



Agenda
Regular Session Meeting
Sedalia School District #200
Monday, December 17, 2018 6:30 p.m.
Smith-Cotton High School
Heckart Performing Arts Center
2010 Tiger Pride Blvd.

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 Edward Toderescu-Stavila, HOSA Organization Info
2.6 Approval of December 17, 2018 Action

Consent Agenda

3.1 Minutes for Monthly Business Meeting December 3, 2018 Action
3.2 Personnel Action
3.3 Treasurer's Report Action
3.4 Payment of Bills Action
3.5 Minimum Wage Increase Action
3.6 Renaissance Star Reading Subscription Action

Decision Unfinished Business

4.1 Pettis County Mitigation Plan Action
4.2 DNR Energy Loan Repayment Action
4.3 Early Childhood Long Range Planning Action
4.4 JAG – Jobs for America's Graduates Memorandum Action

Decision

5.1 2018-19 Candidates for Early Graduation Action

Discussion

6.1 Smith-Cotton Planning Guide 2019-20 Info
6.2 Vocational Enhancement Grant Application Info
6.3 Calendar School Year 2018-19 Info
6.4 Safety – Long Rifle Info

Information

7.1 Attendance 90/90 Report Info
7.2 SMS Playground Info
7.3 Leona Payne Donation Info
7.4 Lion's Club Donation Info

Adjournment

8.1 Adjournment to Closed Session Action



Minutes
 Regular Meeting
 Sedalia School District #200
 Monday, December 3, 2018 6:30 p.m.
 Parkview Elementary
 Media Center
 1901 South New York Avenue

Call to Order	Dr. Sharp president, called the meeting to order at 6:30 p.m.
Quorum	Board Members present: Dr. Jeffrey Sharp, President; David Wolf, Vice President; Scott Gardner, Secretary; Kenny Coffelt, Treasurer; Diana Nichols, Steve Schilb and Michael Stees.
Present	Steve Triplett, Superintendent; Dr. Todd Fraley, Assistant Superintendent; Chris Pyle, Assistant Superintendent; Dr. Nancy Scott, Assistant Superintendent; Kali Butts, Student Advisor to the Board; Lisa Hammerly, Recording Secretary.
Public Comments	None.
Recognitions & Pres.	<p>Sedalia Community Educators Association – four winners of its staff scholarships will be announced at its next meeting later this month, The SCEA board selected the district’s Outstanding Associate for this school year and will make the presentation at the SCEA candidate forum in February.</p> <p>Sedalia School District Foundation – will announce its mid-year mini grant and dual credit scholarship recipients within the next couple of weeks.</p> <p>The Legion of Valor Bronze Cross for Achievement Award. Col Cunningham presented the award to Laura Haney and Erika Tackett. This is the highest award available to high school JROTC cadet.</p> <p>Parkview Presentation on Student Engagement – Creating Magical Lessons.</p>
Approval of Agenda	Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve December 3, 2018 Agenda a presented. Affirmative: 7
Consent Agenda	Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve the December 3, 2018 Consent Agenda, including Minutes for Monthly Business Meeting October 22, 2018, Personnel, Treasurer’s Report, Payment of Bills. Affirmative: 7
Professional Dev Plan	Kenny Coffelt moved, seconded by Diana Nichols, that the Board approve the Professional Development Plan 2018-19 as presented. Affirmative: 7
Board Filing Candidate	Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve the Legal Notice for Board Filing Candidates as presented. Affirmative: 7
MOSIP/U.S. Bank	Kenny Coffelt moved, seconded by Scott Gardner that the Board approve the transfer of MOSIP Core Portfolio Funds held by U.S. Bank to Equity Bank with early withdrawal penalty due to an overall greater increase in gain with Equity Bank as presented. Affirmative: 7



Minutes
Regular Meeting
Sedalia School District #200
Monday, December 3, 2018 6:30 p.m.
Parkview Elementary
Media Center
1901 South New York Avenue

Maintenance HVAC Bid	Kenny Coffelt moved, seconded by Diana Nichols, that the Board approve the Maintenance Warehouse HVAC Bid to Premier Climate Control in the amount of \$22,690.00 as presented. Affirmative: 6; Wolf no.
ECSE Title I Evaluation	Kenny Coffelt moved, seconded by Diana Nichols, that the Board approve the Early Childhood and Title I Preschool Program Evaluation as presented. Affirmative: 7
P. A. T. Evaluation	Kenny Coffelt moved, seconded by Diana Nichols, that the Board approve the Parents as Teacher Program Evaluation as presented. Affirmative: 7
ECSE Position	Scott Gardner moved, seconded by Kenny Coffelt, that the Board approve the Early Childhood Special Education Additional Position for Para Educator as presented. Affirmative: 7
Pettis Co Mitigation Plan	The Chairman moved to postpone consideration of the Pettis County Mitigation Plan until the next regularly scheduled meeting. Scott Gardner approved, seconded by Kenny Coffelt, that the Board postpone the Pettis County Mitigation Plan until December 17, 2018 for approval. The Pettis County Mitigation Plan will be brought back under Decision Unfinished Business December 17, 2018. Affirmative: 7
DNR Loan Payoff	Dr. Wolfe presented the request to pay off the DNR Energy Loan. The request to pay off the DNR Energy Loan will be brought back under Decision Unfinished Business December 17, 2018.
ECSE Construction	Mr. Triplett presented the request to construct an Early Childhood Facility. The request to construct an Early Childhood Facility will be brought back under Decision Unfinished Business December 17, 2018.
JAG Memorandum	Mr. Triplett presented the request to approve the JAG – Jobs for America’s Graduates Memorandum. The request to approve the JAG – Jobs for America’s Graduates Memorandum will be brought back under Decision Unfinished Business December 17, 2018.
Attendance 90/90 Report	Mr. Triplett presented the 90/90 Attendance Report.
Building Qtr. Reports	Mr. Triplett presented the Building’s Quarterly Reports.
ACT Data	Rebecca Brownfield presented the ACT Data, and the Pre ACT Student Data Reports.
Hicks Donation	Mr. Eisenmenger, Principal Sedalia Middle School presented the donation from Mr. and Mrs. Robert Hicks.



Minutes
Regular Meeting
Sedalia School District #200
Monday, December 3, 2018 6:30 p.m.
Parkview Elementary
Media Center
1901 South New York Avenue

Adjournment

Kenny Coffelt moved, seconded by Diana Nichols, to adjourn to closed session for purposes listed in sections RSMo. 610.021 (3) Personnel, (13) Protected Records, and (18) Operational Guidelines at 8:20 p.m. Affirmative: 7

Approved this 17th day of December 2018, by order of the Board of Education, Sedalia School District #200, Pettis County, Sedalia, MO.

Scott Gardner, Secretary

Dr. Jeffrey Sharp, President

Bank & Cash Reconciliation

Fund Cash Balance by Fund

Fund Number and Description	Cash Balance	Comments
001 - General Fund	23,261,888.65	
002 - Special Revenue Fund	3,963,888.43	
003 - Debt Service Fund	.00	
004 - Capital Projects Fund	7,652,264.42	
Adjustment 1 :	.00	
Adjustment 2 :	.00	
Adjustment 3 :	.00	
Adjustment 4 :	.00	
TOTAL :	34,878,041.50	

Bank Cash and Reconciled Balances:

Account Code & Bank	Cash Balance	Reconciled Balance	Comments
xxxx41.1 - Series 2015B - UMB BANK	.00	.00	
xxxx1387 - Chrs E Egdorf - US Bank	8,002.48	8,002.48	
xxxx1251 - General Funds - MOSIP	3,932,389.92	3,932,389.92	
xxxx1252 - Capital Funds - MOSIP	2,777,019.90	2,777,019.90	
xxxx57.3 - Series 2016 - UMB BANK	.00	.00	
xxxx0278 - - Equity Bank	13,363,730.29	13,941,834.96	
xxxx0294 - - Equity Bank Activity Gate	10,969.78	10,969.78	
xxxx0213 - Portfolio Cash - MOSIP	37,628.98	37,628.98	
xxxx0213 - US Bank - MOSIP	14,748,300.15	14,748,300.15	
Outstanding Amount: xxxx0278 - - Equity Bank	.00	-578,104.67	
Adjustment 1 :	.00	.00	
Adjustment 2 :	.00	.00	
Adjustment 3 :	.00	.00	
Adjustment 4 :	.00	.00	
TOTAL :	34,878,041.50	34,878,041.50	

Bank Cash and Fund Cash are in Balance

Cash Flow Summary For month of November

	Fund - 001	Fund - 002	Fund - 003	Fund - 004	All Funds
A. Cash Balance as of 11/01/18	24,082,526.72	3,894,829.76	0.00	7,645,925.95	35,623,282.43
B. Revenues (5XXX) :	702,634.87	2,227,759.03	0.00	81,412.05	3,011,805.95
C. Expenses (6XXX) :	1,624,774.58	2,688,353.94	0.00	75,073.58	4,388,202.10
D. Excess Revenue (B - C) :	(922,139.71)	(460,594.91)	0.00	6,338.47	(1,376,396.15)
E. New Cash Balance (A + D) :	23,160,387.01	3,434,234.85	0.00	7,652,264.42	34,246,886.28
F. Net Change in Fund Balance (3XXX) :	0.07	0.00	0.00	0.00	0.07
G. Net Change in Other Assets & Liabilities (1200 - 2999) :	101,501.57	529,653.58	0.00	0.00	631,155.15
H. Final Balance as of 11/30/18	23,261,888.65	3,963,888.43	0.00	7,652,264.42	34,878,041.50

Fund Balance Report

for the period ending November, 2018

Fund	1	2	3	4	Total
General Fund	Teachers Fund	Debt Service Fund	Capital Projects Fund	Total	Total
Beginning Fund Balance	26,863,609.94	-0.00	0.00	9,443,096.74	36,306,706.68
Revenues	2,579,235.47	11,482,241.53	0.00	306,530.67	14,368,007.67
Transfer To	0.00	0.00	0.00	109,222.31	109,222.31
Transfer From	109,222.31	0.00	0.00	0.00	109,222.31
Expenses	6,305,802.05	8,399,319.73	0.00	2,206,585.30	16,911,707.08
Ending Fund Balance	23,027,821.05	3,082,921.80	0.00	7,652,264.42	33,763,007.27
From General Fund to Debt Service Fund	0.00				
From General Fund to Capital Projects Fund	109,222.31				

ASSETS

Cash & Investments

TOTAL ASSETS

\$34,878,041.50
\$34,878,041.50

LIABILITIES

Flexible Spending Account

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

TOTAL LIABILITIES

(\$2,979.09)
 (\$1,104,052.66)
(\$1,107,031.75)

NET ASSETS

Restricted For:

US Bank Egdorf Scholarship Fund

TOTAL NET ASSETS

(\$8,002.48)
\$33,763,007.27

00028501
17--01-B -82 -340-01
0102 -11-00388-01



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Period from November 1, 2018 to November 30, 2018

SEDALIA SCHOOL DISTRICT
ACCOUNT 19-PF6174

MARKET VALUE RECONCILIATION

	CURRENT PERIOD 11/01/2018 TO 11/30/2018	YEAR TO DATE 01/01/2018 TO 11/30/2018
Beginning Market Value	14,746,551.91	13,309,482.20
Receipts		
Cash Receipts	.00	2,344,545.96
Total Receipts	.00	2,344,545.96
Disbursements		
Cash Disbursements	- 48,263.57	- 1,045,566.25
Total Disbursements	- 48,263.57	- 1,045,566.25
Asset Activity		
Taxable Interest	13,621.72	200,480.45
Realized Gain/Loss	- 215.56	- 50,244.32
Change In Unrealized Gain/Loss	31,019.52	- 18,586.75
Change In Accrued Income	5,586.13	8,188.86
Total Asset Activity	50,011.81	139,838.24
Net Change In Market Value	1,748.24	1,438,817.95
Ending Market Value	14,748,300.15	14,748,300.15

Memorandum

To: Director – Board of Education

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

From: Harriet Wolfe

Date: December 17, 2018

Re: Payment of Bills

**Attached are the payment of bills from November 20 – December 10, 2018.
Total Amount of \$1,954,162.42**

BOE AP Check Register Report Nov 20 - Dec 10 2018

Selection Criteria : Check # Range From ACH011076 To ACH011246 | Check # Range From ACH011074 To ACH011074 | Check # Range From ACH011044 To ACH011060 |
Check # Range From 114901 To 115007 | Check # Range From 114825 To 114899 |

Vendor Name	Amount
Total Abey James	300.00
Total AG Coop Services Inc	66.60
Total American Auto Rental	822.47
Total Amos, Brian C	20.00
Total Archibeque, Adam B	20.00
Total Arias, Paul M	62.09
Total Arrow Stage Lines	11,171.00
Total Assessment Resource Center	3,200.00
Total Associated Theatrical Contractors	4,183.28
Total AT&T Mobility	829.40
Total B&H Photo & Video	199.98
Total Barton, Kendra A	258.74
Total Bartz, Jeremy S	56.58
Total Battle High School	125.00
Total Beckman, Jonathan E	20.00
Total Bellamy, Amber R	29.11
Total Benton, Victor	110.00
Total Bernard Food Industries Inc	943.92
Total Bird, Anna M	200.90
Total Blue Cross Blue Shield of KC	417,909.85
Total Bond, Lucas	152.00
Total Border States Industries Inc	964.24
Total Bothwell Regional Health Center	110.00
Total Brant, Kyra S	20.00
Total Brick, Meredith C	61.31
Total Brock, Carmen M	21.36
Total Brownfield, Rebecca L	170.00
Total Bruce, Andrew T	20.00
Total Bryan, Kelly M	20.00
Total Bryant Motors	278.95
Total BSN Sports	6,133.88
Total Cake Lady	105.00
Total California R1 High School	97.00
Total Cardmember Service	1,297.35
Total Carolina Biological Supply Co	1,207.33
Total Case, Steven D	454.00
Total Casto, Kelley W	20.00
Total CenterPoint Energy Services	1,601.64
Total Central MO Food Equipment	3,488.73
Total Central RPDC	1,050.00
Total Charter Communications	71.83
Total Claim Care Inc	761.02
Total Clark, Deanna L	20.00
Total Clark, Dilbert G	20.00
Total Clark, Tara G	303.14
Total Classroom Direct	42.58
Total Collins, John R	20.00
Total Command 1 LLC	3,297.80
Total Coons Robert D	110.00
Total Curry, Jason G	172.16
Total Curry, Robert J	20.00
Total Curry, Stacy L	20.00
Total Custom Meeting Planners Inc	200.00
Total Davis, Robert P	40.00
Total Decker Equipment	443.91
Total Dickman, Keri M	50.23
Total Dillon, Randy A	120.00
Total DISH	47.02
Total Ditzfeld & Weaver Charter Service	1,750.00
Total Ditzfeld Container Service LLC	1,549.82
Total Doyle, Joseph G	159.72
Total DuenasPerez, Milton	20.00

