higher levels of learning for all students, then professional learning for the adults in the school system must be part of the school culture. Learning for educators leads to learning for all students. The two are irrevocably connected. To arrive at this destination, professional learning must be based on research-based practices and implementation must be consistently supported. The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

Stephanie Hirsh, executive director of Learning Forward [formerly the National Staff Development Council (NSDC)] states: "Effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator performance."

The leverage point with the greatest potential to strengthen and improve educators' daily professional performance is a culture focused on continuous, effective professional learning based on the performance needs of educators. Decisions at the district and building level regarding professional learning should be based on district and building performance data on both students and educators. Successful classroom implementation will depend on a sustained culture of shared responsibility for the learning of all students coupled with continuous support.

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the 5th Cycle Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional development activity consistent with the vision and the goals of the district's professional development program?
- Does each professional development offering enhance the participants' repertoire of skills and content knowledge?
- Does each professional development activity involve active learning processes?
- Does each professional development offering lead to improvement of teaching practice?
- Does each professional development offering help students become better and more efficient learners?

Reference: [Missouri Professional Learning Guidelines](#)

## Professional Development Management

Sedalia School District #200 uses the web-based program *Frontline* to keep records, registration, and enrollment processes in a central location. In *Frontline* you must select the Purpose (salary movement) for requested activities.

The choices you will see are:

1. Certification Credit (Contract hours)
2. Stipend (Non-contract hours only)
3. Salary Movement (Non-contract hours ONLY - NO Stipend)

### Examples of when NOT to use Purpose #3: Salary movement credit (non-contract hours)

College credit earned hours

Faculty meetings that are for informational purposes Curriculum Meetings for dissemination of materials

Parent/teacher conferences

IEP meetings

Summer school meetings

End of year celebrations

Family fun nights

Meetings that are connected with extra duty you are already being paid for

Committee meetings (example: SPW or SCEA) Early outs are contract time

Beginning Teacher Assistance Program Conference

### Expenditures for which “One Percent” PD Funds May Not Be Used (Per DESE):

1. Individual membership dues to associations or organizations.
2. Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support Individual Professional Growth Plans, building/and or district professional development plan and Comprehensive School Improvement Plan.
3. Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. that pertain to extracurricular activities and sponsorships. (sports, glee club, cheerleading, etc.) This does not exclude health education.
4. Instructional equipment or materials or administrative equipment or materials.
5. Salaries. Professional development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.
6. Travel as a form of professional development. (As traveling to Spain to become more informed about the country in order to teach Spanish.)
7. Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)

It is the employee's responsibility to obtain approval for the leave by completing the Frontline PD request form before the time of leave and submitting it for approval. You will receive notification of approval/denial prior to the activity.

If the request is part of the building plan, then the building administrator will give approval. It is the building's responsibility to request a substitute if one is needed. Once the building administrator has approved the request, it is forwarded to Central Office where it will be approved/denied/or requests for more information may be made.

Upon return, the employee must go to Frontline and click on "Mark Complete" to finalize the activity that was attended in order to gain final approval for hours to be awarded and show up in the Portfolio.

The "Travel Reimbursement Form" must be filled out in order to receive reimbursement for meals, travel, etc. and itemized hard copy receipts attached and submitted to principals for their signature and for expense coding. This form will then be sent to Central Office for payment.

Please do not put alcohol on your meal receipt. Should you choose to have a drink please pay cash or put it on a separate receipt. Receipts with alcohol on them will not be reimbursed. Charge Card/Cash receipts that are not itemized will not be reimbursed.

Reimbursement for meals: You will be reimbursed up to \$40.00 per day. Tips are included in the \$40.00 allowance.

For travel use, the mileage is found on the mileage chart on the Sedalia #200 website. If the city you are traveling to is not on the chart, use the mileage from your vehicle for travel straight to and from the event site.

From Accounts Payable: Any expenses not turned in within 42 days after the expenses were incurred will be handled through payroll and appropriate taxes will be deducted.

If the form is completed with all necessary information and receipts are attached, the principal will code and sign it and send to Central Office.

If the form is received at Central Office prior to the 5th of the month, then the reimbursement checks will be available after the board meeting, which is the fourth Monday of the month.

Forms that need to be returned for any reason will cause a delay in processing and reimbursement may not be made until the following month.

**Upon return from out-of-district professional development:** Staff member will submit the completion form in Frontline as well as debriefing form indicated how the professional development will improve instruction and how he/she plans to share the information internally with additional staff members.

## One-Way Mileage x 2 x \$0.54 = Total Round Trip Cost

Destination	One Way Mileage	Total Round Trip Cost
Blue Springs	78	84.24
Branson	155	167.40
California	37	39.96
Camden on the Lake	76	82.08
Camdenton	80	86.40
Clinton	42	45.36
Cole Camp	23	24.84
Columbia	68	73.44
Crest Ridge	40	43.20
Dresden	8	8.64
Fayette	61	65.88
Hughesville	17	18.36
Jefferson City	61	65.88
Kansas City	95	102.60
Knob Noster	15	16.20
La Monte	13	14.04
Lees Summit	66	71.28
Liberty	98	105.84
Lincoln	25	27.00
Lodge of Four Seasons	69	74.52
Odessa	61	65.88
Smithton	9	9.72
Springfield	118	127.44
St. Louis	191	206.28
St. Pius	95	102.60
Sweet Springs	31	33.48
Tan-Tar-A Lodge	80	86.40
Warrensburg	30	32.40
Whiteman AFB	27	29.16
Windsor	30	32.40

## Strategic Planning

Strategic planning is an ongoing process which involves areas such as Curriculum, Assessment, Performance Improvement, Facilities, Budgeting, Technology Planning, and Community Partnerships. These endeavors have included community members, staff, students, parents, and outside consultants working with our district.

Strategic planning is an effective process to focus resources on those areas believed to be important to the Sedalia community. The fundamental purpose is to provide worthwhile educational opportunities for students. Strategic planning provides the framework within which ideas for improving the school district may be evaluated in a fair and equitable manner and annually reviewed by the Board of Education. Strategic planning also provides the road map toward fulfilling the mission of the Sedalia School District #200.

## Beliefs

The Belief Statement is a succinct, formal expression of the school district's fundamental values and what it aspires to be, the Belief Statement is the ultimate "why" behind every action. Belief statements are not arranged in order of importance.

**We believe** public education is the best assurance for the preservation and enrichment of our society. Curriculum and instruction must be rich and differentiated so that "achievable" goals will be offered to every child. Every child has the right to conscientious, professional educators who actively participate in guided professional development. All district personnel should act as positive role models and representatives of strength, stability, and the significance of learning in the community. The district is concerned with the intellectual growth, social development, physical well-being, and emotional stability of all its students. The district shares the responsibility with the home and community in developing positive character and ethical behavior for all learners. Members of an effective school community work together in an atmosphere of mutual respect, which promotes a safe environment for learning.

# District Three-Year Goals

## Viable Curriculum (CSIP 3.1)

1. Identify Essential Standards within Missouri Learning Standards for each class/grade
2. Develop common language for essential standards
3. Cross-walk to MAP/EOC Blueprints

