



Agenda
Regular Session Meeting
Sedalia School District #200
Monday, January 13, 2020 6:30 p.m.
Skyline Elementary
2505 West 32nd Street
Gymnasium

Call to Order

1.1 Call to Order Info

Recognitions and Presentations

2.1 Public and Staff Comment Info

2.2 Sedalia School District Foundation Info

2.3 Sedalia Community Educators Association Info

2.4 Belcher Scholarship Recipient Info

2.5 JROTC National Champions Info

2.6 Approval of January 13, 2020 Agenda Action

Consent Agenda

3.1 Minutes for Monthly Business Meeting November 25, 2019 Action

3.2 Personnel Action

3.3 Treasurer's Report Action

3.4 Payment of Bills Action

3.5 Center for Human Services Agreement Action

3.6 IMKO Workforce Solutions Agreement Action

Decision Unfinished Business

4.1 Substitute Salary Schedule Action

Decision

5.1 Title I.A Assessment and Evaluation Action

5.2 2019-20 Candidates for Early Graduation Action

5.3 Salary Schedule Revision Support Staff Action

5.4 Loftus Early Childhood B & P Change Order Action

5.5 Loftus Early Childhood 11A Food Service Equipment Bid Action

5.6 Loftus Early Childhood 9A Work Package Sports Floor Action

5.7 Loftus Early Childhood 9B Work Package Flooring & Base Action

Discussion

6.1 Loftus Early Childhood Construction Update Info

6.2 Education Planning Guide SCHS Info

6.3 Insurance Info

6.4 Calendar 2020-2021 Info

Information

7.1 Course Description Guide SCJHS Info

7.2 Student Transportation Services Info

7.3 First United Methodist Church Donation Info

7.4 Woods Grocery Store Donation Info

7.5 Wilson-Toellner & Associates LLC Donation Info

7.6 Attendance 90/90 Report Info

Adjournment

8.1 Adjournment to Closed Session Action

Upcoming Meetings

9.1 January 27, 2020 – Regular Board Meeting at 6:30 pm, Smith-Cotton High School, Heckart Performing Arts Center



Minutes
Regular Meeting
Sedalia School District #200
Monday, November 25, 2019 6:30 p.m.
Parkview Elementary
1901 South New York Avenue
Gymnasium

Call to Order	Dr. Sharp president, called the meeting to order at 6:31 p.m.
Quorum	Board Members present: Dr. Jeffrey Sharp, President; Scott Gardner, Vice President; Diana Nichols, Secretary; Kenny Coffelt, Treasurer; Matthew Herren, Barbara Schrader, and Michael Stees.
Present	Steve Triplett, Superintendent; Dr. Todd Fraley, Assistant Superintendent; Chris Pyle, Assistant Superintendent; Dr. Nancy Scott, Assistant Superintendent; Dr. Harriot Wolfe, CFO; Lisa Hammerly, Recording Secretary.
Public Comments	None.
Recognitions & Pres.	<p>Sedalia School District Foundation – The Brendan Eisenmenger Student Impact Fund has raised over \$25,000; the SSDF 2020 Scholarship Application will be available December 6, 2019, with a due date of February 19, 2020.</p> <p>Sedalia Community Educators Association – SCEA would like to recognize the following Sedalia 200 Outstanding Associates: Erica Mabry Pfannenstiel, ECSE; George Matheis, Horace Mann; Trina Jackson, Parkview; John Hire, Skyline; Marcy Husong, Washington; Jessica Crouch, Heber Hunt; Zanita McCrory, SMS; Barbara Snow, SCJHS; Larry Hodge, SCHS.</p>
Approval of Agenda	Kenny Coffelt moved, seconded by Diana Nichols, that the Board approve the Agenda November 25, 2019 Agenda. Affirmative: 7
Consent Agenda	Kenny Coffelt moved, seconded by Scott Gardner, that the Board approve Minutes for Monthly Business Meeting October 28, 2019, Personnel, Treasurer’s Report, Interfund Transfer \$12,751.17 Food Services, Interfund Transfer \$2,306,032 7% x SAT x WADA, Payment of Bills. Affirmative: 7
Board Candidate Filing	Kenny Coffelt moved, seconded by Scott Gardner, that the Board approve the Board Candidate Filing Legal Ad as presented. Affirmative: 7
P.A. T. Assessment	Scott Gardner moved, seconded by Diana Nichols, that the Board approve Parents As Teachers (PAT) Assessment and Evaluation as presented. Affirmative: 7
ECSE Title I. C Preschool	Kenny Coffelt moved, seconded by Scott Gardner, that the Board approve the Early Childhood Special Education and Title I Preschool Assessment and Evaluation as presented. Affirmative: 7
Loftus Early Childhood 3A	Scott Gardner moved, seconded by Diana Nichols, that the Board approve the Loftus Early Childhood Work Package “3A” – General Construction to GBH Builders Base Bid



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Parkview Elementary
1901 South New York Avenue
Gymnasium

\$3,215,700, and Alt #1 – Shell Space \$175,190 for a total contract amount \$3,390,890 as presented. Affirmative: 7

- Loftus Early Childhood 2A Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve the Loftus Early Childhood Work Package “2A” – Civil Concrete to Ramey Construction Co., Inc. Base Bid \$457,500, and Alt #1 – Shell Space \$6,000 for a total contract amount \$463,500 as presented. Affirmative: 7
- Loftus Early Childhood 2B Kenny Coffelt moved, seconded by Scott Gardner, that the Board approve the Loftus Early Childhood Work Package “2B” – Chain Link Fence to C-R Fence, Base Bid \$13,422 for a total contract amount \$13,422 as presented. Affirmative: 7
- Loftus Early Childhood 4A Scott Gardner moved, seconded by Matthew Herren, that the Board approve the Loftus Early Childhood Work Package “4A” – Masonry to RTM Masonry, Base Bid \$1,189,032, and Alt #1 – Shell Space \$103,486 for a total contract amount \$1,292,518 as presented. Affirmative: 7
- Loftus Early Childhood 15A Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve the Loftus Early Childhood Work Package “15A” – Fire Sprinkler System to Ozark Fire Sprinkler Co., Base Bid \$103,170, and Alt #1 – Shell Space \$2,850 for a total contract amount \$106,020 as presented. Affirmative: 7
- Loftus Early Childhood 15B Scott Gardner moved, seconded by Diana Nichols, that the Board approve the Loftus Early Childhood Work Package “15B” – Mechanical HVAC to QuesTec Mechanical, Base Bid \$1,357,800, and Alt #1 – Shell Space \$20,350 for a total contract amount \$1,378,150 as presented. Affirmative: 7
- Loftus Early Childhood 16A Scott Gardner moved, seconded by Matthew Herren, that the Board approve the Loftus Early Childhood Work Package “16A” – Electrical to All Pro Electrical Technology, Inc., Base Bid \$540,600, and Alt #1 – Shell Space \$10,500 for a total contract amount \$551,100 as presented. Affirmative: 7
- Loftus Early Childhood Update Mr. Triplett and Mr. Paul presented an update on the construction of the Loftus Early Childhood Building.
- Substitute Salary Dr. Scott presented information on the Substitute Salary Schedule. The Substitute Salary Schedule will be revised and brought back under Decision – Unfinished Business December 16, 2019.
- John T. Belcher Mr. Triplett presented that the John T. Belcher Scholarship Recipient is Hunter Sparks.
- West Central Realtors Dr. Scott presented the donation from West Central Association of Realtors.



Minutes
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Parkview Elementary
1901 South New York Avenue
Gymnasium

El Tapatio

Mr. Triplett presented the donation from El Tapatio.

Attendance 90/90

Mr. Triplett presented information on the Attendance 90/90 Report.

Building Quarterly Reports

Mr. Triplett presented information on the Building's Quarterly Reports.

Adjournment

Kenny Coffelt moved, seconded by Scott Gardner, to adjourn to closed session for purposes listed in sections RSMo. 610.021 (1) Legal Actions, (3) Personnel, and (13) Protected Records at 7:22 p.m. Affirmative: 7

Approved this 16th day of December 2019, by order of the Board of Education, Sedalia School District #200, Pettis County, Sedalia, MO.

Diana Nichols, Secretary

Dr. Jeffrey Sharp, President

Bank & Cash Reconciliation

Fund Cash Balance by Fund

Fund Number and Description	Cash Balance	Comments
001 - General Fund	20,975,060.15	
002 - Special Revenue Fund	2,778,481.42	
003 - Debt Service Fund	.00	
004 - Capital Projects Fund	11,491,014.45	
921 - Early Childhood Facility	-276,048.40	
Adjustment 1 :	.00	
Adjustment 2 :	.00	
Adjustment 3 :	.00	
Adjustment 4 :	.00	
TOTAL :	34,968,507.62	

Bank Cash and Reconciled Balances:

Account Code & Bank	Cash Balance	Reconciled Balance	Comments
xxxx1387 - Chris E Egdorf - US Bank	6,569.98	6,569.98	
xxxx1251 - General Funds - MOSIP	4,020,683.72	4,020,683.72	
xxxx1252 - Capital Funds - MOSIP	2,839,372.23	2,839,372.23	
xxxx0278 - - Equity Bank	12,771,084.53	13,295,837.64	
xxxx0294 - Investments - Equity Bank	15,024,108.85	15,024,108.85	
xxxx0213 - Portfolio Cash - MOSIP	306,688.31	306,688.31	
Outstanding Amount: xxxx0278 - - Equity Bank	.00	-524,753.11	
Adjustment 1 :	.00	.00	
Adjustment 2 :	.00	.00	
Adjustment 3 :	.00	.00	
Adjustment 4 :	.00	.00	
TOTAL :	34,968,507.62	34,968,507.62	

Bank Cash and Fund Cash are in Balance

Cash Flow Summary For month of Nov

	Fund - 001	Fund - 002	Fund - 003	Fund - 004	Fund - 921
A. Cash Balance as of 11/01/19	21,798,717.43	2,542,448.87	0.00	11,466,418.72	(259,800.00)
B. Revenues (5XXX) :	654,204.97	2,417,590.51	0.00	60,108.10	50,431.24
C. Expenses (6XXX) :	1,584,696.59	2,805,625.55	0.00	35,512.37	51,263.50
D. Excess Revenue (B - C) :	(930,491.62)	(388,035.04)	0.00	24,595.73	(832.26)
E. New Cash Balance (A + D) :	20,868,225.81	2,154,413.83	0.00	11,491,014.45	(260,632.26)
F. Net Change in Fund Balance (3XXX) :	0.05	0.00	0.00	0.00	0.00
G. Net Change in Other Assets & Liabilities (1200 - 2999) :	106,834.29	624,067.59	0.00	0.00	(15,416.14)
H. Final Balance as of 11/30/19	20,975,060.15	2,778,481.42	0.00	11,491,014.45	(276,048.40)

Cash Flow Summary For month of Nov

All Funds

A. Cash Balance as of 11/01/19	35,547,785.02
B. Revenues (5XXX) :	3,182,334.82
C. Expenses (6XXX) :	4,477,098.01
D. Excess Revenue (B - C) :	(1,294,763.19)
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E. New Cash Balance (A + D) :	34,253,021.83
F. Net Change in Fund Balance (3XXX) :	0.05
G. Net Change in Other Assets & Liabilities (1200 - 2999) :	715,485.74
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H. Final Balance as of 11/30/19	34,968,507.62

Fund Balance Report

for the period ending November, 2019

Fund	1	2	3	4	Total
	General Fund	Teachers Fund	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	26,955,079.24	-0.00	0.00	9,586,380.27	36,541,459.51
Revenues	2,588,874.46	11,198,714.27	0.00	302,049.02	14,089,637.75
Transfer To	0.00	0.00	0.00	2,322,984.35	2,322,984.35
Transfer From	2,322,984.35	0.00	0.00	0.00	2,322,984.35
Expenses	6,361,095.45	8,775,562.72	0.00	720,399.19	15,857,057.36
Ending Fund Balance	20,859,873.90	2,423,151.55	0.00	11,491,014.45	34,774,039.90
From General Fund to Debt Service Fund	0.00				
From General Fund to Capital Projects Fund	2,322,984.35				
Unrestricted Fund Balance (Incidental + Teachers Funds)	153.82%				

ASSETS

Cash & Investments

TOTAL ASSETS

\$34,968,507.62
\$34,968,507.62

LIABILITIES

Flexible Spending Account

Escrowed - Group Health Insurance/Life Insurance/ Retirement/Dues/Garnishments

TOTAL LIABILITIES

(\$364.83)
 \$188,262.57
\$187,897.74

NET ASSETS

Restricted For:

US Bank Egdorf Scholarship Fund

TOTAL NET ASSETS

(\$6,569.98)
\$34,774,039.90

Current Month Budget Report

Account Code	Account Description	Budget/ (Open Bal)	MTD Activity	YTD Activity	Current Balance	Encumbrance	Next MTD Activity	Projected Balance	% of Budget
Fund 001 Totals	Total Assets (1xxx)	26,376,284.35	-823,842.28	-6,000,604.20	20,975,680.15		-666,069.73	20,309,610.42	
	Total Liabilities (2xxx)	-14,660.08	-106,649.29	-94,576.19	-109,236.27		104,218.30	-5,017.97	
	Fund Balance (3xxx)	-26,961,624.27	-0.05	2,322,959.40	-24,638,664.87	0.00	0.00	-24,638,664.87	
	Total Revenues (5xxx)	20,491,650.03	654,204.97	2,588,874.46	17,902,775.57	0.00	4,469.15	17,898,306.42	12.66
	Total Expenditures (6xxx)	19,102,966.48	1,584,696.59	6,361,095.45	12,741,871.03	300,563.59	566,320.58	11,874,986.86	37.84
	Expenditures - Revenues	-1,388,683.55	930,491.62	3,772,220.99	-20,866,443.88	300,563.59	561,851.43	-6,023,319.56	
	Ending Fund Balance	-28,350,307.82	0.00	0.00	0.00		0.00	-20,004,028.86	70.56
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 002 Totals	Total Assets (1xxx)	28,448.35	236,032.55	2,750,033.07	2,778,481.42		-528,440.30	2,250,041.12	
	Total Liabilities (2xxx)	-28,448.35	-624,067.59	-326,881.52	-355,329.87		546,469.18	191,139.31	
	Fund Balance (3xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (5xxx)	30,505,607.41	2,417,590.51	11,198,714.27	19,306,893.14	0.00	18,028.88	19,288,864.26	36.77
	Total Expenditures (6xxx)	31,821,460.93	2,805,625.55	8,775,562.72	23,045,898.21	27,515.32	0.00	23,018,382.89	27.66
	Expenditures - Revenues	1,315,853.52	388,035.04	-2,423,151.55	-2,423,151.55	27,515.32	-18,028.88	3,729,518.63	
	Ending Fund Balance	1,315,853.52	0.00	0.00	0.00		0.00	-2,413,665.11	-183.43
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 003 Totals	Total Assets (1xxx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Total Liabilities (2xxx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Fund Balance (3xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (5xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Expenditures (6xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Expenditures - Revenues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ending Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 004 Totals	Total Assets (1xxx)	9,586,380.27	24,595.73	1,904,634.18	11,491,014.45		-6,969.00	11,484,045.45	
	Total Liabilities (2xxx)	0.00	0.00	0.00	0.00		0.00	0.00	
	Fund Balance (3xxx)	-9,586,380.27	0.00	-2,322,984.35	-11,909,364.62	0.00	0.00	-11,909,364.62	
	Total Revenues (5xxx)	3,568,976.88	60,108.10	302,049.02	3,266,927.96	0.00	0.00	3,266,927.86	8.46
	Total Expenditures (6xxx)	6,150,653.89	35,512.37	720,399.19	5,430,254.70	135,423.69	6,969.00	5,287,862.01	14.03
	Expenditures - Revenues	2,581,677.01	-24,595.73	418,350.17	-135,423.69	135,423.69	6,969.00	2,020,934.15	
	Ending Fund Balance	-7,004,703.26	0.00	0.00	-11,491,014.45		0.00	-11,348,621.76	162.01
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	
Fund 921 Totals	Total Assets (1xxx)	6,640,000.00	-37,690.26	-471,313.25	6,168,686.75		0.00	6,168,686.75	
	Total Liabilities (2xxx)	-6,640,000.00	36,858.00	195,158.00	-6,444,842.00		0.00	-6,444,842.00	
	Fund Balance (3xxx)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Total Revenues (5xxx)	6,645,000.00	50,431.24	223,208.25	6,421,791.75	0.00	0.00	6,421,791.75	3.36
	Total Expenditures (6xxx)	10,444,647.40	51,263.50	499,363.50	9,945,283.90	0.00	0.00	9,945,283.90	4.78
	Expenditures - Revenues	3,799,647.40	832.26	276,155.25	276,155.25	0.00	0.00	3,523,492.15	
	Ending Fund Balance	3,799,647.40	0.00	0.00	276,155.25		0.00	276,155.25	7.27
	Ledger Balance	0.00	0.00	0.00	0.00		0.00	0.00	

Current Month Budget Report

Account Code	Account Description	Budget/ (Open Bal)	MTD Activity	YTD Activity	Current Balance	Encumbrance	Next MTD Activity	Projected Balance	% of Budget
Grand Total	Total Assets (1xxx)	43,231,112.97	-600,904.26	-1,817,250.20	41,413,862.77		-1,201,479.03	40,212,383.74	
	Total Liabilities (2xxx)	-6,683,108.43	-693,858.88	-226,299.71	-6,909,408.14		650,687.48	-6,258,720.66	
	Fund Balance (3xxx)	-36,548,004.54	-0.05	-24.95	-36,548,029.49	0.00	0.00	-36,548,029.49	
	Total Revenues (5xxx)	61,211,234.32	3,182,334.82	14,312,846.00	46,898,388.32	0.00	22,498.03	46,875,890.29	23.42
	Total Expenditures (6xxx)	67,519,728.70	4,477,098.01	16,356,420.86	51,163,307.84	463,502.60	573,289.58	50,126,515.66	25.76
	Expenditures - Revenues	6,308,494.38	1,294,763.19	2,043,574.86		463,502.60	550,791.55	3,250,625.37	
	Ending Fund Balance	0.00			-34,504,454.63			-33,490,160.48	0.00
	Ledger Balance (1xxx + 2xxx + 3xxx)	0.00	0.00	0.00	0.00		0.00	0.00	

% of Budget for Expenditures, Revenues and Expenses - Revenues = (YTD Activity + Encumbrance + Next MTD Activity)/Budget(Open Bal)

% of Budget for Ending Fund Balance = Projected Balance/Budget(Open Bal)

Consolidated Summary Statement

Sedalia School District #200

Portfolio Summary

Portfolio Holdings	Cash Dividends and Income	Closing Market Value	Current Yield
MOSIP	10,041.11	7,166,744.26	1.66 %
Total	\$10,041.11	\$7,166,744.26	

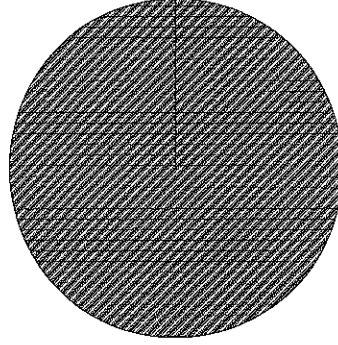
Investment Allocation

Investment Type	Closing Market Value	Percent
Money Market Mutual Fund	7,166,744.26	100.00
Total	\$7,166,744.26	100.00%

Maturity Distribution (Fixed Income Holdings)

Portfolio Holdings	Closing Market Value	Percent
Under 30 days	7,166,744.26	100.00
31 to 60 days	0.00	0.00
61 to 90 days	0.00	0.00
91 to 180 days	0.00	0.00
181 days to 1 year	0.00	0.00
1 to 2 years	0.00	0.00
2 to 3 years	0.00	0.00
3 to 4 years	0.00	0.00
4 to 5 years	0.00	0.00
Over 5 years	0.00	0.00
Total	\$7,166,744.26	100.00%

Weighted Average Days to Maturity 1



Mny Mkt Fund
100.00%

Sector Allocation

Memorandum

To: Director – Board of Education

CC: Steve Triplett/Nancy Scott/Todd Fraley/Chris Pyle

From: Harriet Wolfe

Date: December 16, 2019

Re: Payment of Bills

**Attached are the payment of bills from November 20 – December 10, 2019.
Total Amount of \$1,837,532.35**

BOE AP Check Register Report Nov 20 - Dec 10 2019

Selection Criteria : Check # Range From ACH013457 To ACH013563 | Check # Range From ACH013380 To ACH013434 | Check # Range From 118030 To 118191 |