BOE AP Check Register Report Nov 20 - Dec 10 2018

Vendor Name	Amount
Total Dunkin, Amy J	97.69
Total Ecolab	555.28
Total Eisenmenger, Brendan R	96.76
Total El Tapitio	128.30
Total Ellis, Katie M	94.49
Total FBLA PBL	550.00
Total FCCLA	91.00
Total FIRST	13,000.00
Total First Student Inc	158,962.78
Total Fisher, Wendy S	70.77
Total Flinn Scientific Inc	27.20
Total Fluty, Laura E	40.50
Total Follett School Solutions Inc	1,140.95
Total Formsite	149.95
Total Fort Osage High School	120.00
Total Fraley, Eric T	694.63
Total Fromuth Tennis	378.73
Total Garland Company Inc	10,942.30
Total Gilmore, Devon R	170.00
Total Graphic Edge Inc	1,802.54
Total Great Circle	7,590.00
Total Guardian Life Insurance Co.	30,933.62
Total Gumdrop Books	2,995.38
Total Harris, Monica L	20.00
Total Harrison, Joshua W	20.00
Total Hawkins, Keith D	20.00
Total Hawkins, Michael C	80.00
Total Heartland Coca-Cola Bottling Co LLC	451.01
Total Heartland Vision Consultants Inc	4,800.00
Total Herrick, Timothy C	20.00
Total Hiatt, Kathryn E	47.56
Total Hickman High School	49.60
Total Hieronymus, Brett R	20.00
Total High Scope	389.35
Total Hillyard Columbia	348.20
Total Homan, Ashley R	373.92
Total Houghton Mifflin Harcourt	569.10
Total Howard, Angela J	129.78
Total Howieson, Carrie L	60.80
Total Hunsaker, Shawn C	60.00
Total Hurley, Jennifer T	18.86
Total Husong, Marcinda M	20.00
Total Ice Masters	8,306.90
Total Idemia	80.60
Total Insurance and Benefits Group	400.00
Total Interstate Studio & Publishing Co	75.00
Total Jackson Stephanie E	237.30
Total Jackson, Stefan	342.00
Total Janke, Tyler GD	153.34
Total JoAnns Greenhouses Inc	2,141.49
Total Johnson Chase A	60.00
Total Johnson, Mark A	125.00
Total Johnston, Chris D	20.00
Total Jones, Deanna R	93.60
Total Jostens Inc	26.05
Total JW Pepper and Son Inc	15.00
Total KCP&L	67,003.61
Total Kendrick, Grace A	20.00
Total Kennedy, Steve A	20.00
Total Kindle, Jason P	40.52
Total Klein, Ashley N	146.27
Total Knox, Steven	232.00
Total Kresse, Anthony M	20.00
Total Kuhlman, Andrea M	66.33

BOE AP Check Register Report Nov 20 - Dec 10 2018

Vendor Name	Amount
Total L & R Specialties	2,315.96
Total Lane, Steven D	20.00
Total Lang Kent	50.00
Total Lansing, William	330.00
Total Leavenworth Army JROTC	225.00
Total Lemeshko, Olga	14.75
Total Lowes Companies Inc	2,850.90
Total Magana, Melissa P	115.45
Total Maledy, Charles G	180.00
Total Marsh, Aaron	244.00
Total MartinezFlores Maria G	20.00
Total Matheis, Cathy L	57.81
Total Mathieu, Gerard J	20.00
Total Mazzios Corporation	115.00
Total McMaster-Carr Supply Company	574.13
Total McPheeters, Roger	159.00
Total MedinaFlores, Rosario	20.00
Total MEI Total Elevator Solutions	1,407.52
Total Menard Inc	1,241.80
Total Menjivar, Ana G	20.00
Total Mid City Lumber Co Ltd	84.88
Total Midwest CompuTech	10,243.07
Total Miller, Amy J	71.65
Total Miller, Jacqueline M	41.21
Total Miller, Sarah B	95.00
Total Missouri State Thespians	2,845.00
Total Mixed Bag Designs Inc	313.70
Total Mo Division of Youth Services	30,956.62
Total Mo Vocational Enterprise	702.50
Total MOAQUA Ltd	728.50
Total Moellman, Michael D	119.35
Total Moon, Cindy G	5.58
Total Moore, Natasha A	23.14
Total Moores Flower Shop & Greenhouse	210.00
Total Morrison, Katherine E	14.05
Total MSHSAA	2,247.40
Total Mt Vernon High School	225.00
Total Murray, Adam R	460.00
Total Myers, Linda S	41.65
Total NCS Pearson Inc	137.00
Total Neff Company	360.97
Total Newton, Cheridan R	7.18
Total Nichols, Sara J	50.00
Total Nightwatch Security & Telephone	3,050.00
Total Noland, Ashleigh J	128.36
Total Norton, Patrick W	87.45
Total OReilly Auto Parts	150.43
Total Oriental Trading Co Inc	581.15
Total Otten Small Engine LLC	7.89
Total Padgett, Timothy J	20.00
Total Palen Music Center	653.73
Total Panera LLC	683.72
Total Pannier, Sara J	34.41
Total Papa Jakes Donut Shop	112.10
Total Parker Alvin	122.00
Total PEERS	105,319.89
Total Penrod, Kiersten B	469.77
Total Perma Bound	1,951.97
Total Petterson, Roxanne N	20.00
Total Pettis County Sheriffs Office	8,020.30
Total Phillips and Company-Sedalia	14,072.03
Total Phillips Media Group LLC	264.19
Total Pioneer Ridge Middle School	93.00
Total Pitney Bowes	739.50

BOE AP Check Register Report Nov 20 - Dec 10 2018

Vendor Name	Amount
Total Playscripts Inc	646.92
Total Plummer Michael E	248.00
Total Polk, Jordan K	20.00
Total PrairieFire Coffee Roasters	371.50
Total Praxair Distribution Inc	315.56
Total ProCare Therapy Inc	4,130.00
Total Project Lead The Way Inc	17,162.00
Total PSRS	574,176.72
Total Pummills Sporting Goods	3,157.00
Total Pyle, Christopher L	170.00
Total RAC-JAC Properties Inc	97.05
Total Reedy, Lesther M	20.00
Total Region 12 FCCLA	60.00
Total Rehmer Malinda K	64.86
Total Ricoh USA Inc	19,453.90
Total Saltsgaver, Shelbi D	20.00
Total Satnan, Robert H	60.00
Total Schillers and Co Inc	599.00
Total Schlup Jr, Kenneth F	117.26
Total Scholastic Book Fairs Inc	6,357.51
Total School Specialty Inc	2,691.68
Total Schulte, Scott E	160.00
Total Scott, Nancy L	170.00
Total Scott, Tara D	20.00
Total Sedalia Electric Motors Inc	2,200.00
Total Sedalia Rental and Supply	461.00
Total Sedalia Rotary Club	130.00
Total Sedalia Water Department	9,510.96
Total Silvey, Nicole L	20.00
Total Simoncic, Amy L	138.02
Total Simons Jr, Richard D	20.00
Total Singer, Anna J	98.90
Total Skyline PTA	200.00
Total SMC Electric Supply	136.25
Total SMCAA	660.00
Total Smith, Casey D	76.58
Total Smith-Cotton Soccer Booster Club	600.00
Total Socket Telecom LLC	4,986.97
Total Sparks, Heather C	65.60
Total Specialty Sportswear	7,196.75
Total Spellmeyer, Priscilla D	359.36
Total Spratley, Brooke A	20.00
Total Springfield Grocer Company Inc	75,414.72
Total Springfield Public Schools	250.00
Total Stageright Corp	163.50
Total Staples Business Advantage	16,548.41
Total Stark, Ashley R	36.48
Total State Fair Community College	138,092.00
Total State Fair Quick Lube	264.70
Total Steele, Sue L	40.30
Total Stewart, Cerita E	15.00
Total Stock, Steven E	125.00
Total Stratton, Nicole A	60.00
Total Sundermeyer Kenneth M	110.00
Total Superior Lawns	1,133.33
Total Synchrony Bank/Amazon	8,325.60
Total T Mobile	129.05
Total Tallman Company	1,457.98
Total Team Fitz Graphics LLC	1,915.00
Total Tech Electronics Inc	320.50
Total The Grizzley LLC	980.00
Total Thomas, Kevin E	40.00
Total Thomas, Kevin S	20.00
Total Thompson Christopher R	157.00

BOE AP Check Register Report Nov 20 - Dec 10 2018

Vendor Name	Amount
Total Tipton Richard A	175.00
Total Tomo Drug Testing	297.00
Total Touchtone Communications Inc	5.97
Total Triplett, Steven G	320.00
Total Tri-State Carports Inc	2,848.00
Total Tyler Business Forms	1,120.38
Total University of MO Quizbowl Club	65.00
Total UPS Store	16.86
Total Valesa, Yelena M	20.00
Total Vernier Software & Technology LLC	5,999.99
Total Vex Robotics Inc	1,366.04
Total Volk, Lisa L	20.00
Total W & M Welding Inc	152.36
Total W Schiller and Company Inc	24,161.00
Total WageWorks	4,382.38
Total Walker, Sarah R	20.00
Total Walmart Community/RFCSELLC	9,547.01
Total Walters, Rush E	98.90
Total Weller, Ethan E	460.00
Total Wells Kimberly C	134.48
Total West Central DECA	125.00
Total Westlake Hardware	494.43
Total WEX BANK	16,701.09
Total Wheeler, Gary D	148.00
Total Wilken Music	610.00
Total Woods Super Markets Inc	181.50
Total Woolery, Denise R	160.22
Total Wright, James M	110.05
Total Wyatt, Robin C	45.42
Total Zayats, Yekaterina	264.76
Grand Total	1,954,162.42

Memorandum

To: Director – Board of Education

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

From: Harriet Wolfe

Date: December 17, 2018

Re: Payment of Bills with P-Card

**Attached are the payment of bills using the P-Card from November 20 – December 10, 2018.
Total Amount of \$49,341.47**

P-Card Invoice Register-Codes Nov 20 - Dec 10 2018

Selection Criteria : Check Date Range From 12/03/2018 To 12/03/2018 | Invoice Number = Card |

Vendor Name	Amount
Total Airgas USA LLC	152.19
Total ALDI	40.17
Total Amazon	6.69
Total Atlantic Sportswear Inc	1,905.40
Total Baja Fresh and Sbarro	134.18
Total Bandanas Bar-B-Q	119.95
Total Bath and Body Works	92.00
Total Benjamin B Nelson OD	70.00
Total Bubba Gump Shrimp Co	95.24
Total Burger King	9.19
Total ConstantContact.Com	152.00
Total Costume Holiday	2,638.62
Total Dancewear Solutions	292.64
Total Dollar General	10.00
Total Dollar Tree	36.00
Total Dominos Pizza	191.76
Total Don Johnston Inc	9.65
Total Drury Inn St Charles	394.16
Total Escape Room 2 LLC	968.00
Total Expedia	244.40
Total Fan Cloth Products	286.00
Total FBLA PBL	1,725.00
Total Findaway	669.95
Total Fitters 5th Street Pub	720.00
Total Full Circle Padding Inc	603.03
Total Fully Inc	989.00
Total General Parts LLC	72.09
Total Giordanos Navy Pier	169.31
Total Goodcents Subs	170.37
Total Graphic Edge Inc	59.93
Total Harbor Freight	128.82
Total High Altitude Science	299.20
Total Hilton Garden Inn Springfield	-3.00
Total Hilton Hotel California	2,219.76
Total Hilton Hotels Chicago	2,579.06
Total HMR Transportation	66.00
Total Hobby Lobby Stores Inc	204.90
Total Holiday Inn Capital Washington DC	60.25
Total Jack In The Box	48.11
Total KCI Airport	60.00
Total La Casita	80.04
Total Learning Ally	135.00
Total Lodge of Four Seasons	131.76
Total Lopez and Leftys Restaurant	95.84
Total Lowes Companies Inc	301.11
Total MAESP	299.00
Total Main Event Entertainment	587.45
Total Marriott Baltimore MD	1,396.60
Total Marriott Downtown Kansas City	855.67
Total Marriott Grille	79.96
Total Mazer Wholesales Inc	186.24
Total Mazzios Corporation	163.56
Total McDonalds	55.66
Total Menard Inc	440.80
Total Mo State Highway Patrol	28.50
Total MOASBO	160.00
Total MSBA	265.00
Total MSHSAA	71.95
Total Oread Hotel	1,505.00
Total OReilly Auto Parts	39.86
Total Ozobot Shop	198.00
Total Panera LLC	195.29
Total Papa Johns Pizza	43.18

P-Card Invoice Register-Codes Nov 20 - Dec 10 2018

Vendor Name	Amount
Total Pearson Education	70.00
Total Phillips Seafood	127.38
Total Quiktrip	34.98
Total Red Lobster	20.66
Total REV Robotics	1,392.14
Total RPM Italian	199.95
Total RTIC Companies	458.73
Total Sandys Beach Grill	94.70
Total Scholastic Reading Club	170.50
Total Screencast-O-Matic	18.00
Total Skydeck	368.00
Total Sphero	469.96
Total State Fair Community College	100.00
Total Stoney Creek Hotel	129.33
Total Subway	144.24
Total Sutherland Lumber Company	49.96
Total T Mobile	170.00
Total Table of 5 Catering	360.00
Total Tan Tar A Resort	213.94
Total Target	85.97
Total Taxi Service California	47.00
Total Taxi Service Washington DC	32.50
Total Teachers Pay Teachers	137.18
Total Therapro Inc	144.35
Total Tiemart Inc	164.25
Total TJ MAXX	47.50
Total Tumblebooks	799.00
Total UBER	183.40
Total Union Station KC	480.00
Total US Postal Service Sedalia	6.13
Total Vaughan Pools of Sedalia	351.98
Total Walgreen Drug Stores	3.17
Total Walmart Community/RFCSELLC	933.19
Total Warehouse One Inc	12,863.80
Total WHIAF Bowl Center	50.00
Total Wonder Workshop	299.98
Total Woods Super Markets Inc	295.11
Total Zone Swimwear	1,819.00
Grand Total	49,341.47



DISTRICT OFFICE MEMO

To: Board of Education & Steve Triplett
From: Dr. Todd Fraley *T.F.*
CC: Pam Moon
Date: 12/11/19
Re: Substitute Salary Schedule

The State minimum wage for 2019 is \$8.60 per hour.

Due to this increase, the hourly rate for food service subs will be \$8.60 instead of \$8.00.

This increase will be reflected on the substitute salary schedule effective January 1, 2019.