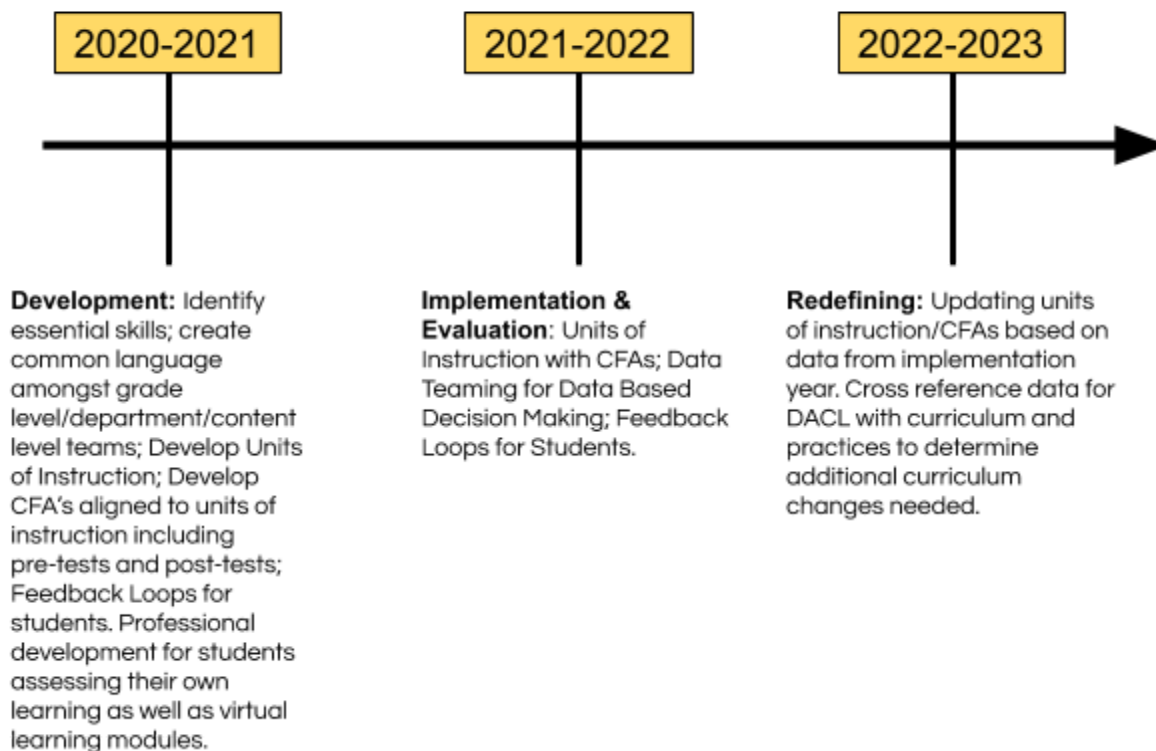
## Develop Common Formative Assessments (CSIP 3.1, 4.1)

1. Guide Planning, Instruction, Remediation
2. Collaborative Teaming and Data Decision Making
3. Provide feedback on student performance

## Developing Assessment Capable Learners (CSIP 3.1, 4.1)

1. Where am I going?
2. Where am I now?
3. How do I get there?

Ongoing: Strategic planning and evaluation of professional development needs for continued improvement



Professional development goals and planning are determined by, but not limited to, the following:

Previous survey data through Missouri Model Districts/DESE (See Appendix),  
 Quarterly district admin/coaches meeting, strategic planning, NEE observation data,  
 PDC building representatives/admin

# Professional Development Outline 2020-2021

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## June & July (6-12 Certified Staff)

- Canvas training for virtual learning
- Four training days per teacher, 1 day virtual and 3 days seated with team

## August 17-19, 2020 (ALL K-5 staff)

- Guided Reading professional development

## August 17-21, 2020 (New Staff Training)

- Small group cooperative learning training per building
- K-12 Technology and Curriculum PD

## August 24-26, 2020 (Work Day/PD Day)

## August 27-28, 2020 (Specialized Group Collaboration)

- Goal: Provide specialized professional development to connect district goals with individualized curriculum and instruction needs.
- Specialized groups meet w/agendas in designated area

## August 31, 2020 (Work Day/PD Day)

## January 4-6, 2021 (Work Day/PD Day/Collaboration)

- Goal: Determine existing gap from school closure 2020, allow for continued curriculum adjustments and virtual learning PD

## February 16, 2021 (PD day)

- TBD based on district progress Fall 2020

\*\*Additional individualized professional development will also take place through the virtual learning platform as well as collaborative meetings with instructional coaches, administrators, and department chairs.

## Internal Analysis

This analysis takes stock of what is currently taking place within the school district. It identifies areas of strength and improvements. Improvement issues are the natural outgrowth of studying where the district is today and what it wants to become in the future.

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Documents, which were reviewed in preparation for the internal analysis of the school district, include:

***District Assessment Data:***

*Annual Performance Report*

*Attendance and Graduation Rate*

*Curriculum Plan*

*Economic Development Data*

*Facilities study*

*Technology plan*

*NEE Evaluation Tool*

*Sedalia Connections Newsletter*

*MERIC Database*

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## Strengths

### Education

- Keeping Sedalia 200's mission in the forefront of planning
- Fully accredited
- Pettis County Cooperative for Early Childhood
- Collaborative school board
- Aligned curriculum to current state standards
- Data-driven professional development
- Summer programs (enrichment at elementary and secondary, Reading Camp at elementary, Summer school at high school)
- Strong involvement and a wide variety of successful extra-curricular and co-curricular activities that address all student interests
- Successful Title I schoolwide program PreK-4; (PreK has been expanded, which has doubled the student population being served)
- Newly structured ELL Program for grades 1-5 (2015)
- Whittier Alternative School
- Universal breakfast (PreK-5)
- University partnerships
- Increased technology throughout the district by adding wireless capabilities and educational technology staff for training and support
- Free developmental screenings for preschoolers
- Meeting the needs of diverse learners through a cohesive special education program PreK-12

- Additional AP and dual credit courses offered in conjunction with State Fair Community College and University of Central Missouri
- Gifted program (REACH) for grades 3-12
- PLTW and Launch programs for STEM: Districtwide STEAM
- Grow Your Own student program (started 2017-2018)
- Administrative Grow Your Own program (2016-2017)
- Connecting the Prairie to the Ivy (students will visit Ivy League schools)
- Closely monitored financial resources to further enhance the educational process
- Expanded mental health resources
- Partnership with DESE (MMD)
- Science Dimensions program (K-8)
- Phonics First (Orton-Gillingham based program) in K-5 buildings

### **Staff**

- Caring staff willing to improve to meet student needs
- High expectations for all students
- Highly qualified staff and administrators
- Instructional coaches: one at each K-5 building
- Department Chairs for core areas 6-12
- Instructional technology facilitators- K-12
- Behavior Interventionist Specialist
- Locally competitive salaries for certified staff
- First-year mentoring program provided by a retired certified teacher
- Our district nurse coordinator attends state mental health meetings
- Superintendent is a member of Missouri Association of School Administrators (MASA) and Missouri School Board Association (MSBA)
- Assistant Superintendents are members of MSBA, MASA, and Missouri Association of School Business Officials (MOASBO)
- Title and special education teachers Orton-Gillingham trained in grades K-4
- Kagan-trained teachers grades K-12
- Social workers are home/school liaison in every building
- SOS-trained staff grades 5-12
- Mental Health First Aid-trained teachers grades 6-12

### **Community and Parent Involvement**

- Business/industry partnerships in all schools
- Active alumni groups: Sedalia School District Foundation
- Gateway to Change program
- Service Learning programs (schools working to impact community)
- Production of Tiger Times (student-written newspaper)
- Jobs for America's Graduates Program / Sedalia FIT

## Internal Analysis continued....

- Production of Tiger Pride magazine produced annually by the district communications director
- Rookie Reporter Tiger Times students interviews on school topics are submitted and published in the local daily newspaper
- Active PTAs
- Improving communications with parents, students, staff, and community with the addition of our district communications director, who is in charge of the district's social media's pages such as Facebook, Twitter, and Instagram
- Implementation of Blackboard Mass Notifications, SISK12 Parent Portal, and the Sedalia School District app
- Effective working relationships with county and city government
- Student-run Community Cafe, providing free meals for residents in need
- Staff contributions to community: United Way and volunteer hours in community
- HOSA club (students exploring health occupations with field trips and speakers after school)
- Online SISK12 enrollment (2018)
- Mentor programs
- "Day Trippin'" (2018) - occasional videos with superintendent interacting with students and staff discussing education initiatives (on district's YouTube channel and Facebook page)

### Facility Improvements

- Restructured the Harriet A. Wolfe Media Center to include a commons area and three new classrooms
- Seven new classrooms at the Smith-Cotton Junior High by remodeling the old cafeteria (2017-2018)
- Pettis County Early Childhood Center construction began for the new Loftus Early Childhood Center at the SCHS Campus (2019-Present)
- Community partnerships with the City of Sedalia for the Heckart Community Center pool (2019-Present)
- Ricoh Print Shop moved to SMS outer building allowing Heber Hunt to move SpEd classroom back into the main building. (2020-2021)

### Safety

- District Student Resource Officer (SRO) and one armed security officer in each building
- Integrated OpenEye surveillance camera software in all buildings with magnetic door lock buzz-in system for monitored entrance in each building
- Keycards/fob access at Smith-Cotton Junior High and Smith-Cotton High School
- Cable lock security system in each classroom to serve as a backup locking system for interior doors