Vendor Name	Amount
Total 1665 Digital	1,250.00
Total AG Coop Services Inc	16.66
Total Ag-Power Inc	14.62
Total All in Fundraising	296.40
Total American Auto Rental	1,043.20
Total Amos, Brian C	20.00
Total Arias, Paul M	140.40
Total Arnold, Jessie L	34.56
Total ASCD	89.00
Total AT&T Mobility	1,087.13
Total Baker, Nicole	60.70
Total Bax Jason J	172.00
Total Beckman, Jonathan E	30.85
Total Bernard Food Industries Inc	767.76
Total Bird, Anna M	605.34
Total Black Dawn M & C LLC	4,380.00
Total BlackburnThierfelder, Lorin H	442.58
Total Blue Cross Blue Shield of KC	448,477.32
Total Bolivar High School	175.00
Total Boonville R I	100.00
Total Boyer, Dolly	29.60
Total Brainspring	270.50
Total Branson Lucas W	100.00
Total Brant, Kyra S	20.00
Total Braud, Andrew R	118.00
Total Brownfield, Rebecca L	170.00
Total Bruce, Andrew T	20.00
Total Bryan, Kelly M	20.00
Total Bryant Motors	16,465.18
Total Campe, Marsha K	131.44
Total Cardmember Service	1,998.70
Total Cargill Inc	400.00
Total Carolina Biological Supply Co	78.85
Total Carthage R9 School District	250.00
Total Case, Steven D	232.00
Total Cash, Marcy L	32.40
Total Casto, Kelley W	20.00
Total CDW LLC	165.00
Total CenterPoint Energy Services	2,398.17
Total Charter Communications	98.53
Total City of Sedalia Mo	2,862.79
Total Claim Care Inc	1,103.88
Total Clark, Deanna L	20.00
Total Clark, Dilbert G	20.00
Total Clayton Paper and Distribution Inc	4,899.95
Total Collins, John R	20.00
Total Crescent Parts and Equipment	1,284.76
Total Crow Burlingame Co	134.74
Total Curry, Jason G	132.32
Total Curry, Robert J	20.00
Total Curry, Stacy L	20.00
Total Cybertron	3,589.80
Total Davis, Robert P	376.96
Total Deans Trophies	1,380.15
Total DECA Inc	160.00
Total DH Pace Company Inc	1,553.71
Total Dickman, Keri M	44.50
Total Ditzfeld Container Service LLC	1,945.24
Total Ditzfeld, Jaime G	36.61
Total Dooley, Duane A	770.00
Total Doyle, Joseph G	149.57
Total Dugan Glass Inc	517.34
Total Dugan Paints Inc	121.28

BOE AP Check Register Report Nov 20 - Dec 10 2019

Vendor Name	Amount
Total EAI Education	126.65
Total Educational Theatre Association	17.00
Total Ehlers, Fredrick C	20.00
Total El Tapitio	334.59
Total Elite Linen Service	491.48
Total Evergy	59,247.92
Total Excelsior Springs School Dist #40	175.00
Total Fastenal Company	541.97
Total FIRST	9,000.00
Total First Student Inc	176,794.26
Total Fisher, Wendy S	71.33
Total Follett School Solutions Inc	7,016.73
Total Formsite	149.95
Total Forsythe, David M	136.00
Total Foster, Brian E	102.60
Total Fraley, Eric T	254.24
Total Galaxy Theater	720.00
Total Gilmore, Devon R	170.00
Total Goodwin, Sheila	6.80
Total Gopher Sport	2,321.98
Total Grain Valley R5 High School	225.00
Total Graves Menu Maker Foods	152.28
Total Guardian Life Insurance Co.	31,507.94
Total GYER Power Systems	120.00
Total Haas Factory Outlet Kansas city	1,763.00
Total Hammond, Marlin	240.00
Total Hanks Portables & Septic	85.00
Total Harris, Monica L	65.04
Total Harrison, Joshua W	20.00
Total Harvey, Amanda G	314.78
Total Hawkins, Keith D	20.00
Total Hawkins, Michael C	90.00
Total Heartland Coca-Cola Bottling Co LLC	1,648.14
Total Herrick, Timothy C	20.00
Total Hieronymus, Brett R	20.00
Total Hiland Dairy Foods	23,916.05
Total Hirschvogel Jason C	100.00
Total Houghton Mifflin Harcourt	10,576.80
Total Howieson, Carrie L	64.77
Total Huddleston April D	18.90
Total Hudnut, Levi M	75.00
Total Hugh OBrian Youth Leadership	620.00
Total Hunsaker, Shawn C	60.00
Total Husong, Marcinda M	96.14
Total IBT Inc BIN 150031	87.48
Total Ice Masters	288.32
Total Instructure Inc	2,500.00
Total Insurance and Benefits Group	400.00
Total Internal Revenue Service	494.95
Total Jackson Stephanie E	20.00
Total Jaco, Kyla M	1,010.88
Total Johnson Chase A	122.09
Total Johnson, Mark A	18.36
Total Johnston, Chris D	20.00
Total Jones, Deanna R	42.55
Total Juan, Adriana	20.00
Total Kansas City Public Schools	150.00
Total Kast, Karla S	20.00
Total Kempton, Allison A	100.98
Total Kennedy, Steve A	20.00
Total Key Hydraulics and Truck Equipment	3,729.38
Total Kindle, Jason P	40.52
Total Knox, Steven	124.00
Total Kresse, Anthony M	20.00

BOE AP Check Register Report Nov 20 - Dec 10 2019

Vendor Name	Amount
Total Kuka, Corina	20.00
Total Lakeshore Learning Materials	40.97
Total Lane, Steven D	20.00
Total Linderman, Victoria	176.04
Total Lock, Randall	162.00
Total Lowes Companies Inc	3,246.26
Total Magana, Melissa P	20.00
Total Maledy, Catherine G	83.16
Total Maledy, Charles G	37.80
Total MartinezFlores Maria G	32.42
Total Matacua, Maria	334.64
Total Mathieu, Gerard J	20.00
Total McMaster-Carr Supply Company	19.86
Total Medco Supply Company	246.62
Total MEI Total Elevator Solutions	1,449.76
Total Menard Inc	1,069.77
Total Menjivar, Ana G	20.00
Total Meyer Laboratory Inc	1,096.00
Total Meyer, Angela M	32.40
Total Mid City Lumber Co Ltd	628.28
Total Midwest CompuTech	69,650.21
Total Missouri Bandmasters Assoc	120.00
Total Missouri Department of Revenue	26.00
Total Missouri School for the Deaf	288.00
Total Missouri State Thespians	810.00
Total Mo Dept of Natural Resources	230.50
Total Mo Dept of Revenue	168.47
Total MOAQUA Ltd	265.00
Total Moellman, Michael D	143.16
Total Moon, Cindy G	3.67
Total Moon, Pamela S	3.00
Total Moores Flower Shop & Greenhouse	2,829.50
Total Morrison, Katherine E	32.40
Total Mt Vernon High School	225.00
Total Myers, Linda S	20.00
Total Newton, Cheridan R	13.07
Total Nichols, Michael Eugene	133.00
Total Nickell, Rowena J	87.16
Total Nightwatch Security & Telephone	7,399.96
Total Noland, Ashleigh J	78.84
Total Norton, Patrick W	167.76
Total Oriental Trading Co Inc	234.12
Total Palen Music Center	22.50
Total PEERS	123,169.91
Total Perma Bound	1,388.82
Total Petterson, Roxanne N	20.00
Total Pettey, Alexandria	800.00
Total Pettis County Sheriffs Office	4,507.46
Total Philips and Company-Sedalia	12,136.77
Total Polk, Jordan K	20.00
Total PrairieFire Coffee Roasters	417.00
Total Praxair Distribution Inc	689.40
Total Pro Ed	101.20
Total ProCare Therapy Inc	7,152.00
Total PSRS	569,444.98
Total Pummills Sporting Goods	517.95
Total Pyle, Christopher L	170.00
Total RAC-JAC Properties Inc	268.37
Total Reedy, Lesther M	20.00
Total Rehmer Malinda K	76.79
Total Ricoh USA Inc	5,179.34
Total Rodriguez Jr, Miquel A	284.00
Total Roto Rooter of Sedalia LLC	1,717.12
Total Rumpf, Ryan	170.00

BOE AP Check Register Report Nov 20 - Dec 10 2019

Vendor Name	Amount
Total Sadler, Tammy L	19.44
Total Saint Joe Distributing	1,841.32
Total Saltsgaver, Shelbi D	20.00
Total Satnan, Robert H	102.94
Total Schlup Jr, Kenneth F	20.00
Total Scholastic Book Fairs Inc	7,840.73
Total Scholastic Inc	585.75
Total School Specialty Inc	1,759.74
Total Scott, Nancy L	170.00
Total Scott, Tara D	55.64
Total Sedalia Fire Department	2,000.00
Total Sedalia Rental and Supply	590.00
Total Sedalia School District Foundation	75.00
Total Sedalia Water Department	9,527.91
Total Septagon Construction Mgmt Inc	16,000.00
Total Seyer Kenneth J	90.00
Total Sherman, Joel R	221.69
Total Shipley, Diane L	50.76
Total Sidebottom Neal A	124.00
Total Siegel, Tracy L	81.02
Total Silvey, Nicole L	20.00
Total Simoncic, Amy L	134.73
Total Simons Jr, Richard D	20.00
Total SMC Electric Supply	155.56
Total Smith, Casey D	20.00
Total Social Thinking/Think Social	72.69
Total Socket Telecom LLC	4,533.24
Total Specialty Sportswear	2,288.50
Total Spratley, Brooke A	20.00
Total Springfield Grocer Company Inc	79,470.46
Total Springfield Paper Company	3,357.50
Total Staples Business Advantage	248.95
Total Stark, Ashley R	20.00
Total State Fair Quick Lube	44.18
Total Stock, Steven E	133.00
Total Stone Laser Imaging	295.00
Total Stratton, Nicole A	60.00
Total Synchrony Bank/Amazon	14,026.61
Total T Mobile	246.84
Total Thomas, Kevin S	20.00
Total Thomeczek & Brink LLC	2,908.30
Total Tipton Richard A	100.00
Total Touchtone Communications Inc	5.97
Total Triplett, Steven G	320.00
Total Tyler Business Forms	836.86
Total UPS Store	25.94
Total Valesa, Yelena M	20.00
Total Volk, Lisa L	20.00
Total WageWorks	3,766.17
Total Walker, Sarah R	145.28
Total Walmart Community/RFCSELLC	5,045.78
Total Ward, Kevin W	162.00
Total Warehouse Tire and Muffler	15.00
Total Waynesville High School	125.00
Total Webb City High School	250.00
Total Weissmans Theatrical Supplies Inc	842.61
Total Wells Kimberly C	232.74
Total Westlake Hardware	519.98
Total WEX BANK	13,110.45
Total Winnetonka High School	225.00
Total Woolery, Denise R	152.30
Total Wright William	100.00
Total Wyatt, Robin C	55.10
Total Zayats, Yekaterina	93.92

Sedalia School District #200
2806 Matthew Drive
Sedalia, MO 65301-7981

Dated : 12/10/2019 2019-2020
Time : 13:09 Page 5

BOE AP Check Register Report Nov 20 - Dec 10 2019

Vendor Name	Amount
<hr/>	
Grand Total	1,837,532.35

Memorandum

To: Director – Board of Education

CC: Steve Triplett/Nancy Scott/Todd Fraley/Chris Pyle

From: Harriet Wolfe

Date: December 16, 2019

Re: Payment of Bills with P-Card

**Attached are the payment of bills using the P-Card from November 20 – December 10, 2019.
Total Amount of \$27,512.14**

BOE AP P-Card Report Nov 20 -Dec 10 2019

Vendor Name	Amount
Total A to Z Theatrical Supply and Serv	170.00
Total AG Coop Services Inc	43.32
Total ALDI	111.28
Total Amazon	147.39
Total American Jazz Museum	234.00
Total Arlington Meter Parking	3.50
Total AT&T Mobility	1,099.99
Total B Sew Inn Education Division	3,307.00
Total Benjamin B Nelson OD	90.00
Total Best Western - Breakfast CAC Meeting	129.31
Total BI-LO Country Mart	28.99
Total Buca di Beppo	156.90
Total BucketDrumming.net	19.95
Total Caseys General Stores Inc	59.38
Total Club Express Walkthrough Market	36.71
Total Conscious Discipline	366.85
Total Cook County Clerks Office	12.45
Total Darryl Brenzel	51.75
Total DECA Inc	446.26
Total Director of Revenue	26.25
Total Dollar General	48.00
Total Don Johnston	4.99
Total Drury Inn St Peters - State Swim	1,604.90
Total EBS Scantracker	42.25
Total El Tapitio	130.41
Total End Zone Sports Bar and Grill	165.00
Total EZ Texting	49.00
Total Fazolis	110.48
Total Firehook Dupont Circle	39.11
Total Fords Theatre Society	232.00
Total Go Airlink NYC - DECA	699.96
Total Great Western Dining	115.00
Total Harbor Freight	28.56
Total Heroes Restaurant	36.00
Total Hilton Washington Coffee Bean & Tea	62.70
Total Hilton Washington McClellans	187.40
Total Hobby Lobby Stores Inc	249.99
Total Hyatt Regency Crystal City - NHS	1,952.60
Total Jesters House LLC	76.50
Total Katy Trail Community Health	25.00
Total KC Healthy Kids	190.00
Total KCI Airport - NAEHCY Conf	109.00
Total Lees Summit High School	240.00
Total Little Caesars Pizza	101.25

Total Lowes Companies Inc	87.06
Total MAESP	299.00
Total Mazzios Corporation	103.87
Total Mefford Vuagniaux & Associates	360.00
Total Menard Inc	826.98
Total MO Dept of Health	30.50
Total Mo State Highway Patrol	91.50
Total National Mall Parking Washington DC	6.00
Total Oread Hotel - Instructional Coaches Training	1,475.00
Total Papa Johns Pizza	127.54
Total Pearson Assessments	82.00
Total Pettis County Health Center	17.00
Total Pho 88 Noodles & Grill	50.00
Total PinMart	640.90
Total Pioneer Valley Books	371.80
Total QEP Professional Books	36.00
Total Rifton Equipment	379.50
Total Rushordertees.com	258.60
Total Ruths Chris Steak House	543.10
Total Sams Club	182.89
Total Sensational Brain LLC	510.00
Total South 65 Car Wash	10.00
Total Southwest Airline - NAEHCY	169.00
Total Sphero	133.95
Total Staples Business Advantage	170.43
Total Starbucks Store	27.21
Total Steak N Shake	69.54
Total Stumps	81.47
Total Subway	110.41
Total SurveyMonkey.com	26.00
Total SwimOutlet.com	1,816.42
Total Tan Tar A Resort - FCCLA Conf	484.10
Total Taxi Service Alexandria VA	40.79
Total Teachers Pay Teachers	78.25
Total The Diner	36.04
Total The Lifeguard Store	743.75
Total Thoele Convenience Store	25.00
Total Tiemart Inc	238.54
Total United Ventures Consortium Inc	61.42
Total University Plaza - MOSPRA Meeting	172.00
Total US Postal Service Sedalia	135.19
Total Vaughan Pools of Sedalia	345.89
Total Walgreen Drug Stores	83.95
Total Walmart Community/RFCSLLC	2,158.36
Total Wayfair	143.99
Total Westlake Hardware	266.28
Total Whites Dry Cleaners	33.50

Total Woods Super Markets Inc	107.82
Total Yummys Donuts	27.18
Total Zulily	195.04
Grand Total	27,512.14



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

To: Board of Education and Mr. Triplett

From: Chris Pyle

Nancy L. Scott, Ed. D.
Assistant Superintendent

Date: December 16, 2019

Re: Center for Human Services Agreement

Christopher Pyle, Ed. S.
Assistant Superintendent

Todd Fraley Ed. D.
Assistant Superintendent

Please find the enclosed agreement from the Center for Human Services. The agreement is for the 2020 spring semester and it outlines the cost for a student to attend the Center for Human Services Day Habilitation program. The individualized education team met and determined that this was the most appropriate setting for this student at this time.

Harriet A. Wolfe, Ed. D.
Chief Financial Officer

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

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

Devon Gilmore, M. Ed.
Director Curriculum Instruction
Assessment K-5

Bob Satnan, B.A.
Communications Director

Missouri Model District
www.sedalia200.org

Sedalia #200 is an
equal opportunity and
affirmative action employer

Work-Study Reimbursement Agreement

The following is the agreed upon procedure between the Center for Human Services and Sedalia School District #200 in regard to reimbursement of Day Habilitation and transportation expenses provided to _____ as jointly approved.

Sedalia School District #200 will reimburse the Center for Human Services at the Day Habilitation rate of \$21.68 per hour of attendance when the student is at the Day Habilitation Program at the Garlich Activity Center during the school year.

Sedalia School District #200 will reimburse the Center for Human Services \$2.75 for lunch, on the days that the student eats the prepared lunch.

Sedalia School District #200 will also reimburse the Center for Human Services \$11.03 per one-way trip to and from this student's residence.

This agreement will be effective December 17, 2019 and will remain in effect until Day Habilitation Services is discontinued for this individual for the work-study program.

The Center for Human Services will keep daily attendance and lunch records bill the Sedalia School District #200 accordingly on a monthly basis.

Christopher Pyle
Assistant Superintendent

Date

Debby Sanders
Director of Administration
Center for Human Services

Date

Ann Graff
Executive Director
Center for Human Services

Date



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

To: Board of Education and Mr. Triplett

From: Chris Pyle

Nancy L. Scott, Ed. D.
Assistant Superintendent

Date: January 13, 2020

Re: Work Experience Worksite Standards Agreement

Christopher Pyle, Ed. S.
Assistant Superintendent

Please find the enclosed agreements from IMKO Workforce Solutions. The agreement will allow our students that are in on the job training programs to be paid for their work by IMKO Workforce Solutions. IMKO Workforce Solutions will pay for the first 320 hours of work and then the employer has the option of hiring the individual. The agreement is for a one year term and will be a positive in helping students that qualify for the program to transition from school to work.

Todd Fraley Ed. D.
Assistant Superintendent

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

Harriet A. Wolfe, Ed. D.
Chief Financial Officer

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

Devon Gilmore, M. Ed.
Director Curriculum Instruction
Assessment K-5

Bob Satnan, B.A.
Communications Director

Missouri Model District
www.sedalia200.org

Sedalia #200 is an
equal opportunity and
affirmative action employer

WIOA Adult Work Experience

Work Experience Worksite Standards Agreement

Agency to maintain original, a copy to be provided to the employer and a copy retained in applicable participant's file.

This agreement is made between IMKO hereafter called AGENCY, and Sedalia School District #200 hereafter called EMPLOYER. These parties agree that the employer shall provide training to trainee(s) in accordance with the General Assurances and the Training Plan which are part of this agreement and will display the provided EO poster.

Worksite/Company Name: Sedalia School District #200

Street Address: 2806 Matthew Drive

City, State, Zip Code: Sedalia, MO, 65301

Contact Person: Chris Pyle

Telephone Number: (660) 829-6457 Email Address: pylec@sedalia200.org

Federal Employer I.D. NO: 44-6004309

U.I. Contribution NO: 0

Location of Training Facility: Sedalia School District #200

Collective Bargaining Agency (if applicable): N/A

Table with 2 columns: Training Occupations, Number of Trainees. Rows include Custodial (5), maintenance support (5), Administrative Assistant Support (5).

I, the EMPLOYER, have reviewed the General Assurances and have been made fully aware of and agree to the requirements therein, and will provide individual training as outlined on the Participant's Worksite Standards Agreement Training Plan.

Sedalia School District #200 Chris Pyle Assistant Superintendent 1-17-2020
Signature of Employer or Authorized Representative Type/Print Name Title Date

Signature of Authorized Agency Representative Type/Print Name Title Date

Signature of WDB Type/Print Name Title Date

WIOA Adult Work Experience
Work Experience Worksite Agreement General Assurances

- ❖ **TRAINING:** The EMPLOYER agrees to provide constructive and meaningful work experience and training activities for the participant as follows and ensure that:
 - Each worksite supervisor shall be provided a Supervisor Orientation for the program.
 - The participant duties and activities are described in the training plan.
 - The EMPLOYER shall provide the participant with a formal orientation to the requirements of the job, work rules, expectations, hours of work, and any other special requirements of the EMPLOYER.
 - The worksite will provide a sufficient quantity of work/training to fully occupy the participant.
 - The worksite will provide all necessary materials, supplies and equipment for the purpose of completing assigned tasks.
 - The worksite supervisor shall maintain close liaison with the program staff regarding:
 - Participant performance and behavior
 - Immediate notification of irregular or lack of attendance
 - Immediate notification of injury on the job
 - The EMPLOYER shall be responsible for reporting to the AGENCY immediately regarding termination of participants.
 - The EMPLOYER agrees to provide the instruction, supervision of employees, equipment tools, etc. that are necessary for the participant to conduct their job duties.
 - Ensure that accurate time and attendance records are completed on a daily basis and that the hours recorded will only reflect the hours the participant worked.