**SEDALIA SCHOOL DISTRICT #200
2018 - 2019 SUBSTITUTE RATE OF PAY**

Certified Substitute

Substitute Certificate Hourly Rate \$10.25
Teacher Certificate Hourly Rate \$11.00

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

	Sub-Certified	Tchr-Certified
1-3 days hourly rate	\$10.25	\$11.00
4-10 days hourly rate	\$11.00	\$11.50
11+ days *** hourly rate	\$13.35	\$24.00

*** 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)

\$30 per hour

Licensed Nurse Substitute (proper credentials/certification required)

\$12.97 per hour

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 \$10.41

Food Service

Hourly Rate \$8.60



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

Nancy L. Scott, Ed. D.
Assistant Superintendent
Human Resources
Federal Programs

Christopher Pyle, Ed. S.
Assistant Superintendent
Student Services
Buildings & Grounds

Todd Fraley Ed. D.
Assistant Superintendent
Transportation
Food Service
Technology

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

TO: Mr. Triplett and the Board of Education
FROM: Devon Gilmore and Becky Brownfield
DATE: December 10, 2018
SUBJECT: Renaissance STAR Reading quote/contract

Please find the enclosed Renaissance STAR Reading quote for the Sedalia School District #200. We utilize this program quarterly to monitor students' reading progress as well as weekly/monthly for those students that need intervention. This is on-going from previous years and the subscription grand total is \$16,389.45.

Devon Gilmore and Becky Brownfield
Directors of Curriculum, Instruction, and Assessment

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Sedalia School District 200 - 195426

2806 Matthew Dr
Sedalia, MO 65301-7981
Contact: Becky Brownfield - (660) 829-6450
Email: brownfieldr@sedalia200.org

Reference ID: 311364

Created: 10/22/2018

866 559 4811

Quote Summary

School Count: 6

Renaissance Products & Services Total	\$16,913.60
Applied Discounts	\$(524.15)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$16,389.45


This quote includes: Renaissance Star Reading.

To receive applicable discounts, all orders included on this quote must be received at the same time.

By signing below, you

- agree that this quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

To accept this offer and place an order, please sign and return this quote along with your organization's required purchase order with reference to quote number 1992960. An invoice will be sent upon receipt of this executed quote and your purchase order. Payment is due net 30 days from the invoice date. If your organization does not require a purchase order, please contact our order services team at 877-444-3172 for assistance with placing your order.

Renaissance Learning, Inc.	Sedalia School District 200 - 195426
	By:
Name: Al Thurber	Name:
Title: VP - Corporate Controller	Title:
Date: 10/22/2018	Date:

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036
Fax: (877)280-7642
Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive Lynn Benz at (866)559-4811, Thank You.

PO Box 8036, Wisconsin Rapids, WI 54495-8036
 Phone: (800) 338-4204 | Fax: (877) 280-7642
 Federal I.D. 39-1559474
 www.renaissance.com

Quote Details

Horace Mann Elementary School - 195405

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Star Reading Subscription Renewal	01/01/2019 - 12/31/2019	237	\$4.70	\$(44.56)	\$1,069.34
Hosting Services					
Annual All Product Renaissance Place Hosting Fee Renewal	01/01/2019 - 12/31/2019	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Horace Mann Elementary School Total				\$(44.56)	\$1,704.34

Hunt Elementary School - 195400

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Star Reading Subscription Renewal	01/01/2019 - 12/31/2019	380	\$4.70	\$(71.44)	\$1,714.56
Hosting Services					
Annual All Product Renaissance Place Hosting Fee Renewal	01/01/2019 - 12/31/2019	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Hunt Elementary School Total				\$(71.44)	\$2,349.56

Parkview Elementary School - 195407

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Star Reading Subscription Renewal	01/01/2019 - 12/31/2019	417	\$4.70	\$(78.40)	\$1,881.50
Hosting Services					
Annual All Product Renaissance Place Hosting Fee Renewal	01/01/2019 - 12/31/2019	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Parkview Elementary School Total				\$(78.40)	\$2,516.50

Sedalia Middle School - 195410					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Star Reading Subscription Renewal	01/01/2019 - 12/31/2019	419	\$4.70	\$(78.77)	\$1,890.53
Hosting Services					
Annual All Product Renaissance Place Hosting Fee Renewal	01/01/2019 - 12/31/2019	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Sedalia Middle School Total				\$(78.77)	\$2,525.53

Smith Cotton High School - 195423					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Star Reading Subscription Renewal	01/01/2019 - 12/31/2019	200	\$4.70	\$(37.60)	\$902.40
Hosting Services					
Annual All Product Renaissance Place Hosting Fee Renewal	01/01/2019 - 12/31/2019	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Smith Cotton High School Total				\$(37.60)	\$1,537.40

Smith Cotton Junior High School - 2713723					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Star Reading Subscription Renewal	01/01/2019 - 12/31/2019	1,135	\$4.70	\$(213.38)	\$5,121.12
Hosting Services					
Annual All Product Renaissance Place Hosting Fee Renewal	01/01/2019 - 12/31/2019	1	\$635.00	\$0.00	\$635.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Smith Cotton Junior High School Total	\$(213.38)	\$5,756.12
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This quote is valid for 30 days. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax (TPT). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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Sedalia 200 School District, Missouri

RESOLUTION NO. _____

A RESOLUTION OF THE SEDALIA 200 SCHOOL DISTRICT ADOPTING THE PETTIS COUNTY MULTI-JURISDICTIONAL HAZARD MITIGATION *PLAN*

WHEREAS the Sedalia 200 School District recognizes the threat that natural hazards pose to people and property within the Sedalia 200 School District; and

WHEREAS the Sedalia 200 School District has participated in the preparation of a multi- hazard mitigation plan, hereby known as the Pettis County Multi-Jurisdictional Hazard Mitigation Plan, hereafter referred to as the *Plan*, in accordance with the Disaster Mitigation Act of 2000; and

WHEREAS the *Plan* identifies mitigation goals and actions to reduce or eliminate long-term risk to people and property in the Sedalia 200 School District from the impacts of future hazards and disasters; and

WHEREAS the Sedalia 200 School District recognizes that land use policies have a major impact on whether people and property are exposed to natural hazards, the Sedalia 200 School District will endeavor to integrate the *Plan* into the comprehensive planning process and

WHEREAS adoption by the Sedalia 200 School District demonstrates their commitment to hazard mitigation and achieving the goals outlined in the *Plan*

NOW THEREFORE, BE IT RESOLVED BY THE SEDALIA 200 SCHOOL DISTRICT, in the State of Missouri, THAT:

In accordance with (*local rule for adopting resolutions*), the Sedalia 200 School District adopts the final FEMA-approved plan.

ADOPTED by a vote of _____ in favor and _____ against, and _____ abstaining, this _____ day of _____, _____.

By (Sig): _____

Print name: _____

ATTEST:

By (Sig.): _____

Print name: _____

APPROVED AS TO FORM:

By (Sig.): _____

Print name: _____



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

Nancy L. Scott, Ed. D.
Assistant Superintendent

Christopher Pyle, Ed. S.
Assistant Superintendent

Todd Fraley Ed. D.
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Harriet A. Wolfe, Ed. D.
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Assessment 6-12

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Assessment K-5

Bob Satnan, B.A.
Communications Director

Missouri Model District
www.sedalia200.org

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affirmative action employer

DATE: November 1, 2018

TO: Board of Education

FROM: H. Wolfe

RE: Early Pay-Off for DNR Energy Loan

- In reviewing some of our structured debt, it appears that this would be a good time to pay off the remainder of the 2006 DNR Energy loan which was originally used to replace lighting, windows and doors in Heber Hunt and install geo-thermal in original S-C, Washington and Heber Hunt.
- Our remaining payments through 2021 amount to \$512,250.21. If we pay the remainder prior to February 1, we would pay a total of \$492,305.70, which would result in saving \$19,944.51 in interest (@ 3.75%). That money could then be used toward additional insulation and/or HVAC for the new Maintenance Warehouse building.
- Please take this pre-payment information under advisement for approval at the December Board Meeting.

**EXCERPT OF MINUTES OF MEETING OF
THE BOARD OF EDUCATION
SEDALIA SCHOOL DISTRICT NO. 200 OF
PETTIS COUNTY, MISSOURI**

The Board of Education of the Sedalia School District No. 200 of Pettis County, Missouri met in regular session in the Smith-Cotton at 6:30 p.m. on Monday, December 17, 2018. The following Members being present/absent:

		PRESENT/ABSENT
Jeffrey Sharp, M.D.	President and Member	
David Wolf	Vice President and Member	
Kenneth Coffelt	Treasurer and Member	
Scott Gardner	Secretary and Member	
Michael Stees	Member	
Diana Nichols	Member	
Steve Schilb	Member	

The Secretary of the Board of Education, Scott Gardner, was present and performed the duties of said office.

The President declared that a quorum was present and called the meeting to order. The minutes of the last meeting of the Board of Education were read and, on motion duly made, seconded and carried, were approved.

OTHER PROCEEDINGS

The matter of authorizing the redemption of \$483,244.86 principal amount of the District's outstanding Missouri Department of Natural Resources Lease Certificates of Participation, Series 2004 came on for consideration and was discussed.

Thereupon, _____ presented and moved the adoption of a Resolution, entitled as follows:

RESOLUTION AUTHORIZING THE REDEMPTION OF \$483,244.86 PRINCIPAL AMOUNT OF MISSOURI DEPARTMENT OF NATURAL RESOURCES LEASE CERTIFICATES OF PARTICIPATON, SERIES 2004 AND AUTHORIZING THE PUBLICATION OF NOTICE OF REDEMPTION.

_____ seconded the motion to pass the Resolution and, the question being put to a roll call vote, was duly passed by the following vote:

Ayes: _____

Nays: _____

Thereupon, the President declared said Resolution duly passed and the Resolution was then signed by the President and attested by the Secretary of the Board of Education.

OTHER PROCEEDINGS

There being no other business to come before the Board of Education at this time, on motion duly made, seconded and carried, the meeting thereupon adjourned.

(SEAL)

Scott Gardner
Secretary of the Board of Education

**SEDALIA SCHOOL DISTRICT NO. 200 OF
PETTIS COUNTY, MISSOURI
BOARD OF EDUCATION**

**RESOLUTION AUTHORIZING THE REDEMPTION OF \$483,244.86
PRINCIPAL AMOUNT OF MISSOURI DEPARTMENT OF NATURAL
RESOURCES LEASE CERTIFICATES OF PARTICIPATION, SERIES 2004.**

WHEREAS, the Sedalia School District No. 200 of Pettis County, Missouri (the "District") has issued \$2,295,779 Missouri Department of Natural Resources Lease Certificates of Participation, Series 2004, dated November 30, 2004 (the "Certificates"), of which \$483,244.86 remains outstanding; and

WHEREAS, Certificates maturing in the year 2019 through 2021 are subject to prepayment on February 1, 2019 (the "Redemption Date"), at a price of par plus accrued interest, without premium with thirty days notice to the bondholder; and

WHEREAS, the Board of Education (the "Board") has determined that there exists sufficient moneys to call on the Redemption Date, \$483,244.86 principal amount of the Certificates maturing in the years 2019 through 2021.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Sedalia School District No. 200 of Pettis County, Missouri, as follows:

SECTION 1. Pursuant to the provisions of the trust indenture under which the Certificates were issued, the District shall notify the Missouri Department of Natural Resources of the Redemption Date and the aggregate principal amount of Certificates to be redeemed (\$483,244.86).

SECTION 2. No further action shall be required of the Board to complete the redemption of the Certificates.

ADOPTED by the Board of Education of Sedalia School District No. 200 of Pettis County, this 17th day of December, 2018.

Jeffrey Sharp, M.D.
President of the Board of Education

Attest _____
Scott Gardner
Secretary of the Board of Education



SEDALIA SCHOOL DISTRICT #200

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

December 17, 2018

Steven G. Triplett, Ed.S
Superintendent

To: Board of Education

Nancy L. Scott, Ed.D.
Assistant Superintendent

From: Mr. Triplett

Todd Fraley, Ed.D.
Assistant Superintendent

Re: Early Childhood Long Range Planning

Chris Pyle, Ed.S.
Assistant Superintendent

The construction of an early childhood facility has been discussed since 2016. Recent conversations between district administration and LJ Hart and Company show a source of construction funds at approximately \$6,000,000.

Harriet Wolfe, Ed.D.
Chief Finance Officer

I have attached documents showing sources of funds, updated concept budgets, and site development plans. Both office space and parking space are becoming a concern at the Sedalia 200 District office, so you will see an option for space to be occupied by administration within the new construction as well.

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

Moving the early childhood will open up approximately 20,000 sq. ft. of usable space at the Sedalia Middle School. Future conversations will need to take place to see how to best utilize this space.

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

In an effort to begin the process for construction of an early childhood facility to be open for the 2020-2021 school year, the following recommendations are being presented for your approval:

Bob Satnan, B.A.
Communications Director

1. Solicit proposals from qualified construction management firms.
2. Solicit proposals for qualified geotech engineering and surveying services.
3. Retain Porter, Berendzen & Associates as lead architect and design team.
4. Approve initial budget of \$7,150,000.00 for the project.