# Challenges

## Education

- Continuous long-range planning
- Revise and implement curriculum to improve instruction and student performance
- Meeting the needs of our diverse community of learners
- Student/teacher ratios
- Increased severity of behavioral issues and staff support (Pre-K through grade 4)
- Mental Health

## Staff

- Maintain competitive staff salaries
- Lack of qualified district substitutes
- High stress level and teacher turnover rate

## Community and Parent Involvement

- Overall parental involvement in child's educational welfare
- Visibility of community support in educational and extracurricular activities

## Facility Improvements

- Capital improvement
- Growing student population

## External Analysis

### City Census Population and Family Structure

#### Positives

- ❑ Business growth is creating new jobs while attracting families that are both traditional and non-tradition in structure
- ❑ Latest census information in 2017 for Sedalia: Population 21,387

#### Challenges

- ❑ Missouri schools were closed for last quarter of 2019-2020. The district provided crisis pandemic teaching for the remainder of the year. Achievement gaps and summer regression will be expected for 2020-2021 and adjustments made to curriculum.
- ❑ Significant state budget cuts for 2020-2021 due to COVID-19
- ❑ Managing the increase in education cost in relation to population growth while meeting the needs of our diverse population
- ❑ Total student population is 4,930 (May 2020)
- ❑ Virtual enrollment is 16 (July 2020)
- ❑ According to MERIC Economic Database, the estimated per capita income for Pettis County (2018) \$37,763 compared to the state average of \$47,746.

#### Goals

- ❑ Additional revenue to cover the rising cost of providing quality education
- ❑ Continue to develop and explore business and community partnerships
- ❑ Increase classroom inclusion for EL level 3 and 4 students while providing EL coaching to classroom teachers for all EL leveled students
- ❑ Provide resource information to families for community support programs available through the social workers
- ❑ Increase mental health awareness and district programs to support students
- ❑ Align current curriculum for Alternative Methods of Instruction (extended time) and virtual learning

#### Technology Positives

- ❑ Ease of access via personal mobile devices and internet-connected smartphones, internet-enabled TVs, and gaming devices

#### Technology Challenges

- ❑ Constant upgrading of technological infrastructure and having to build new professional development programs to maintain faculty knowledge. Rapid evolutions and shifts in the technological landscape proving increasingly challenging to determine what works best and is most efficient. Monitoring appropriate use of devices at school is a security concern.

## External Analysis continued....

Due to the current poverty level, not all students have accessibility while outside school. Cost to maintain up-to-date infrastructure and bandwidth to provide access.

### Goals

- ❑ Provide training/classes and information to students and their families about the importance of their digital footprint in relation to social media, beginning at the middle school. Allow use of libraries for students on a regular basis to have accessibility to technology not available at home
- ❑ Implement Follett Resource Manager for technology inventory
- ❑ Determine devices needed for all K-12 students to take home along with hotspots when Alternative Methods of Instruction (extended) is implemented

### **Economic Climate**

#### Positives

- ❑ Well-established industries and business provide a stable base to actively recruit new businesses
- ❑ Economic Development of Sedalia predicts over 1,000 new jobs over the next five years due to announced and soon-to-be announced projects

#### Challenges

- ❑ 65% of the student population are eligible for free or reduced lunch
- ❑ Limited housing and community amenities result in new families of industry settling in surrounding cities
- ❑ Unemployment in Missouri spiked to 10.1 in May 2020 due to COVID-19
- ❑ Higher demand than supply for daycare

### Goals

- ❑ Decrease student-to-teacher ratios
- ❑ Promote programs already in place both school-side and within the community--Dental and Vision help, Buddy Backpack, CACTUS, Coat lady, Lions Club, churches adopting families, Salvation Army, United Way, Boys and Girls Club, Rotary and Open Door

## Community Patterns

### Positives

- ❑ Increased community involvement-Sedalia School District Foundation; Chamber of Commerce; Pettis County Community Partnership (PCCP); business partnerships; downtown development (DREAM); growth of SFCC by partnership with University of Central Missouri; developing interagency relationships

### Challenges

- ❑ Increase in poverty levels and concerns about crime within the community. Conflict resolution skills for community members; some sort of sponsored education open to all regarding how to peacefully resolve conflict situations.

# Professional Development Plan

## Pettis County Early Childhood Cooperative

**Goal #1:** 95% of the students who are given the Brigance Early Childhood Screen will show growth from the pretest to the post test.

The Brigance Early Childhood Screen will be administered to students in the fall as a pretest to establish baseline data.

Teachers will analyze the results of the pretest and design and implement lessons according to each student's cognitive and physical abilities. Weekly team meetings will be held with staff including related service providers (speech/language pathologist, occupational therapist, and physical therapist) to discuss student progress and develop lessons for the following week.

Specific trainings to help staff implement instructional strategies/techniques will be conducted throughout the year including but not limited to small group training rotations during monthly ALL TEAM meetings.

The Brigance Early Childhood Screen will be administered to students in the spring as a post test. The results will be analyzed and compared to the results from the pretest to determine growth.

**Goal #2:** 95% of the students who receive a progress report card will show growth in all seven areas.

Teachers will review the progress report card and share it with the parents during conferences. Weekly team meetings will be held with staff including related service providers (speech/language pathologist, occupational therapist, and physical therapist) to discuss student progress and develop lessons for the following week.

Specific trainings to help staff implement instructional strategies/techniques will be conducted throughout the year including but not limited to small group training rotations during monthly ALL TEAM meetings.

**Goal #3:** 95% of the students who have an IEP (Individualized Educational Plan) will show growth on their IEP goals.

Teachers will develop and review each student's IEP goals and design lessons according to these goals. Weekly team meetings will be held with staff including related service providers (speech/language pathologist, occupational therapist, and physical therapist) to discuss student progress and develop lessons for the following week.

Specific trainings to help staff implement instructional strategies/techniques will be conducted throughout the year including but not limited to small group training rotations during monthly ALL TEAM meetings.

**Goal #4:** Parent/teacher conferences will be conducted with a minimum of 95% parent participation.

Teachers will conduct home visits before the school year begins in order to develop a positive rapport with parents. In addition, staff will make monthly contacts either in person or by phone and will hold two evening team/family activity nights during the school year. Teachers will also invite parents to the three parent/teacher conferences. If the parents do not attend, the teachers will follow-up with a home visit or a phone call in order to achieve 95% parent participation.

# Professional Development Plan

## Heber Hunt Elementary

**Goal #1:** Heber Hunt Elementary will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject tested.

- Analyze assessment data: MAP, AIMSWEB, common assessments
- Data-based decision-making
- Departmental and grade-level collaboration

**Goal #2:** A minimum of 80% of Heber Hunt students will be reading on grade level or above.

- Well-articulated, aligned curriculum.
- Identified priority standards in ELA.
- Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.
- Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness

# Professional Development Plan

## Horace Mann Elementary

**Goal #1:** Horace Mann Elementary will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject tested.

- Analyze assessment data: MAP, AIMSWEB, unit assessments, & DRC
- Use MAP Item Analysis to determine areas of strength and growth
- Administer the unit assessments to prepare 3rd & 4th grade students for the format and types of questions they will encounter on the MAP test
- Data based decision making to drive instruction
- Departmental and grade level collaboration/team meetings

**Goal #2:**

A minimum of 80% of Horace Mann students will be reading on grade level or above.

- Well articulated aligned curriculum
- Identified priority standards in ELA
- Quality teaching practices are implemented school-wide with a focus on assessment capable learners
- Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness
- Grade level data team meetings to analyze rates of improvement in student reading scores including AIMSweb, running records, and formative assessments
- After school tutoring
- Students reading below level are progress monitored every two weeks
- Orton Gillingham Tier 2
- Phonics First Instruction Tier 1 for Kindergarten & 1st Grade
- Quality teaching practices implemented school-wide with a focus on ACL - Assessment Capable Learners

# Professional Development Plan

## Parkview Elementary

**Goal #1:** Parkview Elementary will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject tested.

- Analyze assessment data: MAP, AIMSWEB, common assessments
- Data-based decision-making
- Departmental and grade-level collaboration

**Goal #2:** A minimum of 80% of Parkview students will be reading on grade level or above.

- Well-articulated, aligned curriculum.
- Identified priority standards in ELA.
- Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.
- Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness

# Professional Development Plan

## Skyline Elementary

**Goal #1:** Skyline Elementary will increase the Building Total MPI from “Approaching” to “On Track” in both Math and Communication Arts.