- ❖ **EMPLOYER OF RECORD:** The Agency is the Employer of Record for all participants in the Work Experience Program and will be responsible for the participant wages.

- ❖ **MONITORING:** The employer understands that the Agency, Division of Workforce Development, U.S. Department of Labor, or other such related agencies may monitor this worksite to ensure compliance with rules and regulations.

- ❖ **EMPLOYEE DISPLACEMENT/REPLACEMENT:** No participants shall displace (including a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits) any currently employed employee (as of date of participation). A participant in a program or activity may not be employed in or assigned to a job if:
 - Any other individual is on layoff from the same or any substantially equivalent job;
 - The employer has terminated the employment of any regular, unsubsidized employee or otherwise caused an involuntary reduction in its workforce with the intention of filling the vacancy so created with the participant; or
 - The job is created in a promotional line that infringes in any way on the promotional opportunities of current employed workers.
 - Regular employees and program participants alleging displacement may file a complaint under the applicable grievance procedures found at §667.600 (WIOA sec. 181.).

- ❖ **WORKERS COMPENSATION:** The Agency is the Employer of Record for all participants in the Work Experience Program. As the employer of record, the Agency will be responsible for providing worker's compensation insurance, as required by law. The EMPLOYER/worksite supervisor MUST contact the program staff immediately upon a workplace injury of a participant and complete the necessary forms.

- ❖ **HEALTH AND SAFETY:** No trainee will be permitted to work or train in buildings or surroundings under working conditions that are unsanitary, hazardous, or dangerous to the trainee's health or safety. Participants employed or trained in inherently dangerous occupations shall be assigned to work in accordance with reasonable safety practices. The EMPLOYER agrees to maintain sanitary facilities, safe working conditions, within a drug-free workplace and compliance with the OSHA and Child Labor Laws and age laws of the Fair Labor Standards Act (FLSA) provided to the training site by the program staff.

- ❖ **INAPPROPRIATE ACTIVITIES:** Will not place participant(s) in unapproved activities. If participant(s) are assigned to unapproved activities, participant(s) will be immediately removed from training site.
 - No participant will be allowed to perform work activities at or for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool.

- ❖ **SECTARIAN ACTIVITIES:** Under WIOA sec. 188, 29 U.S.C. 3248, the employment or training of participants in sectarian activities is prohibited, except with respect to the maintenance of a facility that is not primarily or inherently devoted to sectarian instruction or religious worship, in a case in which the organization operating the facility is part of a program or activity providing services to participants.
 - Employment and training of participants in sectarian activities is prohibited. Participants must not be employed to carry out the construction, operation, or maintenance of any part of any facility that is used or to be used for sectarian instruction or as a place for religious worship.

- ❖ **NEPOTISM:** No participant may be placed in an employment activity of a member of that person's immediate family is directly supervised by or directly supervises that individual.


Workforce Development Board of Western Missouri, Inc. is an equal opportunity employer. Auxiliary aids and services are available upon request to individuals with disabilities. All voice telephone numbers TTY/TDD equipment via the Missouri Relay Services at 711.

WDB 12/4/19

WIOA Adult Work Experience

- ❖ **UNION COMPLIANCE:** The EMPLOYER/AGENCY will ensure this work experience will not impair existing contracts for services or collective bargaining agreements. When a program or activity authorized under title1 of WIOA would be inconsistent with collective bargaining agreement, the appropriate labor organization and employer must provide written concurrence before the program or activity begins. WIOA Section 181 [29 U.S.C. 3241].
- ❖ **DISCLOSURE OF CONFIDENTIAL INFORMATION:** The EMPLOYER agrees to maintain the confidentiality of any information regarding applicants and trainees, or their families, which may be obtained through application forms, interviews, tests, and reports from public agencies, counselors or any other source.
- ❖ **EQUAL OPPORTUNITY:** The EMPLOYER agrees not to discriminate against any participant because of age, race, creed, color, religion, political belief or affiliation, sex, national origin, ancestry or disability. The EMPLOYER further agrees that it will take affirmative action to ensure that applicants are employed, and that employees are treated without discrimination during employment, upgrading, demotion or transfer, recruitment or recruitment advertising; layoff or terminations; rates of pay or other forms of compensation and selection for training, including apprenticeship. (WIOA Section 188).
- ❖ **AMERICANS WITH DISABILITIES ACT:** The EMPLOYER shall comply with the Americans with Disabilities Act of 1991, Public Law 101-336, or as amended and associated code of federal regulations published in the Federal Register as applicable to the EMPLOYER directly or indirectly as recipients of contracted funds for the State of Missouri.
- ❖ **WORKFORCE INNOVATION AND OPPORTUNITY ACT:** The EMPLOYER will perform its duties in accordance with the Workforce Innovation and Opportunities Act and the American Recovery and Reinvestment Act (ARRA) and the regulations, procedures and standards promulgated there under, as well as any subsequent legislation, regulations, procedures and standards enacted in substitution or in addition thereto.
- ❖ **RELATIONSHIP OF PARTIES:** The EMPLOYER does not become the agent of the AGENCY for any purpose pursuant to this contract and will make no representation of any such agency. In agreeing to employ and provide training for trainee, the EMPLOYER understands that this does not make the trainee an employee or agent of the AGENCY.
- ❖ **TERMINATION OF AGREEMENT:** The performance of work under this agreement may be terminated by the AGENCY when, for any reason, it is determined that such termination is in the best interest of the program. Termination may also occur when it has been determined that the EMPLOYER has failed to provide any of the training specified or failed to comply with any of the other provisions contained in the agreement.
- ❖ **AVAILABILITY OF FUNDS:** This contract is predicated on the continuing availability of funds from the Division of Workforce Development.

Supervisor's Signature: _____



WORK EXPERIENCE

Orientation Checklist for Employers/Supervisors in Work Experience

A Representative of the Workforce Innovation and Opportunity Act Adult/Dislocated Worker Program has provided me with the appropriate orientation in the following areas, and I understand and agree to:

- ___ 1. The Workforce Innovation and Opportunity Act rules and regulations pertaining to a work experience.
- ___ 2. The Provisions of the Contract and/or Worksite Agreement.
- ___ 3. The Purpose and Characteristics of the WIOA Programs.
- ___ 4. The Child Labor Provisions of the Fair Labor Standards Act.
- ___ 5. The importance of providing quality supervision.
- ___ 6. Maintain accurate time and attendance records.
- ___ 7. Maintain, monitor and provide appropriate records for reimbursement requests, if applicable, completed invoice(s) and/or a copy of the payroll register, pay record, and check stub(s) which show computation of the gross wages and net wages paid for the invoice period.
- ___ 8. My responsibilities during the training and after monitoring visits.
- ___ 9. Participant and Employer Complaint and Grievance procedures.
- ___ 10. To inform each individual participant of specific job requirements and employer expectations.
- ___ 11. To immediately notify the below named WIOA Representative of any potential problems relating to the training and retention of any participants.
- ___ 12. To immediately notify the below named WIOA Representative if training/employment of any participant ceases.
- ___ 13. No trainees under this contract will be employed in any type of sectarian instruction or religious worship.
- ___ 14. Equal opportunity is provided without regard to race, sex, color, religion, national origin, age, disability, citizenship (applies to beneficiaries only) for participation in this program.
- ___ 15. Name of person(s) responsible for training: _____

Signature of WIOA Authorized Representative

Printed Name

Title

Date



Chris Gale

Assistant Superintendent

1-13-2020

Signature of Employer/Supervisor

Printed Name

Title

Date

Workforce Development Board of Western Missouri, Inc. is an equal opportunity employer. Auxiliary aids and services are available upon request to individuals with disabilities. All voice telephone numbers TTY/TDD equipment via the Missouri Relay Services at 711.

WDB 6/4/19

Youth Work Experience Worksite Standards Agreement

Agency to maintain original, a copy to be provided to the employer and a copy retained in applicable participant's file.

This agreement is made between IMKO, hereafter called **AGENCY**, and Sedalia School District #200 hereafter called **EMPLOYER**. These parties agree that the employer shall provide training to trainee(s) in accordance with the General Assurances and the Training Plan which are part of this agreement and will display the provided EO poster.

Worksite/Company Name: Sedalia School District #200

Street Address: 2806 Matthew Drive

City, State, Zip Code: Sedalia, MO, 65301

Contact Person: Chris Pyle

Telephone Number: (660) 829-6457 Email Address pyle c @ sedalia 200 . org

Federal Employer I.D. NO: 44-6004309

U.I. Contribution NO: 0

Location of Training Facility: Sedalia School District #200

Collective Bargaining Agency (if applicable): N/A

Period Beginning: January 2020

Period Ending: January 2021

Training Occupations

Number of Trainees

1.	<u>Custodial</u>	<u>5</u>
2.	<u>maintenance support</u>	<u>5</u>
3.	<u>Administrative Assistant Support</u>	<u>5</u>
4.		
5.		

I, the EMPLOYER, have reviewed the General Assurances and have been made fully aware of and agree to the requirements therein, and will provide individual training as outlined on the Participant's Worksite Standards Agreement Training Plan.

Sedalia School District #200 Chris Pyle Assistant Superintendent 1-13-2020
Signature of Employer or Authorized Representative Type/Print Name Title Date

Signature of Authorized Agency Representative Type/Print Name Title Date

Signature of Workforce Development Board Type/Print Name Date

West Central Youth@Work
Youth Work Experience Worksite Agreement General Assurances

- ❖ **TRAINING:** The EMPLOYER agrees to provide constructive and meaningful work experience and training activities for the participant as follows and ensure that:
 - Each worksite supervisor shall be provided a Supervisor Orientation for the program.
 - The participant duties and activities are described in the training plan.
 - The EMPLOYER shall provide the participant with a formal orientation to the requirements of the job, work rules, expectations, hours of work, and any other special requirements of the EMPLOYER.
 - The worksite will provide a sufficient quantity of work/training to fully occupy the participant.
 - The worksite will provide all necessary materials, supplies and equipment for the purpose of completing assigned tasks.
 - The worksite supervisor shall maintain close liaison with the program staff regarding:
 - Participant performance and behavior
 - Immediate notification of irregular or lack of attendance
 - Immediate notification of injury on the job
 - The EMPLOYER shall be responsible for reporting to the AGENCY immediately regarding termination of participants.
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- ❖ **MONITORING:** The employer understands that the Agency, Division of Workforce Development, U.S. Department of Labor, or other such related agencies may monitor this worksite to ensure compliance with rules and regulations.

- ❖ **EMPLOYEE DISPLACEMENT/REPLACEMENT:** No participants shall displace (including a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits) any currently employed employee (as of date of participation). A participant in a program or activity may not be employed in or assigned to a job if:
 - Any other individual is on layoff from the same or any substantially equivalent job;
 - The employer has terminated the employment of any regular, unsubsidized employee or otherwise caused an involuntary reduction in its workforce with the intention of filling the vacancy so created with the participant; or
 - The job is created in a promotional line that infringes in any way on the promotional opportunities of current employed workers.
 - Regular employees and program participants alleging displacement may file a complaint under the applicable grievance procedures found at §667.600 (WIOA sec. 181.).

- ❖ **WORKERS COMPENSATION:** The Agency is the Employer of Record for all participants in the Work Experience Program. As the employer of record, the Agency will be responsible for providing worker's compensation insurance, as required by law. The EMPLOYER/worksite supervisor MUST contact the program staff immediately upon a workplace injury of a participant and complete the necessary forms.

- ❖ **HEALTH AND SAFETY:** No trainee will be permitted to work or train in buildings or surroundings under working conditions that are unsanitary, hazardous, or dangerous to the trainee's health or safety. Participants employed or trained in inherently dangerous occupations shall be assigned to work in accordance with reasonable safety practices. The EMPLOYER agrees to maintain sanitary facilities, safe working conditions, within a drug-free workplace and compliance with the OSHA and Child Labor Laws and age laws of the Fair Labor Standards Act (FLSA) provided to the training site by the program staff.

- ❖ **INAPPROPRIATE ACTIVITIES:** Will not place participant(s) in unapproved activities. If participant(s) are assigned to unapproved activities, participant(s) will be immediately removed from training site.
 - No participant will be allowed to perform work activities at or for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool.

- ❖ **SECTARIAN ACTIVITIES:** Under WIOA sec. 188, 29 U.S.C. 3248, the employment or training of participants in sectarian activities is prohibited, except with respect to the maintenance of a facility that is not primarily or inherently devoted to sectarian instruction or religious worship, in a case in which the organization operating the facility is part of a program or activity providing services to participants.
 - Employment and training of participants in sectarian activities is prohibited. Participants must not be employed to carry out the construction, operation, or maintenance of any part of any facility that is used or to be used for sectarian instruction or as a place for religious worship.

- ❖ **NEPOTISM:** No participant may be placed in an employment activity of a member of that person's immediate family is directly supervised by or directly supervises that individual.

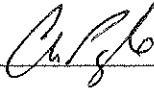
Workforce Development Board of Western Missouri, Inc. is an equal opportunity employer. Auxiliary aids and services are available upon request to individuals with disabilities. All voice telephone numbers TTY/TDD equipment via the Missouri Relay Services at 711.

WDB 1/2/2020

West Central Youth@Work

- ❖ **UNION COMPLIANCE:** The EMPLOYER/AGENCY will ensure this work experience will not impair existing contracts for services or collective bargaining agreements. When a program or activity authorized under title1 of WIOA would be inconsistent with collective bargaining agreement, the appropriate labor organization and employer must provide written concurrence before the program or activity begins. WIOA Section 181 [29 U.S.C. 3241].
- ❖ **DISCLOSURE OF CONFIDENTIAL INFORMATION:** The EMPLOYER agrees to maintain the confidentiality of any information regarding applicants and trainees, or their families, which may be obtained through application forms, interviews, tests, and reports from public agencies, counselors or any other source.
- ❖ **EQUAL OPPORTUNITY:** The EMPLOYER agrees not to discriminate against any participant because of age, race, creed, color, religion, political belief or affiliation, sex, national origin, ancestry or disability. The EMPLOYER further agrees that it will take affirmative action to ensure that applicants are employed, and that employees are treated without discrimination during employment, upgrading, demotion or transfer, recruitment or recruitment advertising; layoff or terminations; rates of pay or other forms of compensation and selection for training, including apprenticeship. (WIOA Section 188).
- ❖ **AMERICANS WITH DISABILITIES ACT:** The EMPLOYER shall comply with the Americans with Disabilities Act of 1991, Public Law 101-336, or as amended and associated code of federal regulations published in the Federal Register as applicable to the EMPLOYER directly or indirectly as recipients of contracted funds for the State of Missouri.
- ❖ **WORKFORCE INNOVATION AND OPPORTUNITY ACT:** The EMPLOYER will perform its duties in accordance with the Workforce Innovation and Opportunities Act and the American Recovery and Reinvestment Act (ARRA) and the regulations, procedures and standards promulgated there under, as well as any subsequent legislation, regulations, procedures and standards enacted in substitution or in addition thereto.
- ❖ **RELATIONSHIP OF PARTIES:** The EMPLOYER does not become the agent of the AGENCY for any purpose pursuant to this contract and will make no representation of any such agency. In agreeing to employ and provide training for trainee, the EMPLOYER understands that this does not make the trainee an employee or agent of the AGENCY.
- ❖ **TERMINATION OF AGREEMENT:** The performance of work under this agreement may be terminated by the AGENCY when, for any reason, it is determined that such termination is in the best interest of the program. Termination may also occur when it has been determined that the EMPLOYER has failed to provide any of the training specified or failed to comply with any of the other provisions contained in the agreement.
- ❖ **AVAILABILITY OF FUNDS:** This contract is predicated on the continuing availability of funds from the Division of Workforce Development.

Supervisor's Signature: _____



WEST CENTRAL YOUTH@WORK

Orientation Checklist for Employers/Supervisors in Youth Work Experience

A Representative of the Workforce Innovation and Opportunity Act Youth Program has provided me with the appropriate orientation in the following areas, and I understand and agree to:

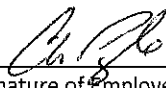
- ____ 1. The Workforce Innovation and Opportunity Act rules and regulations pertaining to a work experience.
- ____ 2. The Provisions of the Contract and/or Worksite Agreement.
- ____ 3. The Purpose and Characteristics of the WIOA Programs.
- ____ 4. The Child Labor Provisions of the Fair Labor Standards Act.
- ____ 5. The importance of providing quality supervision.
- ____ 6. Maintain accurate time and attendance records.
- ____ 7. Maintain, monitor and provide appropriate records for reimbursement requests, if applicable, completed invoice(s) and/or a copy of the payroll register, pay record, and check stub(s) which show computation of the gross wages and net wages paid for the invoice period.
- ____ 8. My responsibilities during the training and after monitoring visits.
- ____ 9. Participant and Employer Complaint and Grievance procedures.
- ____ 10. To inform each individual participant of specific job requirements and employer expectations.
- ____ 11. To immediately notify the below named WIOA Representative of any potential problems relating to the training and retention of any participants.
- ____ 12. To immediately notify the below named WIOA Representative if training/employment of any participant ceases.
- ____ 13. No trainees under this contract will be employed in any type of sectarian instruction or religious worship.
- ____ 14. Equal opportunity is provided without regard to race, sex, color, religion, national origin, age, disability, citizenship (applies to beneficiaries only) for participation in this program.
- ____ 15. Name of person(s) responsible for training: _____

Signature of WIOA Authorized Representative

Printed Name

Title

Date



Chris Pyle

Assistant Superintendent

1-13-2020

Signature of Employer/Supervisor

Printed Name

Title

Date

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WDB 04/19/19



DISTRICT OFFICE MEMO

To: Board of Education & Steve Triplett
From: Dr. Nancy Scott
CC: Pam Moon
Date: 12/16/19
Re: Substitute Salary Schedule

In an effort to attract and retain substitutes, I am requesting an adjustment in the hourly rate putting the district in line with other district's pay rates.

Please refer to the attached substitute salary schedule.

Thank you for your consideration.

SEDALIA SCHOOL DISTRICT #200
2019 - 2020 SUBSTITUTE RATE OF PAY
PROPOSED

Certified Substitute

Sub-Certified	Tchr-Certified
\$11.25	\$11.75

Consecutive day (Long Term) for same certified **teaching** position:

	Sub-Certified	Tchr-Certified
1-3 days: hourly rate	\$11.25	\$11.75
4-10 days: hourly rate	\$11.75	\$12.25
11+ days: hourly rate	\$18.00	\$26.00

*** Full rate of pay will apply from day one forward once successful in the long term position.

Speech Language Therapist Substitute (proper credentials/certification required)

Hourly Rate	\$35.00
-------------	---------

Licensed Nurse Substitute (proper credentials/certification required)

Hourly Rate	\$13.50
-------------	---------

Support Staff Substitutes:

Para, Interpreter, Inst Asst, Custodian, Administrative Asst, etc.

Hourly Rate	\$10.25
-------------	---------

Consecutive day (Long Term) for same position

1-3 days: hourly rate	\$10.25
4-10 days: hourly rate	\$10.35
11+ days: hourly rate	\$10.50

Food Service

Hourly Rate	\$9.45
-------------	--------

Security

Hourly Rate	Step 1 of Salary Schedule
-------------	---------------------------

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

The Sedalia #200 School Board of Education and administration maintains regular assessment of all programs and services provided in our schools. A program evaluation calendar is scheduled to review all components of programs in our district. Student data, needs of the programs, goals, accomplishments, and overall evaluation to the effectiveness of the programs is maintained in a written plan.

PROGRAM TITLE: **TITLE I.A**

PURPOSE: **Title I was enacted to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.**

PROGRAM YEAR: **2018-2019**

ADMINISTRATION/BOARD REVIEW DATE: **November 25, 2019**

PROGRAM DIRECTOR/TEACHER/TITLE: **Nancy Scott**

TOTAL OF STUDENTS (PK-4) IN PROGRAM/SERVICE:

Male: **1174** Female: **978** Total: **2152**

PROGRAM GOALS:

1. At least 70% of the Sedalia School District #200 students will perform at the “Proficient” level or above in third and fourth grade communication arts on Missouri Assessment Program.
2. A minimum of 70% of Sedalia School District #200 students will be on level with AIMSWeb literacy composite benchmarks.