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action employer

Sedalia School District #200
 Sedalia, MO
 Master Plan Facility Improvements
 Compiled by Septagon Construction, Dennis Paul

Early Childhood Facility & Future Space

Concept Budget for new 35,000 SF Building by SCHS in 2019 & 2020

Description	Area	Unit \$	Preliminary Budget
New Early Childhood at Main level (\$160 to \$220/SF)	SF 25,000	\$ 180	\$ 4,500,000
Unfinished Space at Main level (\$70 to \$120/SF)	SF 10,000	\$ 80	\$ 800,000
New Addition at Basement level (\$70 to \$160/SF)	SF -	\$ 100	\$ -
Exterior Canopy and Balcony Area (\$80 to \$150/SF)	-	\$ 100	\$ -
Hardened Space for Storm Shelter (estimated @ \$60/SF)	2,500	\$ 60	\$ 150,000
Site Improvements @ 12% of Building Budgets (10% to 15%)			\$ 654,000
Design Fees @ 7%			\$ 427,280
Contingency @ 5%			\$ 305,200
Furnishings			
Other Items			
First Pass Budget w/out movable furnishings, data systems, and phone system:			\$ 6,836,480

Total Area: 35,000

New 35,000 SF
12-10-18 Dennis

Sedalia School District #200
 Sedalia, MO
 Master Plan Facility Improvements
 Compiled by Septagon Construction, Dennis Paul

Early Childhood Facility & Future Space

Concept Budget for new **38,000 SF Building** by SCHS in 2019 & 2020

Description	Area	Unit \$	Preliminary Budget
New Early Childhood at Main level (\$160 to \$220/SF)	SF 30,000	\$ 180	\$ 5,400,000
Unfinished Space at Main level (\$70 to \$120/SF)	SF 8,000	\$ 80	\$ 640,000
New Addition at Basement level (\$70 to \$160/SF)	SF -	\$ 100	\$ -
Exterior Canopy and Balcony Area (\$80 to \$150/SF)	-	\$ 100	\$ -
Hardened Space for Storm Shelter (estimated @ \$60/SF)	2,500	\$ 60	\$ 150,000
Site Improvements @ 12% of Building Budgets (10% to 15%)			\$ 742,800
Design Fees @ 7%			\$ 485,296
Contingency @ 5%			\$ 346,640
Furnishings			
Other Items			
First Pass Budget w/out movable furnishings, data systems, and phone system:			\$ 7,764,736

Total Area: 38,000

38,000 SF
 12-10-18 Dennis

Sedalia School District #200
 Sedalia, MO
 Master Plan Facility Improvements
 Compiled by Septagon Construction, Dennis Paul

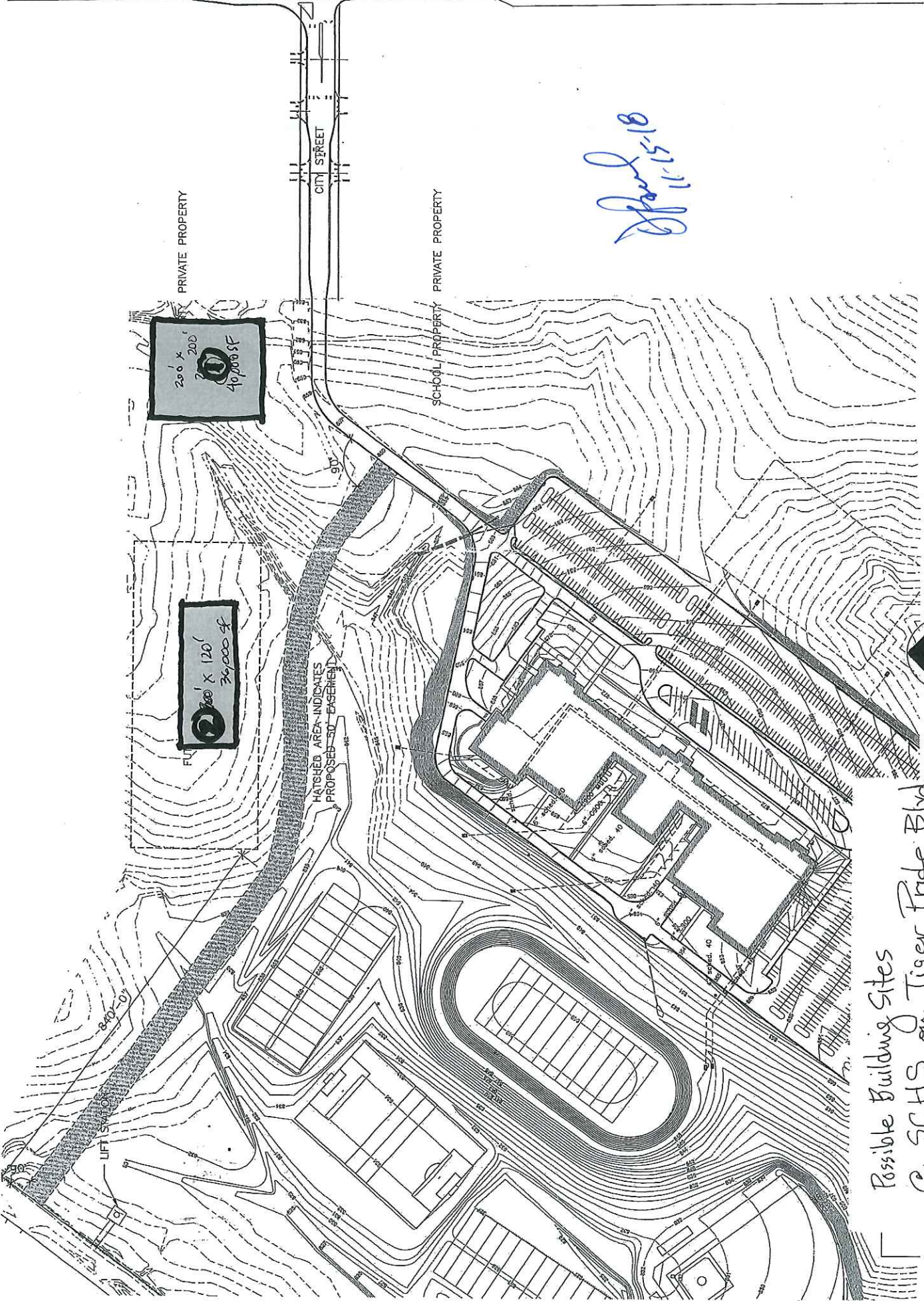
Early Childhood Facility & Future Space

Concept Budget for new **43,000 SF Building** by SCHS in 2019 & 2020

Description	Area	Unit \$	Preliminary Budget
New Early Childhood at Main level (\$160 to \$220/SF)	SF 34,000	\$ 170	\$ 5,780,000
Unfinished Space at Main level (\$70 to \$120/SF)	SF 9,000	\$ 75	\$ 675,000
New Addition at Basement level (\$70 to \$160/SF)	SF -	\$ 100	\$ -
Exterior Canopy and Balcony Area (\$80 to \$150/SF)	-	\$ 100	\$ -
Hardened Space for Storm Shelter (estimated @ \$60/SF)	3,000	\$ 60	\$ 180,000
Site Improvements @ 12% of Building Budgets (10% to 15%)			\$ 796,200
Design Fees @ 7%			\$ 520,184
Contingency @ <u>zero</u> %			\$ -
Furnishings			
Other Items			
First Pass Budget w/out movable furnishings, data systems, and phone system:			\$ 7,951,384

Total Area: 43,000

43,000 SF
 12.10.18 Dennis



Spencer 8-15-11



NORTH

SITE DEVELOPMENT PLAN AUGUST 11, 2008

SCALE: 1" = 200'-0"

Possible Building Sites
 © SCHS on Tiger Pride Blvd

November 2018



SEDALIA SCHOOL DISTRICT #200

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

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Director of K-5 Curriculum
Instruction & Assessment

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

Bob Satnan, B.A.
Communications Director

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November 26, 2018

To: Board of Education

From: Mr. Triplett

Re: JAG Memorandum of Understanding

Jobs For America's Graduates (JAG) is a curriculum designed to help students with significant barriers in their lives graduate from high school and make positive transitions to post-secondary education and/or a meaningful career. JAG is a mission of Missouri Gov. Mike Parson and First Lady Teresa Parson to help develop the workforce for our state.

I have attached some information to help you better understand the program. JAG has been in existence since 1979, serving more than 1.3 million students. JAG has maintained a success rate of over 90% of students being engaged in some combination of work, higher education and/or the military for 35-40 hours per week.

The annual estimated investment to bring JAG to Smith-Cotton High School is \$60,000, which includes the salary and benefits for the addition of one elective teacher. Also included is the cost of any trips, special events and miscellaneous expenses. With the Memorandum of Understanding comes a grant from the state for approximately \$30,000 or about half of the cost.

It is my recommendation that Sedalia School District 200 move forward with a commitment to the program with the signing of the M.O.U. and the hiring of one (1) additional elective teacher at Smith-Cotton High School.

Please feel free to contact me if you need any additional information.

JAG



JOBS FOR AMERICA'S GRADUATES:

Dropout Prevention, Postsecondary Education,
Careers and Leadership Development for Opportunity Youth

PROGRAM OVERVIEW

PROGRAM SUMMARY

Jobs for America's Graduates (JAG), founded in 1980, is a nonprofit employment program dedicated to helping young people who have potential, but who are, for a variety of reasons, at-risk for not graduating from high school. JAG helps students graduate and make the successful transition to postsecondary education and meaningful employment. JAG is a voluntary in-school program that counts as a high school elective. It focuses on a set of core competencies that prepare students to succeed in the workforce. Using this approach over 38 years, JAG has consistently achieved graduation rates of 90+ percent for a group of students who typically have a 50 percent graduation rate. Each year, JAG serves more than 63,000 students in about 1,500 communities in 34 states, including Missouri. Since its inception, JAG has served more than 1.1 million students. *(A summary of JAG's success may be found on page 2 of this summary.)*

JOBS FOR AMERICA'S GRADUATES—MISSOURI

JAG was introduced in Missouri more than 30 years ago. Over those years, the organization has ebbed and flowed. In 2014, there was a concerted effort to revitalize JAG-Missouri, and since then much has been accomplished. On July 1, 2017, the organization took yet another step in its development, becoming a separate nonprofit: JAG-Missouri, Inc.

FUNDING

The revitalization in 2014 was a success, thanks to the funding investments from Community Development Block Grants (CDBG) through the State of Missouri and a private matching contribution from the Strada Education Network (formerly USA Funds). With this funding, JAG-Missouri has been able to provide funding assistance for JAG schools. Other funding support has come from the Missouri Department of Elementary and Secondary Education and the Delta Regional Authority, as well as private partners such as AT&T and Regions Bank. Since 2015, another key funding source has been the Temporary Assistance for Needy Families (TANF) through the Missouri Department of Social Services. Many of the 34 states support the JAG program through TANF. The funding JAG-Missouri provides to the schools covers about half of the cost of delivering the program for a full calendar year, with the schools fulfilling the terms of a formal Memorandum of Understanding.

FOR MORE INFORMATION

For more information about JAG-Missouri, Inc., and becoming a participating school/district, please visit this website: www.JAG-Missouri.organd/or contact:

Paul Kincaid

Executive Director

Jobs for America's Graduates-Missouri, Inc.

Paul@KincaidCommunications.com

(417) 425-5139

Kincaid can provide additional information and is available to meet with school officials, superintendent and principal groups, workforce development groups, and potential partners.

Jobs for America's Graduates (JAG)

Jobs for America's Graduates (JAG) is a 38-year-old non-profit and employment program dedicated to helping students with barriers to their success to graduate from high school and make successful transitions to postsecondary education and meaningful employment. JAG focuses on a set of core competencies that prepare students to succeed in the workforce. Using this approach, JAG has consistently achieved graduation rates of 90+ percent for this group of students, which typically has a 50 percent graduation rate. JAG currently serves nearly 57,000 students in 1,200 communities in 34 states, including Missouri. JAG has now served more than 1.1 million students since it was established.

Positive Outcomes for JAG-Missouri

Positive Outcomes	JAG National Goals	2016 Missouri Outcomes	2017 Missouri Outcomes <i>*Achieved "5 of 5" Performance Status</i>
*Graduation Rate	90%	99% <i>(127 out of 128)</i>	98.75% <i>(315 out of 319)</i>
*Total Civilian Job Placement and Military Service <i>(Full + Part Time Jobs & Military)</i>	60%	57%	66%
*Positive Outcomes <i>(Full + Part Time Jobs + education + military)</i>	80%	86%	89%
*Full Time Jobs <i>(Full Time Jobs Only)</i>	60%	59%	69%
*Total Full-time Placement <i>(Full Time School + Full Time Work)</i>	80%	90%	87%
Further Education Rate <i>(Continuing education only)</i>	30%	48%	47%

Class of 2017 Academic Scholarships: \$ 1,410,320.00 Awarded to 64 students

Programs in 2016-17

These 21 Programs served 721 students:

- Bismarck
- Caruthersville
- Central Academy for Excellence, Kansas City
- Central, Park Hills
- Farmington High School
- Hayti
- Hillsboro High School & Middle School
- Jennings High School
- Jennings Educational Training School (JETS)
- Kennett
- Normandy
- Riverview Gardens
- Roosevelt, St. Louis
- South Pemiscot
- Study Alternative, Springfield
- Sumner, St. Louis
- Vashon, St. Louis
- West County, Leadwood
- West Plains High School and Zizzer Pride Alternative

Five New Programs for 2017-18

With these new schools, JAG-Missouri is expected to serve nearly 1,000 students in-school, and 333 in the follow-up stage.

- Arcadia Valley High School
- Charleston High School
- Farmington Middle School
- Portageville Middle & High School

JAG RESULTS AND STUDENT SUCCESS – CLASS OF 2016

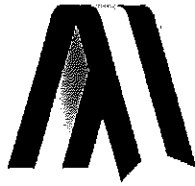
- **95% Graduation Rate (a record)** - completion of a high school diploma or GED.
- **Positive Outcome Rate of 84%**- after graduation, students are employed, in the military, in postsecondary training, or some combination thereof.
- **Job Placement Rate of 63%** - **Double** the employment rate for this population and **triple** the rate of full time employment.
- **A 75% Full Time Jobs Rate** – of the students working, 75% are working full-time employment; the highest in more than 20 years.
- **90% Full-Time Placement Rate** – *the combination of employment or college, alone or together equal to a minimum 35-hour weekly commitment of time, **Three times** the national average.*
- **43% Higher Education Rate** – Students graduate from high school and successfully transition into post-secondary education.

KEY IMPACTS

- **Employment Impact:** A recent report conducted by Dr. Andy Sum, Director of the Center for Labor Market Studies at Northeastern University. Dr. Sum's report cites JAG as a program that **doubles** the rate that disadvantaged youth get jobs, and **triples** the rate they get full time jobs as compared to their peers who are not in JAG. Given the dire youth unemployment situation we currently face, we are very proud of these findings.
- **Employer Satisfaction:** A random sample survey of employers of JAG graduates were asked by the U.S. Chamber of Commerce to rate their perceptions of JAG workers and the JAG program:
 - To quote the Chamber: *"The results portray a highly successful program that enjoys considerable success and one that is valued among JAG employers. Both the JAG program and the worker consistently received high rankings throughout the survey."*
 - An overwhelming majority of supervisors (98%) are "Very Likely" or "Somewhat Likely" to employ other JAG Graduates.
 - Only 3% of the JAG workers did not meet supervisors' expectations

THE JAG MODEL: COMPREHENSIVE, PRACTICAL, PROVEN, ACCOUNTABLE, COST EFFECTIVE

- **Classroom Instruction.** A trained "**Career Specialist**" provides individual and group instruction to **35-45 students** in a class delivered for credit during the school day.
- **Employability Skills.** The JAG NATIONAL CURRICULUM equips participants with a minimum of 37 employability competencies and intensive career exploration and training opportunities, utilizing project based learning (PBL) methodology.
- **Adult Mentoring.** Specialists (JAG teachers) provide 180 contact hours and the individual attention students with barriers to their success need to overcome obstacles that stand in the way of personal and academic success.
- **Advice and Support.** Specialists provide guidance as students make significant career and life decisions and connect participants to other social and education services in the community.
- **Summer Employment Training.** Job placement is provided and partnerships are developed with summer youth employment programs to maximize year-long learning.
- **Student-Led Leadership Development.** Participants join a highly motivating student-led organization to develop, practice and refine their leadership and teaming skills and serve their communities.
- **Job and Postsecondary Education Placement Services.** Employer marketing and assistance with postsecondary education opportunities is provided by the Specialist to support their students' postsecondary goals and successful transition to those opportunities following graduation.
- **12-Month Follow-up Services.** JAG provides no less than twelve months of follow-up services and support to participants after graduation or completion of a high school equivalency exam.
- **Accountability System.** A comprehensive, internet-based tracking and reporting system that includes information on the participants served, services delivered and performance outcomes.
- **Cost Effective Approach.** The average cost per participant is \$1,600. Considerably less than other programs with the same goals.