- ❑ Use MAP Item Analysis to determine areas of strength and growth
- ❑ Write common assessments that are standard-based and reflect the rigor and format of the MAP.
- ❑ Identify Priority Standards for each grade level in Math and ELA
- ❑ Write Units of Instruction that address the Priority Standards and give students multiple opportunities to interact with the standards
- ❑ Administer the MAP Practice test to prepare students for the format and types of questions they will encounter on the test
- ❑ Analyze the assessment data in grade-level teams and use the information to guide instruction and re-teaching
- ❑ Provide Tier 2 instruction for re-teaching priority standards

**Goal #2:** A minimum of 80% of Skyline students will be reading on grade level or above as measured by AIMSWeb.

- ❑ Well-articulated, aligned curriculum.
- ❑ Identified priority standards in ELA.
- ❑ Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.
- ❑ Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness
- ❑ Grade-level data team meetings to analyze rates of improvement in student reading scores including AimsWeb, running records, and formative assessments.
- ❑ After-school tutoring
- ❑ Students reading below level are progress monitored every two weeks
- ❑ Orton Gillingham implemented with the most struggling learners

# Professional Development Plan

## Washington Elementary

**Goal #1:** MAP scores will increase by 3% in the proficient and advanced levels for students as measured by the MAP test.

- Analyze assessment data: MAP, AIMSWEB, unit assessments, DRA, DRC
- Data-based decision-making
- Departmental and grade-level collaboration
- MAP analysis for strengths/growths (set goals)
- Students in 3rd and 4th grade will take the DRC

**Goal #2:** At least 80% of Washington students will be reading on grade level or above as measured by AIMSWeb.

- Well-articulated, aligned curriculum.
- Identified priority standards in ELA.
- Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.
- Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness
- Tutoring-after school
- Orton Gillingham-Tier 2
- Quality Teaching Practices are implemented school wide (focus on assessment capable learners)
- Phonics First Instruction Tier 1 for kindergarten and first grade

# Professional Development Plan

## Sedalia Middle School

**Goal #1:** Sedalia Middle School will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject area tested.

- Analyze assessment data: MAP, AIMSWEB, common assessments
- Data-based decision-making
- Departmental and grade-level collaboration

**Goal #2:** A minimum of 80% of Sedalia Middle School students will be reading on grade level or above.

- Well-articulated, aligned curriculum.
- Identified priority standards in ELA.
- Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.
- Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness

# Professional Development Plan

## Smith-Cotton Junior High School

**Goal #1:** Smith-Cotton Jr. High will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject area tested.

- Analyze assessment data: MAP, Common Assessments, Study Island Benchmarks, CFA's
- Departmental and grade-level collaboration

**Goal #2:** A minimum of 80% of Smith-Cotton Jr. High students will be reading on grade level or above.

- A well-articulated, aligned curriculum.
- Identified priority standards in ELA.
- Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.

# Professional Development Plan

## Smith-Cotton High School

**Goal #1:** Smith-Cotton High School will improve building EOC scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject area tested.

**Action Steps:**

1. All departments have begun analyzing both formative and summative assessments and are working to make changes so they better reflect the style of new EOC tests.
  - a. English - making changes to question stems that mimic EOC and rewriting for deeper DOK. Administering EOC practice test in early spring and reteaching on any standards of concern.
  - b. Science - writing two- and three-dimensional questions for unit quizzes and tests
  - c. Math - working with department chair to review pacing guides for standards “holes” or “gaps.” Creating EOC prep tests on Mastery Connect.
  - d. Government - Also evaluating curriculum for “holes/gaps” as it relates to the new standards. Assessment data will be delayed with not completing the academic year and not having cut scores from DESE.
2. All teachers are receiving training on how to write clear and meaningful “I can...” statements in student-friendly language derived from the learning standards with the purpose of moving students towards evaluating their own learning.

**Goal #2:** Students will be college and career ready upon graduation by aligning curriculum and assessment to state standards. The composite score of ACT will reach and/or maintain an average composite score of 22 annually.

**Action Steps:**

1. Hold eight-week ACT Workout Wednesdays for 9th-11th graders
2. Provide a two-day ACT workshop for all juniors participating in spring ACT testing - seated or virtual depending upon the academic year.
3. Junior level and Senior spring ACT testing - including seniors that did not get to take the test as a junior
4. Build an Academic Honors Hall for students who meet set academic standards
5. Discuss ACT Prep course

# Professional Development Plan

## Whittier Alternative High School

**Goal #1:** WAHS will help reduce the dropout rate by HH1%.

- ❑ Whittier Alternative High School provides night school as an alternative learning environment for students who have unique needs that do not allow for a traditional school-day timeframe.
- ❑ Extra tutoring is provided before school from 8 to 9 a.m. for students.
- ❑ Whittier Alternative High School works diligently to seek and maintain positive and productive partnership within the community. These partnerships provide unique learning opportunities for students, mentoring, and the outlet needed for students to give back to the community as well.

**Goal #2:** The staff of Whittier Alternative High School will help to increase the graduation rate to a minimum of 91%. We will do this by encouraging the teaching staff to actively seek new methods and techniques of teaching to increase student involvement at school.

- ❑ Collaboration among staff continues regularly as they explore methods to help students achieve success. This often includes collaborative efforts for emotional support and survival skills in addition to academic achievement.
- ❑ The teaching staff actively participates in the professional development as provided by the district and building administration.
- ❑ Project-based learning and service learning opportunities are embedded frequently in the curriculum at Whittier Alternative High School.

## Appendix A

High Quality Professional Development Standards - <https://learningforward.org/>

### Standards for Professional Learning

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Learning Forward is the only association focused solely on the most critical lever in improving schools - building the knowledge and skills of educators. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement. We assist classroom, school, and system leaders in solving their toughest problems of practice. Learning Forward members experience practical learning opportunities, receive timely publications, and connect to like-minded educators from around the world.

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	<b>LEARNING COMMUNITIES:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<b>LEADERSHIP:</b> Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	<b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
	<b>DATA:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<b>LEARNING DESIGNS:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<b>IMPLEMENTATION:</b> Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

#### Four prerequisites for effective professional learning:

- 1) Educators' commitment to students, all students, is the foundation of effective professional learning.
- 2) Each educator involved in professional learning comes to the experience ready to learn.
- 3) Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- 4) Like all learners, educators learn in different ways and at different rates.

## Appendix B - Virtual Learning Platform/MoEdu-SAIL

All Sedalia #200 certified staff members will use the Web Applications tool on the DESE website to join the Virtual Learning Platform. This platform will provide additional PD modules that teachers can access at any time to support quality teaching practices in the classroom. Additionally, the MoEdu-SAIL website will also provide virtual professional development for certified staff.



### ▼ User Applications

#### ▼ DESE Web Applications

- Annual Report of the County Clerk
- ARRA
- Educator Certification System
- ePeGS
- Missouri Comprehensive Data System (MCDS)
- School Finance
- Virtual Learning Platform

### MISSOURI VIRTUAL LEARNING PLATFORM

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#### PROFESSIONAL DEVELOPMENT MATERIALS

Professional development materials are available for each element of the framework. As of May 2017, the DESE is developing a virtual learning platform as a resource for guiding educators through the elements of the framework.

The Virtual Learning Platform is an online portal that will provide Department endorsed, evidence-based training. This training will be available to teachers and school administrators through the Department's Web Application Portal and include space for user collaboration, pre/post assessment, handouts, worksheets, bookmarking of courses in progress, and other materials required for training. Users authorized through DESE's Web Application single sign-on system will have access to collaborative learning cohorts and will have the ability to bookmark their place in learning packages in process. The system can be accessed at any time and may be used as a reference for users once the course(s) are complete.