Summary of how goals were met:

1. 56.5% of Sedalia School District #200 free/reduced lunch students at grades 3 & 4 performed at the “Proficient” level or above on the MAP.

% “proficient” or above		
	Spring 2018	Spring 2019
Heber Hunt	60.95%	51.20%
Horace Mann	47.80%	47.50%
Parkview	64.95%	71.90%
Skyline	62.00%	56.90%
Washington	36.55%	46.05%
District 3 rd & 4 th	57.15%	56.50%

2. 4th grade students met the on level goal according to the AIMSWeb literacy composite benchmarks.

% on level		
Grade	Spring 2018	Spring 2019
K	70%	67%
1	61%	54%
2	59%	65%
3	65%	64%
4	73%	73%

Were significant changes made in the program this year? Explain.

Phonics First Program training (Orton Gillingham based) provided Title and Special Education staff curriculum for use during Tiger time. We will continued to implement the following:

1. Team meetings focus on intervention for all students as determined by AIMSWeb, and Common Assessment.
2. Elementary schools continued to implement “tiger time” - 30 minutes of intervention for all students
3. Common assessments gage the progress of students towards benchmarks or standards.
4. Review and update Title I School-Wide building plans as needed.
5. Active Parent Advisory Committee

What areas of improvement are needed? List.

1. Raising reading scores through strategies that give students the tools needed to be successful on the MAP assessments.
2. Professional Development for teachers on reading strategies.
3. Consistent full implementation of Missouri Learning Standards.
4. Provide Phonics First Program (Orton Gillingham based) training for Kindergarten and 1st grade teachers.

SCHS Early Grads - December 2019

1. Blaize Adams
2. Grant Barbour
3. Hailey Boone
4. Victoria Buckner
5. Lauryn Caldwell
6. Lisandro Cano
7. Jasmine Chavarria
8. Devyn Davis
9. Kellie Ellis-Dunbar
10. Avery Evans
11. Trinity Fletcher
12. Trevon Franklin
13. Destiney Fuller
14. Madison Gardner
15. Alexander Gonzalez
16. Alyssa Hagan
17. Jason Heinen
18. Paige Holman
19. Diana Ivanova
20. Anthony Johnston
21. Yuliya Kalashnykova
22. Hayden Karkiewicz
23. Ezra Kraft
24. Shawna Lowenstein
25. Tanner Mahalovich
26. Adrien Main
27. Makayla Mankin
28. Larrsya McDonald
29. Marie McDonald
30. Kira McPhail
31. Tymofiy Nochka
32. Jesse Paredes
33. Anna Parent
34. Yana Pavalachi
35. Bianca Ramirez
36. Shawna Ridge
37. Margarita Royaka

38. Avelina Sheremeta
39. Nadiya Sheremeta
40. Anna Slipych
41. Luis Sotelo
42. Denise Sprinkle
43. Annie Stover
44. Haley Stuver
45. Unique Tatum
46. Andrew Thomas
47. Michael Torres
48. Myranda Wirtz
49. Pavel Zayats

Whittier Early Grads - December 2019

1. Abigail Alarcon
2. Nykolas Allen
3. Maranda Amos
4. Dennis Antonov
5. Claudis Apolinar
6. Christian Bates (Xavier)
7. Kylee Blaylock
8. Tita Condren
9. Chad Cowick
10. Bryce Johnson
11. Oceanna Lane
12. Ethyn Pate
13. Baylee Paull
14. Takaia Smith
15. Jennifer Tackett
16. Arianna Walker
17. Miami York



DISTRICT OFFICE MEMO

To: Board of Education & Steve Triplett
From: Dr. Nancy Scott
CC: Pam Moon
Date: 12/16/19
Re: Support Staff Salary Schedule

Effective January 1, 2020, minimum wage increases to \$9.45 per hour. Those currently earning less than \$9.45 per hour are 17 Student OJT, three Food Service Cook I, and three Food Service Servers/Ware Washers. The total cost to the district to raise the rate for these individuals is \$4,543. I request that this year, the District move forward with the minimum wage increase for these positions.

Please see the attached support staff salary schedule.

Thank you for your consideration.

SEDALIA SCHOOL DISTRICT #200

2019-2020 SUPPORT STAFF SALARY SCHEDULES

	Performing Arts Technician	Asst Maint Director	Janitorial Spvsr	Maint Craftsman	Maint Laborer or Head Custodian	Custodian	Admin Asst Bldg	Admin Asst II	Admin Board Secr	Head Cook	Cook I	Cook II	Cook III Cashier Baker II	Baker I	Baker III	Server Ware Washer
Step 1	14.40	20.73	17.22	15.64	14.40	13.00	13.16	16.60	19.40	11.94	9.45	9.47	9.78	9.35	10.42	9.45
Step 2	14.77	21.11	17.60	16.02	14.78	13.38	13.44	16.92	19.72	12.15	9.55	9.68	9.99	9.56	10.63	9.48
Step 3	15.14	21.49	17.98	16.40	15.16	13.76	13.72	17.24	20.04	12.36	9.76	9.89	10.20	9.77	10.84	9.69
Step 4	15.51	21.87	18.36	16.78	15.54	14.14	14.00	17.56	20.36	12.57	9.97	10.10	10.41	9.98	11.05	9.90
Step 5	15.88	22.25	18.74	17.16	15.92	14.52	14.28	17.88	20.68	12.78	10.18	10.31	10.62	10.19	11.26	10.11
Step 6	16.25	22.63	19.12	17.54	16.30	14.90	14.56	18.20	21.00	12.99	10.39	10.52	10.83	10.40	11.47	10.32
Step 7	16.62	23.01	19.50	17.92	16.68	15.28	14.84	18.52	21.32	13.20	10.60	10.73	11.04	10.61	11.68	10.53
Step 8	16.99	23.39	19.88	18.30	17.06	15.66	15.12	18.84	21.64	13.41	10.81	10.94	11.25	10.82	11.89	10.74
Step 9	17.36	23.77	20.26	18.68	17.44	16.04	15.40	19.16	21.96	13.62	11.02	11.15	11.46	11.03	12.10	10.95
Step 10	17.73	24.15	20.64	19.06	17.82	16.42	15.68	19.48	22.28	13.83	11.23	11.36	11.67	11.24	12.31	11.16
Step 11	18.10	24.53	21.02	19.44	18.20	16.80	15.96	19.80	22.60	14.04	11.44	11.57	11.88	11.45	12.52	11.37
Step 12	18.47	24.91	21.40	19.82	18.58	17.18	16.24	20.12	22.92	14.25	11.65	11.78	12.09	11.66	12.73	11.58
Step 13	18.84	25.29	21.78	20.20	18.96	17.56	16.52	20.44	23.24	14.46	11.86	11.99	12.30	11.87	12.94	11.79
Step 14	19.21	25.67	22.16	20.58	19.34	17.94	16.80	20.76	23.56	14.67	12.07	12.20	12.51	12.08	13.15	12.00
Step 15	19.58	26.05	22.54	20.96	19.72	18.32	17.08	21.08	23.88	14.88	12.28	12.41	12.72	12.29	13.36	12.21
Step 16	19.95	26.43	22.92	21.34	20.10	18.70	17.36	21.40	24.20	15.09	12.49	12.62	12.93	12.50	13.57	12.42
Step 17	20.32	26.81	23.30	21.72	20.48	19.08	17.64	21.72	24.52	15.30	12.70	12.83	13.14	12.71	13.78	12.63
Step 18	20.69	27.19	23.68	22.10	20.86	19.46	17.92	22.04	24.84	15.51	12.91	13.04	13.35	12.92	13.99	12.84
Step 19	21.06	27.57	24.06	22.48	21.24	19.84	18.20	22.36	25.16	15.72	13.12	13.25	13.56	13.13	14.20	13.05
Step 20	21.43	27.95	24.44	22.86	21.62	20.22	18.48	22.68	25.48	15.93	13.33	13.46	13.77	13.34	14.41	13.26
Step 21	21.80	28.33	24.82	23.24	22.00	20.60	18.76	23.00	25.80	16.14	13.54	13.67	13.98	13.55	14.62	13.47
Step 22	22.17	28.71	25.20	23.62	22.38	20.98	19.04	23.32	26.12	16.35	13.75	13.88	14.19	13.76	14.83	13.68
Step 23	22.54	29.09	25.58	24.00	22.76	21.36	19.32	23.64	26.44	16.56	13.96	14.09	14.40	13.97	15.04	13.89
Step 24	22.91	29.47	25.96	24.38	23.14	21.74	19.60	23.96	26.76	16.77	14.17	14.30	14.61	14.18	15.25	14.10
Step 25	23.28	29.85	26.34	24.76	23.52	22.12	19.88	24.28	27.08	16.98	14.38	14.51	14.82	14.39	15.46	14.31

Non-certified staff returning to the district within one (1) fiscal year to the same position will be placed on the salary step on which they were at the time of their departure.

Items Requiring Action

1. Recommended Change Order to B&P Excavating for \$10,513.00 for the additional work as outlined below.

Pipe Diameter and Structure Change - GRAM determined in the final storm water analysis that 125 LF of storm pipe in between SOI 5 and NDB 6 would need to increase pipe diameter from 24" to 30". NDB 6 was also change to a side open inlet to enable the clearance for the 30" pipe diameter and to capture ground water as well. The cost of the change is \$3,452.00 from B&P Excavating, and has been approved by GRAM Engineering.

Additional Geo Fabric change - The base bid included Geo Grid will be placed under the temporary gravel laydown area's. This change order would incorporate additional Geo Fabric at the rest of the paved driveway area and would provide more strength as well as separation of the subgrade under the concrete pavement and dirt. This would be a cost of \$7,061.00 from B & P Excavating.

2. Approval of Work Package "11A" Food Service Equipment to the low bid from Care Sales & Service for a total bonded contract amount of \$117,816.88 as per the scope in the bid documents.
3. Reject flooring bids and authorize Rebid of the Flooring in 9A & 9B Work Packages in the 1st quarter of 2020.

Sedalia 200 School District
 New Early Childhood Center
 Bid Date: 11-19-19 @ 2 pm
 Bid Tab

Work Package "11A" - Food Service Equipment

Contractor	WP	Add	Base Bid	Other/Unit Price	Bond
Fellers Food Service	11A	2	\$ 129,428.00		yes
Servco	11A	2	\$ 157,559.00		yes
Markham Restaurant Supply	11A	2	\$ 136,905.00		yes
CARE Sales & Service	11A	2	\$ 117,816.88	unit prices provided	yes

Discussion:

The low bid was from CARE Sales & Service out of Camdenton, MO.

Care Sales & Service Base Bid \$117,816.88
Care Sales & Service Recommendation Amount \$117,816.88

Recommendation:

Septagon Construction recommends Work Package 11A be awarded to the low bid from Care Sales & Service for a total bonded contract amount of \$117,816.88 as per the scope in the bid documents.

Sedalia 200 School District
 New Early Childhood Center
 Bid Date: 11-19-19 @ 2 pm
 Bid Tab

Work Package "9A" - Sports Floor

Contractor	WP	Add	Base Bid	Alt # 1 - ADD 4 Class	Alt # 2	Alt # 2.1	Other/Unit Price	Bond
Dave Griggs Flooring America	9A	2 \$	40,761.00					yes
Dugan's Paint & Flooring	9A	2 \$	51,158.00					check
Interior Surface Company	9A	2 \$	40,032.00					yes
Ross Allen Flooring	9A	2 \$	40,685.00					yes
David Wilbers Flooring	9A		no bid					

Sedalia 200 School District
 New Early Childhood Center
 Bid Date: 11-19-19 @ 2 pm
 Bid Tab

Work Package "9B" - Flooring & Base

Contractor	WP	Add	Base Bid	Alt # 1 - ADD 4 Class	Alt # 2	Alt # 2.1	Other/Unit Price	Bond
Dave Griggs Flooring America	9B	2 \$	185,588.00					yes
Dugan's Paint & Flooring	9B	2 \$	222,275.00				voluntary alternates	check
Interior Surface Company	9B	2 \$	209,384.00				voluntary alternates	yes
Ross Allen Flooring	9B		no bid					
David Wilbers Flooring	9B		no bid					

Septagon Construction Management, Inc.

Status Report

**Sedalia School District #200
New Early Childhood Center**

School Board Meeting: January 13, 2020

Prepared: January 7, 2020

Table of Contents

Item	Section
Project Manager's Report	1
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Project Manager's Report

Over the past few weeks the geo grid and base rock for the larger Temporary laydown area was placed. The storm sewer is underway on the North end working towards the East. Two 18" pipes 30' long will be placed in the new ditch line for access, and maintenance purposes in the next couple of weeks and will be tracked under the 31A-allowance. GBH Builders has mobilized their trailer. Survey staking was done on half of the building in preparation for the footings. The reinforcement shop drawing have been sent in for review this week, once the shop drawings are returned GBH will gear up to start the foundations. There are three action items that we would like to address this month.

Robby Paul
Septagon Construction Management
January 7, 2020

Budget

Sedalia School District #200
 Sedalia, MO
 New Early Childhood Center
 Compiled by Septagon Construction

Description	Summary	Previous Invoices	This Month	Accumulative Totals	Remaining To Be Paid
31A Civil - B & P Excavating, LLC	\$ 648,614	\$ 171,144.50	\$ 238,963.00	\$ 410,107.50	\$ 238,506.50
Civil Change Allowance	26,386				
2A Civil Concrete - Ramey Construction Co. Inc	\$ 463,500	\$ -	\$ -	\$ -	\$ 463,500.00
2B Fencing - C-R Fence	\$ 13,422	\$ -	\$ -	\$ -	\$ 13,422.00
3A General Construction - GBH Builders, Inc	\$ 3,390,890	\$ -	\$ -	\$ -	\$ 3,390,890.00
4A Masonry - Robert A. Treuner Masonry	\$ 1,292,518	\$ -	\$ -	\$ -	\$ 1,292,518.00
9A Sports Flooring 3500 sf	\$ 40,032	\$ -	\$ -	\$ -	\$ 40,032.00
9B Flooring & Base 30180 sf	\$ 209,384	\$ -	\$ -	\$ -	\$ 209,384.00
Food Service Equipment - Care Sales & Services	117,817				
15A Fire Sprinkler System - Ozark Fire	\$ 106,020	\$ -	\$ -	\$ -	\$ 117,816.88
15B Mechanical HVAC - QuesTec Mechanical	\$ 1,378,150	\$ -	\$ -	\$ -	\$ 106,020.00
16A Electrical - All Pro Electrical	\$ 551,100	\$ -	\$ -	\$ -	\$ 1,378,150.00
KCP&L Electrical Connection & Usage					\$ 551,100.00
Porter Berendzen Associates	\$ 500,000	\$ 250,000.00	\$ -	\$ 250,000.00	\$ 250,000.00
Survey, Geotech, Testing, misc	\$ 105,000	\$ 16,650.00	\$ -	\$ 16,650.00	\$ 88,350.00
Septagon CM Fee	\$ 312,000	\$ 92,000.00	\$ 12,000.00	\$ 104,000.00	\$ 208,000.00
General Conditions	\$ 370,000	\$ 19,170.00	\$ 12,785.00	\$ 31,955.00	\$ 338,045.00
Contingencies	\$ 405,167	\$ -	\$ -	\$ -	\$ 405,167.12
Furnishings	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000.00
Other Items					
Budget w/out furnishings, data, and phones	\$ 10,180,000	\$ 548,964.50	\$ 263,748.00	\$ 812,712.50	\$ 9,367,287.50

Construction Agreements Total \$ 8,237,833

Items Requiring Action

1. Recommended Change Order to B&P Excavating for \$10,513.00 for the additional work as outlined below.

Pipe Diameter and Structure Change - GRAM determined in the final storm water analysis that 125 LF of storm pipe in between SOI 5 and NDB 6 would need to increase pipe diameter from 24" to 30". NDB 6 was also change to a side open inlet to enable the clearance for the 30" pipe diameter and to capture ground water as well. The cost of the change is \$3,452.00 from B&P Excavating, and has been approved by GRAM Engineering.

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2. Approval of Work Package "11A" Food Service Equipment to the low bid from Care Sales & Service for a total bonded contract amount of \$117,816.88 as per the scope in the bid documents.
3. Reject flooring bids and authorize Rebid of the Flooring in 9A & 9B Work Packages in the 1st quarter of 2020.

Pending Items

1. Re-Bid the "9A"Sports Flooring and "9B" Flooring & Base in 2020.
2. Material and Color Selections
3. Multipurpose flooring lines and patterns
4. Zip line, Swings and other point loads to the structure

Dear Parents and Students:

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

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

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

Sincerely,

Smith-Cotton High School and Whittier Administrative & Counseling Teams



Sedalia School District #200

www.sedalia200.org

SEDALIA SCHOOL DISTRICT #200 EDUCATIONAL PLANNING GUIDE

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HIGH SCHOOL COURSE GRADUATION REQUIREMENTS

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

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

POST-HIGH SCHOOL EDUCATION ADMISSIONS REQUIREMENTS

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



Missouri State
UNIVERSITY



MAKE HIGH SCHOOL COUNT

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

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

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

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

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

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

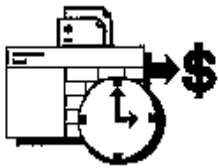
Career Paths and Career Clusters



Arts & Communications

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

Career Clusters: Arts, A/V Technology and Communications



Business Management & Technology

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

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



Health Services

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

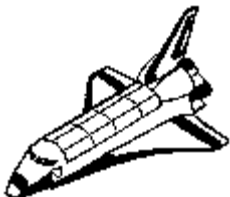
Career Clusters: Health Science



Human Services

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

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



Industrial & Engineering Technology

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

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



Natural Resources

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

Career Clusters: Agriculture, Food and Natural Resources

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

INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP) INFORMATION

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

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

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

GENERAL ENROLLMENT INFORMATION

GRADES AND GRADE POINT SYSTEM

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

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

SIS Parent Portal is available to all families. Contact the counseling office if you have questions about accessing the parent portal.

HONOR ROLL / ACADEMIC HONORS

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

ADVANCED STUDIES

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

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

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

Advanced Placement (AP)

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

Smith-Cotton High School offers several AP courses to sophomores, juniors and seniors. All AP courses culminate in a comprehensive AP examination administered by the College Board, a non-profit organization that administers the program. Most colleges will accept successful completion of the exam for either advanced placement alone or for both dual credit and advanced placement. Up-to-date information concerning university recognition policies can be found at <http://www.collegeboard.com/student/testing/ap/about.html>. **Students are strongly encouraged to take the final AP examination and must receive a particular score to receive college credit. Please refer to college of choice or bring questions to the Smith-Cotton High School Counseling office. LAUNCH AP courses may be taken with administrative approval. Examination fee is currently \$94.00.** Below is a list of all on campus AP courses offered by our school:

AP Biology
AP Music Theory
AP U.S. History
AP World Lang. Levels IV & V

AP Calculus AB
AP World History
AP Environmental Science
AP English Language and Composition

AP Computer Science A (CSA)
AP Computer Science Principles (CSP)
AP English Literature and Composition

Dual Credit

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

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

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

 **Project Lead the Way (PLTW)**

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

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

Articulated Credit

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

WEIGHTED CLASS INFORMATION

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

Dual Credit and Advanced Placement classes that are **taught on the Smith-Cotton campus** will be weighted.

In addition to the Dual Credit and Advanced Placement classes, the following classes are weighted:

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

END OF COURSE/END OF HIGH SCHOOL ASSESSMENT PLAN

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

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

INDEPENDENT STUDY/CLASS BY ARRANGEMENT FOR GRADES 10-12

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

SUMMER SCHOOL

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

COMMUNITY SERVICE

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

SEDALIA FIT

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

SEAL OF BILITERACY

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

LAUNCH

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

MISSOURI OPTIONS

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

A+ SCHOOLS PROGRAM

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

An A+ Student must:

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

HOW DO YOU BECOME AN A+ STUDENT?

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

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

WHAT ARE THE BENEFITS OF BEING AN A+ STUDENT?