JAG

JOBS FOR AMERICA'S GRADUATES: Dropout Prevention, Postsecondary Education, Careers and Leadership Development for At-Risk Youth **CORE CURRICULUM**

Employers identified and validated the competencies which provide the foundation for the JAG National In-School Curriculum. Senior Program graduates are expected to attain the core competencies (A.1 to F.37) and Multi-Year Program graduates are expected to complete the core competencies as well as the additional competencies identified in the Individual Development Plan of each participant. The additional competencies may include G.1 to I.87 depending on the number of years a participant is involved in the Multi-Year Program. The JAG competencies include:

A. CAREER DEVELOPMENT COMPETENCIES

- A.1 Identify occupational interests, aptitudes and abilities.
- A.2 Relate interests, aptitudes and abilities to appropriate occupations.
- A.3 Identify desired life style and relate to selected occupations.
- A.4 Develop a career path for a selected occupation.
- A.5 Select an immediate job goal.
- A.6 Describe the conditions and specifications of the job goal.

B. JOB ATTAINMENT COMPETENCIES

- B.7 Construct a resume.
- B.8 Conduct a job search.
- B.9 Develop a letter of application.
- B.10 Use the telephone to arrange an interview.
- B.11 Complete application forms.
- B.12 Complete employment tests.
- B.13 Complete a job interview.

C. JOB SURVIVAL COMPETENCIES

- C.14 Demonstrate appropriate appearance.
- C.15 Understand what employers expect of employees.
- C.16 Identify problems of new employees.
- C.17 Demonstrate time management.
- C.18 Follow directions.
- C.19 Practice effective human relations.
- C.20 Appropriately resign from a job.

D. BASIC COMPETENCIES

- D.21 Comprehend verbal communications.
- D.22 Comprehend written communications.
- D.23 Communicate in writing.
- D.24 Communicate verbally.
- D.25 Perform mathematical calculations.

E. LEADERSHIP AND SELF DEVELOPMENT COMPETENCIES

- E.26 Demonstrate team membership.
- E.27 Demonstrate team leadership.
- E.28 Deliver presentations to a group.
- E.29 Compete successfully with peers.
- E.30 Demonstrate commitment to an organization.

F. PERSONAL SKILLS COMPETENCY

- F.31 Understand types of maturity.
- F.32 Identify a self-value system and how it affects life.
- F.33 Base decisions on values and goals.
- F.34 Identify process of decision-making.
- F.35 Demonstrate ability to assume responsibility for actions and decisions.
- F.36 Demonstrate a positive attitude.
- F.37 Develop healthy self-concept for home, school and work.

G. LIFE SURVIVAL SKILLS

- G.38 Evaluate a career plan to determine appropriate postsecondary educational options.
- G.39 Identify how best to achieve marketable occupation skills for an entry level job.
- G.40 Conduct a job analysis.
- G.41 Apply critical thinking skills.
- G.42 Demonstrate effective study skills.
- G.43 Demonstrate how to use group dynamics techniques.
- G.44 Explain the roles and function of a value-added organization.
- G.45 Understand the essential elements of high performing work teams.
- G.46 Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations.
- G.47 Demonstrate techniques for building commitment by others.
- G.48 Demonstrate an openness to change.
- G.49 Provide constructive feedback.
- G.50 Negotiate solutions to conflicts.
- G.51 Demonstrate politeness and civility.
- G.52 Demonstrate an ability to adapt to people and situations.
- G.53 Exhibit work ethics and behaviors essential to success.
- G.54 Set and prioritize goals and establish a timeline for achieving them.
- G.55 Apply the problem solving process to complex problems.
- G.56 Demonstrate an ability to analyze the strengths and weaknesses of self and others.
- G.57 Design and justify solutions by tracking and evaluating results.
- G.58 Identify ways to build mutual trust and respect.
- G.59 Prepare a short- and long-term personal budget.

H. WORK PLACE COMPETENCIES

- H.60 Demonstrate punctuality and good attendance practices.
- H.61 Demonstrate initiative and proactivity.
- H.62 Demonstrate how to work effectively with others.
- H.63 Demonstrate an attitude that attracts the attention of management.
- H.64 Demonstrate an ability to communicate and work with customers to satisfy their expectations.
- H.65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed.
- H.66 Demonstrate an ability to follow and give directions.
- H.67 Demonstrate good reasoning skills which results in thinking first, then taking action.
- H.68 Demonstrate integrity and honesty in dealings with internal and external customers.
- H.69 Demonstrate a willingness to accept responsibility for one's own actions.
- H.70 Demonstrate a commitment in completing work assignments accurately and in a timely fashion.
- H.71 Demonstrate an ability to satisfy the purposes of a delegated task.
- H.72 Demonstrate an ability to prioritize and manage time effectively in the workplace.
- H.73 Demonstrate enthusiasm for work.
- H.74 Demonstrate an eagerness to learn new responsibilities or improve current responsibilities.
- H.75 Demonstrate an understanding of the work to be accomplished.
- H.76 Demonstrate familiarity with a variety of technologies.

- H.77 Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan.
- H.78 Demonstrate basic computer operation skills.
- H.79 Demonstrate an ability to learn from past experiences and others.
- H.80 Demonstrate an ability to send, receive and organize e-mail messages.
- H.81 Demonstrate an ability to search for information on the Internet.

I. ECONOMIC EMPOWERMENT COMPETENCIES

- I.82 Understand Insurance—Auto, Renters, Home, Health, Disability and Life (Allstate)
- I.83 Practice Better Money Management Skills (Visa U.S.A.)
- I.84 Demonstrate How to Start a Small Business (Allstate)
- I.85 Be successful in dealing with law enforcement when they are enforcing the law (Allstate)
- I.86 Valuing Diversity (Allstate)
- I.87 Risky Business (Allstate and National Council on Economic Education)

MEMORANDUM OF UNDERSTANDING

_____ SCHOOL DISTRICT and

Jobs for America's Graduates – Missouri, Inc.

WHEREAS, this Memorandum of Understanding, entered into between Jobs for America's Graduates – Missouri (JAG-Missouri) and _____ School District outlines the elements of a partnership to successfully implement and sustain JAG-Missouri Multi-Year Dropout Prevention Programs.

WHEREAS, JAG-Missouri is financed using federal Community Development Block Grant funds, corporate and foundation contributions, state funds and participating school funds and/or in-kind contributions. JAG-Missouri creates business, industry and education partnerships committed to achieve the mission of JAG to ensure that at-risk high school students remain in high school, attain employability skills through classroom and work-based learning experiences during high school, graduate and receive twelve (12) months of follow-up services by the JAG Specialist. In the follow-up period, JAG participants are successfully transitioned into a career and/or pursue a postsecondary education to enhance career entry and advancement.

WHEREAS, the JAG-Missouri Program is based on the JAG Model, the Multi-Year Dropout Prevention Program Application serves high school students during one or more years in high school (9th through 12th grades) and for an additional twelve (12) months of post-graduation follow-up services.

WHEREAS, the five (5) primary performance goals of the JAG Model in serving students are results-oriented and measurable at the conclusion of the 12-month follow-up period:

- a 90% graduation/GED rate;
- an 80% overall success rate at the end of twelve (12) months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education;
- 60% of graduates are employed;
- 60% of employed graduates are in full-time jobs leading to careers; and
- 80% of the graduates are employed full-time and/or are combining work and school.

The goals are measurable in grades 9-12:

- daily recording of information and data using e-NDMS to assure accuracy;
- reduction in the number of absences compared to prior year;
- improvement in GPA compared to prior year;
- reduction in the number of suspensions and expulsions compared to prior year;
- reduction in disciplinary actions;
- participation in the student-led Career Association;
- achieve gain scores in comparing JAG knowledge pre-tests and post-tests;
- involvement in no less than ten (10) hours of community service per month;
- enrollment in summer school to overcome any deficiencies;
- a return to school rate of 80% (as measured in September of each year);
- reduction in the number of barriers while enrolled in the Multi-Year Program;
- achieve the minimal number of contact hours per school year; and,
- satisfactory scores on any high stakes tests.

WHEREAS, the Electronic National Data Management System (e-NDMS) provides tracking of students served, services delivered, and outcomes achieved. Statewide and school performance outcomes are used in JAG's National Accreditation Process. JAG-State Organizations and JAG-Local Affiliates must receive standard accreditation to remain in good standing. It is understood that JAG may conduct a pre-accreditation visit prior to the actual accreditation to assist with an informal analysis of progress. The formal Accreditation visit may be at the end of the first year and again in the third year of operation before performance goals are achieved.

WHEREAS, the partners are totally committed to providing world-class school-to-career and/or dropout prevention programs, a process of continuous improvement will be implemented and maintained throughout the existence of the JAG-Missouri accredited program.

WHEREAS, the responsibilities of the state organization, JAG-Missouri, include:

1. Establish a Jobs for America's Graduates, Inc. (JAG) accredited Multi-Year Dropout Prevention Program at the high school through a mutually beneficial partnership between JAG-Missouri and the school district and high school committed to achieving the performance goals previously stated.
2. Maintain an active, involved oversight body to provide leadership in the implementation, operation, accountability, and continuous improvement of programs which satisfy the JAG accreditation standards.
3. Develop a positive working relationship within local communities, including employers, high schools, postsecondary or technical schools, and community service organizations for the purpose of promoting and establishing local JAG accredited programs in accordance with the JAG Program Model.
4. Provide technical assistance and training to the JAG Specialist and other key staff of the participating school on the successful implementation and operation of a JAG accredited program. Initially and as needed, training and supports will be provided in partnership with the JAG National Organization.
5. Provide access to electronic JAG Model Books (including a SPECIALIST HANDBOOK, CAREER ASSOCIATION HANDBOOK, and NATIONAL CURRICULUM MODULES) and other program materials, publications and national communications to the participating school.
6. Provide staff development experiences for the JAG Specialist to assure understanding of the JAG Model Multi-Year Program Application. Share best practices through planned local and state staff development activities and by attending the annual JAG National Training Seminar and Pre-NTS Workshops held annually in July.
7. Provide staff support and conduct periodic school quality assurance reviews and consulting visits to give encouragement, support, and feedback to the Specialist. Provide a periodic review of documentation required of a JAG accredited program committed to tracking students, services, and outcomes throughout one to four years and 12-month follow-up period. JAG will conduct a site review and prepare an accreditation report for review by the JAG-Missouri oversight body, funding sources, management team and participating schools and Specialists.

8. Sponsor the annual JAG-Missouri State Career Development Conference, utilizing input from students, Specialists and members of the JAG-Missouri oversight body.
9. Conduct periodic school visits and reviews and assist JAG in its accreditation process to ensure conformity with the performance standards as promulgated by JAG-Missouri and JAG.
10. Provide a level of financial support to the local school district for the quality implementation and delivery of the JAG Model.

WHEREAS, the responsibilities of _____ School District and _____ High School include:

1. Employ a full-time, mutually acceptable, certified teacher qualified to fulfill the responsibilities of the JAG Specialist. The JAG Specialist takes personal responsibility for students with a goal of no less than 35 and no more than 45 students who are most at-risk of leaving school before graduation and/or becoming unemployed or underemployed after graduation.
2. Provide any funding and support necessary to make this program successful. Provide direct or in-kind contributions such as contribute support services including the use of appropriate classroom space, furnished office space, computer with internet connectivity, utilities, telephone, fax machine, printer, copier, etc.
3. Provide the JAG Model Program in a regularly scheduled class or classes for credit. Follow-up services will be provided each graduate including employer marketing, job development and placement services for twelve (12) months post-graduation. Non-graduates will receive follow-up services that will result in completion of requirements for a high school diploma or a GED certificate.
4. Establish an in-school Advisory Committee to assist the JAG Specialist in recruiting, screening and selecting students most in need of services delivered in Multi-Year Dropout Prevention Programs and provide on-going support for students and the JAG-Missouri program.

At a minimum, the committee will include one representative from administration, counseling staff, the faculty and the JAG Specialist. The Advisory Committee and Specialist are mutually responsible for recruiting, screening and selecting students who satisfy JAG criteria to receive the in-school and follow-up services of the program.

5. Provide scheduled time access to students during the school year as well as cumulative records for the purpose of identifying, screening, selecting and enrolling qualified students in the JAG Model accredited program.
6. Provide for the scheduling of students and adequate contact time.

7. Provide classroom space for specialist-led competency-based instruction and appropriate facilities for the student-led Career Association activities. The school will also provide the use of other school facilities and equipment necessary to deliver the services of a JAG Model accredited program.
8. Provide for the coordination of the JAG-Missouri program and Career Association with other school programs and services where appropriate.
9. Enable students to attend statewide Leadership and Career Development Conferences held in the State of Missouri and provide transportation for students to attend these events.
10. Provide academic credit toward graduation to those students who successfully complete the JAG program that includes no less than nine (9) months of in-school and twelve (12) months of follow-up services. The Multi-Year Dropout Prevention Program may serve students in the 9th, 10th, 11th and 12th grades plus 12 months of follow-up services.
11. Support JAG-Missouri's efforts to involve parents, family, employers, and community to meet the needs of JAG-Missouri students that will keep them in school through graduation and ensure full cooperation and participation during the post-graduation follow-up period.
12. Work with JAG-Missouri to provide performance evaluations of the Specialist and assistance to achieve full compliance to the JAG Program Model standards.
13. Provide **mandatory** release time for the JAG Specialist to perform mandatory off campus employer marketing, job development, and placement responsibilities. Active face-to-face contacts with employers are essential to a successful Multi-Year Dropout Prevention Programs. The school will also facilitate attendance at mandatory staff meetings, the annual JAG National Training Seminar and Pre-NTS Workshops and the National Student Leadership Conference. Make transportation available (or reimbursement for travel) to the Specialist for mandatory attendance at staff meetings, training and off-campus employer marketing, job development and placement activities.
14. Provide adequate school-based supervision to ensure that the JAG Specialist fulfills the responsibilities of this Memorandum of Understanding and achieves the performance standards of the JAG Program Model and requirements of any funding sources.
15. Provide feedback to JAG-Missouri that will result in the continuous improvement of the program to maintain accreditation by Jobs for America's Graduates.