#### THE ONLINE RESOURCES/MATERIALS ARE ARRANGED AROUND FIVE KEY ELEMENTS:

LEADERSHIP

MEASUREMENT AND ASSESSMENT

COLLABORATIVE CULTURE AND CLIMATE

DATA-BASED DECISION MAKING

EFFECTIVE TEACHING/LEARNING PRACTICES

MoEdu-Sail - <http://www.moedu-sail.org/>

## Appendix C - Missouri Professional Guidelines for Student Success

Pedagogy to support the Missouri Learning Standards will not look like transmission teaching—we transmit and they receive—but will look like students engaged and grappling with complexity. Assignments should include evidence of students' thinking at progressively deeper levels. Teachers will need to think about a constructivist approach to teaching and learning.

- Know where you are going, why you are going there, and how will you know when you get there – clear goals for learning and a plan for assessment
- A primary emphasis on a hands-on, problem-centered approach in which the learners are actively involved
- Class discussions designed to make a connection between activities and the underlying conceptual knowledge (cues, questions, and advanced organizers will be applicable)
- Projects built around thematic units or the intersection of topics from two or more disciplines
- Concept mapping and non-linguistic/graphical representation will help students show depth of knowledge reached
- Experiments and research projects in which findings are presented and debated with the class as a whole
- Field trips that allow students to put the concepts and ideas discussed in class in a real-world context
- Questions and approaches that require inquiry, problem solving, and the synthesizing of ideas
- Provide learning opportunities that ensure that all students actively participate – utilize cooperative learning, reciprocal teaching, etc.
- Adapt materials to accommodate students with special needs
- Model exemplars and provide real-life and work applications of what students should know and be able to do
- Formative assessment for learning and feedback
- Early interventions for struggling learners

## Appendix D - Survey Data

The process for professional development surveys changed with the Missouri Model District framework starting in 2017, evaluating quality teaching practices. Surveys from this point forward will be taken each fall and spring to monitor effectiveness and progress of professional development within the Missouri Model District framework.

<b>Collaborative Work Implementation Survey</b>	<b>Ending May 2019</b>
<b>Total teachers</b>	<b>380</b>
<b>ETLP</b>	<b>Average Scale Rating</b>
1. Learning targets	<b>70</b>
2. Students assess	<b>67</b>
3. Students Identify	<b>63</b>
4. Feedback to targets	<b>81</b>
5 Student to student feedback	<b>70</b>
6. students state criteria	<b>61</b>
7. Student reviews CFA	<b>69</b>
<b>CFA</b>	
1. Use CFA	<b>95</b>
2. All in CFA	<b>95</b>
3. Student reviews CFA	<b>69</b>
4. CFA used to plan	<b>88</b>
<b>DBDM</b>	
1. Team reviews data	<b>82</b>
2. Team Positive	<b>96</b>
3. Effective teaming practices	<b>84</b>
4. Data determines practices	<b>84</b>
5. Visual representations	<b>84</b>
<b>Leadership</b>	
1. Leaders manage	<b>94</b>
2. Teacher to teacher feedback	<b>81</b>
3. Leader committed	<b>96</b>
4. Leader active	<b>90</b>
<b>PD</b>	
1. PD instruction	<b>92</b>
2. Coaching instruction	<b>75</b>
3. PD monitor	<b>83</b>
4. Teacher feedback instruction	<b>56</b>

# Appendix E - District Calendar

## SEDALIA SCHOOL DISTRICT #200 CALENDAR - 2020-2021

BOE approved 1/27/2020

Orange = Teacher Workday	End of Quarter/Semester
Days w/* = Teacher PD Day	Snow Make-up days
Yellow = Student Day	515.45 Semester 1 Hrs
Green = Early Out Day	597.65 Semester 2 Hrs
Purple = Paid Holiday	<b>1113.10</b> Total Student Hrs
Blue - New Staff Days	166 + 6 Holidays + 6 Work Days + 7 PD days =
Pink = Non-Student/Staff Days	<b>186</b> Certified Days

<b>16</b>	<b>Jan-2021</b>					<b>21</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
				1		
4*	5*	6*	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

1	Christmas Break - No School
4-6	PD/Work Day - Certified Staff
6	Snow Make-up Day
18	Martin Luther King Day - No School
<b>109.60</b>	

<b>0</b>	<b>Aug-2020</b>					<b>6</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26*	27*	28*		
31*						

24-25	Work Day - Certified Staff
26	PD/Work Day - Certified Staff
27-28	PD/Work Day - All Staff
31	PD & Mtgs - All Staff Back To School
<b>0.00</b>	

<b>17</b>	<b>Feb-2021</b>					<b>20</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
1	2	3	4	5		
8	9	10	11	12		
15	16*	17	18	19		
22	23	24	25	26		

10	Parent Conf School in Session
11	Early Out - Parent Conf
12	Certified Work Day - No School
15	President's Day - No School
16	Certified PD Day - No School
<b>114.45</b>	

<b>21</b>	<b>Sep-2020</b>					<b>22</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30				

1	1st Day for Students
7	Labor Day, No School
<b>143.85</b>	

<b>18</b>	<b>Mar-2021</b>					<b>18.5</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
1	2	3	4	5		
8	9	10	11	12*		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

12	End of 3rd Quarter
12	Early Out Students
12	Staff Collaboration During Early Out
15-19	Spring Break - No School
<b>121.30</b>	

<b>21</b>	<b>Oct-2020</b>					<b>22</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23*		
26	27	28	29	30		

9	Early Out - Homecoming
23	End of 1st Quarter
28	Parent Conf School in Session
29	Early Out - Parent Conf
30	Certified Work Day - No School
<b>139.85</b>	

<b>20</b>	<b>Apr-2021</b>					<b>20</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
			1	2		
5*	6	7	8	9		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30		

2	Good Friday - No School
5	Easter Break - No School
5	Snow Make-up Day
<b>137.00</b>	

<b>18</b>	<b>Nov-2020</b>					<b>19.5</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
2	3	4	5	6		
9	10	11*	12	13		
16	17	18	19	20		
23	24	25	26	27		
30						

11	Early Out Students - Veteran's Day
11	Staff Collaboration During Early Out
25-27	Thanksgiving Break - No School
<b>121.30</b>	

<b>18</b>	<b>May-2021</b>					<b>19</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27*	28*		
31	1*	2*				

21	Early Out - Preceding Graduation
22	Commencement
24-26	Early Out High School Only - Semester Exams
26	Early Out - Last Day For Students
27	Certified Work Day - No School
5/27-6/2	Snow Make-up Days (exclude 5/31)
<b>115.30</b>	

<b>17</b>	<b>Dec-2020</b>					<b>18</b>
<b>M</b>	<b>T</b>	<b>W</b>	<b>T</b>	<b>F</b>		
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23*	24	25		
28	29	30	31			

21-22	Early Out High School Only Semester Exams
23	Early Out - Last Day before Holiday
23	End of 1st Semester
24-31	Christmas Break - No School
<b>110.45</b>	

Oct 30 & Feb 12	- Certified Work Day due to evening parent/tchr conf
May 24-26	Not an Early Out for Certified Staff (counts as a contract day)
Priority order for designated make-up day as follows:	
Jan 6, Apr 5, May 27, May 28, June 1, June 2	



# 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](http://www.sedalia200.org)

**We Live Tiger**  
**Pride Everyday**

Sedalia #200 is an equal  
opportunity and affirmative  
action employer

**DATE: July 27, 2020**

**TO: Board of Education**

**FROM: T. Fraley**

**RE: Business Card Agreement – Equity Bank**

**Please be advised:**

**The district is seeking approval to enter a new business card (Pcard) agreement with our current banking institution, Equity Bank. Equity Bank currently outsources this service through a third party, Elan Financial Services. The new agreement will be a new service provided directly by Equity Bank. The new agreement will not include an annual fee or membership fee per authorized cardholder. In addition, REWARDS.**

## Equity Bank Business Card Agreement

This Equity Bank Business Card Agreement ("Agreement") is for credit card accounts (collectively, the "Account" or "Accounts") with Equity Bank, which accounts have been assigned and have been opened for the business entity applicant for the Account ("Applicant") and for which Business Card(s) have been given to persons designated by Applicant with the expressed or implied permission of the Applicant ("Employee Cardholders"). Applicant warrants that the officer note below has full authority to act on Applicant's behalf, ("Authorized Officer"). "You" and "your" mean any Applicant for the Account, Authorized Officer and/or Employee Cardholders. "We", "us", and "our" mean Equity Bank, our successors and assigns.