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

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

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

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

UPWARD BOUND--State Fair Community College

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

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

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

Missouri State High School Activities Association Eligibility (MSHSAA)

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

National Collegiate Athletic Association (NCAA)

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

CORE UNITS REQUIRED FOR NCAA CERTIFICATION

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

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

National Association of Intercollegiate Athletics (NAIA)

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

CHANGING SCHEDULES

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

Students need to contact the following counselors regarding schedule changes:

Class of 2021 Pam Crafton craftonp@sedalia200.org

Class of 2022 Carmen Brock brockc@sedalia200.org

Class of 2023 Katie Ellis ellisk@sedalia200.org

Class of 2024 Ashley Burris burrisa@sedalia200.org

Smith-Cotton Courses

ENGLISH

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

SOCIAL STUDIES

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

SCIENCE

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

Functional Science TTR	1 unit
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MATHEMATICS

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

FINE ARTS

<u>DRAMA</u>	
Theatre I	½ unit
Theatre II	½ unit
Theatre III	1 unit
Theatre IV	1 unit
Film Appreciation	1 unit
Repertory Theatre	1 unit
Stagecraft	1 unit
Competitive Speech and Debate	1 unit

ART

Art	1 unit
Fundamentals of Drawing	1 unit
Printmaking/Fibers	1 unit
Creative Painting	1 unit
Pottery and Sculpture	1 unit
Advanced Pottery and Sculpture	1 unit
Commercial Art and Design	1 unit
Portfolio Development	1 unit
Digital Arts and Photography	1 unit
Advanced Digital Arts and Photography	1 unit

MUSIC

Mixed Chorus	1 unit
Vocal Velocity	1 unit
A Cappella Choir	1 unit
New Score*	1 unit
Music Explorations I	½ unit
Music Explorations II	½ unit
Fund of Music Theory for Vocal/Inst Student	1 unit
Band*	1 unit
Orchestra*	1 unit
Instrumental Techniques	1 unit
Jazz Ensemble	1 unit
Music Appreciation #*	½ unit
AP Music Theory *	1 unit

PRACTICAL ARTS**ENGINEERING DEPARTMENT**

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

VOC. FAMILY & CONSUMER SCIENCE

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

BUSINESS & MARKETING EDUCATION

Introduction to Business	½ unit
Business Technology I	½ unit
Business Technology II	½ unit
Computer Graphics	½ unit
Desktop Publishing	½ unit
Multimedia	½ unit
Tiger Vision	1 unit
Web Page Design	½ unit
Introduction to Computer Science	½ unit
Business Leadership	½ unit
Personal Finance	½ unit
Accounting I	1 unit
Accounting II*	1 unit
Accounting III*	1 unit
Marketing	½ unit
Advertising & Public Relations	½ unit
Sports & Entertainment Marketing	½ unit
Marketing Leadership	½ unit
Retail Store Operations (Retailing)	½ unit
Supervised Marketing Employment	½ unit
Jobs for America's Graduates	1 unit

ADDITIONAL PRACTICAL ARTS (page 34)

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

PHYSICAL EDUCATION & HEALTH

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

ELECTIVES**WORLD LANGUAGE**

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

ADDITIONAL ELECTIVES

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

CAREER & TECHNICAL EDUCATION

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

*Denotes a weighted course

#Denotes a dual credit course

COURSE DESCRIPTIONS by DEPARTMENTS

ENGLISH DEPARTMENT

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

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

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

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

ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION: One (1) credit – 11th & 12th grade. *This class is WEIGHTED.* Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. **Students choosing to take the Advanced Placement English Literature and Composition examination in May will pay a \$94.00 testing fee.**

ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION: One (1) credit - 12th grade. *This class is WEIGHTED.* This course will provide students with the opportunity to earn college credit while still in high school, this Advanced Placement English Literature course follows the curricular requirements described in the most current AP English Course Description, and is designed to help students develop a critical awareness about literature; recognize connections among works of literature that span time, nationality, and genre; increase their awareness of literature and good writing as major sources of civilization's significant ideas; respond thoughtfully to literature; vary the tone and form of their writing; evaluate their own writing as well as the writing of their peers; and grow intellectually and develop the skills necessary for critical reading, writing, and thinking. **Prospective students will be given a recommended summer-reading list, and students choosing to take the Advanced Placement English Literature and Composition examination in May will pay a \$94.00 testing fee.**

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

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

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

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

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

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

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

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

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

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

FUNCTIONAL ENGLISH TTR: One (1) credit – 9th, 10th, 11th, and 12th grades. Prerequisite: Teacher/Team referral. This course addresses that comprehension of functional reading materials that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their individual levels and at their own pace. Sample skills addressed are recounting events related to the theme or central idea, determining how individuals, ideas, or events change or develop over the course of a text, and comparing and contrasting arguments made by two different texts on the same topic.

SOCIAL STUDIES DEPARTMENT

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

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

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

ADVANCED PLACEMENT U.S. HISTORY: One (1) credit – 10th, 11th & 12th grades. Prerequisite: 10th grade by teacher approval. This class is **WEIGHTED.** This challenging course is designed on the college level and will emphasize analytical interpretation of history. It is a two semester survey course of American History from the age of exploration to the present. Students will be expected to devote considerable time to homework and study. **There will be a significant amount of reading and writing throughout the course.** Critical analysis and evaluative thinking skills, essay writing, and interpretation of original documents are an essential component to success in this class. In order to properly prepare students for the AP exam in May, there is an emphasis on historical essay writing. Students will write a series of free-response essays and will also learn how to tackle the document based question (DBQ). A great deal of class time will be spent on essay deconstruction in order that all students improve their writing skills. **Students choosing to take the Advanced Placement U.S. History examination in May will pay a \$94.00 testing fee.**

ADVANCED PLACEMENT WORLD HISTORY: One (1) credit- 10th, 11th & 12th grades. Prerequisite: 10th grade by teacher approval. This class is **WEIGHTED.** The AP World History course is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E to the present. This course covers the following concepts: Interaction between humans and the environment, development and interaction of cultures, state building, expansion, and conflict, creation, expansion, and interaction of economic systems, and development and transformation of social structures. **Students choosing to take the Advanced Placement World History examination in May will pay a \$94.00 testing fee.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCIENCE DEPARTMENT

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

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

ADVANCED PLACEMENT BIOLOGY: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Biology & Chemistry. This class is WEIGHTED. This course is a college level class that offers highly motivated students the opportunity to earn college Biology credits. The major units of study for this course are the following: chemistry, cells, cellular energetics, genetics, biotechnology, evolution, biodiversity, and ecology. Laboratory work and writing are involved. **Students choosing to take the Advanced Placement Biology examination will pay a \$94.00 testing fee.**

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE: One (1) credit- 10th, 11th & 12th grades. Prerequisite: B- or higher in previous science course. This class is WEIGHTED. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. **Students choosing to take the Advanced Placement Environmental Science examination will pay a \$94.00 testing fee.**

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

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

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

PHYSICS II: One (1) credit – 11th & 12th grades. Prerequisite: Physics I and Algebra II. This class is WEIGHTED. Physics II is recommended for the student expecting to enter a rigorous math/science curriculum at the post-secondary level. This course includes a review of concepts in Physics I, dimensional analysis, lenses and lasers, hydraulic and buoyancy, quantum physics and nuclear physics.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MATHEMATICS DEPARTMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADVANCED PLACEMENT CALCULUS AB: One (1) credit – 11th & 12th grades. Prerequisite: Pre-Calculus. *This class is WEIGHTED.* In this course you will work with functions represented graphically, numerically, analytically and verbally as you study limits, derivatives and integrals. Successful completion of this course will prepare you to take the AP Calculus AB exam. **Students choosing to take the Advanced Placement Calculus examination will pay a \$94.00 testing fee.**

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

FINE ARTS

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

DRAMA DEPARTMENT

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

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

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

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

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

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

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

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

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

ART DEPARTMENT

ART: One (1) credit – 9th, 10th, 11th & 12th grades. This course is a prerequisite for all advanced art classes. A textbook constitutes approximately one third of the course study. It incorporates art history, aesthetics, art criticism and studio production. It is designed to give students an exposure to the basic elements and principles of drawing, painting, and 3-dimensional studies using various media.

FUNDAMENTALS OF DRAWING: One (1) credit – 9th, 10th, 11th & 12th grades. A materials fee of \$25 per semester is required. This course continues the enrichment of art with sketch assignments done outside the class constituting one third of the course. First semester will serve as a basic introduction to graphite drawing techniques and materials. Second semester balances skill development with creative problem solving in the visual arts using various media. Drawings from this course can be used to develop a portfolio necessary for post-high school endeavors.

PRINTMAKING/FIBERS: One (1) credit- 9th, 10th, 11th, & 12th grades. A materials fee of \$25 per semester is required. The focus of this class will be on techniques, history and concepts related to fibers and printmaking. Fiber techniques to be explored include dying, crocheting, surface design, sewing, weaving, felting, basketry techniques, bookmaking, and papermaking. Printmaking techniques will include monoprinting, linocut and silkscreen.

CREATIVE PAINTING: One (1) credit – 10th, 11th & 12th grades. A materials fee of \$25 per semester is required. This course develops a better understanding of the principle and elements in art, while developing independent techniques and style, using acrylics and watercolor. Original designs, still life's, and original photographs will encompass subjects for paintings. Art history will be included to enhance the particular area of painting being studied.

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

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

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

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

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

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

MUSIC DEPARTMENT

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

VOCAL VELOCITY: One (1) credit – 9th, 10th, 11th, & 12th grade. By audition only. *Students are required to perform at all events, concerts and contests scheduled by the director.* This course is designed for serious vocal students who intend to advance to upper level choirs during their high school careers. Students who have participated in show choir at the elementary and middle school level and who take private voice instruction are encouraged to audition for this choir. This choir will learn many styles of choral music with the intent of developing the singer's vocal strength, technique, intonation and note reading. Depending on the students enrolled, it is possible that this choir will learn actual show literature and choreography making it a "prep" for those intending to audition for New Score and Cabaret during their high school career.

A CAPPELLA CHOIR: One (1) credit – 9th, 10th, 11th & 12th grades. By audition only. *Students are required to perform at all vocal concerts and music contests.* This choir is open to serious vocal students who already have an understanding of music performance. Students will further develop ear training, sight-reading and note reading and will explore the works of many composers and will often sing unaccompanied works. This choir performs at various community and school functions outside of the school day. The number of students accepted into this choir will be determined according to balance of parts.

NEW SCORE: One (1) credit – 10th, 11th & 12th grades. By audition only. *Students will be required to participate in ALL choral performances, concerts, and contests throughout the year. This course is WEIGHTED.* This mixed show choir will learn a variety of musical styles, including competition show music and contest music. Members of this group will learn vocals and choreography of a competition show and will travel to various competitions and community events throughout the school year. Members will be responsible for their costume and accessories. This choir will also learn and perform choral music at MSHSAA sanctioned music contest. Students must demonstrate and maintain good citizenship and good grades. As there are many extra hours required of this choir, only students who are seriously interested in performing and working on advanced literature should audition. Members of New Score are strongly encouraged to enroll in another performing choir.

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

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

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

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

ORCHESTRA: One (1) credit – 9th, 10th, 11th & 12th grades. Prerequisite: 8th grade strings or by audition. *All performances and practices are required. An equipment fee of \$20 is required. This course is WEIGHTED.* This course is a study in string techniques and literature of the modern orchestra. The orchestra performs at local concerts, events and contests.

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

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


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


ADVANCED PLACEMENT MUSIC THEORY: One (1) credit – 10th, 11th, & 12th grades. **Prerequisite:** Fundamentals of Music Theory for the Vocal/Instrumental Student or teacher approval. **This course is WEIGHTED.** The goal of AP Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This course instills a mastery of the rudiments and terminology of music, including hearing and notating: pitches, intervals, scales & keys, chords, meter, and rhythm. This course prepares students for pursuing music courses at the collegiate level. **Students choosing to take the Advanced Placement Music Theory examination in May will pay a testing fee of \$94.00.**


PRACTICAL ARTS


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


ENGINEERING DEPARTMENT


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

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

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

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

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


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


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


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


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


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


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


 **PLTW (CSP) ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES: One (1) credit- 10th, 11th, & 12th grades. Prerequisite: CSE or by teacher approval. This class is WEIGHTED. This is the second foundation course in the computer science department. Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. **Students choosing to take the Advanced Placement Computer Science Principles examination in May will pay a \$94.00 testing fee.****


 **PLTW (CSA) ADVANCED PLACEMENT COMPUTER SCIENCE A: One (1) credit- 11th & 12th grades. Prerequisite: CSE and CSP or by teacher approval. *This class is WEIGHTED.* Computer Science A focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. **Students choosing to take the Advanced Placement Computer Science A examination in May will pay a \$94.00 testing fee.****

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

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

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

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

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

VOCATIONAL FAMILY & CONSUMER SCIENCE

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

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

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

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

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

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

ADVANCED APPAREL, TEXTILES & FASHION: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. Prerequisite: Apparel, Textiles & Fashion with a passing grade of C or better or teacher approval. A lab fee of \$20 is required. This course builds upon the basic sewing skills learned in Clothing, Textiles and Construction I and the student will perfect and refine sewing construction techniques. Students will create a garment of the student choice with instructor approval based upon sewing skill assessment. Students will also create a home decorator project. Students will participate in a sewing service project. **The student will be required to purchase additional material and supplies for sewing projects of student choice. Students are highly encouraged to join FCCLA.**

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

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

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

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

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

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

ProSTART I: One (1) credit- 10th, 11th, & 12th grades. **Prerequisite: Nutrition & Wellness or Creative Foods I with a C or better.** **A lab fee of \$30 is required.** This course is designed to prepare individuals in the pursuit of a career in the hospitality/food service industry. ProStart I is an intensive course covering topics such as sanitation and safety, nutrition, kitchen basics, commercial equipment, foodservice costs, and other basic concepts related to culinary skill development and restaurant management.

BUSINESS & MARKETING EDUCATION

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

BUSINESS TECHNOLOGY I: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This course will allow students to use a computer and other technologies common in businesses to accomplish activities similar to current trends in business and industry. The course content will include a very quick review of the keyboard, introduction to a computer network system, introduction to computer parts and functions, Internet use and the current operating system. The students will learn to use Microsoft Office Word and Excel in depth to complete common tasks in the workplace. This is an applications oriented course and class assignments will require keyboarding skills. **It is strongly recommended that students who complete this class continue with Business Technology II. This course is articulated with SFCC.**

BUSINESS TECHNOLOGY II: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. **Prerequisite: Business Technology I.** This course will allow students to use a computer and other technologies common in business to accomplish activities similar to current trends in business and industry. The course content will include a very quick review of Microsoft Word and Excel, and review from Business Technology I. The students will learn to use Microsoft Office PowerPoint and Access in depth. Students will also learn voice recognition software – Dragon Naturally Speaking. Some HTML may be introduced. This is an applications oriented course and class assignments will require keyboarding skills. **This course is articulated with SFCC.**

COMPUTER GRAPHICS: One-half (1/2) credit – 9th & 10th grades. **Prerequisite: Business Technology I.** This course is designed for both college and work bound students and will familiarize students with the creative side of computers and spark new career interests. Students will learn basic concepts of vector and raster editing software, desktop publishing software, and animation software. Students will learn to create their own graphics and animations. They will also learn to use computer accessories including the digital camera and scanner. Students will be able to expand computer skills and produce a digital portfolio which can actually be used. Projects include: digital photo editing, flyers, cartoons, logos, and other business documents.

DESKTOP PUBLISHING: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. **Prerequisite: Business Technology I.** This area of instruction provides content for employment in career areas which include desktop publishing skills and is designed for both college and work bound students. This course will allow students to complete projects such as brochures, advertisements, newsletters and other business documents. Students will be able to expand computer skills and produce a personal portfolio which can actually be used.

MULTIMEDIA: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. This course provides students with experience focusing on creative expression. Students will explore digital video and audio, 3-D animation, and interactive multimedia. It also includes small video projects to learn video production techniques. Students who enroll in this course should have social skills, be creative, and have the ability to work individually as well as part of a team.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

JOBS FOR AMERICA'S GRADUATES (JAG): One (1) credit- 12th grade. This course is designed to help students successfully transition from high school to post-secondary education, employment, and/or military service, by eliminating barriers that may prevent or delay success. Students learn to set goals, develop job readiness skills, as well as learn about the local labor market through guest speakers, internships and tours of businesses and industries. JAG requires students to participate in a student-led Career Association to help build leadership skills and help students learn how to work effectively in a group setting. Students are also required to complete 10 hours of volunteer work and participate in follow up services for 12 months after graduation.

ADDITIONAL PRACTICAL ARTS

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

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

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

PHYSICAL EDUCATION & HEALTH

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

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

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

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

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

ELECTIVES

WORLD LANGUAGE DEPARTMENT

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

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

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

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

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

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

LEVEL IV – SPANISH: One (1) credit – 11th & 12th grades. Prerequisite: Level III or native Spanish speaker. This class is *WEIGHTED*. The level IV Spanish course is a continuation of level III, emphasizing communication skills and advanced concepts. **Students choosing to take the Level IV Foreign Language (AP) examination in May will pay \$94.00.**

LEVEL IV – FRENCH, GERMAN: One (1) credit – 12th grade. Prerequisite: Level III. This class is *WEIGHTED*. The Level IV Foreign Language course is a college level class and will follow the Advanced Placement Program curriculum. Interested students will sign up for this class with a limited number being admitted. **Students choosing to take the Level IV Foreign Language (AP) examination in May will pay \$94.00.**

LEVEL V- SPANISH: One (1) credit- 12th grade. Prerequisite: Level IV or native Spanish speaker. This class is *WEIGHTED*. The level V Spanish course is a continuation of level IV, emphasizing communication skills and advanced concepts. This class is conducted almost entirely in Spanish. **Students choosing to take the Level V Foreign Language (AP) examination in May will pay \$94.00.**

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

ADDITIONAL ELECTIVES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CAREER & TECHNICAL EDUCATION

State Fair Career & Technology Center (CTC)

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

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

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

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

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

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

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

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

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

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

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

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

Proposed Changes for the 2020-21 Education and Career Planning Guide

2020-21 Guide Page Number	Information from 2019-20 Guide listed with changes in the 2020-21 Guide																
Table of Contents Pg. 2	<p>Added the following pages: Make High School Count Career Paths and Career Clusters Individual Career and Academic Plan (ICAP) Information</p>																
Graduation Requirements Pg. 3	<p>History: Dual Credit: World Civilization after 1500 (SFCC) Math: Dual Credit: Pre-Calculus (UCM) Science: Dual Credit: Introduction to Chemistry w/lab (SFCC)</p>																
Career Planning Pg. 5-7	<p>Added the following pages: Make High School Count Career Paths and Career Clusters Individual Career and Academic Plan (ICAP) Information</p>																
General Enrollment Info Pg. 8-13	<p>Advanced Studies: Advanced Placement: AP examination fee will stay at \$94.00</p> <p>Added statement: LAUNCH AP courses may be taken with administrative approval.</p> <p>Dual Credit Courses:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Added World Civilization after 1500</td> <td>ACT English Score of 18/Reading Score of 18 (SFCC)</td> </tr> <tr> <td>Added Introduction to Chemistry w/lab</td> <td>Completion of English Composition I (Engl 101) (SFCC)</td> </tr> <tr> <td>Added Medical Terminology I</td> <td>3.0/4.0 GPA (SFCC)</td> </tr> <tr> <td>Added Introduction to Literature</td> <td>ACT English Score of 18/Reading Score of 18 (SFCC)</td> </tr> <tr> <td>Added Introduction to Philosophy</td> <td>ACT English Score of 18/Reading Score of 18 (SFCC)</td> </tr> <tr> <td>Added Living Religions</td> <td>ACT English Score of 18/Reading Score of 18 (SFCC)</td> </tr> <tr> <td>Added College Skills</td> <td>3.0/4.0 GPA (SFCC)</td> </tr> <tr> <td>Added Pre-Calculus</td> <td>ACT Math score of 22 (UCM)</td> </tr> </table> <p>Weighted Courses:</p> <p>Added Spanish History & Literature Added New Score Added Band Added Orchestra Added JROTC Cadet Staff Leadership & Management</p>	Added World Civilization after 1500	ACT English Score of 18/Reading Score of 18 (SFCC)	Added Introduction to Chemistry w/lab	Completion of English Composition I (Engl 101) (SFCC)	Added Medical Terminology I	3.0/4.0 GPA (SFCC)	Added Introduction to Literature	ACT English Score of 18/Reading Score of 18 (SFCC)	Added Introduction to Philosophy	ACT English Score of 18/Reading Score of 18 (SFCC)	Added Living Religions	ACT English Score of 18/Reading Score of 18 (SFCC)	Added College Skills	3.0/4.0 GPA (SFCC)	Added Pre-Calculus	ACT Math score of 22 (UCM)
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Added Pre-Calculus	ACT Math score of 22 (UCM)																