WHEREAS, the responsibilities of **Jobs for America's Graduates (JAG)** include:

1. Provide technical assistance and training to the JAG State Director upon request.
2. Provide full access to copyrighted JAG model books and curriculum modules, operational guides, administrative manuals, Electronic National Data Management System (e-NDMS), etc. Network members can access electronic files of all JAG documents through the Private Documentation System behind the firewall at the JAG web site— www.jag.org.
3. Provide JAG Specialists with staff development opportunities through attendance at the annual JAG National Training Seminar and Pre-NTS Workshops at a reasonable registration fee.
4. Assist the JAG-Missouri management team and JAG Specialists with full implementation of JAG's Electronic National Data Management System (e-NDMS) designed to track students, services and outcomes for the purpose of determining the effectiveness of the program based on specific performance standards. JAG-State Organizations and JAG-Local Affiliates have access to the Electronic National Database that produces management information for decision-making and program and staff evaluation purposes.
5. Conduct accreditation of the JAG-Missouri State Organization to ensure conformity with process and performance standards as promulgated by JAG.
6. Make available the protected trademark, "Jobs for America's Graduates," and associated emblem and copyrighted materials directly related to and limited to the periods in which the program is delivered in a manner consistent with the mission and goals of the JAG Program Model and terms of this Memorandum of Understanding.

PARTNERSHIP COMMITMENT

This Memorandum of Understanding is for the 2017-18 school year.

The partners mutually agree that the JAG Model program will operate within the principles, policies, procedures and JAG standards as outlined in this document and agreed to by the participating school, JAG-Missouri, and Jobs for America's Graduates.

It is a mutually agreed that efforts will be made to continue the JAG accredited program in subsequent school years based on:

- the availability of funding
- an adequate number of students to make the program cost-effective
- attainment of JAG Model performance goals
- mutual satisfaction with the program based on this Memorandum of Understanding.

In agreement with the provisions of the Memorandum of Understanding, the partners affix their signatures in the spaces provided.

_____ School District

Superintendent

Date _____

_____ High School

Principal

Date _____

JAG-Missouri

Representative

Date _____

**POTENTIAL DECEMBER 2018 EARLY GRADUATES AT
SMITH-COTTON FOR THE CLASS OF 2019**

Josseline Aguirrelemus
Eduardo Alonso
Nicholas Anders
Jered Baker
Abigail Bolton
Shelby Bradshaw
Manfred Brown
Jaquay Buckner
Spencer Bunker
Emilee Burnett
Milan Cason
Gavin Cline
Daniel Deleon
Odyssey Diaz
Sean Doherty
Timothy Eckhoff
Erin Emo
Akenzi Fox
David Gorpnich
Star Hagston
Abegail Hawley
Jasmine Hernandez
Robert Kelley
Yefeem Kornev
Jessica Kotok
Megan Lamb
Emma Lazenby
Carmen Marcos
Lilly Marlott
Marcus McNeeley
Trenton Morgan
Michele Newton
Mikala O'Bryan
Felicia Ortiz
Justin Osburn
Elissa Petrashishina

Haylie Powers
Nelson Rojas
Esther Sheremeta
Daniel Schnack
Wyatt Smith
Judy Strizhuis
Walker Tatum
Sergey Tikhonov
Elezebeth Tolmacheva
Lauren Ulmer
Vanessa Valesa
Camila Virgen
Jasmine Williams
Derek Wirtz

**POTENTIAL DECEMBER 2018 EARLY GRADUATES AT WHITTIER
FOR THE CLASS OF 2019**

Brandon Ball
Serena Carter
Brock Cooper
Cheyanne Dawson
Jaylea Dove
Brianna Gilmore
Aolani Griffin
Brittney Hollon
Mesa McBride
Meagan Mueller
Jordan Pate
Hannah Perry
Noah Purvis
Margarito Quetzecua
Austin Sorianopalmerin
Dillon Southard
Zach Stoddard
Autumn Stout
Jaylan Todd
Alyssa Traffanstedt
Juan Uslopez
William Younce

Proposed Changes for the 2019-20 Education and Career Planning Guide

2019-20 Guide Pg #	Information from 2018-19 Guide listed with changes in the 2019-20 Guide
Graduation Requirements Pg. 3	<p>English: removed English I and replaced with Pre-AP English I. Added Lifetime Literacy TTR Added Advanced Placement: AP English Language and Composition</p> <p>History: removed Current Events and Economics Added The Last 50 Years in History Dual Credit: U.S. History Since 1877</p> <p>Math: No changes</p> <p>Science: No changes</p>
General Enrollment Info Pg. 9-14	<p>Advanced Studies:</p> <p>Advanced Placement: AP examination fee to be determined</p> <p>Added AP English Language and Composition</p> <p>Dual Credit Courses: Added U.S. History Since 1877 ACT English Score of 18/Reading Score of 18 (SFCC) Added Aerospace Engineering (PLTW course)</p> <p>Weighted Class Information: added Science Research Course.</p>
Changing Schedules Pg. 15	Update to Counselor information- to be determined
Course Listing Pg. 16-17	Updated Smith-Cotton Course Listings to include new courses.
English Dept. Pg. 18-19	<p>ENGLISH I: remove course</p> <p>Updated course description for English IV to read as follows: 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.</p>

	<p>ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION: examination fee to be determined</p> <p>Add new courses: 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.</p> <p>ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION: One (1) credit – 11th grade. <i>This class is WEIGHTED.</i> 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.</p> <p>LIFETIME LITERACY TTR: One-half (1/2) credit – 11th & 12th grades. Prerequisite: Team/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.</p>
<p>Social Studies Dept. Pg. 19-21</p>	<p>CURRENT EVENTS: remove course</p> <p>ECONOMICS: remove course</p> <p>ADVANCED PLACEMENT U.S. HISTORY: examination fee to be determined</p> <p>ADVANCED PLACEMENT WORLD HISTORY: examination fee to be determined</p> <p>Add new courses: 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 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.</p> <p>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.</p>

<p>Science Dept. Pg. 21-23</p>	<p>ADVANCED PLACEMENT BIOLOGY: examination fee to be determined</p> <p>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE: examination fee to be determined</p> <p>SCIENCE RESEARCH COURSE: add weight</p>
<p>Math Dept. Pg. 23-25</p>	<p>ADVANCED PLACEMENT CALCULUS AB: examination fee to be determined</p>
<p>Music Dept. Pg. 27-28</p>	<p>ADVANCED PLACEMENT MUSIC THEORY: examination fee to be determined</p> <p>CABARET: remove course</p> <p>VOCAL VELOCITY- name change previously Broadway Velocity</p> <p>Updated course description for Instrumental Techniques to read as follows: 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.</p> <p>Added Prerequisite to AP Music Theory: Fundamentals of Music Theory for the Vocal/Instrumental Student.</p> <p>Add new courses: 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 text books, videos and online sources including youtube and other websites. Topics will include, but are not limited to: 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.</p> <p>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 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.</p> <p>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</p>

	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
Engineering Dept. Pg. 29-31	<p>ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES: examination fee to be determined</p> <p>ADVANCED PLACEMENT COMPUTER SCIENCE A: examination fee to be determined</p> <p>Updated course description for Engineering Apprenticeship to read as follows: 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.</p> <p>Updated: Medical Interventions to say it will be available in the fall of 2020.</p> <p>Updated: Biomedical Innovations to say it will be available in the fall of 2021.</p> <p>Add new courses: (AERO) AEROSPACE ENGINEERING (DUAL CREDIT): 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.</p>
Vocational Family & Consumer Science Pg. 31-33	<p>CREATIVE FOODS I: removed prerequisite of Nutrition & Wellness.</p> <p>CREATIVE FOODS II: added 9th grade.</p> <p>APPAREL, TEXTILES & FASHION: added 9th grade.</p> <p>ADVANCED APPARAL, TEXTILES & FASHION: added 9th grade.</p> <p>Add new course: INTERNATIONAL FOODS: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. 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.</p>
Business & Marketing Education Pg. 33-35	<p>ADVANCED MARKETING: removed course</p> <p>ENTREPRENEURSHIP: removed course</p> <p>ADVERTISING & PUBLIC RELATIONS: increase DECA fee to \$35.</p> <p>SPORTS & ENTERTAINMENT MARKETING: increase DECA fee to \$35.</p> <p>Add new courses:</p>

	<p>MARKETING LEADERSHIP: One-half (1/2) credit – 9th, 10th, 11th, & 12th grades. <u>Prerequisite: Marketing.</u> 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. <u>DECA membership is required.</u></p> <p>RETAIL STORE OPERATIONS (RETAILING): One-half (1/2) credit – 10th, 11th & 12th grades. <u>Prerequisite: Marketing with a grade of C or better.</u> 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.</p> <p>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.</p> <p>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>Additional Practical Arts Pg. 35</p>	<p>Add new course: 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.</p>
<p>Physical Education & Health Pg. 35-36</p>	<p>Add new course: ADAPITIVE 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.</p>
<p>Additional Courses/Electives Pg. 37-39</p>	<p>TRANSITION LAB TTR: remove course LIBRARY MEDIA SKILLS: remove course</p> <p>Add new courses: LIBRARY WORKER: 12th grade given priority. This class <u>does not</u> 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.</p> <p>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.</p>

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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 <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, National Government
MATHEMATICS (3 Units)	Intro to Algebra, 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, 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
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 ASVAB Score is Required 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



CAREER PLANNING INFORMATION

Individual Career Planning Vocabularies

1. **Life Career Development:** Self-development through the integration of roles, settings, and events of a person's life.
2. **Individual Planning:** The process of on-going educational and career-planning services that helps all students develop an Individualized Career and Academic Plan organized around programs of study and their personal, career, and educational goals.
3. **Individualized Career and Academic Plan (ICAP):** A student's scope and sequence of coursework and related activities based upon their chosen Career Path or Career Cluster and their educational goals. Initiated in the eighth grade, it is designed to insure a successful post-secondary transition and is the key component of the Individual Planning process. Formally known as the Personal Plan of Study (PPOS).
4. **Program of Study (POS):** Secondary-to-post-secondary sequences of academic and career education coursework, along with additional learning opportunities, that lead students to attain a post-secondary degree or industry-recognized certificate or credential.
5. **Career Paths to Clusters which leads to Career Pathways:** A progressive framework to organize the world of work and career information. The framework provides the structure to assist students in understanding the world of work, and to organize course and co-curricular offerings in the school.
6. **Missouri Connections:** A free web-based career and educational planning resource to help Missouri citizens determine their career interests, explore occupations, establish education plans, develop job search strategies, and explore degree programs. www.missouriconnections.org

How to choose a Career Path or Cluster:

1. Identify your interests, abilities, and talents.
2. Identify the career path or cluster that relates to your interests, abilities, and talents.
3. Explore occupations in those career paths or clusters.
4. Decide how much education you want to receive after high school.
5. Develop an individualized career and academic plan by selecting courses and co-curricular activities that relate to your educational and career goal.
6. If undecided regarding a career path or cluster, choose courses from different career areas to give you a better idea of your interests.

CAREER PATHS INFORMATION

ARTS AND COMMUNICATION

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

Are you a creative thinker, imaginative, innovative, original, and like to communicate ideas? This may be the career path for you!

The following classes will help support the exploration and preparation for a career in Arts and Communication:

Art Courses	Vocal or Instrumental Courses	Business/Marketing Courses
Theatre courses	FACS Courses	Competitive Speech & Debate
Graphic Design @ SFCTC	PLTW Courses	Psychology
Sociology	Foreign Language (2 years)	Journalism/Media Courses

Occupations in this career path may include:

Broadcast Technician	Radio & TV Announcer/News	Sign Painter
Architect	Musician	Model
Jeweler	Dancer & Choreographer	Reporter & Correspondent
Commercial Artist	Interior Decorator	Actors, Director & Producer
Interpreter & Translator	Industrial Designer	Writer & Editor
Designer	Florist	Public Relations Specialist
Technical Writer	Fashion Designer	Graphic Artist (Visual Artist)

BUSINESS, MANAGEMENT, & TECHNOLOGY

Occupations related to the business environment may include entrepreneurship, sales marketing, computer/information systems, finance, accounting, personnel, and management.

Do you like being a leader, organizing people, planning activities for others and talking with important people? Do you like working with numbers or ideas, like to carry through an idea and see the end product, like to know what is expected of you, and like things around you to be neat and orderly? This may be the career path for you!

The following classes will help support the exploration and preparation for a career in Business, Management, & Technology:

Business/Marketing Courses	PLTW Computer Science	Psychology
FACS Courses	Sociology	Upper Level Math Courses
Upper Level Science Courses	Foreign Language (2 years)	Economics

Occupations in this career path may include:

Accountant & Auditor	Retail Sales	Bank Teller
Building Manager	Stock Broker	Billing Clerk
Travel Agent	City Manager	Actuary
Court Clerk/Reporter	Credit Manager	Information Technology
Postmaster & Mail Supt.	Computer Programmer	Postal/File Clerk
Real Estate Mgr./Agent/Broker	Dispatcher	Mathematician/Statistician
Shipping & Receiving Clerk	Administrative Assistant	

HEALTH SERVICES

Occupations related to the promotion of health and the treatment of disease may include research prevention, treatment and related technologies.

Do you like helping people who are sick or helping people stay well? Are you interested in new diseases and how the body works? Do you like observing people and looking for changes in how they are doing? This may be the career path for you!

The following classes will help support the exploration and preparation for a career in Health Services:

Upper Level Science Courses
Health Occupations @ SFCTC
Foreign Language (2 years)

FACS Courses
Upper Level Math Courses
Psychology

Accounting
Biomedical Courses
Sociology

Occupations in this career path may include:

Activities Therapist
Ambulance Attendant
Dietician & Nutritionist
Occupational Therapist
Occupation Therapy Assistant
Optometric Assistant
Pharmacist
Physical Therapist
Physician Assistant
Recreational Therapist
Respiratory Therapist
Pathologist & Audiologist

Dental Assistant
Home Health Aide
Medical Assistance
Chiropractor
Nursing Aide
Optician
Optometrist
Physician
Podiatrist
Registered Nurse
Dental Hygienist
Ultrasound Tech

Dental Lab Technician
Radiology Technologist
Dialysis Technician
Dispensing Optician
EEG Technologist
Emergency Med Technician
Industrial Hygienist
Licensed Practical Nurse
Medical Records Technician
Nuclear Medicine Technician
Ophthalmic Laboratory Tech
Surgical Technician

HUMAN SERVICES

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

Are you friendly, open, outgoing, understanding, and cooperative? Do you like to work with people to help solve problems? Is it important to you to do something that makes things better for other people? This may be the career path for you!