### PURPOSE

The intended purpose of this Account is for business related expenses incurred by employees and/or representatives of the Applicant.

**CREDIT LIMIT:** We may assign the following limit(s) to your Account and any sub-accounts:

- i) **Account Credit Limit:** This is the maximum amount of credit we will extend to your Account. The sum of the Cardholder Account Credit Limits may not exceed this Account Credit Limit.
- ii) **Cardholder Account Credit Limit:** This is the maximum amount of credit available on each Cardholder Account.
- iii) **Balance Transfer Credit Limit:** If requested by you, and approved by us, a portion of the Account Credit Limit and applicable Cardholder Account Credit Limit that is available for balance transfers.
- iv) **Cash Advance Credit Limit:** If requested by you, and approved by us, a portion of the Account Credit Limit and applicable Cardholder Account Credit Limit that is available for cash advances.

The Cardholder Account Credit Limits are provided with each Card and on each of the statements. You promise to use the Account and Cardholder Accounts only to the applicable limits(s). If you exceed any of the limit(s), we may authorize the transaction without increasing your limit(s). If you exceed your limit(s), you will remain liable for all amounts payable under this Agreement. We can adjust the limits on the Account at any time.

### ACCOUNT DESCRIPTION

Subject to the terms of this Agreement, the Account may be used to make purchases, conduct balance transfers and obtain cash advances, (if elected by Applicant), which at any time do not exceed the Account Credit Limit. Should purchases, balance transfers and cash advances ever exceed the Account Credit Limit, we reserve the right to terminate this agreement and demand the return of the card(s) and immediate payment of all amounts due on the line of credit of all of the Accounts. We can increase or decrease the Account Credit Limit at any time without notice.

Rates and Fees Disclosure Table				
Interest Rate and Interest Charges	Equity Bank Business Card	Equity Bank Commercial Card	Equity Bank Corporate Card	Equity Bank Purchase Card
Annual Percentage Rate (APR) for Purchases and Balance Transfers	<b>17.99%</b> Standard APR based on your credit worthiness.	<b>17.99%</b> Standard APR based on your credit worthiness.	<b>17.99%</b> Standard APR based on your credit worthiness.	<b>17.99%</b> Standard APR based on your credit worthiness.
Annual Percentage Rate (APR) for Cash Advances	<b>22.99%</b> Standard APR based on your credit worthiness.	<b>22.99%</b> Standard APR based on your credit worthiness.	<b>22.99%</b> Standard APR based on your credit worthiness.	<b>22.99%</b> Standard APR based on your credit worthiness.
Penalty APR and When it Applies	None	None	None	None
Minimum Payment Amount	3% of New Balance or \$25, whichever is greater.	3% of New Balance or \$25, whichever is greater.	3% of New Balance or \$25, whichever is greater.	Paid in Full, Net 30 days
Paying Interest	Your due date is 25 days after the close of each billing cycle. We will not charge you any interest on purchases if you pay your entire balance by the due date each month. We will begin charging interest on cash advances and balance transfers on the transaction date.			
Minimum Interest Charge	None	None	None	None
For Credit Card Tips from the Consumer Financial Protection Bureau	To learn more about the factors to consider when applying for or using a credit card, visit the website of the Consumer Financial Protection Bureau at <a href="http://www.consumerfinance.gov/learnmore">http://www.consumerfinance.gov/learnmore</a>			
Fees	Equity Bank Business Card	Equity Bank Commercial Card	Equity Bank Corporate Card	Equity Bank Purchase Card
Annual Fees	\$0 1st year; \$95 each year after	\$0 1st year; \$95 each year after	\$0 Annual Membership Fee \$30 Per Authorized Cardholder	\$0 Annual Membership Fee \$30 Per Authorized Cardholder
Transaction Fees • Balance Transfer • Cash Advance • Foreign Transaction	None 3% or \$10; no max 2% of the amount of your transaction in U.S. Dollar	None 3% or \$10; no max 2% of the amount of your transaction in U.S. Dollar	None 4% or \$15; no max 2% of the amount of your transaction in U.S. Dollar	None 4% or \$15; no max 2% of the amount of your transaction in U.S. Dollar
Penalty Fees • Late Payment • Over-the-Credit Limit • Returned Payment	\$19 \$29 \$35	\$29 \$29 \$35	\$39 or 1.99% of past due amount, whichever is greater \$39 \$35	\$39 or 1.99% of past due amount, whichever is greater \$39 \$35
Other Fees • Replacement Credit Card • Expedited Delivery • Pay by Phone	\$7.50 \$50 \$27.50	\$7.50 \$50 \$27.50	\$15 \$50 \$27.50	\$15 \$50 \$27.50
How we will calculate your Balance: We use a method called "average daily balance (including new purchases)." See section titled "Interest Charges" of this agreement for more details.				
Billing Rights: Information to dispute transactions and how to exercise those rights are provided further down in this agreement.				

Account terms are not guaranteed for any period of time. The information about card costs described herein is accurate as of March 2020. This information may change after this date. To receive the most current information, call us at 1-888-733-5041.

## INTEREST CHARGES

The interest charge calculation method applicable to your Account for purchases, balance transfers and cash advances is explained below:

- a) **Purchases and Balance Transfers:** Average Daily Balance (including new purchases). To avoid incurring an additional interest charge on the balance of purchases and balance transfers reflected on your monthly statement and on any new purchases appearing on your next monthly statement, you must pay the new balance shown on your monthly statement on or before the payment due date. The grace period for the new balance of purchases extends to the payment due date.

The interest charges on purchase and balance transfers for a billing cycle are computed by applying the monthly periodic rate to the "average daily balance" of purchases and balance transfers. To get the "average daily balance" of purchases and balance transfers, we take the beginning balance of your Account each day, add any new purchases, balance transfers, and cash advances, and subtract any payments, credits, non-accruing fees, and unpaid interest charges. This gives us the daily balance. Then we add up all the daily balances for the billing cycle and divide the total by the number of days in the billing cycle.

- b) **Cash Advances:** Average Daily Balance (including current transactions). To avoid incurring an additional interest charge on the beginning balance of cash advances reflected on your monthly statement, you must pay the beginning balance shown on your monthly statement on or before the payment due date. No grace period is provided for current cycle transactions.

The interest charges on cash advances for a billing cycle are computed by applying the monthly periodic rate to the "average daily balance" of cash advances. To get the "average daily balance" of cash advances, we take the beginning balance of your Account each day, add any new purchase, balance transfers, and cash advances, and subtract any payments, credits, non-accruing fees, and unpaid interest charges. This gives us the daily balance. Then we add up all the daily balances for the billing cycle and divide the total by the number of days in the billing cycle.

#### **PROMISE TO PAY**

You promise to pay for all purchases and cash advances made through use of the Account as provided herein. In addition, you promise to pay all other amounts owing due to use of the Account by any Employee Cardholder; you may only end such person's authority by notifying us in writing.

#### **GUARANTY**

The Authorizing Officer agrees to guaranty all obligations of Applicant under this Agreement in accord with the terms of the "Personal Guaranty" Agreement attached as Exhibit A.

#### **FINANCIAL STATEMENTS**

From time to time, we may request and Applicant shall produce financial records relating to the financial condition of Applicant. Applicant shall produce such records not later than thirty (30) days following such request.

#### **LINE OF CREDIT**

We will establish a maximum line of credit amount for purchases, including balance transfers, and cash advances for the Applicant when the Account is opened. The maximum line of credit amount will be listed on the monthly statement.

- a) All amounts charged to the Card(s) together with any fees and charges owed to Equity by Applicant in connection with the Cards, may not exceed, in the aggregate, the line of credit amount unless Equity Bank in its sole discretion authorizes such charges. So long as the line of credit facility has not been terminated and/or demand has not been made by us, advances under this line of credit may continue to be made, repaid and re-borrowed as provided for herein.
- b) Equity may, at any time in its sole discretion, increase the amount of Applicant's line of credit temporarily or for an extended period without prior notice.
- c) Equity may, at any time in its sole discretion, decrease the amount of Applicant's line of credit.
- d) Applicant and Authorizing Officer agree that if any amounts are outstanding on the Cards or Account which exceed the adjusted line of credit amount, Applicant or Authorizing Officer will immediately pay us such excess amounts.
- e) Collateral securing other obligations with us, if any, will also secure this line of credit.
- f) Should purchases, balance transfers and cash advances ever exceed the Account Credit Limit, we reserve the right to terminate this agreement and demand the return of the Cards and immediate payment of all amounts due on the line of credit and all of the Accounts.