Changing Schedules Pg. 14	Updated Counselor information
Course Listing Pg. 15-16	Updated Smith-Cotton Course Listings to include new courses.
English Dept. Pg. 17-18	<p>Updated AP English Language and Composition to include 12th grade students.</p> <p>Updated Strategic Reading to include Reading 101 in the title.</p> <p>Add new courses: ENGLISH CORE ENHANCEMENT: One (1) credit – 9th grade. This course includes practice in basic English skills and concepts such as vocabulary, grammar, usage, mechanics, punctuation, sentence development/structure, sentence combining, writing process, literary analysis, and research skills. The class will involve practice in ADDITION to the required English course rather than a replacement for the required course.</p> <p>Added new name and description for an existing course: FUNCTIONAL ENGLISH TTR: One (1) credit – 9th, 10th, 11th, and 12th grades. <u>Prerequisite:</u> Teacher/Team referral. This course addresses that comprehension of functional reading materials that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their individual levels and at their own pace. Sample skills addressed are recounting events related to the theme or central idea, determining how individuals, ideas, or events change or develop over the course of a text, and comparing and contrasting arguments made by two different texts on the same topic.</p>
Social Studies Dept. Pg. 19-21	<p>SOCIOLOGY: moved to History department</p> <p>Add new course: WORLD CIVILIZATION AFTER 1500 (DUAL CREDIT): One-half (1/2) credit – 10th, 11th, & 12th grades. <u>Prerequisite:</u> College Placement Test (ACT). It is strongly recommended that students take these tests before the beginning of the following school year. <i>This dual credit class is WEIGHTED.</i> Survey of the political, social, military, cultural, economic, and ideological history of Europe, Asia, the Americas, and Africa from 1500 to the end of the Cold War.</p> <p>Added new name and description for an existing course: FUNCTIONAL HISTORY TTR: One (1) credit – 9th, 10th, 11th, and 12th grades. <u>Prerequisite:</u> Teacher/Team referral. This course addresses functional skills to develop how to become good civic citizens. Students work on their individual levels and at their own pace. Sample skills addressed are the use of news models to follow current events, understanding the Missouri and US Constitutions, and how to access local government agencies for necessary support and to enhance the quality of their lives.</p>
Science Dept. Pg. 21-23	<p>Add new course: INTRODUCTION TO CHEMISTRY w/LAB: (DUAL CREDIT): One (1) credit- 11th & 12th grade. <u>Prerequisite:</u> Completion of English Composition I (Engl 101). <i>This dual credit class is WEIGHTED.</i> One semester course for nonscience majors designed to acquaint the student with scientific reasoning. A writing intensive course that introduces the principles of the nature of matter/atom, reactions, reaction pathways, solutions, measurements, instrumentation, nuclear chemistry, organic/ biological molecules and their applications to current issues.</p> <p>Added new name and description for an existing course: FUNCTIONAL SCIENCE TTR: One (1) credit – 9th, 10th, 11th, and 12th grades. <u>Prerequisite:</u> Teacher/Team referral. This course addresses functional scientific claims that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their own individual levels and at their own pace. Sample skills addressed are using graphical representation to explain the dependence of an animal population on other organisms for food and their environment for shelter, using a model of Earth and the sun to show how Earth's tilt and orbit around the sun cause the changes in seasons, and constructing and argument for a strategy to conserve, recycle, or reuse resources.</p>
Mathematics Dept. Pg. 23-25	<p>Removed Introduction to Algebra</p> <p>Real World Math- removed Introduction to Algebra as prerequisite</p> <p>Updated course description for Algebra II to state the following: This course continues the development of many topics studied in Algebra I and Geometry such as linear equations and inequalities; linear systems and</p>

	<p>matrices; quadratic, radical and rational functions; rational exponents; complex numbers; quadratic relations and conic sections. Additional topics will include exponential and logarithmic functions; counting methods, probability, and data analysis; sequences and series; and an introduction to trigonometry. If students took Algebra I as an eighth (8th) grader, then the state requires that students take Algebra II EOC for graduation.</p> <p>Updated course description for Honors Algebra II to state the following: This course is designed for tenth (10th) grade students who have successfully completed Algebra I and Geometry. Students will develop methods for approaching and discuss algorithms involving linear equations and inequalities (both 2 and 3 dimensional); linear systems and matrices; quadratic, radical and rational functions; rational exponents; complex numbers; quadratic relations and conic sections. Additional topics will include polynomial functions; exponential and logarithmic functions; counting method, probability, and data analysis; sequences and series; and an introduction to trigonometry. Students will move at a challenging pace and investigate these topics at a deeper level than a regular Algebra II class. Students should be prepared to discuss and explain material in formal written and oral format. This class will require outside research as well as disciplined dedication to independent practice. If students took Algebra I as an eighth (8th) grader, then the state requires they take Algebra II EOC for graduation.</p> <p>Added the following statement to Geometry Concepts: No one with a Geometry credit may enroll in this course.</p> <p>Updated Pre-Calculus course description to state the following: PRE-CALCULUS (DUAL CREDIT): One (1) credit - 11th & 12th grades. Prerequisites: Algebra II and Geometry and College Placement Test (ACT). This dual credit class is WEIGHTED. Pre-Calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Completion of this course is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. For this course, instructional time will focus on functions, including polynomial, rational, logarithmic, and exponential. Further work will be done with conics, systems of equations and inequalities, trigonometry, and vectors. Enrollment in Calculus will require successful completion of both semesters of Pre-Calculus. *Students may choose to enroll in this class as a dual credit student during the beginning of the second semester or they may continue taking the course for high school credit only.</p> <p>Added the following statement to Calculus: Students may choose to enroll in this class as a dual credit student during the beginning of the second semester or they may continue taking the course for high school credit only.</p> <p>Add new course: Algebra Orientation: One (1) credit – 9th grade. The Algebra Orientation class is designed to build fluency and skills in students necessary to be successful in an Algebra I class. It concentrates on solidifying concepts and standards previously learned in prior classes, frontloading new standards taught in Algebra I, and connecting the previous standards to new standards in a manner that makes sense. This class will build study skills as well as organizational skills in students that are specifically geared towards success in a mathematics class. Students will be challenged to develop a growth mindset in the class. This class is taken in tandem with an Algebra I class.</p> <p>Added new name and description for an existing course: FUNCTIONAL MATH TTR: One (1) credit – 9th, 10th, 11th, and 12th grades. Prerequisite: Teacher/Team referral. This course addresses functional math elements that are applications of the essential skills that are aligned with the Alternate Performance Indicators. Students work on their individual levels and at their own pace. Sample skills addressed are determining the value of a quantity that is squared or cubed, identifying corresponding congruent and similar parts of shapes, interpreting general trends on a graph or chart, and determining arithmetic sequences with whole numbers when provided a recursive rule.</p>
<p>Drama Dept. Pg. 25-26</p>	<p>Add new course: STAGECRAFT: One (1) credit – 10th, 11th & 12th grades. Prerequisite: Theatre I & II and teacher approval. This class is for students who have demonstrated exceptional skill and commitment in the area of acting and technical theatre in Theatre I & Theatre II. Success requires rigorous study, excellence in performance and/or technical theatre and an extensive knowledge of all areas of theatre including production, direction, and dramatic literature. We will learn about safety, construction, painting, rigging and shifting of stage scenery. Once we learn how to build sets safely, students will be put to the test. Students will work in the scene shop to help build the set for both the fall musical and the spring play. Project based and requires some outside class time.</p>
<p>Music Dept. Pg. 27-28</p>	<p>New Score: added weight to this course Band: added weight to this course Orchestra: added weight to this course Updated Prerequisite to AP Music Theory: added teacher approval</p>

<p>Engineering Dept. Pg. 29-31</p>	<p>(CEA) Civil Engineering and Architecture: removed Dual Credit (AERO) Aerospace Engineering: removed Dual Credit</p>
<p>Vocational Family & Consumer Science Pg. 31-33</p>	<p>CREATIVE FOODS II: removed following statements from course description: The class will cover different regions around the world and how geography, climate, and culture affect the development of the cuisine. Included will be an extensive project where the students will design a restaurant, its menu, recipes for the foods on the menu, and a marketing plan to promote the restaurant</p> <p>INTERNATIONAL FOODS: updated prerequisite to state Creative Foods I or Nutrition and Wellness with a passing grade of C or higher. Added lab fee for \$30.00.</p> <p>APPAREL, TEXTILES & FASHION: removed prerequisite and updated course description to state the following: This is an instruction program that prepares individuals to understand the social, psychological and physiological aspects of clothing and textiles; the nature, acquisition and use of clothing and textile products; the selection, construction, maintenance and alteration of clothing and textile products; and the effect of consumer choices on the individual and family, as well as the clothing and textile industry. The student will be required to purchase additional material and supplies for one project. Students are highly encouraged to join FCCLA.</p> <p>ADVANCED APPAREL, TEXTILES & FASHION: updated prerequisite to state the following: Apparel, Textiles & Fashion with a passing grade of C or better or teacher approval.</p> <p>PARENTING: added prerequisite of Child Development and added infant care simulation to course description.</p> <p>ProSTART I: updated prerequisite to state the following: Nutrition & Wellness or Creative Foods I with a C or better.</p>
<p>Business & Marketing Education Pg. 33-35</p>	<p>Updated course description for JAG to state the following: JOBS FOR AMERICA'S GRADUATES (JAG): One (1) credit- 12th grade. This course will prepare students who are seeking to be "job ready" directly after graduation. The students will be introduced to 37 employability competencies and be assessed on those skills. The 37 competencies fall into six competency categories: career development, job attainment, job survival, basic skills, leadership and self-development, and personal skills. Students will be involved in "real world" experiences that connect the competencies to available careers within their community. Students taking this course will be required to complete follow up surveys for twelve months after graduation.</p>
<p>Electives Pg. 36-40</p>	<p>Changed Foreign Language Department to World Language Department</p> <p>LEVEL II- SPANISH: updated prerequisite to state Level I with a grade of C or better.</p> <p>SPANISH HISTORY & LITERATURE: added weight to this course.</p> <p>Removed Sociology</p> <p>Add new courses: JROTC CADET STAFF LEADERSHIP AND MANAGEMENT (HONORS): One (1) credit – 11th & 12th grades. Prerequisite: Minimum 3.5 GPA in JROTC courses and minimum 3.0 GPA in all other courses; Senior Instructor permission/signature approval. This course is WEIGHTED. The JROTC honors program is oriented toward those cadets already identified as outstanding and are doing the work required of JROTC students. The honors course builds upon previous JROTC Leadership Education and Training courses. Students must have previously demonstrated above average leadership, communication skills and performance in JROTC. Students for this advanced leadership course serve as members of the JROTC cadet senior staff. This hands-on experience affords students the opportunity to apply leadership and management lessons from previous JROTC courses. Students are expected to maintain a high level of performance in personal fitness, military bearing, and uniform wear. Students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. Students who are approved for this course are expected to occasionally be available at times in excess of daily class (i.e. before/after school meetings, weekend trips/activities, etc.). Students will conduct long and short-range planning, exercise decision-making, coordination, control and execution of cadet activities during the school year. Students are expected to apply high-level leadership, organizational, communication, and personal interaction skills in the performance of their duties. Students in this honors class are required to establish a personal portfolio and work toward a major continuous improvement project, complete with a formal presentation and briefing to official Army inspectors and Sedalia 200 School District officials.</p>

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

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

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

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

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



DISTRICT OFFICE MEMO

To: Board of Education & Mr. Triplett
From: Dr. Nancy Scott
Cc: Pam Moon
Date: 1/13/20
Re: 2020-2021 School Calendar

We have received the 2020-2021 school calendar voting results from each of the district sites. The results are as follows:

Draft 1: 159
Draft 2: 74

Draft 1 will be recommended for your approval at the January 27th board meeting.

Thank you.

Nancy Scott

SEDALIA SCHOOL DISTRICT #200 CALENDAR - 2020-2021

DRAFT 1

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	1113.10 Total Student Hrs
Blue - New Staff Days	166 + 6 Holidays + 6 Work Days + 7 PD days =
Pink = Non-Student/Staff Days	186 Certified Days

16	Jan-2021					21	1	Christmas Break - No School
M	T	W	T	F			4-6	Certified Work/PD Day - No School
							6	Snow Make-up Day
							18	Martin Luther King Day - No School
4 *	5 *	6 *	7	8				
11	12	13	14	15				
18	19	20	21	22				
25	26	27	28	29				
								109.60

0	Aug-2020					6	24	Work Day
M	T	W	T	F			25-28	PD & Collaboration
							31	PD & Mtgs - Back to School Day
3	4	5	6	7				
10	11	12	13	14				
17	18	19	20	21				
24	25	26*	27*	28*				
31 *								0.00

17	Feb-2021					20	10	Parent Conf School in Session
M	T	W	T	F			11	Early Out - Parent Conf
							12	Certified Work Day - No School
							15	President's Day - No School
1	2	3	4	5			16	Certified PD Day - No School
8	9	10	11	12				
15	16*	17	18	19				
22	23	24	25	26				
								114.45

21	Sep-2020					22	1	1st Day for Students
M	T	W	T	F			7	Labor Day, No School
	1	2	3	4				
7	8	9	10	11				
14	15	16	17	18				
21	22	23	24	25				
28	29	30						143.85

18	Mar-2021					18.5	12	End of 3rd Quarter
M	T	W	T	F			12	Early Out Students
							12	Staff Collaboration During Early Out
							15-19	Spring Break - No School
1	2	3	4	5				
8	9	10	11	12*				
15	16	17	18	19				
22	23	24	25	26				
29	30	31						121.30

21	Oct-2020					22	9	Early Out - Homecoming
M	T	W	T	F			23	End of 1st Quarter
							28	Parent Conf School in Session
							29	Early Out - Parent Conf
5	6	7	8	9			30	Certified Work Day - No School
12	13	14	15	16				
19	20	21	22	23				
26	27	28	29	30				139.85

20	Apr-2021					20	2	Good Friday - No School
M	T	W	T	F			5	Easter Break - No School
							5	Snow Make-up Day
5	6	7	8	9				
12	13	14	15	16				
19	20	21	22	23				
26	27	28	29	30				137.00

18	Nov-2020					19.5	11	Early Out Students - Veteran's Day
M	T	W	T	F			11	Staff Collaboration During Early Out
							25-27	Thanksgiving Break - No School
2	3	4	5	6				
9	10	11*	12	13				
16	17	18	19	20				
23	24	25	26	27				
30								121.30

18	May-2021					19	21	Early Out - Preceding Graduation
M	T	W	T	F			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
3	4	5	6	7				
10	11	12	13	14				
17	18	19	20	21				
24	25	26	27	28				
31	1	2						115.30

17	Dec-2020					18	21-22	Early Out High School Only - Semester Exams
M	T	W	T	F			23	Early Out - Last Day before Holiday
							23	End of 1st Semester
							24-31	Christmas Break - No School
7	8	9	10	11				
14	15	16	17	18				
21	22	23	24	25				
28	29	30	31					110.45

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 CALENDAR - 2020-2021

DRAFT 2

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	599.65 Semester 2 Hrs
Purple = Paid Holiday	1115.10 Total Student Hrs
Blue - New Staff Days	166 + 6 Holidays + 6 Work Days + 7 PD days =
Pink = Non-Student/Staff Days	186 Certified Days

16	Jan-2021					21	1	Christmas Break - No School
M	T	W	T	F			4-6	Certified Work/PD Day - No School
							6	Snow Make-up Day
							18	Martin Luther King Day - No School
4 *	5 *	6 *	7	8				
11	12	13	14	15				
18	19	20	21	22				
25	26	27	28	29				
								109.60

0	Aug-2020					6	24	Work Day
M	T	W	T	F			25-28	PD & Collaboration
							31	PD & Mtgs - Back to School Day
3	4	5	6	7				
10	11	12	13	14				
17	18	19	20	21				
24	25	26*	27*	28*				
31 *								0.00

17	Feb-2021					20	10	Parent Conf School in Session
M	T	W	T	F			11	Early Out - Parent Conf
							12	Certified Work Day - No School
							15	President's Day - No School
1	2	3	4	5			16	Certified PD Day - No School
8	9	10	11	12				
15	16 *	17	18	19				
22	23	24	25	26				
								114.45

21	Sep-2020					22	1	1st Day for Students
M	T	W	T	F			7	Labor Day, No School
	1	2	3	4				
7	8	9	10	11				
14	15	16	17	18				
21	22	23	24	25				
28	29	30						143.85

18	Mar-2021					18	12	End of 3rd Quarter
M	T	W	T	F			15-19	Spring Break - No School
1	2	3	4	5				
8	9	10	11	12				
15	16	17	18	19				
22	23	24	25	26				
29	30	31						123.30

21	Oct-2020					22	9	Early Out - Homecoming
M	T	W	T	F			23	End of 1st Quarter
							28	Parent Conf School in Session
			1	2			29	Early Out - Parent Conf
5	6	7	8	9			30	Certified Work Day - No School
12	13	14	15	16				
19	20	21	22	23				
26	27	28	29	30				139.85

21	Apr-2021					21.5	1	Early Out Students
M	T	W	T	F			1	Staff Collaboration during Early Out
							2	Good Friday - No School
			1 *	2				
5	6	7	8	9				
12	13	14	15	16				
19	20	21	22	23				
26	27	28	29	30				141.85

18	Nov-2020					19.5	11	Early Out Students - Veteran's Day
M	T	W	T	F			11	Staff Collaboration During Early Out
							25-27	Thanksgiving Break - No School
2	3	4	5	6				
9	10	11 *	12	13				
16	17	18	19	20				
23	24	25	26	27				
30								121.30

17	May-2021					18	21	Early Out - Preceding Graduation
M	T	W	T	F			22	Commencement
							24	Early Out High School Only - Semester Exams
							25	Early Out - Last Day For Students
							26	Certified Work Day - No School
							5/26-6/2	Snow Make-up Days
3	4	5	6	7				
10	11	12	13	14				
17	18	19	20	21				
24	25	26	27	28				
31	1	2						110.45

17	Dec-2020					18	21-22	Early Out High School Only - Semester Exams
M	T	W	T	F			23	Early Out - Last Day before Holiday
							23	End of 1st Semester
							24-31	Christmas Break - No School
	1	2	3	4				
7	8	9	10	11				
14	15	16	17	18				
21	22	23	24	25				
28	29	30	31					110.45

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Priority order for designated make-up day as follows:

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**SMITH-
COTTON
JUNIOR
HIGH**



2020-2021

**COURSE
DESCRIPTION
GUIDE**

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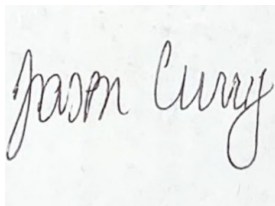
Welcome to SCJH!

Greetings Students,

This guide was developed to provide information for you and your parents to process together. We encourage you to discuss the required classes as well as the elective classes. You will note that junior high offers many opportunities to “explore” new areas of study. Depending on individual needs and levels of development, you will have an opportunity to strengthen skills through advanced levels of course work as well as to take part in a wide range of academic opportunities.

Junior high level learning opportunities are exciting, enjoyable, and challenging. Administrators, counselors, and teachers at our school are available and ready to help you make the best choices for your next academic school year. We’re excited about the many possibilities that are ahead for you and we look forward to helping you experience the very best that junior high education has to offer.

Sincerely,



Mr. Jason Curry
Principal
Smith-Cotton Junior High



Enrollment Considerations

Junior High School Day	Students attend SCJH from 7:30 a.m. to 2:43 p.m. During that time, they have seven, 51-minute classes as well as one, 21-minute seminar period. Seminar is used for getting support/assistance from teachers, student meetings, assemblies, homework, make-up work, and more.
Teaming	Students are taught by a team of teachers who coordinate instruction and routines to address student needs. The team consists of the students' ELA, Math, Science, & Social Studies teachers. Team teachers are located in close proximity to each other. There are three teams per grade level: Eighth grade Dynamo, Navigators, and Sarah's Champions. Seventh grade Cosmic Kids, Visionaries, and Voyagers. Sixth grade All Stars, Dream Team, & MVP. Many factors are used to balance teams, therefore, team requests or changes will not be approved.
Course Offerings	Due to staffing patterns and student requests, specific course offerings will be limited based upon the total number of requests. A minimum number of students are needed in any course to warrant final placement onto the master schedule. Thus, not all courses listed in this Course Description Guide may materialize.
Possible Conflicts	It is necessary that we gather student requests as early as possible to determine staff, faculty, and equipment needs. The master schedule is planned to provide students with all courses they request, except for possible course conflicts. While accommodating the greatest number of students, some conflicts may occur.
Schedule Changes	Changing schedules after the master schedule is completed results in a large number of unbalanced classes. If a student has enrolled with the advice of his/her parents, teachers, and grade-level counselor, changes are usually unnecessary and often denied. However, if it becomes necessary, students who want to change their class schedules should visit the counselor to discuss the change and obtain a "Schedule Change Form." Only changes that are educationally sound will be considered. Classes cannot be changed after the first two days of school or after the first two days of second semester without the consent of an administrator. As stated above, team requests or changes will not be approved.
MSHSAA Eligibility	Due to Missouri State High School Activity Association (MSHSAA) guidelines, students participating in extra-curricular and co-curricular activities must pass 80% of their coursework. This means a student must pass 6 out of their 7 classes each quarter. Student MSHSAA eligibility is determined by the preceding quarter.