The following classes will help support the exploration and preparation for a career in Human Services:

Psychology
Business/Marketing courses
Foreign Language (2 years)
Early Childhood Careers @ SFCTC

Sociology
FACS Courses
Upper Level Math Courses
Criminal Justice @ SFCTC

Economics
Art courses
Library Media Skills

Occupations in this career path may include:

Court Administrator
Lawyer & Judge
School Teacher/Teacher Aide
Pest Control
Flight Attendant
Air Traffic Controller
Counselor/Psychologist/Sociologist

Librarian/Library Technician
Preschool/Childcare Worker
Recreation Attendant/Worker
Minister, Rabbi, Priest
Food & Beverage Service
College Faculty
Police, Detectives & Special Agent

Funeral Director
Correction Officer
Firefighter
Chef & Cook
Aircraft Pilot
Social Worker
Cosmetologist

INDUSTRIAL AND ENGINEERING TECHNOLOGY

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

Are you mechanically inclined, practical, like to use your hands and build things, and like to know how things work? This may be the career path for you!

The following classes will help support the exploration and preparation for a career in Industrial and Engineering Technology:

PLTW Engineering courses	PLTW Computer Science courses	Building Trades @ SFCTC
Automotive Srvc Tech @ SFCTC	Welding @ SFCTC	Electrical & Power @ SFCTC
Business Technology	Precision Machining @ SFCTC	Physics
Upper Level Math Courses	Psychology	Sociology

Occupations in this career path may include:

Engineer	Industrial Machinery Repair	Electrician
Line Installer/Cable Splicer	Engineering Technician	Musical Equipment Repair
Forklift Operator	Robotics Technician	Small Engine Repair
Highway Maint. Worker	TV & Radio Repair	Insulation Worker
Painter & Paperhanger	Aircraft Mechanic	Machinist
Plumber & Pipefitters	Roofer	Automotive Body Repair
Welder	Sheet metal Worker	Automotive Mechanic
Biomedical Technician	Diesel Mechanic	Bricklayer
Electronic Equip. Repair	Bulldozer Operator	Broadcast Technician
Farm Equip. Mechanic	Carpenter	Heating/AC Repair
Home Appliance Repair	Engineering Technician	Drywall Worker
Carpet Installer	Surveyor	

NATURAL RESOURCES

Occupations related to the environment and natural resources may include agriculture, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

Are you a nature lover, practical, curious about the physical world, interested in plants and animals, like to be physically active? Do you like to observe, learn, investigate, or solve problems? This career path may be for you!

The following classes will help support the exploration and preparation for a career in Natural Resources:

Upper Level Science Courses	Psychology	Sociology
Law and You	IED	Drafting & Design Technology
Accounting	Upper Level Math Courses	Foreign Language (2 years)

Occupations in this career path may include:

Agricultural Scientist	Physicist & Astronomer	Animal Caretaker
Agriculture Engineer	Biological Scientist	Coop. Extension Service
Forester & Conservationist	Farm Operator & Manager	Veterinarian
Farm Worker	Vet Laboratory Assistant	Fish & Game Warden
Chemist	Gardener/Groundskeeper	Geologist & Geophysicist
Landscape Architect	Meteorologist	Nursery Worker
Horticulturist		

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. Examination fee is currently \$94.00.** Below is a list of all AP courses offered by our school:

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

Dual Credit

All dual credit courses taken on the Smith-Cotton High School campus are weighted. The Sedalia School District #200, State Fair Community College (SFCC), along with University of Central Missouri (UCM) and the Missouri University of Science and Technology have agreements whereby high school sophomores, juniors and seniors, with qualifying scores, may enroll in college courses and receive both high school and college credit. To be eligible, students must have a GPA of 3.0/4.0. **There MUST be a minimum of ten students in order for the class to actually be taught at Smith-Cotton High School.** Students may, with approval from their school counselor, enroll in day or evening dual credit classes offered on the SFCC campus. Equating college hours to high school credit has been established as: 5 college hours = 1 unit of high school credit; 3 college hours = ½ unit of high school credit; 2 college hours = ½ 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.**

Course	Requirements	Credit Hours
Public Speaking	3.0/4.0	3
English Composition I & II	ACT English score of 18/ACT Reading score of 18	3 each
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
National Government & World Civilization	ACT Reading score of 18	3 each
General Psychology & General Sociology	ACT English score of 18/ACT Reading score of 18	3 each
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
Human Biology	ACT English score of 18/ACT Reading score of 18	3
General Chemistry I w/lab	ACT Math score of 24	5
Music Appreciation	3.0/4.0	3
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
Civil Engineering & Architecture	Smith-Cotton Course Enrollment	See instructor
Aerospace Engineering	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

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.**

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	Pre-Calculus
Physics II	Level III, IV & V Foreign Languages
Science Research Course	Engineering Design & Development
Human Physiology I & II	CNC Manufacturing and Machining
Zoology	Accounting II
Honors Algebra II	Accounting III

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 2019	Carmen Brock	brockc@sedalia200.org
Class of 2020	Katie Ellis	ellisk@sedalia200.org
Class of 2021	Pam Crafton	craftonp@sedalia200.org
Class of 2022	Ashley Burris	burrisa@sedalia200.org

Smith-Cotton Courses

ENGLISH (pages 18-19)

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
Strategic Reading	½ unit
English as a Second Language I	½ unit
Rewards TTR	1 unit
Lifetime Literacy TTR	½ unit

SOCIAL STUDIES (pages 19-21)

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
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

SCIENCE (pages 21-23)

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

MATHEMATICS (pages 23-25)

Introduction to Algebra	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

FINE ARTS

DRAMA (pages 25-26)

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

ART (pages 26-27)

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 (pages 27-28)

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 (pages 28-30)

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 (pages 31-32)

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 (pages 32-34)

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

ADDITIONAL PRACTICAL ARTS (page 34)

Life Skills TTR	1 unit
On Job Training	varies

Transition Skills TTR I	1 unit
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PHYSICAL EDUCATION & HEALTH (page 35)

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

ELECTIVES

FOREIGN LANGUAGE (pages 35-36)

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 (pages 36-38)

Collegiate Athletic Preparation	½ unit
Public Speaking #*	½ unit
Yearbook	1 unit
Introduction to Journalism	½ unit
Smith-Cotton Media	½ unit
Junior Reserve Officer Training Corps	1 unit/s
Career Development	1 unit
ACT Preparation	½ unit
Tiger Tutors	½ unit
Work Study	½ unit
Psychology	½ unit
Sociology	½ unit
Sign Language	½ unit
General Sociology #*	½ unit
General Psychology #*	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 (pages 39-40)

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 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.

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: 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: Team/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.

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 – 11th & 12th grades. *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- 11th & 12th grades. *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.**

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 also 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.

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: 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: 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.

MATHEMATICS DEPARTMENT

INTRODUCTION TO ALGEBRA: One (1) credit – 9th grade. Prerequisite: Teacher Recommendation. Introduction to Algebra is designed to prepare students for Algebra I A. This computer-based course provides background knowledge in fractions, area and perimeter, solutions of linear equations, proportions, graphs, and linear inequalities. Students will develop a familiarity of mathematical vocabulary.

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: Introduction to Algebra or 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 also 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; and 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; and quadratic relations and conic sections. Additional topics will include polynomial functions; exponential and logarithmic functions; counting methods, 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. 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: One (1) credit – 11th & 12th grades. Prerequisite: Algebra II & Geometry. *This 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 during the first semester will focus on functions, including polynomial, rational, logarithmic, and exponential. Further work will be done with coordinate geometry and inequalities. The instructional time during second semester will focus on trigonometry and vectors. Enrollment in Calculus will require successful completion of both semesters of Pre-Calculus.

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.

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.**

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 the 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.

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 dyeing, 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, film making, 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 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 text books, videos and online sources including youtube and other websites. Topics will include, but are not limited to: Musical Instruments, Composers (past and present), and Music Theory (basic, fundamental concepts). Music Explorations is a course designed to expose students to the philosophy, principles, and materials of music from a variety of genres of music, including the current, contemporary period. Students will be introduced to music from the Baroque Period, Classical Period, Romantic Period, Contemporary Classical Music and Popular Music. The students will also gain the ability to identify musical instruments and their use in today's music performances and recordings. Students taking Music Explorations 1 will develop an appreciation of music, as a whole, by exposure to many musical styles, composers, historical trends, as well as increasing their aural, verbal and writing skills in describing music through writing, presentation and group discussion.

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

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

BAND: One (1) credit – 9th, 10th, 11th & 12th grades. Prerequisite: 8th grade band or by audition. This course 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 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. 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 (DUAL CREDIT): 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 (DUAL CREDIT): 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. 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. **Students are highly encouraged to join FCCLA.**

INTERNATIONAL FOODS: One-half (1/2) credit – 9th, 10th, 11th & 12th grades. 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. Prerequisite: FACS class/sewing experience. 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: Clothing, Textiles and Construction I with a passing grade of C or better. 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 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. 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 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 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 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.

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.

ADAPITIVE 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

FOREIGN 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. 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 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.

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.

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 and 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, 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.

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.

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.

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>).

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 of 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.

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.**

Enhancement Grant Request

Overview:

The Smith-Cotton Career and Technology Education departments would like to request approval to submit an Enhancement Grant application to DESE for the 2019-2020 school year. DESE provides reimbursement to career education programs at 75% and 50% rates depending on the items being purchased. This allows districts to invest in instructional equipment at a significant reduction in costs.

The Smith-Cotton PLTW Engineering Department is requesting funds to update the computers and printer located in Mr. Walters' computer lab. These computers and printer are 4+ years old and are due for updates. The department is also requesting funding to purchase equipment for the new aerospace engineering course that is being offered next school year.

The Smith-Cotton Business Department is requesting funds to update the computers located in Mrs. Harvey's computer lab. These computers are 4+ years old and are due for updates. The department is also requesting funds to purchase new cameras and t-shirt printing equipment. The cameras will be used in the multimedia courses and provide students with up to date technology on a one to one basis. The t-shirt printing equipment will be used in the graphics, multimedia, and marketing courses. This equipment will provide classroom and interdepartmental collaboration opportunities.

The Smith-Cotton FACS department is requesting funds to purchase kitchen equipment for the ProStart program that was approved last school year. This equipment will upgrade the current kitchen equipment to industrial equipment that is used in the culinary field.

The Enhancement Grant application is due in February. We are requesting approval to submit the application to DESE. If approved the district will need to come up with the matching funds as shown below:

Total Grant Request: \$174,000

DESE Reimbursement to District: \$111,500

District Match Required: \$62,500

Please see the attached budget spreadsheet for additional information.

2019-2020 Enhancement Grant Budget Request

PLTW Engineering Program						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
Introduction to Engineering Design	Desktop Computers	The IED classroom has desktop computers that need updated. These computers are 4+ years old.	1	\$ 25,000.00	\$ 25,000.00	\$ 12,500.00
Aerospace Engineering	Classroom equipment	Aerospace engineering is a new PLTW course that we will be offering. We will need to purchase new classroom equipment for this course.	1	\$ 18,000.00	\$ 18,000.00	\$ 9,000.00
Introduction to Engineering Design	HP Color Paper Printer	The IED classroom has one black and white printer that needs to be updated. This printer is 5+ years old, it has consistent paper jams, and its print quality has diminished. The engineering programs require printers in the classrooms due to the amount of projects that students create and per PLTW guidelines.	1	\$ 3,000.00	\$ 3,000.00	\$ 1,500.00

Business Department						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
Business Department	Desktop Computers	The business classroom has desktop computers that need updated. These computers are 4+ years old.	1	\$ 30,000.00	\$ 30,000.00	\$ 15,000.00
Graphics/Multimedia /TigerVision	Cameras	As the numbers continue to grow in these classes, more equipment is necessary so students can work on the same projects at the same time, rather than juggle side projects while waiting for equipment to become available. The newer cameras will also allow for the older cameras to be used in other programs while still having enough for current students to check out and use for class projects as well as high quality end content being displayed.	20	\$ 2,500.00	\$ 50,000.00	\$ 12,500.00
Graphics/TigerVision /Marketing	T-Shirt Printing Equipment	With the addition of the school store, a need for Tiger Pride merchandise will arise. Students in the Graphics and Marketing classes can work together to create such merchandise along with learn the basics ins and outs of running a small print shop. It is our hope that we would eventually be a one-stop-shop for any production needs for the school/district.	1	\$ 26,000.00	\$ 26,000.00	\$ 6,500.00

FACS Department						
Course Title	Item	Rationale	Qty.	Price	Total	District Match
ProStart	Industrial Kitchen Equipment (Hoods/Vents, 3-compartment sinks, gas stoves, convection ovens)	Students need access to industrial equipment to prepare them to enter the culinary field. The equipment used will be the type they will encounter in the work force.	1	\$ 22,000.00	\$ 22,000.00	\$ 5,500.00

Total Grant Expenses	\$	174,000.00
District Match	\$	62,500.00

CALENDAR COMMITTEE MEETING
Fact Sheet

1. Teachers must have – 13 work days, 7 of which will be professional development.
2. The calendar must begin after the State Fair.
3. Request of no less than three days after graduation for finals.
4. DESE requires 36 weather hours built into the calendar.
5. Easter for 2020 is April 12, 2020 – locked in Good Friday, April 10th off.
6. Early out for Homecoming – October 18th.
7. Early out prior to Graduation.
8. Early out for 2nd semester exams.
9. 1st Semester – not much eligible for selections
10. Add three (3) Holidays – New Year’s Day, Martin Luther King Day, Labor Day
 - These three holidays are built into the certified calendar
 - These three holidays are paid days for classified (support) staff
11. Classified (support) staff will be paid for those weather days not made based on number of sick days used.
 - Scenario 1: District has three weather days that will not be made up – classified staff employee used zero sick days, employee will be paid for the three weather days in the June payroll.
 - Scenario 2: District has three weather days that will not be made up – classified staff employee used one sick day, employee will be paid for two weather days in the June payroll.
 - Scenario 3: District has three weather days that will not be made up – classified staff employee used three sick days, employee will be paid for zero weather days

PROCESS:

Color calendar options and voting ballot available to committee Monday, December 10th.

Voting results sent by committee to Pam via email by end of the day Friday, December 14th.

Take to Board Work Session January 14th with final approval January 28th.