#### **TERMINATION**

Notwithstanding the foregoing, we shall have the right to terminate this Agreement immediately and without notice, upon the occurrence of any one or more of the following events: (i) Dissolution or liquidation of Applicant; or (ii) Insolvency of Applicant; or the institution by or against Applicant of any

bankruptcy or insolvency proceeding; or the appointment of a receiver or trustee for Applicant; or Applicant enters into an arrangement with, or for the benefit of, its creditors; or (iii) Any material adverse change in the financial condition of Applicant; or (iv) Any default hereunder, or breach of the obligations undertaken herein or in any other agreement by and between the Parties hereto; or (v) Upon the occurrence of any event in any agreement which would allow us to declare any indebtedness owing by Applicant due and payable in full; or (vi) A change in the ownership of Applicant, or a sale of all or substantially all of Applicant's assets.

#### **CREDIT REVOCATION, CANCELLATION AND DECLINE AUTHORIZATION**

Equity Bank may cancel your Account, refuse to allow further transactions against your Account or revoke your Card(s) at any time (whether or not you are in default of any part of this Agreement). Cancellation of your Account will not affect your liability to us for credit we have extended to you, including amounts not yet billed to your Account. We may cancel your Account without prior notice. You must surrender the Card(s), either upon a direct request by us, or any other bank or merchant who is acting upon our instructions.

We may also decline, at any time in our sole discretion, an authorization request for any transaction, for any reason.

You agree that we will have no liability and are not responsible for any losses or damages (including consequential damages) associated with revoking credit, cancelling or otherwise terminating your Account, freezing your credit, or refusing to allow transactions on your Account(s).

#### **INTERPRETATION**

This Agreement shall be governed by applicable federal law and regulations and by the rules of the Federal Reserve. To the extent not preempted by applicable federal law, this Agreement shall be governed by the laws of the state of Kansas. The invalidity or unenforceability of any one or more portions, sentences, clauses or paragraphs in this Agreement shall not affect the validity or enforceability of the remaining portions of this Agreement or any part thereof.

#### **SEVERABILITY**

If any term, clause, or provision of this Agreement comes into conflict with applicable law or shall be determined by a court of competent jurisdiction to be void, invalid, or unenforceable as written, such conflict or invalidity shall not affect the validity or operation of any other term, clause, or provision and such conflicting or invalid term, clause, or provision shall be deemed to be severed from the Agreement and superseded by a consistent, valid, enforceable term, clause, or provision that most closely matches the intent of the original term, clause, or provision and the remainder of the Agreement shall continue in effect.

#### **FORCE MAJURE**

We shall not be in default of this Agreement to the extent that performance of our obligations are delayed or prevented by reason of any act of God, war, terrorism, fire, explosion, flood, act of government or any act or omission of a third party, including, but not limited to, telecommunications carriers and utilities or any other matter beyond our reasonable control.

#### **CHANGE OF TERMS**

We may change the terms of this Agreement at any time after notice, including increasing the periodic rate on outstanding balances at any time. To the extent allowed by law, the new terms will affect all outstanding balances. Changes may be communicated by mailed notice, on the statement or paper insert with your statement.

#### **NO IMPLIED WAIVERS**

The rights of Equity Bank under any provision of this Agreement shall not be affected by our prior failure to require the performance by Applicant under such provision or any other provision of this Agreement, nor shall the waiver by Equity Bank of a breach of any provision hereof constitute a waiver of any succeeding breach of the same or any other provision or constitute a waiver of the provision itself.

**ELECTRONIC RECORDS**

- a) Paper Documents. You agree that all paper Applications related to the Business Cards are a part of this Agreement whether or not the Application(s) was submitted in advance of, contemporaneously with or subsequent to, the execution of this Agreement may, at our option, may be converted by any digital or electronic method or process to an electronic record or subsequently further converted or migrated to another electronic record format or electronic storage medium. You further agree that upon conversion to an electronic record as authorized herein, such electronic record shall be the record of the transaction and the electronic record shall have the same legal force and effect as the paper document from which it was converted. You waive any legal requirement that any document digitally or electronically converted be embodied, stored or produced in a tangible media. You further agree that a printed or digitally reproduced copy of the electronic record shall be given the same legal force and effect as an original signed writing. In addition, you authorize and agree to destruction of the paper documents by us upon conversion of the paper document to a digital or electronic record.
- b) The term Electronic Signature includes, but shall not be limited to, (i) a non-electronic handwritten signature, or facsimile signature, that is subsequently converted to an electronic format; (ii) any signature produced or reproduced in an electronic file format or by an electronic process, or (iii) any electronic symbol, marking, communication, or process attached to or associated with a document. The term Electronic Document, as used in the provision shall include a document originally presented to us in an electronic file format accompanied by an Electronic Signature.
- c) The Record. You agree that the electronic version of either, as applicable, (i) the original paper Application or (ii) the Electronic Document that is retained or produced by us which contains a replica of the Electronic Signature, shall be the original record of the transaction to the exclusion of any records produced or retained by other means or by other parties. Copies of the original record shall be made available to you up request.

**PERMISSION TO CONTACT**

You agree, in order for us to service your Account or to collect any amounts you may owe, we may contact you by telephone at any telephone number associated with your Account, including cell/wireless telephone numbers, which could result in charges to you. We may also contact you by sending text messages or emails, using any telephone number or email address you provide to us. You consent and acknowledge that methods of contact may include using pre-recorded/artificial voice message(s) and/or use of an automatic dialing device. You further consent and agree that our personnel may listen to and/or record phone calls between you and our representatives without additional notice to you, including but not limited to calls we make to service your Account or collect debt(s).

**DEFAULT**

We may declare the entire balance of all your Accounts due and payable all at once without notice or demand, and terminate our relationship, if any of the following occur:

1. You fail to make a required payment when due on your Account or breach any other promise in this Agreement;
2. Dissolution or liquidation of Applicant;
3. You become insolvent;
4. The initiation of any bankruptcy or insolvency proceeding against or by you;
5. The appointment of a receiver or trustee for you;
6. You enter into an arrangement with, or for the benefit of, other creditors;
7. Any material adverse change in the financial condition of Applicant;
8. A change in the ownership of Applicant, or a sale of all or substantially all of Applicant assets;
9. Any breach of any obligation under any other agreement by and between the parties hereto;
10. If we learn of any false or misleading statement on your Application or related documents that you provided to us, or we obtained in connection with your Application;
11. The death of any Account Guarantor;
12. You or the Employee Cardholders use the Account for illegal purposes;

13. You are subject to any legal proceeding, a temporary restraining order, subpoena, or governmental investigation or proceeding that in our sole discretion we deem significant; or
14. You file a lawsuit against us.

We may also require you, for any reason, to pay at once the entire balance you owe on all your Accounts, even if none of the foregoing has occurred.

### **BILLING PROCEDURES**

Central Billed Accounts: Except as otherwise provided herein, Applicant shall be liable for all charges made to each Business Card, unless a charge is Unauthorized (as defined below). Charges shall be set forth on a billing statement and shall be paid by Applicant within the time period specified by us. We shall have no duty or obligation to inquire into the nature of any transaction charged by an Applicant or Employee Cardholder (e. g., whether such transaction was for a business or personal use).

### **EMPLOYEE CARDHOLDERS**

If any employees are allowed to use the Account, they will be authorized users and will have equal charging privileges unless individual spending limits are established for them. You are responsible for any use of the Account, an authorized user or anyone else permitted to use the account. By requesting to add an employee cardholder to the Account, you represent all information provided is accurate and is for persons with which Applicant has a relationship. You also represent that Applicant has permission to provide the employee information to us and to add the employee as a cardholder. If we determine any information provided is fraudulent, we have the right to close the Account. You are responsible for informing us to close any employee cards for an employee who is no longer allowed to use the Account.