Grades and Grade Point System

Grades cards will be issued at the end of each quarter. A progress report will be issued mid-quarter. **Parents/Guardians can check grades at any time through the SIS Parent Portal. Contact the counseling office if you have questions about accessing the parent portal.** Quarter grades are based on cumulative points for the given quarter. Semester grades are based on cumulative points for the entire semester. Letter grades are based on the following percentages:

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

Honor Roll

Honor Roll has been established at Smith-Cotton Junior High School to recognize outstanding academic achievement. The Honor Roll will recognize all 6th, 7th, and 8th grade students who have earned an overall grade point average (GPA) of 3.00-3.66 in all scheduled subjects (no grades below a C). The High Honor Roll will recognize students earning an overall GPA of 3.67-3.99 in all scheduled subjects (no grades below a C). The Principal's Honor Roll will recognize all students earning a 4.0 GPA. A list of students achieving all Honor Rolls will be sent to the local media.

Non-Discrimination Statement

It is the policy of the Sedalia School District 200 not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. Inquiries related to District programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to Chris Pyle, Assistant Superintendent, 2806 Matthew Drive, Sedalia, MO 65301, (660) 829-6450.

English Language Arts Course Descriptions

6th Grade English Language Arts	Grade Level: 6	Full Year
<p>This course continues to build upon the foundational skills learned in grades K-5 and introduces students to deeper components of analyzing texts from the approach of a reader, a writer, and a researcher. This includes, but is not limited to, citing textual evidence to support theme, summarizing text, analyzing how sentences or chapters contribute to the meaning, and how authors develop the point of view. Students continue to work on comprehension skills, drawing conclusions, inferencing, and structural elements. All of these skills will help students with critical thinking, comprehension, and application of knowledge in all of their classes. This is a DESE MAP required course.</p>		
7th Grade English Language Arts	Grade Level: 7	Full Year
<p>This course continues to build upon the foundational skills learned in grades K-6 and guides students to additional components of analyzing texts from the approach of a reader, a writer, and a researcher. Students will begin to pull specific evidence from what they read to support their thinking, using personal perspectives to help summarize, and see how multiple points of view can be found in various texts. Students also continue to work on comprehension skills, drawing conclusions, inferencing, and structural elements. All of these skills will help students with critical thinking, comprehension, and application of knowledge in all of their classes. This is a DESE MAP required course.</p>		
8th Grade English Language Arts	Grade Level: 8	Full Year
<p>This course continues to build upon the foundational skills learned in grades K-7 and guides students to additional components of analyzing texts from the approach of a reader, a writer, and a researcher. Students will deepen their analysis of text to make connections among different text, they will have the skills to evaluate what they read by understanding the intent of the author, determine bias, and create objective summaries. Students continue to work on comprehension skills, drawing conclusions, inferencing, and structural elements. The writing, reading, and analysis skills taught in this class will help prepare students for their coursework in high school as well as essential life skills. This is a DESE MAP required course.</p>		
Reading	Grade Level: 6, 7, 8	Full Year
<p>Reading is a class for students who are struggling to read fluently or lack understanding and comprehension of what they have read. The goal of this course is to focus on reading fluency and comprehension to build more confidence in the student and to get them to read on-level with their current class. This class has smaller numbers allowing each student to get more one-on-one attention from the teacher in ways that will help them advance and grow in their skills. The overall goal of this class is to help students understand and comprehend what they have learned to boost their understanding and joy of reading. With a higher understanding of what they are reading it will allow each student to perform better in all content areas. * Teacher/team referral required.</p>		

Mathematics Course Descriptions

6th Grade Math	Grade Level: 6	Full Year
<p>Sixth Grade Math is a transitional math class. It is a capstone class for concrete mathematical computations that students began in their elementary classes. It also functions as a foundational class introducing abstract concepts that will grow students toward an understanding of algebraic math, geometric concepts, and linear functions. Sixth Grade Math will utilize pieces of technology, cooperative learning, and other quality teaching practices to enhance the learning experience. The three focal points include: 1) using ratios to solve problems and understanding fractional parts, 2) use reasoning skills to construct and solve problems with variables that may come up throughout their lives, and 3) solving problems involving the concepts of area, surface area, and volume. This is a DESE MAP required course.</p>		
7th Grade Math	Grade Level: 7	Full Year
<p>Seventh Grade Math is an introductory math class. It is the first place that students are introduced to many abstract, algebraic concepts. This class will grow students toward an understanding of algebraic math and linear functions. Seventh Grade Math will utilize pieces of technology, cooperative learning strategies, and additional quality teaching practices to enhance the learning experience. The three central focal points include: 1) using ratios and proportions to solve problems and understand rates of change, 2) constructing and solving expressions, equations, and inequalities, and 3) being able to extend their knowledge of mathematical operations and apply that knowledge to solve problems that come up in their daily lives; present and future. This is a DESE MAP required course.</p>		
7th Grade Pre-Algebra	Grade Level: 7	Full Year
<p>Seventh Grade Pre-Algebra is a class that is built to prepare a foundation for students who have the intent to take Algebra 1 as an eighth grade student. It covers the necessary content to present the Missouri Learning Standards for mathematics from 7th grade to students as well as vital standards for success from 8th grade that do not coincide with algebra 1. This class will grow students toward an understanding of algebraic math and linear functions. Seventh Grade Pre-Algebra will utilize pieces of technology, cooperative learning strategies, and additional quality teaching practices to enhance the learning experience. The three central focal points include: 1) using ratios and proportions to solve problems and understand rates of change, 2) constructing and solving expressions, equations, and inequalities, and 3) being able to extend their knowledge of mathematical operations and apply that knowledge to solve problems that come up in their daily lives; present and future. Additionally, students will cover radical numbers, rules of exponents and exponential processing, and Pythagorean Theorem. This is a DESE MAP required course. * Pre-Requisites: Qualifying score on 7th grade placement exam given in 6th grade. 4th grade, 5th grade, and 6th grade (if available) MAP scores in the Proficient and Advanced ranges. Must have 80% or higher in 6th Grade Math. Limited exceptions allowed at the administrative level upon parental appeal.</p>		
8th Grade Math	Grade Level: 8	Full Year
<p>Eighth Grade Math is a preparatory math class meant to include standards that give students a foundational introduction to many abstract algebraic concepts. This class will grow students toward an understanding of algebraic math and linear functions. Eighth Grade Math will utilize pieces of technology, cooperative learning strategies, and additional quality teaching practices to enhance the learning</p>		

experience. The three central focal points include: 1) being able to define, evaluate, and compare functions, 2) understanding and applying the Pythagorean Theorem, and 3) understanding the connections between proportional relationships, lines, and linear equations. This is a DESE MAP required course.

Algebra I

Grade Level: 8

Full Year

This is a course in which students learn to state everyday problems in clear algebraic language and to solve them by algebraic procedures. Students learn basic algebraic notation, terminology and concepts which lead to solving linear and quadratic equations, systems of equations, and graphing linear equations. Basic geometry concepts are reviewed with emphasis on perimeter, area, and volume. Students relate and apply algebraic concepts to statistics, probability, and real life problems. This course covers state expectations for Algebra I. At the end of the year, students will take the EOC, a state standardized test that will account for approximately 10% of their second semester grade. This course will include components of: inquiry learning, peer-teaching, cooperative learning and traditional teaching. Students will be asked to problem solve, discover mathematical relationships by identifying patterns, discuss, think and persevere. This will allow Algebra I students to draw on previous knowledge, occasionally ask and answer their own questions, and use a collaborative effort to master the concepts of Algebra I.

*** Pre-Requisites: Qualifying score on 8th grade placement exam given in 7th grade. 5th grade, 6th grade, and 7th grade (if available) MAP scores in the Proficient and Advanced ranges. Must have 80% or higher in 7th Grade Math/Pre-Algebra. Limited exceptions allowed at the administrative level upon parental appeal.**

*** Students are required to achieve a grade of an A or B for both semesters to receive high school credit. They will also be required to take the Algebra II EOC while in high school**

Science Course Descriptions

6th Grade Science

Grade Level: 6

Full Year

This course takes a phenomena based, hands on approach, to explore science areas of the ecosystem, life science, geology, and weather. Students will conduct various investigations within these areas, learn to interpret data/graphs, and use evidence to support their own claims within their learning. Specific learning will be centered around but not limited to populations of organisms, living and nonliving parts of an ecosystem, animal behaviors, environmental changes and genetic factors that influence growth of organisms, earth's history, rock formations, seafloor structures, minerals, and groundwater resources.

7th Grade Science

Grade Level: 7

Full Year

This course takes a phenomena based, hands on approach, to explore science areas of energy, force & motion, and space. Students will conduct various investigations within these areas, learn to interpret data/graphs, and use evidence to support their own claims within their learning. Specific learning will be centered around but not limited to mass, motion, energy transfers, waves, gravity, the solar system, and seasonal patterns.

8th Grade Science	Grade Level: 8	Full Year
<p>This course is an interactive, inquiry-based and hands on general science course where students will focus on the discipline of engineering including design processes and models, technology, and how engineering helps solve societal problems. Students will also explore physical science including atoms, molecules and how they interact. Students will focus on the discipline of life science, including cells, heredity, and the diversity of living things. Students learn to understand how atomic structure determines chemical properties and how atoms and molecules interact. Students learn to understand that natural and human events change the environmental conditions on the earth. Students learn to understand the predictability of characteristics being passed from parent to offspring and how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits. Students in 8th grade science will experience many engineering activities throughout the year which require critical thinking and problem solving skills to develop solutions to real-world and contrived problems. This is a DESE MAP required course.</p>		

Social Studies Course Descriptions

6th Grade Social Studies	Grade Level: 6	Full Year
<p>This course covers the development of ancient civilizations in the Mediterranean area and Asia. In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. 6th Grade Social Studies follows the course of human development from prehistoric hunter-gatherers, through the development of agriculture, and organization of societies and government. Ancient cultures that are covered include: Mesopotamia, Egypt, Greece, Rome, India, and China. Students analyze the interactions among the various cultures, emphasizing their lasting contributions and the link between the present and ancient worlds. World and regional map skills are practiced weekly.</p>		
7th Grade Social Studies	Grade Level: 7	Full Year
<p>This course is designed to connect European history to early American history and to study the influential people, ideas and principles that formed our country. From the Ice Age to the vast civilizations of the Aztec and Inca, this course analyzes the journey of mankind and the rise and fall of early Native American civilizations in North and South America. In addition, this course studies the British Atlantic, specifically the North American colonies, the motivations to colonize, the governments that were put in place and the conflict that reshaped the continent. This course is designed to help reshape student's perspective of mankind and the journey of human civilization and colonization.</p>		
8th Grade Social Studies	Grade Level: 8	Full Year
<p>This course explores American History from the Articles of Confederation to the Civil War. The course focuses on the following topics: America's first form of government, U.S. Constitution, citizens' rights and responsibilities, Washington and Jefferson Era, Industrial Revolution, Jacksonian Democracy, Manifest Destiny, Westward Expansion, Texas Independence, Mexican-American War, Abolitionist, Women's Suffrage, and Civil War. The course analyzes political, social, and economic trends during the time examined.</p>		

Fine Art Course Descriptions

6th Grade Art	Grade Level: 6	One Semester	
<p>This exploratory class is designed to strengthen students' basic art skills. Those skills include drawing, painting and sculpting, designing artwork using a variety of media and techniques, and developing students' creativity and self-expression. Focus will be placed on recognizing and using the art elements including line, shape, color, value, form, texture and space, and design principles including rhythm, balance, proportion, variety, emphasis, harmony, and unity.</p>			
Art I	Grade Level: 7, 8	One Semester	Fee: \$10.00
<p>Students will be introduced to advanced techniques using professional mediums to increase awareness of art as an important aspect of our culture. Advanced techniques in painting, drawing, and three-dimensional art will be explored as well as the study and role of art in history. * This class can only be taken one time in either 7th or 8th grade.</p>			
Art II	Grade Level: 8	Full Year	Fee: \$15.00
<p>Students will explore art history, new types of media, and improve their artistic talents. First semester will concentrate on the elements of art by studying perspective, color, printmaking, texture, and value. Second semester will further their understanding and emphasize details in artwork with an intro to the Principles of Design. Spots are limited and students are selected based on performance in Art I. * Prerequisite: Art I with a B or higher and art teacher recommendation.</p>			
Band 6th Grade	Grade Level: 6	Full Year	
<p>This course is a study of basic fundamental techniques of instrumentation. Students learn to read music and develop foundational instrumental techniques that can be applied to areas such as musical performance, composition, and improvisation.</p>			
Band 7th Grade	Grade Level: 7	Full Year	
<p>The 7th-grade band consists of students with at least one year of school band experience on a concert band instrument. Students continue to develop general music literacy and instrumental technique that can be applied to areas such as musical performance, composition, and improvisation. Students taking private instrument instruction may join after completing an audition, and interview, with an ensemble director.</p>			
Band 8th Grade	Grade Level: 8	Full Year	
<p>The 8th-grade band consists of students with at least two years of school band experience on a concert band instrument. Students continue to develop general music literacy and instrumental technique that can be applied to areas such as musical performance, composition, and improvisation. Students taking private instrument instruction may join after completing an audition, and interview, with an ensemble director.</p>			

Competitive Speech and Theatre	Grade Level: 7, 8	One Semester	
<p>In this course, students will prepare dramatic and humorous presentations to compete in speech and drama tournaments. Events include Dramatic and Humorous Interpretation, Prose, Poetry, Duet Acting, Storytelling, Improvisation, and Impromptu. Tournaments will be held every Friday in February and the first Friday in March. Students must demonstrate and maintain good citizenship and good grades. * Prerequisite: Teacher recommendation. This class may be taken in both 7th & 8th grades.</p>			
Fiber Art	Grade Level: 8	One Semester	Fee: \$15.00
<p>This course adds to the concepts learned in Art I by focusing on 3D art and handbuilding. Students will experience fiber art forms by concentrating on weaving, mask making, basketry, tie-dye, and much more. * Prerequisite: Art I with a C or higher and teacher recommendation.</p>			
Intro to Jazz Band	Grade Level: 7, 8	Full Year	
<p>This course is an introduction to the study of various jazz styles, jazz theory and improvisation. Students will perform at concerts and festivals. Students must enroll in band as well. * AUDITION ONLY. This class may be taken in both 7th & 8th grades.</p>			
Mixed Chorus 6th Grade	Grade Level: 6	One Semester	
<p>Mixed Chorus offers students with varying levels of interest and talent the opportunity to participate in a large ensemble. Various styles of choral music are studied and performed. Student's vocal techniques and musicianship are strengthened.</p>			
Music Explorations	Grade Level: 7, 8	Full Year	
<p>The course provides opportunities for growth in understanding the following musical elements: rhythm, melody, form, tempo, dynamics, timbre or tone color, harmony, expression, articulation, and style. The course also encourages interest in music from diverse cultures and historical periods with an emphasis on American Musicals. The student experience will include completion of in-class activities, listening logs, as well as individual and group projects. This is a non-performance class. * This class can only be taken one time in either 7th or 8th grade.</p>			
Orchestra 7th Grade	Grade Level: 7	Full Year	
<p>This class is designed to incorporate continued reading of musical literature, while continuing to develop elements like technique, note and rhythm recognition, intonation, blend, balance and ensemble playing. The class will continue to use the String Basics series, Books 2 & 3. Owning an instrument is not required, but preferred. Students are expected to play in the Winter Orchestra Concert and the Spring Orchestra Concert. The instrumentation is violin, viola, cello, string bass (sorry, no guitars). * Prerequisite: Two years string instruction, Beginning Orchestra, or teacher recommendation.</p>			
Orchestra 8th Grade	Grade Level: 8	Full Year	
<p>8th Grade Orchestra is designed to continue to build upon skills and musical knowledge students will need at the high school level. The class will use String Basics, Book 3, and students will learn to play in higher positions. Sheet music for full-length pieces will be handed out and rehearsed daily. Owning an instrument is not required but preferred. Students are expected to play in the Winter Orchestra Concert</p>			

and the Spring Orchestra Concert. The instrumentation is violin, viola, cello, string bass (sorry, no guitars). * Prerequisite: 7th Grade Orchestra, Beginning Orchestra, or teacher recommendation.			
Orchestra Beginning	Grade Level: 6, 7, 8	Full Year	
Beginning Orchestra is designed for students who have had little to no instruction on string instruments. Owning an instrument is not required but preferred. Students will learn the proper string techniques needed to play their instrument and read music. The class uses a method book called String Basics, Book 1. Students are expected to play in the Winter Orchestra Concert and the Spring Orchestra Concert. Instruments include violin, viola, cello, string bass (sorry, no guitars).			
Orchestra Intermediate	Grade Level: 6, 7, 8	Full Year	
Intermediate Orchestra is designed for students who have had one year of experience on string instruments. Owning an instrument is not required but preferred. Students will learn the proper string techniques needed to play their instrument and read music. The class will finish the method book String Basics, Book 1 and transition to Book 2 during the school year. Students are expected to play in the Winter Orchestra Concert and the Spring Orchestra Concert. Instruments include violin, viola, cello, string bass (sorry, no guitars).			
Performance Choir	Grade Level: 7, 8	Full Year	
In this class, students will learn the fundamentals of music through singing choral music. Music reading, proper vocal production, various musical styles, and other elements related to choral singing will be studied as the students work together to perform in formal and informal settings. The students learn to work as a team, as well as build a positive self-concept through their performances and daily rehearsals. * This class may be taken in both 7th & 8th grades.			
Rock Music History	Grade Level: 7, 8	One Semester	
This course discusses the early beginnings of Rock 'n' Roll, its development, and continuing social impact. The student experience will include listening to a variety of musical artists, genres, and movements in popular Rock music, completion of in-class and out-of-class activities, listening logs, individual and group presentations. * This class can only be taken one time in either 7th or 8th grade.			
Showstoppers	Grade Level: 6	Full Year	
Showstoppers is a 6 th grade advanced choir that works on fundamentals of traditional choral singing and show choir. This course will prepare students for a future in Smith-Cotton's proud tradition of excellence in choral music, including our award-winning show choir program. * AUDITION ONLY.			
Sound Effects	Grade Level: 7, 8	Full Year	Fee: \$150.00
Sound Effects is the premiere performance group at Smith-Cotton Junior High. Focusing on continued growth in the fundamentals of music, vocal technique, and dance, students are immersed in highly competitive show choir and concert settings. Performances include concerts/performances throughout the year and a minimum of four show choir competitions within the state. Teamwork, positive self-concept and discipline are fostered as the students are prepared for continued participation in show choir at the high school level. * AUDITION ONLY. This class may be taken in both 7th & 8th grades.			