SEDALIA SCHOOL DISTRICT #200 CALENDAR - 2019-2020

Draft 1

Orange = Teacher Workday	End of Quarter/Semester
Days w/* = Teacher PD Day	Snow Make-up days
Yellow = Student Day	537.15 Semester 1 Hrs
Green = Early Out Day	595.95 Semester 2 Hrs
Purple = Paid Holiday	1133.10 Total Student Hrs
Blue - New Staff Days	166 + 6 Holidays + 6 Work Days + 7 PD days =
Pink = Non-Student/Staff Days	185 Certified Days

18	Jan-2020					23
M	T	W	T	F		
		1	2*	3		
6*	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

1	Christmas Break - No School
2	Certified PD Day - No School
3	Certified Work Day - No School
6	Certified PD Day - No School
20	Martin Luther King Day - No School
123.30	

4	Aug-2019					10
M	T	W	T	F		
			1	2		
5	6	7	8	9		
12	13	14	15	16		
19*	20	21*	22*	23*		
26	27	28	29	30		

9	New Staff Orientation
12-16	Certified New Staff Training
19	PD & Mtgs - Back to School Day
20 & 26	Work Days
21-23	PD & Collaboration
27	1st Day for Students
27.40	

17	Feb-2020					20
M	T	W	T	F		
3	4	5	6	7		
10	11	12	13	14		
17	18*	19	20	21		
24	25	26	27	28		

12	Parent Conf School in Session
13	Early Out - Parent Conf
14	Certified Work Day - No School
17	President's Day - No School
18	Certified PD Day - No School
18	Snow Make-up Day
116.45	

20	Sep-2019					21
M	T	W	T	F		
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30						

2	Labor Day, No School
137.00	

17	Mar-2020					17
M	T	W	T	F		
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31					

13	End of 3rd Quarter
16-20	Spring Break - No School
116.45	

22	Oct-2019					23
M	T	W	T	F		
	1	2	3	4		
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

18	Early Out - Homecoming
18	End of 1st Quarter
23	Parent Conf School in Session
24	Early Out - Parent Conf
25	Certified Work Day - No School
146.70	

20	Apr-2020					20
M	T	W	T	F		
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30			

10	Good Friday - No School
13	Easter Break - No School
13	Snow Make-up Day
137.00	

18	Nov-2019					19
M	T	W	T	F		
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

27-29	Thanksgiving Break - No School
123.30	

15	May-2020					16
M	T	W	T	F		
				1		
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

15	Early Out - Preceding Graduation
16	Commencement
18-20	Early Out - Semester Exam Week
21	Early Out - Last Day For Students
22	Certified Work Day - No School
26-29	Snow Make-up Day
102.75	

15	Dec-2019					16
M	T	W	T	F		
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31					

20	End of 1st Semester
23-31	Christmas Break - No School
102.75	

Oct 25 & Feb 14 - Certified Work Day due to evening parent/tchr conf

Priority order for designated make-up day as follows:

Feb 18, Apr 13, May 26, May 27, May 28, May 29

SEDALIA SCHOOL DISTRICT #200 CALENDAR - 2019-2020

Draft 2

Orange = Teacher Workday	End of Quarter/Semester
Days w/* = Teacher PD Day	Snow Make-up days
Yellow = Student Day	537.15 Semester 1 Hrs
Green = Early Out Day	602.80 Semester 2 Hrs
Purple = Paid Holiday	1139.95 Total Student Hrs
Blue - New Staff Days	167 + 6 Holidays + 6 Work Days + 7 PD days =
Pink = Non-Student/Staff Days	186 Certified Days

18	Jan-2020					23	1	Christmas Break - No School
M	T	W	T	F			2	Certified PD Day - No School
		1	2*	3			3	Certified Work Day - No School
6*	7	8	9	10			6	Certified PD Day - No School
13	14	15	16	17			20	Martin Luther King Day - No School
20	21	22	23	24				
27	28	29	30	31				
							123.30	

4	Aug-2019					10	9	New Staff Orientation
M	T	W	T	F			12-16	Certified New Staff Training
			1	2			19	PD & Mtgs - Back to School Day
5	6	7	8	9			20 & 26	Work Days
12	13	14	15	16			21-23	PD & Collaboration
19*	20	21*	22*	23*			27	1st Day for Students
26	27	28	29	30				
							27.40	

17	Feb-2020					20	12	Parent Conf School in Session
M	T	W	T	F			13	Early Out - Parent Conf
3	4	5	6	7			14	Certified Work Day - No School
10	11	12	13	14			17	President's Day - No School
17	18*	19	20	21			18	Certified PD Day - No School
24	25	26	27	28			18	Snow Make-up Day
							116.45	

20	Sep-2019					21	2	Labor Day, No School
M	T	W	T	F				
2	3	4	5	6				
9	10	11	12	13				
16	17	18	19	20				
23	24	25	26	27				
30								
							137.00	

19	Mar-2020					19	13	End of 3rd Quarter
M	T	W	T	F			18-20	Spring Break - No School
2	3	4	5	6				
9	10	11	12	13				
16	17	18	19	20				
23	24	25	26	27				
30	31							
							130.15	

22	Oct-2019					23	18	Early Out - Homecoming
M	T	W	T	F			18	End of 1st Quarter
	1	2	3	4			23	Parent Conf School in Session
7	8	9	10	11			24	Early Out - Parent Conf
14	15	16	17	18			25	Certified Work Day - No School
21	22	23	24	25				
28	29	30	31					
							146.70	

19	Apr-2020					19	10	Good Friday - No School
M	T	W	T	F			13-14	Easter Break - No School
		1	2	3			14	Snow Make-up Day
6	7	8	9	10				
13	14	15	16	17				
20	21	22	23	24				
27	28	29	30					
							130.15	

18	Nov-2019					19	27-29	Thanksgiving Break - No School
M	T	W	T	F				
				1				
4	5	6	7	8				
11	12	13	14	15				
18	19	20	21	22				
25	26	27	28	29				
							123.30	

15	May-2020					16	15	Early Out - Preceding Graduation
M	T	W	T	F			16	Commencement
				1			18-20	Early Out - Semester Exam Week
4	5	6	7	8			21	Early Out - Last Day For Students
11	12	13	14	15			22	Certified Work Day - No School
18	19	20	21	22			26-29	Snow Make-up Day
25	26	27	28	29				
							102.75	

15	Dec-2019					16	20	End of 1st Semester
M	T	W	T	F			23-31	Christmas Break - No School
2	3	4	5	6				
9	10	11	12	13				
16	17	18	19	20				
23	24	25	26	27				
30	31							
							102.75	

Oct 25 & Feb 14 - Certified Work Day due to evening parent/tchr conf

Priority order for designated make-up day as follows:

Feb 18, Apr 14, May 26, May 27, May 28, May 29



SSD

Sedalia School District #200

District Office
2806 Matthew Drive
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65301-7981
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Fax (660) 827-8938
www.sedalia200.org

Steven G. Triplett, Ed.S
Superintendent

Nancy L. Scott, Ed.D.
Assistant Superintendent
Human Resources
Federal Programs

Todd Fraley, Ed.D.
Assistant Superintendent
Buildings & Grounds
Support Services

Chris Pyle, Ed.S.
Assistant Superintendent
K-12 Special Education

Harriet Wolfe, Ed.D.
Chief Finance Officer

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

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

Bob Satnan, B.A.
Communications Director

**We Live Tiger
Pride Everyday**

Sedalia #200 is an equal
opportunity and affirmative
action employer

MEMO

TO: Board of Education
FROM: Dr. Fraley
DATE: November 26, 2018
RE: Long Rifle in Schools

Rationale: The sight radius of a pistol is too short to accurately shoot longer distances. In an active shooter scenario in a crowded venue, this decreases the chances of hitting the assailant and increases the chances of hitting bystanders/victims. Long hallways and outside areas make rifles a more effective option for defense.

Recommended configuration for a school-based patrol rifle:

- Colt 5.56mm semi-automatic rifle in the flat top AR-15 platform
- Low-profile gas block
- Rail-mounted Aimpoint Pro red dot reflex sight with absolute co-witness
- Backup iron sights mounted front and rear
- 16" carbine-length barrel
- Adjustable stock
- Single-point sling
- Side rail flashlight attachment
- 30-round magazines loaded with Hornady Tactical Application Police .223 ammunition
- Chest pouch to hold spare magazines for quick deployment

Regarding gun safe options:

- Biometric locks are primarily used on small, lower quality handgun safes that are designed primarily for residential use.
- High quality rifle safes use mechanical combination or electronic locks that use a numeric keypad.
- Liberty Safe is a high-quality product that is fire rated for at least 30 minutes.

Guidance and Precedence – MSBA willing to help as needed, but having a long rifle in secure storage at a school is new territory in our state.

SEDALIA SCHOOL DISTRICT #200

7.1

PROPORTIONAL ATTENDANCE RATE - 2018-2019

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	9/10/2018	442.00	93.90	408.36	92.39	10.82	2.45	5.00	1.13	17.82	4.03
	10/8/2018	442.91	94.50	405.33	91.52	22.39	5.06	8.00	1.81	7.19	1.62
	11/7/2018	442.56	94.95	410.46	92.75	15.04	3.40	8.86	2.00	8.20	1.85
	12/7/2018	443.46	94.76	407.80	91.96	20.47	4.62	8.70	1.96	6.49	1.47
Horace Mann Elem	9/10/2018	259.75	89.20	228.11	87.82	6.18	2.38	2.00	0.77	23.46	9.03
	10/8/2018	261.57	94.83	244.04	93.30	6.00	2.29	4.00	1.53	7.53	2.88
	11/7/2018	262.08	92.47	235.79	89.97	8.77	3.35	8.69	3.32	8.83	3.37
	12/7/2018	260.09	92.53	233.44	89.75	10.50	4.04	7.84	3.01	8.31	3.19
Parkview Elem	9/10/2018	489.52	93.31	453.52	92.65	5.00	1.02	3.00	0.61	28.00	5.72
	10/8/2018	491.13	94.00	451.65	91.96	18.00	3.67	4.00	0.81	17.48	3.56
	11/7/2018	489.68	93.40	443.81	90.63	23.85	4.87	6.40	1.31	15.62	3.19
	12/7/2018	488.43	93.18	440.33	90.15	24.80	5.08	9.50	1.95	13.80	2.82
Skyline Elem	9/10/2018	485.54	94.29	453.90	93.48	6.00	1.24	3.64	0.75	22.00	4.53
	10/8/2018	488.14	94.43	450.88	92.37	16.10	3.30	8.00	1.64	13.16	2.70
	11/7/2018	491.11	94.15	450.19	91.67	17.75	3.61	13.22	2.69	9.95	2.03
	12/7/2018	491.50	94.28	449.42	91.44	21.51	4.38	12.80	2.60	7.77	1.58
Washington Elem	9/10/2018	233.82	95.30	220.82	94.44	4.00	1.71	0.00	0.00	9.00	3.85
	10/8/2018	233.47	93.79	213.48	91.44	8.00	3.43	6.00	2.57	5.99	2.57
	11/7/2018	234.00	95.07	217.85	93.10	7.00	2.99	4.42	1.89	4.73	2.02
	12/7/2018	235.15	96.13	222.77	94.74	5.83	2.48	1.43	0.61	5.12	2.17
SMS	9/10/2018	386.11	94.13	361.29	93.57	3.82	0.99	1.00	0.26	20.00	5.18
	10/8/2018	385.17	94.18	359.33	93.29	4.84	1.26	4.00	1.04	17.00	4.42
	11/7/2018	384.63	95.38	361.09	93.88	8.06	2.10	6.90	1.79	8.58	2.23
	12/7/2018	382.02	95.45	356.48	93.31	13.52	3.54	5.59	1.46	6.43	1.68

SEDALIA SCHOOL DISTRICT #200
PROPORTIONAL ATTENDANCE RATE - 2018-2019

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

School	Date	A	Proportional Attendance Rate	B	%	C	%	D	%	Adjusted Enrollment < 85.0%	%
		Total Adjusted Enrollment		(1 point) Adjusted Enrollment at 90-100%		(.5 point) Adjusted Enrollment at 87.5-89.9%		(.25 point) Adjusted Enrollment at 85-87.4%			
Smith-Cotton Jr High	9/10/2018	1156.08	91.91	1045.98	90.48	26.82	2.32	12.82	1.11	70.46	6.09
	10/8/2018	1157.45	92.38	1046.66	90.43	32.41	2.80	25.45	2.20	52.93	4.57
	11/7/2018	1157.99	93.27	1056.32	91.22	37.70	3.26	19.51	1.68	44.46	3.84
	12/7/2018	1148.83	93.63	1045.51	91.01	51.25	4.46	18.02	1.57	34.05	2.96
Smith-Cotton HS	9/10/2018	1399.93	88.63	1220.48	87.18	32.09	2.29	17.00	1.21	130.36	9.31
	10/8/2018	1413.97	89.50	1222.43	86.45	65.96	4.66	40.15	2.84	85.43	6.04
	11/7/2018	1412.34	89.84	1219.00	86.31	79.84	5.65	39.66	2.81	73.84	5.23
	12/7/2018	1397.79	89.59	1198.66	85.75	88.79	6.35	36.88	2.64	73.46	5.25
District Wide	9/10/2018	4852.75	91.72	4392.46	90.51	94.73	1.95	44.46	0.92	321.10	6.61
	10/8/2018	4873.81	92.44	4393.80	90.15	173.70	3.56	99.60	2.04	206.71	4.24
	11/7/2018	4874.39	92.74	4394.51	90.16	198.01	4.06	107.66	2.21	174.21	3.57
	12/7/2018	4847.27	92.79	4354.41	89.83	236.67	4.88	100.76	2.08	155.43	3.21

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



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 17, 2018

Re: SMS Playground

Christopher Pyle, Ed. S.
Assistant Superintendent

We have aligned our Sedalia Middle School building to be closely related to our K-4 elementary buildings in regard to scheduling and educational opportunities for our students. SMS is a wonderful building, but we lack movement/playtime at that level. Our 5th grade students need to have this time built into their schedules, especially on days that they do not have PE as an elective. Mr. Eisenmenger is confident that he can find time in the schedule to make a daily 20-minute recess happen for all students. There are many benefits to having recess/playtime for children the age of our SMS students. Most notable will be the opportunity for exercise, which will further students' social skill development and increase their attention and creativity when they return to the classroom.

Todd Fraley Ed. D.
Assistant Superintendent

Please contact me at (660) 829-6457 if you have any question or concerns.

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

Thank You.

Missouri Model District
www.sedalia200.org

Sedalia #200 is an
equal opportunity and
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

Jo Black

Instructional Coach

Marcy Husong

Social Worker

To: Mr. Triplett and the Board of Education

From: Washington Elementary

Date: 12-12-18

Washington Elementary would like to thank Leona Payne for donating \$262.00 to pay current student outstanding lunch account balances.

We appreciate the generosity extended to Washington students.

Respectfully,

Lisa Volk



Accredited with

"Distinction in

Performance

2011 - 2012

2012 - 2013

2013 - 2014"



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



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Michelle Hofstetter

Counselor, NCC, PLPC

Shata Layton

Special Education
Process Coordinator

Jo Black

Instructional Coach

Marcy Husong

Social Worker

To: Mr. Triplett and the Board of Education

From: Washington Elementary

Date: 12-12-18

Washington Elementary would like to thank Lion's Club for donating \$100.00 to pay current student outstanding lunch account balances.

We appreciate the generosity extended to Washington students.

Respectfully,

Lisa Volk



Accredited with

"Distinction in

Performance

2011 - 2012

2012 - 2013

2013 - 2014"