### **MISCELLANEOUS CARD PROVISIONS**

You also agree that:

- a) We may refuse to extend credit to you or anyone using the Account or Card.
- b) We will not be liable or responsible for anyone's refusal to honor the Account or Card.
- c) The Card is our property.
- d) We may change the enhancements or rewards offered (e.g., travel insurance, rental car discount) at any time without further notice to you unless provided otherwise in the specific enhancement brochure.
- e) MasterCard Purchases, cash withdrawals and Cash Advances made in currencies other than U.S. Dollars will be converted to U.S. Dollars under regulations established by MasterCard International. MasterCard conversion will be at a rate selected by MasterCard, typically either a government-mandated rate or a wholesale rate provided to MasterCard. Conversion to U.S. Dollars may occur on a date other than the date of the transaction. Therefore, the conversion rate may be different from the rate in effect at the time of the transaction. You agree to pay the converted amount, plus a 2% international service fee. The international service fee applies to all transactions in non-U.S. countries, and includes transactions made in U.S. Dollars.
- f) You agree to notify us immediately if your address changes.
- g) You agree that you will not use your card for any purpose that has been deemed illegal. We reserve the right to deny authorization requests from online gambling merchants, whether or not online gambling is illegal in the state in which you reside.

You must notify us immediately to close the accounts and prevent further usage.

### **YOUR BILLING RIGHTS – KEEP THIS NOTICE FOR FUTURE USE**

This section contains important information about your rights and our responsibilities under the Fair Credit Billing Act.

### **NOTIFY US IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR BILL**

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us (on a separate sheet) at: Equity Bank Card Center, PO Box 780163, Wichita, KS 67278-0163. Write to us as soon as possible. We must hear from you no later than 60 days after we sent you the first bill on which

the error or problem appeared. You can telephone us, but doing so will not preserve your rights.

In your letter, give us the following information:

- a) Your name and account number.
- b) The dollar amount of the suspected error.
- c) Describe the error and explain, if you can, why you believe this is an error. If you need more information, describe the item you are not sure about.

If you have authorized us to pay your credit card bill automatically from a bank account, you can stop the payment on any amount you think is wrong. To stop payment, your letter must reach us three business days before the automatic payment is scheduled to occur.

#### **CARDS ARE ISSUED FOR BUSINESS PURPOSE**

You understand that the Business and Authorized Cardholder(s) will not be entitled to consumer protections related to the Cards and Account, including limitations on liability provided to consumer customers by the Electronic Funds Transfers Act and its implementing regulation, Regulation E, as well as many protections provided to consumers in Truth in Lending, Regulation Z. However, certain provisions in Regulation Z (§1026.12 (a) and (b)), specifically related to issuance of credit cards and limits on liability for unauthorized transactions, may apply to a business credit card, if nine (9) or fewer cards are issued in connection with the business account. You accept the additional risks associated with the use of business purpose cards and agree to assume a higher level of liability as described herein.

#### **SPECIAL RULE FOR CREDIT CARD PURCHASES**

If you have a problem with the quality of property or services that you purchased with a credit card, and you have tried in good faith to correct the problem with the merchant, you may have the right not to pay the remaining amount due on the property or services. There are two limitations on this right:

- a) You must have made the purchase in your home state or, if not within your home state, within 100 miles of your current mailing address; and
- b) The purchase price must have been more than \$50.

These limitations do not apply if we own or operate the merchant, or if we mailed you the advertisement for the property or services.

#### **LIABILITY FOR UNAUTHORIZED USE**

Except as noted below, you will not be liable for Unauthorized transaction by another person that occurs after you notify the Equity Bank Card Center. Unauthorized means the use of a Business Card, by a person, other than the Applicant, Authorizing Officer, or Employee Cardholder, who does not have actual, implied or apparent authority for such use, and from which the Applicant receives no benefit. In addition, Applicant may not be liable for an Employee Cardholder transaction if the Business Card charges are waived as set forth in MasterCard Zero Liability documentation, as amended from time to time. Employee Cardholders using their Business Card for purposes not approved by the Company, including personal purposes, are not considered Unauthorized transactions. Company should ensure Employee Cardholders are aware of the proper use of their Business Card. Notification of loss, theft or possible unauthorized use should be communicated to Equity Bank at 1-800-892-7104 immediately. If you have any questions regarding this agreement or our current fee schedule, write to us at Equity Bank Card Center, PO Box 780163, Wichita, KS 67278-0163 or call us at 888-733-5041.

#### **POTENTIAL ZERO LIABILITY FOR SMALL BUSINESS CARDHOLDERS**

If you meet the definition of a "Small Business" as defined by MasterCard, you will not be liable for certain unauthorized transactions. As a MasterCard cardholder, Zero Liability applies to your purchases made in the store, over the telephone, online, or via a mobile device, and to ATM transactions. As a

cardholder, you will not be held responsible for unauthorized transactions if:

- You have used reasonable care in protecting your card from loss or theft; and
- You promptly reported loss or theft to your financial institution.

If you believe there has been unauthorized use of your Account and you meet the conditions above, you may be protected by MasterCard's Zero Liability protection. For additional protections with respect to unauthorized transactions, please contact us. If applicable law imposes a greater liability or a conflicting obligation, such as applicable law shall govern.

#### **YOUR RIGHTS AND OUR RESPONSIBILITIES AFTER WE RECEIVE YOUR WRITTEN NOTICE**

We must acknowledge your letter within 30 days, unless we have corrected the error by then. Within 90 days, we must either correct the error or explain why we believe the bill was correct. After we receive your letter, we cannot try to collect any amount you question, or report you as delinquent. We can continue to bill you for the amount you question, including FINANCE CHARGES, and we can apply any unpaid amount against your credit limit. You do not have to pay any questioned amount while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. If we find that we made a mistake on your bill, you will not have to pay any FINANCE CHARGES related to any questioned amount. If we didn't make a mistake, you may have to pay FINANCE CHARGES, and you will have to make up any missed payments on the questioned amount. In either case, we will send you a statement of the amount you owe and the date that it is due. If you fail to pay the amount that we think you owe, we may report you as delinquent. However, if our explanation does not satisfy you and you write to us within ten days telling us that you still refuse to pay, we must tell anyone we report you to that you have a question about your bill and we must tell you the name of anyone we reported you to. We must also tell anyone we report you to that the matter has been settled between us when it finally is. If we don't follow these rules, we can't collect the first \$50 of the questioned amount, even if your bill was correct.

**“Applicant”**

\_\_\_\_\_  
Name of Applicant

**Authorizing Officer of Applicant**

\_\_\_\_\_  
Officer Signature

\_\_\_\_\_  
Print Name

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**SMITH-COTTON**  
ACTIVITIES OFFICE



2010 Tiger Pride Blvd.  
Sedalia, Missouri 65301  
Phone: 660-851-5300  
Fax: 660-851-5397  
davisr@sedalia.k12.mo.us

HOME OF THE **TIGERS**

**Robert Davis, CAA**  
Activities Director

**Susan Shaw**  
Administrative Asst.

**Wade Norton, Ed. S.**  
Principal

**Joe Doyle, MSE**  
Assistant Principal

**Jerry Tankersley, MSE**  
Assistant Principal

**Kendra Barton, Ed. S**  
Assistant Principal



**MEMO**

To: Mr. Triplett and Sedalia School Board  
From: Rob Davis  
Re: Hall of Fame Nominee Approval  
Date: July 28, 2020

Mr. Triplett,

The Hall of Fame Selection Committee met on July 27, 2020 and reviewed nominations for the Smith-Cotton Hall of Fame. There were four nominations for the Athletic category, two for Academic and one for Activities. From these nominations, the committee selected four individuals for the 2020-2021 induction class.

Our selections are:

Anne Gardner - Academic  
Scott Gardner - Academic  
Jeff Mays - Athletic  
Tom Munson – Athletic

Danny Watring was selected for induction into last year's (19-20) Activities HOF class. Due to the Covid-19 Pandemic, we were unable to conduct the Activities induction ceremony in May. Unfortunately, Mr. Watring later passed away from an unrelated illness. We will have an induction ceremony for his family in May of 2021.

Please present our new selections to the Sedalia Board of Education for final approval at the next scheduled board meeting on August 10. Once approved by the board, I will contact these individuals to inform them of their selection. If you need any additional information, please let me know.

Thank you.

*Robert Davis*

Rob Davis, CAA  
Activities Director