Soundsation (Women's Choir)	Grade Level: 7, 8	Full Year	Fee: \$20.00
<p>In this class, students continue developing skills and knowledge pertaining to the fundamentals of music. This includes, but is not limited to, music reading, proper vocal production, performance practices in various musical genres, and other elements related to coral singing. Students will work together to perform in formal and informal settings, including concerts throughout the year and other opportunities in venues around the community. * AUDITION ONLY. This class may be taken in both 7th & 8th grades.</p>			
Soundwave (Men's Choir)	Grade Level: 7, 8	Full Year	Fee: \$20.00
<p>In this class, students continue developing skills and knowledge pertaining to the fundamentals of music. This includes, but is not limited to, music reading, proper vocal production, performance practices in various musical genres, and other elements related to coral singing. Students will work together to perform in formal and informal settings, including concerts throughout the year and other performing opportunities in venues around the community. * AUDITION ONLY. This class may be taken in both 7th & 8th grades.</p>			
Speech	Grade Level: 7, 8	One Semester	
<p>This class is designed to introduce students to public speaking and communication. It focuses on organization of thoughts, outlining, and presenting ideas orally before a group. * This class can only be taken one time in either 7th or 8th grade.</p>			
Theatre Arts	Grade Level: 7, 8	One Semester	
<p>This course is designed to introduce students to theatre and theatrical elements. These will include movement, motivation, characterization, memorization, and voice. Activities will include improvisation, oral interpretation, duet acting, and pantomime. Theater history, set design and construction, costuming, makeup, lighting, directing, play analysis, playwriting, theatre etiquette, and musical theatre will be parts of the curriculum. * This class can only be taken one time in either 7th or 8th grade.</p>			
Theatre in Practice	Grade Level: 7, 8	One Semester	
<p>The focus of Theatre in Practice will be on the entire play production process. Students will develop a One Act performance from beginning to end and perform it at the end of the semester. Study will be done in voice, movement, characterization, and acting techniques. Time will also be spent on technical theater, including lighting, costuming, directing, and set design. * Prerequisite: Teacher recommendation. This class can be taken in both 7th and 8th grades.</p>			

Physical Education & Health Course Description

Health 6th Grade	Grade Level: 6	One Semester
<p>This course is designed to introduce students to the following topics: Your Health and Wellness, Mental and Emotional Wellness, Healthy Relationships, Nutrition, Physical Activity, Personal Health, Body</p>		

Systems, and Drugs, Alcohol, & Tobacco. There is also a 10-13 week DARE program during the semester. The students who complete the program and pass 80% of their workbook and type a 250 word essay will graduate. Daily activities in Health will include any of the following: working on chromebooks, videos, working from the text, some physical activity, and group discussions. All homework and assignments are completed in the classroom. * **REQUIRED for one semester in 6th grade.**

Introduction to Athletic Conditioning

Grade Level: 8

Full Year

This class will focus on strength conditioning through weight training, agility drills, and knowledge of nutrition. This class will fulfill the Physical Education requirement. * **Prerequisite: Must be participating in a school sponsored sport during the 20-21 school year.**

Lifetime Fitness

Grade Level: 8

Full Year

The class is an introduction to general fitness principles and techniques that the students can take with them through life. The students will work on improving overall fitness through weight training activities, agility drills, muscular and cardiovascular endurance and flexibility. This class will fulfill the Physical Education requirement.

Physical Education

Grade Level: 7, 8

One Semester

This class will focus on physical activity, including team sports, lifetime sports, and individual fitness. Emphasis is placed on active participation and positive social interactions during activities. * **REQUIRED for one semester in both 7th & 8th grades.**

Physical Education 6th Grade

Grade Level: 6

One Semester

This class will focus on physical activity, including team sports, lifetime sports, and individual fitness. Emphasis is placed on active participation and positive social interactions during activities. * **REQUIRED for one semester in 6th grade.**

Practical Art Course Descriptions

App Creators

Grade Level: 7, 8

One Semester

In this Project Lead the Way Course, students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. * **Prerequisite: Prerequisite: C or higher in Innovators and Makers. This class can only be taken one time in either 7th or 8th grade.**

Automation & Robotics

Grade Level: 8

One Semester

In this Project Lead the Way Course, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students will learn different gear systems and apply programming in order to solve real world problems. Students use the VEX Robotics platform to design, build, and program objects

such as traffic lights, toll booths, and robotic arms. * **Prerequisite: C or higher in Design & Modeling and/or teacher recommendation.**

Computers 6th Grade

Grade Level: 6

One Semester

In this class students will improve keyboarding skills, explore cyber literacy and safety, and complete projects using Google applications such as Docs, Slides, etc. This semester class introduces and explores new concepts relating to grade level interests. Students will use presentation and word processing software in a way that they can use them in their classes at Smith-Cotton Junior High School. * **REQUIRED for one semester in 6th grade.**

Design & Modeling

Grade Level: 7, 8

One Semester

In this Project Lead the Way course, students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams; solving a real world problem by mastering measurement, drawings, dimensions, creating a computer automated prototype. Using design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. * **Strong math and science ability required. This class can only be taken one time in either 7th or 8th grade.**

Family and Consumer Science (FACS)

Grade Level: 7, 8

One Semester

Fee: \$20.00

In this class, introductory experiences are provided in the subject matter areas of family and child development. Students are introduced to the knowledge and skills needed for their roles as homemakers, consumers, and wage earners. Introductory experiences are provided in the subject matter areas of personal development, consumer education, nutrition, food management, child development, interior design, and housing/living environments. * **This class can only be taken one time in either 7th or 8th grade.**

Flight & Space

Grade Level: 7, 8

One Semester

In this Project Lead the Way course, the exciting world of aerospace comes alive through flight and space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel. * **Strong math and science ability required. This class can only be taken one time in either 7th or 8th grade.**

Flight & Space 6th Grade

Grade Level: 6

One Semester

In this Project Lead the Way course, the exciting world of aerospace comes alive through flight and space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel. * **Strong math and science ability required.**

Industrial Technology I

Grade Level: 7, 8

One Semester

Fee: \$20.00

Industrial Tech I will introduce students to the basics of problem solving and design. The course will primarily focus on the process rather than the product. Classes will center on individual and team oriented problem solving activities. Emphasis will be given to safety and technology related career choices. * **This class can only be taken one time in either 7th or 8th grade.**

Industrial Technology II	Grade Level: 8	One Semester	Fee: \$20.00
<p>This course utilizes computer aided drafting (CAD) and is designed to build on the basics learned in Industrial Technology I. Students will use problem solving and critical thinking skills to design and model projects. Projects will be more complex and in depth than in Industrial Technology I. * Prerequisite: Industrial Technology I.</p>			
Innovators and Makers	Grade Level: 7, 8	One Semester	
<p>In this Project Lead the Way Class, students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices. * Strong math and science ability required. This class can only be taken one time in either 7th or 8th grade.</p>			
Introduction to Computer Applications	Grade Level: 7, 8	One Semester	
<p>This course deepens students understanding of concepts in computer science, media literacy, design thinking, and information literacy. Students will examine how mass sharing of information impacts day-to-day lives, and how we can debunk harmful misinformation. This class is built on project-based learning and students will have freedom in the topics they explore and products they create with digital tools. * This class can only be taken one time in either 7th or 8th grade.</p>			
Introduction to Desktop Publishing	Grade Level: 7, 8	One Semester	
<p>This introductory course will expose students to the areas of desktop publishing and graphic design. Students will combine text and graphics to produce professional-quality publications including announcements, fliers, advertisements, newsletters, posters, and more. This hands-on course will nurture and strengthen students' creative and artistic talents. * This course can only be taken one time in either 7th or 8th grade.</p>			
Medical Detectives	Grade Level: 8	One Semester	
<p>In this Project Lead the Way course, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. * Strong math and science ability required.</p>			
Yearbook	Grade Level: 7, 8	Full Year	
<p>In this class, students will create and develop the annual school yearbook. Duties will include attending school events, taking pictures, and creating attractive layouts. Students must have good organizational skills and have completed a computer class in 6th grade. References and grades will be checked. Spots are limited. *Application and teacher recommendation only. This class may be taken in both 7th & 8th grade.</p>			

Non-Departmental Course Descriptions

Career Education	Grade Level: 7	One Semester
<p>This course is the beginning of the career development process in which students will practice decision-making and problem-solving skills for college or career planning. Students will explore educational and career information to learn more about themselves, their interests and abilities. This course will guide students through the process of investigation and help them develop a college and career plan. Students will use interest inventories, online resources, and other tools to explore areas of personal interest. Each student will have the opportunity to explore educational requirements as well as career options for a variety of chosen career paths.</p>		
Educational Recovery	Grade Level: 6, 7, 8	Full Year
<p>This course is designed for students who wish to improve conduct and behavior. The primary goal of the course is to instruct students in the skills and techniques needed to interact appropriately with others. Instruction is provided to address specific behavioral concerns. * Teacher/team referral required.</p>		
Educational Resource Social Skills	Grade Level: 6, 7, 8	Full Year
<p>This course will include individualized instruction in specific social interactions, as well as assistance in an identified areas of difficulty, including continual development and improvement in overall social vocabulary. In addition, students will be instructed in workplace skills, including skills and techniques for interacting appropriately with others. * Teacher/team referral required.</p>		
ESOL	Grade Level: 6, 7, 8	Full Year
<p>This course develops listening and speaking skills in speakers of languages other than English and prepares them to function in educational and/or personal English-speaking contexts. This course also aims to develop reading proficiency, vocabulary, writing, and grammar skills of students who speak a language other than English. * Teacher/team referral required.</p>		
Leadership	Grade Level: 8	One Semester
<p>Do you want to be a leader? This class will teach the qualities of a great leader by analyzing past and current leaders, identifying your leadership style, and encouraging personal growth. This course is designed to study the concepts of cooperative planning, shared responsibilities, positive action, and mutual understanding. An emphasis will be placed on student participation and involvement with real school and student concerns. Students will be challenged in the areas of communication, confidence, planning, critical thinking, and team building.</p>		
Front/Guidance Office Worker	Grade Level: 8	One Semester
<p>Students will complete tasks requested by office staff. Tasks include running student request slips, giving building tours, and much more. * Prerequisite: Teacher/counselor recommendation only. Must be an upstanding citizen in our school. Cannot have grades lower than a B and must not have any office referrals.</p>		

Library Worker	Grade Level: 7	One Semester
<p>Students will complete tasks requested by the librarian. Tasks include checking books in and out, assisting students, and more. Library workers also organize and complete a service project. *</p> <p><i>Prerequisite: Teacher/counselor recommendation only. Must be an upstanding citizen in our school. Cannot have grades lower than a B and must not have any office referrals.</i></p>		
Spanish I	Grade Level: 8	Full Year
<p>This level I foreign language course will introduce students to basic vocabulary and grammar, rudimentary communication with learned phrases, and simple questions and answers in the target language. Students will require an understanding of the customs and traditions of the countries where the target language is spoken. Students who successfully complete a full year of this course will earn one high school credit and the grade earned each semester will go on their high school transcript. Spots are limited to 33 and students are selected based on GPA. * <i>Prerequisite: Teacher/counselor recommendation only.</i></p>		

If you have any questions regarding elective courses or course selections for the upcoming year, please do not hesitate to contact the appropriate grade level counselor. Make sure students carefully select classes because schedule changes are discouraged and often denied. We look forward to working with you and your child!

Contact Information

Class of 2025 Counselor

Rebecca Moss

mossr@sedalia200.org

660-829-6362

Class of 2027 Counselor

Jill Peterson

peteronj@sedalia200.org

660-829-6327

Class of 2026 Counselor

Debi Pond

pondd@sedalia200.org

660-829-6328



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

To: Board of Education and Mr. Triplett

From: Chris Pyle

Nancy L. Scott, Ed. D.
Assistant Superintendent

Date: January 13, 2020

Re: Student Transportation Services

Christopher Pyle, Ed. S.
Assistant Superintendent

Our current contractual agreement for student transportation services concludes at the end of this school year. The bid process for the future begins in January. A Pre-Proposal Conference for student transportation will be held on January 27, 2020 to review proposal specifications and answer vendor questions. Sealed proposals for student transportation services will be accepted until February 19, 2020. The details in this memo are provided for informational purposes for our Board of Education.

Todd Fraley Ed. D.
Assistant Superintendent

A bid analysis and recommendation will be shared for consideration for our Board of Education at our February 24, 2020 meeting.

Harriet A. Wolfe, Ed. D.
Chief Financial Officer

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

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

Devon Gilmore, M. Ed.
Director Curriculum Instruction
Assessment K-5

Bob Satnan, B.A.
Communications Director

Missouri Model District
www.sedalia200.org

Sedalia #200 is an
equal opportunity and
affirmative action employer



Whittier High School

Sedalia School District #200

907 East 16th Street
Sedalia, MO 65301
(P) 660-829-4764
(F) 660-827-8909
www.sedalia200.org

Martin White, Ed. S.
Director

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

Kelly Birdsong
Social Studies

Shawn Cairer, M.A.T.
Science/Service Learning

Jennie Guerrini, M.S.E.
Electives/Service Learning

Mary Jo Kientzy, M. S.
Mathematics

Mark Johnson, M. Ed.
PE/Health/Foods

Renee Pinkelton, M.S.E.
English/Art

Chris Johnston, L.P.C.
School Psychologist

Melissa Magaña
Bilingual
School-Home Liaison

Ashley Stark
School Security Officer

Date: November 25, 2019
To: Sedalia #200 Board of Education
From: Mr. White and Mr. Curry
Re: Donation from First United Methodist Church

Dear Sedalia #200 Board of Education,

On behalf of Whittier High School, we would like to extend our sincere appreciation to First United Methodist Church for their generous monetary donation in support of our Whittier High School students and staff.

Their donation was in the amount of \$2400. This donation will be used to purchase school hoodies and t-shirts for all of our Whittier students and staff.

Their continued generosity and support of Whittier High School is greatly appreciated.

Sincerely,

Martin White
B.J. Curry
Whittier High School

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TIGER!**

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employer



Whittier High School

Sedalia School District #200

907 East 16th Street
Sedalia, MO 65301
(P) 660-829-4764
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Martin White, Ed. S.
Director

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

Kelly Birdsong
Social Studies

Warren Dey, M.S.E.
Electives/Service Learning

Jerry Fagg, M.S.E.
Science/PE

Jennie Guerrini, M.S.E.
Electives/Service Learning

Mary Jo Kientzy, M.S.
Mathematics

Mark Johnson, M. Ed.
Electives/Foods

Renee Pinkelton, M.S.E.
English/Art

Chris Johnston, L.P.C.
School Psychologist

Melissa Magaña
Bilingual
School-Home Liaison

Ashley Stark
School Security Officer

Date: December 9, 2019

To: Sedalia #200 Board of Education

From: Mr. White and Mr. Curry

Re: Donation from Donald & Joan Woods, Directors of the Community
Foundation of the Ozarks

Dear Sedalia #200 Board of Education,

On behalf of Whittier High School, we would like to extend our sincere appreciation to Donald & Joan Woods (Woods Grocery Store), Directors of the Community Foundation of the Ozarks, for their generous monetary donation in support of our Whittier High School Foods Class .

Their donation was in the amount of \$500.00. This donation will be used to purchase cooking supplies for our Foods Class..

Their continued generosity and support of Whittier High School is greatly appreciated.

Sincerely,

Martin White
B.J. Curry
Whittier High School

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affirmative action
employer



Proud to be a Tiger!

Washington Elementary

Sedalia School District #200

610 S. Engineer

Sedalia, Missouri 65301

Phone 660-826-2216 Fax 660-829-0982



Proud to be a Tiger!

Lisa Volk, Ed. S.

Principal

Tiffany Anderson

Administrative Assistant

Michelle Hofstetter

Counselor, NCC, PLPC

Shata Layton

Special Education
Process Coordinator

Taylor Thomas

Instructional Coach

Marcy Husong

Social Worker

To: Mr. Triplett and the Board of Education

From: Washington Elementary

Date: December 19, 2019

Washington Elementary would like to thank Wilson Toellner & Associates LLC for donating \$225.00 to pay current student outstanding lunch account balances.

We appreciate the generosity extended to Washington families.

Respectfully,

Lisa Volk

SEDALIA SCHOOL DISTRICT #200
PROPORTIONAL ATTENDANCE RATE - 2019-2020

7.6

Standard 4 - 90% of the students will attend 90% of the time

School	Date	A		B		C		D		Adjusted Enrollment < 85.0%	
		Total Adjusted Enrollment	Proportional Attendance Rate	(1 point) Adjusted Enrollment at 90-100%	%	(.5 point) Adjusted Enrollment at 87.5-89.9%	%	(.25 point) Adjusted Enrollment at 85-87.4%	%	Adjusted Enrollment < 85.0%	%
Heber Hunt Elem	9/10/2019	451.99	91.99	409.08	90.51	9.90	2.19	7.00	1.55	26.01	5.76
	10/7/2019	450.34	94.04	413.02	91.71	15.97	3.55	10.00	2.22	11.35	2.52
	11/11/2019	450.39	94.38	413.84	91.88	18.24	4.05	8.42	1.87	9.89	2.20
	12/9/2019	449.89	95.02	414.82	92.20	21.80	4.85	7.00	1.56	6.27	1.40
Horace Mann Elem	9/10/2019	275.29	94.21	255.39	92.77	5.40	1.96	5.00	1.82	9.50	3.45
	10/7/2019	278.28	94.55	256.04	92.01	12.14	4.36	4.00	1.44	6.10	2.19
	11/11/2019	277.77	96.07	261.45	94.12	8.29	2.98	4.96	1.79	3.07	1.11
	12/9/2019	277.83	95.75	260.97	93.93	8.37	3.01	3.39	1.22	5.10	1.83
Parkview Elem	9/10/2019	475.37	91.86	430.40	90.54	9.00	1.89	7.07	1.49	28.90	6.08
	10/7/2019	476.70	91.34	422.70	88.67	18.00	3.78	14.86	3.12	21.14	4.44
	11/11/2019	478.19	92.21	425.60	89.00	21.44	4.48	18.53	3.88	12.62	2.64
	12/9/2019	478.88	92.13	426.14	88.99	25.45	5.31	9.19	1.92	18.10	3.78
Skyline Elem	9/10/2019	480.10	92.03	437.10	91.04	8.00	1.67	3.00	0.62	32.00	6.66
	10/7/2019	479.69	93.89	437.87	91.28	21.00	4.38	8.00	1.67	12.82	2.67
	11/11/2019	480.29	95.25	445.62	92.78	22.09	4.60	3.33	0.69	9.25	1.92
	12/9/2019	481.30	95.19	447.82	93.04	16.50	3.43	8.30	1.72	8.68	1.80
Washington Elem	9/10/2019	245.80	89.69	219.20	89.18	1.00	0.41	3.00	1.22	22.60	9.20
	10/7/2019	246.15	91.64	217.59	88.40	12.97	5.27	6.00	2.44	9.59	3.90
	11/11/2019	245.76	94.07	226.64	92.22	7.10	2.89	4.00	1.63	8.02	3.26
	12/9/2019	246.41	93.75	224.94	91.29	10.45	4.24	3.34	1.36	7.68	3.12
SMS	9/10/2019	390.71	93.26	361.16	92.44	4.90	1.25	3.00	0.77	21.65	5.54
	10/7/2019	389.36	91.34	348.98	89.63	8.69	2.23	9.27	2.38	22.42	5.75
	11/11/2019	387.86	92.29	351.98	90.75	7.98	2.06	7.88	2.03	20.02	5.16
	12/9/2019	387.16	93.61	354.45	91.55	11.80	3.05	8.30	2.14	12.61	3.25

CALCULATION: Sum of columns B + .5C + .25D divided by column A = Proportional Attendance Rate

SEDALIA SCHOOL DISTRICT #200
PROPORTIONAL ATTENDANCE RATE - 2019-2020

Standard 4 - 90% of the students will attend 90% of the time

School	Date	A		B		C		D		Adjusted Enrollment < 85.0%	
		Total Adjusted Enrollment	Proportional Attendance Rate	(1 point) Adjusted Enrollment at 90-100%	%	(.5 point) Adjusted Enrollment at 87.5-89.9%	%	(.25 point) Adjusted Enrollment at 85-87.4%	%	Adjusted Enrollment < 85.0%	%
Smith-Cotton Jr High	9/10/2019	1175.79	92.19	1073.02	91.26	17.80	1.51	8.20	0.70	76.77	6.53
	10/7/2019	1173.14	92.32	1058.47	90.23	39.75	3.39	19.00	1.62	55.92	4.77
	11/11/2019	1175.07	92.03	1049.94	89.35	51.32	4.37	23.11	1.97	50.70	4.32
	12/9/2019	1178.59	91.91	1052.33	89.29	47.00	3.99	29.87	2.53	49.39	4.19
Smith-Cotton HS	9/10/2019	1436.38	91.00	1289.38	89.77	25.00	1.74	20.80	1.45	101.20	7.05
	10/7/2019	1439.34	88.51	1232.01	85.60	63.82	4.43	39.86	2.77	103.65	7.21
	11/11/2019	1435.04	88.54	1227.90	85.57	70.37	4.90	29.78	2.08	106.99	7.46
	12/9/2019	1431.99	88.34	1217.26	85.00	72.08	5.03	46.73	3.26	95.92	6.70
District Wide	9/10/2019	4931.43	91.85	4474.73	90.74	81.00	1.64	57.07	1.16	318.63	6.46
	10/7/2019	4933.00	91.44	4386.68	88.93	192.34	3.90	110.99	2.25	242.99	4.93
	11/11/2019	4930.37	91.91	4402.97	89.30	206.83	4.20	100.01	2.03	220.56	4.47
	12/9/2019	4932.05	91.94	4398.73	89.19	213.45	4.33	116.12	2.35	203.75	4.13

Average Daily Attendance

School	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Early Childhood	95.24%	92.21%	91.80%	90.40%						

CALCULATION: Sum of columns B + .5C + .25D divided by column A = Proportional Attendance Rate